

ON BEING EXPLICIT: Sex Education for Professionals

by Richard A. Chilgren, M.D., and Mary M. Briggs*

Fifty percent of married couples in the U.S. are sexually dysfunctional, as estimated by Masters and Johnson. Mass media have made sexual problems commonplace topics of discussion. It is not surprising then, that we are witnessing an increasing demand for assistance with problems of sexual competence (frigidity, impotence, premature ejaculation) and of relationships (premarital sex, homosexuality, extramarital sex, and alternate lifestyles). How competent are physicians and other professionals to deal with these problems?

According to Burnap and Golden¹, 15% of patients seeing a general practitioner have a sexual problem as a major presenting complaint. If a patient musters the courage to discuss an intimate sex problem, can the health professional deal with it? Or does the subject make the professional so uncomfortable that the patient gets the message directly or indirectly to "Go home; come back later with a more acceptable problem, and I will help you with that." How often do the professional's own anxiety and attitudes about sexuality obstruct his or her ability to assist people with sexual problems—or perhaps lead him to react in such a way as to compound the very problem being brought to him?

Since the mid-sixties, sexuality education for helping professionals, neglected until recent years, has been developed by Dr. Harold Lief at the University of Pennsylvania Medical School and Dr. Clark Vincent at the Bowman-Gray School of Medicine and their colleagues. While the use of sexually explicit films for educational purposes was suggested by Dr. Kinsey in the 1940's, it was not until 1967 when, using films from the archives of the Institute for Sex Research, Dr. Edward Tyler at Indiana University showed medical students a variety of sexual behaviors. Shortly thereafter, Dr. John Money at Johns Hopkins Medical School put together an illustrated presentation entitled "Pornography and the Home," which was attended by 800 students the first year and 1500 students the second.

In 1968, the Reverend Ted McIlvenna and his colleagues at the National Sex Forum in San Francisco introduced the basic concept of a process in the development of sexual attitude awareness. This two-day process made use of sexually explicit films, slides and audio tapes, in a relaxing atmosphere, designed to elicit participants' attitudes and anxieties

about human sexuality. Since then, various modifications of that process have been introduced to health care education at the Universities of California (San Francisco), Hawaii, Indiana, Miami, Minnesota, Pennsylvania, Yale and others.

Many educators in the field of human sexuality seem to agree that explicit sexual material is a useful educational tool. However, most professionals who have had experience with these materials find them most effective within a process that emphasizes attitudinal exploration through small group discussion. Use of the materials out of the context of such a process, whether for a medical staff meeting or a speaking engagement, has proven inappropriate.

In 1970, after a preview of the National Sex Forum process arranged by five Minneapolis clergymen, the University of Minnesota began to develop its attitudinal approach to sex education for medical students. The past three years have seen the development of the Program in Human Sexuality as an interdisciplinary academic and administrative unit responsible to the Dean of the Medical School, charged with the development of education, research and service to improve sexual health.² The interdisciplinary nature of the Program is maintained through the active participation of an Advisory Board consisting of the co-authors of this paper; the Head of Psychiatry and two members of his department; the Professor and Head of Obstetrics-Gynecology; the Professor and Head of Pediatrics; Associate Professors of Physical Medicine and Rehabilitation and of Family Practice and Community Health; a Professor of Sociology; a Clinical Associate Professor of Clinical Psychology; the Director of Congregational Social Concerns, Division of Social Service, American Lutheran Church; and a staff member charged with evaluation of the medical school curriculum.

The Program in Human Sexuality provides the framework for the Sexual Attitude Reassessment (SAR) seminar, a two-day adaptation of the National Sex Forum model. To date, over 3000 persons have participated in the SAR experience at Minnesota, which is also currently required of second year medical students in conjunction with an informational course in human sexuality. Most recently, the Medical School course has also included students from three theological seminaries. We have found that the most beneficial SAR seminars are those of an interdisciplinary nature. Therefore, a typical SAR seminar will include medical, theological, nursing and social work students, practicing physicians and clergy, helping professionals from the University and the community, as well as community representatives.

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SPEAKING OUT

USE OF EXPLICIT VISUAL MATERIALS IN PROFESSIONAL EDUCATION

The impact and validity of audio-visual materials for the learning experience have usually been over or under estimated. Regardless of the subject area or technological excellence of the films, this range of evaluation indicates that it is the *process* of which the materials are a part which most influences their effectiveness. Specifically, the use of sexually explicit materials in professional education about sexuality requires careful attention to the nature and significance of the framework in which they are used.

Recently, members of the SIECUS Board of Directors participated in the University of Minnesota program (described in this *Report* by Dr. Chilgren). Board members, unidentified as such, were part of the regular large and small discussion groups composed of medical, nursing, ministerial, education and other students. It is one example of a number of excellent programs to be found in medical schools, and the Board members were impressed by its positive effects on their own better communication and relationships as a group.

Professional concern and skills regarding sexual problems are not achieved without exquisite sensitivity to the process of learning how to deal with them. *First*, there must be thorough commitment by the faculty to be involved and by the administration, to the importance of helping the learners to develop sexual self-insight—a prerequisite for individuals whose work with others is in a preventive, therapeutic or educational milieu. *Second*, there must be an understanding that the use of film segments is but one, though an integral, part of a design deliberately constituted as a continuum. This continuum may include orientation relating the social, cultural and ethical elements of sexuality to the development of personal attitudes; exposure to discussion of a variety of readings, beliefs, myths and realities about sexual behavior; and exposure to a series of life impressions by means of professionally produced, sexually explicit films shown in an open, though professionally protected, environment. By all these means the learner is immersed in profound reactions which are at once private and shared with a peer group. While vitally personal, the experience is neither alienated nor lonely, for each participant is aware that there will be opportunity for interaction about the films that is removed from their intensity. Anticipation of this periodic small group process permits the individual to focus on his immediate surface feelings as well as on those of a deeper level. Recognizing, sorting out, or expressing new personal insights does not need to occur all at once. Even though "all at once" has been the immediate key element providing high impact value of the audio-visual techniques, further integration of the experience will have to occur in the follow-through by

staff, with the goal being to capitalize on the time that was emotionally and intellectually invested.

As with any innovative approach in this field there will be those who are quick to adopt a program in order to be "on the bandwagon." But students of any discipline will quickly discover when an audio-visual program is being used to "con" them into a concept without adequate prior preparation and professional follow-through. They early recognize when an approach has become an educational end in itself instead of a continuing educational process. They are keenly aware of a faculty that is unprepared to recognize and meet the need for a continuing commitment to education about sexuality.

The models for such educational programs which ultimately prevail will undoubtedly be those which most help in the growth of the individual and which are undergirded by professional integrity, thoughtful planning, continuity and humane consideration of learning as a process.

Evalyn S. Gendel, M.D.

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Inclusion of a participant's spouse, partner, or "significant other" is another important aspect of the process, during which a couple may often find themselves discussing aspects of their life together not previously explored. Many couples report a subsequent continuing education effect beneficial to their relationship and family life.

Environment contributes considerably to the success of the two-day process. Courses are held for groups of eighty persons in a large, comfortable room furnished primarily with giant pillows and bean bag chairs. All lighting is soft and indirect, creating a living room atmosphere. One entire wall serves as a projection screen. This room is surrounded by seven smaller rooms, where the small groups of 10-12 people convene six times during the seminar to discuss their feelings and attitudes. Meals and coffee breaks are included in the process, in order to facilitate exchange of ideas without interruption.

Participants in the seminar are encouraged to keep in mind the assumptions upon which the SAR is built:

- Sexuality is an integral part of one's total personality and is expressed in all that one does.
- Sexual health involves both competence and personal relationship.
- What is acceptable sexually will vary from person to person, but in any case, one should be sensitive to the needs of others and not be exploitive.
- The professional cannot assist patients (clients) with their sexuality until he/she understands his/her own sexuality.
- The professional should be able to talk about sex openly and nonjudgmentally.
- We are not responsible for having feelings. We are responsible for what we do with them.
- We have a right and obligation to know objectively the range of human sexual behavior.
- We have a right and obligation to know the most current facts about sex and sexuality.
- Each person has a right to his/her own beliefs and convictions.

The three basic components of the SAR seminar are: large group discussion; multi-media presentations; and small group discussion. The primary functions of the female/male large group leader team are: to guide participants through the process; to establish a comfort level in the large group; to give sanction to think and talk about sex; and to provide information regarding human sexual behavior. The media consist of films, slides and audio tapes portraying a wide variety of explicit sexual behavior. Two basic types of films are used. Those produced by the National Sex Forum illustrate both physical and relationship aspects of sexual behavior. Films used during one portion of the program, collected from all over the world, simply display a wide range of human sexual behavior with little reference to relationship.

The third component of the SAR, small group discussion, is the most important element of the process. The explicit materials are used as a tool to draw out each participant's inner reactions and anxieties. The small group is intended to foster an interchange that puts these feelings into perspective and permits development of an understanding attitude toward the sexuality of self and others. Emphasis is upon sharing one's cognitive awareness of emotional reactions,

both in sexual and nonsexual terms. The primary function of the small group leader is to create an environment for discussion that is supportive of all varieties of feelings and values that might be expressed. A further analysis of the SAR small group process can be found elsewhere.³

SAR seminar formats are flexible and can differ with each group participating in the program. The following is a sample format:

DAY 1: 1:00 pm—11:00 pm

Setting expectations and establishing comfort level—
One film, large group discussion

The vocabulary of sex—
Large group exercise, discussion

Sexual fantasy—
Two films, large group discussion

Masturbation—
Three films, large group discussion

Small group discussion #1 (one hour)

Homosexuality—
Two films, large group discussion

Small group discussion #2 (one hour)

Dinner

Exposure to the range of human sexual behavior—
Three to six films projected simultaneously to achieve saturation exposure

Small group discussion #3 (one hour)
One film as closure.

DAY 2: 9:30 am—5:00 pm

Self image and body concept—
One film, large group discussion

Small group discussion #4 (one hour)

Relationship and sexuality—
Three films

Lunch

Sex roles—
One film, readings on the concepts of masculinity and femininity

Small group discussion #5 (one hour)

Sexual therapy and enrichment—
Three films, large group discussion

Small group discussion #6 (45 minutes)

Large group evaluation session.

A crucial variable in the quality of the participant's experience is the effectiveness of the small group leaders. The best leaders are genuine, warm, empathetic, comfortable with their own sexuality, and actively able to role-model this comfort for the group. A crusading group leader, whether advocating conservative or liberal viewpoints, generally receives poor ratings from the participants. It is obvious that selection of group leaders is crucial, since even persons experienced in group process can have difficulty encouraging

open discussion of sexual attitudes and feelings. We have devoted considerable effort to group leader training, utilizing lectures, demonstrations, role playing and evaluation mechanisms. Continuing group leader evaluation is also essential to insure the ongoing growth of these leaders.

Participants are encouraged to criticize the SAR process openly, and most offer at least one helpful suggestion. These comments involve choice of materials, seminar length (too short), failure to include some subject areas (e.g., sex and aging, childhood sexuality), and questions of the balance of various moral and ethical viewpoints within the program. Experimentation with lengthened seminars has proven valuable and efforts are being made to improve the quality and increase the number of available materials. Participation of seminarians and church officials has helped considerably with the question of moral and ethical balance. All of this has emphasized to us the importance of constant reevaluation of the process and the necessity for an interdisciplinary and highly professional approach to self-evaluation of sexual attitudes.

Participant response, as demonstrated on evaluation questionnaires, covers a wide spectrum. At one extreme is the medical student whose only comment was: "Knowledge, awareness, love, fun and joy!" In contrast to this, another medical student remarked: "This is of course personally speaking, and I would not say this for all participants, but for me, it possibly has been the most complete waste of time in medical school so far."

Ninety-five percent of the SAR participants have responded positively to "Did you find this seminar personally beneficial?" as well as "Should the seminar continue to be required for medical students?" The majority of comments made on these questionnaires seem to follow the themes of the following examples:

A female medical student—

"Now that I understand myself better sexually, I can talk about sex freely with my patients."

A male general practitioner—

"The seminar hasn't resulted in the elimination of my biases and prejudices from my patient interviews, but it has greatly helped me identify them, and therefore handle them."

The wife of a medical student—

"I learned a lot, especially about accepting responsibility for my own sexuality, and about masturbation. I know this is going to mean a lot in my sex life, the ability to not be embarrassed about liking my body too."

Another wife—

"I always thought I was the only person who had a problem, and was afraid to share it. I see in myself a greater self-honesty about sex."

A male seminary student—

"I feel much more comfortable about touching or being touched."

The wife of a church social worker and pastor (participating in a week long program, essentially an extension of the SAR process)—

"During the week I had the gut level reaction—I'm Sexy! I'm not inadequate! The next reaction was—so is my spouse! All of a sudden, I really understood that besides being just lovable, both of us are desirable. I've

found myself freed up considerably—to be naked—or to try oral-genital sex (I like it!)—and to initiate and/or participate in sexual activity with my spouse more often."

Relationship, both personal and more general, seems to be the most important focus to most participants. But the necessity of dealing with questions about physical sexuality is also apparent.

A male medical student—

"I came to realize the total importance of personal meaning—love, if you like—in the sexual experience . . ."

Another student—

"I confirmed that intimate sexual expression is the outcome of the quality of the relationship between two people. Strangely, I couldn't have come to that without the intensely explicit first day of the session."

Still another student—

"It helped me rediscover that sex is a lot more than just fucking."

A Lutheran clergyman, months after the seminar—

"Because of my increased confidence in sex, I feel more sure of myself in general. I have enjoyed my parents a lot more since the seminar—I previously 'blamed' them for some of my feelings of inadequacy."

The wife of a Methodist minister—

"As I look about me, I feel a oneness with others. We are all in this boat together, with various problems and needs, but I feel a closeness with other human beings I didn't feel before."

A physician father of five children—

"I've been able to communicate with my children about almost anything, now that I can discuss with them previously taboo sexual matters. This must have been a major contribution to our generation gap. Sex is obviously a positive, God-given, natural function."

The implications of Sexual Attitude Reassessment appear to be quite extensive. The process seems to encourage a more positive world view, of both sexual and non-sexual matters. It also seems to stimulate the development of a closer correlation between personal values and individual behavior. In a society that appears unable to agree upon anything, the strength of the positive response to this process could represent the coming together of numerous personal and societal needs for closer and more meaningful personal relationships. The response may also indicate an attempt by individuals to reintegrate the physical and relationship aspects of sexuality into a more meaningful perspective in their lives.

REFERENCES:

1. Burnap, D.W. and Golden, M.S. "Sexual Problems in Medical Practice," *Journal of Medical Education*, Vol. 42, July 1967.
2. These studies, and the Program in Human Sexuality are made possible through grants from The Commonwealth Fund, the Bush Foundation, the Playboy Foundation, American Lutheran Church Division of Social Service, United Methodist Church Board of Christian Social Concerns, and the University of Minnesota Medical School.
3. Rosenberg, P. and Chilgren, R.A. "Sex Education Discussion Groups in a Medical Setting." *International Journal of Group Psychotherapy*, February 1973.

NEWS

PUBLISHERS SPONSOR SEMINAR ON SEX EDUCATION

A day-long seminar on sex education and its implications for book publishers was held in New York on February 14, sponsored by the Religious Book Publishing Division of the Association of American Publishers.

With Dr. Harold W. Minor, Jr., Family Life Specialist of the Board of Christian Education, United Presbyterian Church in the United States, as moderator, sessions opened with *Sex Education Today: An Interdisciplinary Overview*. This panel discussed sex education from the standpoints of religion, psychology, the family, and the law. SIECUS Board member William H. Genné, Coordinator of Family Ministries of the National Council of Churches, spoke on the work of various denominations in sex education, the meaning of sexual experience, and parents' and professionals' concern over the treatment of values and attitudes in sex education. Attorney Harriet Pilpel, former SIECUS Board member, commented on Supreme Court decisions relating to sexuality and on the present question of obscenity and the law; Donald Smith, of the Institutes of Religion and Health, emphasized the need to define healthy sexuality and the open discussion of sexuality today that allows people to question cultural norms; and William R. Stayton, of the Family Studies Center of the University of Pennsylvania, described the Center's program and spoke on the prime role of parents in sex education.

The second panel, *Programs and Markets: Secular and Religious Approaches*, featured social psychologist Robert C. Sorenson who spoke on "Sex Education and Sociology," interpreting data from his recently published *Adolescent Sexuality in Contemporary America*. Other speakers were: Derek Burleson, SIECUS Director of Educational and Research Services, on "The Educator's View of Sex Education," who urged educators to broaden their focus beyond the biological framework of sexuality; Rabbi Mordecai Brill, of the Synagogue Council on Sex Education, on "Human Values in Sex Education"; and Richard

Hettlinger of Kenyon College on "The Author's View of Sex Education."

The luncheon speaker was Dr. Mary S. Calderone, Executive Director of SIECUS, whose theme, "Publishing—for Sex Education or Exploitation?," emphasized the need for publication for all age ranges, with regard for quality rather than quick profits.

The last panel of the day consisted of presentations of three sex education programs: Dr. Hugo Hollerorth, of Beacon Press, discussed the Unitarian-Universalist curriculum, "About Your Sexuality"; the Rev. John Gattis described the United Methodist Church programs, "The Role of Sex in Christian Living," and "Love and Sex in the Christian Faith"; and SIECUS Board member Dr. Richard A. Chilgren, of the University of Minnesota School of Medicine, described the School's "Program in Human Sexuality," of which he is Director. These presentations were followed by a parents' response, given by Caroline Stessinger and Mette Strong, the latter a member of the SIECUS Board of Directors.

CALIFORNIA LIFTS RESTRICTIONS AGAINST SIECUS MATERIALS

The California State Board of Education rescinded its ban on the use of SIECUS materials in public school family life/sex education programs. This action was taken at the Board's December 15, 1972 meeting at which new recommended guidelines for family life/sex education were adopted. The previous guidelines called for "Elimination of SIECUS materials from California schools."

Current guidelines call for family life and health education programs in grades K through 12, with the reservation that "Earliest instruction relative to human reproduction should not be introduced prior to age of 9."

Student participation in family life/sex education programs in California is voluntary.

SEXUALITY EDUCATION ASSOCIATES NOW IN OPERATION

Sexuality Education Associates is a new, nonprofit service agency, operating primarily in the South, which provides educational, informational, and consultant services concerning human sexuality. Its president is Dr. Harold W. Minor, Jr., Family Life Specialist of the Board of Christian Education of the Presbyterian Church in the United States. SEA functions in cooperation with the Presbyterian School of Christian Education, Richmond, VA, which recognizes SEA's workshops as a valid adjunct of its own programs.

SEA workshop techniques are adapted from the Human Sexuality Program of the University of Minnesota Medical School, and incorporate features of the SAR (Sexual Attitude Reassessment) approach of the National Sex Forum. The workshops are open to members of the helping professions and their spouses. In addition to their workshops, SEA provides classroom leadership and/or consultant services for schools, churches, and community agencies; a library of resources in sexuality; resource listings and reviews, and periodic reports of news relating to sex and family education; a national network of professional and para-professional educators, consultants, and counselors for recommendation to those seeking various services; and liaison with national sex and family life education and counseling agencies to keep abreast of research, resources, and methods.

SEA's goals are to help persons grow in acceptance of themselves and others; to help individuals accept sexuality as a healthy aspect of personality; to help in developing the ability to communicate freely and easily about sex and sexuality and gain skills in communication appropriate to their needs; and to help persons acquire correct information on various facets of sex and sexuality, and a knowledge of available resources in the field.

For further information about SEA's program and workshops, write to: Harold W. Minor, Jr., D.D., 1218 Whitby Road, Richmond, VA 23227.

NEW FAMILY LIFE ASSOCIATION FORMED

"In a common concern to promote and strengthen family life," a group of family and marriage counseling and family life education professionals has formed The National Alliance for Family Life (NAFL). The Alliance's founder, James Rue, Ph.D., is immediate past president of the California Association of Marriage and Family Counselors, Chairman of the Board of Behavioral Science Examiners for the State of California, and President of the American Institute of Family Relations at Los Angeles.

At the group's first meeting, in October, 1972, attended by approximately 200 persons, Representative Del Clawson of California made an official announcement of a "Joint House-Senate Resolution to authorize the President to issue annually a proclamation designating that week in November which includes Thanksgiving Day as National Family Week." According to a special bulletin from the group, at their second meeting at Knott's Berry Farm on November 19, "President Nixon sent a telegram congratulating NAFL and those assembled for being the only group in the nation celebrating the first National Family Week."

NAFL's two immediate goals are: "(1) To obtain insurance benefits for all clients of *all qualified* behavioral scientists, e.g., MFC's, clinical and educational psychologists, clinical social workers, etc., and (2) to gain licensure for those who wish to do *specifically* marriage and family counseling in those states where there is no licensing law." Other stated goals are to support the efforts of professionals to develop "a code of ethics with responsibility as the theme; a national referral system that works; or a concentrated push for family life education programs in our churches and schools."

Founding Life Membership is \$500; Founding Membership is \$50.00. For further information and materials write to: NAFL, 10727 So. Paramount Blvd., Downey, CA 90241.

TRAINING FOR SEX EDUCATORS AND COUNSELORS

Responding to the need for a new training model which would increase the comfort and effectiveness of those

working in sex education with teenagers, Planned Parenthood of Alameda-San Francisco is establishing a Training Institute for Sex Educators.

Six workshops will be held in 1973 and six in 1974, with enrollment open to those working with teenagers in family planning and youth-oriented agencies, and to school personnel. All costs will be borne by the federally-funded project, including travel and per diem expenses. The faculty will be under the direction of Dr. Harvey Caplan, Teen Clinic Medical Director, and Nattalie Hawley, Education Director, of PP/Alameda-San Francisco.

Each workshop will consist of an intensive three-day session, in which the training program will seek to:

1. Enhance the understanding by participants of their own feelings and attitudes;
2. Provide a broad knowledge of human sexual and emotional functioning, including recent research findings;
3. Acquaint family planning counselors and sex educators with new teaching techniques for the teen clinic or classroom.

Inquiries may be addressed to: Ms. Pat Blackburn, Education Secretary, Planned Parenthood/World Population, Alameda-San Francisco, 2340 Clay Street, San Francisco, CA 94115.

CHALLENGE TO DANISH SEX EDUCATION LAW

A complaint against compulsory sex education in Denmark's public schools is being considered by the European Commission of Human Rights in Strasbourg. The complaint was filed on the grounds that Article 2 of Protocol 1 to the European Convention on Human Rights states:

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions."

According to the complainants, the 1970 Danish law introducing compulsory sex education *infringes on their rights as parents to educate their child according to their own convictions. Further, since they feel obliged to educate their child at home, they contend that their daughter is being denied her right to education.*

At their December 15, 1972 hearing, the ECHR admitted the complaint for consideration based on the question of parental rights. The claim that their child is denied her right to education was not accepted because Denmark allows parents to educate their children *at home or in private schools.*

Ethel M. Nash 1909-1973

Ethel Nash was, at her death on February 28, a Clinical Associate Professor of Obstetrics and Gynecology at the Carolina Population Center in Chapel Hill, N.C. However, this was a title rather than a description. Her M.A. from the University of North Carolina was in counseling and guidance, and this was her prime *métier* as well as gift—not only to give inexhaustibly of her own counseling and guidance to those in trouble, but also to teach others, especially physicians in the making, how to do so. These gifts were recognized not only by the two professional schools within which she taught (fourteen years at Bowman Gray School of Medicine and three at the Carolina Population Center), but also by the American Association of Marriage Counselors for which she served a Presidential term.

She published significantly: her "Marriage Counseling in Medical Practice," written in collaboration with two close colleagues, was a landmark in 1964, when marriage counseling was still unknown territory for most physicians.

She lectured widely—in the U.S., Canada, Britain and the Far East, and here was where her impact was unailing: *what* she said always had integrity and truth; *how* she said it created a current of warmth and caring from her to her audiences which, by evoking similar feelings in them, opened their receptivity and sensitivity to what she was saying.

A SIECUS Board member in its earliest years, Ethel Nash created this same atmosphere and shared these same gifts with us. We remember and are grateful.

HUMAN SEXUALITY: SPANISH LANGUAGE RESOURCES

Prepared by SIECUS, the Sex Information and Education Council of the U.S., 1855 Broadway, New York, New York 10023

Until fairly recently, there have been few sex education materials written in or translated into Spanish. While the following list of resources and materials is by no means comprehensive, it should provide the teacher or counselor working with a Spanish-speaking population with a general knowledge of the variety of materials and programs available.

The Spanish-speaking world includes seventeen Latin American nations, Spain, and parts of the United States, and includes a diversity of cultural and social traditions. The resources presented here are reflective of this diversity.

This resource list is divided into two general categories: organizations which provide a variety of resources or programs, and specific publications written in or translated into Spanish. Except where indicated, the materials on this resource list are *not available from SIECUS*.

RESOURCE ORGANIZATIONS

For the most part, these organizations are national or local family planning agencies in the various Spanish-speaking countries, but several commercial, public health, or multifaceted counseling agencies are also included. Except where it is specifically noted, the resource materials prepared or distributed by these organizations deal primarily with birth control or family planning information. To obtain further information as to the specific publications, materials, and programs available, you should write directly to the organization at the indicated address.

UNITED STATES

Instituto del Hogar
Los Mirtos 151, Hyde Park
Apartado 20155
Rio Piedras, Puerto Rico 00928
Publishes a series of publications on sex education and preparation for marriage.

International Planned Parenthood
Federation
Western Hemisphere Region
111 Fourth Avenue
New York, New York 10003
A general clearinghouse for information on family planning materials and programs available throughout the western hemisphere.

International Union Against the Venereal
Diseases and Treponematoses (Unión In-
ternacional contra las Enfermedades Ven-
éreas y las Treponematosis)
Regional Office for the Americas
1790 Broadway—Room 1402
New York, New York 10019
*Distributes brochures and pamphlets on
venereal disease.*

Kimberly-Clark Corp.
Life Cycle Center
Neeenah, Wisconsin 54956
*Distributes pamphlets related to menstra-
tion and feminine hygiene.*

Personal Products Company
Box X6
Milltown, New Jersey 08850
*Distributes menstruation and feminine hy-
giene publications, and a 16mm film with
Spanish narration.*

Planned Parenthood/World Population
Department of Information and Education
810 Seventh Avenue
New York, New York 10019
*Publishes a series of pamphlets and bro-
chures, and a 16mm film with Spanish nar-
ration, on family planning.*

Planned Parenthood of New York City, Inc.
Family Planning Resources Center
44 Court Street
Brooklyn, New York 11201
*Distributes family planning materials de-
signed primarily for use with Puerto Rican
populations.*

Tampax, Incorporated
5 Dakota Drive
Lake Success, New York 11040
*Distributes menstruation and feminine hy-
giene materials.*

LATIN AMERICA

Argentina

Asociación Argentina de Educación Familiar
Juan Agustín García No. 2048
Buenos Aires

Chile

Asociación de Educación Sexual
Elicer Parada No. 2447
Santiago
Consejo Nacional de Orientación Familiar
Agustinas 853—Oficina 917
Santiago
*Publishes a bi-monthly journal, Orientación
Sexual, and various family planning and
sex education materials.*

Colombia

Asociación Colombiana de Facultades de
Medicine
Programa de Educación Sexual
Calle 45—7° Piso
Bogota
*Publishes a journal, primarily for profes-
sionals.*

Costa Rica

Asociación Demografica Costarricense
Apartado Postal 2815
San José
*Distributes a translation of SIECUS Study
Guide #1, "Educación Sexual," and vari-
ous family planning materials.*

Centro de Estudios Sociales y de Población
Apartado 49
San José

Centro de Integración Familiar
San José

Centro de Orientación Familiar
Apartado 288
San José
*Produces a regular radio program, "Educa-
ción Sexual", and a correspondence
course on love, marriage, and family plan-
ning, and various family planning ma-
terials.*

Dominican Republic

Instituto Nacional de Educación Sexual
Apartado 1497
Santo Domingo

Ecuador

Centro Ecuatoriano de Educación Sexual
Av. Sta. Prisca y Pasaje Farget No. 109
Quito

El Salvador

Asociación Demográfica Salvadoreña
Apartado Postal 1338
San Salvador
Publishes Un Dilema: La Educación Sexual.

Guatemala

Asociación Pro Bienestar de la Familia de
Guatemala (APROFAM)
Apartado Postal 1004
Guatemala
*Publishes a series of brochures and pam-
phlets on sex education, marriage, repro-
duction, and family planning.*
Oficina Integrada de Orientación Familiar
14 Calle 8-51—Zona 1
Guatemala

Honduras

Asociación Hondureña de Planificación de la
Familia
Apartado Postal 625
Tegucigalpa, D.C.
*Publishes pamphlets on reproduction, family
planning, psychosexual development, and
a study of the sexual attitudes of Honduran
youth.*

Peru

Asociación Peruana de Protección Familiar
Casilla Postal 2191
San Isidro
Lima

Venezuela

Asociación Venezolana de Orientación
Familiar y Sexual (AVOFYS)
Apartado 80442
Caracas 108
*Publishes a newsletter, and various family
planning materials.*

SPAIN

Cromosoma "X"
Revista de la Generación y de Sexología
Administración I.M.M.
Avda. Jose Antonio, 475
Barcelona
*A monthly journal on reproduction, sexual-
ity, and sex education.*

Instituto Genus
Enrique Granados, 116
Barcelona, 8
*Publishes a series of publications dealing
with various aspects of sexuality, genetics,
and psychology.*

SELECTED READING

This reading list, focusing on human sexuality, is a selection of publications written in or translated into Spanish. Many of them have appeared in their English versions on previous SIECUS reading lists, and many are widely used as texts or references appropriate for people of different age levels. Because these books represent a variety of ethical and religious viewpoints, we recommend that parents, counselors and youth leaders familiarize themselves thoroughly with any book they recommend to young people.

Books reflecting a specific religious orientation have not been included. We suggest that individuals consult their own clergy for suggested denominational titles.

This list has been categorized by approximate age level of the reader, and the Spanish titles of translated books, when known, have been indicated in parentheses. Except where indicated, books on this reading list are *not available from SIECUS*. For price and ordering information, you should write directly to the publishers. Addresses are included at the end of this list.

CHILDREN (approximate ages 4-9)

- **The Edusex Series**
Three titles for children: *Cómo nací?; Nacemos y crecemos; Niñez y sexo*.
This beautifully illustrated and simply written series can be read aloud to the younger child, or read by children in a home or school setting. Each book is accompanied by a guide for teachers and parents.
Publisher: Libreria Voluntad
- **Growing Up**
Karl de Schweintz
An excellent first book about human and animal development for the early self-reader. It is also good for reading aloud by parents.
Publisher: Ediciones Ariel S.A.
- **Papa', ¿Como nace un niño?**
Federico Boix
Set in the context of a father talking with his children, the story of how children are conceived, how they develop within their mother's womb and how they are born, is told in a simple and direct manner.
Publisher: Editorial Nova Terra, S.A.

PRE- AND EARLY TEENS (approximate ages 10-14)

- **Boys and Sex (Amor y sexo para él)**
Wardell B. Pomeroy, Ph.D.
A sexual guide for teenage boys written in a straight-forward, objective and non-judgmental way, using language which is easily understood.
Publisher: Editorial Pax-Mexico
- **The Edusex Series**
Three titles for this age level: *Pubertad y sexo; Adolescencia y sexo; Sexualidad responsable*.
Continues this excellent series through the older age levels. Each book is accompanied by a guide for teachers and parents.
Publisher: Libreria Voluntad
- **Girls and Sex (Amor y sexo para ella)**
Wardell B. Pomeroy, Ph.D.
As in his earlier book, *Boys and Sex*, Dr. Pomeroy writes in an open way without moralizing and with no attempt to discourage teenage girls from engaging in sexual

activities for which they are psychologically ready.
Publisher: Editorial Pax-Mexico

- **Love and Sex and Growing Up (Lo que Cambia en Ti durante la Adolescencia)**
Eric W. Johnson and Corrine B. Johnson
A book for pre-adolescents which covers a broad range of topics. Helps a young person to think about what being a man or a woman means in today's world.
Publisher: Editorial Pax-Mexico
- **Pronto Seré Adolescente**
Federico Boix
The facts of pubertal development and human reproduction are simply and directly told to pre-adolescents.
Publisher: Editorial Nova Terra, S.A.
- **Sex: Telling It Straight (Sexo sin rodeos)**
Eric W. Johnson
A simple but honest treatment of those topics in human sexuality of greatest concern to adolescents. It presents positive views on sex without preaching or moralizing.
Publisher: Editorial Pax-Mexico

LATER TEENS (approximate ages 15-18)

- **Pregnancy, Birth and Family Planning**
Alan F. Guttmacher
A straightforward presentation of the facts of human reproduction and family planning. (Available, Winter 1973)
Publisher: Editorial Pax-Mexico
- **Sex Before Twenty: New Answers for Youth**
Helen F. Southard
In this book, teenagers are encouraged to take responsibility for themselves in discovering their full roles as sexual persons.
Publisher: Editorial Bruguera
- **Why Wait Till Marriage**
Evelyn M. Duvall
Written within a broadly religious framework, this book deals one by one with arguments favoring premarital intercourse. (Will be available in 1974)
Publisher: Baptist Spanish Publishing House

FOR ADULTS (18 years of age and over)

- **Diccionario de Información Sexual**
Paul Bertrand, Victor Lapie, and J.-C. Pelle
Translated from the French, a useful dictionary of sexual terms.
Publisher: Granica Editor
- **Luz**
The Spanish version of *Sexology Magazine*, *Luz* presents educational facts about sex for adults. *Luz* is available in most Spanish-speaking areas of the world, or from its headquarters offices in New York City.
- **Masters and Johnson Explained (Las Tecnicas Sexuales de Masters y Johnson)**
Nat Lehrman
A simplified explanation of the therapy being carried out on sexually dysfunctional couples which gives the flavor of the research and the researchers without the technical jargon of the two Masters and Johnson books.
Publisher: Granica Editor
- **Matrimonial médica: una guía**
Bernard R. Greenblat, M.D.
A guide for married couples. Available only through physicians.
Publisher: The Budlong Press
- **Pero, ¿Sabemos qué es la educación sexual?**
Frederic Boix
Aimed at the general public, this book attempts to do away with much of the mythology which has pervaded the traditional sex education of so many of today's adults.
Publisher: Editorial Nova Terra, S.A.
- **The Pill**
Robert W. Kistner, M.D.
Written by a research gynecologist, this book answers most lay questions regarding the contraceptive pill.
Publisher: Editorial Diana, S.A.
- **Private and Personal (Privado y personal)**
Grace Naismith
This book, written for women, helps them to understand the workings of their bodies, and themselves as sexual creatures. A special section is devoted to understanding the sexual needs and problems of men.
Publisher: Editorial Grijalbo, S.A.

● **Sex Is Never an Emergency**

Elaine C. Pierson, Ph.D., M.D.

In a witty, question-and-answer format, this book presents information about such concerns as contraception, abortion, and venereal disease.

Publisher: Editorial Pax-Mexico

● **Sexual Life After Sixty**

Isadore Rubin, Ph.D.

One of the few books available which deals with the sexual needs, problems, and attitudes of older men and women. Emphasizes the need to help the aging deal with those problems which prevent them from finding acceptable expressions of their sexuality.

Publisher: Ediciones Grijalbo

● **Sexuality and Man (S.I.E.C.U.S.: La Nueva Sexualidad)**

Sex Information and Education Council of the U.S.

A collection of the first twelve SIECUS Study Guides which deal with such topics as sexuality and the life cycle, the sex educator and moral values, homosexuality, masturbation, and the characteristics of male and female sexual responses.

Publisher: Granica Editor (also available from SIECUS)

● **Society and the Healthy Homosexual (La Sociedad y el Homosexual)**

George Weinberg, Ph.D.

An attempt to dispel some of society's misconceptions about homosexuality and to promote an understanding and acceptance of the homosexual person. Contains a helpful section for the parents of homosexual children.

Publisher: Granica Editor

ESPECIALLY FOR PARENTS

● **Hombre y Mujer: Ideas sobre el Sexo para los Adolescentes**

A. Baen

Directed at parents and educators, this book helps them to understand the sexuality of male teenagers.

Publisher: Editorial Fontanella, S.A.

● **Sex and Your Teenager**

Eda LeShan

An open-ended and liberal guide for parents in tune with the changing needs and attitudes about sex of today's young people.

Publisher: Editorial Pax-Mexico

● **Sex in the Adolescent Years (Preguntas del Adolescente)**

Isadore Rubin, Ph.D., and Lester A. Kirkendall, Ph.D., eds.

A collection of articles providing new insights into various aspects of adolescence, many of which can be profitably read by older adolescents themselves.

Publisher: Editorial Pax-Mexico

● **Sex in the Childhood Years (Cuando el niño Pregunta)**

Isadore Rubin, Ph.D., and Lester A. Kirkendall, Ph.D., eds.

A number of well-known specialists in sex education have contributed articles to this collection dealing with many facets of childhood sexuality.

Publisher: Editorial Pax-Mexico

● **Tu Cuerpo tu Amor: Ideas sobre el Sexo para las Adolescentes**

A. Baen

A companion volume to *Hombre y Mujer*.

Publisher: Editorial Fontanella, S.A.

FOR PROFESSIONALS

● **Cuadernos Genus Series**

A series of study guides for professionals on varied topics of sexuality.

Publisher: Instituto Genus; Editorial Nova Terra, S.A.

● **La Educación Sexual en el Mundo**

A. Baen, ed.

A collection of papers dealing with sex education programs in the United States and eight European countries.

Publisher: Editorial Fontanella, S.A.

● **Human Sexual Response**

William H. Masters, M.D., and Virginia E. Johnson

The original research publication of the Reproductive Biology Research Foundation in St. Louis, dealing with the human sexual response cycle.

Publisher: Editorial Inter-Medica S.A.I.C.A.

● **Teaching the Biological and Medical Aspects of Reproduction to Medical Students (Enseñanza de los Aspectos Médicos y Biológicos de la Reproducción a los Estudiantes de Medicina)**

The proceedings of a 1966 conference sponsored by the Josiah Macy, Jr., Foundation.

Publisher: La Fundación Interamericana de Bibliotecología Franklin

● **Teaching Family Planning in Medical School (Enseñanza de la Planificación Familiar en las Escuelas de Medicina)**

The proceedings of a 1970 conference sponsored by the Josiah Macy, Jr., Foundation.

Publisher: Asociación Colombiana de Facultades de Medicina

PUBLISHERS

Asociación Colombiana de Facultades de Medicina

Programa de Educación Sexual
Calle 45—7° Piso
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Colombia

Luz
200 Park Avenue South
New York, New York 10003

BOOK REVIEWS

The following review by Dr. Butts appeared by error in somewhat garbled form in the January issue of the SIECUS Report. It is herewith published in its correct form. Editor.

The Black Family, Essays and Studies.

Robert Staples, Belmont, CA: Wadsworth Publishing Co., Inc., 1971. (393 pp.; paperback; price not available).

Reviewed by June Dobbs Butts, Ed.D.

Robert Staples has an instinctual ruler which aids him in charting a course through the literary shoals of information (fact and fancy) pertaining to the Black family. Where there has been a dearth of information, he has himself written lucidly or encouraged other young writers to attempt this difficult task. Where there has been abundant material available, Staples has included the work of more renowned writers. Kenneth Clark's contribution to the book, "Sex and Status", is a new phenomenon. One marvels at his description of the poignancy and vibrancy which characterize the sexual life styles of ghetto youth, a far cry from his more impersonal tone in *Youth in the Ghetto*, circa 1962.

Staples has provided us with a succinct sampling of sociological thought, elucidating the strong will to survive which epitomizes the Black family. Some readers may learn for the first time that when one studies the Black family one has cued into an inextricable part of "the Black experience." Staples rightly begins with the introduction of the slave traffic into the American economy. The book, as a journey which describes the panorama witnessed by the Black family and the struggle which it has endured against a network of hostilities up until the present time, continues with a description of the Black family facing "the scene" today. These events are ordered historically into four parts: "The Setting," "The Dyad," "The Family," and "Problems."

Endings are difficult. Most informed readers know enough not to trust simplistic solutions to real problems. However, there was, for this reviewer at least, a sense of frustration pervading the content of the "Problems" selected for Part Four—i.e., "Black and White: Sex and Marriage," "Socioeconomic

Characteristics," and "Family Disorganization and Reorganization." A more realistic view would have included materials far more compelling and varied than those chosen. Let us examine the last four essays briefly.

In "The Absent Father Haunts the Negro Family," by C. Eric Lincoln, the title suggests that the Black male left his family voluntarily. However, Lincoln, as a Black, cautions, "If you want to understand his hatreds, his resentments, his castration as a husband and father, look back a hundred years." At this point we face a vortex called "true understanding." The reader must read between the lines in order to plumb the depths of the castration anxiety of most Black males. If it is painful for Black Americans to acknowledge this sense of castration anxiety, it is perhaps impossible for White Americans to understand it. True understanding implies that one understands oneself as well as others. White America has caused and reinforced the sense of castration anxiety which pervades the psyche of Black men (and women). I doubt whether the average White scholarly reader can cross this synapse, and further, whether those few who can will gain any insight into their own sexual fears, since it is they themselves who have created and perpetuated American Angst. In other words, I fear that Lincoln may have provided fuel to warm existing prejudices rather than illumination to shed light on fears, hopefully to dispell them.

The next two essays are "Unwed Mothers and Their Sex Partners" and "The Black Prostitute in White America." Without becoming teleological, one must ask if the Black family in general or even the strong, nurturing Black matriarchy in particular, can be accurately portrayed by these concluding views. One may infer that Staples chose his closing selection, "Black Muslim and Negro Christian Family Relationships," in an attempt to give closure and a sense of togetherness to the final portion of his book. But perhaps since this is a description of a journey-in-progress, no ending can do justice. One can only hope that in future works, creative and editorial, Staples will indeed "step out on seeming void, and find a solid rock." **A, PR**

Family Life Literature and Films: An Annotated Bibliography. Minneapolis MN: Minnesota Council on Family Relations, 1972. (353 pp.; \$6.50).

Reviewed by Derek L. Burluson, Ed.D.

This newest edition of *Family Life Literature and Films*, first published in 1951, remains the most complete single bibliographic source list of printed and audio-visual material in the family life field. All professionals are indebted to the Minnesota Council on Family Relations for the dedication and painstaking work involved in the compilation of the many editions of this bibliography over the past 20 years. New sections added to this edition include "Family Crises and Disorganization" and "Self-Growth and Human Potential." Fifty pages of entries on sexuality, sex roles, and sex education provide a broad overview of the field and include materials generally published in the past 5 years. Annotations are brief, but provide enough information on which to base purchasing decisions. Here is an indispensable reference tool for anyone in the field of family life education. **PR**

Lesbian/Woman. Del Martin and Phyllis Lyon. Hardcover: San Francisco, CA: Glide Publications, 1972. (283 pp.; \$7.95). Paperbound: New York, NY: Bantam Books, 1972. (310 pp.; \$1.50).

Reviewed by Alan P. Bell, Ph.D.

If I had a lesbian wife or mother or daughter, a lesbian employer or employee, a lesbian therapist or patient, a lesbian friend or acquaintance, a lesbian teacher or student, I would invite one or the other of them to pass by the mountains of scholarly misinformation written in perfect journalese and spend a couple of evenings with the present volume. Come to think of it, I would extend the same invitation to the "straight" equivalents of the above and add bishops and politicians to the list. This is a book by lesbians about themselves and others they have known. It examines all of the myths and stereotypes that don't quite fit. It stresses the need for the lesbian to forge a viable moral value system which is more than

a hand-me-down and which allows her to accept herself as a person, a woman, and a lesbian, in that order. It describes and applauds the many different life styles which are possible for lesbians and exhorts society to adjust to lesbianism as one of the many different ways in which it is possible to be a fully human being. It goes into the special problems faced by lesbian mothers, the special plight of the teenage lesbian, the difficulties all lesbians face in coming to terms with a hostile society. It describes, and indeed reflects, a new attitude which has emerged among lesbians (the change from "fear" to "fight") and which is related to the determination of even larger numbers of women to reject other people's (principally males') definitions of their place and purpose in the scheme of things. Above all, it is a plea for the celebration of authenticity in oneself and others which can make even our mortality half-way tolerable.

To all of this, and more, I say right on! My appreciation for much of what the authors have to say may be more than they would have predicted of a "sperm-spouting male" (their term) whose interest in the origins of sexual patterns leaves them cold. **A**

Marital Therapy: Moral, Sociological and Psychological Factors. Hirsch L. Silverman (ed.). Springfield, IL: Charles C Thomas, 1972. (538 pp.; \$24.75).
Reviewed by Rabbi Jeshaja Schnitzer, Ed.D.

Someone has written that anthologies are an agony to review. In this case it is a delight to report that Hirsch L. Silverman has again done a monumental task in bringing together forty-seven nationally known authorities in their respective fields related to marriage counseling and therapy. Once before, in 1967, he published *Marital Counseling, Psychology, Ideology, Science*, which gained wide popularity as a textbook. This volume has the promise of as much success as a tool and a learning experience for both professionals and laymen. All of its chapters were written and created on the anthologist's single guideline and direct question: "What would you say to an intelligent layman and to your fellow practitioners in marital therapy if they asked you to tell them about the main points in the

field, and what influences seem likely to shape it in the foreseeable future?"

Not only do we have as contributors leaders in their respective fields, like Mary S. Calderone, Albert Ellis, David Mace, Ira L. Reiss, Tom McGinnis, Hirsch L. Silverman, and so many others whom we cannot mention in this brief review; but we also have subject matter covering the gamut of sex education, moral and ethical problems, theological implications, church involvements, psychological impediments, legal interviewing, sexual abnormalities and perversions, levels of intercourse, and many more concerns of the marriage counselor.

Dr. Silverman is to be commended not only for pooling this vast amount of knowledge into one reservoir, but also for the clear channel he has charted in chapter 44 for the busy professional and for the searching layman. In this last chapter the anthologist has supplied a brief abstract of every essay and chapter. Reading these last twenty-two pages of the book reveals how far marital therapy and counseling has developed and matured in one generation. This reviewer highly recommends this book to everyone. **PR**

Sappho Was a Right On Woman. Sidney Abbott and Barbara Love. New York, NY: Stein & Day Publishers, 1972. (251 pp.; \$7.95).
Reviewed by Diane B. Brashear, M.S.W., Ph.D.

The essential task of this book is to describe lesbianism—its culture and social dilemmas. The authors, members of the Gay Liberation, state they wish to shatter myths and change attitudes about lesbians. In the first half, "What It Was Like," they dwell less on causal explanations of lesbianism and more on the psychological and sociological victimization and deprivation of the lesbian in a heterosexual society. In the second half, "Learning The Future," there is a plea for an acceptance and understanding of lesbianism. Abbott and Love argue "Lesbianism is very much a public matter." Liberal responses such as, "What you do in your bedroom is a private matter," avoid social responsibility and ignore *human* rights issues that are at the very core of the feminist movement.

The interrelationship between feminist issues and lesbianism is highlighted by the authors' perception of the issues and crises in the development of the feminist movement. For those who were not on the scene, their report is enlightening.

Female homosexuality has been generally ignored by sex research and sex education. This may be for the sexist reasons suggested by this book and because there has not been any authoritative material written. Many dimensions of this book will expand the awareness of sex educators: for example, the heterosexual role played by the lesbians in order to survive—the incongruences that a heterosexual culture imposes on a homosexual—the bondedness shared by all women, gay or straight.

This book is outspoken, direct, subjective. Some readers will find it unpleasant. Others will disagree. But for bringing us the first book written about lesbians by lesbians, Sidney Abbott and Barbara Love are indeed right-on women! **A, PR**

Treatment of Sexual Dysfunction. William E. Hartman, Ph.D., and Marilyn A. Fithian. Long Beach, CA: Center for Marital and Sexual Studies, 1972. (282 pp.; \$11.25).
Reviewed by David R. Mace, Ph.D.

Rumor has it that a new treatment center for sexual inadequacy, comparable to that of Masters and Johnson in St. Louis, is now operating in California. The appearance of this book will enable anyone to evaluate the rumor for himself.

The pioneer work of Masters and Johnson stands, and will stand, unmatched. Not unnaturally, however, it will inevitably have its imitators. Why not? Is it not the destiny of pioneers to have others follow in their footsteps?

Hartman and Fithian graciously acknowledge their debt to Masters and Johnson, and indeed their program has a familiar ring. Couples go to Long Beach for intensive two-week treatment by a dual-sex team. For a flat fee of \$2,400.00, they are involved in history-taking, medical tests, round table discussions, and homework in the motel bedroom. They learn about sensate focus, the squeeze technique, no-demand exercises, and quiet vagina.

That, however, is not all. Their treatment also includes items that have no counterpart in St. Louis—modifications, elaborations and genuine innovations. The differences are substantial enough to make this a book which practitioners in this burgeoning field cannot afford to ignore. They stem from knowledge and experience gained in two major studies which the authors have carried out—a three-year investigation of 76 inorgasmic women (unpublished), and the most thorough investigation yet made of nudism in the U.S.A. (*Nudist Society*, 1970).

The Long Beach sex history outline is expanded from Kinsey's 9 pages, and Masters and Johnson's 17 pages, to 35 pages with about 35 items each—a total of over 1,200 items. In addition to that and the medical examination, the clients take a series of psychological tests to provide personality profiles. There is also (by-product of the nudist study) an interesting procedure to examine "body imagery" as a measure of self-concept. The book includes a fascinating 20-page verbatim report of this exercise as experienced by a 30-year old impotent husband. The optional use of hypnosis is also included in the program. Controversial? Of course, but so were Masters and Johnson's first use of techniques now widely accepted.

Another point of departure is the "sexological examination"—a detailed genital investigation of each partner by a physician, with the two (lay) therapists present; followed by exploration of genital sensitivity with finger contact by the therapists, and later participation by the spouse. Exercises prescribed for nonorgasmic women, formulated by the late Dr. Arnold Kegel, seek to develop the pubococcygeus muscle.

Major emphasis is on sensate focus. Instead of relegating the "pleasuring" exercises to the motel room, the therapists personally initiate the couple, with extensive use of video-tapes—first to foot caress, then facial caress, then general body caress and finally sexual caress. These exercises are directly supervised by the therapists, who offer encouragement and guidance, as well as providing the appropriate lotions. Only the final step of coitus is not observed, the "transition to the motel" taking place at that point.

Results? A two-year follow-up is included in the program, but findings are not in yet. Five brief case histories are given as specimens. The authors indi-

cate that success rates so far appear to parallel closely the Masters-Johnson figures, but add frankly that they are not interested in entering a competitive "numbers game." They are too busy extending their services on the basis of their initial success. Already, they are experimenting with group treatment of couples, running a training program for therapists, and holding one-day workshops for professionals from all over the country.

The book is untidily put together. The style is far removed from polished prose, there are occasional misspellings, and the syntax in some places would make an English professor wince. Yet it is far more readable than the heavy, involved technical "gobble-dygook" of both Kinsey and Masters. A 40-page annotated bibliography is included.

The program here described raises many questions, and will undoubtedly raise some eyebrows. That doesn't matter. To this reviewer, it is all part of the healthy, necessary questing and experimenting that should follow the kind of major breakthrough that Masters and Johnson initiated. To challenge their procedures; to change them, add to them, criticize them: these are all valid and appropriate reactions. The only reaction that could harm or nullify the Masters and Johnson work would have been to ignore it. **PR**

Vaginal Politics. Ellen Frankfort. New York, N.Y.: Quadrangle Books, Inc., 1972. (250 pp.; \$6.95).
Reviewed by Luigi Mastroianni, M.D.

Vaginal Politics is an intriguing compendium dealing with the social and ethical aspects of medical care of women in the United States. Throughout, the bias of Ellen Frankfort, who speaks from the position of a self-appointed "liberator of women," is evident. Yet, in any thrust toward change it is often necessary to espouse an extreme point of view. She has selected examples of chauvinism, materialism and lack of sympathy in the medical profession and has highlighted these with accounts which have in them enough of an element of truth to make her arguments, at times, compelling. Unfortunately for

the effect desired, her condemnation of the entire medical profession is not balanced by arguments on the other side that might have made her presentation creditable and scholarly.

The introduction by Mary Costanza, M.D., carries the message that only women can understand the defects in the system and work effectively to correct them. This sets the tone for what is to follow. Are we to believe that, with the exception of a few enlightened female physicians, generally there is among members of the medical profession "the traditional notion that most people cannot take the truth?" Or is there really universal disagreement with the statement that "authoritarianism, even in medicine, belongs to a past time," or that the patient should be regarded primarily as a "thinking, responsible person?"

Part I is devoted to "setting the stage." In the initial several paragraphs Ms. Frankfort describes a recent gynecologic checkup. Her physician, unnamed, engages in repartee to which the patient takes major offense. Her doctor warns, "She's one of those crazy women's lib types and she writes about health," little knowing that his indiscretion will be recorded in print for posterity. She makes her point well, but a *non sequitur* is a painstaking dissection of *The Making of a Surgeon* by Dr. William Nolen. Sniping at the flaws in the antiquated system of surgical training of the early 1940's, she leaves the impression that *all* physicians today are conditioned to be unfeeling and mercenary throughout their professional lives.

Ms. Frankfort opens the next chapter with a description of a reverse role situation, in which a naked male, surrounded by "insensitive" females, is subjected to an "internal" examination. It reads like a tirade against the pelvic examination, generally acknowledged to be an essential part of any program of preventive medicine, the real tragedy being that large segments of our female population still do not have the advantage of a periodic physical examination and Pap smear.

Ms. Frankfort states accurately that in most states it is illegal for minors to obtain contraceptive devices and abortions, but she does not present a logical argument for change in the law, the thorny question of parental permission for a minor to be treated not being dealt with. She suggests that oral con-

traceptives "have been pushed by profit-making drug companies," with no acknowledgement that oral contraception is virtually 100% effective if used properly, and that, especially among young contraceptors, the pill is most often the method of choice.

Medical education is next viewed as "an effort to dehumanize." Unfortunately, Ms. Frankfort speaks in ignorance of today's medical curricula, in which the social, psychological and personal aspects of health and illness are subjects of intense concern for faculty and students alike. The statement "But never in medical schools is sexuality acknowledged except in the form of coarse jokes, often about nurses" no longer has validity, at a time when most schools deal with this subject in the freshman year. She conveniently ignores the recent recommendations for "core" programs in Obstetrics and Gynecology compiled by the American College of Obstetricians and Gynecologists, in which human sexuality is listed as one of the required topics. She claims that a medical bias exists "in favor of the family," with puritanical attitudes that unwanted pregnancy should serve as some sort of punishment for having sexual relations, while ignoring the long list of medical crusaders for contraception and abortion reform, including both men and women, who devoted much of their professional energy to these.

The chapter which deals with male birth control contains a terse and uninformed treatment of vasectomy, with description of one method still in its earliest stages of development. She properly focuses attention on permanent male sterilization as a reasonable and appropriate alternative to the more complicated procedures of female sterilization. Surprisingly, the author seems quite happy with the notion of preserving semen specimens for the future in case of a change of heart or a change of partner, a procedure which this reviewer would categorize as the epitome of male chauvinism!

The economics of abortion are considered. The greed of certain entrepreneurs, who in recent years have taken advantage of an unpleasant and tragic human situation, is appropriately highlighted. In the detailed consideration of the medical aspects of abortion that follows, Ms. Frankfort unhesitatingly steps into areas of medical contro-

versy: What anesthetic should be used? Should the abortion be carried out in a hospital or outside? Quoting figures to show that outpatient abortions performed in free standing clinics are safer than those done in hospitals, she fails to acknowledge that a larger percentage of those done in hospitals are for more advanced pregnancies which, *per se*, are associated with a higher complication rate. On balance, however, the points she makes on abortion are well-founded.

The chapter on "The Media" is terse with succinctly presented arguments. The proliferating books on women and their sexual responses are appropriately lambasted: To *Any Woman Can*, the author responds, "Can what?" In a later commentary on the new acceptance by women of their sexuality, the author heartily endorses the work of Masters and Johnson, who have "set a pattern for exploration of sexual function," a positive statement both refreshing and accurate.

The drug industry and the clinical researchers are prime targets for criticism, with an excellent case made against female deodorants, vaginal sprays and douches. A rather muddled account of recent prostaglandin research serves to highlight some of the difficulties of doing clinical research in contraception and abortion. Leaving the impression that informed consent for such research is more than a subterfuge, she offers no solutions for a better way to carry out such much needed investigations.

In 13 pages she reviews the complicated question of how to handle malignant breast tumor. After making a case against radical mastectomy, she flatly (and correctly) states: "Given the capricious nature of breast tumors, their rate of spread is hard to predict."

A chapter on gonorrhea is an accurate assessment of the problem in the female. But Ms. Frankfort points out that screening tests for gonorrhea among prostitutes are being evaluated and takes exception to this as a reflection of social bias of the medical profession and the drug industry "since, contrary to public opinion, few cases of VD are found among prostitutes."

The author's comments on the medical-political scene include an incomplete description of medical care in China, including information on abortion and contraceptive practice. Near the end of the volume the by now

somewhat confused reader is treated to a dissection of one man's erroneous concepts of human sexual relations, entitled, "The Reuben Syndrome." This titillating account is worth the price of the book.

The remaining chapters deal with psychiatry and a detailed account of menstrual extraction. This follows a listing of several valid medical criticisms of this method, raised by a medical student, and is blatantly misleading. Hopefully, it will not encourage women to embark on this method of "self-help," generally acknowledged by gynecologists, female and male alike, to be dangerous.

Although this volume is a biased and often inaccurate account of the real status of the practice of obstetrics and gynecology, it is nevertheless a useful and provocative documentary. Its stated purpose is laudatory—to encourage change in the direction of better medical care for all women and to provoke awareness that a women's body belongs to her. **A, PR**

ABOUT THE REVIEWERS

Reviews of books, booklets, periodical articles and audio-visual material are written by present and former members of the SIECUS Board and Staff. Background information about present Board members can be found on the last page of this *Report*. Identification of former Board members not so listed follows:

Robert L. Arnstein, M.D., Chief Psychiatrist, Student Health Service, Yale University, New Haven, Connecticut.

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Rabbi Jeshua Schnitzer, Ed.D., Temple Shomrei Emunah, Montclair, New Jersey.

AUDIO-VISUAL REVIEWS

Audio-visual material is reviewed by Derek L. Burseson, Ed.D., SIECUS Director of Educational and Research Services, unless otherwise indicated.

Attitudinal Aspects of Sexuality. 16 mm, sound, b&w, 30 min. United Catholic Social Service, Archdiocese of Omaha, 2132 South 42nd Street, Omaha, NE 68105. Price: \$100.

This lecture on film features Dr. Barbara Heaney, a marriage counselor, discussing attitudinal and personality qualities in a marriage relationship that lead to conflict. Her effective use of anecdotes and her sensitivity to the many trouble spots in marital communication, combined with a lively delivery, make her lecture worthy of being captured on film for others to share. She identifies three attitudes—perfectionism, neglect, and overcoercion—shows their roots in childhood, and then amply illustrates how they operate in a destructive way in marriage and sexual relationships. This lecture presented before a Pre-Cana group of engaged couples in Omaha represents a far more valid approach to pre-marital education programs for sophisticated young people today than the money—sex—in-laws prescriptions so often found in such programs.

Not Me Alone. 16 mm, sound, color, 31 min. Polymorph Film Inc., 331 Newbury Street, Boston, MA 02115. Price: \$275, Rental: \$32.

Of the several childbirth films now available, this one has the special quality of showing a tender and supportive relationship between a young husband and wife as they progress through the educational program of natural childbirth. The viewer will experience a sense of involvement with the couple during sequences showing breathing and relaxation exercises as well as in the labor and delivery rooms. Clear shots of the actual birth culminate with a genuine sense of joy on the faces of the new parents as they hold their newborn. More than a pitch for natural childbirth, this film captures the spirit of loving concern that can exist at one of the critical points in the life of any couple. Recommended for high school,

college, and pre-natal classes. (A shorter version of this film, 17 min., is available for general audiences. Price: \$195, Rental: \$20.)

Saturday Morning. 16 mm, color/sound, 88 min. Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069. Not for sale; Rental: Variable from \$60, depending on type and size of audience.

Reviewed by Frederick E. Bidgood, M.A.

Take a mixed group of 20 teenagers coming from a range of expensive beach-front homes to Black and Chicano ghettos. Simmer for a week of unscripted talking, relating, and feeling in a quiet woodland area. Drain off emotional defenses and intellectual head trips. This is the recipe for *Saturday Morning*, not quite a documentary, not quite cinema verité, but as the participants put it, "our own words . . . thoughts . . . feelings."

This film is bound to be controversial, but the language the young people use, the feelings they reveal, and the emotions they display are very real, very human, and very moving. These are not actors, and there was no "game plan" for the movie beyond an attempt to explore young people's search for understanding, meaning, and personal identity in a complex and often destructive society. In their interaction about their parents, about sex, and about their needs to reach out for love, these young people display depth and superficiality, warmth and coldness, reaching out and defensiveness.

Because it is real, *Saturday Morning* can be a unique tool for opening up dialogue among young people, parents, and teachers or in mixed family groups. And here are both its strong point and its weakness. To use it for maximum effect, this film cannot be shown without immediate follow-up group activity. This requires a total of at least three hours, including 1½ hours for the film itself. Regardless of the time difficulty, *Saturday Morning* creates such an impact and provides such a basis for intergenerational dialogue as to make it an

excellent resource for parent groups, church groups, and families. This reviewer agrees with *Time Magazine*, that it is "A film that should be seen by parents together with their children. In the deepest sense of the word, this is a family picture."

The winner of the National Council on Family Relations' "Best Film of the Year" Award, *Saturday Morning* is available with a discussion leader's guide. The complete transcript of the film is also available in paperback (*Saturday Morning*. New York: Avon Books, 1971). Highly recommended.

Unwed Mothers in Today's World. 16mm sound/color, 28 min. Lawren Productions Inc., P. O. Box 1542, Burlingame, CA 94010. Price: \$225, Rental: \$25.

For many people, out-of-wedlock pregnancy is just a statistic. We fret about it, we are alarmed about its rising incidence, but who really knows what it feels like to be an unwed mother? This low-key film puts us in touch with the feelings, the fears, the loneliness of four young women as they discuss informally with a counselor their experiences as unwed mothers. They freely share with us their first reactions of rejecting the notion that they were pregnant, their anxiety of telling their parents, the support of friends, their ignorance of what was happening to them physically. These women chose to have their babies, although abortion was considered by one. Fortunately, all had the benefit of good prenatal care in a residential home where they had group support from the other women as well as a medical authority to whom they could turn. While this film presents convincing evidence for the need for good sex education, its more important message is that with sensitive counseling and sound prenatal care and education, unwed mothers can be helped through a critical period in their lives. Recommended for high school social problems classes and school administrators considering educational programs for pregnant teenagers.

1973 SUMMER WORKSHOPS: An Addendum

Central Connecticut State College. New Britain, CT.

- *Psychology of Women: Issues for the 70's.* June 25 to August 3; 6 hours.

Write to: Mrs. Annee Laura Huston, Dept. of Psychology, Central Connecticut State College, New Britain, CT 06080.

American Association of Sex Educators and Counselors. Washington, DC

- *A Group Dynamics Approach to Education and Counseling in Human Relations and Sexuality.* June 24 to June 29, July 8 to July 13.

Write to: AASEC, 815-15th St., N.W., Washington, DC 20005.

Midwest Association for the Study of Human Sexuality, Chicago, IL.

- *Workshop on Female Sexuality #102.* May 22 to May 23.

Write to: Midwest Association for the Study of Human Sexuality, 100 E. Ohio St., Chicago, IL 60611.

Institute for Sex Research. Bloomington, IN.

- *Summer Program in Human Sexuality.* July 8 to July 19; 3 credits (credit given only to students enrolled at Indiana University).

Write to: Institute for Sex Research, 416 Morrison Hall, Bloomington, Indiana 47401.

Center for Human Sexual Concerns and the University of Massachusetts. Amherst, MA.

- *Workshop on Humanizing Sex and Sexuality Education.* June 25 to June 28; 1 hour credit.

Write to: Donald A. Read, Co-Director, Center for Human Sexual Concerns, Butterhill Road, Amherst, MA 01002.

Jersey City State College. Jersey City, NJ.

- *Human Sexuality.* June 26 to August 3; 3 undergraduate credits.

Write to: Mr. William Henry, Director of Admissions, Jersey City State College, 2039 Kennedy Blvd., Jersey City, NJ 07305.

Montclair State College. Upper Montclair, NJ.

- *Education 0829-542 Workshop in Psychology-Sex Education.* June 25 to August 3; 3 semester hours of graduate credit.

- *Education 0829-541 Sex Education in Schools and Agencies.* June 25 to August 3; 3 semester hours of graduate credit.

Write to: Dr. Charity Eva Runden, Educational Foundation for Human Sexuality, Montclair State College, Upper Montclair, NJ 07043.

State University at Albany. Albany, NY.

- *Human Sexuality.* June 25 to August 3; 3 credits.

Write to: Dorothy M. Major, Dean, School of Nursing, SUNY at Albany, Albany, NY 12222.

State University College at Brockport. Brockport, NY.

- *Human Sexuality.* June 25 to July 27; 3 hours.

- *Family Life Science.* June 25 to July 27; 3 hours.

Write to: Dr. Eugene V. Bowers, Chairman, Dept. of Health Sciences, State University College at Brockport, Brockport, NY 14420.

Presbyterian School of Christian Education. Richmond, VA.

- *Human Sexuality.* July 16 to July 27; 3 quarters hours. Auditors welcome the first week.

Write to: Presbyterian School of Christian Education, 1205 Palmyra Ave., Richmond, VA 23227.

Sexuality Education Associates (in cooperation with Presbyterian School of Christian Education). Richmond, VA.

- *Advanced Workshop in Human Sexuality.* July 9 to July 13; 1½ quarter hours. Previous course or workshop experience required.

- *Introductory Workshop in Human Sexuality.* July 16 to July 18; credit to be arranged.

Write to: Dr. Harold Minor, 1218 Whitby Road, Richmond, VA 23227.

Central Washington State College. Ellensburg, WA.

- *Sex Education.* July 23 to August 3; 3 credits.

Write to: Dr. Luther G. Baker, Jr., Central Washington State College, Ellensburg, WA 98926.

SIECUS PUBLICATIONS

*STUDY GUIDES

Single copies \$.50; 2-24 copies same title, \$.40 each; 25-99 copies same title, \$.35 each; 100-499 copies same title, \$.30 each. Rates for larger quantities available on request.

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