

## LATINO CULTURE AND SEX EDUCATION

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As a group, Latinos are wonderfully unique and diverse. They have traditions and espouse values which long ago combined the indigenous Indians, the cultures of Spain, blacks from Africa, and many other European ancestors.

Latinos are not only the fastest growing minority in the U.S., but to date census figures show that close to 15 million documented as well as between 5 and 6 million undocumented Latinos are living in the U.S. While we inundate the Latino populous with pills, diaphragms, intrauterine devices, condoms, marked calendars, and unnecessary sterilizations, forecasts warn us that by the year 2000, the Latino population will exceed that of 25 million black Americans in this country.

As family life educators, we are responsible for learning and integrating the dynamics of Latino cultural patterns into the programs we provide. In order to be effective educators—especially family life educators—we must become sensitive to the differences that exist among Latino groups, respond appropriately to nuances of Latino behavior, and, most importantly, become aware of perceptions Latinos have about human sexuality and their own sexuality. It is our obligation as educators to account for and respect the significance that Latino culture plays in the lives of the Latinos to whom we are providing services.

This article will point out important facets of Latino culture to which family life educators must be sensitive. But health and human service providers should continue to pursue and integrate knowledge about the various Latino histories, heritages, cultures, and lifestyles into their programs in order to provide effective and responsible programming for this community.

### **Social Integration**

Many social scientists and ideology makers in this country argue in defense of the educational, medical, and social service systems that historically have failed Latinos, contending that Latinos are socially, culturally, economically, and politically marginal. It is easier to say, whether naively or by calculation, that Latinos do not take advantage of services offered them because they are apathetic and indifferent, rather than to re-examine and redesign the conceptual framework in which these services were invented.

Latinos are not marginal but in fact fully integrated into this society, albeit in a manner not fully reciprocated by the society of which they are a vital part, and in many respects detrimental to Latino interests. Latinos contribute their hard work, their high hopes, and their loyalties to this system as much as any other group or culture.

### **Language**

If a family life education program is to prove successful for any Latino community, it must be bilingual. Workshop facilitators and the individuals doing community outreach must speak Spanish. Although many Latinos understand English, they may still find it difficult or impossible to talk about intimate and sexual matters in this second language. Human sexuality is still one of the least talked about topics within the Latino household, in either language. Just saying sexual words out loud will be difficult; the family life educator will have to dedicate great efforts to enhancing participants' comfort with hearing and using sexual language.

*Confianza*, the breaking down of barriers and the building of trust, can rarely be established with Latinos if the language barrier remains uncrossed. Many Latinos who are proficient in the use of the English language frequently choose Spanish to convey intimate and personal feelings. The Spanish language is cherished and respected in the Latino community, and the family life educator who understands and can integrate this unique issue into a program increases the chances of its success.

### **Religion**

The practice of religion is deeply imbedded in the Latino culture. Approximately 85% of all Latinos are Catholic. The initiatives directed at Latino concerns on behalf of the Catholic church have been minimal. In addition to Catholicism, many Latinos belong to Protestant sects, such as Baptist, Jehovah's Witness, Church of Jesus Christ of Latter-Day Saints (Mormons), and the Pentecostal church (Charismatic Movement), in addition to alternate religions like "espiritismo" and "Santerismo."

### **Family**

As family life educators and workshop facilitators, it is necessary to understand the dynamics of the family in Latino

culture and how it relates to family life education. Latinos are not accustomed to extensive support from the world outside the family; the cultural pattern is to rely on support from the extended family.

Although the nuclear family is becoming a more prevalent family unit, the Latino conception of family has always implied the extended family of aunts, uncles, cousins, and grandparents, stretching over great distances and generations. Latinos feel intensely close with a wide circle of family members, and maintaining these ties through all phases of life is considered normal and necessary.

Of particular concern to family life educators is the extent to which this concept of family has a practical impact on how children in the Latino community are reared. Unlike in other American families, Latino child-rearing practices are generally characterized by a greater emphasis on support from within the family unit and less emphasis on self reliance, more authoritarian parenting models, close maternal relationships, and more expression of parental affection.

Family ties serve to unburden certain members of the family—particularly single parents, who are rarely ostracized by the family or the community anymore. The pregnant adolescent is more often than not assured a home for her and her baby during and after pregnancy. It is not surprising to find Latino families caring for small children other than and in addition to their own. These additional *hijos de crianza* (children raised by relatives or close friends) appear when a child is thought to be better off with adoptive parents who can provide a better future for the child than can the natural parents.

Besides the *hijos de crianza*, there are those adults who are like family: *como familia*. These individuals have through the years proved their willingness to engage in important family matters. There are also the *compadres* (Godparents), the adults who would assure responsibility for the child's welfare should tragedy befall the child's natural parents, and who are looked upon as members of the family. Assignment of the *compadres* is confirmed by the Catholic church and involves a traditional religious ceremony. It would not be unusual for such individuals to take part in a family life education program on behalf of a particular child. Adults other than the child's natural parents are interested in and concerned with the child's well being.

### Parental Attitudes

Latino parents deal with the same realistic fears as do any parents. In addition to the fear that drugs and crime will harm their children, traditional Latino parents are especially concerned that differing sexual mores, values, and customs will corrupt their children. For these reasons, Latino parents living in the U.S. may seem to be overprotective of their children and probably will not allow their children to take part in family life education programs that are not culturally appropriate.

The school based comprehensive health care programs that are popping up all over the country must invest time to sensitize Latino parents and their children to the meaning of preventive health care and health maintenance. Opponents to these clinics are working on the fears of Latino parents that school

based health care means contraception, promiscuity, and corruption of their youth. Anything that may threaten traditional family stability and challenge parental authority will be rejected by Latino parents; therefore, time spent educating Latinos about these programs will not only provide them with accurate information but also increase the chances of it being accepted and supported.

Latino parents place a high value on the ideal of cultural preservation or conservation. Family life educators need to understand how and why these cultural factors play such an essential role in the lives of Latinos. Incest and child sexual abuse prevention programs, for example, may be too frightening to a Latino community; therefore, a family life educator must be alert enough to promote this type of program under the guise of child safety. Also important to bear in mind is that the punitive attitude of the church may result in Latino children underreporting or not reporting at all (to parents or other trusted adults) acts of incest and child sexual abuse committed against them. Feeling guilt ridden and believing that punishment from God is impending may leave a child feeling helpless.

Any family life educator who hopes to have an impact must begin by considering the following issues. Are traditional values entrenched? Are there different, perhaps conflicting, values in some or many families? Are there intergenerational cultural strains? To what extent do families rely on outside support systems? What kinds of support systems are utilized? What

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is the degree of religiosity? Which are appropriate resources for program planners to tap?

### Gender Roles

To better understand the interrelationships within the Latino family, it is important to look at male-female relationships as they exist and have existed for many generations. Although these roles are in a state of transition, the traditional roles must still be considered.

**MACHISMO.** In American usage, this term, pirated from the Spanish language, has taken on the derogatory connotation of the chauvinistic and tyrannical male character. The fact that the direct translation of this word simply means "male pride" in Spanish has been lost in its application as a negative label for men regardless of ethnicity. This bastardization can have troublesome implications for the Latino male self-image and his interpersonal dynamics.

The macho concept or the exaggerated importance of being a man is inculcated in a male child from a very early age. One way the male child is socialized and reminded of his maleness is by his parents and other adults admiring and fondling the baby's penis. Little boys are valued for being male from the moment they are born into the family; even if there are older sisters, the male sibling is the dominant figure, both in the eyes of the parents and in sibling interactions. Mothers train their daughters early on to play "little women" to their fathers, brothers, and husbands; and train their sons to be dominant and independent in relationships with their wives as well as other women.

**ETIQUETA.** Little girls are also socialized early on, but quite differently. To begin with, her genitals are always kept from the public gaze and never handled by anyone but her mother. She is usually taught not to focus very much attention on her vagina and not to touch it. From the moment she is born, she is adorned with earrings, bracelets and special spiritual amulets, and is dressed in exaggeratedly feminine outfits. As she grows older, her liberty is severely curtailed, her virginity emphasized and guarded, and she is carefully supervised by male and female members of the family. Girls are constantly reminded of their inferiority and weakness and usually praised for their docility and submissiveness, in addition to their physical attractiveness. The fact that Latina women are oppressed both as women and as Latinas makes their grip on this feminine ideal even stronger.

**MARIANISMO.** Marianismo, the submissive and obedient female character, pervades the traditional role of wife bestowed upon the Latina. Latino opinion holds that a good woman centers her life around her husband and children. She is expected to avoid self-indulgence and sensuality. To display sexual pleasures, even in marriage, may suggest a lack of virtue. Sex is for procreation, and not to be sought after or enjoyed by women. *Una buena mujer*, a good woman, is always ready for her man and should not exhibit comfort with sexuality issues or ease with the sex act itself. This fear of unbridled sexual emotion holds true for Latino men but in another dimension, such as homophobia.

### Homosexuality

Male and female homosexuality is not looked upon favorably in the Latino community. Training for appropriate heterosexuality is started very early in life. Besides the obvious religious taboo, homosexuality represents a dishonor to the family. Homosexuality, both male and female, also threatens the male Latino's sexual identity. Homosexuals are not only ridiculed and rejected by the community, but "coming-out" for a homosexual male or female could mean losing all of his or her status in the family and the community. Frequently, discrimination of male homosexuals is not as severe if the individual is an accomplished artist.

Latinos have little interest in or awareness of gay issues, which has caused them to ignore and ridicule the problem of AIDS. Due to homophobic attitudes, educating the Latino community on this issue has been problematic. In order for this issue to be recognized, it must be presented in the context of heterosexuality and the preservation of the family.

### Formalidad

Latinos generally utilize a certain degree of formality when dealing with outsiders, professionals, and community leaders. Doctors, lawyers, political leaders, and educators are considered authorities and experts. This expectation can be interpreted mistakenly as dependence, docility, or submissiveness, when in fact the Latino behaving in this manner may be demonstrating politeness or respect. It is important for educators to be sensitive to Latino vulnerability to authority. Latinos will frequently keep true feelings to themselves out of respect for authority. If, however, feelings of trust, acceptance, and *confianza* can be gained for the outsider by the family, Latinos will become less formal and more open.

It is necessary to transcend the bounds of *respeto* (respect) when dealing with the family unit and controversial issues. A family life educator who does not engage the father in community workshops with children or relates only to the mother and child risks displaying a lack of respect or *falta de respeto* and losing any chance of impact. In preparing programs, the family life educator must keep in mind that direct questioning of authority is discouraged and would create discomfort.

### Fatalismo

*Fatalismo*, or fatalism, a phenomenon that has plagued Latinos for centuries, is particularly to blame for Latinos' apparent deference to others and yielding to authorities. The Latino tendency to be fatalistic about his/her destiny is a direct result of the tremendous influence religion has had and continues to have on the lives of Latinos.

This obstacle is often difficult to overcome, though not impossible. While one Latino family might have little sense of power to affect its destiny, a family life educator might help families join forces with other families and community leaders to produce change within their communities. Family life educators must learn to examine the total social field within which an individual family is embedded.

## The Community

Latinos have social clubs and "town-clubs," where people from the same hometown form a club for socializing and networking. These clubs, in addition to the *bodega* or ethnic grocery store, are key gathering places. Besides the merchants and social club leaders, there are traditional folk healers in every Latino community who can be called upon to assist in developing community based projects for parents and their children. Also there is always a local church, which can be a useful and important resource for family life education projects.

Many times starting family life education workshops right in someone's house or initiating simple conversations in a local *bodega* or *botanica* (religious items store) could prove to be a successful beginning towards a community's acceptance of a family life education program. Once a Latino community has recognized a family life education project that is culturally sensitive and whose staff has made an effort to extend itself, it will naturally and probably enthusiastically reciprocate.

## Conclusion

We hope that this brief review of some cultural considerations will be helpful to health and human service providers who have little knowledge and information about Latino culture and traditions. Once these basic characteristics are understood,

providers can pick up on the forces operating to modify this traditional outline, such as social class, education, socio-economic status, country of origin, religiosity, the changing role of women, and the impact of the media, as well as the potential beneficial impact of family life education programs.

Many factors will influence the degree to which individual Latino families adhere to traditional values, like extended family, *marianismo* and *machismo*, *fatalismo*, *formalidad*, and so on. One very important fact to remember is that although Latinos share many commonalities—language, religion, respect, concept of family, etc.—there are also many differences among them. However vast or subtle the cultural differences between Latinos are, with regard to their values, traditions, and practices, family life educators must make a concerted effort to identify and collaborate with cultural strengths within individual groups. It is vital that educators create programs which will enhance and strengthen Latino parents' understanding and feeling of pride in their culture and parenting abilities. It is precisely this self-esteem, or lack thereof, which will be transmitted to the next generation.

For further information on programs, training, and a resource manual for family life education for the Latino population, see box on the Latino Family Life Education Project (LFLEP) sponsored by SIECUS.

## LATINO FAMILY LIFE EDUCATION PROJECT

In January 1986, after receiving funding from The Educational Foundation of America and The Fred H. Bixby Foundation, SIECUS began offering a new training program, the Latino Family Life Education Project (LFLEP), to human service professionals serving Latino communities across the country. The principle aim of the program is to train professionals who work with Latino families to provide culturally appropriate and highly effective family life education and counseling.

The training focuses on: childhood sexuality from the Latino perspective, incest and child sexual abuse prevention in Latino communities, strategies for successfully engaging Latino families in sexuality education workshops, and techniques for increasing comfort, knowledge, and communication within parent-child sexuality workshops. During this two-day program, participants examine and clarify their own values and attitudes toward sexuality issues and gain greater understanding of Latino culture. The goal of the training is to provide participants with greater insight into the difficulties Latinos face with respect to sexuality issues to enable these professionals to become more effective educators.

In choosing the locations for the training to take place, three sites were selected that offered not only high concentrations of Latinos but also intercultural differences within which to test the model. Plans and activities have been focused on: Jersey City, New Jersey; Bridgeport, Connecticut; and Miami, Florida, where organizations were work-

ing with a diverse Latino population that included groups from the Caribbean and Central and South America.

Since January, LFLEP has successfully trained over 100 professionals—family life educators, mental health counselors, marriage and family therapists, social workers, psychologists, and clergy—who are providing their services to Latino families and their preschool children.

LFLEP has also produced a cross-cultural human sexuality professional training manual that provides its users with accurate knowledge of human sexuality and Latino culture, including exercises for clarification of values and attitudes. The manual can also be used to develop community-specific curricula for family life education programs, to evaluate the cultural appropriateness of current sex education curricula and modules presently being used in Latino communities, or, based upon evaluation, to revise programs and curricula. The manual includes a chart of cultural factors to consider when dealing with Latino families on specific sexual topics.

LFLEP is directed by Carmen Medina, MPH, who received her masters degree in public health from Columbia University and formerly held the positions of health educator at the Center for Population and Family Health and researcher at Columbia Presbyterian Medical Center.

For further information regarding the project or the manual please contact Ms. Medina at: SIECUS, New York University, 32 Washington Place, New York, NY 10003; (212) 673-3850.

# RESEARCH NOTES

## Latina Women and AIDS

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Although many have only recently become aware of the increase of AIDS in women, within the next two years AIDS will be the leading cause of death for all women of childbearing age in New York City. At the present time, AIDS is the leading cause of death of women aged 25–29 in New York City. Most of these deaths occurred among poor black and Latina women.

Despite the availability of extensive information on how AIDS is transmitted, most women do not realize that they may be at risk of contracting and developing AIDS. Those most at risk are the most poorly informed. A recent Gallop Poll conducted for the New York City Department of Health showed that only a small number of teenage women understood that they could catch AIDS through having sex with their boyfriends.

The incidence of AIDS in Latina women is over 11 times that of white women (CDC, 1986). In New York City, the incidence of the disease among Latina women is almost three times that of white women. Women account for 13% of all Latino AIDS deaths since 1980. Yet, there has been little work detailing the specifics of the impact of AIDS on Latina women. In an attempt to bridge this gap of information, this examination of the impact of AIDS on Latino women concentrates on Manhattan's Lower East Side.

This New York City neighborhood was chosen for the study because it has a sizeable population of low-income Latinos—a large Puerto Rican population settled there after World War II—and because of its high rate of AIDS mortalities. In 1985, over 40 percent of all AIDS deaths on the Lower East Side occurred in the Puerto Rican community. The Lower East Side was also an appropriate site to study because it has a high incidence of intravenous drug abusers, and the number of AIDS cases in drug abusers is on the rise. The AIDS deaths among Puerto Rican women in this neighborhood are predominantly intravenous drug abuse related.

### **AIDS Deaths Rise**

Deaths due to AIDS on the Lower East Side have nearly quadrupled in the first nine months of 1986, as compared with SIECUS Report, January–February 1987

the period 1980–1985. Latina women accounted for more than half of all female AIDS deaths on the Lower East Side during the 1980–1985 period. Although the Latina AIDS mortality pattern in this neighborhood differs from the rest of New York City, the age range is parallel, with the exception of a higher number of deaths on the Lower East Side in the age ranges of 15–19 and over 40. This difference may be accounted for by an aging population of IV drug users who have been using drugs since the 1960s and an increase in IV drug use among young Puerto Rican women. This supposition is supported by data from the New York State Division of Substance Abuse.

Of the estimated 50,000 women in New York City who are IV drug users, it is not known how many reside in the Lower East Side or what their average age is. However, statistics from the Division of Substance Abuse do show an increase in both the number of women and Latinos who are heroin abusers. While the exact extent of IV drug abuse among Puerto Ricans on the Lower East Side cannot presently be determined, the incidence of IV related AIDS deaths in Latinos clearly indicates that there is a problem.

### **Factors Related to Drug Abuse**

Narcotics addiction is often related to drug dealing, a way of making a living for marginal urban families. The high rate of un- and under-employment among Latinos in poor communities, such as the Lower East Side, forces many into the world of drugs, which provides not only an “escape” from the problems of poverty but also a means of obtaining additional income through dealing. This raises questions of what is known about drug use among Puerto Rican women in New York City. Due to a lack of readily available research on the subject, interviews were conducted with drug treatment programs to gain some understanding of the problem.

These interviews indicated that Puerto Rican women in treatment were “turned on” to drug use at an early age (12–14), the majority of them, by men. The promotion of female acquiescence in Latino culture as a positive trait leaves women vulnerable to the influence of males particularly in a sexual

situation. Some of the women in treatment had been introduced to drug use by their parents or other drug using relatives in the home, others at school through peer pressure. Most of the women had begun with the use of pot and pills and progressed to IV drug use by the age of 15 or 16.

Currently, young Puerto Rican women are being introduced to crack as a first drug in the school setting as well as on the street. Professionals working in drug treatment on the Lower East Side fear that many crack users will go on to become heroin addicts. Young men who sell the drug on the street are often addicts, paid in heroin.

Puerto Rican women in treatment represent both the younger and older addict. Many have several children, and it is not uncommon for them to have alcoholic partners who are sometimes but not necessarily IV drug users. Those with alcoholic partners are often physically abused, and alcohol abuse also contributes to high risk sexual behavior, increasing the risk of contracting AIDS.

**Ethnic Breakdown Female AIDS Cases NYC Through Mid-April 1986**

<i>Ethnic Group</i>	<i>% of AIDS Cases</i>
Black	50.8%
Latino	33.9%
White	14.9%

Source: Centers for Disease Control. *Mortality and Morbidity Weekly Review*, Vol. 35, No. 42, October, 1986.

**Obstacles to AIDS Prevention**

Serious obstacles exist to providing AIDS risk reduction information to Puerto Rican women and their sex partners. Many of the obstacles are cultural. To be successful, AIDS risk reduction education among Latinos must be culture-specific. This means taking into account familial and cultural values and dynamics that have an impact on both sexuality and drug use.

Latinos account for 11% of all U.S. AIDS cases among gay and bisexual men (CDC, October 24, 1986). The cultural proscription against these sexual practices in the Puerto Rican community makes AIDS education related to such practices extremely difficult. Many of the female sex partners of these men are unaware of their bisexuality, and, therefore, not aware that they are at risk of HIV infection. Some sex partners of IV users are also unaware of their partners' current or former drug use. It is not known what percentage of the partners of Latinos, who comprise 30% of all U.S. IV drug abuse-related AIDS cases, are themselves IV drug users, or may be unaware of their partners' drug use.

The Latina women most at risk are young (one-third of the U.S. Latino population is under 15, the median age is 23), poor (40% of Latino families are female headed, 51.3% of these live below the poverty line), and have low educational levels (Giachello, 1985).

**Lower East Side Latina AIDS Deaths by Risk Group 1980-1986**

<i>Risk Group</i>	<i>1980-1985</i>	<i>January-September 1986</i>
IV Drug Abuse	77%	85%
Sex Partner	23%	15%
Other	0%	0%

Source: Based on New York City Department of Health Surveillance Data

Despite their high fertility and birth rates, Latina women seriously underutilize ongoing primary health care, family planning, prenatal or pediatric care. Fewer than one-half of Puerto Rican mothers in the United States receive prenatal care in their first trimesters and 10% receive no care throughout their pregnancies (Giachello, 1985). Their youth, poverty, poor education, language barriers, and cultural factors often militate against utilization of these much needed services. Yet public and private health and education agencies have done little to adapt services to meet the particular needs of this population. In light of the AIDS epidemic, this neglect becomes particularly deadly.

**Latino Gender Roles**

Attempts to reach Latina women with AIDS risk reduction education must contend with not only a lack of general health information but issues such as cultural gender roles. In many Latin cultures the male is seen as being innately superior to the female (Rivera, 1985). This encourages female dependence and women deferring to men in decision making related to sexual practices. Furthermore, communication between men and women, or parents and children, regarding sex is not the norm.

Latina women traditionally define themselves primarily through their role as mothers. Attractiveness is seen as being synonymous with sexual inexperience or "purity." The males are seen as the "seducers" of the inexperienced (sexually uneducated) women. A woman "prepared" for sex (e.g., carrying condoms) is perceived to be experienced, "loose," and therefore unattractive. It is important to note that these are stereotypical gender associations, which remain at the core of a cultural belief system that affects how Latino women and men view and value themselves and each other. Many Latino men and women have non-traditional life-styles, yet traditional gender roles continue to be an issue in their lives.

The implications of such values in the promotion of safe sex practices among Latino couples are far-reaching. Puerto Rican women interviewed in drug treatment programs professed the wish to have their partners use condoms, but felt unable to ask them to do so for fear of being rejected or superceding their defined role. Conversely, men may not want to be seen as proposing protected sex, which carries the connotation for women of not being "serious," in other words, desiring sex which does not lead to pregnancy and marriage, the desired goal of most Puerto Rican women.

## Need for Culturally Sensitive Education

The danger of maternal transmission of AIDS, especially among IV drug users, has led to recommendations that women at risk or who have tested positive for the HIV antibody postpone pregnancy until more is known about transmission rates. Preliminary studies conducted by the NYC Department of Health in several drug treatment centers indicate that the rate of maternal transmission of the AIDS virus is less than 40–60%. Given the importance of motherhood to Latina women, being asked to postpone childbearing for an indefinite period can have devastating consequences. This fact further underscores the need for AIDS prevention education targeted toward Latina women.

The decreased incidence of new AIDS cases among gay men is believed to be a result of prevention education. Culturally sensitive risk reduction and AIDS prevention education for Latinos must seriously consider the impact of cultural attitudes toward gender roles. Although these attitudes are changing, the change is slow, and AIDS educators must therefore expect to “encounter a higher degree of adherence to sex role behavior among Latinos than among other non-Latin groups” (Stanton, 1985).

Latino adolescents are particularly at risk of infection with the HIV virus because the desire for peer acceptance often leads to experimentation with both drugs and sex. Among Latino adolescents, the role of “Machismo” may lead young men to feel that impregnating a woman “is proof of virility and manhood.” Machismo and its feminine counterpart, “Marianismo,” require the young Latina female to defer to the male, making it difficult for her to introduce the issue of protected sex or to resist the efforts of the male to have sex without condoms (Aroba, 1985). These attitudes must be taken into account by AIDS educators attempting to reach young Latinos and promote condom use as part of AIDS prevention programs. The negative aspects of these attitudes are usually emphasized; the real challenge to AIDS educators is to use the positive aspects of these attitudes (men and women protecting each other, parents protecting children) to convey the message that initiating safer sex, such as the use of a condom, is a better indicator of both manhood and womanhood.

AIDS also affects Latina women as traditional caretakers. It is the women who must provide care for the men, children, and other family members who become ill. A woman may be sick herself, have a child with AIDS, a deceased spouse, and other uninfected children for whom to provide. Support in times of crisis is normally sought within the extended family framework. However, due to fear of AIDS contagion, this framework has been destabilized.

Unaccustomed to seeking help outside of the extended family, Latina women become isolated when stripped of family support. The lack of AIDS education specific to the Latino community has resulted in unfounded fears of contagion. This makes it difficult for the female careprovider or AIDS patient to obtain the needed support from her community. The denial surrounding the disease in the Latino community also contributes to the lack of support. Fear and denial result in some

Latinos with AIDS being rejected by their families and becoming homeless.

## Conclusion

The lack of substantiated research on the problems related to the spread of AIDS in the Latino community will make the planning and implementation of such programs difficult. Funding is needed, not only for culturally sensitive AIDS education, but for research which will enable policymakers to effectively help the Latino community to address AIDS and other health-related problems.

In formulating policy regarding services and education toward the Latino community, it is essential to involve the leadership within the Latino community. Decisions and education campaigns cannot be relevant if they do not originate within the Latino community.

The National Academy of Sciences has called for the funding of a massive education campaign against the spread of AIDS. Cultural and language barriers make it particularly difficult to reach the Latino community with such an education campaign. Public and private agencies that have attempted to reach the Latino community with similar education efforts in the past have been largely ineffective. The AIDS epidemic does not allow us the luxury of making the same mistakes. In order that the Latino community will adopt AIDS prevention measures, the message must be delivered by the existing Hispanic leadership and communication network. The Latino community must be helped to reach its own people. Existing popular means of communication should be explored and utilized in order to “sell” AIDS risk reduction to the Latino community. Writers, newscasters, artists, actors, and producers, who successfully reach Latino households through Spanish language radio and television soap operas, “foto-novelas” (a popular comic-book style depicting romantic stories with photographs), posters, and printed materials, must be tapped in developing an education campaign that is based on a firm understanding of the cultural possibilities for adaptive behavior.

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# DO YOU KNOW THAT . . .

## Resources to Write for . . .

**Not An Easy Choice: A Feminist Re-examines Abortion** (1984), is a 157-page book that resulted from the author's attempt to reconcile feminist politics with authentic feelings regarding having a child. She describes the conflicting needs and emotions prior to and after abortion and places these issues within the broader issue of reproductive rights. This paperback is available for \$8.00 from: South End Press, 116 St. Botolph St., Boston, MA 02115.

**School Sexuality Education: Opposition and Answers** (1985) is a 15-page selective annotated bibliography edited by Zeau D. Modig. It contains references to pro- and anti-sexuality education materials, and also lists sexuality education support and opposition groups. Order from: Education Department, Planned Parenthood Federation of America, 810 Seventh Avenue, New York, NY 10019. Price is \$2.50

**PMS: The Premenstrual Syndrome** (1985) is a 69-page bibliography compiled by Lorna Peterson and edited by David A. Tyckoson. It contains 237 annotated references covering all aspects of PMS, including feminist perspectives and legal implications. Order for \$12.50 from: The Oryx Press, 2214 North Central at Encato, Phoenix, AZ 85004.

**Sexual Abuse Prevention, An Annotated Bibliography** (1985) was compiled by Kay Clark. This 51-page book contains over 200 references to books, pamphlets, teaching aids, curricula and leader guides, and audiovisual materials (including publishers' and distributors' addresses). Order from: Network Publications, P.O. Box 8506, Santa Cruz, CA 95061-8506 for \$4.95 + 15% p/h.

**International Who's Who in Sexology** (1986), edited by Fernando Bianco, Loretta Haroian, and Gorm Wagner and compiled by the Institute for Advanced Study of Human Sexuality, is a 230-page listing of professionals, organizations, and resources in the field of human sexuality. Its purpose is to introduce people who work in sexology to each other. The book is available by sending \$45.00 plus \$4.00 p/h to: Specific Press, 1523 Franklin St., San Francisco, CA 94109.

**Porn Row** (1986), by Jack McIver Weatherford, is a 248-page account of the author's inside look at the porn district of Washington, D.C. Weatherford, an anthropologist, worked as a clerk in a porn store in order to participate in the culture he was studying. The book is available in cloth by sending \$16.95 to: Arbor House Publishing Co., 255 E. 45th St., New York, NY 10017; (212) 599-3131.

**Abortion, Medicine and the Law**, edited by J. Douglas Butler and David F. Walbert, is a collection of articles, published in 1986, by leading authorities in the fields of bioethics, law, medicine, psychology, and government. The book covers the history of abortion practice and legislation in the U.S., the controversy over when life begins and its impact on abortion legislation, the rights of minors, the demographic trends in the U.S., effects on maternal health and conflicting views on the ethics of abortion. Appendices of the Human Life Bill, relevant Supreme Court decisions since 1973, and the proposed amendment to the constitution on abortion are useful additions to this text. The cost is \$40. For more information, write: Facts on File, 460 Park Avenue South, New York, New York 10016; (212) 683-2244.

**The Cost of Loving: Women and the New Fear of Intimacy** is the result of author Megan Marshall's interviews with single women who have succeeded in their professional lives but are questioning the impact this success has had on their personal lives, especially regarding the role of intimate relationships. Case studies are interspersed with the author's assessment of current psychological theories about women and the author's own experiences, observations and interpretations of issues facing such women. The book is available for \$14.95. For more information, write to: G.P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016.

**The Psychology of Men: New Psychoanalytic Perspectives**, edited by Gerald Fogel, Frederick Lane, and Robert Liebert, is a book of essays written by prominent psychoanalysts exploring male development and masculinity in today's society. The perspectives are enlightening and enlightened. Issues considered are men's fantasies, conflicts, developmental tasks, and ways men are reacting to changing sexual standards. This book represents a progressive psychoanalytic perspective. The cost is \$26.95. For more information, write to: Basic Books, Inc., 10 East 53rd Street, New York, New York 10022; (212) 207-7083.

**Birth Control Technologies: Prospects by the Year 2,000** (1985), by Michael J. K. Harper, is a 271-page book that describes the status of contraceptive research, including a survey of new and improved birth control methods being developed worldwide. The author also states the time-frames and resources needed to develop these new methods. The book includes an appendix of the sources of information, an extensive reference list, and an index. It is available in paper for \$10.95 from: The University of Texas Press, P.O. Box 7819, Austin, TX 78713.



# HUMAN SEXUALITY: A BIBLIOGRAPHY FOR EVERYONE

This bibliography was compiled by Leigh Hallingby, MSW, MS, Manager, Mary S. Calderone Library. It is designed to provide accurate information and sound guidance about human sexuality for all age groups and some special interests groups and to be useful not only to consumers, but to the teachers, counselors, clergy, youth leaders, librarians, and other professionals who work with them. Since individuals may vary in maturity and outlook, it is important that everyone recommending books from this list be familiar with their content.

Many of the resources listed in the November 1984 edition of the bibliography have been retained because the information they present remains valid and in step with current knowledge. New titles have been added, based largely on book reviews published in SIECUS's bimonthly periodical, the *SIECUS Report*. This bibliography will be updated again in approximately two years.

Items available in Spanish are denoted by an \*S to the right of the title.

Although this bibliography includes some pamphlets, many more are listed in SIECUS's specialized pamphlets bibliography listed in the section entitled Adults: General. Other SIECUS bibliographies cover resources for professionals in specialized areas, such as sex and fam-

ily life education curricula, child sexual abuse education and prevention, AIDS, human sexuality audiovisuals, sexuality and disability, and religious publications on sexuality and sex education. Please send requests for a complete publications list to the address below.

If your community or school library does not have these books, they may be ordered through your local bookstore or by writing directly to the publishers and distributors. Bulk rates are often available for materials ordered in quantity. Unless otherwise noted, prices listed here do not include postage and handling (p/h). It is best to add 15% of the cost to cover p/h when ordering by mail. Please note that, except for the items published by SIECUS itself, SIECUS does not sell or distribute any of these publications. However, they are available for use in the non-circulating collection of SIECUS's Mary S. Calderone Library, New York University, 32 Washington Place, New York NY 10003; (212) 673-3850.

Single copies of this bibliography are available from SIECUS on receipt of \$1.00 and a stamped, self-addressed, business-size envelope. In bulk they are \$.75 for 5-49 copies and \$.50 each for 50 copies or more. If ordering in bulk, please add 15% to cover p/h.

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## YOUNG CHILDREN

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### A BETTER SAFE THAN SORRY BOOK: A FAMILY GUIDE FOR SEXUAL ASSAULT PREVENTION

Sol Gordon and Judith Gordon

Distinguishes parts of the body which should and should not be touched by various people. Tells children what to do when confronted by an abuser and how to seek help. Includes a parents' guide designed to help them feel more comfortable in their role as primary sex educators of their children. (1984, 39 pp., \$6.95)

Ed-U Press, P.O. Box 583, Fayetteville, NY 13066

### DID THE SUN SHINE BEFORE YOU WERE BORN?

Sol Gordon and Judith Gordon

A book that parents can read with their children, ages 3-7. Answers the question "Where do babies come from?" clearly and directly, and deals with other aspects of how different kinds of families live and grow. (1982 rev., 48 pp., \$6.95 pb)

Ed-U Press, P.O. Box 583, Fayetteville, NY 13066

### GIRLS ARE GIRLS AND BOYS ARE BOYS—SO WHAT'S THE DIFFERENCE?

Sol Gordon

A nonsexist, liberating sex education book for children ages 6-10. (1979 rev., 43 pp., \$6.95 pb)

Ed-U Press, P.O. Box 583, Fayetteville, NY 13066

### GROWING UP—FEELING GOOD: A CHILD'S INTRODUCTION TO SEXUALITY

Stephanie Waxman

An excellent introduction to many important concepts about human sexuality, presented with

simplicity and dignity. (1979, 64 pp., \$10.95 hc, \$5.95 pb)

Panjandrum Books, 11321 Iowa Avenue, Suite 1, Los Angeles, CA 90025

### HOW BABIES ARE MADE

Andrew C. Andry and Steve Schepp

The story of reproduction in plants, animals, and humans told through the use of color photographs or paper sculptures. Factually accurate and simple enough to be understood by the youngest group. (1984, 88 pp., \$6.70)

Little, Brown, 34 Beacon Street, Boston, MA 02106

### IT'S MY BODY: A BOOK TO TEACH YOUNG CHILDREN HOW TO RESIST UNCOMFORTABLE TOUCH

\*S

Lory Freeman

Teaches concepts that your body belongs to you; you only share it with someone else when you want to; and you can say "Don't touch me! I don't like it!" Charming illustrations. (1982, 24 pp., \$3.00)

Spanish edition entitled *Mi Cuerpo Es Mío* also available. (1985, 24 pp., \$3.00)

Planned Parenthood of Snohomish County, P.O. Box 1051, Everett, WA 98206

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## PRETEENS

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### LET'S TALK ABOUT... S-E-X: A READ AND DISCUSS GUIDE FOR PEOPLE 9 TO 12 AND THEIR PARENTS

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Sam Gitchel and Lorri Foster

Introduction for parents covers how much children need to know, good times to talk, and practical suggestions for talking to children about sex.

Main text, for preteens and parents to read together, covers facts and feelings about puberty, sexual intercourse, and reproduction. (1983, 61 pp., \$4.95)

Spanish-English bilingual edition available under title *Hablemos Acerca Del . . . S-E-X-O: Un Libro Para Toda La Familia Acerca De La Pubertad*. (1985, 89 pp., \$4.95)

Planned Parenthood of Central California, Education Department, Suite C, 633 North Van Ness Avenue, Fresno, CA 93728

### LOVE AND SEX AND GROWING UP

Corinne B. Johnson and Eric W. Johnson

Covers a broad range of topics to help preadolescents think about what being a man or a woman means in today's world. (1979, 112 pp., \$1.75 pb)

Bantam Books, 666 Fifth Avenue, New York, NY 10019

### NO MORE SECRETS FOR ME

Oralee Wachter

Four vivid and realistic stories depict children in sexually abusive situations who deal with their problems by talking with adults who respect their rights, and then taking action to protect themselves. For ages 3-10. (1984, 47 pp., \$12.95 hc, \$4.95 pb)

Little, Brown, 34 Beacon Street, Boston, MA 02106

### PERIOD

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Joann Gardner-Loulan, Bonnie Lopez, and Marcia Quackenbush

Reassuring, cleverly illustrated book about menstruation that explains why *all* girls are normal, while at the same time each is special. Includes personal narratives. (1981 rev., 187 pp., \$6.00 pb)

Spanish edition, entitled *Periodo*, also available. (1986, 87 pp., \$7.00 pb)

Volcano Press, 330 Ellis Street, San Francisco, CA 94102

**WHAT'S HAPPENING TO MY BODY  
BOOK FOR BOYS**

Lynda Madaras and Dane Saavedra

**WHAT'S HAPPENING TO MY BODY  
BOOK FOR GIRLS**

Lynda Madaras and Area Madaras

Companion books for preteens to read on their own or with their parents to understand the physical and emotional changes of puberty. (1st title: 1984, 217 pp.; 2nd title: 1983, 192 pp.; both \$14.95 hc, \$8.95 pb)

Newmarket Press, 18 East 48th Street, New York, NY 10017

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## EARLY TEENS

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**AM I NORMAL? AN ILLUSTRATED GUIDE TO  
YOUR CHANGING BODY  
DEAR DIARY: AN ILLUSTRATED GUIDE TO  
YOUR CHANGING BODY**

Jeanne Betancourt

Based on the award-winning films of the same titles by Debra Franco and David Shepard. The first title depicts Jimmy's successful efforts to learn, from a variety of sources, the truth about boys' sexual development. The second title describes two weeks in the life of Jamie, during which she comes to understand the normalcy of her own body and internal time clock. (1st title: 96 pp.; 2nd title: 100 pp.; both 1983, \$1.95 pb)

Avon Books, 1790 Broadway, New York, NY 10019

**BOYS AND SEX  
GIRLS AND SEX**

Wardell B. Pomeroy

Classic sexual guides for young teenage boys and girls. (both 1981 rev., 180 pp., \$10.95 hc, \$1.95 pb)

Delacorte Press, 1 Dag Hammarskjold Plaza, New York, NY 10017

**CHANGES: YOU AND YOUR BODY** \*S  
CHOICE

Easy-to-read booklet about puberty, prepared with input from a panel of teenagers. Available in Spanish under title *Cambios: Usted y Su Cuerpo*. (1985 rev., 58 pp., \$3.50)

CHOICE, 125 South 9th Street, Suite 603, Philadelphia, PA 19107

**FACTS ABOUT SEX FOR TODAY'S YOUTH**

Sol Gordon

A short, direct approach in explaining anatomy, reproduction, love, and sex problems. Includes slang terms when giving definitions, and a section answering the 10 questions most frequently asked. Well illustrated. (1983, 48 pp., \$6.95)

Ed-U Press, P.O. Box 583, Fayetteville, NY 13066

**FACTS ABOUT STD**

Sol Gordon

Describes recognition, treatment, and prevention of sexually transmitted diseases; includes many illustrations. (1983, 49 pp., \$6.95)

Ed-U Press, P.O. Box 583, Fayetteville, NY 13066

**LOVE AND SEX IN PLAIN LANGUAGE**

Eric W. Johnson

Provides basic information on sexuality for junior high school students. Written to be acceptable within both family and school settings. (1985 rev., 160 pp., \$12.45)

Harper & Row, 10 East 53rd Street, New York, NY 10022

**LYNDA MADARAS' GROWING-UP GUIDE  
FOR GIRLS**

Lynda Madaras and Area Madaras

An innovative workbook/journal for girls aged 9 to 15, which combines conversational text with quizzes, exercises, checklists, illustrations, anecdotes, and personal stories. (1987, 224 pp., \$8.95 pb)

Newmarket Press, 3 East 48th Street, New York, NY 10017

**TEEN QUESTIONS ABOUT SEX . . . AND  
ANSWERS**

Marilyn Lyman

A booklet providing illustrated answers to 20 questions. (1983 rev., 30 pp., \$7.00)

Planned Parenthood Center of Syracuse, 1120 East Genesee Street, Syracuse, NY 13210

**THE TEENAGE BODY BOOK**

Kathy McCoy and Charles Wibbelsman

**THE TEENAGE BODY BOOK GUIDE TO  
SEXUALITY**

Kathy McCoy

Resources for early and middle teens that cover both factual and emotional aspects of puberty and adolescent sexuality. (1st title: 1984 rev., 246 pp., \$9.95; 2nd title: 1984, 128 pp., \$8.95)

Simon and Schuster, 1230 Avenue of the Americas, New York, NY 10020

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## LATE TEENS

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**CHANGES: BECOMING A TEENAGE  
PARENT** \*S

Krail Brooks and Rose DeWolf

**CHANGES: YOU AND YOUR BABY**

Pediatric Staff of 8th and Spruce Medical Associates

Attractively presented booklets for pregnant teenagers and teen parents providing information on such topics as prenatal care, birth, emotional changes, finances, possible living arrangements, baby care, and adjustment to motherhood. Also available in Spanish. (1st title: 68 pp.; 2nd title: 45 pp., both 1979, \$1.95)

Planned Parenthood of Southeastern Pennsylvania, 1220 Sansom Street, Philadelphia, PA 19107

**CHANGING BODIES, CHANGING LIVES:  
A BOOK FOR TEENS ON SEX AND  
RELATIONSHIPS**

Ruth Bell and others

A highly recommended book for teens that deals forthrightly with their real concerns about sex and relationships. Sprinkled with many quotes from adolescents. Available at substantial discount to

organizations licensed to serve teenagers. (1980, 242 pp., \$17.95 hc, \$9.95 pb)

Random House, 201 East 50th Street, New York, NY 10022

**GIRLTALK: ALL THE STUFF YOUR SISTER NEVER  
TOLD YOU**

Carol Weston

Provides teenage girls with a wealth of information on subjects such as sexuality, health care, and body image. (1985, 288 pp., \$5.95 pb)

Barnes & Noble, 10 East 53rd Street, New York, NY 10022

**LEARNING ABOUT SEX: THE CONTEMPORARY  
GUIDE FOR YOUNG ADULTS**

Gary F. Kelly

Without neglecting basic factual information, focuses on attitudes and the process of sexual decision-making. (1986 rev., 224 pp., \$6.95 pb)

Barron's Educational Series, 113 Crossways Park Drive, Woodbury, NY 11797

**SEX AND BIRTH CONTROL: A GUIDE FOR THE  
YOUNG**

E. James Lieberman and Ellen Peck

Written to encourage sensible and responsible use of birth control and to encourage young people to develop principles and values by which they will make sexual decisions. (1981 rev., 320 pp., \$13.50)

Harper and Row, 10 East 53rd Street, New York, NY 10022

**SEXUALITY . . . DECISIONS, ATTITUDES,  
RELATIONSHIPS**

An illustrated booklet for preteens and teens focusing on feelings, values, and other emotional aspects of understanding and making personal decisions about sexuality. (1986 rev., 35 pp., \$2.50)

Planned Parenthood of Southeastern Pennsylvania, 1220 Sansom Street, Philadelphia, PA 19107

**A WAY OF LOVE, A WAY OF LIFE: A YOUNG  
PERSON'S INTRODUCTION TO WHAT IT  
MEANS TO BE GAY**

Frances Hanckel and John Cunningham

A unique, sensitive book written by people who are coming to terms with homosexuality for others who want to understand it. (1979, 188 pp., \$11.25)

William Morrow, 105 Madison Avenue, New York, NY 10016

**WHAT TO DO IF YOU OR SOMEONE YOU  
KNOW IS UNDER 18 AND PREGNANT**

Arlene Kramer Richards and Irene Willis

Covers sexual intercourse, conception, contraception, abortion, marriage, and motherhood in a nonjudgmental fashion. (1983, 256 pp., \$7.50 pb)

William Morrow, 105 Madison Avenue, New York, NY 10016

**A YOUNG MAN'S GUIDE TO SEX**

Jay Gale

Source book for late teen and young adult males who want to understand the pleasures and problems of their sexuality. (1984, 214 pp., \$14.95)

Holt, Rinehart & Winston, 383 Madison Avenue, New York, NY 10017

## YOUR SEXUAL FREEDOM: LETTERS TO STUDENTS

Richard Hettlinger

Addressed to young people who are expected to be liberated and informed in regard to sexuality but who, in fact, must cope with a variety of difficulties. Encourages them to develop their own distinctive sexual selves. (1982, 160 pp., \$7.95 pb)

Continuum, 370 Lexington Avenue, New York, NY 10017

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## ADULTS

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### General

#### ACQUIRED IMMUNE DEFICIENCY SYNDROME: AN ANNOTATED BIBLIOGRAPHY OF PRINT AND AUDIO-VISUAL MATERIALS FOR SALE

Leigh Hallingby, comp.

Lists 60 books, pamphlets, bibliographies, and audiovisuals available to consumers and professionals on the topic of AIDS. Complete price and ordering information included for each citation. (1986, 4 pp., \$2.00)

SIECUS, New York University, 32 Washington Place, New York, NY 10003

#### AIDS: FEARS AND FACTS (#639)

Michael H. K. Irwin

#### CHANGING VIEWS OF HOMOSEXUALITY (#563)

Elizabeth Ogg

Pamphlets written in nontechnical language, covering the subject matter in a concise, effective manner. (1st title: 1986; 2nd title: 1978; both 28 pp., \$1.00)

Public Affairs Committee, 381 Park Avenue South, New York, NY 10016

#### CHILD SEXUAL ABUSE EDUCATION AND PREVENTION: A SELECTED BIBLIOGRAPHY OF MATERIALS FOR SALE

Leigh Hallingby and Brenda Kaufman-Dressler, comps.

Lists over 100 print and audiovisual resources for children, adolescents, parents, and teachers. Complete price and ordering information given for each citation. (1986, 7 pp., \$2.00)

SIECUS, New York University, 32 Washington Place, New York, NY 10003

#### CIRCUMCISION: WHAT EVERY PARENT SHOULD KNOW

Anne Briggs

Recommends against routine circumcision as unnecessary and potentially harmful surgery. Dispels myths of benefits of improved sex and hygiene. (1984, 135 pp., \$4.95)

Birth and Parenting Publications. Order from International Childbirth Education Association, P.O. Box 20048, Minneapolis, MN 55420

#### COMING OUT TO PARENTS: A TWO-WAY SURVIVAL GUIDE FOR LESBIANS AND GAY MEN AND THEIR PARENTS

Mary V. Borhek

Sound, sympathetic, and helpful advice by a parent who has herself been through the experience of her child's "coming out." Includes section on religious issues. (1983, 208 pp., \$9.95)

Pilgrim Press, 132 West 31st Street, New York, NY 10001

#### DR. NEUMANN'S GUIDE TO THE NEW SEXUALLY TRANSMITTED DISEASES

Hans N. Neumann and Sylvia Simmons

Provides good foundation for responsible health action and sexual behavior for people who have contracted or wish to learn more about treatment for STDs. Includes glossary and list of nationwide State Health Department phone numbers. (1983, 183 pp., \$12.95)

Acropolis Books, 2400 17th Street, NW, Washington, DC 20009

#### AN EASY GUIDE TO LOVING CAREFULLY FOR MEN AND WOMEN

Lyn McKee, Winifred Kempton, and Lynne Stiggall

Basic information about sexual anatomy, reproduction, and contraception, presented in large print with many illustrations. Suitable for people with low-level reading skills to read on their own or with a parent or professional. (1980, 61 pp., \$6.95)

Planned Parenthood: Shasta-Diablo, 1291 Oakland Boulevard, Walnut Creek, CA 94596

#### THE ETERNAL GARDEN: SEASONS OF OUR SEXUALITY

Sally Wendkos Olds

Covers stages of adult sexual development, decade by decade, from young adulthood to old age. Focuses on major life events such as marriage, divorce, menopause, and aging, as well as the impact of life-stage issues on sexuality. (1985, 325 pp., \$17.95)

Times Books. Order from Random House, 400 Hahn Road, Westminster, MD 21157

#### 45—AND SINGLE AGAIN

Mildred Hope Witkin and Burton Lehrenbaum

Provides a wealth of information on sex, love, and relationships; useful not only to single people over 45, but also to those in long term marriages. (1985, 204 pp., \$15.95)

Dembner Books, 1841 Broadway, New York, NY 10023

#### HEALTHY SEX AND KEEPING IT THAT WAY

Richard Lumiere and Stephani Cook

A layperson's handbook on genital health and disease, with special chapters for men, women, gay men, and teenagers. (1983, 206 pp., \$13.95 hc, \$5.95 pb)

Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020

#### HOW TO MAKE LOVE TO THE SAME PERSON FOR THE REST OF YOUR LIFE (AND STILL LOVE IT)

Dagmar O'Connor

Offers couple many practical suggestions for avoiding sexual boredom and exploring a variety of sexual options, such as sensate focus exercises. Stresses idea of responsibility for one's own sexual pleasure. (1985, 224 pp., \$12.95)

Doubleday, 501 Franklin Avenue, Garden City, NY 11530

#### THE JOY OF SEX: A CORDON BLEU GUIDE TO LOVEMAKING

#### MORE JOY: A LOVEMAKING COMPANION TO THE JOY OF SEX

Alex Comfort

Finely illustrated, explicit guides to lovemaking. Sections on sex and aging, sex and disability, and, in second title, on less conventional sex styles, such as group sex. (1st title: 1974, 253 pp., \$11.95 pb; 2nd title: 1975, 234 pp., \$12.95 pb)

Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020

#### EL LENGUAJE DE LA SEXUALIDAD PARA LA MUJER Y LA PAREJA

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Yael Fischman

Translation of title: *The Language of Sexuality for the Woman and the Couple*. Contains chapters on stages of sexual development; sexual education of children; conception, pregnancy, and birth; sexual health; and sexual beliefs and myths. Originally written in English and then translated into Spanish. (in press for 1987)

Volcano Press, 330 Ellis Street, San Francisco, CA 94102

#### LOVE AND SEX AFTER FORTY: A GUIDE FOR MEN AND WOMEN FOR THEIR MID AND LATER YEARS

Robert N. Butler and Myrna Lewis

Deals with psychology of aging and sexuality as well as with medical aspects such as new diagnostic and surgical procedures relevant to this age group. (1986, 202 pp., \$15.95)

Harper and Row, 10 East 53rd Street, New York, NY 10022

#### MAKING LOVE DURING PREGNANCY

Elizabeth Bing and Libby Colman

Frank, firsthand description of pregnancy experiences. Discusses fears and misconceptions of future parents. (1982, 165 pp., \$2.95 pb)

Bantam Books, 666 Fifth Avenue, New York, NY 10019

#### MASTERS AND JOHNSON ON SEX AND HUMAN LOVING

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

Revised and reformatted edition of college text entitled *Human Sexuality* by the same authors. Provides information on all aspects of human sexuality. (1986, 598 pp., \$24.95 hc)

Little, Brown, 34 Beacon Street, Boston, MA 02106

#### MEDICAL ANSWERS ABOUT AIDS

Lawrence Mass

Basic questions answered about acquired immune deficiency syndrome (AIDS). Includes listings of books, bibliographies, and national and international referral sources. (1985, rev., 42 pp., single copies free)

Gay Men's Health Crisis, Box 274, 132 West 24th Street, New York, NY 10011

#### NATIONAL REGISTER OF THE AMERICAN ASSOCIATION OF SEX EDUCATORS, COUNSELORS, AND THERAPISTS

Lists members of AASECT who are certified as sex educators, counselors, and therapists. Individuals listed by state within each of these three cate-

gories. Can be used as referral resource for people seeking professional services. Revised periodically. (150 pp., \$10.00)

AASECT, 11 Dupont Circle, NW, Suite 220, Washington, DC 20036

### **NEW CONCEPTIONS: A CONSUMER'S GUIDE TO THE NEWEST FERTILITY TREATMENTS**

Lori B. Andrews

Expands on the many causes of infertility, the practical and psychological aspects of male and female fertility tests, the technical and personal sides of genetic screening and counseling, and the emotional effects of infertility. Describes remedies available or soon to be available, including in vitro fertilization, surrogate motherhood, artificial insemination, embryo transfer, etc. (1984, 325 pp., \$14.95 hc, \$3.95 pb)

hc: St. Martin's Press, 175 Fifth Avenue, New York, NY 10010

pb: Ballantine, 201 East 50th Street, New York, NY 10022

### **RECOVERY: HOW TO SURVIVE SEXUAL ASSAULT FOR WOMEN, MEN, TEENAGERS, THEIR FRIENDS AND FAMILIES**

Helen Benedict

Offers information about the mythology surrounding sexual assault, both short- and long-term traumatic effects, reporting, medical care, finding and giving support, and self-defense. Includes sections written for men, teens, homosexuals, and older adults. (1985, 289 pp., \$15.95)

Doubleday, 501 Franklin Avenue, Garden City, NY 11530

### **SAFE SEX IN THE AGE OF AIDS**

Institute for the Advanced Study of Human Sexuality

Aimed at both adolescents and adults, men and women. Covers what is safe and unsafe in sexual contact; what can be done to prevent transmission of AIDS while maintaining a healthy, pleasurable sex life; how to negotiate safe sex with a partner; and what products can help prevent exposure to AIDS. (1986, 88 pp., \$3.95)

Citadel Press, 120 Enterprise Avenue, Secaucus, NJ 07094

### **THE SEX ATLAS**

Erwin J. Haeberle

A comprehensive sourcebook of basic textual information on human sexuality in a popular reference edition. (1982 rev., 432 pp., \$25.00 hc, \$12.95 pb)

Continuum Publishing, 370 Lexington Avenue, New York, NY 10017

### **SEX: THE FACTS, THE ACTS AND YOUR FEELINGS**

Michael Carrera

Comprehensive, accurate, and easy-to-understand information about sexuality presented in a nonjudgmental tone, imparting values concerned with people and relationships. Also useful for adolescents. (1981, 448 pp., \$14.00)

Crown Publishers. Order from Avant-Garde, 251 West 57th Street, New York, NY 10019

### **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, illness, and aging, as well as interpersonal and social transitions, such as first love, marriage, parenting, breaking up, and widowhood. (1984, 320 pp., \$14.95)

Macmillan, 866 Third Avenue, New York, NY 10022

### **SEXUALITY EDUCATION PAMPHLETS: A SELECTED ANNOTATED BIBLIOGRAPHY OF RESOURCES FOR SALE**

Brenda Kaufman-Dressler and Leigh Hallingby, comps.

Lists over 100 pamphlets and brochures about human sexuality for use by educators working with elementary, junior and senior high students; parents; men; women; disabled persons, etc. Complete price and ordering information given for each citation. (1986, 6 pp., \$2.00)

SIECUS, New York University, 32 Washington Place, New York, NY 10003

### **WHY ME? HELP FOR VICTIMS OF CHILD ABUSE (EVEN IF THEY ARE ADULTS NOW)**

Lynn Daugherty

To help victims of child sexual abuse, who are now teenagers or adults, become survivors. Also for family, friends, and counselors who wish to understand and help. (1984, 112 pp., \$7.95)

Mother Courage Press, 1533 Illinois Street, Racine, WI 53405

## **Especially for Men**

### **THE HITE REPORT ON MALE SEXUALITY**

Shere Hite

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. (1981, 1129 pp. hc, 1084 pp. pb, \$19.95 hc, \$3.95 pb)

hc: Alfred A. Knopf, 201 East 50th Street, New York, NY 10022

pb: Ballantine, 201 East 50th Street, New York, NY 10022

### **THE INTIMATE MALE: CANDID DISCUSSIONS ABOUT WOMEN, SEX AND RELATIONSHIPS**

Linda Levine and Lonnie Barbach

Comments from males interviewed about the full range of topics relevant to male sexuality are interspersed with therapeutic advice from Levine and Barbach. (1983, 360 pp., \$16.95)

Anchor Press/Doubleday, 501 Franklin Avenue, Garden City, NY 11530

### **LIFELONG SEXUAL VIGOR: HOW TO AVOID AND OVERCOME IMPOTENCE**

Marvin B. Brooks and Sally West Brooks

A definitive work and comprehensive review on the subject of erectile dysfunction. (1981, 264 pp., \$12.95)

Doubleday, 501 Franklin Avenue, Garden City, NY 11530

### **THE MALE COUPLE: HOW RELATIONSHIPS DEVELOP**

David P. McWhirter and Andrew M. Mattison

Based on a study of 156 male couples involved in relationships of one to 37 years. Presents a series of

six ages and stages of pair-bonding. Also valuable for those interested in heterosexual relationships. (1985, 341 pp., \$7.95)

Prentice-Hall, Englewood Cliffs, NJ 07632

### **MALE SEXUALITY**

Bernie Zilbergeld and John Ullman

For the man who wants to get more in touch with his own sexuality, or for any woman who wants to understand more fully the potentials of male sexuality. (1978, 334 pp., \$14.95 hc, \$4.95 pb)

hc: Little, Brown, 34 Beacon Street, Boston, MA 02106

pb: Bantam, 666 Fifth Avenue, New York, NY 10019

### **MEN IN LOVE, MALE SEXUAL FANTASIES: THE TRIUMPH OF LOVE OVER RAGE**

Nancy Friday

Based on 3,000 responses. Explores men's sexual fantasies within a theoretical framework that gives a basis for analysis and interpretation. (1981, 527 pp., \$4.95)

Dell, 1 Dag Hammarskjold Plaza, New York, NY 10017

## **Especially for Women**

### **BECOMING ORGASMIC: A SEXUAL GROWTH PROGRAM FOR WOMEN**

Julia Heiman, Leslie LoPiccolo, and Joseph LoPiccolo

A detailed growth program for women who feel they have problems experiencing orgasm. Emphasis on orgasm as a part, rather than the only or primary goal, of sexuality and sexual experience. (1976, 219 pp., \$11.95 hc, \$6.95 pb)

Prentice-Hall, Englewood Cliffs, NJ 07632

### **FOR EACH OTHER: SHARING SEXUAL INTIMACY**

Lonnie Barbach

Gives women a complete program for dealing with the physical and psychological aspects of a relationship that affect sexual satisfaction. Over 50 easy-to-follow exercises showing women how to reduce anger, enhance communication, increase vaginal sensitivity, and break unfulfilling love patterns. (1982, 320 pp., \$13.95 hc, \$8.95 pb)

Anchor Press/Doubleday, 501 Franklin Avenue, Garden City, NY 11530

### **FOR YOURSELF: THE FULFILLMENT OF FEMALE SEXUALITY**

Lonnie Garfield Barbach

Written primarily for women having difficulty achieving orgasm. Discusses sources of confusion about female sexuality, describes female sexual physiology, and suggests specific exercises to do at home. (1976, 240 pp., \$2.95 pb)

New American Library, 1633 Broadway, New York, NY 10019

### **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. (1976, 438 pp., \$4.95)

Dell, 1 Dag Hammarskjold Plaza, New York, NY 10017

SIECUS Report, January-February 1987

## LESBIAN SEX

JoAnn Loulan

Written primarily for lesbians, but can definitely contribute to any woman's understanding of herself and her sexuality. Workbook approach used, along with tasteful graphics and diagrams. (1984, 309 pp., \$9.95)

Spinsters/Aunt Lute, P.O. Box 410687, San Francisco, CA 94141

## LISTEN TO YOUR BODY: A GYNECOLOGIST ANSWERS WOMEN'S MOST INTIMATE QUESTIONS

Niels Lauerson and Eileen Stukane

Discusses many contemporary topics in the area of women's health, providing current, well-chosen, and clearly written information. (1982, 540 pp., \$9.95 pb)

Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020

## MENOPAUSE, NATURALLY: PREPARING FOR THE SECOND HALF OF LIFE

Sadia Greenwood

Grounded in the belief that good nutrition and regular exercise can make all the difference in the physical and psychological changes menopause can bring. Combines prevention and medical treatment models of health care. (1984, 201 pp., \$10.00)

Volcano Press, 330 Ellis Street, San Francisco, CA 94102

## MENOPAUSE: WHAT IT IS, WHY IT HAPPENS, HOW YOU CAN DEAL WITH IT

Margot Joan Fromer

Written in chatty style and enlivened by a number of case histories. Much good information provided to educate women to be responsible about their own health care. Based on medical model. (1985, 192 pp., \$3.95)

Pinnacle, 1430 Broadway, New York, NY 10018

## A NEW VIEW OF A WOMAN'S BODY: A FULLY ILLUSTRATED GUIDE

Federation of Feminist Women's Health Centers

A feminist perspective on female sexuality written by pioneers in the women's self-help movement. Discussion and drawings of the clitoris particularly notable. (1981, 174 pp., \$9.95)

Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020

## THE NEW OUR BODIES, OURSELVES: A BOOK BY AND FOR WOMEN

Boston Women's Health Book Collective

Written to help women know themselves and their bodies better. Covers sexuality, contraception, relationships, health care, sexual physiology, and reproduction. (1984 rev., 647 pp., \$12.95)

Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020

## OUR RIGHT TO LOVE: A LESBIAN RESOURCE BOOK

Ginny Vida, ed.

Sensitively chosen, remarkable collection of essays written by and for lesbians about their needs and values. (1978, 319 pp., \$11.95 pb)

Prentice-Hall, Englewood Cliffs, NJ 07632

## SEXUALITY

Letha Dawson Scanzoni

One of 12 books in the series, *Choices: Guides for Today's Woman*, based on the Judeo-Christian tradition. Among topics included are sexual theology, anxieties, the search for intimacy, ways of expressing sexuality, sexual hurts, and sexuality over the life span. (1984, 120 pp., \$6.95)

Westminster, 925 Chestnut Street, Philadelphia, PA 19107

## SHARED INTIMACIES

Lonnie Barbach and Linda Levine

Descriptions of women's positive sexual experiences and their inventive solutions to sexual problems that provide a way for women to learn from one another. (1980, 384 pp., \$12.95 hc, \$3.50 pb)

hc: Doubleday, 501 Franklin Avenue, Garden City, NY 11530

pb: Bantam, 666 Fifth Avenue, New York, NY 10019

## SWEEP AWAY

Carol Cassell

Focuses on why women confuse love and sex and how they can have both. Cites material from psychotherapists, books, popular magazines, and newspapers. Sprinkled liberally with quotes from interviews with women. (1984, 208 pp., \$14.95 hc, \$3.95 pb)

hc: Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020

pb: Bantam, 666 Fifth Avenue, New York, NY 10019

## Especially for Parents

### ARE YOU STILL MY MOTHER? ARE YOU STILL MY FAMILY?

Gloria Guss Back

Personal story of an extraordinary mother's emotional journey that began with the painful disclosure of her son's homosexuality and culminated in a deep and resourceful commitment to others who are faced with the same situation. (1985, 256 pp., \$7.95)

Warner, 666 Fifth Avenue, New York, NY 10019

### COME TELL ME RIGHT AWAY: A POSITIVE APPROACH TO WARNING CHILDREN ABOUT SEXUAL ABUSE

Linda Tschirhart Sanford

Adapted in booklet form from *The Silent Children*, also listed in this section. Includes much good advice to parents about instilling in their children a healthy "voice from within." (1982, 23 pp., \$1.95)

Ed-U Press, P.O. Box 583, Fayetteville, NY 13066

### THE FACTS OF LIFE

Jonathan Miller and David Pelham

Intricate three-dimensional illustrations show in full color the development of a baby from conception to birth. Well-written narrative. (1984, 6 double page spreads, \$18.95)

Viking Penguin, 40 West 23rd Street, New York, NY 10010

### INCEST: FAMILY PROBLEM, COMMUNITY CONCERN

Evelyn Strouse

## SCHOOLS AND PARENTS: PARTNERS IN

### SEX EDUCATION (#581)

### SEX EDUCATION: THE PARENTS' ROLE (#549)

Sol Gordon and Irving R. Dickman

### SEXUALLY TRANSMITTED DISEASES:

### EPIDEMIC AMONG TEENAGERS (#517A)

Jules Saltman

### TEENAGE PREGNANCY: WHAT CAN BE DONE? (#594)

Irving R. Dickman

Well-written pamphlets designed to give advice and accurate information to parents. (1985, 1980, 1977, 1982, 1981; 28 pp. each, \$1.00 each)

Public Affairs Committee, 381 Park Avenue South, New York, NY 10016

### NOT MY DAUGHTER: FACING UP TO ADOLESCENT PREGNANCY

Katherine B. Oettinger and Elizabeth Mooney

Helpful for parents and for those seeking perspectives on the problem in their search for preventive measures. Stresses need for early communication between adults and teens. (1981, 210 pp., \$9.95 hc, \$4.95 pb)

Prentice-Hall, Englewood Cliffs, NJ 07632

### NOW THAT YOU KNOW: WHAT EVERY PARENT SHOULD KNOW ABOUT HOMOSEXUALITY

Betty Fairchild and Nancy Hayward

Informative, sensitively written guide for parents of gay children. (1981, 228 pp., \$6.95 pb)

Harcourt Brace Jovanovich, 757 Third Avenue, New York, NY 10017

### OH NO! WHAT DO I DO NOW? \*S

SIECUS and CHOICE

Subtitled: Messages about Sexuality: How to Give *Yours to Your Child*. A simply written pamphlet that describes an approach for parents of children under six to use in determining possible responses to eight situations and questions commonly encountered. Available in Spanish under title *Ay No! ¿Que Hago Ahora?* (1983, 24 pp., \$1.50 incl p/h)

SIECUS, New York University, 32 Washington Place, New York, NY 10003

### PARENTS TALK LOVE: THE CATHOLIC FAMILY HANDBOOK ABOUT SEXUALITY

Susan K. Sullivan and Matthew A. Kawiak

Recommended for Catholic parents in their homes or in discussion groups in parish settings. Nine chapters, each concluding with a list of questions for discussion. (1985, 164 pp., \$7.95)

Paulist Press, 545 Island Road, Ramsey, NJ 07446

### REACHING YOUR TEENAGER

Elizabeth C. Winship

Discusses the many concerns parents have about various aspects of their teenagers' emotional and social development, including physical changes in puberty, premature sexual experiences, working out rules and guidelines, choices of friends, discipline, and self-esteem. (1983, 256 pp., \$14.95 hc, \$7.95 pb)

Houghton Mifflin, Two Park Street, Boston, MA 02108

## **RAISING A CHILD CONSERVATIVELY IN A SEXUALLY PERMISSIVE WORLD**

*Sol Gordon and Judith Gordon*

Includes chapters on coming to terms with your own sexuality, becoming an askable parent, self-esteem, the role of the schools, and the most frequently asked questions by parents and children, with suggested responses. Written with warmth, concern, and high intelligence. (1983, 224 pp., \$13.95)

*Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020*

## **SEX EDUCATION AT HOME: A GUIDE FOR PARENTS**

*Marilyn Lyman*

A booklet covering sexuality and sex education of children from infancy through adolescence. Lists typical questions, asked by both parents and children, with corresponding answers. (1984 rev., 43 pp., \$7.00)

*Planned Parenthood Center of Syracuse, 1120 East Genesee Street, Syracuse, NY 13210*

## **SEX EDUCATION: ORGANIZING PROGRAMS IN YOUR COMMUNITY**

*SIECUS*

Revised edition of SIECUS's 1982 publication *Winning the Battle for Sex Education*. 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. (in press for 1987)

*SIECUS, New York University, 32 Washington Place, New York, NY 10003*

## **THE SILENT CHILDREN: A PARENT'S GUIDE TO THE PREVENTION OF CHILD SEXUAL ABUSE**

*Linda Tschirhart Sanford*

Advice to parents to help their children feel good about themselves, understand how much others have a right to ask of them physically and emotionally, trust their instincts, and act in their own best interests. (1982, 367 pp., \$7.95 pb)

*McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020*

## **TALKING WITH YOUR CHILD ABOUT SEX**

*Mary S. Calderone and James W. Ramey*

Divided into six sections from birth through age 12, each beginning with an introduction describing that stage of development and presenting a series of questions which children at that stage might ask. Questions followed by suggested answers. (1982, 133 pp., \$14.95 hc, \$2.95 pb)

*hc: Random House, 201 East 50th Street, New York, NY 10022*

*pb: Ballantine, 201 East 50th Street, New York, NY 10022*

## **Disability and Sexuality**

### **CHOICES: A SEXUAL GUIDE FOR THE PHYSICALLY HANDICAPPED**

*Maureen Neistadt and Maureen Freda Baker*

Makes suggestions for dealing with each of a number of physical problems (such as tremor and loss of mobility) that can result from a wide variety of disabilities and impede sexual functioning. (1979, 36 pp., \$3.00 incl p/h)

*Spaulding Rehabilitation Hospital, 125 Nashua Street, Boston, MA 02114*

### **AN EASY GUIDE FOR CARING PARENTS: SEXUALITY AND SOCIALIZATION—A BOOK FOR PARENTS OF PEOPLE WITH MENTAL HANDICAPS**

*Lyn McKee and Virginia Blackledge*

An honest, upbeat book about the social and sexual needs of people with mental handicaps. Valuable aid for both parents and educators. Addendum added in 1986. (1981, 57 pp., \$6.95 incl p/h)

*Planned Parenthood: Shasta-Diablo, 1291 Oakland Boulevard, Walnut Creek, CA 94596*

### **INCURABLY ROMANTIC**

*Bernard F. Stehle*

Beautiful book of photographs about love relationships where one or both members of couple is severely physically disabled. Includes text of their tape-recorded statements. (1985, 243 pp., \$29.95)

*Temple University Press, Broad and Oxford Streets, Philadelphia, PA 19122*

### **LOVE, SEX, AND BIRTH CONTROL FOR THE MENTALLY HANDICAPPED: A GUIDE FOR PARENTS**

*Winifred Kempton, Medora Bass, and Sol Gordon*

Thoughtful guide covering sex education and sexual responsibility. (1985 rev., 38 pp., \$2.95)

*Planned Parenthood of Southeastern Pennsylvania, 1220 Sansom Street, Philadelphia, PA 19107*

### **THE SENSUOUS WHEELER: SEXUAL ADJUSTMENT FOR THE SPINAL CORD INJURED**

*Barry J. Rabin*

Informal, positive treatment of the subject, stressing the sharing of sexual responsibilities and vulnerabilities. (1980, 168 pp., \$6.95)

*Dr. Barry Rabin, 5595 East 7th Street, Long Beach, CA 90804*

### **SEXUAL OPTIONS FOR PARAPLEGICS AND QUADRIPLÉGICS**

*Thomas O. Mooney, Theodore M. Cole, and Richard A. Chilgren*

Excellent self-help, teaching, or counseling resource, with explicit illustrations and photos. (1975, 150 pp., \$11.95 pb)

*Little, Brown, 34 Beacon Street, Boston, MA 02106*

## **SEXUALITY AND DISABILITY: A BIBLIOGRAPHY OF RESOURCES AVAILABLE FOR PURCHASE**

*Leigh Hallingby and Marianne Glasel, 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. (1986 rev., 6 pp., \$2.00)

*SIECUS, New York University, 32 Washington Place, New York, NY 10003*

## **Older People and Sexuality**

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

*Raymond M. Berger*

Report on a study of 112 men between the ages of 44 and 72. A sensitively written account of how these men adapted to the aging process and to society's discrimination against them. (1982, 232 pp., \$14.95)

*University of Illinois Press, 54 East Gregory Drive, Champaign, IL 61820*

### **GOOD SEX AFTER FIFTY**

*Ruth K. Witkin and Robert J. Nissen*

Compact, well-written booklet designed to encourage middle-aged and older people to maintain their sexual lives. (1980, 48 pp., \$3.00)

*Regency, 32 Ridge Drive, Port Washington, NY 11050*

### **LOVE AND SEX AFTER SIXTY: A GUIDE FOR MEN AND WOMEN FOR THEIR LATER YEARS**

*Robert N. Butler and Myrna I. Lewis*

A practical book giving older people guidance in enjoying—to whatever degree and in whatever way they wish—the satisfactions of physical sex and pleasurable sensuality. (1977, 165 pp., \$2.95)

*Harper & Row, 10 East 53rd Street, New York, NY 10022*

### **LOVE, SEX, AND AGING**

*Edward M. Brecher and the editors of Consumer Reports Books*

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. (1984, 441 pp., \$19.95)

*Little, Brown, 34 Beacon Street, Boston, MA 02106*

### **PRIME TIME: SEXUAL HEALTH FOR MEN OVER FIFTY**

*Leslie R. Schover*

A sensitive, reassuring self-help book providing straightforward advice and information about sexuality for middle-aged and older men and their partners. (1984, 254 pp., \$15.95)

*Holt, Rinehart & Winston, 521 Fifth Avenue, New York, NY 10175*

### **SIECUS Information Service and Mary S. Calderone Library**

New York University, 32 Washington Place, New York, NY 10003; (212) 673-3850

**Hours:** Monday–Thursday, 1:30–8:00 p.m.; Friday–Saturday, 9:00 a.m.–1:00 p.m.

**Services:** Answers to in-person, mail, and telephone requests for information regarding human sexuality and sex education.

# SPEAKING OUT

## A Time of Rare Opportunity

*Ann Welbourne-Moglia, PhD  
Executive Director*

This new year, 1987, is beginning with more opportunities for those who care about sex education than ever before. As we begin another year and renew our goal to make information about sexuality available to all who seek it, I think it is important to pause and reflect on the year we have just completed.

Last year ended with the field of sex education making several major gains. The first gain occurred in October 1986, when the New York City Board of Education unanimously mandated a K-12 sex education curriculum for all students. Support from the Board of Education, Mayor Koch, parents, and the community for school-based clinics was also established.

The second gain occurred early in November when Surgeon General C. Everett Koop released his report on AIDS prevention. Incredibly and wonderfully, Dr. Koop strongly endorsed sex education, saying: "The best way to prevent the spread of the deadly virus that has already killed 15,000 Americans and has infected another 1.5 million is to begin teaching about AIDS at the lowest grade possible—as part of a continuing sex education curriculum. . . . These lessons need to be reinforced at home, with open conversations between parents and children on sexuality and drug abuse. We warn our children early about the consequences of playing with matches or crossing the street before checking for traffic. We have no less a responsibility to guide them in avoiding behaviors that expose them to AIDS.

Dr. Koop's endorsement was followed by support from Secretary of Education William Bennett, an opponent of a national sex education policy. Bennett stated, "I am not opposed to community based sex education in the schools. There ought to be a place where kids can get right scientific information, provided it is buttressed with the right moral teaching. . . . However, parents must know what is being said and must be informed."

These statements from Drs. Koop and Bennett are particularly remarkable because they are in direct contradiction to long established policy of the Reagan Administration against school sex education programs. Evidence of this was given last June when the Commission on Pornography issued its findings and report. In that Report there was not *one* recommendation for more public information and education about sexuality so that problems could be prevented before they occur. The reason given for this omission at the time was that they did not want to endorse sex education. The topic was seen as too controversial. Thus, this major administrative change in November

certainly indicates that the seriousness of AIDS is now superseding previous political concerns.

And finally, the year ended with the National Academy of Sciences adding support with its comprehensive report on AIDS. The Academy's report strongly recommended a massive education and prevention outreach campaign.

Naturally, all of us who care about preventing sexual health problems before they occur are very pleased to see this recent powerful support for sex education. It is tragic though that only a life-threatening, horrible disease could bring about this support. The emergence of AIDS is providing us with a very special opportunity to educate the public, professionals, and policymakers about how to help individuals understand and negotiate sexual health issues. It has finally been recognized that we are needed!

Since the AIDS crisis began, more and more requests for help have been coming to SIECUS. At first, accurate information about AIDS was sought. Then inquirers were looking for educational materials and resources. These kinds of needs continue. But now, in addition, more and more requests are concerned with *how* to talk to and educate people about AIDS.

It is important to have accurate information about AIDS available to the public. But that is not enough. In order for this information to be shared, taught, and applied, it is essential to communicate this knowledge effectively and appropriately. Many consumers and professionals are not capable of doing this at the present time. For example, parents, following Surgeon General Koop's strong message, have been calling us asking what children of various ages should be told about AIDS and how to tell them. School teachers and professionals in community service organizations are feeling tremendous pressure and responsibility to provide information and education on AIDS, though they have had little or no previous experience talking about sexual health issues. Finally, IV drug users and members of minority groups, who are at high risk for AIDS, are in desperate need of connecting with someone who is comfortable to talk about sexuality within the context of a wide range of life-styles and cultural differences.

The reason for these inquiries is clear: to prevent and educate about AIDS it is essential to be able to communicate and teach about sexuality in general. AIDS is a sexual health disease. The only way to prevent it from further spread is to provide accurate information and help in ways that are open, honest, compre-

hensive and *useful* to those seeking help. As those of us who have been working in the sexuality field know all too well, talking and teaching about sexuality requires having opportunities to learn how to be more comfortable and prepared to deal with this sensitive topic. To do this, support, training, and help is needed.

AIDS is having a devastating effect now and will continue to affect all of us for a long, long time. Sex educators have the skills

that are vitally needed now to help stop this terrible disease. We must offer our talents and our energy to all those who seek help. Let us hope that as we are doing everything we can to stop AIDS, we are also educating the public about what sex education is really all about.

Sex educators and those who support us have the opportunity, and a moral imperative, to make a big difference now. Let's seize this opportunity in 1987 and help save lives.

*Best wishes for a happy, **busy**, and successful New Year!*

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## DO YOU KNOW THAT. . .

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### **Family Planning Conference**

The National Family Planning and Reproductive Health Association is holding its fifteenth annual meeting on March 11–13, 1987 at the Sheraton Washington Hotel in Washington, DC. Exhibit booths, program advertising, packet inserts, publication display, and sponsorship of events are now available. For more information, write to: NFPRHA, Suite 380, 122 C Street, NW, Washington, DC 20001-2109, (202) 628-3535.

### **Adolescent Sexuality Workshop**

The 11th annual adolescent sexuality workshop, entitled "The Wide Spectrum," will be held on February 27–28, 1987 in Salem, Oregon. This conference will cover all topics of adolescent sexuality, including STDs, parent/child relationships, religion and sex education, acquaintance rape, and many more. Keynote speakers include Michael Carrera, EdD; Carol Cassell, PhD; and Phillip Porter, MD. Registration deadline: February 24; for further information contact: Kirstin Nelson, Marion Co. Family Planning, 3180 Center N.E., Salem, OR 97301.

### **Family Strengths Symposium**

On March 23–25, 1987, the Third Eastern Symposium on Building Family Strengths will be held at Pennsylvania State University. This symposium will continue with last year's theme "Celebrate the Family" and will focus on upbeat, practical ways that professionals can help families. Some topics include single parenting, the role of religion, aging, divorced families, and teenage parenting. Graduate and undergraduate credit can be earned. For further information contact: Celebrate the Family, 306 Agricultural Administration Building, The Pennsylvania State University, University Park, PA 16802.

### **American Orthopsychiatric Association Conference**

The 64th annual meeting of the American Orthopsychiatric Association will be held on March 25–29, 1987 at the Washington Hilton in Washington, DC. This meeting will provide an opportunity for mental health professionals to share knowledge on current mental health concerns. Program events will be devoted to children, adults, the aging, families, schools, and the community, and will include specialists from all over the world. For further information regarding exhibits and other details, contact: The American Orthopsychiatric Association, 19 W. 44th St., Suite 1616, New York, NY 10036; (212) 354-5770.

### **SSSS Western Region Conference**

The Society for the Scientific Study of Sex will hold its western region annual conference at the Beverly Hilton Hotel in Beverly Hills, California on March 27–29, 1987. The theme "Issues and Controversies" will explore areas of current controversy, such as sex therapy, sex research, and sex education. For further information contact: Dr. Joan Dixon, WR/SSSS, P.O. Box 9902, San Diego, CA 92109; (619) 276-3616.

### **AIDS Forum**

The 1987 National Lesbian and Gay Health Conference and Fifth National AIDS Forum will be held on March 26–29, 1987 at the Sheraton Universal Hotel in Los Angeles. This conference is sponsored by the National Lesbian and Gay Health Foundation, George Washington University Medical Center, and the Los Angeles Gay and Lesbian Community Services Center. Programming will focus on three main areas: lesbian health care, gay male health care, and AIDS. For further information and registration contact: Greg Thomas, George Washington University Medical Center, 2300 K Street NW, Washington, DC 20037; (202) 676-4285.



# AUDIO-VISUAL REVIEWS

The following audio-visuals were reviewed by Patti Britton, Education Department Planned Parenthood Federation of America; Rita Cotterly, information specialist, Mary S. Calderone Library, and doctoral candidate, Human Sexuality Program, New York University; and Leigh Hallingby, MSW, MS, manager, Mary S. Calderone Library. The reviews were written by Leigh Hallingby.

## **Human Sexuality: Values and Choices.**

1985; 120 minute video, teacher's manual (159 pp.), and parent book (48 pp.). Purchase: video, \$595; teacher's manual, \$50; parent book, \$4.95-\$6.95 each, depending on quantity ordered; master set, \$650; preview set (15-minute sample video, plus teacher and parent books), \$19.95. Search Institute, 122 West Franklin Avenue, Suite 525, Minneapolis, MN 55404; (612) 870-9511.

*Values and Choices* is a print and audio-visual sex education curriculum for 7th and 8th graders and their parents. It was funded in part under a grant from the Office of Adolescent Pregnancy Programs of the Department of Health and Human Services. Above all, it is designed to convince young adolescents to delay sexual activity. Toward this goal, three special elements have been included in this curriculum.

First, seven values seen as basic to all healthy human interaction are defined at the outset and referred to frequently: equality, honesty, respect, responsibility, keeping promises, self control, and social justice. Second, parents are to be involved via evening classes, a textbook, and homework assignments. Third, there are two hours worth of video material to be used over the course of 10 of the 15 lessons. Much of it consists of interviews with adolescents and their parents, taped in various locations around

the U.S. This part of *Values and Choices* is reviewed below.

The video program is of high professional quality, and there is a good gender, racial, class, and geographic mix of teens and adults. The factual information and comments presented are generally excellent. More specific aspects that impressed us were: inclusion of information on masturbation, orgasm, and the clitoris, in the section on puberty; a plea for tolerance and avoidance of stereotyping regarding sexual orientation; emphasis on female and male equality and on the possibility of non-traditional choices regarding sex roles and careers; modeling of good communication between teens about sex; and emphasis on different rates of sexual maturation.

Certain values came out clearly in the video, and it is important that potential purchasers know what they are and be comfortable with them. For example, the scene of a teen mother giving birth is long and agonizing. The comments in interviews with pregnant teens and teen parents can best be summed up as presenting the "horrors" of teenage pregnancy (as opposed to, say, struggling with and overcoming some of the challenges). Abstinence is promoted, especially in the lessons on contraception and sexually transmitted diseases. (All the hands holding the various contraceptive devices are left hands with wedding rings.) Although abortion is mentioned as an option, there seems to be a subtle bias against it. No one who has had one speaks, and the fetus is referred to as a "developing baby." Most of the messages about touch relate to how to fend off unwanted touch.

Overall, then, this is not a "sex positive" program. "Say no" seems to be the bottom line much more than "take charge." However, the messages of *Values and Choices* may be those which

many educators wish to convey to junior high age students. If this is the case, the video portion of the program is definitely recommended. The package price of \$650 may seem expensive, but is not out of line given the two-hour length of the video. **ET,P**

**Straight Talk.** 1986; 19-minute video, teacher's guide, video guide, poster, seven activities masters. No charge. Lifetime Learning Systems, 36 Sanford Street, Fairfield, CT 06430; (212) 757-9100, Ext. 259.

This curriculum represents a collaboration between Ortho Pharmaceutical Corporation, a company which manufactures several kinds of contraceptives, and Lifetime Learning Systems, a curriculum development organization in Connecticut. The seven-part curriculum includes information about adolescent sexuality, reproductive anatomy and physiology, menstruation, contraception, sexually transmitted diseases, and teen pregnancy and parenthood. The accompanying three-part video is reviewed below.

In the first part, "Setting the Record Straight," teens discuss their attitudes toward sexuality, birth control, pregnancy, and talking with their parents about sex. A physician, Dr. Policar, discusses peer pressure using language that is, unfortunately, too academic for the intended audience. The second part, "Chances and Choices," fulfills fantasies of a worst case scenario of a physician (again Dr. Policar) giving a lecture on contraception. The "talking heads" format is boring; the language ("multiphasic," "ingesting") is inappropriate; and the methods are shown but not demonstrated. The condom does not leave its wrapper and the diaphragm (size extra large, for some

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*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.

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reason) is neither covered with cream nor inserted into a pelvic model. The out-of-date term "rhythm" is used rather than "fertility awareness." The third part of the video, "What If?" presents a bleak, grim, and hopeless view of teen pregnancy.

It was our unanimous opinion that the audio-visual portion of "Straight Talk" is not recommended for any audience.

*The following audio-visual was reviewed by Leigh Hallingby, MSW, MS, manager, Mary S. Calderone Library, and Rita Cotterly, information specialist, Mary S. Calderone Library, and doctoral candidate, Human Sexuality Program, New York University. The review was written by Leigh Hallingby.*

**Waking Up to Rape.** 1986, 16 mm or video, 35 min. Purchase, \$500; rental, \$60. Woman Make Movies, 225 Lafayette Street, Suite 212, New York, NY 10012; (212) 925-0606.

This powerful film looks at the complete cycle of rape: the personal trauma, soci-

etal reactions, treatment of the long term effects on the victim, and the recovery process. Rape crisis counselors and a police expert explain the impact that societal attitudes and misconceptions have on rape victims' recovery. Self defense training is introduced as a support for women in exploring issues of strength, vulnerability, and control over their lives and as a possible means of rape prevention. But above all, as three women tell their personal stories, this is a film about how a victim of rape, through a process of personal growth, becomes a survivor.

The three women—one black, one white, and one Hispanic—are most appealing and articulate, and their stories are potent. The most affecting story is about one woman's rape by an acquaintance and her frustration in dealing with an unresponsive criminal justice system. Her husband is now serving life in prison for murdering the rapist. After twelve years of pain and anger she has finally found relief by training to be a rape counselor. The Hispanic woman tells how her family, from two weeks after she was raped on, never again brought up the subject of her rape, and she had to wait years before she found catharsis in group sessions on rape.

*Waking Up to Rape* is an excellent consciousness raising film for all kinds of audiences, such as students, criminal justice personnel, and women's groups. While clearly showing the strength of women, the film is not at all anti-male. Viewers will come away "awakened" to the before, during, and after of rape and especially to the fact that it is an experience not of a few minutes, but of many years. **LT, A, PR**

*The following audio-visual was reviewed by Patti Britton, Education Department, Planned Parenthood Federation of America, and Leigh Hallingby, MSW, MS, manager, Mary S. Calderone Library. The review was written by Leigh Hallingby.*

**Teen Health Computer Program.** Three computer programs (*Teen Health Advisor*, the *Baby Game*, and *Romance*) on audio cassette tapes. Purchase, \$15 for all three. Teen Health Computer Pro-

grams, 2516 Pacific Heights Road, Honolulu, HI 96813-1027; (808) 537-9307.

The first of these three wonderful new programs, the *Teen Health Advisor*, is a comprehensive, inexpensive, user-friendly health screening and assessment tool. It is designed to be used by large numbers of teens at health fairs, in clinic waiting rooms, etc. The program comes on a standard audio cassette tape and is designed to run on the simplest, least-expensive computers available. Originally a Radio Shack 64K TRS-80 Color Computer II was recommended, but the program will soon be compatible with IBM, Apple, and Commodore. Also needed are a printer, a television set, and a cassette player. Local community groups such as Rotary Clubs are recommended as possible sources of donations of the hardware.

Teens using the *Health Advisor* go through 10-15 minutes worth of screening questions with emphasis on identifying high risk candidates in the areas of sexuality, substance abuse, school failure, and suicide. Questions branch out

## 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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### FILMS

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"Taking A Sexual History"

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"On Being Gay"

by Brian McNaught

"The Naked Breast"

The Australian

Broadcasting Commission

"Growing Up"

A film for children about  
puberty

"Bellybuttons Are Navels"

by Mark Schoen, Ph.D.

"Love In Later Life"

Erasmus U., Rotterdam

focus International

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from one another depending on answers given. For instance, if a teen answers the question "Are you a parent?" with "yes," the next question is "Do you want another baby?" If the answer is "no," the next question is "Do you want a baby?"

After each teen completes the program s/he gets a printout with feedback regarding personal health needs, local medical referrals, and necessary health education. (A coded readout of selected responses is also printed for the teen to give to a clinician if s/he chooses.) Among the types of feedback on the printout are such statements as "Every sexually active girl *must* have a regular pelvic exam every 6 to 12 months," or "There is a possibility that you are pregnant now. See a doctor." Teens are also referred to calling Tel-Med for specific relevant recorded health messages and, as appropriate, local gay, STD, and substance abuse hotlines (for which the tape can be programmed).

Furthermore, 25 educational handouts are available to be put on a literature rack for teens to take according to the recommendations of each individual's

printout. Ten are available free of charge from the March of Dimes, and the others are supplied at no cost from Teen Health Computer Programs. Finally, teens are also referred as appropriate to Computer-Assisted Instruction (CAI) programs also available from Teen Health Computer Programs.

The *Baby Game* is a 30-minute CAI color game for teens who feel that they would like to become parents or are ambivalent. Many questions are from the well-known pamphlet "Am I Parent Material?" Others are on how many hours it takes to feed and diaper a baby, the cost of having a baby in a hospital, and the first year costs of a child. Teens "earn money" depending on how well they answer the questions, and their scores are shown as a percentage on a thermometer.

*Romance*, for sexually-active teens, is a 30-minute CAI game of choice regarding sex and birth control. Its purposes are to show appropriate handling of typical sociosexual situations; to explore abstinence, contraception, and the risks of sexual activity; compare costs of

abstinence, birth control, abortion, and birth; and reinforce monetary rewards of delaying parenthood.

Dr. David Paperny, a physician specializing in adolescent medicine, is the brilliant author of this most impressive set of computer programs for teens. He is to be greatly commended for creating health screening, education, and information programs with universal appeal and accessibility. His own research shows that as far as the *Teen Health Advisor* is concerned, teens are more willing to share personal information regarding sexuality, substance abuse, etc., with a computer than with a person; that 95% read the printouts and handouts; that half shared their printouts with an adult or friend; and that the number of pelvic examinations performed on teens has gone up in clinics where it has been installed. The accompanying *Baby* and *Romance* games are both educational and fun and have lively, appealing graphics.

All three programs are highly recommended for all health facilities where teens congregate. **ET, LT**

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## DO YOU KNOW THAT. . .

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### **Kinsey Institute Dissertation Award**

To encourage graduate students to conduct research in the areas of sex, gender, and reproduction, The Kinsey Institute for Research in Sex, Gender, and Reproduction will award a prize of \$1,000 for a doctoral dissertation accepted by an accredited university before April 30, 1987. The initial screening will be based on abstracts, and applicants must certify that the dissertation will not be published before December 31, 1987. Send applications and vitae to: Dr. June M. Reinisch, Kinsey Institute for Research, Morrison Hall, Third Floor, Indiana University, Bloomington, IA 47405.

### **Human Sexuality Software**

A Vancouver-based sexologist, Merv Mason, PhD, has developed a 4-module system that comprises an 80-record Sex-problem Diagnosis and Treatment Information database, along with Client Information and Client Sex-histories input databases. Client records can also be summed for research evaluation and checked for follow-up analysis. Cost of the system is \$1,500. To order the system, or for further information, contact: PROCOL Manufacturing Company, Ltd., Box 24616, Station C, Vancouver B.C. V5T 4E1; (604) 875-1828.

### **Menninger Foundation Expands Program**

The Menninger Foundation has expanded its sex therapy programs with the creation of a Center for Sexual Health. The center offers intensive, time-limited treatment for persons with sexual problems, as well as training in sex therapy techniques for practicing health professionals. For further information contact: Dr. William Simpson, Center for Sexual Health, The Menninger Foundation, Box 829, Topeka, KS 66601; (800) 351-9058.

### **Resource Center for Maternal and Child Health**

The National Center for Education in Maternal and Child Health (NCEMCH) in Washington, DC provides educational services to organizations, agencies, and individuals with maternal and child health interests. The Center, located at Georgetown University within the Department of Obstetrics and Gynecology, responds to requests for information, maintains a resource center, provides technical assistance, participates in outreach efforts, and publishes a variety of materials. For further information contact: NCEMCH, 38th and R Streets, N.W., Washington, DC 20057; (202) 625-8400.

# BOOK REVIEWS

**Sexual Choice: A Woman's Decision.** Heather Trexler Remoff. New York: Dutton/Lewis, 1984 (219 pp.; \$15.95).

*Reviewed by Lorna Sarrel, MSW, Assistant Clinical Professor of Social Work in Psychiatry, Yale University Health Services, New Haven, Conn.; member, SIECUS Board of Directors. And, Keith Ignatius, D MIN, Marketing Manager, Judson Press, Valley Forge, Penn.; member, SIECUS Board of Directors.*

*The first review is by Ms. Sarrel.*

Heather Trexler Remoff has applied evolutionary theory to the mysteries of human mate selection and come up with a provocative book called *Sexual Choice*. Her thesis is that women control mating by initiating the majority of encounters that lead to sexual intercourse. They do this because biology mandates it since a woman's "investment" in her offspring is so great compared to a man's. The male may pass his genes on dozens or even hundreds of times. The female has fewer chances to pass along her genes and will need to devote years of care to each offspring. *Sexual Choice* attempts to prove this hypothesis and to answer the question of which traits women are "programmed" to seek out in men.

Remoff's methodology involved interviewing 66 women for one to five hours, coding the material, quantifying it and then looking for patterns. The women were a diverse sample but not statistically randomized. Remoff did seek out a balance of married, divorced, and never married, as well as diverse educational and income levels.

*Sexual Choice* is written more for popular than professional consumption. The methodology is given short shrift in an introduction. Perhaps 40% of the book consists of quotations from the interviewees. This keeps the book lively but,

in the end, I felt I had read too many anecdotes and not enough hard science.

After reading this book twice, once for myself, and then in order to review it, what do I think of Remoff's contention that women initiate "the majority" of sexual interactions? I am dubious. I will agree with the more limited conclusion she states this way, "Women are much more active in selecting mates than our cultural stereotypes have us believe." The many stories of women plotting and planning, batting their eyelashes, enlisting friends to help them catch a "target male" certainly ring true. What woman has not done this? But what man has not done the same things? Mate-selection is a mutual process which can be called off at any moment by *either* party.

Reading this as a clinician who has heard about dating, mating and breaking-up from thousands of women, I found myself nodding in agreement with many of Remoff's descriptions. For example, she feels that most women don't find genuine satisfaction in recreational sex—at least not for any length of time. I, too, hear this from women. Remoff believes the reason for this is that ". . . the overall biologically determined pattern is for women to be selective and to find the most satisfying sex with men whose traits indicate parental potential" (p. 64).

Remoff's explanation for the not-so-rare deviations from this pattern—for the times women choose less than wonderful men, cads or users—is that it results from mistaken judgment or weak moments. This, I think, is an example of Remoff's greatest weakness. She never thinks psychologically—or perhaps she simply dismisses psychology. So often, I found myself thinking of women who were abused as children who spend a lifetime relating to abusive men whose genes aren't anything I'd want to pass along and whose fathering involves

beating and abusing of offspring. These patterns are far too common and too compelling to be viewed as a minor blip in the true scheme of things.

Remoff tells us that women are attracted to men who are good-looking, intelligent, have good income potential, control of social resources (I translate that as power and popularity within their own sphere); and the list goes on. Remoff's reading of this is that "women are sexually turned on by traits indicative of success in men." She even sees "good-looking" in this light by using anecdotal material to show that a woman thinks a man is good-looking if he looks like her idea of a powerful, successful male. It's really hard to argue with this generalization. It seems to be true in Western society and Remoff makes some case for its universality, citing anthropological literature. I must admit, however, to wanting to ask, "So, what else is new?"

One of the more clever parts of Remoff's research was to look at which traits were exhibited by the men who actually fathered children with her 66 women. Here, some of her findings are, happily, less than obvious. The single most important factor turned out to be that the female's parents approved of the man—particularly the female's mother. Remoff sees this as further confirmation of her basic thesis that it's women who decide mate selection.

Although I found this book flawed and am not persuaded to an evolutionary determinist position, I would recommend the book because it explores a realm most of us tend to ignore or deny—our primitive, mammalian heritage and how very much it may influence us all, setting the limits within which social change is possible. **A**

*This review is by Dr. Ignatius.*

Sometimes when I have finished reading a book I don't quite know what to say

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*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.

about it. *Sexual Choice* is one of those rare books that leaves me stranded. I cannot decide if I like what the author is saying, dislike it because her thesis is not correct, or whether I am responding as a middle-aged male to a book about women and the men they would like to have in their lives. You may have to read the book and decide for yourself.

What is the book about?

*Sexual Choice* is about the mating game that goes on between women and men. Dr. Heather Remoff's thesis is that the final decision for a sexual encounter always rests with the woman. "The human mating system is one characterized by female choice" and that "the behaviors displayed in this reproductive arena are controlled by a biological mandate."

Ms. Remoff contends that this "female choice" is an evolutionary mandate given to woman so that she may protect and insure the survival of the species. Because woman is the one who births a child, she unconsciously and consciously selects a male who has the potential for fathering genetically strong babies and who will protect and provide

for those babies. It is a biological drive inherent in all women and therefore results in women being more cautious than men when choosing a sexual partner. Given that premise, the author contends that women are the "active initiators of the majority of encounters that lead to sexual contact"

It is an interesting theory developed through interviews with some women. What bothers me, as a man, is the "meat-wrack" image that comes to mind. Men are poked, have their teeth checked, and are declared sufficient or discarded. Women, on the other hand, are governed by a biological drive that robs them of individual choice. That would appear to be the logical conclusion if we are to take Ms. Remoff's theory seriously. And that is the source of my difficulty with this book. The human species is both a product of its genetic heritage, culture, and environment and has the ability to be a "little more" than an animal controlled by its biological mandates.

It is a great book however. Any book that leaves me with new questions to explore, draws me into its thesis to the point that I get angry and then leaves me smiling, such as Ms. Remoff does. Her delightful descriptions of the stalking, dancing, and antics of the sexual hunt has got to be an interesting book to read. *Sexual Choice* is interesting reading, but somewhat offensive to men. A

ed audience knows little to nothing about incest. It is an interesting book that does not pretend to be and is not a scholarly work. Excerpts would play well in *Good Housekeeping*.

The author uses the first person to describe her conversations with victims, offenders, family members, and clinicians. The quotes are sparse, and the narrative seems at times to be quite superficial. The introduction to the chapter on offenders begins: "I dreaded meeting the man. I could not imagine liking anyone less than a man who hurt a child in such a painful and selfish way."

The author defines incest as "any sexual relationship between a child and an adult with parental responsibilities; or between two siblings." The book reports only on cases with female victims and male offenders, as they constitute the majority of reported cases. The breadth of the definition allows the author to include the step-parent relationship, which accounts for a considerable amount of the reported cases. To her credit, the author points out that the laws

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**Incest: Families in Crisis.** Anna Kosov, New York, Franklin Watts Inc., 1985 (101 pp.; \$10.90).

*Reviewed by Janet Rosenzweig Smith, instructor, Rutgers, the State University of New Jersey; and director, Mercer County, New Jersey Commission on Child Abuse and Missing Children.*

After reading this little book (68 pages of text) for the first time, I could not imagine why it had been written. I searched through the summaries on the book flaps and the well-written introduction by Dr. Vincent Fontana and found that the stated purpose was to "increase our understanding of incest, and what can be done to prevent it" and to "try. . . to give a clear picture of the issue."

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and the enforcement of them vary widely, occasionally causing confusion and frustration for victims and their families.

As the author is an anthropologist, she is closest to her own element with Chapter Two, "Why the Taboo." It consists of a short essay that discusses sources of the incest taboo and even defines taboo for the reader.

This book may be of value to people who want a superficial introduction to incest, who want to tread lightly before digging in too deeply. One thinks of social service volunteers, or agency board members as potential audiences. A sensitive high-school teacher could also make good use of this book with students.

Although one would like to think that this book is entirely too elementary for professionals, in eight years of intervention with cases of sexual abuse, this writer has met many professionals, including teachers, nurses, social workers and law enforcement personnel, for whom the information in this book would be news.

The book also includes two lists of treatment programs in the United States and Canada, developed by Parents United and the National Center for Child Abuse and Neglect. **ET, LT, A, P, PR**

**People, Love, Sex and Families: Answers to Questions That Preteens Ask.** Eric W. Johnson. New York: Walker and Company, 1985 (122 pp.; \$13.95 hardcover).

*Reviewed by Maria Matthews, BA, Health Educator, Center for Family Life Education, Planned Parenthood of Bergen County, N.J.*

For anyone who has ever wondered how to respond to a fourth grader who asks "What is sex really and how does it feel?", wonder no more! In his most recent book, *People, Love, Sex and Families*, Eric W. Johnson answers searching questions from boys and girls in grades four, five, and six and once again demonstrates his unique ability to communicate with children about sexuality.

To discover what preteens really want to know, Johnson asked over a thousand students from public, parochial, and independent schools, to fill out a confidential, open-ended questionnaire that

simply requested them to write down anything they wanted to know about people, love, sex and families. The result is a marvelous collection of questions and Johnson's clear, informative, sensitive, and sensible answers.

The questions from these nine to eleven year olds reveal that even at this age children are full of curiosity about human behavior, including sexuality. They want to know: "How did people start on earth?" and "How do you know when you love somebody?" and "[Do] my parents still have sex with each other. . ." and "What is a family, anyway?" They definitely want to know *how* to: "How do you tell a boy you love him?" and "How should you take it when your parents get a divorce?" and "How should I answer when kids ask me if I had any sex?"

Over twenty years ago, school teacher Eric Johnson began responding to the concerns of young people in his now classic books, including *Love and Sex in Plain Language* and *How To Survive Junior High School*. Here, he does it

# SEX Digest

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again—giving preteens honest answers that he hopes will empower them to make the right decisions for a healthy, happy and safe adolescence. The essence of his advice is disarmingly old-fashioned:

- Tell the truth.
- Know the facts.
- Don't harm yourself or others.
- Consider the feelings of others.
- Consider your own feelings.

Simple. Sensible. That's Eric Johnson.

Although *People, Love, Sex, and Families* is primarily for preteens, it is also a consciousness-raiser for parents and professionals. Because preteens are still in elementary school, many adults do not realize that they are curious about topics often assumed to be the concerns of adolescence. Johnson encourages preteens to use the book to open discussion with parents and other adults. It should make adults aware of the very deep questions on these children's minds and will show them a way of responding with good-natured, good-humored, good sense.

For example, when a fifth grade girl asks, "How do you get your parents to explain about sex and love and stuff like that. . ." Johnson responds, "Often, when I speak to groups of parents, mothers and fathers will ask me, 'How can we get our children to ask questions?' Therefore, get up your courage and ask what you want to know about sex and love. . . . And when your parents answer, try not to say anything like 'Gee, I already know all that.' Instead, if you don't get the answers you want, keep asking. . . . Remember, people get into trouble because of ignorance, not because of knowledge. What you know won't hurt you. What you don't know may hurt you."

And that is Eric Johnson's major message to children and adults alike. He is a gentle persuader, encouraging both children and their parents to begin now a life-long discussion about people, love, sex, and families. There is no doubt that the preteens themselves are ready to begin. As one fourth grader wrote on his questionnaire, "I really want to know all this, but nobody knows I do. If they knew, they'd kill me. So please keep it a secret, but write the book fast, I need to know." **C, ET, P, PR**

SIECUS Report, January–February 1987

# ON THE HOMEFRONT...

## LIBRARY COMPUTERIZES

In response to the ever-increasing need for information by consumers, the SIECUS Information Service and Mary S. Calderone Library has moved into the computer age. Having purchased a Compaq 286 hard-drive system and special bibliographic software known as PROCITE, we are now initiating the process by which our specialized collection of articles, books, pamphlets, and curricula will be linked to libraries and other organizations nationwide and, in the near future, be available for quick information searches for all library users. This expansion of our information services has been made possible by funding from the Robert Sterling Clark Foundation and the Public Welfare Foundation.

The main objective of this expansion is to extend outreach beyond professionals and SIECUS members and become more visible and accessible to individual consumers. Our library database will be one-of-a-kind, providing a much needed computerized resource of human sexuality material and information. A special feature will be its greater availability, so that a student using a university library in the Midwest will be able to find out what resource materials SIECUS has on any given subject. Or, a parent who has access to a computer can inquire, via a modem, about those appropriate sex education materials available for their children. School districts that have computer systems will find the system especially useful as SIECUS can quickly do a search from a variety of sex education curricula and provide copies of relevant, selected material.

Diane de Mauro, PhD., who will oversee the project, has joined the SIECUS staff as our Manager of Information Services. Dr. de Mauro received her PhD in psychology from SUNY at Stony Brook and has taught extensively at both the university level and for various professional/community groups that serve adolescents, senior citizens, and single mothers.

## SIECUS CO-SPONSORS GRADUATE TRAINING

Other news on the information homefront is the SIECUS training program for 12 graduate students in the Human Sexuality Program at New York University. Co-taught by Dr. Ron Moglia of the Health Education Dept. at NYU and Dr. Diane de Mauro of SIECUS, students are being trained in the process of providing direct service in the human sexuality field. In keeping with SIECUS' function as an advocate for healthy sexuality, the overall goal of the training program is to learn how services promoting sexual health can become more easily accessible to all segments of the general population and to provide students with practical experience in this process.

As part of their training, students are learning how to provide information services to others and how to evaluate the delivery of other sexual health services. The primary components of the training program include:

1. Identification and incorporation of the "helping relationship" in providing direct services.
2. Evaluation of existing services.
3. Implementation of marketing strategies by which to promote and publicize the service.

The first component will be accomplished by way of identifying and dis-

cussing the anticipated sexual concerns of various target populations characterized by gender, age, culture, disability, etc. Thus, students will hone in on important communication skills that place inquiries within their appropriate context, determining what the person is "really asking" and providing the appropriate response or referral, in a non-judgmental and focused manner.

In order to gain the necessary knowledge to make referrals, students will research what kinds of services exist, to whom these services are directed, and what specific services are available. They will also evaluate the quality of the service providers by making personal inquiries to a wide range of services and analyzing the response received.

Finally, to learn how to conduct promotion by implementing marketing strategies, students will design a variety of promotional techniques to be used by SIECUS, including the writing of scripts for public service announcements and state-wide media publicity campaigns. Through this training, students will come away with important first-hand experience of how to help people through direct information services, an experience that will be both relevant and instrumental to their professional work in the field.

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January–February 1987

**SIECUS** REPORT

Sex Information and Education Council of the U.S.

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