

SEXUALITY EDUCATION IN THE ELEMENTARY SCHOOL

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It is my firm belief that the elementary school classroom is one of the most natural environments for responding to children's healthy curiosity about human sexuality. Many people agree, but there also has been strong resistance to the idea of starting sex education before junior high. Recently, with the widespread publicity about child sexual abuse sweeping the nation, a strong movement has developed to teach children how to "say no, get away, and tell someone" (*Better Safe Than Sorry II*, 1983). Community committees pack public meetings about sexual abuse; parents mobilize school programs; curricula, books, and films proliferate. And sex education is coming to the elementary schools—but in a curiously desexualized way.

Is a child's healthy curiosity about sex being properly nurtured if it is molded to fit a "disaster prevention" framework? The goals of child sexual abuse prevention are beautiful: Children should be "safe, strong, and free" (Cooper et al. 1983). But what about "sexual"? What messages about sexuality are children receiving from these programs? Some children have been empowered to report their own abuse—unquestionably important. But what else is happening? How do the films about uncles who tickle and brothers who peek make children feel? What are the implications of learning about "parts covered by a bathing suit" instead of a penis or vulva or sexual organs? After children experience these programs, how do they feel about their sex play with other children? About masturbating? About their own sexual responses: an erection or lubrication? How do they interpret their own sexual fantasies? What is their understanding of the adult interactions they witness where "private parts" are being touched? Surely when children learn about their right to say "no!" they must also be given the right to ask questions and receive honest answers about other dimensions of human sexuality.

As the public, now alarmed about child sexual abuse, begins to realize that children are not sexual ciphers, sexuality educators must articulate the need for age-appropriate sexuality education beginning in the early elementary grades. Now is the time for them to provide a new vision for this important movement—a vision that moves beyond the prevention model generated by fear, toward a more balanced approach that

prepares children to understand the varied dimensions of sexuality, not just the do's and don'ts. This article will examine the need for such a vision and for the programs to implement it.

Children's Questions: Key to Curriculum

For anyone who doubts the need for sexuality education in the elementary classroom, let him/her listen to the questions children ask. They are profoundly "consciousness-raising" and demonstrate that children are constantly exposed to sexual concepts they do not understand and which are often anxiety-producing. Indeed, many parents and teachers, shocked to discover in the questions the urgency of these concerns, gain a new understanding of children's real need to learn about this aspect of their everyday lives.

In the earliest grades, kindergarten through third, when teachers simply say, "We're going to be talking about family life and sex, about being a male or female, a boy or a girl," young children eagerly call out their questions. They sense they have been given permission by a nonjudgmental teacher and are relatively free of the embarrassment and self-consciousness that is more evident by the fifth and sixth grades.

In first or second grade, the questions are generally simple and direct: "Why do people get married?" "How does a baby get out?" By third grade, they are somewhat more complicated: "Why can't men have babies?" "How do our bodies grow?" By the fourth grade, there is a more self-conscious element apparent: "How come my parents and I are always arguing?" "How come boys don't know about girls' feelings?" By fifth and sixth grade, there is evidence of a more reasoned need to know, along with a concern for others: "At what age is a girl too young to have sex?" "Why do people turn homosexual?" "What causes babies to be born premature?" "What is the white liquid that comes out of my penis?" Collections of these questions effectively and often poignantly articulate the need for a comprehensive family life education program.

In a Chicago program, children in the first, second, and third grades met once a week with a special leader for a 30–40 minute period during which they could discuss any topics they chose (Uslander, 1973). The results demonstrate children's ease

with sexual topics at that age. Also, the children's regular teachers claimed that as a result of the program the children seemed to have more respect for each other; to be able to carry on a discussion with interest and mutual consideration; to view a museum exhibit on the human body without the giggling seen in the past; and to discuss "uterus, breasts, and penis, just as comfortably as words like heart and stomach." And they "did not dwell on sex topics once their questions had been answered and curiosity satisfied." According to the authors, parents who had difficulty overcoming their own embarrassment, were grateful for the program, as were the children. They found that together "we talk about important things, we talk about serious things" (Uslander, 1973).

Need for Program Development

There is a profound lack of model programs, and even of basic resources, to guide the efforts of educators working in the elementary school. Sexuality professionals, long preoccupied with secondary school programs, need to recognize the urgent need for research and program development at the elementary level. As one participant in an in-service workshop put it: "A teacher who deals with the whole child cannot escape teaching about family life." The need for a holistic approach to sexuality was at the core of the New Jersey Board of Education's mandate for K-12 Family Life Education:

Whether or not family life information is given or withheld from children, their experience of life itself awakens their sexuality at an early age. . . . Their world is full of interesting events that grow out of the fact that the human race is made of two sexes. . . . This reality can be ignored only at the risk of distorted information and ideas about sexuality, self, and family living. (New Jersey Department of Education, 1981)

It is important to realize that New Jersey did not mandate a specific program but began a *process* whereby each school district can move at its own pace in developing a program responsive to the values of its community. Districts have responded energetically or timidly, but usually at three levels: parent and community education, curriculum development, and teacher training. Many have held special meetings to apprise parents of their new curriculum. Occasionally these meetings include activities in which parents assess the quality of their own sex education and then generate goals for family life education during the 12 school years. The following are typical of the expectations parents articulated at one such session:

- Children will respect themselves and others.
- They will have accurate information about their own bodies.
- Children will be free to make their own choices regardless of peer and media pressures.
- Children will be able to make informed decisions.
- Parents will be able to teach their own children about sex in a comfortable and accepting way.
- Children will be aware of how to handle sexual advances made by family or friends as well as strangers.

One of the things that has hampered program development for the early grades is the lack of models, resources, and guidelines as to age-appropriate content and methods. Some programs focus on the "family" and carefully avoid sexuality. Others struggle to determine the appropriate "scope and sequence" for a genuine sexuality education in the early

grades. One New Jersey district, not necessarily representative, developed a program in five sections: family, body, reproduction, feelings and attitudes, and personal and social responsibility. At every grade level, sexuality topics are included. For example, the kindergarten curriculum includes terminology for external genitals and teaches the concept that some body parts are private. Second-grade pupils learn that normal bodies vary, and they are also given basic facts about fetal development. In fourth grade they study puberty and differential growth rates and are given more details about the reproduction cycle. The sixth-grade curriculum includes a description of sexual intercourse, and information about masturbation and the control of pregnancy (Paramus Public Schools, 1984).

Teacher Training

Obviously, the teacher is the single most important factor in any family life education program—including those at the elementary level. One of the persuasive reasons for beginning family life education in the early grades is that good, experienced elementary teachers already have the personal qualities and ways of relating to children that are essential for good sexuality educators. They have a background in child development, are sensitive to the needs of individual children, and are experienced in the informal group discussions that are at the core of effective family life education. Also, they are proficient in moving among the cognitive, affective, and skill domains—more so than the average secondary level teacher who focuses more exclusively on cognitive approaches. All these qualities

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make it relatively easy for many of them, after brief training in the subject matter, to integrate family life units into their plans for the day.

Of course, not all elementary teachers have these qualifications. Some readily admit that their strong personal values make it impossible to teach the subject nonjudgmentally. Others are uncomfortable with particular topics. Many are themselves victims of an inadequate sex education. Just as children's questions demonstrate their concerns, so the questions teachers ask during graduate courses in family life education reveal their need for opportunities to confront their own concerns if they are going to feel comfortable with children's probing questions. For example, in one such course participants asked: "After being married for 20 years, how can a couple still feel excited and sexually attracted to each other? Does boredom usually set in?" "Does not being crazy about sex with your partner—despite the fact that it's 'good sex'—mean that you might not truly love that person?" "How can a mature person get rid of the sex guilt that they learned in their younger years?"

The process of integrating a family life/sex education program into the elementary curriculum is not a simple one. Can teachers be required to participate against their wishes? What happens if a district fails to provide teachers with adequate in-service training? What is adequate training? If some teachers feel unqualified or unwilling to teach family life education, will the children in their classes be denied the program?

The question of who is qualified to teach family life in elementary schools will continue to be an issue—at least until such education is considered basic to the curriculum and training is included in regular teacher education programs. Meanwhile, in districts where in-service workshops are provided, teachers who have had no orientation from their administration often arrive feeling resistant, upset that they are expected to teach one more thing—and sex at that! At a typical workshop, teachers ideally will (1) learn the solid rationale behind the decision to add the program to the curriculum; (2) come to recognize, at a very personal level, the importance of sexuality education; and (3) understand what their own role will be and how they can prepare for their new responsibility. During this initial session, teachers need an opportunity to reflect on their own sex education: the messages they received from their parents about sex; their feelings during puberty and adolescence; their confusions and misunderstandings at any time during their lives; the topics they would find most difficult to teach. After such a workshop, many teachers will be receptive to further information about family life education; some will come away determined to pursue more intensive training on their own.

Such training will focus on actual classroom instruction in such areas as "Teaching Young Children About Bodies, Birth, and Babies," or "Teaching the Touchy Topics." Teachers can learn how to establish ground rules, encourage discussion, teach decision-making and communication skills, and evaluate new resources. I have found that one of the activities teachers value most is the classic exercise on how to answer difficult questions. Participants take turns being "teacher," "student," and "observer." Questions that help them explore key issues are: "Why don't I have a penis?" "How does the sperm get to the egg?" (One administrator confessed that this is the one everyone fears the most.) "What's a fag?" And they look for ways of handling such situations as a child's pleading, "I don't want to go home" after seeing a sexual abuse prevention film.

This exercise helps teachers examine their own biases, assumptions, and areas of discomfort and shows them a way to think about the "messages" they want to give their students (Uslander & Weiss, 1975; Afriat & Stackhouse, 1983).

Teachers' evaluations consistently indicate that successful training facilitates personal as well as professional growth. Some examples: "I gained an understanding of human sexuality as being . . . the fabric and fiber of all my being." "[This was] the highlight of my educational experience—warm, caring, knowledgeable people sharing their lives and expertise to help us become better communicators and, hopefully, better educators." Although such statements reflect the afterglow of an intense group experience, teachers who have had this training often become strong advocates for family life education in their own districts.

Unintentional "Messages"

One important aspect of the teaching process should be emphasized. Just as children receive messages from their parents' reactions to sex words and behaviors, so is sexual learning inevitable when young children and their teachers interact. "Sex education" occurs whenever teachers react to incidental masturbation, slang, or "bathroom" jokes. It occurs when they respond differentially to the actions of boys and of girls and when they select books portraying certain images of males and females, certain kinds of families. And it occurs when teachers avoid children's questions, or respond in embarrassed, evasive, or punitive ways, thereby reinforcing children's perceptions that sex topics are secret, mysterious, even naughty—not for serious class discussion but for giggling, whispering, and joking about in surreptitious peer groups.

It is ironic that some people oppose sex education because they are afraid that teachers will impose their own personal values on their students. Although there is a profound lack of research on either the sexual messages that elementary teachers give to children or on the effect training would have (Cooper, 1982), it is reasonable to predict that trained teachers, aware of their own assumptions, biases, attitudes, and feelings, will be less judgmental and less likely to arbitrarily impose values. Surely they will be better able to utilize potentially difficult situations as "teachable moments." For example, instead of anxiously ignoring masturbation, or admonishing, "Don't do that!" they might say: "That is a private activity; people do it in a private place. This classroom is not a private place; it is a public place" (Blum & Blum, 1981).

At the moment, since longitudinal data on elementary school sex education programs do not exist, the impact of such programs on the average pupil is unknown. We can only believe in the positive value of a curriculum that is not problem-oriented but that encourages the personal development of the whole child and projects a natural progression of communication that cares about and answers children's urgent questions about their bodies, their sexuality, their relationships with peers and family—at each grade level. Of course, no single course or unit can be expected to make a difference; an integrated school program is required.

As more and more people understand that there is a strong rationale for sex education in the elementary school, more and more programs will appear. New Jersey has made a start: A kindergarten teacher has children brainstorm slang words for bowel movement and urination and finds that once all the "stinky poos" and "wee wees" are out in the open, children are comfortable using the correct terminology. A first-grade

teacher reads *Did the Sun Shine Before You Were Born* (Gordon, 1977) and it becomes a class favorite. Third-grade children role-play a situation involving peer pressure, and then every day want to act out other difficult decisions. A school nurse demonstrates a birthing doll to a sixth-grade class and by the end of the day other sixth graders are clamoring for visits to their classes.

The elementary school—a natural environment.

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DO YOU KNOW THAT . . .

Resource to Write for . . .

Sexuality Education: A Family Life Education Curriculum for Parents and Young Adolescents was developed by the Memphis Association for Planned Parenthood as part of a study testing five program designs for enhancing parent-child communication about sexuality. The results indicated that, of the five formats compared, the one in which parents and adolescents meet separately at first and then together for several sessions was the most effective. Therefore, this approach is used in the curriculum guide which is designed in eight two-hour segments. To order this 82-page 1984 guide, send \$7.95 (plus 50¢ p/h) to: Planned Parenthood Federation of America, 810 Seventh Avenue, New York, NY 10019.

SIECUS POSITION STATEMENT ON SEXUALITY EDUCATION IN THE PUBLIC SCHOOLS

SIECUS supports sexuality education in the public schools. Programs conducted by specially trained educators add an important dimension to the sexuality education given children by their families and religious and community groups. Such programs must be carefully formulated by each community in order to respect the diversity of values and beliefs represented in a public school classroom.

SIECUS recommends that school personnel, in consultation with community representatives including parents, clergy, and health care professionals, plan and implement public school sexuality education programs with curricula and resources appropriate to the ages of the students.

These two position statements, recently approved by the SIECUS Board of Directors, have been added to the list of statements published in the March 1984 SIECUS Report.

SIECUS POSITION STATEMENT ON MASTURBATION

It is the generally accepted view of the medical and mental health professions that masturbation is a natural and non-harmful behavior for individuals of all ages and both sexes. Masturbation can be a way of becoming more comfortable with and enjoying one's sexuality by getting to know and like one's body. It can be a form of sexual pleasure and/or release for people who are not involved in a relationship and, in either the presence or absence of their partner, for those who are involved in a relationship.

SIECUS believes that because masturbation is a personal and private behavior, no one should be made to feel guilty for choosing this form of sexual self-pleasuring. SIECUS therefore supports the right of each person to be responsible for his or her attitudes and actions with regard to this form of sexual expression.

SIECUS POSITION STATEMENT ON SEXUAL ORIENTATION

Sexual orientation includes one's self-concept and identity, as well as the gender of the individual(s) toward whom one experiences feelings of love, emotional attachment, and/or sexual attraction.

SIECUS believes that an individual's sexual orientation, whether it is heterosexual, homosexual or bisexual, is an essential quality of humanness, and that its expression is the right of every human being. SIECUS therefore opposes any actions which discriminate on the basis of sexual orientation; and strongly supports the enactment of legislation designed to outlaw such discrimination.

IN MY OPINION . . . *Mary S Calderone*

While reading Jane Howard's excellent biography of Margaret Mead (*Margaret Mead: A Life*, Simon & Schuster, 1984), I remembered the speech Dr. Mead gave at the SIECUS Annual Dinner, October 14, 1968 at the Plaza Hotel in New York City. It was entitled "Is Sex Necessary?" So I went to my files and found the February 1969 issue of the *SIECUS Newsletter* that featured excerpts chosen from her speech by Mead herself, and after reading them I became more aware than ever of how finely tuned she was to her times. When I subsequently learned that the January 1985 *SIECUS Report* would be concerned with Sex Education, I suggested to the editor that Mead's speech would be a unique and appropriate addition to this issue, and I agreed to add "my opinion" on its relevance to the sexuality field 16 years later. Therefore, let me introduce Dr. Margaret Mead:

"Is Sex Necessary?"

Margaret Mead, PhD, October 1968

If I had been talking 15 years ago, I would have said that we were in a transitional society, a society where people came from a great many different backgrounds and the backgrounds were so contrasting that we couldn't entrust sex education, or the lack of it, to any parent group. There were many forms of sex education, or non-education, that went very well as long as you had a homogeneous society. Mothers who had been scared-to-death-as-brides were perfect mothers of daughters who were going to be scared-to-death-as-brides. Each generation of girls learned how to be scared-to-death-as-brides, and each group of young husbands learned how to deal with girls who were scared-to-death-as-brides.

Any one of the many systems of sex education, however strange they may seem to us, worked as long as the society was a homogeneous one. It could be the kind of society where children are totally exposed to a complete knowledge of sex from early infancy. It could be the kind of society where children were excluded from a knowledge of sex. It could be the kind of society where the children were lied to. We don't at present know whether the societies that were most open or the societies that were most closed worked better, so long as they were consistent, so long as generation after generation the education the children received prepared them to be the kind of adults *their parents were*.

But the minute you have a society like ours, complicated by great heterogeneity, plus the beginning of the application of science and the understanding of human behavior, then we are bound to have the sort of situation we've been wrestling with for the last 50 years: a situation of trying to overcome the styles of communication between parents and children. These styles were appropriate to other groups and other periods, but did not prepare children to be adolescents and young adults for the world they were going to have to live in. A world where their chaperoning parents either would no longer go with them or could no longer go with them; a world where the young people were exposed to seduction, courtship, and marriage with people who were extraordinarily different; a world where these young people were then in turn going to have to bring up *their* children in an unprecedented environment, an environment for which they had no appropriate behavior guidelines.

The communities that ask help from SIECUS today are still wrestling with the problems that were there 15 years ago and 25

years ago. They are still wrestling with parents who, with the best will in the world, just didn't and still don't quite know what to say next.

Today, along with all these old situations, we're simultaneously facing something else. And we're facing it before we're ready for it, before we have figured out how to institutionalize and put into the schools, or into the church classes, or into other community groups, the teaching that is necessary for youngsters today: teaching that their parents are no longer able to give them because parents can no longer expect their children to live in the world their own parents lived in. Before we had met this problem, or had begun to meet it, we were plunged into this new situation which is the result of the medical revolution, or the population explosion.

I prefer the medical revolution as a term; I prefer it for several reasons. It ties in with the agricultural revolution; it was the agricultural revolution that freed men and the medical revolution, to a degree, that has freed women. Women were left in virtually the same stage they'd been at in a hunting-and-gathering society. They were left at this stage because every society had to keep its women working at reproductivity, and the kind of family life that made for reproductivity, for fear that the society wouldn't have enough people. Therefore, it was very important to have most women, most of the time, engaged in family life. And *sex was necessary*. Whatever one might think about sex, however much one might dislike it or disapprove of it, or wish it wasn't there, it was necessary to have the children that were needed for the society.

Now we've been catapulted in a very short period into a completely opposite position. We know now that we do *not* need more children; we need fewer children. We will be well off if we can reduce our population, not increase it. Suddenly we're faced with a very odd situation in which sex *isn't* necessary in the same sense. Not only is it unnecessary to have a society that insists sex relations should be the way of cementing families together and producing more and more children, but we're also approaching the period when you don't need sex in the normal sense of the word at all to produce children.

We now have the means to produce children with no warmth and no touch. We will very shortly have the means of producing test tube babies. We have the possibility of probably determining the sex of the baby, which people have dreamed about for a hundred thousand years, but the cost may be no

love-making to produce the baby, just a test tube operation. We are faced with some very extraordinary and strange new possibilities; and the question "Is sex necessary?" is going to raise quite different problems.

We're going to have to rethink how we want to bring up children, what sort of relationships we want them to have to their own bodies and to other people's bodies. We've had Dr. Harlow's experiments with his terry cloth and wire mothers and we've discovered what very strange creatures are produced if you rear infants who grow up without any warm, human reaction to other people. We've learned a great deal in the last 15 years about how human beings are made into human beings by the warmth and closeness of the relationships they have to the people who rear them. But we're going to have to think all of this over anew. Think it over and reassess what we mean by human warmth, what we mean by the ties created between human beings: ties that are based upon a permanent sex relationship and the kind of complementary interdependence that we have used as the basis of marriage.

Throughout all of the human history these relationships between a man and a woman, relationships that were first arranged and then finally institutionalized, have been the strongest tie between human beings. Through time, these relationships between a man and a woman have built up further relationships between large groups of people; and it has been one of the most important resources for keeping people together. This has always included children.

An institution like SIECUS that is trying to bring in the best thinking they can find, and the most experienced people and the most concerned people, is faced *simultaneously* with all the old discrepancies, old confusions, old difficulties as well as with the "shadow" of these things to come.

At present the United States has just gone on a kind of binge. On the whole we've gone in for very simple reversals. We used to deal with sex as wicked; in fact everything connected with the body was wicked! And everything that looked as if it were connected with the body was pretty wicked. So, you never looked inside mother's handbag; and the insides of clothes closets were forbidden, and the inside of the icebox was horrible. Today people have bought plastic handbags, brightly lit refrigerators, and have clothes closets specially lit so that people who come to dinner can look in and see their hostesses' clothes. We've gone in for a tremendous illumination of all things that were once forbidden and dark. We've gone in, of course, for this Saturnalia of pronouncing four-letter words. It was a gloomy period, I suppose, when people kept not pronouncing words that they thought they wanted to pronounce. My 95-year-old aunt remarked recently, "I've been reading some of these new books and they have a lot of words in them that, well, I didn't expect to read—but I remember them!" Of course, all of this isn't going to last very long. We are in a temporary period when it is exciting to light up something that was dark, say words that were forbidden, exhibit all sorts of things that weren't allowed before but this excitement is all going to wear out. It is going to wear out *if* we don't overreact to it and feel it is too terribly important.

One of the enterprises of an organization like SIECUS is to keep a steady track; to realize the impact of the future which may be either welcomed or dreaded; to deal with changes as they come along, but not be thrown off the track by these temporary excitements and aberrations. All that SIECUS can do is take a longtime view and say, "All right, this is going to settle down." The people who remember the words that couldn't be pronounced are gradually going to die and we'll have nobody

left but the people who've pronounced them all the time: they will be bored to death and start doing something else and we won't have to worry about that any more.

The thing that is so difficult is what is facing *parents of children* in every controversial area, in this country today. While things are straightening out, a generation of children is growing up, and it is a *generation of children who can only grow up once*. A generation who can only learn something about themselves, who they are, who their parents are, and who they themselves are going to be, *once*. Any long-term picture of change, any long-term optimism, has to be tempered by the fact that *this generation is here now*. And we *can't afford to let the things happen to this generation that are happening to them*, even though we think they might weather it.

We're faced with a very serious problem in the whole sex education field. This problem is the tremendous shortage of people who by their background and training and experience are able to stand up in front of a mixed group of people—a diverse set of parents, a bunch of adolescents—and talk simply and clearly, without embarrassment *and with emotion*, about sex relationships, those relationships which we split off so badly from the rest of life.

SIECUS is trying to develop mechanisms so that we can take the best we know—all the while living under the knowledge of the tremendous changes that are coming in the world and that have come, all the while being very conscious of today's generation who are growing up—and convert it into forms that can be managed by teachers, parents, clergy, social workers, and all sorts of people who weren't brought up to do the task they have to do. It is our main job to give them the material to do it with.

"How Is Sex Necessary?"

Mary S. Calderone, MD, MPH, January 1985
Co-founder and former President of SIECUS

I hardly knew Margaret Mead, but was pleased to discover from her biography that she and I apparently shared one specific capacity described by her as "extrapolating from a very small amount of complex material to the whole. . . . I'm willing to take all the steps in my own discipline. . . but in other spheres I'm willing to take the highest level of abstractions at their face value. If I insisted on knowing all the steps I couldn't move around analogically as I do" (Howard, p. 387). Her unique mind was such a marvel of compartmentalization that, as with a computer file, she could press invisible buttons and lob thoughts or comparisons back and forth through decades and cultures, thereby drawing vital and viable analogies.

In the opening paragraphs of her above speech she outlined how, previously, various homogeneous societies had little trouble bringing up children, "so long as the education the children received prepared them to be the kind of adults *their parents were*." This she contrasted to our society, which she saw as "complicated by great heterogeneity, plus the beginning of the application of science and the understanding of human behavior." So she saw us, in the years following World War I, as "bound to have a situation of trying to overcome the styles of communication between parents and children . . . a world where these young people were then in turn going to have to bring up *their* children in an unprecedented environment for which they had no appropriate behavior guidelines."

Mead's mind was already nimbly jumping forward to predict much of what has indeed happened to us since—children brought up in one way and then going to school and out into the world to meet up with children brought up in any number of entirely *different* ways. Some parents today are blindly trying to go back to the "good old" value patterns of their own grandparents, ignoring or having had no education to help them comprehend the now forgotten inflexibilities of these patterns. This, in my opinion, is exactly what presently makes it impossible for this society to deal with the new and hard realities brought on by such vast problems as air, ground, and water pollution, nuclear energy and its dangers, computers and what they portend for solutions or still more problems, television and instant marketing for bad as well as for good notions, and mass application of medical and other sciences without regard to the needs of the individual.

All this exists in the face of the grossly inferior level of our mass education that causes our children to regress in the sciences and in political history at faster and faster rates as children in other countries move faster and faster ahead. Mead knew even then that "we're facing something before we're ready for it, before we have figured out how to institutionalize and put into [practice] the teaching that is necessary for youngsters today." In the 16 years since Mead made that statement we have failed to recognize that, in regard to sexuality and other human behaviors, far from progressing we have actually fallen behind, quite like the White Queen running like mad to stay in one place, while the mounting casualties of ignorance stare at us bewildered from the wayside like unreclaimable discards, crying out in archaic language for solutions that are no longer relevant for these times.

Mead goes on to remind us of the overpopulation needs that had required arduous and often painful development of technology so that people could have sex without having children, and points out the ways, then already in process of development, by which people could have children without ever having sex—the basis of her speech title! She then deals prophetically with what could happen to the man-woman relationship on which all human societies have been founded, once the warmth and closeness and permanence that were institutionalized by marriage for the sake of having children are no longer mandated as prerequisites for fecundation. She emphasizes (still in 1968, mind!) how an organization like SIECUS, in trying to bring to bear on such mounting dilemmas the best thinking and the most experienced and concerned people, "is faced *simultaneously* with all the old discrepancies, old confusions, old difficulties, as well as with the 'shadow' of these things to come."

She next lists the reversals of the era. Where bodily and sexual matters had been unmentionable, now "we've gone in . . . for this Saturnalia of . . . four letter words . . . when it is exciting to light up something that was dark, say words that weren't allowed before." But then it appears that Mead's own generational biases may have trapped her into predicting that "this excitement is going to wear out . . . if we don't overreact to it." So she heaves a sigh to suggest that "all SIECUS can do is to take a longtime view and say, 'All right, this is going to settle down.'" What she, like most of us, was quite unable to envision was the degree to which corruption and venality had already taken hold, making it virtually impossible to counterbalance the downward drag.

Today her optimistic propheticism has to bow to a sheer sense of stalemate, because what Mead indicated was needed for the future now appears almost beyond our accomplish-

ment. In fact, the situation seems worse in 1985 than it was 16 years ago, because the intervening time appears to have fomented build-ups of the powerful, antihuman negatives of violence, child abuse, poverty, hunger, and despair, plus deterioration in international relationships, and unconscionable display and worship of wealth for itself. Raw, exploitive sex appears clearly to have become integral to most of these negatives, and the way ahead for the many organizations and people now concerned for and about "sexuality as a health entity" is clouded.

Though scientific philosophers like Lewis Thomas recognize and are disturbed by the increasing venal dehumanization of medical practice, the medical schools that regard human sexuality as one factor basic to humanistic science become fewer each year. Pediatricians would seem to belong in the forefront of preventive efforts by virtue of their potential for persuading and helping parents to become the sex educators their own children need and crave. Yet, as shown not only by excellent studies but by children's evident susceptibility to sexual abuse, pediatric practice in general tends to shy away from this as a "soft" behavioral field and to focus instead on such "hard" scientific fields as nutrition, diseases, and immunizations. Finally, parents themselves persist in remaining blind to the normality of childhood sexuality, stating self-righteously that "my child is not sexual, my child is innocent," thus willfully denying that ignorance is a trap for innocence and condemning their own children to remain as sitting ducks for molesters.

Where shall our next efforts go? Where shall our next steps point? Margaret, we need you, your powerful insights, your ebullient leadership, *now*.

[In addition to Jane Howard's biography, another insightful book about Margaret Mead, written by her daughter Mary Catherine Bateson, was published in 1984 by William Morrow and Co. It is entitled *With a Daughter's Eye: A Memoir of Margaret Mead and Gregory Bateson*.—Ed.]

DO YOU KNOW THAT . . .

Resources to Write for . . .

Birth Stories: The Experience Remembered (1984), edited by Janet Isaacs Ashford, is a sensitively put together collection of 34 individual responses to the question of what it is really like to have a baby. Spanning 70 years, the women's often moving descriptions of their emotional and medical needs convey the joy, frustration, sorrow, and even anger they experienced. Personal accounts by several fathers are also included. This 189-page paperback is available for \$7.95 (\$17.95 hc) from: The Crossing Press, P.O. Box 640, Main Street, Trumansburg, NY 14886.

Menopause, Naturally: Preparing for the Second Half of Life (1984) by Sadjia Greenwood (with illustrations by Marcia Quackenbush), a comprehensive guide toward "post-menopausal zest," addresses both the physical and psychological aspects involved and provides objective information on the pros and cons of drug therapy and surgery. It also emphasizes that the natural process of menopause should be considered "transition rather than crisis." To order, send \$10.00 (plus 15% p/h) to: Volcano Press, 330 Ellis Street, San Francisco, CA 94102.

BOOK REVIEWS

The books reviewed below constitute a six-volume *Sexuality Education Study* carried out by Mathtech researchers. They were published by Network Publications, Santa Cruz, California, and are available singly or as a set. The reviews were written by Peggy Brick, MEd, Director, Affirmative Teaching Associates, Englewood, N.J.

Sexuality Education: An Evaluation of Programs and Their Effects. Douglas Kirby. Full Report, 1984 (462 pp.; \$34.95). Executive Summary, 1984 (48 pp.; \$4.95).

Sexuality education should be a fundamental right: the right to understand one's own body and one's self as a male or female person in society. But sexuality education has developed with a behavior modification agenda—to remedy the problems of adolescent sexuality, particularly pregnancy and sexually transmitted diseases. Now the results of the extensive government-funded Mathtech research challenge our great expectations and conclude that the majority of sexuality education programs "have little impact" (*SIECUS Report*, September 1983). The hard data from pre/post questionnaires which tested knowledge, attitudes, and behavior and which were administered in a meticulously designed study of 10 model sexuality programs, contradict the positive effects reported by teachers, parents, and students. The Mathtech research forces us to re-examine our assumptions, goals, and programs, and all serious sexuality educators need to study it carefully; for most, the Executive Summary will be adequate, although the content and methodology used in each of the courses evaluated are described only in the Full Report.

Kirby's research provides an invaluable description of the state of the art of sexuality education, primarily at the secondary school level. But it is imperative that we not let it delimit the field. Since these programs have developed in a "prevention" atmosphere, they focus on values clarification, decision making,

and communication activities—important but a restricted vision of sexuality education. Other dimensions are also important: an anthropological approach that reveals the varieties of human sexuality at different times and places; a sociological approach that enables students to conduct mini-research projects to investigate for themselves characteristics of their milieu; a developmental approach that validates sexuality throughout the life span. And, as sexuality education becomes more holistic, it can be extended into the early elementary grades where young children, too, will gain the right to have their urgent questions answered.

Meanwhile, of course, sexuality educators are concerned with preventing the personal and social tragedies of premature intercourse, sexually transmitted diseases, and unwanted pregnancies. And here the results of the Mathtech study are loud and clear: Classroom teachers can't do it alone. The only two programs that showed significant attitudinal and behavioral changes were ones where the community had made a commitment. In one, parents attended the programs with their children, and their talking together about sexual topics did increase parent/child communication. In the other, a combination sexuality education/health clinic program at two high schools substantially increased the percentage of female students using birth control, and reduced the number of births, the percentage of girls who drop out of school once they are pregnant, and the number of repeat pregnancies.

For too long, sexuality educators have been on the defensive—believing they need to prove themselves and the effectiveness of their programs in achieving enormously difficult goals. Perhaps the Mathtech study will enable us to set more realistic goals and put the burden where it belongs: If parents and communities want to change what's happening with their adolescent children, they must provide support systems that will

help young people cope with the multitude of forces that affect their sexual behavior. **PR**

Sexuality Education: A Guide to Developing and Implementing Programs. Ann Cook, Douglas Kirby, Pamela Wilson, and Judith Alter. 1984 (132 pp.; \$14.95).

The *Guide* defines sexuality education as the whole range of issues, feelings, values, ethics, relationships, and decisions related to being male and female. It provides the rationale, techniques, and resources needed to develop a program for adolescents in community organizations, schools, or church groups.

The Introduction includes eight concise fact sheets that advocates will find valuable in demonstrating the need for such programs. Five summarize key facts on adolescent sexuality: knowledge and behavior, use of contraception, pregnancy, childbearing, and parent/child communication; three document important facts about sexuality education: the amount being offered, the extent of community support, and the effects of programs now in existence. The rest of the book effectively synthesizes the state of the art in sexuality education: building support for the program, establishing guidelines, designing the actual course, selecting and training leaders, implementing the program. One chapter is particularly unique and important: It recommends ways of closing the critical gap between adolescents' need for medical services and the accessibility of such services. Once people recognize that sexuality education by itself cannot be expected to reduce sexual behavior among young people, communities will begin to perceive, as did St. Paul, Minnesota, the need to include a clinic component in their programs—either by helping adolescents attend a clinic or by bringing the clinic to the school or agency.

The *Guide* also includes recommendations on program evaluation and on additional curriculum and organizational resources. As well as being a

Audience Level Indicators: **C**—Children (elementary grades), **ET**—Early teens (junior high), **LT**—Late teens (senior high), **A**—College, general adult public, **P**—Parents, **PR**—Professionals.

highly dependable guide, it will serve as an inspiration throughout the often harrowing process of establishing a sexuality education program. **PR**

Sexuality Education: A Curriculum for Adolescents. Pamela Wilson and Douglas Kirby. 1984 (450 pp.; \$29.95).

This curriculum, a composite of the knowledge and experience of three outstanding high school teachers, brings together the best theory and practice of sexuality education currently available. In a succinct introduction it describes the goals and values of sexuality education and explains the background steps for setting up a program, selecting a teacher, and establishing the course atmosphere. It provides the basic guidelines teachers need to develop programs which will suit the needs of their students as well as their own personal teaching style.

The 11 complete units include communications skills, anatomy and physiology, values, self-esteem, decision making, relationships, adolescent pregnancy and parenting, pregnancy prevention, and sexually transmitted diseases. The clarity of the format makes this curriculum particularly valuable: Each unit has an overall goal, rationale, and behavioral objectives, as well as detailed descriptions of a variety of activities that can be selected to achieve each objective. In addition, there are 41 "handouts"—reproducible pages that include values exercises, quizzes, guidelines for listening and decision making, case studies, and self-evaluation. While most of the activities will be familiar to experienced educators, this is a first-rate resource, a real treasure for teachers new to the field.

The appendix includes modified versions of the questionnaires used in the Mattech study. The knowledge test consists of 34 key questions that many teachers will find useful. Far fewer will have time or skill to analyze the attitude inventory, and even fewer will risk having students answer the questions about their personal sexual behavior. **PR**

Sexuality Education: A Curriculum for Parent/Child Programs. Jean Brown et al. 1984 (212 pp.; \$24.95).

Anyone beginning the arduous task of developing a parent/child sexuality program will want to know about the successful experiences reported by the Family Guidance Center in St. Joseph, Missouri—one of the two Mattech programs that showed a significant

behavior change in participants: improved intergenerational communication. This curriculum is designed for educators who want to replicate the FGC model and it provides course outlines, activities, resources, and evaluation instruments for launching such a program.

The Center offers courses to four groups: mothers and puberty-aged daughters (aged 9–12), mothers and adolescent daughters (aged 13–16), fathers and puberty-aged sons, and fathers and adolescent sons. Although the content of the curriculum emphasizes the physiological aspects of human sexuality, the process and goals of the program focus on parent/child interaction: listening together to become more comfortable discussing sexuality; practicing discussing issues with the other generation; exploring one's own and others' opinions and values related to sexuality.

Although some of the activities will need to be adapted for different areas and populations, and discussion points need to be sharpened, this book offers an excellent base for parent/child programs. For most educators, the problem will not be in developing the program itself, but in recruiting participants; that remains the most challenging task. **PR**

Sexuality Education: A Handbook for the Evaluation of Programs. Douglas Kirby. 1984 (192 pp.; \$19.95).

This *Handbook* provides a comprehensive description of methods for evaluating sexuality education programs: selection of program characteristics and outcomes to be measured, experimental designs, survey methods, questionnaire design, and procedures for administering questionnaires and analyzing and utilizing data. As I study its 177 pages of detailed instructions, I think of the typical teacher—struggling to develop a meaningful sexuality course, usually with too little personal preparation, too little class time, too few resources, and negligible administrative support—and this elegant methodology seems almost irrelevant if not even absurd. Extremely dedicated teachers may use the *Handbook* to help them think about how they might measure the impact of their course under ideal conditions; realistically, few will have the time, skill, or facilities to do more.

Kirby's description of sophisticated research methodology is admirably efficient and easy to understand. Certainly sexuality educators should rejoice in

having such an excellent model for the evaluation of our programs; yet I have a number of questions about the advisability of imposing such complex evaluation strategies on the fledgling programs that are now available.

First, if teachers cannot do the evaluations, who will? Will outside evaluators be permitted access to students in sexuality education classes in order to perform evaluations that are not done in any other area of the school curriculum? What happens if the results do not conform with expectations? Are sexuality programs to be subjected to criteria and interventions unknown in any other area?

Second, as a former high school teacher, I seriously question the validity of answers given on the attitude, value, and behavior inventories. Although the questionnaires are filled out anonymously, students seldom feel they have complete privacy as they sit in classroom rows. In addition, many of the questions assume that all the students are aware of their own values, needs, and personal behaviors and are willing to admit them to themselves as they answer the questionnaire; actually, many are not. Other assumptions are also bothersome. For example, consider the question, "As a result of this course, are your values less clear or more clear?" Choices range from *much less clear* to *much more clear*. In fact, the student who marks *much less clear* may have had old stereotypes shaken, be experiencing cognitive dissonance, and be in the process of a healthy reevaluation of values. Should this be recorded as a negative outcome? Without interviews to assess the meaning behind the answers to such questions, we may completely misinterpret their significance.

One other warning about evaluations, based on years of experience within the school system: When tests are used to measure the success of courses, teachers tend to "teach to the test." Such teaching would violate the essence of sexuality education designed to be responsive to the concerns articulated by students. Admirable as evaluation is in theory, in the reality of the present-day educational system it should be used with extreme caution. **PR**

Sexuality Education: An Annotated Guide for Resource Materials. Pamela M. Wilson. 1984 (126 pp.; \$14.95).

This *Guide* reviews books, films, filmstrips, cassettes, slides, curricula, charts, models, and games for students, ele-

mentary through high school. Comprehensive and easy to use, it includes data on the length, cost, and recommended grade level of each resource, and is an extremely useful reference for educators who want a clear and reliable evaluation of the major resources in the field.

The annotations describe the content of each item, recommending some enthusiastically and warning of the potential dangers of others which, for example, "may upset conservative parents." Other important comments indicate: the appropriateness of materials for certain populations such as slow learners or poor readers; the racial and ethnic make-up of the characters; and relevance in rural, urban, or suburban settings. **PR**

The Evaluation of Sexual Disorders: Psychological and Medical Aspects. Helen Singer Kaplan, New York: Brunner/Mazel, 1983 (289 pp.; \$32.50)

Reviewed by Marian E. Dunn, PhD, Director, Center for Human Sexuality, SUNY-Downstate Medical Center, Brooklyn, NY.

Kaplan's recent book is another of her major contributions to the sexuality field. Much of the basic material has appeared in her classic, *The New Sex Therapy* (1974), but in *The Evaluation of Sexual Disorders* she has refined her diagnostic techniques and offers readers a clearer, sharper picture of the diagnostic process. We are carefully and effectively led through the complex psychological, relational, and medical causes of sexual dysfunction. In a well-organized, rational manner, Kaplan has outlined and synthesized the many variables that lead to dysfunction, amply illustrating the text with excellent flow charts that visually depict such things as differential diagnosis and psychological, interactional, and physiological causality. These charts provide quick reference for the experienced clinician and a way of organizing the theoretical strands of diagnosis for the beginning sex therapist.

The book is divided into three sections, each constructed to follow Kaplan's triphasic model of sexual dysfunction. The first section focuses on differential diagnosis and the psychological aspects of assessment. It is inclusive and impressive. The second section contains the medical evaluation of sexual disorders and is a compendium of chapters

by various medical experts. Several of the authors lack Kaplan's fluidity with words and write in a manner more accessible to those with medical training. The chapters do, however, provide information and reference for the non-medical clinician, offer a model of a comprehensive workup for various dysfunctions, and give the clinician a common language to use with medical specialists. While the overall quality of these chapters is quite adequate, Kaplan presents and synthesizes material so well that she really did not need outside contributors to this text and their contributions tend to distract from the unity and stylistic flow of the book.

The third and final section integrates the psychological and medical components of diagnosis. It is as if Kaplan is walking the reader through the DSM III, clarifying central issues and controversies. While this section is somewhat repetitious of materials in the second section, again Kaplan uses her excellent organizational ability to present it in a readily accessible learning format. She also expands the classification system with an interesting presentation of newer categories of sexual complaint: sexual phobia, partially retarded ejaculation,

and unconsummated marriage. Kaplan cautions against simplistically accepting diagnoses either as totally organic or totally psychological. She reminds us of the relative infancy of our field and the far from solid substrate of physiological information currently available.

This book would have been praiseworthy for its organizing principles alone. But Kaplan is a fine clinician and this aspect of her talent shines through in her writings as well. She repeatedly illustrates how she shares her clinical observations with her patients as the diagnostic process unfolds. In gathering material for the differential diagnosis, she actively involves patients in a constructive and reassuring way, focusing on strengths, educating about sexual response, and reassuring about healthy functioning. The therapeutic process begins *with* rather than *after* the data collection.

This book is useful on all levels: It is an excellent primer in sexual diagnostics for the therapist in training, a refresher course in sexual evaluation for the highly experienced therapist, and a handy reference guide for everyone in the field. *The Evaluation of Sexual Disorders* should be included in every sexological library. **PR**

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Coming Out to Parents: A Two-Way Survival Guide for Lesbians and Gay Men and Their Parents. Mary V. Borhek. New York: Pilgrim Press, 1983 (208 pp.; \$9.95).

Reviewed by Robert M. Davidson, Pastor, West-Park Presbyterian Church, New York, N.Y.; member, Presbyterian Task Force on Homosexuality.

The straight world of heterosexually oriented persons knows very little of the cataclysmic trauma that homosexual persons face when they consider "coming out" to parents. Every fear that relates to parent-child relationships is magnified tremendously and often the worst fears are realized. The revelation seldom goes smoothly. As the gay or lesbian child struggles to reveal one of the most important parts of his/her inner being, parents often respond with a mixture of disbelief, shock, anger, sadness, grief, and pain.

In her book, Mary Borhek has tried to provide what she calls a "two-way survival guide," a kind of handbook for homosexual children and their parents. Her advice to both is sound, sympa-

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AUDIO-VISUAL REVIEWS

In this new technological age of microcomputers, video discs, and video recorders, the sex educator has a variety of materials available to supplement his/her teaching. So why would anyone choose such a fundamental tool as the filmstrip program? The answer: because it's inexpensive and it's easy to use—the only equipment necessary is a filmstrip projector and cassette player. It is also a well-respected pedagogical tool which allows the user great flexibility in its application.

In order to help sex educators in their selection of filmstrips, SIECUS and a panel of professionals and students from the New York University Human Sexuality Program prepared the following reviews of the most current (1980–84) filmstrips available on human sexuality.

Some general comments on the state of the art would seem appropriate. Whereas the filmstrip producers have shown a definite preference for using drawings instead of actual photography, the panel felt that in many instances a photo would have been superior to a drawing, especially in discussions of body parts. A recurring weakness in the programs is the lack of variance in both the cultural background and the sexual preference of the people portrayed. For this reason, many of these filmstrips would ideally be appropriate only for white, middle-class, heterosexual audiences.

Many companies are now providing filmstrip programs that include cassettes, scripts, teaching guides, and other supplementary teaching materials, all nicely packaged in a convenient container. Although these amenities are helpful, the buyer should recognize that the addition of high caliber supplementary materials does not turn a poor filmstrip into a good one—the filmstrip itself remains the focal point. This same caution should be used in reading the program's stated objectives: Excellent and worthy goals have no value if they are not reached.

Finally, it is important to remember that none of these filmstrips can function independently. As with any teaching aid, they will be of limited use in achieving an educational goal unless used as part of a larger program that is conducted by a qualified and competent professional who has had some preparation in sex education.

The panel was chaired by Ronald Moglia, EdD, Associate Professor, Human Sexuality Program, New York University. Panel members were: Angela Davis, Ann Fonfa, Marianne Glasel, Fern Goldberg, Thomas Rudolph, Katharine Van-Sant, and Jennifer Wood-Collier. The reviews and the above commentary, based on the group's consensual evaluation, were written by Dr. Moglia.

HUMAN SEXUALITY FILMSTRIPS

Beginning Series: Human Growth for Primary (1980). 48 min. Price, \$99 for entire program, \$29.75 per filmstrip. Marsh Film Enterprises, P.O. Box 8082, Shawnee Mission, KS 66208.

Four-filmstrip program (each part approx. 10–13 min.) available with either cassettes or records: I. The Wonderful "Whyhood" of Childhood; II. The Magic of You (Maturation); III. The Miracle of You (Fetal Development); IV. The Very Special You! (Genetics). Part I, designed for parents to help them answer questions about reproduction, utilizes rather "cutesy" questions from children along with a straightforward, simple narration. Parts II through IV are designed to introduce the primary-school child to human reproduction, genetics, and the changes that occur with maturation. The line illustrations used in Parts II and III to represent the body parts, reproductive organs, and genital structures are all poor and detract from the information. Part III is too detailed and tries to cover too much material.

Human Growth II (1984). 48 min. Price, \$106 for entire program, \$31.25 per filmstrip. Marsh Film Enterprises, P.O. Box 8082, Shawnee Mission, KS 66208.

Four-filmstrip program (each part approx. 12 min.) for the intermediate/junior high level: I. Meet the New You for Boys; II. Meet the New You for Girls; III. Let's Get Growing; IV. A Baby Is Born. The line illustrations/diagrams used throughout are consistently poor. The program's tone is generally sensitive; however, while coitus is mentioned in the script, no full explanation of the act is provided. Obviously the producers decided to leave the children's questions to the teacher.

Parts I and II deal separately with the male and female in regard to the physical and emotional changes that occur during puberty; Part III is a combined treatment of both sexes. The films show a subtle bias toward heterosexualism and traditional sex roles. Some of the aspects of pubertal changes are not gone over in enough detail, e.g., the physical processes causing erection, the fear generated in some girls and boys when they experience physical changes (menses and nocturnal emissions). Part IV describes how a baby is born but uses only diagrams instead of actual photographs.

The Human Reproduction Systems (1980). 53 min. Price, \$135 for entire program, \$35 per filmstrip. Society for Visual Education (SVE), 1345 Diversey Parkway, Chicago, IL 60614.

Four-part filmstrip and cassette: I. The Reproductive Systems (15 min.); II. Puberty from Boy to Man (12 min.); III. Puberty from Girl to Woman (15 min.); IV. Sexual Development and Maturity (11 min.). All are geared toward intermediate and junior high students in coed or same-sex groups. The two puberty sections are not overly repetitious and should be shown to both boys and girls.

Personalized experiences of teens, parents, and professionals are mixed in with dramatization and narration in an attempt to present an overall picture of the growth process. The illustrations used are excellent. The series attempts to present the facts about maturation and reproduction without dealing with the sociological/behavioral implications. The result is that the series is overly self-conscious about intercourse, pregnancy, contraception, and masturbation, skimming over them or treating them as "adult activities." This may

leave students confused and with the impression that only adults get pregnant or have sex. These areas can be brought up in class discussions, utilizing the excellent supplementary materials provided.

Teenage Pregnancy and Prevention (1980). 36 min. Price, \$129. Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570.

Three-part program: I. The Problem: The Hard Facts (13 min.); II. The Choices (12 min.); III. The Solutions (11 min.). This series would be most appropriate for junior and senior high school students. A narrator ties in comments by a variety of teenagers, physicians, and professionals concerned with teenage pregnancy. The manner and tone are generally non-judgmental and positive, with the exception of a bias against teens who choose to be sexually active. There is also a frank and fairly complete discussion of abortion. The second filmstrip deals not only with the facts but also with the controversial nature of the abortion choice for the pregnant teen. The program's supplementary materials are excellent.

Threshold (1981). 72 min. Price, \$200 for entire program, \$55 per filmstrip. The Stanfield House Films/Media, 12381 Wilshire Boulevard, Suite 203, Los Angeles, CA 90025.

Four-part program of 16–20 minute filmstrips and cassettes: I. Infancy and Childhood; II. Sexuality; III. Sexual Responsibility (Puberty, Contraception, and VD); IV. Conception, Pregnancy, and Birth. The first two sections are directed toward young adolescents; the second two are more appropriate for older adolescents. The entire series may

be used with educational or parent groups. The illustrations—especially those used to represent internal and external genitals and reproductive organs, and those depicting conception, pregnancy, and birth—are, however, quite poor and detract from the information provided. Dr. Ted Schafer, as narrator, adds an overall tone of authority and provides a limited number of personal reflections.

Human Sexuality and the Life Cycle. (1981) 45 min. Price \$129. Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570.

Three 15-min. filmstrips: Infancy and Childhood, Adolescence, and Adulthood. The target audience is not named but the series seems most appropriate for college students or adult groups as an introduction to human sexuality. There is a definite psychological perspective, especially apparent in the Freudian viewpoint toward childhood sexuality. Male and female narrators add personal reflections in a direct, instructive manner. While the tone is generally informative, the program does convey the traditional biased view of adolescence, adult sex-role preference, marriage, sex roles, and single persons' lifestyles. Includes excellent supplementary materials.

Life in the Womb: The First Stages of Human Development (1983). 40 min. Price: \$99. Human Relations Media, 175 Tompkins Avenue, Pleasantville, NY 10570.

Two 20-minute filmstrips: Part I, The Course of Development; Part II, Influences on Prenatal Development. Part I covers the physical changes that occur in the germinal, embryonic, and fetal stages of prenatal life. Part II focuses on the heredity and maternal environment factors that influence prenatal development. The program presents a great deal of factual information in a clear manner, using a combination of photographs and diagrams, and male/female narration. With its well-organized supplementary materials, this is a fine resource for a senior high school, college, or adult audience.

Understanding Your Sexuality (1980). 88 min. Price, \$150 for entire program, \$35 per filmstrip. Society for Visual Education (SVE), 1345 Diversey Parkway, Chicago, IL 60614.

This program's four parts are of such variety in tone and quality that they have to be dealt with separately. They are all geared toward junior and senior high students and are especially appropriate for younger teens. The supplementary materials are excellent.

Part I: Teenage Parents (18 min.) is a first-person account of two teen parents, one father and one mother (of different children). While it is designed to illustrate through personal reflections the difficulty of teen parenthood, the monotonous tone of the young mother and the poor command of English by the young black father seem only to reinforce stereotypes about minorities and the type of "person" who has a child out of wedlock. It is also much too long.

Part II: Male and Female Sexual System (21 min.) is designed to provide information on male and female sexual anatomy and physiology and to establish a background for understanding intercourse, birth control, and STDs.

It also attempts to discuss myths and concerns young teens have about sex. However, during the discussions between a professional sex educator/therapist and a group of students the audio quality is so poor that the information is difficult to decipher. The line illustrations used are good, but are not well integrated with the conversation. Also, the poor editing results in discussions that skip indiscriminately from one topic to another.

Part III: Making Decisions About Sex (21 min.) is actually one filmstrip divided into two parts. The first portion features a very competent discussion by Dr. Jan Petty on sexual intercourse, conception, and pregnancy. The tone is positive and informative, and the illustrations used are excellent. The second part, utilizing a discussion group format, deals with how and why young people become sexually active. The problem of audio quality is complicated further by the group leader's monopolization of the discussion. She seems to steer the group into areas of her interest and to interpret what they are saying to suit her viewpoint. It might be advisable to show the first part of this filmstrip and replace the second with class discussion.

Part IV: This is another filmstrip that is divided into two parts: Birth Control and Sexually Transmitted Diseases (19 min.) and Abortion (9 min.). In the first part, Carla Jones, a family planning counselor, discusses in a direct, informative manner, the choice to be sexually active and use birth control. This non-scripted discussion may sound tentative at times, but it is a good presentation of what is available for contraception. It is slightly biased against the pill (mentioning the side

effects without going into any detail) and mistakenly calls the ovulation/temperature method the "rhythm" method. Also discussed, in a straightforward, nonfrightening manner, are gonorrhea, syphilis, and herpes; however, such diseases as chlamydia and non-gonococcal STDs are not mentioned. In the second part, counselor Liz Horan discusses the abortion procedure comprehensively and non-judgmentally. A regional bias is apparent, however, since the statement that all first trimester abortions are done under local anesthetic does not hold true for all areas. Therefore, local procedures should be explored and discrepancies discussed. It is regrettable that males were totally excluded from the decision-making and counseling discussions, thereby reinforcing the myth that men are not affected or do not need to be involved.

Linkletter on Love, Sex, and Values (1983). Price, \$107 for entire series, \$31.75 per filmstrip. Marsh Films, Inc., P.O. Box 8082, Shawnee Mission, KS 66208.

Four-filmstrip program available with records or cassettes: I. Choice: An Individual Responsibility; II. Love: Real or Romance; III. Chastity: It's O.K. to Say No; IV. Pregnancy: It's Easy to Have a Baby—It's Hard to Raise a Child. (I and II are approx. 10–12 mins. and III and IV approx. 15–20 min.) This series is designed to help high school students deal with the difficult issues surrounding love and sex. Art Linkletter narrates in a straightforward manner and the overall message generally encourages delaying sexual activity. Though an attempt is made to support those who are sexually active, the tone is "preachy" and rather judgmental. Additional problems arise with the use of the archaic term *chastity* and the stereotypical view of males as the pursuers and girls as those being chased. Part IV is somewhat unrealistic since it deals with a young woman who gives her baby up for adoption and actually only about 2% of young girls choose to do so. This filmstrip may be used to help encourage this option, but some facilitators may find that, generally speaking, the series does not deal effectively with other, more important issues.

Herpes: Facing the Realities (1983). 17 min. Price, \$49. Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570.

This film presents three young adults who have to deal with the social and psychological problems that result from herpes. The causes, symptoms, and treatment of the disease are discussed, with sexuality treated throughout in a mature, responsible manner. Although the filmstrip has a definite heterosexual orientation, it is a fine resource for initiating group discussions.

"Herpie": The New VD Around Town (1984, rev. ed.). 12 min. Price, \$49. Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570.

This filmstrip uses only cartoon illustrations to convey basic information about the transmission, prevention, and consequences of herpes. Though it does not state its target audience, the cartoon format gives it a youthful flavor.

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HUMAN SEXUALITY: A SELECTED BIBLIOGRAPHY FOR PROFESSIONALS

This bibliography for professionals and students in the areas of sex education, counseling, research, and therapy was compiled by Leigh Hallingby, MSW; MS, Manager, SIECUS Information Service and Mary S. Calderone Library. Regardless of their dates of publication, the books in this selective listing were chosen in each category on the basis of their special usefulness and relevance to today's professional needs in the study of human sexuality. If they are not available at your library, order them through your local bookstore or directly from the publishers and distributors whose addresses are included in the citations. With few exceptions, these materials are included in SIECUS's noncirculating collection at the Mary S. Calderone Library at New York University, 715 Broadway, Room 213, New York, N.Y. 10003. For user information, call (212) 673-3850.

Single copies of this bibliography are available from the SIECUS office for **\$1.50 and a stamped, self-addressed, business-size envelope** for each list requested. In bulk they are 75¢ each for 5-49 copies; 50¢ each (plus \$3.00 for postage and handling) for 50 copies or more. Other books and pamphlets which will be helpful for professionals and consumers are listed in our bibliography for general use, "Human Sexuality: A Bibliography for Everyone" (\$1.00 each, bulk prices as above).

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TEXTBOOKS

For Use With Adolescents

LEARNING ABOUT SEX: A CONTEMPORARY GUIDE FOR YOUNG ADULTS

Gary F. Kelly

Without neglecting basic factual information, focuses on attitudes and the process of sexual decision making. Teacher's manual available. (185 pp.)

Barron's Educational Series (1976), 113 Crossways Park Drive, Woodbury, NY 11797; \$10.95 hc, \$4.95 pb

College Texts

The textbooks listed below are presented without annotation because it is impossible in the brief space available here to note the variations in content. For more detailed information, please see the March 1982 *SIECUS Report* article on textbook evaluation in which many of these books were reviewed. An update of this evaluation will appear in a forthcoming 1985 issue.

BECOMING A SEXUAL PERSON

Robert T. Francoeur

John Wiley & Sons (1982), 605 Third Avenue, New York, NY 10158; 840 pp.; \$27.45 hc, Student Guide \$12.45, Instructor's Manual free. Brief edition (538 pp.) also available; \$19.45

HUMAN REPRODUCTION AND SEXUAL BEHAVIOR

Richard E. Jones

Prentice-Hall (1984), Englewood Cliffs, NJ 07632; 545 pp.; \$26.95 pb

HUMAN SEXUALITY

William H. Masters, Virginia E. Johnson, and Robert C. Kolodny

Little, Brown & Co. (1982), 34 Beacon Street, Boston, MA 02106; 547 pp.; \$23.95 hc, Student Guide \$8.95, Instructor's Manual free. Revised edition forthcoming in 1985

HUMAN SEXUALITY

Morton G. Harmatz and Melinda A. Novak

Harper & Row (1983), 10 East 53rd Street, New York, NY 10022; 595 pp.; \$21.50 hc

HUMAN SEXUALITY

Fourth Edition

James L. McCary and Stephen P. McCary

Wadsworth Publishing Co. (1982), 7625 Empire Drive, Florence, KY 41042; 589 pp.; \$28.50 hc, Student Guide \$10.00, Instructor's Manual free. Also available in brief edition (1984, 3rd ed., 300 pp.), \$19.75 pb

HUMAN SEXUALITY: MAKING RESPONSIBLE DECISIONS

Linda Brower Meeks and Philip Heit

Saunders College Publishing (1982), 383 Madison Avenue, New York, NY 10017; 503 pp.; \$26.95 hc, Instructor's Manual \$10.95, slides approx. \$250.00

OUR SEXUALITY

Second Edition

Robert Crooks and Karla Baur

The Benjamin/Cummings Publishing Co. (1983), Sand Hill Road, Menlo Park, CA 94025; 663 pp.; \$22.95 hc, Student Guide \$8.95, Instructor's Manual \$4.95

SEXUAL CHOICES

Second Edition

Gilbert D. Nass, Roger W. Libby, and Mary Pat Fisher

Wadsworth Publishing Co. (1984), 7625 Empire Drive, Florence, KY 41042; 631 pp.; \$27.75 hc, Instructor's Manual free

SEXUAL INTERACTIONS

Elizabeth Rice Allgeier and Albert Richard Allgeier

D. C. Heath & Co. (1984), 125 Spring Street, Lexington, MA 02573; 632 pp.; \$23.95 hc, Student Guide \$7.95, Instructor's Manual free

SEXUALITY

Raymond Rosen and Elizabeth Hale

Random House (1984), 400 Hahn Road, Westminster, MD 21157; 554 pp.; \$26.00 hc, Student Guide \$8.95, Workbook \$7.95, Instructor's Manual free

UNDERSTANDING HUMAN SEXUALITY

Second Edition

Janet Shibley Hyde

McGraw-Hill, Inc. (1982), 1221 Avenue of the Americas, New York, NY 10020; 640 pp.; \$23.95 hc, Instructor's Manual \$18.95

UNDERSTANDING SEXUAL INTERACTION

Second Edition

Joann S. DeLora, Carol A. B. Warren, and Carol Rinkleib Ellison

Houghton Mifflin (1981), One Beacon Street, Boston, MA 02107; 672 pp.; \$20.95 hc, Student Guide \$5.95, Instructor's Manual \$1.00

BASIC RESOURCES

EDUCATION FOR HEALTH: THE SELECTIVE GUIDE TO AUDIOVISUALS AND PUBLICATIONS FOR HEALTH PROMOTION, FAMILY LIFE, AND MENTAL HEALTH

Mental Health Materials Center, ed.

This successor to four previous editions lists nearly 2,200 titles of audio-visuals, books, booklets, pamphlets, and other bibliographies which are recommended on the entire spectrum of health education topics, including sex education and human sexuality. Nearly 75% of the titles in this new edition appear for the first time. (927 pp.)
National Center for Health Education (1983), 30 East 29th Street, New York, NY 10016; \$90.00

HANDBOOK OF SEXOLOGY

John Money and Herman Musaph, eds.

Five-volume work designed to encourage sexology as a medical subspecialty. Contains 108 chapters by 102 authors, almost half of whom are from outside the U.S. (1351 pp.)
Excerpta Medica/Elsevier North-Holland (1977), 52 Vanderbilt Avenue, New York, NY 10017; \$144.25 hc, \$70.00 pb (5 vols.)

HUMAN SEXUAL RESPONSE

William H. Masters and Virginia E. Johnson

Report of the laboratory research and clinical findings concerning sexual response of men and women during various types of sexual activity, during pregnancy, and in the later years. Contains the most definitive physiological data concerning sexual response so far developed. (366 pp.)
Little, Brown (1966), 34 Beacon Street, Boston, MA 02106; \$24.50 hc, Bantam Books, 666 Fifth Avenue, New York, NY 10019; \$5.95 pb

THE SEX ATLAS

New Popular Reference Edition

Erwin J. Haeberle

A comprehensive sourcebook of basic textual and pictorial information on human sexuality for college students, parents, and professionals. May also be used as a text. (432 pp.)
Continuum Publishing (1982), 575 Lexington Avenue, New York, NY 10022; \$25.00 hc, \$12.95 pb

SEX IN HISTORY

Reay Tannahill

Well-written, frank exploration of human sexuality through the ages, containing a wealth of fascinating information. (480 pp.)
Stein & Day (1980), Scarborough House, Briarcliff Manor, NY 10510; \$17.95 hc, \$11.95 pb

SEXUAL BEHAVIOR IN THE HUMAN FEMALE

Alfred C. Kinsey, Wardell P. Pomeroy, Clyde E. Martin, and Paul Gebhard

The companion study to the male volume but done with more statistical sophistication. In

addition to presenting findings on female sexual behavior, contrasts these with data on males in 1948 book. (842 pp.)
W. B. Saunders (1953), West Washington Square, Philadelphia, PA 19105; \$30.00

SEXUAL BEHAVIOR IN THE HUMAN MALE

Alfred C. Kinsey, Wardell B. Pomeroy, and Clyde E. Martin

The first of the famous Kinsey Reports and a pioneering study of male sexual behavior. Demonstrated statistically for the first time how wide the gap had become between officially sanctioned and actual sexual behavior in our society. (804 pp.)

W. B. Saunders (1948), West Washington Square, Philadelphia, PA 19105; \$29.00

SEX EDUCATION

DEALING WITH QUESTIONS ABOUT SEX

Arlene Uslander and Caroline Weiss

A down-to-earth and lively handbook written for classroom teachers of sex education. (94 pp.)
Pitman Learning (1975), 19 Davis Drive, Belmont, CA 94002; \$5.95 pb

JOURNAL OF SCHOOL HEALTH, APRIL 1981 SPECIAL ISSUE: SEX EDUCATION IN THE PUBLIC SCHOOLS

Guy Parcel and Sol Gordon, issue eds.

Excellent collection of articles supporting sexuality education in the school setting. Especially valuable as a resource for communities and school personnel in developing sex education programs. (116 pp.)
American School Health Association, P.O. Box 708, Kent, OH 44240; single copy \$4.50

SCHOOLS AND PARENTS: PARTNERS IN SEX EDUCATION (#581)

Sol Gordon and Irving R. Dickman

Booklet stressing the importance of including parents as partners in sex education. Includes a model curriculum. (28 pp.)
Public Affairs Committee (1980), 381 Park Avenue South, New York, NY 10016; \$1.00; bulk rates available

SEX EDUCATION FOR ADOLESCENTS: A BIBLIOGRAPHY OF LOW-COST MATERIALS

Criteria used for selection: appropriateness to adolescents in readability; cost of \$6.00 or less; and values perspective responsibly represented in contemporary terms but without limitation as to position on the conservative-liberal spectrum. (32 pp.)
American Library Association Order Department (1980), 50 East Huron Street, Chicago, IL 60611; \$3.00

SEX EDUCATION: THEORY AND PRACTICE

Clint E. Bruess and Jerrold S. Greenberg

A textbook on sex education. Includes sec-

tions on instituting and expanding sex education programs; biological, psychological, and sociological aspects of sex education; sexual decision making; conducting sex education; and evaluation and research. (319 pp.)
Wadsworth Publishing (1981), 7625 Empire Drive, Florence, KY 41042; \$21.75

SEXUALITY AND FAMILY LIFE EDUCATION: AN ANNOTATED BIBLIOGRAPHY OF CURRICULA AVAILABLE FOR PURCHASE

Leigh Hallingby, comp.

Lists 90 curricula and other sex education resources for sale for use with the following groups: K-12 (all-inclusive), middle school, high school/adolescents, peers, parents, mentally disabled, physically disabled, and professionals. (7 pp.)
SIECUS (1983), 80 Fifth Avenue, Suite 801, New York, NY 10011; \$1.00; bulk rates available

SEXUALITY EDUCATION: A GUIDE TO DEVELOPING AND IMPLEMENTING PROGRAMS

Ann Cook, Douglas Kirby, Pamela Wilson, and Judith Alter

Provides suggestions for developing and implementing effective educational and clinic-based approaches to sexuality education. Discusses the reasons for and nature of responsible sexuality education and describes approaches to building a community-based program, selecting teachers, funding training, assessing needs of the target populations, and designing and implementing programs for them. (132 pp.)
Network Publications (1984), 1700 Mission Street, Suite 203, P.O. Box 8506, Santa Cruz, CA 95061-8506; \$14.95

SEXUALITY EDUCATION: A HANDBOOK FOR THE EVALUATION OF PROGRAMS

Douglas Kirby

Discusses the need for evaluation of sexuality education programs, selection of program characteristics and outcomes to be measured, experimental designs, survey methods, questionnaires, analyzing data, and using existing data. Valid, reliable questionnaires are included in the appendix. (192 pp.)
Network Publications (1984), 1700 Mission Street, Suite 203, P.O. Box 8506, Santa Cruz, CA 95061-8506; \$19.95

SEX EDUCATION: AN ANNOTATED GUIDE FOR RESOURCE MATERIALS

Pamela M. Wilson

Reviews books, films, filmstrips, cassettes, slides, curricula, charts, models, and games for use with grades K-12. Annotations include length, recommended grade level, cost, distributor, discussion of the material. (126 pp.)
Network Publications (1984), 1700 Mission Street, Suite 203, P.O. Box 8506, Santa Cruz, CA 95061-8506; \$14.95

SEXUALITY EDUCATION: AN EVALUATION OF PROGRAMS AND THEIR EFFECTS

Douglas Kirby

Presents the results of a five-year study.

Summarizes the structure and content of sexuality education in the U.S., reviews the literature on the effects of sexuality education, describes the evaluation methods, presents the evaluation results of each program studied, and discusses the implications of the results.

Network Publications (1984), 1700 Mission Street, Suite 203, P.O. Box 8506, Santa Cruz, CA 95061-8506. Full report (462 pp.), \$34.95; Executive Summary (48 pp.), \$4.95

SEX EDUCATION IN THE EIGHTIES: THE CHALLENGE OF HEALTHY SEXUAL EVOLUTION

Lorna Brown, ed.

Opening with a historical perspective on sex education in the U.S., the contributors go on to present an overview of the field. There are chapters covering the issue from the standpoint of the family, society at large, and education for professionals. Closes with predictions for future developments. (278 pp.) *Plenum Press (1981), 233 Spring Street, New York, NY 10013; \$24.50*

TEACHING PARENTS TO BE THE PRIMARY SEXUALITY EDUCATORS OF THEIR CHILDREN

Judith S. Alter, Sandra Baxter,
Ann Thompson Cook, Douglas Kirby, and
Pamela Wilson

For this project, a curriculum for multi-session courses was designed, implemented with diverse parent groups around the country, and evaluated. The Executive Summary and Volume I summarize the project and research done on it. The total final report consists of five volumes, including three on curriculum development and a 1981 national catalog of programs.

Superintendent of Documents (1982), U.S. Government Printing Office, Washington, DC 20402; Executive Summary (14 pp.), Stock #017-023-00155-8; \$1.50. Volume I: Impact of Programs (103 pp.), Stock #017-023-00150-7; \$3.75

WINNING THE BATTLE FOR SEX EDUCATION

Irving R. Dickman

Designed to help parents, teachers, administrators, and other members of a community effectively organize support for a public school sex education program. Includes answers to the 20 questions most often asked about such programs. (58 pp.)

SIECUS (1982) 80 Fifth Avenue, Suite 801, New York, NY 10011; \$6.00 (includes postage)

AUTOBIOGRAPHY • FICTION FOR SEX EDUCATION

ANNIE ON MY MIND

Nancy Garden

Compelling fictional account of a lesbian relationship between two adolescent girls. (234 pp.)

Farrar, Straus, and Giroux (1982), 19 Union Square West, New York, NY 10003; \$3.45 pb

ARE YOU THERE, GOD? IT'S ME, MARGARET

Judy Blume

Reassuring story about preadolescent girls as they face the physical changes and peer pressures that usually accompany puberty. (149 pp.)

Yearling Books, Dell (1974), 1 Dag Hammarskjold Plaza, New York, NY 10017; \$2.25 pb

THE BEST LITTLE BOY IN THE WORLD

John Reid

A story of coming to terms with being gay, told with warmth and humor. (213 pp.)

Ballantine Books (1976), 400 Hahn Road, Westminster, MD 21157; \$2.50 pb

FOREVER

Judy Blume

Its reception by adolescents has made this book a classic. A story of first love with explicit passages about the adolescents' sexual experiences. (216 pp.)

Bradbury Press (1975), 2 Overhill Road, Scarsdale, NY 10583; \$9.95 hc. Pocket Books (Simon & Schuster), 1230 Avenue of the Americas, New York, NY 10020; \$2.95 pb

PATIENCE AND SARAH

Isabel Miller

A story set in early 19th-century America, about the resourcefulness and love of a lesbian couple who establish their own farm. (192 pp.)

Fawcett Crest (1973), 1515 Broadway, New York, NY 10036; \$2.50 pb

REFLECTIONS OF A ROCK LOBSTER: A STORY ABOUT GROWING UP GAY

Aaron Fricke

Moving autobiographical account of a young man coming to terms with his homosexuality and coming out to his family and high school peers. (120 pp.)

Alyson Publications (1981), P.O. Box 2783, Dept. B2, Boston, MA 02208; \$4.95 pb

RUBYFRUIT JUNGLE

Rita Mae Brown

A down-to-earth, vibrant story of a lesbian's journey from early childhood to adulthood. (246 pp.)

Bantam Books (1977), 666 Fifth Avenue, New York, NY 10019; \$2.95 pb

SEX RESEARCH

THE KINSEY DATA: MARGINAL TABULATIONS OF THE 1938-1963 INTERVIEWS CONDUCTED BY THE INSTITUTE FOR SEX RESEARCH

Paul H. Gebhard and Alan B. Johnson

Important revision of and supplement to the previously published Kinsey data. Includes 45 pages of text with 580 statistical tables. Offers a valuable opportunity for researchers to compare their current findings

with Kinsey's figures for an earlier generation. (642 pp.)

W. B. Saunders (1979), West Washington Square, Philadelphia, PA 19105; \$19.95 pb

THE SEX RESEARCHERS

Revised Edition

Edward M. Brecher

Selective review of research, with an enthusiastic, human, and liberal approach to sexual behavior. Revised edition contains 1978 epilogue. (410 pp.)

Specific Press (1979), 1523 Franklin Street, San Francisco, CA 94109; \$9.50 pb

TAKING A SEX HISTORY: INTERVIEWING AND RECORDING

Wardell B. Pomeroy, Carol C. Flax, and
Connie Christine Wheeler

The first published guide to the famous and pioneering Kinsey sex interview technique, explaining in depth virtually all the questioning and coding skills a professional requires to compile a detailed, accurate, confidential sex history that defines an individual's sexual attitudes and behaviors. (353 pp.)

Macmillan (1982), 855 Third Avenue, New York, NY 10022; \$35.00

SEX COUNSELING AND THERAPY

THE BEHAVIORAL TREATMENT OF SEXUAL PROBLEMS

Revised Edition

Volume I: Brief Therapy

Jack S. Annon

Outlines Dr. Annon's theoretical model for approaching sexual problems, referred to as PLISSIT (permission, limited information, specific suggestions, and intensive therapy). (246 pp.)

Harper & Row (1976), 10 East 53rd Street, New York, NY 10022; \$14.00

COUNSELING LESBIAN WOMEN AND GAY MEN: A LIFE-ISSUES APPROACH

A. Elfin Moses and Robert O. Hawkins, Jr.

Brings together clarity in theory, sensitivity in understanding the experiences of being gay, and practical suggestions in working with gay concerns. Helpful not only to those counseling gay people, but also to anyone who is interested in a deeper understanding of human nature and interpersonal dynamics. (263 pp.)

C. V. Mosby (1982), 11830 Westline Industrial Drive, St. Louis, MO 63141; \$15.95 pb

DISORDERS OF SEXUAL DESIRE AND OTHER NEW CONCEPTS AND TECHNIQUES IN SEX THERAPY

Helen Singer Kaplan

Detailed case studies illuminating the dysfunction involving inhibition of sexual desire. Presents psychosexual therapy developed by the author. (237 pp.)

Brunner/Mazel (1979), 19 Union Square West, New York, NY 10003; \$25.00

THE EVALUATION OF SEXUAL DISORDERS: PSYCHOLOGICAL AND MEDICAL ASPECTS

Helen Singer Kaplan et al.

In Section I Dr. Kaplan explains the nature, purposes, and process of gathering information for assessment of sexual problems, and illustrates these with an extensive case history. In Section II leading gynecologists, urologists, and endocrinologists present a comprehensive overview of the diseases and drugs that can disrupt sexual functioning. (289 pp.)

Brunner/Mazel (1983), 19 Union Square West, New York, NY 10003; \$32.50

HANDBOOK OF SEX THERAPY

Joseph LoPiccolo and Leslie LoPiccolo, eds.

Practical handbook providing information about a wide variety of techniques and specific methodologies. (551 pp.)

Plenum Press (1978), 233 Spring Street, New York, NY 10013; \$32.50

HUMAN SEXUAL INADEQUACY

William H. Masters and Virginia E. Johnson

Based on authors' landmark research, presents findings for the treatment of impotence ejaculatory disorders, inadequate female response, vaginismus, dyspareunia, and sexual problems of aging. A basic resource for therapists and counselors, and others interested in human sexuality. (467 pp.)

Little, Brown (1970), 34 Beacon Street, Boston, MA 02106; \$24.50 hc. Bantam Books (1980), 666 Fifth Avenue, New York, NY 10019; \$4.95 pb

IMPOTENCE: PHYSIOLOGICAL, PSYCHOLOGICAL, AND SURGICAL DIAGNOSIS AND TREATMENT

Gorm Wagner and Richard Green

After a brief series of case histories designed to illustrate some of the points, the reader is led through a series of chapters on physiology, diagnosis, and disease processes which can cause sexual dysfunction. Both a gem of brevity and a definitive work on the topic. (192 pp.)

Plenum Press (1982), 233 Spring Street, New York, NY 10013; \$24.50

THE NEW SEX THERAPY

Helen Singer Kaplan

A comprehensive and eclectic approach to the treatment of sexual dysfunction, integrating psychoanalytic and a number of other techniques. Includes an appendix of 39 illustrative case studies, and tables of the effects of various drugs on male and female sexual function. (544 pp.)

Brunner/Mazel (1974), 19 Union Square West, New York, NY 10003; \$25.00

PRINCIPLES AND PRACTICE OF SEX THERAPY

Sandra R. Leiblum and Lawrence A. Pervin, eds.

Comprehensive updating of treatment methods and efficacy studies in sex therapy. (410 pp.)

Guilford Press (1980), 200 Park Avenue South, New York, NY 10003; \$25.00

SEXUAL DILEMMAS FOR THE HELPING PROFESSIONAL

Jerry Edelwich and Archie Brodsky

Explores five dimensions of sexuality as they affect counselor/client relationship: seduction, power, opportunity, self-interest, and morality. Approach is to legitimize uncomfortable feelings, define professional standards and ethics in relevant areas, and demonstrate problem-solving techniques. Rich case material liberally cited. (250 pp.)

Brunner/Mazel (1982), 19 Union Square West, New York, NY 10003; \$17.50

1983-1984 NATIONAL REGISTER OF THE AMERICAN ASSOCIATION OF SEX EDUCATORS, COUNSELORS, AND THERAPISTS

Lists members of AASECT who are certified as sex educators, sex counselors, and sex therapists. Individuals are listed geographically by state within each of these three categories. Can be used as resource for referral for public seeking professional services or for professionals wishing to network. (151 pp.)

AASECT (1983), 11 Dupont Circle, NW, Suite 220, Washington, DC 20036; \$10.00 (includes p/h)

FEMALE AND MALE SEXUALITY

THE HITE REPORT

Shere Hite

Based on responses to in-depth questionnaires returned by some 3,000 women. A provocative and revealing study which examines the subject of female sexuality from the inside. Makes extensive use of direct quotes to illustrate the various topics (438 pp.)

Dell (1976), 1 Dag Hammarskjold Plaza, New York, NY 10017; \$3.50 pb

THE HITE REPORT ON MALE SEXUALITY

Shere Hite

Based on questionnaire responses from more than 7,000 men. Depicts the enormous variety and diversity of male sexual expressions and attitudes, and presents provocative ideas about the nature of sexual intercourse and other forms of sexual behavior. (1084 pp.)

Alfred A. Knopf (1981), 201 East 50th Street, New York, NY 10022; \$19.95 hc. Ballantine (same address), \$3.95 pb

WOMEN: SEX AND SEXUALITY

Catharine R. Stimpson and Ethel Spector Person, eds.

A collection of articles from the feminist journal *Signs*, discussing aspects of female sexuality from a variety of viewpoints. Juxtaposes ideas from the behavioral sciences with those from the humanities. (384 pp.)

University of Chicago Press (1980), 5801 Ellis Avenue, Chicago, IL 60637; \$20.00 hc, \$7.95 pb

WOMEN'S EXPERIENCE OF SEX

Sheila Kitzinger

A comprehensive sourcebook on women's sexuality, sensitively written from a feminist perspective. Includes discussion of differences in experience related to variations in cultural, ethnic, and religious backgrounds, or to sexual orientation. (320 pp.)

G. P. Putnam's Sons (1983), 200 Madison Avenue, New York, NY 10016; \$17.95

WOMEN'S SEXUAL DEVELOPMENT: EXPLORATIONS OF INNER SPACE

Martha Kirkpatrick, ed.

These papers, written from a variety of theoretical perspectives, illustrate the complexity of the subject of female sexual development, as well as suggesting areas for further investigation. (310 pp.)

Plenum Publishing (1980), 233 Spring Street, New York, NY 10013; \$25.00

GENDER IDENTITY AND SEX ROLES

MAN & WOMAN, BOY & GIRL

John Money and Anke A. Ehrhardt

An authoritative and technical treatment of the differentiation and dimorphism of gender identity from conception to maturity. Clarifies the interaction between genetics and environment, discusses the research on the development of gender identity, and provides insights into homosexuality, transsexualism, sexual anomalies, and transvestism. (325 pp.)

The Johns Hopkins University Press (1973), Baltimore, MD 21218; \$8.95 pb

SEXUAL SIGNATURES: ON BEING A MAN OR A WOMAN

John Money and Patricia Tucker

An interpretation of the more technical *Man & Woman, Boy & Girl*. Summarizes research on the process of gender identity differentiation in individuals, and the possible genetic, hormonal, or psychosocial influences that result in the taking of different pathways toward sexual identity. Provides a detailed account of just how we respond to the plethora of forces impinging on us from conception onward. (250 pp.)

Little, Brown (1975), 34 Beacon Street, Boston, MA 02106; \$6.95 hc, \$3.95 pb

TRANSSEXUALITY IN THE MALE: THE SPECTRUM OF GENDER DYSPHORIA

Erwin K. Koranyi

Author's thesis is strongly in favor of surgical sex reassignment for properly selected patients. (192 pp.)

Charles C Thomas (1980), 2600 South First Street, Springfield, IL 62717; \$21.75

TRANVESTITES AND TRANSEXUALS: MIXED VIEWS

Deborah H. Feinbloom

The sociologist author interviewed, ob-

served, and corresponded with scores of transvestites and transsexuals to gather her data and draw her conclusions. A welcome appendix addresses the problem of ethics in carrying out such research. (303 pp.) *Delta* (1976), 1 Dag Hammarskjold Plaza, New York, NY 10017; \$3.95 pb

SEXUAL BEHAVIORS

AMERICAN COUPLES: MONEY, WORK, SEX

Philip Blumstein and Pepper Schwartz

Describes in fascinating detail how four different types of couples (married heterosexuals, cohabiting heterosexuals, gay men, and lesbians) get along in the three important areas of finances, jobs, and sexuality. (512 pp.) *William Morrow* (1983), 105 Madison Avenue, New York, NY 10016; \$19.95

THE BISEXUAL OPTION: A CONCEPT OF ONE-HUNDRED PERCENT INTIMACY

Fred Klein

Myth-shattering closeup of who bisexuals are, what bisexuality means, and how it may be a far more significant alternative in American life than most experts have heretofore been willing to acknowledge. (221 pp.) *Arbor House* (1979), 235 East 45th Street, New York, NY 10017; \$4.95 pb

HOMOSEXUAL BEHAVIOR: A MODERN REAPPRAISAL

Judd Marmor, ed.

A well-balanced, extremely informative, and excellently written consideration of homosexuality. Highly recommended. (416 pp.) *Basic Books* (1980), 10 East 53rd Street, New York, NY 10022; \$27.50 hc, \$10.50 pb

HOMOSEXUALITY: SOCIAL, PSYCHOLOGICAL AND BIOLOGICAL ISSUES

William Paul et al., eds.

Report of the Task Force on Sexual Orientation of the Society for the Psychological Study of Social Issues (SPSSI) of the American Psychological Association. The writings of the 22 authors involved are divided into sections on mental health, biology, life adaptations, and social and cultural issues. Represents a significant contribution to the understanding and acceptance of homosexuality. (416 pp.) *Sage Publications* (1982), 275 South Beverly Drive, Beverly Hills, CA 90212; \$29.95

LESBIAN/WOMAN Revised Edition

Del Martin and Phyllis Lyon

Written by a couple who have been together over 25 years, this book depicts what it is like to grow up gay, be a lesbian mother, and face living, loving, and surviving as a lesbian in a male-dominated world. This updated version also provides a review of the

gains and setbacks in lesbian culture in the past 10 years. (349 pp.) *Bantam Books* (1983), 666 Fifth Avenue, New York, NY 10019; \$3.95 pb

THE MALE COUPLE: HOW RELATIONSHIPS DEVELOP

David P. McWhirter and Andrew M. Mattison

While doing this study of 156 male couples involved in relationships from one to 37 years, the authors discovered a series of six ages and stages of pair-bonding, which they describe. The book's insights into homosexual bonding will also prove valuable to those interested in heterosexual relationships. (341 pp.) *Prentice-Hall* (1984), Englewood Cliffs, NJ 07632; \$16.95

SEXUAL PREFERENCE: ITS DEVELOPMENT IN MEN AND WOMEN

Alan P. Bell, Martin S. Weinberg, and Sue Kiefer Hammersmith

Based on data from interviews with approximately 1,500 individuals, this study charts the development of both homosexuality and heterosexuality among males and females and statistically tests popular notions about the causes of homosexuality. Presents the actual questions and quotes typical answers. The complete sets of diagrams and tables are given in the *Statistical Appendix*. (321 pp.) *Indiana University Press* (1981), Tenth and Morton Streets, Bloomington, IN 47401; \$4.95 pb.; *Statistical Appendix*, \$20.00

SEXUALITY AND THE LIFE CYCLE

SEXUAL TURNING POINTS: THE SEVEN STAGES OF ADULT SEXUALITY

Lorna Sarrel and Philip Sarrel

Enlightened discussion of the adult sexual life cycle. Includes such biological turning points as puberty, pregnancy, menopause, aging, and illness, as well as interpersonal and social transitions such as first love, marriage, parenting, divorce, and widowhood. (320 pp.) *Macmillan* (1984), 866 Third Avenue, New York, NY 10022; \$14.95

Children

CHILDHOOD SEXUAL LEARNING: THE UNWRITTEN CURRICULUM

Elizabeth J. Roberts, ed.

Explores the many areas in which learning about sexuality takes place, including the family, school, television, social services, peers, and religion. Examines the assumptions about sexuality underlying institutional policies and practices. (304 pp.) *Ballinger Publishing* (1980), 54 Church Street, Harvard Square, Cambridge, MA 02138; \$27.50

CHILDREN AND SEX: NEW FINDINGS, NEW PERSPECTIVES

Larry L. Constantine and
Floyd M. Martinson, eds.

Deals seriously with sex and sexuality as essential phenomena of childhood. Human sexuality is seen as a unitary phenomenon with the sexuality of childhood, youth, maturity, and aging being parts of a continuum. Coverage takes into account the full spectrum of disciplines from anthropology and sociology through psychology, social work, psychiatry, and psychoanalysis. (288 pp.) *Little, Brown* (1981), 34 Beacon Street, Boston, MA 02106; \$24.50

CHILDREN'S SEXUAL THINKING

Ronald Goldman and Juliette Goldman

Based on interviews with hundreds of children aged 5-15 in North America, England, Sweden, and Australia. Topics examined include how children perceive: aging, parental roles, gender identity, sex roles, conception and birth, contraception, marriage, and nudity. Findings are discussed in light of various developmental theories, and the implications for sex education are examined. (368 pp.) *Routledge & Kegan Paul* (1982), 9 Park Street, Boston, MA 02108; \$24.95

MENARCHE

Sharon Golub, ed.

Based on the proceedings of a 1981 conference, this book considers seven aspects of the onset of menstruation: sociological, psychological, educational, sexual, literary, clinical, and physiological. The educational implications of the reported research are interwoven throughout the fabric of the text. (352 pp.) *Lexington Books* (1983), 125 Spring Street, Lexington, MA 02173; \$30.00

THE SEXUAL AND GENDER DEVELOPMENT OF YOUNG CHILDREN: THE ROLE OF THE EDUCATOR

Evelyn K. Oremland and
Jerome D. Oremland, eds.

Enriching for educators generally, and an absolute must for sex educators. Multidisciplinary perspectives by outstanding authorities on sexual and gender development in children. (352 pp.) *Ballinger Publishing* (1977), 54 Church Street, Harvard Square, Cambridge, MA 02138; \$27.50

Adolescents and Young Adults

ADOLESCENT SEXUALITY IN A CHANGING AMERICAN SOCIETY: SOCIAL AND PSYCHOLOGICAL PERSPECTIVES FOR THE HUMAN SERVICES PROFESSIONS Second Edition

Catherine S. Chilman

Includes analytic overview and summary of available research, as well as chapters on sex education and counseling of adolescents, the development of family planning programs and programs for adolescent parents and their children, and suggestions for further

policy and program development. (334 pp.)
*John Wiley & Sons (1983), 605 Third Avenue,
New York, NY 10158; \$29.95*

**PREMARITAL SEXUALITY: ATTITUDES,
RELATIONSHIPS, BEHAVIOR**

John DeLameter and Patricia MacCorquodale

Examines the influence of psychological, social, and interpersonal variables on the development of human sexual expression, and points to a variety of implications and conclusions about the nature of premarital sexual behavior. (314 pp.)

University of Wisconsin Press (1979), 114 N. Murray Street, Madison, WI 53715; \$30.00

**THE SEXUAL ADOLESCENT:
COMMUNICATING WITH
TEENAGERS ABOUT SEX
Second Edition**

Sol Gordon, Peter Scales, and Kathleen Everly

Thoughtful discussion about adolescent sexual behavior, stressing the importance of sexual responsibility and communication. (413 pp.)

Ed-U Press (1979), P.O. Box 583, Fayetteville, NY 13066; \$9.95 pb

**SEXUAL UNFOLDING: SEXUAL
DEVELOPMENT AND SEX THERAPIES
IN LATE ADOLESCENCE**

Lorna Sarrel and Philip Sarrel

An important book for those interested in dealing positively with the sexual mores and adjustment of young adults. (354 pp.)
Little, Brown (1979), 34 Beacon Street, Boston, MA 02106; \$19.95

**TEENAGE PREGNANCY IN A
FAMILY CONTEXT:
IMPLICATIONS FOR POLICY**

Theodora Ooms, ed.

Important book of readings in light of current attempts by the U.S. government to deal with adolescent sexual activity, contraception, pregnancy, abortion, and parenthood via greater parental involvement. (425 pp.)
Temple University Press (1981), Broad and Oxford Streets, Philadelphia, PA 19122; \$12.95 pb

**TEENAGE PREGNANCY: THE PROBLEM
THAT HASN'T GONE AWAY**

The Alan Guttmacher Institute

Well-documented report, presenting a comprehensive summary of the current teenage pregnancy epidemic. Essential resource for all those providing services to sexually active teenagers, and for everyone concerned about the problem. (79 pp.)
The Alan Guttmacher Institute (1981), 360 Park Avenue South, New York, NY 10010; \$5.00 (includes postage)

**TEENAGE SEXUALITY,
PREGNANCY, AND CHILDBEARING**

Frank F. Furstenberg, Jr., Richard Lincoln, and Jane Menken, eds.

Excellent compilation of 28 articles reprinted from *Family Planning Perspectives*, with introductions summarizing major

themes and research findings. Useful for professionals engaged in research, program development, or direct services. (423 pp.)
University of Pennsylvania Press (1981), 3933 Walnut Street, Philadelphia, PA 19104; \$30.00 hc, \$12.95 pb

Mature Adults

**CHANGING PERSPECTIVES
ON MENOPAUSE**

Ann M. Voda, Myra Dinnerstein, and Sheryl R. O'Donnell, eds.

A collection of 27 papers presented at the Third Interdisciplinary Research Conference on Menopause held in 1979. All but three of the contributors are women. An outstanding interdisciplinary approach, written from the viewpoint that menopause is a normal stage of life. (424 pp.)

University of Texas Press (1982), Box 7819, University Station, Austin, TX 78713; \$45.00

**GAY AND GRAY:
THE OLDER HOMOSEXUAL MAN**

Raymond M. Berger

The study reported on here reflects the diversity of backgrounds, lifestyles, and attitudes of 112 gay men between the ages of 44 and 72, with in-depth personal interviews of 10 selected respondents. A sensitively written account of how these men adapted to the aging process and to society's discrimination against them. (232 pp.)

University of Illinois Press (1982), 54 East Gregory Drive, Champaign, IL 61820; \$14.95

LOVE, SEX, AND AGING

Edward M. Brecher and the Editors of Consumer Reports

Reports the findings of a 1978-79 Consumers Union study of love and sex conducted with over 4,000 volunteer male and female respondents, aged 50 to 93. Includes both statistics and direct quotations from questionnaires returned. (416 pp.)
Little, Brown (1984), 34 Beacon Street, Boston, MA 02106; \$19.95

**SEXUALITY IN THE LATER YEARS:
ROLES AND BEHAVIOR**

Ruth B. Weg, ed.

Fifteen chapters by 18 contributors, drawn from the various disciplines of medicine, physiology, psychology, sociology, and anthropology. Information is presented with clarity, wisdom, and affection. (229 pp.)
Academic Press (1983), Orlando, FL 32887-0015; \$29.50

**THE STARR-WEINER REPORT
ON SEX AND SEXUALITY
IN THE MATURE YEARS**

Bernard D. Starr and Marcella Bakur Weiner

Based on responses from more than 800 individuals over the age of 60, the majority of whom are sexually active. Includes information on attitudes toward oral sex, masturbation, living together outside of marriage, and nudity. (312 pp.)

Stein & Day (1981), Scarborough House, Briarcliff Manor, NY 10510; \$14.95 hc. McGraw-

Hill, 1221 Avenue of the Americas, New York, NY 10020; \$5.95 pb.

**RESOURCES FOR HEALTH
PROFESSIONALS**

**HUMAN SEXUALITY:
A HEALTH PRACTITIONER'S TEXT
Second Edition**

Richard Green, ed.

A well-integrated collection of essays, written by experts, designed to increase health practitioners' competence and skill in the management of sexual concerns and problems. (308 pp.)

Williams & Wilkins (1979), 428 East Preston Street, Baltimore, MD 21202; \$19.95 pb

**RN's SEX Q & A: CANDID ADVICE
TO YOU AND YOUR PATIENTS**

Dorothy DeMoya, Armando DeMoya, and Howard R. Lewis

A practical guide giving brief answers to questions frequently asked by both nurses and patients. (188 pp.)

Medical Economics Books (1984), 680 Kinderkamack Road, Oradell, NJ 07649; \$14.95 pb

**SEX EDUCATION FOR THE HEALTH
PROFESSIONAL: A CURRICULUM GUIDE**

Norman Rosenzweig and F. Paul Pearsall, eds.

A highly informative collection representing diversified points of view about both the subject matter and teaching styles required for a wide variety of audiences. (352 pp.)

Grune and Stratton (1978), 111 Fifth Avenue, New York, NY 10003; \$39.00

**SEXUAL PROBLEMS
IN MEDICAL PRACTICE**

Harold I. Lief, ed.

Represents a major step toward filling the educational vacuum created in the majority of medical schools and residency training programs whose graduate physicians are inadequately prepared to deal with sexual problems. (419 pp.)

American Medical Association (1981), 535 North Dearborn Street, Chicago, IL 60610; \$24.00

**SEXUALITY: NURSING ASSESSMENT
AND INTERVENTION**

Sydney Siemens and Rose C. Brandzel

This text is especially valuable for its discussion of the impact of the nurse's sociosexual values and attitudes on nursing care delivery, making the reader better able to work with patients whose value systems and behaviors are different from her/his own. (481 pp.)

J. B. Lippincott Co. (1982), East Washington Square, Philadelphia, PA 19105; \$14.75

**TEXTBOOK OF HUMAN SEXUALITY
FOR NURSES**

Robert C. Kolodny, William H. Masters, Virginia E. Johnson, and Mae E. Biggs

Comprehensive work on human sexuality

as a clinical science for the nursing profession, from basic sexual anatomy to discussions of medical and surgical conditions in each of the major body systems and their biologic and/or psychosocial impacts on sexuality. Includes effects of drugs and of endocrine disorders on sexual functions (450 pp.) Little, Brown (1979), 34 Beacon Street, Boston, MA 02106; \$17.95 hc, \$14.95 pb

TEXTBOOK OF SEXUAL MEDICINE

Robert C. Kolodny, William H. Masters, and Virginia E. Johnson

Designed to meet the needs of primary-care providers, medical or surgical specialists, and sex therapists, working with patients and clients who have sexual problems (642 pp.) Little, Brown (1979), 34 Beacon Street, Boston, MA 02106; \$24.95

SEXUALITY AND DISABILITY

BODY IMAGE, SELF-ESTEEM, AND SEXUALITY IN CANCER PATIENTS

J. M. Vaeth, R. C. Blomberg, and L. Adler, eds.

The conference on which this outstanding book is based was a first in the specific area of cancer and its possible effects on sexuality and self-esteem in patients of all ages. (134 pp.) S. Karger (1980), 150 Fifth Avenue, Suite 1105, New York, NY 10011; \$49.25

FEMALE SEXUALITY FOLLOWING SPINAL CORD INJURY

Elle F. Becker

Offers an opportunity to understand the struggle of a quadriplegic or paraplegic woman in a world that represses and defines her sexual expression and identity, and to learn what disabled people look to from the professional community and from their families and friends. (273 pp.) Cheever Publishing (1978), P.O. Box 700, Bloomington, IL 61701; \$4.15 (includes postage)

HUMAN SEXUALITY AND REHABILITATION MEDICINE: SEXUAL FUNCTIONING FOLLOWING SPINAL CORD INJURY

Ami Sha'ked, ed.

Fifteen chapters for health care professionals who deal with spinal cord injury, as well as other disabilities, to help people adjust to normative life. (288 pp.) Williams & Wilkins (1981), 428 Preston Street, Baltimore, MD 21202; \$26.00

HUMAN SEXUALITY IN HEALTH AND ILLNESS Third Edition

Nancy Fugate Woods

Examines the biophysical nature of human sexuality, sexual health and health care (including preventive and restorative intervention, and sexual dysfunction), and clinical aspects of human sexuality in such concerns

as chronic illness, paraplegia, and adaptation to changed body image. (476 pp.)

C. V. Mosby (1984), 11830 Westline Industrial Drive, St. Louis, MO 63141; \$15.95

SEX EDUCATION AND COUNSELING OF SPECIAL GROUPS: THE MENTALLY AND PHYSICALLY DISABLED, ILL, AND ELDERLY Second Edition

Warren R. Johnson and Winifred Kempton

Deals with problem areas in sex education and counseling of disabled persons, and points out danger of losing the individual behind group labels. Offers suggestions for dealing with sex-related topics from masturbation to abortion. (274 pp.) Charles C Thomas (1981), 2600 South First Street, Springfield, IL 62717; \$24.75

SEX, SOCIETY, AND THE DISABLED: A DEVELOPMENTAL INQUIRY INTO ROLES, REACTIONS, AND RESPONSIBILITIES

Isabel P. Robinault

An excellent resource, presenting a chronological discussion of the sexuality of people with physical disabilities. (273 pp.) Harper & Row (1978), 10 East 53rd Street, New York, NY 10022; \$21.50

SEXUAL REHABILITATION OF THE UROLOGIC CANCER PATIENT

Andrew C. von Eschenbach and Dorothy B. Rodriguez, eds.

This collection of articles is derived from papers presented at a 1979 seminar at the University of Texas in Houston. A valuable book for any individual involved in the total care of patients with urologic cancer. (322 pp.) G. K. Hall Medical Publishers (1981), 70 Lincoln Street, Boston, MA 02111; \$39.95

SEXUALITY AND DISABILITY: A BIBLIOGRAPHY OF RESOURCES AVAILABLE FOR PURCHASE Revised Edition

Andrea Eschen and Leigh Hallingby, comps.

Lists about 100 books, booklets, pamphlets, and curricula on sexuality and disability in general, as well as on a wide range of specific disabilities. Price and ordering information included for each citation. (6 pp.) SIECUS (1984), 80 Fifth Avenue, Suite 801, New York, NY 10011; \$1.00; bulk rates available

SEXUALITY AND PHYSICAL DISABILITY: PERSONAL PERSPECTIVES

David G. Bullard and Susan E. Knight, eds.

Forty-five contributors, many of whom are health professionals who are disabled, discuss personal perspectives and professional issues regarding a wide range of disabilities. Other topics covered are attendant care, body image, parenting, sex education and therapy, and family planning. Highly recommended. (318 pp.) C. V. Mosby (1981), 11830 Westline Industrial Drive, St. Louis, MO 63141; \$19.95 pb

WHO CARES: A HANDBOOK ON SEX EDUCATION AND COUNSELING SERVICES FOR DISABLED PEOPLE Second Edition

Sex and Disability Project

Unique, outstanding, and comprehensive resource with excellent listing of available services and materials. Highly recommended. (276 pp.) PRO-RD (1982), 5341 Industrial Oaks Boulevard, Austin, TX 78735; \$17.00 pb

SEXUAL ABUSE OF CHILDREN

THE BEST KEPT SECRET: SEXUAL ABUSE OF CHILDREN

Florence Rush

Traces historical beginnings of sexual abuse and also includes "a hard look" at discrimination in application of the laws governing such abuse. Useful to child-care workers and professionals involved in adult education. (296 pp.) Prentice-Hall (1980), Englewood Cliffs, NJ 07632; \$11.95

CHILD PORNOGRAPHY AND SEX RINGS

Ann Wolbert Burgess and Marianne Lindeqvist Clark, eds.

Astutely identifies the subculture of pedophiles that exists in our society. Also makes candid comments about agency and professional barriers to effective detection and eradication of sexual crimes perpetrated on children. (221 pp.) Lexington Books (1984), 125 Spring Street, Lexington, MA 02173; \$18.00

CHILD SEXUAL ABUSE: NEW THEORY AND RESEARCH

David Finkelhor

Presents new data from a 1981 survey of Boston families. Organizes current knowledge about child sexual abuse into a "Four Preconditions" model and approaches sociological questions in regard to the problem. (260 pp.) The Free Press, Macmillan (1984), 866 Third Avenue, New York, NY 10022; \$22.50

HANDBOOK OF CLINICAL INTERVENTION IN CHILD SEXUAL ABUSE

Suzanne M. Sgroi

Discusses a variety of topics that professionals working with sexually abused children face, ranging from reporting, interviewing, and investigating to various forms of therapy that have proven effective. Excellent chapters on developing and evaluating child sexual abuse programs. (400 pp.) Lexington Books (1982), 125 Spring Street, Lexington, MA 02173; \$30.00 hc, \$17.00 pb

**SIECUS REPORT, SEPTEMBER 1984
SPECIAL CHILD SEXUAL ABUSE ISSUE**

Anne Backman, ed.

This special issue on child abuse includes articles on child sexual abuse education and prevention; a bibliography of curricula, and parents' and children's resources; and audio-visual reviews. (32 pp.)
SIECUS (1984), 80 Fifth Avenue, Suite 801, New York, NY 10011; \$5.00 (includes postage); bulk rates available

SEXUALLY VICTIMIZED CHILDREN

David Finkelhor

An important contribution to the sociological study of sexual victimization and incest. (228 pp.)
The Free Press, Macmillan (1979), 866 Third Avenue, New York, NY 10022; \$19.95 hc, \$12.95 pb

**SOCIAL WORK AND
CHILD SEXUAL ABUSE**

Jon R. Conte and David A. Shore, eds.

Many of the most noted and knowledgeable researchers and clinicians in the field are represented by articles in this collection. Any professionals dealing with child sexual abuse could benefit from this book. (200 pp.)
Haworth Press (1982), 28 East 22nd Street, New York, NY 10010; \$22.95 hc; \$9.95 pb

SOMETHING HAPPENED TO ME

Phyllis E. Sweet

A resource for skilled therapists to use with children who have been sexually abused. Gives children permission to discuss their experiences and feelings. (32 pp.)
Mother Courage Press (1981), 1533 Illinois, Racine, WI 53405; \$5.00

SEXUALITY AND RELIGION

**BETWEEN TWO GARDENS:
REFLECTIONS ON SEXUALITY
AND RELIGIOUS EXPERIENCE**

James B. Nelson

These essays attempt to integrate human religious and sexual experiences in the face of the Western cultural split between spirit and body. (160 pp.)
Pilgrim Press (1983), 132 West 31st Street, New York, NY 10001; \$8.95 pb

**CHRISTIANITY, SOCIAL TOLERANCE,
AND HOMOSEXUALITY: GAY PEOPLE
IN WESTERN EUROPE FROM THE
BEGINNING OF THE CHRISTIAN ERA
TO THE FOURTEENTH CENTURY**

John Boswell

Scholarly analysis of the changes in early Christian attitudes toward homosexuality. Useful for historical background and also for therapists in demonstrating alternatives to Christian mainstream homophobia. (424 pp.)
University of Chicago Press (1980), 5801 Ellis Avenue, Chicago, IL 60637; \$27.50 hc, \$9.95 pb

**EMBODIMENT: AN APPROACH TO
SEXUALITY AND CHRISTIAN THINKING**

James B. Nelson

Important contribution to ongoing dialogue in the Christian community on the theological meaning of human sexuality. (303 pp.)
Augsburg Publishing House (1979), 426 S. Fifth Street, Minneapolis, MN 55415; \$9.00 pb

HOMOSEXUALITY AND ETHICS

Revised Edition

Edward Batchelor, Jr., ed.

Well-chosen, comprehensive selection of essays covering the wide spectrum of Jewish, Protestant, and Roman Catholic views on homosexuality. Useful for reaching a greater understanding of today's issues and debates involving homosexuality. (261 pp.)
Pilgrim Press (1982), 132 West 31st Street, New York, NY 10001; \$15.95 hc, \$8.95 pb

**HUMAN SEXUALITY: NEW DIRECTIONS
IN AMERICAN CATHOLIC THOUGHT**

Anthony Kosnik et al.

Prepared by a study group of the Catholic Theological Society of America. Broadens the traditional view of sexuality from "procreative and unitive" to "creative and integrative." While written from the Catholic perspective, its discussions of theological concerns and practical suggestions for pastoral guidance will be of interest to non-Catholics as well. (342 pp.)
Paulist Press (1977), 545 Island Avenue, Ramsey, NJ 07446; \$8.50

LOVE, SEX AND MARRIAGE:

A JEWISH VIEW

New Edition

Roland B. Gittelsohn

Combined revision of the author's *Consecrated Unto Me* (1965) and its supplement, *Love, Sex and Marriage* (1976). A textbook for high school students and young adults, with a Jewish viewpoint on all aspects of male/female relationships. (310 pp.)
Union of American Hebrew Congregations (1980), 838 Fifth Avenue, New York, NY 10021; \$7.95

SEX IN THE WORLD'S RELIGIONS

Geoffrey Parrinder

Numerous citations from author's sources, stories from his own experiences, along with ample bibliographic suggestions for further study, plus an excellent index, make this a very helpful guide to a complicated subject. (263 pp.)
Oxford University Press (1980), 200 Madison Avenue, New York, NY 10016; \$19.95 hc, \$8.95 pb

ON PORNOGRAPHY

PORNOGRAPHY AND CENSORSHIP

David Copp and Susan Wendell, eds.

Includes three sections: philosophical essays representing a variety of carefully

thought-out positions on the subject; scientific studies on the effects of pornography; and selections from judicial decisions in the U.S., Canada, and Britain. (350 pp.)
Prometheus Books (1983), 700 East Amherst Street, Buffalo, NY 14215; \$22.95 hc, \$13.95 pb

**PORNOGRAPHY:
MEN POSSESSING WOMEN**

Andrea Dworkin

Explores the meaning of pornography and the system of power of men over women in which it exists. (300 pp.)
G. P. Putnam's Sons (1981), 200 Madison Avenue, New York, NY 10016; \$5.95 pb

**TAKE BACK THE NIGHT:
WOMEN ON PORNOGRAPHY**

Laura Lederer, ed.

A collection of "speak-outs" by women concerned with the increase of violence in pornography. Presents the perspective that pornography is the ideology of a culture which promotes and condones crimes of violence against women. (352 pp.)
William Morrow (1980), 105 Madison Avenue, New York, NY 10016; \$14.95 hc, \$7.95 pb

SPECIAL TOPICS

**CIRCUMCISION:
AN AMERICAN HEALTH FALLACY**

Edward Wallerstein

Based on an intensive review of the medical and popular literature, this study challenges the practice of routine circumcision as not only unnecessary and devoid of health benefits, but also potentially harmful and traumatic. (281 pp.)
Springer Publishing (1980), 200 Park Avenue South, New York, NY 10003; \$16.95 pb

**PROMOTING SEXUAL RESPONSIBILITY
AND PREVENTING SEXUAL PROBLEMS**

George Albee, Sol Gordon, and Harold Leitenberg, eds.

Covers the following topics: defining and fostering mature sexuality in a nonsexist society; the damaging consequences of sexism; working with high-risk and low self-esteem groups; and the arguments for sex education as an approach to sane and mature sexuality. Includes chapters by Mary S. Calderone, Albert Ellis, John Gagnon, Paul Gebhard, and the editors. (464 pp.)
Ed-U Press (1983), P.O. Box 583, Fayetteville, NY 13066; \$30.00

**THE SEXUAL AGGRESSOR: CURRENT
PERSPECTIVES ON TREATMENT**

Joanne G. Greer and Irving R. Stuart, eds.

Readable collection of original articles by recognized experts who report the current state of assessment, treatment, and programs in the field of sexual assault. (369 pp.)
Van Nostrand Reinhold (1983), 135 West 50th Street, New York, NY 10020; \$29.25

Book Reviews, Continued from page 10 thetic, and helpful. As a parent who has herself lived through the experience of a child's "coming out," she is able to blend her personal experience with rich insight into parental roles, expectations, hopes, and anxieties, and also to analyze the hopes, dreams, and dreads that children bring to this moment of truth.

In helping the children understand the parents' reaction, she writes: "Then comes the child's announcement, 'I am Lesbian' or 'I am Gay.' One brief sentence strikes at the heart of all the unconscious hopes and dreams and wishes with which the parents have surrounded their child. Can you understand why such an announcement arouses deep feelings within parents?" To the parent she offers the following advice: "Although you may not believe it, your child's coming out to you can be a vehicle for greater self-understanding and a deeper relationship with others... thousands of parents have made the effort [to understand] and have found it more worthwhile than they believed possible."

Through step-by-step case studies, Borhek gives parents and children the opportunity to see how a sharing of all the emotions and fears involved can lead to a new, more open, even more loving mature relationship with each other. She demonstrates that a revelation fraught with potentially destructive effects can, if handled well, result in strong bonds of parent-child love and affection. In doing so, she does not avoid the tough issues: For parents—Have I been a failure? What will we say to the rest of the family? How will our friends react? For children—What is the best manner, the best setting for the momentous announcement? How can I go on if I am ostracized from the family? How can I prevent an initial rejection from becoming permanent? All these anxiety-filled questions are carefully explored with suggestions of how to meet them and gain greater confidence and trust.

As a Presbyterian minister, pastor of a More Light congregation (the term used to denote Presbyterian churches that have expressed a willingness to welcome full participation of lesbian and gay persons), I was deeply impressed with the book's substantial section on "Religious Issues and Same-Sex Orientation." Examining biblical references, the author has brought together good scholarship and clear language, presenting hopeful theological perspectives.

Not rigid, facile, or unrealistic, but a genuine help for reaching self- and mutual understanding, this book is confidently recommended to professional counselors, parents of gay and lesbian children, homosexual persons—everyone involved in the "coming out" experience. **LT, A, P, PR**

The Bourgeois Experience—Victoria to Freud. Volume I: Education of the Senses. Peter Gay. New York: Oxford University Press, 1984 (534 pp.; \$25.00).

Reviewed by Erwin J. Haeberle, PhD, EdD, Director of Historical Research, The Institute for Advanced Study of Human Sexuality, San Francisco, Calif.; Distinguished Visiting Professor, Department of Biology, San Francisco State University.

This book is the first installment of a projected multi-volume study of nineteenth-century bourgeois culture, a vast scholarly undertaking that is destined to change, or at least significantly clarify, our view of "Victorianism." Covering roughly the period from 1820 to 1914, the whole work will examine three fun-

damental human experiences—love, aggression, and conflict—as they appeared to the European and American middle classes and also document the far-reaching changes in that body of experience as they took place over time. Actually, as the author makes clear, the most dramatic experiential shifts occurred between 1850 and the 1890s. He therefore invokes the names of Queen Victoria and Sigmund Freud in the subtitle to symbolize the extent of this change. They serve as "emblems" or "reminders" that, at the end of the century, bourgeois culture was substantially different from what it had been at the mid-point.

The use of Sigmund Freud's name also points, however, to an essential feature of this great study: It is conceived as a cultural history "informed by psychoanalysis." This is particularly appropriate in the present case, since psychoanalysis itself can be seen as the most revealing intellectual product of nineteenth-century bourgeois culture. That the work's methodology and subject matter are very well matched is already quite obvious in the first volume, which is devoted to "the bourgeoisie's sensual life, the shapes that its libidinal drives assumed under the pressures of its moral imperatives and physical possibilities." Finding his sources in "private diaries, family correspondence, medical texts, household manuals, religious tracts, and works of art," the author paints a large, colorful canvas of sweeping vistas, with innumerable and telling details about youthful sexual fantasies and fears, marital bliss and discord, love affairs both open and concealed, medical common sense and ignorance, crusades against masturbation, and others against and for contraception, pornography, and sexual education. Most importantly, he documents over and over again the depth and variety of the female sexual experience. He moves from the unconventional Mabel Loomis Todd all the way across the spectrum to the "ordinary" sensuous and satisfied women in Clelia Mosher's historic sex survey. Indeed, by itself, this detailed and varied account of nineteenth-century female sexuality, in which many current misconceptions are corrected, proves the work to be both timely and important.

The content of *Education of the Senses* is too rich for a brief summary. In any case, it is the myriad of specific events, anecdotes, recorded phrases, and images which instructs the reader; it is the whole, artfully woven tapestry of

Choices: In Sexuality with Physical Disability

(16 mm & Video/Color/60 Mins.)

Produced for:
Institute of Rehabilitation Medicine
New York University Medical Center
Joan L. Bardach Ph.D., Project Director
Frank Padrone Ph.D., Co-Director

... Choices is a film which can be used time and time again in rehabilitation facilities human sexuality programs and in any group where issues of sexual interaction and adjustment to a disability are being discussed. If both parts cannot be purchased, Part 1 is a tremendously good discussion starter and should not be missed...

Pam Boyle, Coordinator: Reproductive Health and Disabilities Program of the Margaret Sanger Center of Planned Parenthood, NYC.

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“real” impressions which forces a change of perception. Only great experience and enormous erudition could have digested this wealth of material; even so, the task remains monumental. Fortunately, the result justifies the energy spent, because the work offers not only a well-documented, enlightening narrative, but also carefully chosen, annotated illustrations and a critical bibliographical essay. This essay of over 40 pages is a major scholarly achievement in its own right. It will be useful to many future researchers. If the projected volumes continue this pattern (as seems to be planned), many more cultural historians will find a ready-made tool for unlocking the secrets of bourgeois sexuality, and they will much more easily find the still missing pieces of the puzzle. In short, the book is, among other things, a trailblazer for sexologists, and it is to be hoped that they will take advantage of the author’s achievement by following him and perhaps overtaking him at the point where his own intellectual expedition comes to rest.

Indeed, there is little doubt that, even after its eventual completion, this monumental work will represent only a beginning. While it is premature to make any judgment on what is still to come, it is already clear that the potential, but unmentioned, material for the first volume is much more abundant than the average reader might expect. The author himself provides a clue when he calls the scientific study of sex in the nineteenth century “a subject that invites more research.” It certainly does, because the forerunners of what later came to be called sexology (*Sexualwissenschaft*) had a very considerable influence on sexual perceptions—“the education of the senses”—even while they themselves reflected general cultural attitudes. The dialectic of this process, the “scientification” of sex, is still largely unexplored, and a study of Havelock Ellis or Clelia Mosher does not even begin to scratch the surface. The very concepts of “sexuality,” “homosexuality,” and “libido” are products of the pre-Freudian nineteenth century. The ideas of “sexual psychopathy,” “degeneration,” “atavism,” “aberration,” “perversion,” and “inversion”—i.e., the “normalization” of sex, its reduction to a narrow, “genitally mature” form acceptable to psychiatrists and psychoanalysts—are both typical and revealing of the bourgeois experience.

Absent thus far from Gay’s study are the sexologists who not only promoted

these ideas but also, through their work, willy-nilly undermined them at the same time. Krafft-Ebing is briefly mentioned, but neither Kaan nor Kertbeny, neither Karl Kraus nor Friedrich S. Krauss, neither Morel nor Moll nor Max Marcuse, neither Ulrichs and “Uranism” nor Hirschfeld and “homosexuality” are discussed in the text or biographical essay. Yet their writings contain so much that is indispensable for an understanding of bourgeois sexuality before World War I that future researchers have their work cut out for them. The whole “under-side” or “night side” of Victorian sexuality, abnormal and marginal only by Victorian standards, is missing from this volume. Why this side should have been repressed and denigrated even by a supposedly critical enterprise like psychoanalysis, however, is a question well worth asking. It is not enough to examine the sexuality of the bourgeois in the light of psychoanalysis; psychoanalysis itself, as a bourgeois creation, needs to be exposed to the scrutiny of a historically informed *Ideologiekritik*.

Of course, since much of the pioneering sexological work was destroyed by the Nazis and the remainder neglected by the established academic institutions ever since, even very thorough researchers now find it very difficult to turn the situation around. Thus psychoanalysis, which, through various special historical circumstances, has survived the scientific holocaust of the 1930s and 1940s, remains a convenient entry to the world of bourgeois sexuality. The virtues of choosing this entry are amply demonstrated by the magnificent and promising study under discussion here, but there are other, equally rewarding approaches still waiting to be tried. **A, PR**

Lover to Lover: Secrets of Sex Therapy.

Nora Harlow. New York: G. P. Putnam’s Sons, 1983 (217 pp.; \$14.95).

Reviewed by Bernard Apfelbaum, PhD, Director, Berkeley Sex Therapy Group, Berkeley, Calif.

This slim volume is based on the novel assumptions that the cure for sex problems has been found and that sex problems persist only because the cure has not been presented in Basic English. Therefore, Nora Harlow, a medical writer, has produced a stylistic tour de force, a collection of short declarative sentences in which nothing is qualified or conjectural. This creates absurdities

like the following: “Whether or not a man labels himself impotent, he gets erections four to six times a night while he sleeps.” “There is only one way to stop erection anxiety: become an excellent lover without using your erection.” And, “There are no psychological causes of impotence.” In this last instance, what the author means is that impotence is caused by performance anxiety, not by deeply ingrained personality predispositions. Despite this bold assertion, Harlow later provides a good description of the personality predispositions to performance anxiety—the first in the literature, despite its familiarity on the clinical level. This is a cautionary example to illustrate that simplicity does not always make for clarity.

Harlow uses the word “cure” not just to banish the fetters of doubt, but because she genuinely believes that a cure is at hand. She offers one solution to all sex problems: the right touch. All that sex partners need to do is to be open to finding and building on the kind of touch that each enjoys. The trick to making touch work is to be all-accepting despite your partner’s rejections and resistances: “This is the trick that separates the women from the girls.” (This is the first hint that not everyone is capable of carrying out these simple solutions.) Even if you have the capacity, where does the motivation to be so dedicated come from? The author clearly assumes that sex partners are in love (even though she disclaims the proposition that if sex is a problem it means you’re not in love), further limiting the application of the cure. Not only must you be in love, you must also be a coper, someone to whom feelings are, in Harlow’s word, “choosable.”

There is an ill-concealed scorn for those who give in to their feelings. For all its pretensions to sexual liberation, this is a stern and moralistic work in which all the problems created by ambivalence, doubt, and insecurity, by personal scripts and gender-role expectations are made irrelevant—are even treated as excuses, as ways of dodging one’s sexual responsibilities. This is why there is no sense here of real sexual relationships, of people affecting one another. You choose how to touch your partner and how to respond: “It’s their strong emotions that prevent lovers from overcoming erection failure. No reason to feel such strong emotions.” (Note the telegraphic style.)

The book has a driving, relentless quality, reflecting both the author’s zeal

and the lack of appreciation of performance anxiety that inevitably accompanies the belief that sexual arousal is simple. Thus she can say: "John did the most dangerous thing a man can do: he *became anxious about his erection*" [italics in the original]. This same trivialization of performance anxiety underlies her advice to pay no attention to your partner's resistance; she advises "shutting his grumbles out of your mind until he crumbles." (Reversing the sex roles here only partly obscures this male-

identified model of sexual priorities.)

Although Harlow's extravagant claims (e.g., "premature ejaculation can be cured in a few hours in 99% of cases") can sound like hucksterism, it is apparent that the author fully believes them, a belief sustained, as such beliefs inevitably are, by discrediting any failures. Those who fail are characterized as disagreeable and querulous. In one long report of a failure case, the husband is presented as stubborn and mean (no reason for this; presumably he chose to

be this way), but the case ended happily for the wife—she left him and married a man "who smiled every time she touched him." Clearly, simple cures are wasted on such patients.

What the author means when she declares that solving sex problems is simple is that it *should* be simple. It's just that people make it complicated by continuing to have their vulnerabilities or their emotions, despite the fact that such reactions are unnecessary, a waste of time, and counterproductive.

DO YOU KNOW THAT...

AMSEX Newsletter

The Delphi Information Utility of the General Videotex Corporation recently added *American Sexology* (AMSEX) to its services. Edited by Ron Mazur, this electronic newsletter will explore all dimensions of sexual health and provide articles, reviews, interviews, and a national directory of sexologists. If you own a computer and want subscriber information, or if you are interested in contributing material, send for full details from: Ron Mazur, P.O. Box 627, Northampton, MA 01060.

Call for Papers – SSSS

The Society for the Scientific Study of Sex has issued a call for papers for its 28th annual conference to be held September 19–22, 1985, in San Diego, California. The theme is "Sexuality Across the Boundaries in Our Lives and Our World," and the conference will address all aspects of sexuality, both human and nonhuman, within and across the many boundaries of life and culture. For the official entry form, write to: Drs. Dwight and Joan Dixon, Co-Chairpersons, P.O. Box 9902, San Diego, CA 92109; or call (619) 276-3616.

Resources to Write for . . .

Sex Education Coalition News (Vol. 6, No. 1, March 1984) features a concise summary of the findings in the six-volume Sexuality Education Study conducted by Mathtech, along with professional perspectives on this important work which was designed to identify the effects of sex education programs. To obtain a copy of this issue, send \$1.50 to: Sex Education Coalition, 1309 L Street, NW, Washington, DC 20005. Bulk rates are available.

Choice or Chance? (also available in Spanish, **Escoger o Arriesgarse?**) is an eight-page pamphlet revised in 1983 by the Planned Parenthood Association/Chicago Area. An eight-column chart answers questions about seven contraceptive methods: What is it? How is it used? How well does it work? What are the benefits? Are there possible problems? Reasons for failure? Where can you get it? Written at a low reading level, the pamphlet is suitable for both teens and adults. Single copies are free; additional copies cost 13¢ each. For orders, make checks payable to: Leslie Library, PPA/CA. The address is: 17 North State Street, Chicago, IL 60602.

Parents as Sexuality Educators: An Annotated Bibliography for Professionals and Parents (1970-1984)

edited by Susan Untener Snyder and Sol Gordon, is designed to help professionals and parents locate the widest possible selection of sex education materials. The various sections in this 212-page 1984 book cover general sexuality education resources for professionals; materials for coping with special parental situations such as disabled children, divorce, and step-parenting; disability and sexuality; adolescent sexuality and pregnancy; and more. It lists books, periodicals, other print materials, and audio-visuals. The descriptive annotations offer a guide to the readability and accuracy of the material, as well as to the type of treatment given the subject. To order, send \$55.00 (includes p/h) to: Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

The Sexual Addiction is a 185-page book by Patrick Carnes written to help "sexual addicts," their family members, or other concerned persons appreciate the nature and magnitude of the problem and the possibility for recovery. Dr. Carnes describes the origins of sexual addiction, the addictive cycle with its progressive intensity, and the often desperate double life the person with this problem must lead. However, he also states that, once sexual addiction is acknowledged and revealed, it will no longer have to be dealt with in isolation, and recovery via an outlined 12-step process is possible. This 1983 book is available for \$8.95 from: Comp Care Publications, 2415 Annapolis Lane, Minneapolis, MN 55441.

Working Together: A Guidebook for Community-Based Family Life Education (1984)

by Jacquelyn S. Walker and Sheila Essig is a publication of the Education Department of the Planned Parenthood Federation of America. This 196-page guidebook explains the common processes used to develop non-traditional family life education programs in three diverse U.S. communities, as well as the specific details of each of these demonstration projects. In Milwaukee, teams of community activists were trained to develop community awareness of the sexual learning needs of mature adults and incorporate this knowledge into pre-existing and new programs. Oklahoma City's goal was to increase awareness of the family life education needs of people (including women and single parents) in traditional, low-paying jobs in the business world. In Yakima, Washington, volunteers were trained to enhance sexuality education within the family, especially with new parents. This looseleaf guidebook is priced at \$7.95 (plus 50¢ p/h) and can be ordered from: PPFA, 810 Seventh Avenue, New York, NY 10019.

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