

SIECUS Report

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Sex Information and
Education Council of the U.S.

SIECUS in 1989

SIECUS: 25 Years of Commitment To Sexual Health and Education

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Executive Director

Twenty-five years ago, a lawyer, a sociologist, a clergyman, a family life educator, a public health educator, and a physician came together to form the Sex Information and Education Council of the United States. In the words of SIECUS cofounder and first executive director, Dr. Mary S. Calderone, "the formation of SIECUS in 1964 was not the creation of something new so much as the recognition of something that had existed for a long time: the desire of many people of all ages and conditions to comprehend what sex was all about, what old understandings about it were still valid, what new understandings about it were needed, where it fit in a world that was changing, and between men and women who were changing."

I have had the pleasure of reading the first SIECUS newsletters; all of the minutes from years of meetings of the SIECUS Board of Directors; early annual reports; and other historical material. What a rich history SIECUS has! And, how different the world is now than it was in April 1964 when SIECUS was founded.

SIECUS received its charter in the state of Delaware on April 29, 1964 and opened its first office on July 1, 1964, staffed by an unsalaried executive director, Dr. Calderone, and one secretary. The original purpose of the organization was to "establish man's sexuality as a health entity: to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; to dignify it by openness of approach, study and scientific research designed to lead toward its understanding and its freedom from exploitation; to give leadership to professionals and to society, to the end that human beings may be aided toward responsible use of the sexual faculty toward assimilation of sex into their

individual life patterns as a creative and recreative force." In many ways, the mission today remains true to those words.

In January 1965, SIECUS held a national press conference announcing its formation. In a *New York Herald Tribune* story, Earl Ubell, who later joined the SIECUS Board of Directors, wrote, "... the group's first action has been most noteworthy. It formed." A month later, SIECUS published its first newsletter, with an annual subscription rate of \$2.00!

The mid-1960s were important years for advancing sexual rights. The Civil Rights Act of 1964 was critical in establishing principles of racial and sexual equity. In 1965, the Supreme Court decided *Griswold v. Connecticut*, which established the constitutional right to privacy and gave married women the right to contraception. On December 2, 1964, the American Medical Association passed a policy on human reproduction, stating that family planning is "more than a matter of responsible parenthood; it is a matter of responsible medical practice." In 1966, the Office of Education at the federal Department of Health, Education, and Welfare announced its policy on family life education and sex education: "the Office of Education will support family life and sex education as an integral part of the curriculum from preschool to college and adult levels; it will support training for teachers... it will aid programs designed to help parents... it will support research and development in all aspects of family life and sex education." (This policy is a far cry from the pronouncements of the last Secretary of Education, William Bennett!) In July 1966, the National Catholic Welfare Conference, the National Council of Churches, and the Synagogue Council of America issued a joint statement on marriage and family life in the

United States: "We believe and unite in affirming that our sexuality is a wondrous gift from God."

The first few years of SIECUS were very busy and very exciting. By the end of 1965, SIECUS had published its first three study guides on sex education, homosexuality, and masturbation. The Office of Education at the federal Department of Health, Education, and Welfare had funded SIECUS to convene a national conference on "Sex, the Individual, and Society: Implications for Education" in Washington, D.C. By the winter of 1967, SIECUS had 15 paid staff members and requests for information, materials, and assistance were flooding SIECUS from every state in the country.

Opposition to SIECUS and its activities began in 1968-69. The first round was shot by the Christian Crusade in 1968 with their publication, "Is the Schoolhouse the Proper Place to Teach Raw Sex?" In 1969, John Birch Society Founder Robert Welch issued a call for an "organized, nationwide, intensive, angry, and determined opposition to the now mushrooming of so-called sex education in the public schools . . . a filthy Communist plot." Related groups with names with clever acronyms emerged: MOTOREDE (the Movement to Restore Decency), SOS (Sanity on Sex), MOMS (Mothers for Moral Stability) and PAUSE (People Against Unconstitutional Sex Education). One think tank estimated that \$40 million was spent by these groups on an antisex, anti-SIECUS campaign. Attacks on SIECUS and its staff, especially Dr. Calderone, were vicious.

SIECUS struck back with its own more modest campaign. A full-page ad in *The New York Times* ran in response to the attacks. Over 150 public leaders joined the "National Committee for Responsible Family Life and Sex Education" in reaffirming that "enlightened Americans support the concepts of SIECUS: that sex education and family life education training are a community trust and are essential to self awareness and human development." SIECUS developed, and widely circulated, a "Community Action and Communications Kit" to help communities build support and fight the opposition.

Unfortunately, then as now, this small group of reactionaries managed to have an impact despite widespread support for sexuality education. In 1969, the Gallup Poll found that 71% of American adults favored sex education for students. (Support exceeded 90% in 1988.) Nevertheless, several states passed antisexuality education mandates. Louisiana barred sex education in 1968. In 1969, California passed guidelines for family life education; the 10th guideline called for the "elimination of SIECUS materials from all California schools."

SIECUS continued to make progress during the late 1960s and early 1970s despite this determined opposition. In 1969, SIECUS published a textbook for professionals, *The Individual, Sex and Society*. Thousands of copies were distributed. The first SIECUS international workshop was held in 1970, as well as a national conference, "New Findings in Human Sexuality." By 1971, SIECUS had published 14 study guides on a wide range of topics.

Despite the work of fringe groups, sexual rights continued to expand during these years. In 1970, the President's Commission on Obscenity and Pornography established that adults should have the right to sexually explicit material: "federal, state, and local legislation prohibiting the sale, exhibition, or distribution of sexual materials to consenting adults should be repealed." The Commission called for "a massive sex education effort. . . it should be aimed at achieving an acceptance of sex as a normal and natural part of life and of oneself as a sexual being. It should not aim for orthodoxy; rather it should be designed to allow for a pluralism of values." SIECUS' work clearly influenced these statements. In 1970, the U.S. Congress passed Title X of the Public Health Service Act, which established a nationwide system of family planning clinics. The Act was sponsored by the then U.S. Senator George Bush. Maryland became the first state in the country to mandate family life and human development education at all levels in 1970.

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Executive Director, Debra W. Haffner
Editor, Janet Jamar

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In 1972, SIECUS expanded its eight-page SIECUS newsletter into a journal, the *SIECUS Report*. SIECUS also began a major effort to reach out to allied professionals; this included the media, nurses, lawyers, and professionals working with the disabled. SIECUS sponsored a national conference in 1972 entitled "The Media and Changing Sexual Attitudes." In 1973, Cornell University and SIECUS sponsored "Human Sexuality: Perspectives in Nursing." In 1973, SIECUS and the American Foundation For the Blind cosponsored the development of a resource guide on sex education and family life for visually handicapped children and youth.

SIECUS passed its first position statements in the early 70s. The 1973 Statement of Belief declared that "sex education, at any age, cannot be effective as long as it occurs in a society which, in many of its aspects, inhibits rational assessment of sexuality as a central force in human behavior." In 1974, the SIECUS Board of Directors passed a policy stating that "free access to full and accurate information on all aspects of sexuality is a basic right for everyone, children as well as adults."

Several major events advanced sexual rights in the early and mid-1970s. In 1973, the Supreme Court, in *Roe v. Wade*, established a woman's right to abortion, a right that is clearly threatened at present. The American Psychiatric Association removed homosexuality from its list of mental illnesses in 1974. In 1975, the World Health Organization published a definition of sexual health. They wrote, in a statement that is still valid today, that sexual health is the "integration of the physical, emotional, intellectual, and social aspects of sexual being in ways that are positively enriching and that enhance personality, communication, and love. . . every person has a right to receive sexual information and to consider accepting sexual relationships for pleasure as well as for procreation." The first national family sex education week was sponsored in October 1975.

SIECUS continued to develop in the mid-1970s to early 1980s. The first SIECUS affiliates, SIECIND (Sex Information and Education Council of Indiana) and SIECONN (the Sex Information and Education Council of Connecticut) formed. SIECUS affiliated with the School of Education, Health, Nursing and Arts Professions at New York University in 1978. In 1979, the SIECUS library opened at NYU for four hours a day, Monday through Friday. (The library is now open to professionals and the general public 44 hours a week.) SIECUS passed the SIECUS/NYU principles in 1979.

The expansion of sexual rights that characterized SIECUS' first decade and a half changed dramatically in the late 1970s and 1980s. The Moral Majority was founded in 1979, and with Ronald Reagan's election to office in 1980 and again in 1984, attacks on sexual rights became commonplace. Under the Reagan administration, there were countless attempts to restrict sexual rights—to restrict the right to abortion, to limit poor women's access to reproductive health services, and to restrict adolescents' rights to contra-



ception. In 1986, the Supreme Court, in the case of *Bowers v. Hardwick*, further limited sexual rights by sustaining the constitutionality of sodomy laws.

SIECUS continued to develop new projects and efforts during the 1980s. In the early 80s, SIECUS developed the parent learning project aimed at improving parents' abilities to provide sexuality education to their children. This project resulted in SIECUS' popular booklet, *Oh No What Do I Do Now?* In the mid-1980s, SIECUS's Latino Family Life Education project developed new models and strategies for providing sexuality education to Hispanic families. SIECUS published *Winning the Battle For Sex Education* in 1982 and distributed 3000 copies to communities to assist in developing support, and in overcoming opposition to their programs.

The first cases of AIDS were diagnosed in 1981. As we go to press, 87,188 people have been diagnosed with AIDS and 49,976 have died. There can be no doubt that the AIDS epidemic has changed sexual attitudes, values, and behaviors. The AIDS epidemic has led to a real rise in discrimination and violence against homosexuals. The reluctance of the government, and indeed of many health professionals, to become involved in fighting AIDS clearly has been related to the fact that it was first considered a gay disease. I remember one commentator wondering how much faster the response would have been if the new

SIECUS' MISSION

SIECUS affirms that sexuality is a natural and healthy part of living and advocates the right of individuals to make responsible sexual choices. SIECUS develops, collects, and disseminates information and promotes comprehensive education about sexuality.

disease had affected first the titans of industry. Many groups seized on AIDS to promote an antisex philosophy. As one group put it: "Sex equals AIDS. AIDS equals death. That's all that anyone needs to know."

SIECUS first became involved with AIDS education in 1982. In the November 1982 issue of the *SIECUS Report*, SIECUS published the article, "What Does AIDS Mean?," which was one of the first analyses of how the AIDS epidemic would affect sexuality. In 1984, SIECUS and the Gay Men's Health Crisis sponsored a conference in New York City, "AIDS and Sexuality: A Dialogue." SIECUS published the first national bibliography on AIDS education in early 1984, and the first pamphlet for parents on educating children about AIDS in 1985. More than 350,000 copies of *How to Talk to Your Children About AIDS* have been distributed.

The last few years have seen a renewed interest in sexuality education as a result of the critical need for information and education posed by AIDS. In 1986, Surgeon General Koop was eloquent about the need for sex education: "There is now no doubt that we need sex education in the schools and that it must include information on heterosexual and homosexual relationships. The threat of AIDS should be sufficient to permit a sex education curriculum with a heavy emphasis on prevention of AIDS and other sexually transmitted diseases." Responses from state legislatures and state offices of education have been swift: more than 13 states now mandate sexuality education and 29 states mandate AIDS education.

SIECUS has continued to develop new programs and initiatives during the last few years. In 1987-88, SIECUS computerized its library and now offers an online databank of over 10,000 records. In addition, SIECUS began offering computer-based sexuality education and information through CompuServe, Learning Link, and Source. (For a complimentary copy of SIECUS' 1987-88 annual report, please write to us.)

SIECUS will continue to provide leadership in sexual health and education as we face the issues of the future. During the first quarter of 1989, SIECUS membership increased by 25% and foundation support doubled. We are preparing to improve membership services; expand the SIECUS library collection; issue several new publications; and provide nationwide workshops and keynote speeches on the sexual-

ity aspects of the AIDS epidemic. We will convene a national colloquium on the future of sexuality education and issue a report, *Sex Education 2000*, which will outline goals for the next decade.

I am excited as I look forward to the next 25 years of SIECUS. There is more interest in sexuality education than ever before. We have a historical opportunity to make true many of the original goals of the organization, "to be committed to the positive goal of finding ways to incorporate sex meaningfully and with full acceptance into human living . . . to expand the scope of sex education to all ages and groups . . . to create a climate in which open dialogue . . . may take place." SIECUS will continue to affirm that sexuality is a natural and healthy part of life and to advocate for the right of individuals to make responsible sexual choices. We will continue to promote comprehensive sexuality education for all people. At our 25th Anniversary, we rededicate our commitment to sexual health and education.

SIECUS RECEIVES MAJOR GRANT AWARDS

In January and February 1989, SIECUS received notice of support from:

Centers for Disease Control

\$99,000

Public Welfare Foundation

\$40,000

Robert Sterling Clark Foundation

\$50,000

This support will be used to launch a national AIDS initiative; to sponsor a national colloquium on the future of sexuality education and publish *Sex Education 2000*; and to provide professional and public education. We are grateful for this support.

TWENTY-FIVE YEARS WITH SIECUS

- | | | | |
|------|---|-------------|--|
| 1964 | SIECUS was chartered in Delaware
SIECUS opened New York office with
unpaid executive director and one
secretary | 1972 | <i>SIECUS Report</i> replaced <i>SIECUS
Newsletter</i>
SIECUS sponsored conference, "The
Media and Changing Sexual Attitudes" |
| 1965 | Press conference announced formation
of SIECUS

First SIECUS study guides published, on
sex education, homosexuality, and
masturbation | 1973 | SIECUS sponsored conference, "Human
Sexuality—Perspectives in Nursing"
SIECUS sponsored conference, "Sex: The
Law and the Citizen" |
| 1966 | Office of Education, Department of
HEW, funded a SIECUS conference in
Washington, DC, "Sex, the Individual,
and Society: Implications for Education." | 1974 | SIECUS Board of Directors developed
first SIECUS position statement on the
right to sexuality information

SIECUS and the American Foundation
for the Blind published <i>Sex Education
and Family Life for Visually
Handicapped Children and Youth—A
Resource Guide</i> |
| 1967 | SIECUS received its first foundation
funding; office had 15 staff members | 1976 | SIECIND, SIECUS' first affiliate formed |
| 1968 | SIECUS Dinner featured Margaret
Mead, "Is Sex Necessary?"

Christian Crusade organized to attack
SIECUS and sex education—and
published "Is the Schoolhouse the
Proper Place to Teach Raw Sex?" | 1978 | SIECUS affiliated with SEHNAP
SIECONN formed |
| 1969 | John Birch Society mounted nationwide
campaign to discredit SIECUS

California law passed requiring
elimination of all SIECUS materials
from California schools

SIECUS published textbook for teacher
training, <i>The Individual, Sex and
Society</i>

Full-page ad appeared in <i>The New York
Times</i> ; 150 leaders supported the
concepts of SIECUS

SIECUS published "Community Action
and Communication Kit" response to
right wing attacks | 1979 | SIECUS library opened for four hours a
day
SIECUS published "SIECUS/NYU
Principles" |
| 1970 | SIECUS organized Professional
Associates

SIECUS sponsored conference, "New
Findings in Human Sexuality" | 1981 | Parent Learning project was begun |
| 1971 | SIECUS sponsored conference, "Sex,
Love, and Intimacy—Whose Life Styles?" | 1982 | SIECUS published <i>Winning the Battle</i> |
| | | 1983 | SIECUS published <i>Oh No, What Do I
Do Now?</i> in Spanish and English |
| | | 1984 | SIECUS sponsored conference with
GMHC, "AIDS & Sexuality: A
Dialogue" |
| | | 1985-
86 | Latino Family Life Education Project was
begun |
| | | 1987 | SIECUS library computerized |
| | | 1988 | SIECUS began computerized sex
education and information service on
CompuServe, Source, and Learning Link |

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Where Are We Now in the Sexual Revolution?

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in Westport, Connecticut

Whenever I am asked to address parent groups on the topic of sexuality education, I raise the issue of "Where are we now in the sexual revolution?" And then I ask: "Do you find the prevailing sexual climate and sexual attitudes similar to, or different from, those that existed while you were growing up?" The quick response generally given to this question is: "Boy, would I like to talk about that!" I believe this is an important question to ask, because it helps to frame the essential challenges that we face in sexuality education—the whys, whats, whens, wheres, and by whoms. Invariably, after the adults in these groups consider all the responses that are given to the above question, they begin to recognize the need for comprehensive sexuality education—sexuality education that includes input from all available sources: homes, schools, religious and community organizations, physical and mental health organizations and professionals.

Changes Most Often Noted by Parents

Parents, in responding to the above question, often begin by observing that the sexual climate and sexual attitudes experienced by many of them when they were young included major doses of silence, embarrassment, ignorance, and fear. For many, parent-child talks were nonexistent, and sex was seen as an activity to which women submitted in order to satisfy their husbands (a response which often surprises sexuality professionals—especially the younger ones). If one got "caught" (pregnant), one was most often shamed and stigmatized, and in some cases such an event was followed by a "shotgun wedding." In short there was not too much "joy of sex."

Parents mention that they feel there is an increased openness about sexuality today and greater access to accurate information. They also indicate that they are able to have more open conversations with their children than they were able to have with their parents, and that their children seem to have more opposite sex friendships. However, they also express apprehension about the acceleration of their children's sexual involvement and observe that the old "double standard" is still alive and well—girls who have a number of sexual partners are still labeled "sluts" or

"sleazes," and boys who behave identically are still considered "studs."

Always mentioned is the increased incidence of divorce and how it has created child-rearing challenges for both parents. But, their added observations are that it has diminished the stigma of alternative family configurations; has given children the opportunity to see their parents in social/dating situations; and has provided opportunities for children to view adults as people who are still sexual. The increased sexualization of the media has also been a focus in our discussions, as has been the fear of AIDS.

Other Important Changes

Although the above observations are some of the more obvious distinctions made when speaking about how the sexual climate and sexual attitudes have changed, I generally find it useful to highlight other changes that have taken place as well.

From the outset, however, I think it is important to point out that when we consider the term "sexuality," we should do so within a broad perspective. "Sexuality" should not be limited to genital behavior—whether narrowly reproductive, romantic, or erotic—as it includes all those aspects which define us as male and female and influence the manner in which we relate to others. The most obvious sexual behavior that people focus on is sexual intercourse, but other behaviors must be considered as well, such as masturbation, oral and anal sex, and sexual touching. "Sexuality" also includes male and female social roles and social conventions (such as marriage, divorce, and other interpersonal relationships); childrearing; issues of sexual orientation; issues of sex and medicine (such as birth, birth control, abortion, and sexually transmitted diseases); and the manner in which sex and the sexes are portrayed by the media.

Menarche and "Sexual Unemployment." Premarital intercourse is often seen as a key measure of a society's sexual behavior. Although scant and inconsistent data have led different researchers to somewhat differing conclusions,

some generalizations seem warranted. It appears that during the time of the American Revolution the age of menarche (first menstruation) was 14,^{1,2,3} and the average age of marriage for women was 18.⁴ That four year period, between the time when one could reproduce physiologically and the time when one was societally sanctioned to do so, has sometimes been called a period of "sexual unemployment." Currently, improvements in nutrition and health status have lowered the average age of menarche to 12½ years.^{5,6} Moreover, sociologically, the average age at which women marry is now 23½ years,⁷ which means an 11-year period of "sexual unemployment." However, as most of us know, there is actually far less "unemployment" in that period of life than generally acknowledged.

Sexual Behaviors. The best historical data on intercourse is Kinsey's data from 1948⁸ and 1953.⁹ Kinsey et al reported that by age 15, only 3% of American females were not virgins.¹⁰ Moreover, by age 18, that percentage had increased to only 14%. In other words, fully 86% of 18-year-old women (the average age for high school graduation) were virgins. The most thorough, recent research we have, Zelnick and Kantner's data on metropolitan area girls, is unfortunately a full decade old:¹¹

Age	<u>Kinsey/1953</u>	<u>Zelnick & Kantner/1979</u>
15	3% nonvirgins	23% nonvirgins
18	14% nonvirgins	57% nonvirgins

A most recent study demonstrates a continuing acceleration in the number of young people who are beginning to have sexual intercourse. Orr et al reported that in a blue-collar, urban, junior high school in Indianapolis, Indiana, 46% of the 14-year-old girls had already had intercourse; fourteen-year-old boys with intercourse experience numbered 74%.¹² In Kinsey's sample, only 28% of 14-year-old boys had intercourse, and it was not until ages 20-21 that 74% reported having premarital intercourse.¹³

The Zelnick and Kantner study details the recent changes in premarital sexual intercourse among 15-19-year-old females:¹⁴

<u>1971</u>	<u>1976</u>	<u>1979</u>
30%	43%	50%

Another study indicates that fully 80% of unmarried 20-24-year-old females engaged in sexual intercourse.¹⁵

To date, there have been no other comparable large scale studies of *nonurban* populations. However, over the past six years I have conducted some research among students enrolled in an elective Human Sexuality course in an upper-middle class, suburban, high school.¹⁶ While the

students enrolled in this elective course are a self-selected sample (the approximately 100 students who take this course each year represent just under 20% of the students in the 11th and 12th grades, and most are 12th graders), both teachers and students consistently have observed that the makeup of this class is a fairly accurate representation of a cross section of the various groups present in the school as a whole.

Although it may be interesting to see what impact an increased awareness of AIDS will have in the future, the data that have been collected during the past six years have remained very constant. It presently indicates that, on the average, despite some minor variations from class to class and from year to year, approximately two out of three students (male and female) have had sexual intercourse by the time they arrive in the course. And, never have more than half of the class been virgins. It is interesting that the sexual experience of these well-to-do suburban students (90% of whom will go to college) is very similar to that of the urban students in the Zelnick and Kantner study.

Being "sexually active" is a phrase the media uses as a euphemism for engaging in sexual intercourse. There are, of course, many other kinds of sexual activities, aside from sexual intercourse, in which teenagers engage. For example, my research indicates that there is an exceedingly high correlation among those who have engaged in intercourse and in oral sex, both fellatio (oral sex on a male) and cunnilingus (oral sex on a female): if these teenagers have done any one of these activities, they have done all three; and if they have not done one, they most likely have not done any. In Kinsey's data, oral sex was a behavior that was practiced by a minority of the populace (primarily those with college or graduate degrees).¹⁷ Currently—at least for these college-bound youth—oral sex seems to be as common as intercourse. Nonetheless, it is a behavior that is still illegal in 10 states,¹⁸ and the Supreme Court has recently reaffirmed that states do have the right to prohibit this form of sexual activity between homosexual adults.¹⁹

Fully 95% of these students have engaged in breast touching and 90% have engaged in genital touching. These behaviors, in an earlier generation, were referred to as "petting;" today, they are lumped together under the ambiguous phrase, "fooling around." Although the term "fooling around" can mean different things in different locales, it typically refers to any behavior short of intercourse. Since it is highly likely that 5-10% of the students in a class are simply not social at all (they do not go to parties, on dates, etc.), it probably also means that almost all of the 95% who have been in a social setting have been "sexually active," i.e. "fooling around." This appears to be considerably different from their parents—Kinsey confirms that 72% did engage in "petting," but is unclear whether such petting included genital contact as well as breast touching.²⁰ In fact, one of the basic sexual behavior differences between parent and child seems to be a very pronounced acceleration of sexual activity. "Fooling

around" is often seen by these young people as acceptable behavior between people who may be together at a party, and who are not even "seeing," let alone "going with," each other. If a line is drawn, it seems to be drawn at sexual intercourse.

At the same time, if a couple is "going together" for any significant period of time — certainly a few months qualifies, sometimes just a few weeks — it is often assumed that the couple is having intercourse. And, generally, such behavior is accepted as quite normal and appropriate by the couple's peers, if not by their parents! In fact, one of the most striking findings is that fully 50% of these young people have taken a shower with a member of the other sex,²¹ which does not suggest a quick and fumbled sexual encounter in the back seat of a car; rather, it is often an unhurried sexual episode in a home where the parents are off at work or away on a weekend vacation.

Moreover, the vast majority of these young people feel good about the extent of their sexual experience — approximately as many wish they had more as wish they had less, perhaps 5-10%.²² They also do not "hate themselves in the morning" nor do they "lose respect" for themselves or their partner(s) as might have been the case with their parents. It is important, however, to note that in Kinsey's sample, between 69-77% of the girls also had no regrets in regard to their premarital coitus.²³ Most teenage intercourse among these students seems to take place in the context of a caring relationship, with one steady partner.²⁴

Another important template for assessing sexual behavior change is masturbation. In 1969, the first year when women were admitted to Yale University, Philip and Lorna Sarrel found that the incidence of masturbation among Yale women was about 33%. Ten years later, in 1979, they replicated their study and discovered that the proportion had grown to 75%.²⁵ Was it that more women were masturbating or that they were simply acknowledging their behavior? In fact, it probably does not really matter, as either explanation represents a cultural/behavioral change of impressive magnitude. It is also unlikely that one or two generations ago women's magazines would have headlined articles on how to use vibrators to have bigger, better, and more frequent, orgasms.

Sexually Transmitted Diseases. We no longer use the term, "VD": venereal diseases suggest gonorrhea and syphilis to most people, but we are now aware that these two diseases are neither the most prevalent nor the most virulent of their sort. We now talk about "STDs," sexually transmitted diseases. Almost all of us are aware of herpes, and most professionals, if not most of the public at large, are aware of chlamydia. And, of course, it would be impossible to be alive in 1989 without knowing about AIDS, a disease that has become epidemic in the past decade.

It is interesting to consider that *The New York Times* currently runs articles on AIDS almost daily; carries full-

page public service ads encouraging the use of condoms (in one-inch bold print!);²⁶ and mentions vaginal, oral, and anal intercourse, and semen and vaginal secretions. Only a few years ago, the Centers for Disease Control and *The New York Times* were using the less explicit and more confusing phrase, "bodily fluids," to avoid using the words semen and vaginal secretions. And few would have predicted that Dr. C. Everett Koop, who many believed would be one of the most conservative surgeon generals in recent memory, would urge the early initiation of AIDS education, and sex education in general.²⁷

Birth Control. Despite the fact that Pope John Paul consistently reaffirms the Catholic church's traditional position of opposition to artificial birth control, two-thirds of American Catholics are using it!²⁸ This appears to represent a significant change in responsiveness to papal authority, although we have no actual figures that indicate the extent of this change.

Teen Pregnancy/Births. In 1985, the Alan Guttmacher Institute reported that the United States' teen pregnancy rate was fully twice as high as those countries rated highest in the industrialized West (England, Wales, and Canada), despite the fact that teens tend to begin intercourse at the same age and to engage in it as often in all of the countries studied.²⁹ Also, between 1970 and 1985, births to unwed mothers increased 50%; currently, one in five births in the United States is to an unwed mother.³⁰

Abortion. Abortion — a most clandestine subject in the age of the parents of today's teenagers — is now not only publicly discussed, but is considered one of the most critical and divisive of political issues. It is an issue debated by Presidential candidates, is considered a "litmus test" for Supreme Court appointees, and is often the topic of term papers for junior and senior high school students.

Relationships, Marriage, and Employment. Significant changes have taken place in the structure of relationships and marriage. To begin with, people are waiting longer to get married. Between 1970 and 1984, the median age for marriage, among both men and women, rose two and one-half years, and since 1956, three years. This represents the oldest median age for marriage recorded since the government began keeping such statistics in 1890.³¹ The percentage of nonmarried men and women, between the ages of 20-24, in 1970 to 1985 were as follows:³²

	<u>1970</u>	<u>1980</u>	<u>1985</u>
Women	33%	50%	59%
Men	50%	67%	76%

In fact, almost half of new households in the United States added since the 1980 census have consisted of people living alone or with nonrelatives; and such households now account for almost 30% of all households in the country.³³ Moreover, the stereotypical family — breadwinning dad,

housekeeping mom, and children—currently accounts for only one in four families.³⁴ The 50% increase in one-parent families, with a divorce rate currently around 50%, means that one in four children lives in a one-parent family.³⁵

Currently, 72% of all women between the ages of 25-54 work and both spouses work in 56% of all families.³⁶ But, while the impact of the women's movement has undeniably resulted in greater opportunities for many women, economic and job discrimination still continue to be the rule rather than the exception.³⁷

Religion. There have been significant changes in organized religion and the clergy as well, with a movement toward a less male dominated heterosexist approach. Many religions, for the first time, have accepted women in their clergy; are acknowledging the existence of clergy who are homosexual; and are even ordaining new gay and lesbian clergy.^{38,39,40} And, the Catholic church, while still denying women roles as priests, has accepted an updated text of the New Testament that is notably less sexist than previous versions.⁴¹ For example, *Matthew 16:23* has been changed from: "You are not judging by God's standards, but by man's" to "You are not thinking as God does, but as human beings do," and "Not on bread alone is man to live" has been revised to read, "One does not live by bread alone."

Homosexuality. This is perhaps the first generation that has come to recognize the myth of the "heterosexual assumption"—the myth that everyone we see and know is heterosexual. We have begun to comprehend the reality that perhaps 4-7% of the population will be exclusively or predominantly homosexual;^{42,43} and that many of us have homosexual friends and relatives, even gay parents, siblings and children. Films like "Making Love," "Partners," and "Personal Best" have given people the opportunity to see many areas of similarity between heterosexual and homosexual relationships. We have also heard about people like Bille Jean King, Martina Navratilova, Rock Hudson, Congressman Stewart McKinney, and many more, whose bisexuality still surprises many people. For historical comparison, we can look back either to 1971, when Connecticut's State Motor Vehicle Commissioner refused to reinstate a driving license, declaring that a homosexual's sexual orientation and behavior made him an "improper person to operate a motor vehicle,"⁴⁴ or, as recently as 1988, when a Texas judge gave a reduced jail term to convicted murderers because their victim was homosexual.⁴⁵

Abuse. For many people, the television program, "Something About Amelia," focused consciousness on the disturbing reality of child sexual abuse. As reports began to filter in, in the mid-80s, the statistics became even more frightening. Although there are problems in obtaining reliable data on such a difficult topic, studies have indicated that 10-25% of all women have been sexually abused or molested as girls.⁴⁶ While it is unclear whether this is similar to or different from the past, what is different is that this appalling fact has now penetrated public awareness. Also, for the first time in American history,

THE YEARS 1964-1989

- 1964 SIECUS founded
- 1965 *Griswold v. Connecticut*, Supreme Court established the right to privacy and married women's right to contraception
- 1966 Masters and Johnson published *Human Sexual Response*
National Organization of Women founded
- 1968 Feminist protest at Miss America pageant
- 1969 Stonewall riots in Greenwich Village helped launch gay rights movement
- 1970 Title X Family Planning Program established
- 1972 *The Joy of Sex* published
Title IX passed, established sex equity in education
U.S. Commission on Population and the American Future
- 1973 *Roe v. Wade*, Supreme Court established women's right to abortion
Our Bodies, Our Selves published

forced sex in marriage has been labeled "sexual assault/rape," and a number of states have passed related legislation;⁴⁷ television programs have highlighted the issue; and colleges have recently acknowledged that rape and "date rape" may be surpassing theft as the number one crime on campus.⁴⁸ Among adult women, physical abuse by men remains a significant, if underdiscussed, problem. One in every five women seen in the emergency room with injuries is there because she was battered, making battering the most common source of injury for women—more than accidents, muggings, and rape combined.⁴⁹

The Media. It was during the period when many of today's parents were growing up that United States' obscenity laws banned such classics as *Lady Chatterly's Lover* and *Tropic of Cancer*; and *Playboy* magazine, which began by demurely covering women's nipples, gradually moved to total nudity, with pubic hair and open labia displayed. In the 50s, perhaps the most sophisticated feminine fragrance was Chanel #5; today, this symbol of feminine elegance is advertised in magazines with a profile of a woman whose naked breast and nipple are obvious. The day is long gone when the only way to see naked breasts was to peruse *National Geographic* magazine!

- 1974 American Psychiatric Association removed homosexuality from list of mental illnesses
- 1977 Dade County, Florida passed gay rights ordinance; sparked Anita Bryant counter-movement.
- 1978 Louise Brown, first test-tube baby born
- 1979 Moral Majority founded
- 1980 Ronald Reagan elected President
- 1981 First cases of AIDS diagnosed
- 1982 Reagan administration proposed "squeal rule" to require clinics to notify parents of teens that have received contraception
- 1985 Attorney General's Commission on Pornography
- 1986 *Bowers v. Hardwick*, Supreme Court sustained constitutionality of sodomy laws
Surgeon General Koop released report on AIDS calling for sex education
- 1988 29 states have mandates for AIDS education and 13 have mandates for sexuality education
- 1989 SIECUS' 25th Anniversary

Further evidence of the public's eagerness for information about sexuality is evidenced by the publishing success of the book, *The Joy of Sex*,⁵⁰ which was on *The New York Times* bestseller list longer than any book in American publishing history. It sold more than five million copies during that eight-year period — and was purchased primarily by adults who feared that they had missed some of that joy.⁵¹ In addition, the *Hite Report on Female Sexuality*⁵² — despite its questionable methodological approach — provided a major breakthrough by letting women know what society had told them was unladylike to discuss, that two-thirds of all women did not experience orgasm through intercourse alone. Women gave a *collective* sigh of relief, previously having believed that they were the only one for whom this was true.

Currently, even staid radio stations play songs from mainstream recording artists, women who plead: "I Want a Man with Slow Hands," "Do It to Me One More Time" ("Once is never enough with a man like you!"), and "Let's Get Physical." On the more adventurous stations, it is stated more explicitly: "I Want Your Sex." This is quite different from the generation that grew up with: "How Much Is That Doggie in the Window?" and "Love Is a Many Splendored

Thing." In fact, even when Fats Domino sang, "I found my thrill on Blueberry Hill," it had a different connotation than now. And, the generation that was scandalized (or entertained) by Don Imus ("Imus in the Morning") now recognizes that he is tame compared with Howard Stern's scatological musings. Moreover, while parents may have come of age watching only "Captain Video" and having Elvis' churning hips censored on Ed Sullivan's "Show of Shows," the latest analysis of television programming indicates that, in 1987, the typical viewer witnessed 14,000 instances of sexual material. There were, in fact, 65,000 sexual references made, but the typical viewer saw only 14,000!⁵³

Public Policy. As so often happens, social reality leads politics. It comes as a surprise to young people — and even to their parents who lived through it — that it was not until 1965 that it became legal to purchase, sell, or use contraceptives throughout the United States.⁵⁴ In fact, it took legislation by both houses of the Connecticut legislature to make it legal to have intercourse on Sunday — in 1972!⁵⁵

Major opinion polls in 1985 and 1986 indicate that fully 85% of the American public favors sex education in the public schools — in contradistinction to the dearth of such comprehensive programs.^{56,57} Moreover, recent studies indicate that 67% (70% of Catholics!) favor the linking of schools and family planning clinics.⁵⁸ The magnitude of the 85% number can be illustrated best by reference to those Presidential elections which customarily have been referred to as "landslides," in which the victor really only received 60% of the total votes cast.

What Conclusions Can Be Drawn from These Data?

There really has been a sexual revolution! An enormous sociocultural change has taken place during the lives of parents of schoolchildren. Men and women in their forties and fifties, who were brought up in one generation ("Do not wear patent leather shoes, boys will look up your skirt!"; "Don't sit on a boy's lap, unless you sit on a book — and preferably a telephone book!"; and "Good girls don't!") are being asked to provide sexuality education for their children, who are coming of age in a very different social milieu.

At the same time, a SIECUS pamphlet of a decade ago is still accurate. It said: "By 15, all kids have had sex education in school . . . in hallways, locker rooms and washrooms." The choice is not "Sex education: yes or no." Sex education takes place all the time. The choice is whether it will be planful or inadvertent; whether it will be conducted in the street or in the homes, schools, religious and community settings; and whether it will be left to the media or will be mediated by responsible, skillful, and caring adults.

Sexuality education is, and must be, more than teaching about pregnancy and STDs. In order to be most useful, it

must include a thoughtful examination of what it means to be female and male and how each of us relates to the other. It needs to be a process that seeks to help all of us learn how to use our whole beings to enrich our humanity and to enhance our relations with others. In order to help young people—and adults—make sense of the changes which have occurred in the past generation, sexuality education must assist people in their decision-making processes. And, in order to do this, it must include three things: accurate information and education; an understanding and appreciation of feelings, values, and attitudes (one's own and others'—the so-called "affective domain"); and the ability to communicate, so that one may acquire and share both information and feelings, values, and attitudes.

In 1989, given the changes that have taken place since the founding of SIECUS and during the lifetimes of today's parents and their children, the task is too big and too important to be left undone or to be done by only one of the responsible parties (parent, school, religion, health professional, community or media). It needs a coordinated, cooperative effort. That is a major part of the SIECUS mission. *Good luck to us all!*

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Why the Need for a Sex Information and Education Council of the United States as a New, Separate Organization

Wallace C. Fulton, MPH

First President, Sex Information and Education Council of the United States

... Why, indeed? The answers to these questions would be as numerous, and as varied, as the three-dozen directors of SIECUS. These directors,* selected for their professional achievements, are leaders who are associated with a wide number of fields and a variety of organizations *already concerned with aspects of human sexuality*. Why, then, have they chosen to lend commitment and personal prestige to SIECUS? Because it is their conviction that a new organizational approach—a council, a community of interests—is needed *now* “to establish man’s sexuality as a health entity. . . to dignify it by openness of approach, study, and scientific research designed to lead toward its understanding and its freedom from exploitation. . . .”

Existing organizations—tick them off—have an established public reputation for a given point of view about sexuality . . . and with that point of view they contribute to public understanding. But, in every case, *their program responsibilities necessarily focus around or go beyond human sexuality per se*. SIECUS objectives focus sharply and directly on it. By the very nature of the SIECUS Board, unity results *only* from a common positive, open, scientific approach to human sexual behavior. There is advocacy not for a solution, but for more education and research, and for a climate of open dialogue that may enable solutions in time to be arrived at.

In effect, SIECUS holds, as a director has said, that “sex education, in the best sense today, means training people emotionally and intellectually to be able to make intelligent and well informed choices among an array of competing alternatives.” *This task begins with training the teachers themselves*. And SIECUS is ready to supplement

this important function of colleges, universities, and a wide number of organizations. But, for such education to win acceptance and implementation, broad-spectrum interests must join hands—in council—to document common concern and the capacity for united efforts. The interest in such a council has come not only from those who now convene as the SIECUS Board. *Their* concerns are echoed by almost countless responsible individuals who have said, in many ways—is not the time *now* to bring into the open the subject that has dwelt in shadow so long? The overwhelming number of speech and conference invitations coming to the SIECUS office is a significant index of organizational, as well as individual, concern.

This concern is reflected, too, in the rash of articles appearing in the press and periodicals, the crop of story episodes on network television, and the discussion sessions on radio. Some are aimed at sober consideration of human sexuality, but too many others simply exploit sex for the sake of circulation or rating, and are not based on real understanding of the facts or the issues involved. Favorite scapegoats are the college students whose widely publicized behavior has given rise to an epidemic of tongue-clucking among adults, all of whom are beyond college age.

Another SIECUS director points out that “the problem being faced in the colleges cannot be understood except as we understand the extent to which we as a people have produced the problem. All of us, college students and adults, have become captives of the attitudes we have created.” Other SIECUS directors would probably state the case in other ways. . . and that is as it should be. This is the essence of SIECUS—many points of view dedicated to open

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*See page 16

THE SIECUS PURPOSE—1964

To establish man's sexuality as a health entity; to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; to dignify it by openness of approach, study and scientific research designed to lead toward its understanding and its freedom from exploitation; to give leadership to professionals and to society, to the end that human beings may be aided toward responsible use of the sexual faculty and toward assimilation of sex into their individual life patterns as a creative and re-creative force.

dialogue and to cooperation and collaboration with other organizations, supplementing broad gauge family life teaching with an open focus on that aspect of it that too often receives only an oblique or even bootleg approach. In effect, SIECUS aims at being an organization's organization. And to this end the supplemental programs of SIECUS will include materials and points of view that recognize and deal with human sexuality in its totality rather than as limited to human reproduction, and at all ages rather than limited to adolescence and youth. SIECUS will gather together the researchers, and the teaching materials, and the case studies of community efforts toward open dialogue. In effect, SIECUS must serve as *the* clearinghouse in this field of human sexual behavior.

SIECUS expects to work closely with established, family-centered interdisciplinary organizations, to help bring about, *within* the framework of family life education, constructive dialogue between youth and adults on the pros and cons of the various sexual patterns that can be identified in American life. It is to these challenges that SIECUS will respond. . . dealing uniquely with *human sexuality as a health entity*.

These are some of the "why's" for a new, separate organization. In point of fact, the response to SIECUS during its first six months of existence clearly indicates that if the present group had not created it, others would inevitably have had to do so.

Justification

Profound scientific and social changes occurring in the past several decades have resulted in equally profound changes in attitudes toward sex and in sexual behavior patterns. Traditional ways of conduct and thinking have been sharply challenged or modified. The consequence has been mounting concern and obvious uneasiness throughout the nation concerning the management of the sexual impulse, both in our present circumstances and in the future.

Our recognition of the need to reexamine and appraise evolving sexual attitudes, and of the importance of arriving at reasonable solutions to the present sexual dilemma, has led us to this point:

We believe that an organization rooted in a sincere concern for an objective, responsible and positive approach to sex is needed. We therefore have proceeded to form the Sex Information and Education Council of the United States (SIECUS). We believe SIECUS can perform certain functions. It can:

1. provide a broad, interdisciplinary approach that will deal uniquely with *human sexuality as a health entity*.
2. be committed to the positive goal of finding ways to incorporate sex meaningfully and with full acceptance into human living, as a substitute for the negative approach that denies the importance of sex or looks upon it as a "problem."
3. expand the scope of sex education to all age levels and groups. An education program which concentrates solely upon children and youth, or upon reproduction to the exclusion of sexual behavior, is too limited.
4. cooperate with many groups and work through many educational channels; e.g., churches, public education, medical and other professional schools, mass media of communication, national organizations in mental health, family life and general education fields.
5. create a climate in which open dialogue concerning sexual perplexities and uncertainties may take place. We are especially concerned that such an interchange be established between youth and adults, and between youth and youth.

We expect SIECUS to work closely with the various family-helping professions and with those already-established organizations that are family-centered. As a part of, and as an aid to, the broad aspects of personality development and family life education, SIECUS will focus on human sexuality as a positive factor in the total physical, mental and emotional health of the individual and his effective functioning in society.

It is to such challenges that SIECUS must respond.

Suggested Initial Programs

1. *To act as a clearinghouse* for ongoing sex information and education programs.
 - a. to gather and classify information on their where, who, what, how.
 - b. to develop measuring scales and methods for assessing their effects and their effectiveness.
 - c. to make these findings available to professionals and organizations in family life and related fields.
 - d. to make interpretations to professionals and to the public on such conclusions as may be drawn from them.

2. To codify such studies and already published materials as may be pertinent to the *purposes* and *programs* of the organization.
3. To plan, obtain support for, carry out or sponsor, and publish, such research and programs as would assure as rapid progress as possible toward the stated *purposes* of the organization.
4. To provide a continuing forum whose scientific atmosphere will make it possible to consider and discuss, with dispassionate objectivity, all aspects of human sexual behavior. An Annual Forum, to be held in a different region of the country each year, would be the embodiment of this concept.
5. To enlist the active participation of young people of high school and college age in planning and carrying out programs directed toward helping all members of society to develop a sense of informed responsibility in the use of sex as a life force.
6. To provide, for public and professionals,
 - a. objective information on important aspects of observed human sexual behavior.
 - b. indications as to how constructive attitudes can be developed about such problem areas as sex in the aging, premarital sex, homosexuality, etc.
 - c. appropriate bibliographies in generalized and specialized areas of information on sex.
 - d. publications and audio-visual aids for conveying sex information, appropriate to the varying needs of special groups.
7. To develop, under the guidance of specialized advisory committees, *teaching standards and syllabuses for sex education programs* requested by medical and other professional schools, primary and secondary schools, religious groups, etc.
8. To organize and conduct teaching institutes for the continuing education of professionals, timed and located with reference to opportunities provided by professional meetings of such key groups as physicians, teachers, nurses, social workers, clergy, etc.
9. To evaluate present pedagogical methods and techniques as to their applicability and/or adaptability to the special needs of sex education, as a field of knowledge and attitudes that is particularly sensitive and vulnerable.

Structure

The organization is of the pattern usual for a national voluntary health agency. All criteria to qualify the organization to apply for membership in the National Health Council are being observed.

Technical advisory and lay committees in specialized areas will be invited to serve the needs indicated by the programs developed.

Communication and cooperation will be fostered with established family-centered organizations and with organizations in related fields.

It should be made clear that the purposes and programs of SIECUS will be its own, entirely independent of the purposes and programs of other existing agencies. SIECUS' program will at all times focus on meshing itself into generalized community health programs, particularly those that include such components as mental health services to youth, to families, and to the age groups over 50.

An individual serving SIECUS in any capacity will be expected to do so as an individual, and not as representing any organization or special interests.

Financing

SIECUS will follow the funding patterns common to other voluntary health agencies: initially support will be sought from interested individuals and from private foundations. When program accomplishments justify it, public support will be solicited, and applications for grants-in-aid for specific research and educational projects will be made to appropriate foundations and agencies.

JOIN SIECUS TODAY!

SIECUS members are part of a growing network of more than 2000 professionals and concerned individuals who are dedicated to promoting the delivery of sexuality education and information and to protecting individual sexual rights.

\$60 Basic Membership
 \$40 Senior Citizen Membership
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The annual membership fee entitles members to:

- A year's subscription to the *SIECUS Report*
- Free use of the Mary S. Calderone Library
- Free searches of the SIECUS library database
- 10% discount on all SIECUS publications
- Educational consultations, including technical assistance in program planning
- Professional listing in SIECUS' Speakers Bureau

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1964-1965

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 National Jesuit Social Science Center, St. Louis University
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Associate Professor of Education
 Teachers College, Columbia University
 New York, NY

CLARK VINCENT, PhD

Professor of Sociology
 Bowman Gray School of Medicine, Winston-Salem, NC

Comments from Officers and Board Members in 1965:

"I am primarily interested in the problems to which you are addressing yourself because of their importance in the education of physicians and health officers, secondarily because of their importance to every segment of our society—indeed to the societies of nations throughout the world."

*George Packer Berry, MD
Dean, Harvard Medical School
Vice-President SIECUS*

"As a college president, I am acutely aware of the pressing needs of students for help in the area of sex. As one of them put it, 'This is the rawest concern we have!' It is not simply that they need information, although many of them in fact do. They are far less sophisticated and knowledgeable than they appear. But more than that, they need help in attitudes, in their sense of values, in their sexual morality. SIECUS can make an invaluable contribution here — not by preaching or moralizing, but by providing the materials and the atmosphere which will help students to resolve these problems in a mature and healthy way."

*William Graham Cole, BD, PhD
President, Lake Forest College
Board Member SIECUS*

"In the field of sex, the United States appears to be suffering from a kind of mass schizophrenia: On the one hand, there is obsession with the subject, as

observed in publications, entertainment and advertising media; on the other, we continue to maintain on the books, antiquated and unreasonable laws that exert an arbitrary impact not only on normal human sexual behavior but also on related fields such as birth control and medically-indicated abortion. Because I believe SIECUS can help to clarify some of this confusion and contribute to a saner approach to the whole subject of sex, I am happy to be on its Board."

*Harriet F. Pilpel, LLB
Senior Partner, Law firm, New York City
Board Member SIECUS*

"My interest in SIECUS stems from the conviction that a serious reappraisal of contemporary sexual patterns is long overdue. We have discarded past conceptions of sex without bothering to replace them, so that current attitudes and practices have developed haphazardly, with little concern for the profound significance of human sexuality considered in terms either of personal fulfillment and happiness or the requirements of a technically advanced society. Hence I feel there is vital need for a national organization like SIECUS which will strive to identify the major relevant problem-areas and cooperate in the development of more adequate approaches by providing the public with the best knowledge and thinking presently available."

*John L. Thomas, SJ, PhD
St. Louis University
Board Member SIECUS*

The SIECUS Board of Directors has voted to honor SIECUS' founders, presidents, and chairpersons at a special benefit for SIECUS' 25th Anniversary to be held on April 27, 1989. SIECUS is proud to honor these leaders for their commitment, dedication, and vision:

Alan P. Bell
Mary S. Calderone
Michael Carrera
Wallace C. Fulton
Evalyn S. Gendel
William Genné

Lester A. Kirkendall
Harold I. Lief
David R. Mace
Ann Welbourne Moglia
W. Ray Montgomery

Harriet Pilpel
Wardell P. Pomeroy
Lorna J. Sarrel
William Stayton
John Thomas
Clark Vincent

The Journey Toward SIECUS: 1964 A Personal Odyssey

Lester A. Kirkendall, PhD,
Professor Emeritus, Department of Family Life,
Oregon State University, Corvallis, Oregon;
Co-Founder of SIECUS; Humanist of the Year 1983

For this issue celebrating SIECUS's twentieth anniversary, I was asked to carry out an interesting and challenging task—to describe the opening up of the sexuality field as I remember it, and also the situations which culminated in the founding of SIECUS. Meeting this challenge has called for me to take differing personal experiences and relate them specifically to this important assignment. Thus my discussions will be historical in nature and will explain how I came to be associated with the founding of SIECUS.

I really didn't think much about "sex information and education" in my boyhood, but had there been an organization such as SIECUS, it might have helped me with some of my sexual problems. Mainly I was distressed over my inability to cease masturbating. This was around 1914 or 1915 and I had discovered hidden away in an attic an old book published in 1897, *What a Young Boy Ought to Know* by Sylvanus Stall. It was intended to help males "avoid vice and deliver them from solitary and social sins." After I had read the pages on the "abuse of the reproductive organs," I realized that I was on my way to having a "sallow face, glassy eye, drooping form, [lacking in] energy, force, or purpose, [being] a laggard in school, shy, avoiding the society of others, disliking good books, avoiding the Sunday-School, and desiring to escape from every elevating Christian influence." I was unsuccessful in stopping my "solitary sinning." But I did watch fearfully for these terrifying symptoms. They never did show up, though once when I stepped on a nail and ran it into my bare foot I thought perhaps this was the consequence of my secret vice. But nothing further happened. So I concluded that something was amiss somewhere. I wasn't aware of it then, but this provoked an energy I have always carried with me. This called for getting troubling concepts into the open, whether they concerned sexuality or something else. Certainly this energy motivated me when I became involved in founding SIECUS.

Belief in this philosophy went with me through high school, college, and on to graduate study, during which time I read whatever I could lay my hands on. Much of what I read about sex reflected Stall's 1897 views; so as a graduate student at Teachers College, Columbia University, I decided to meet and talk with leaders in the field of *social hygiene*, the terminology commonly used at that time. (There was an American Social Hygiene Association then with headquarters in New York City.) Among the persons I

met was Dr. Maurice Bigelow, author of *Sex Education*. He taught at Teachers College, and in 1934 I took his course dealing with sex education. At the close of the class he asked me to come to his office, at which time, unknowingly to him and to me, he started me on my journey toward SIECUS. He told me that he would be retiring in a few years, and he hoped that someone would carry on his concern with sex education. He felt I was qualified to do that, and I was pleased at his assessment.

From 1927 to 1933 I had served as an elementary school principal and instructor, and then as a high school teacher. That experience showed me that I could talk to pupils easily, so I found myself discussing, particularly with males, various sexual concerns that troubled them. (At that time, apparently, only males had sexual problems. What females wanted to discuss was "How can one tell if one is in love?") Working with pupils at that level convinced me that much of what had been taught was erroneous and there was a need for organizations that could promote and direct sex education. The American Social Hygiene Association seemed to be moving in that direction, though its major emphasis was the elimination of venereal disease. My concern, however, really lay in the field of human relations; I felt that sex education had to be considered an integral aspect of complete and satisfying living. I expressed my views on this in a book, *Sex Education as Human Relations*, published in 1950. Furthermore, I had felt for some time that research based on the actual experiences of individuals was necessary. In 1936 I began teaching courses in Adolescent Psychology, Tests and Measurements, and Methods of Teaching at the Teachers College of Connecticut, later called the Central Connecticut College of Education. On the side I was doing informal counseling; this resulted in my first book on sexuality, *Sex Adjustments of Young Men*, published in 1940. But by then I had developed at least two concepts which would later be incorporated into SIECUS programs: the necessity of integration (remember that when SIECUS was formed, its purpose was to further the concept of sexuality as a *health entity*), and the need for promoting research.

When World War II began, I was on the faculty at the University of Oklahoma. With enrollments depleted because so many men and women were serving in some aspect of the war effort, I was essentially left with no one to teach. So I was swept into the maelstrom of war, but I was

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also having experiences that would stand me in good stead when the time came to establish SIECUS.

Through Thomas Parran, Surgeon-General of the U.S. Public Health Service, who knew me and was familiar with my work, I was asked and consented to be on the staff of the Venereal Disease Education Institute at Raleigh, North Carolina. I had been there only a few months, however, when I was asked if I would accept an assignment to the U.S. Office of Education in Washington, D.C. J.W. Studebaker was the Commissioner of Education. The objective of the assignment was to promote sex education in the schools. I accepted without knowing exactly what was involved, or how the assignment had been decided upon. I very quickly found that, while there were avenues to pursue, Commissioner Studebaker was very fearful of political repercussions. The plan developed was for me to travel to different states to discuss with state superintendents of schools the possibility of promoting sex education in their schools, and during my tenure I actually visited 36 states. One thing Studebaker asked was that he see any correspondence which came from state superintendents or from other political sources. This requirement was certainly justifiable, but what impressed me was the degree of caution and fear he displayed. Looking back, I now suspect that in some way Dr. Parran maneuvered Commissioner Studebaker into accepting this arrangement, and that basically the deciding argument was that effective sex education programs would help cut down the wartime venereal disease rate. As soon as it became clear that the war was ending, I was informed that the Office of Education no longer needed the program. It was therefore being dropped.

One event during this time had a particular bearing upon my being favorable to the establishment of a non-government-sponsored organization through which promotion of an integrated sex education program could be handled. As I have noted, one agency, the American Social Hygiene Association, was already in existence. But to my way of thinking and that of others, it was too closely tied to venereal disease. A broader, more inclusive approach, yet one particularly concerned with sexuality was needed. Thus, the event I have in mind was a Social Hygiene Education Conference which I organized. Held at the Office of Education headquarters in Washington in December 1944, it was attended by 38 persons. Some came from various states; others represented different groups and a variety of educational endeavors. Several governmental agencies were also represented. All conferees were influential individuals in their fields. Commissioner Studebaker appeared and made a short address in which he examined the overall Office of Education program, making only fleeting references to the sex education program and the purposes of and expectations to come from the conference itself. The conferees were organized into five committees to discuss and summarize the following topics: principles and philosophy of sex education; materials and methods in the schools; special problems; teacher education; and program implications. A report presenting their conclusions was

mimeographed, but contained this stipulation: "This report or any portion of it is not available for printing unless permission for such printing has been secured from the Commissioner of Education, U.S. Office of Education, Washington, D.C." I have never seen this report reproduced anywhere. I retained a single mimeographed copy for myself. This experience supported my belief that any agency related to sexuality concerns should be non-governmental. One positive experience did come from serving in the Office of Education—namely, my discovery of the many people throughout the U.S. who were supportive of sex education programs, and the numerous programs which were functioning quietly but effectively. When it came time for the formation of SIECUS, I found myself much less fearful of negative repercussions than were some others, and much more aware of supportive persons and organizations. As I look back, I think my Office of Education experience was very helpful to me, and I hope it made me more effective in working with others as well.

Following the collapse of the Office of Education program I served briefly as an instructor and counselor for American soldiers enrolled at the Army University at Florence, Italy. This university had been set up for men who had fought in World War II and were awaiting transportation home. It was staffed by American professors, and the hope was that the GIs who enrolled could transfer credits to colleges and universities in the U.S. I was to teach courses in Educational Psychology and there were five instructors ready to teach this course. Since I was obviously not needed, and since my interest in marriage and family life was high, I proposed that my three classes be changed to Psychology of Marriage. A quick agreement was reached. My fellow academicians from the U.S. greeted my assignment with snickers and risqué jokes ("Will this be a laboratory course?"). But not the GIs! The University was housed in Mussolini's aviation school, and I was assigned a classroom that would seat 100 students. By noon the first day of enrollment all my classes were over-subscribed; they were closed with 320 registrants.

I had no more awareness than my joking colleagues of what was ahead; however, I found out very shortly. Many of the men wanted not a course, but catharsis. They needed to talk about what had happened to them. They were eager to go home; yet in a very real sense they were afraid. Some had set up relations with Italian women and now wanted to bring them back to the U.S.; they had been sexually involved; some had produced pregnancies; some had had homosexual experiences. Others had lost buddies; under the emotional impact of battle and the awareness that life was transitory and might end at any time, these relationships had become extremely binding. Many knew they could never discuss their experiences with their families and loved ones. At the university my counseling schedule was always filled; men came to my room at night and on the weekends to talk about their experiences. At the end of the first term, the commanding officer (serving as president of the university) suggested that, since there was so much enthusiasm (and so much need), my classes be moved to the auditorium for the second term. There

around 275 could be seated. I agreed. These classes were over-enrolled also. I never did get the roll called, but I do know that I had between 825 and 850 in the three classes.

But what does this have to do with the founding of SIECUS? Just this: I became totally aware that the methods we use in relating to others, sexually and otherwise, are of highest importance. I knew then that the rest of my life would be devoted to helping people learn how to build relationships. This was the reason for my decision to concentrate on stabilizing marriage and the family. Sexuality would be clearly recognized, particularly through educational channels, as an integral part of healthy, satisfying human living. Help was needed in this enterprise, both in properly preparing individuals to do this work and in creating and enlisting support from organizations specializing in human sexuality concerns.

Following my return from Italy I became for several years the director for the Association for Family Living in Chicago. When, however, it became possible to return to the academic world, I joined the teaching staff in the School of Home Economics at Oregon State College (later Oregon State University) at Corvallis. Here I taught courses in various aspects of family life, interpersonal relationships, and counseling techniques. I also did much counseling myself. In 1960 I initiated a course in Human Sexuality. It was new for Oregon State, and so far as I know it may have been the first undergraduate human sexuality course taught in the United States.

During the time we lived at Oregon, my wife and I made several trips to Europe, two before the founding of SIECUS. On both of these trips we visited the Scandinavian countries. I went to Stockholm particularly for the purpose of visiting the National Association for Sex Education (RFSU), headed at that time by Elise Ottesen-Jensen. Here I learned about the sex education program in Sweden, sat through one of the meetings of the executive board, and acquired the names of other Swedish authorities in the field, including Brigitta Linner, Maj-Briht Bergstron-Walan, Jan Trost, Lars Ullerstam, Joachim Israel, and Georg Karlsson—all of whom were involved in the Swedish sex education program in one way or another. They sought to show me what was going on in the schools, and to discuss objectively the criticisms of the Swedish programs which were being bandied about in the U.S. at that time, points at which their program might be improved, and the part both youth and parental associations had taken in improving their program. I also stopped in Denmark, visited with Dr. Kirsten Auken, and learned more about the sex education program in that country. Finally I arrived at the Netherlands, where they had an organization similar to the one in Sweden, and learned about programs in Holland.

By this time I was sure that something should be done in the U.S. Later I attended the North American Conference on Church and Family, held at Green Lake, Wisconsin in 1961. Here I met Mary Calderone for the first time. In our conversation I expressed my concern about the need to deal

with sexual problems, and about the need for some group to promote sex education in the schools. Dr. Calderone said she had been thinking about the need for such an organization herself and that she knew others who would be interested in pursuing the idea. It wasn't SIECUS yet, but at least SIECUS was in embryo form.

For me this initiated numerous interchanges with other concerned professionals on such issues as these: Is there a need for an organization relating particularly to sexual matters? If there is such a need, should the organization not become a part of some presently existing group, such as the National Council on Family Relations, Planned Parenthood, or the Association for Marriage Counselors? If it were set up independently, would there be a Board of Advisors arranged so that various important organizations would each be represented by a member, or would individuals of prominence in the field be chosen instead? Should sex be specifically mentioned in its title? If so, would people respond to it or would they be turned off by this reference to sex? And where would the money come from? I think that for current *SIECUS Report* readers the answers to practically all of these questions are obvious.

Although I had expected that there would be some support for such an organization, the high degree of enthusiasm generated in debating these questions surprised me. It actually took those of us involved about two years to get all the details arranged, but the articles of incorporation were issued in April 1964, and finally SIECUS came into existence. I have always remembered a comment made by Earl Ubell, then science editor for the *New York Herald-Tribune*, in a story he prepared: ". . . the group's first action has been most noteworthy. It formed." And this evidently was very significant for Mr. Ubell, for a year or two later he joined the SIECUS board.

The original professional staff consisted simply of the executive director—Mary Calderone. She did have secretarial help, but being minimally staffed was part of the price the organization paid for remaining independent and apart from existing agencies. The nearest it came, of course, to allying itself with any discipline was in its intent to "establish man's sexuality as a health entity." (Notice the wording used in this statement of purpose. *Sexuality* was used instead of sex because that word was thought to be more inclusive and to be moving away from a concentration on the physical. I now wish we had said: "human sexuality" instead of "man's sexuality.") What I appreciated, however, was the number of disciplines and occupations represented on the first Board of Directors. Professors predominated with six sociologists, a health educator, a family life educator, two who were in Schools of Medicine, and two who were preparing other educators. There was a college president, and four who were executive directors of clinics and research and health care centers. There were three psychiatrists, three marriage counselors, three people working with religious organizations, an executive with a life insurance company, the editor of *Sexology* magazine, an author/lecturer, and a partner in a law firm. A number of

these people remained on the board for several years, and later boards have maintained this vital diversity.

From the beginning there was a definite concern about finances. SIECUS did not offer membership then, but sought grants. Fortunately the venture was innovative enough to attract donors. The first grant came from the Commonwealth Fund, and this was soon followed by additional ones from several other organizations. One development which I believe was very important in obtaining such grants was the evidence that SIECUS was meeting a genuine need. The Summer 1966 issue of the SIECUS *Newsletter* called attention to the fact that from January 1965 to August 1966 requests for services or information totaled 3,930 and came from every state in the Union. Schools (public and private), the medical profession, religious groups, Parent-Teacher Associations, and health, service, social, and welfare organizations, as well as individuals, accounted for these requests. At the same time, Mary Calderone was beginning her peregrinations all around the U.S. and abroad, and the staff was growing. Providing materials for schools, medical services, other organizations, and individuals was an important feature of SIECUS' service. Each newsletter contained a list of significant publications—books, journals, articles—and curriculum and teaching aids. In the meantime, the SIECUS Board had initiated a series of Discussion Guides. I was particularly pleased that one I had prepared, *Sex Education*, began the series in 1965. The next two guides dealt with homosexuality and with masturbation. A total of 14 guides constituted this series, and other publications followed.

The result was that by this time some governmental support was forthcoming. In November 1966, the Minnesota Department of Education issued a position statement supporting and encouraging family life and sex education in the schools. And better yet, the U.S. Office of Education in 1966 granted SIECUS funds to hold a conference in Washington, D.C. This conference was called "Sex, the Individual, and Society: Implications for Education." It brought together over 70 specialists, some of whom presented papers which were discussed and evaluated. These and some additional papers were then assembled by Carlfred Broderick and Jessie Bernard, and appeared in 1969 as a SIECUS handbook for teachers and counselors.

Those of us who sought to get SIECUS under way in the early 60s were undoubtedly working with an idea ripe for development. For example, in December 1964, the American Medical Association decided to drop its "neutral" policy on birth control and contraception, and this in turn was followed in 1965 by a Supreme Court decision invalidating the Connecticut state law prohibiting the use of contraceptives. In 1965 the Sex Information and Education Council of Canada (SIECCAN) was established, following the same basic principles that had been used in the establishment of SIECUS. And so the whole field of human sexuality was expanding, becoming more open. Without doubt, however, the formation of SIECUS and its pioneering efforts gave both power and direction to that idea "whose time had come."

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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Conference / Seminar Calendar

TRAINING 3, FAMILY PLANNING COUNCIL OF SOUTHEASTERN PENNSYLVANIA 1988-89 TRAINING CALENDAR. Training 3 is a comprehensive training program for family planning and other health and social service personnel in DHHS Region III. Calendar includes listings of conferences and courses sponsored by grantees in Delaware, Washington DC, Maryland, Pennsylvania, Virginia, and West Virginia and explains how to get further information on each event's agenda, dates, fees, etc. Contact: Rose M. Diggs, Program Assistant, Training 3, Family Planning Council of Southeastern Pennsylvania, 260 South Broad Street, Suite 1900, Philadelphia, PA 19102, 215/985-2604.

2ND ANNUAL CONFERENCE, "AIDS, MEDICINE & MIRACLES: A MULTI-DISCIPLINARY DIALOGUE FOR CARE GIVERS, POLICY MAKERS, AND PEOPLE LIVING WITH HIV INFECTION," April 27-30, 1989. "This conference is a practical demonstration that 'we are all living with AIDS.' We can all contribute to the discussion about ways to realize our hopes and goals for wellness." Will be limited to 300 people. Clarion Hotel, Boulder, Colorado. Contact: AIDS, Medicine & Miracles, Inc., 2033-11th Street, Suite 1, Boulder, CO 80302, 303/447-8777.

10% OF THOSE WE SERVE: LESBIAN AND GAY CLIENTS HEALING FROM HOMOPHOBIA, ALCOHOLISM AND OTHER ADDICTIONS, April 28, 1989. "This professional conference will enhance the clinical skills of alcoholism and mental health providers treating gay men and lesbians." Co-sponsored by 10 different organizations; endorsed by seven. John Jay College of Criminal Justice, New York. Contact: 10%-GLAS, P.O. Box 1141, Cooper Station, New York, NY 10276, 212/399-6900 or 212/935-7075.

AIDS AWARENESS AND ACTION WEEKEND, April 29-30, July 29-30, and October 28-29, 1989. Will include: AIDS Medical Update; Psychosocial Aspects of the Epidemic; Presentations by People with AIDS, ARC, and HIV infection; Living with Death and Dying; IV Drug Outreach; Available Social and Educational Services; Volunteering with AIDS Atlanta; and special interest small group sessions. Georgia Mental Health Institute, Atlanta, Georgia. Contact: AID Atlanta, 1132 West Peachtree Street NW, Atlanta, GA 30309-3642, 404/872-0600.

PROFESSIONAL DEVELOPMENT WORKSHOPS, SPRING 1989, AT THE CENTER FOR FAMILY LIFE EDUCATION. "Teen Abuse Prevention: Teaching Assertiveness Skills to Teens," May 2, 1989, with Catherine Charlton, MPH, and Steve Brown; "Sexuality: Issues for Helping Professionals," May 4, 1989, with Gale Rusten Fleishman, RN, MS, and Bob Pekar, ASCW; "Taking the Stress Out of Stress," May 10, 1989, with Bruce Nils Miller; and "Sexuality Mid-Life and Beyond: Exploring the Diversity," May 15, 1989, with Barbara Whitney, RN, PhD. Contact: The Center for Family Life Education, Planned Parenthood of Bergen County, Inc., 575 Main Street, Hackensack, NJ 07601, 201/489-1265.

NEW YORK UNIVERSITY'S (NYU) HELP FOR THE HEALTH CARE TEAM: MEETING THE NEEDS OF PEOPLE WORKING WITH PEOPLE WITH AIDS, final workshop, 'HIV/AIDS AND SUBSTANCE ABUSE,' May 11, 1989. A one-day workshop co-sponsored by the NYU AIDS Mental Health Project and the NYU Regional Education and Training Center. **TRAIN THE TRAINER**

SUMMER INSTITUTE, June, 1989 (date to be announced), a five-day training institute sponsored by the NYU AIDS Regional Education and Training Center which is designed to create a network of trainers who can provide expert instruction in the full spectrum of HIV/AIDS issues. Applicants should be health care professionals who are responsible for teaching colleagues about HIV/AIDS in their home institution or agency. NYU AIDS Projects, 429 Shimkin Hall, 50 West Fourth Street, New York, NY 10003, 212/998-5032.

CENTER FOR POPULATION OPTIONS' 3RD NATIONAL CONFERENCE, "ADOLESCENTS, AIDS AND HIV: THE FUTURE STARTS NOW," May 11-12, 1989. A national conference "on building effective HIV prevention programs at the community level." Designed "for all those who work with and care about adolescents, and who want to work to safeguard the lives and future of our next generation." Will include a policy roundtable, informal breakout sessions, and five separate series of workshops. Sheraton Universal Hotel, Los Angeles, California. Contact: Center for Population Options, 1012 14th Street NW, Suite 1200, Washington, DC, 20005, 202/347-5700

ASSOCIATION OF JUNIOR LEAGUES TEEN OUTREACH CONFERENCE 1989, May 12-14, 1989. Its purpose is to "train new Teen Outreach collaboration teams in the 'how-to's' of implementing the Teen Outreach program; assist continuing Teen Outreach teams in broadening their networks and improving their services to the students; and network and exchange ideas for effectively implementing the program." Marriott City Center Hotel, Minneapolis, Minnesota. Contact: Teen Outreach Program, Association of Junior Leagues, 660 First Avenue, New York, NY 10016, 212/683-1515.

2ND ANNUAL AMA NATIONAL CONGRESS ON ADOLESCENT HEALTH, "PREPARING FOR LEADERSHIP," May 19-21, 1989. Will provide an opportunity to hear about timely research; to become acquainted with model programs; to learn details of grantsmanship and evaluation; to hear about effective ways of promoting public education; to network with a wide variety of professionals; and to learn about advocating for the health care needs of underserved youth. Presenters include: Eric Ostrov, Art Ulene, Sharon Lovick, Robert T. Blum, Arthur Elster, Debra W. Haffner, Nancy M. Abbate, and others. Designed for physicians, nurses, psychologists, sociologists, teachers and school administrators, social workers, nutritionists, youth service organizations, and legislators. Westin O'Hare, Chicago, Illinois. Contact: Room Reservations, Westin O'Hare, 6100 River Road, Rosemont, IL 60018, 312/698-6000.

INTERNATIONAL CONFERENCE: TXT OF SEX OFFENDERS, May 21-23, 1989. "Will bring together professionals who research and treat sex offenders. Cross-cultural issues, assessment methodologies, and biomedical correlates are some of the topic areas that will be addressed." Program in Human Sexuality, University of Minnesota, Minneapolis, Minnesota. Contact: International Conference on Treatment of Sex Offenders Continuing Medical Education, University of Minnesota, Box 202, UMHC, 420 Delaware Street SE, Minneapolis, MN 55455, 612/626-5525.

PLANNED PARENTHOOD OF NORTHERN NEW ENGLAND PROFESSIONAL WORKSHOPS: "Countering Homophobia"

with Betsy Crane, MA, *June 2, 1989*, Sheraton Inn, W. Lebanon, New Hampshire; and "Positive Contraceptive Imaging: A New Approach to Contraceptive Education," with Peggy Brick, MEd, *June 9, 1989*, Burlington, Vermont. Contact: Connie Leff or Nance Craig Nahmia, Training Registration, Planned Parenthood of Northern New England, 23 Mansfield Avenue, Burlington, VT 05401, 802/862-9637.

THE SOCIETY FOR PUBLIC HEALTH EDUCATION'S 6TH ANNUAL CONFERENCE, "HEALTH EDUCATION: BLENDING THEORY WITH PRACTICE," *June 15, 1989*. General session and workshop topics will focus on health education theories and their application to health education practice. Will feature a poster and networking session. Seattle, Washington. Contact: Kristin Zylstra c/o PNW SOPHE, P.O. Box 24973, Seattle, Washington, 206/522-7497.

1ST NEW ENGLAND CONFERENCE ON ADULT CHILDREN OF ALCOHOLICS (AND OTHERS WHO IDENTIFY), "REDISCOVERING YOUR DISCARDED SELF," *June 15-17, 1989*. Includes such topics as "Honoring Our Bodies: The Key to Women's Health"; "Premenstrual Syndrome and Co-Dependency"; "Co-Dependency and the Search for Intimacy"; and "But You Hide It So Well: Impact of Childhood Sexual Abuse on Self-Esteem." Portland, Maine. Contact: U.S. Journal Training, Inc./Portland, ME, Enterprise Center, 3201 SW 15th Street, Deerfield Beach, FL 33442, 800/851-9100, 305/360-9233.

6TH ANNUAL FAMILY LIFE EDUCATION INSTITUTE, "TAKING THE NEXT STEP: TRAININGS FROM EXPERTS IN ADOLESCENT SEXUALITY," Baltimore, *June 19-23, 1989*; Seattle, *July 17-21, 1989*; Minneapolis, *July 31-August 4, 1989*; and San Francisco, *August 7-11, 1989*. "Six of the nation's foremost authorities on adolescent sexuality will present a series of professional development trainings": Dr. Michael Carrera, "Whole Person Teen Pregnancy Prevention That Works"; Dr. Carol Cassell, "Helping Teens Build Positive Relationships in Friendships, Dating and Love"; Dr. Sol Gordon, "Promoting Self-Esteem - Key to Reaching Vulnerable Youth"; Debra Haffner, MPH, "Changing Teens' Behavior Regarding Sex and AIDS"; Mary Lee Tatum, MEd, "The Freedom to Learn in Effective Teen Sexuality Education"; Pamela Wilson, MSW, "Overcoming Stereotypes of Culture, Gender and Sexual Orientation." Designed for teachers, community educators and all youth-serving professionals. Each expert will offer a day-long session and participants can choose one session or more, or attend the entire week's program. Contact: ETR Associates, Training Department, P.O. Box 1830, Santa Cruz, CA 95061-1830, 408/438-4060.

AIDS & ADOLESCENTS CONFERENCE, *June 22-23, 1989*. Keynote address by Debra W. Haffner, "The Time for Prevention Is Now." Cosponsored by Planned Parenthood of Greater Kansas City; Development Systems, Inc; Good Samaritan Project; Kansas City, Missouri Health Department; and Missouri Community Health Corporation. Designed for professionals, including school personnel, correctional workers, counselors, clergy, and parents. Holiday Inn, Lenexa, Kansas. Contact: Lois Culver, Planned Parenthood of Greater Kansas City, 816/756-2277.

SECOND CONFERENCE FOR HOMOPHOBIA EDUCATION, "STRATEGIES FOR HOMOPHOBIA EDUCATION," *June 30-July 3, 1989*. Participants will showcase their work, network with others in the field, and examine resources in print, slides, film, and other media. Organized by the National Organization for Changing Men and cosponsored by 25 other organizations.

UCLA, Los Angeles, California. Contact: The Campaign to End Homophobia, P.O. Box 819, Cambridge, MA 02139, Jeff Beane (Los Angeles) 213/273-6375; Mary Jo Osterman (Chicago) 312/864-2840; Cooper Thompson (Boston) 617/868-8280; Christine Iijima Hall (Washington, DC) 202/955-7763; Gordon Murray (San Francisco) 415/821-1718.

THORNFIELD ANNUAL SEXUALITY TRAINING WORKSHOP, "SEXUALITY EDUCATION: FOR THE AGE OF AIDS AND BEYOND," *July 10-16, 1989*. Will focus on building self-esteem, confidence, and competence in sexuality education. Designed as an advanced course for teachers, counselors, ministers, health professionals and others. "Features a broadly-based staff of key professionals covering topics such as sexuality education in the schools, AIDS education, and sexuality and spirituality": Alison Deming, Mary Lee Tatum, Brian McNaught, Rev. Bill Stayton, Dr. Dick Cross, and Linda Roessler. Thornfield Conference Center, Cazenovia, New York. Contact: Alison M. Deming, P.O. Box 447, Fayetteville, NY 13066, 315/637-8990.

INTERNATIONAL LESBIAN AND GAY ASSOCIATION'S 11TH ANNUAL CONFERENCE, *July 16-22, 1989*, "under the honorary patronage of the Austrian Federal Minister for Education, the Arts and Sports, Dr. Hilde Hawlicek." The International Lesbian and Gay Association is a worldwide organization which disseminates information and fights for the human rights of lesbians and gay men everywhere. Founded in Coventry, England in 1978 by 12 groups, it now has more than 200 member organizations and representatives in 40 countries. During the conference a visit will be made to the former concentration camp of Manthausen, where a commemorative plaque was placed for homosexual victims of nazism. Jugendgastehaus Brigittenau, Vienna, Austria. Contact: Homosexuals Initiative Wien, IIGA Conference Organizing Committee, Novaragasse 40, A-1020 Vienna, Austria, Europe, 0222/26-66-04.

"SEXUALITY COUNSELING AND THERAPY," *July 17-28, 1989*, (3 credits). Will focus on early intervention, and remediation and problem-oriented work. Will examine, from a treatment perspective, the following: sexual enhancement and dysfunction; developmental difficulties; work with victims and offenders of sexual assault and child sexual abuse; approaches to AIDS and other STD counseling; reproductive health issues; atypical sexual behavior; lifestyle orientation or choice; and value conflicts. Designed for mental health counselors, social workers, psychologists, and other health and education professionals. Prerequisites are 14 graduate hours in counseling or psychology, or permission from the instructor Kay Frances Schopp (802/656-3340), a licensed psychologist, AASECT certified sex educator, therapist, and supervisor, and author of *Sexuality Counseling: A Training Program*. Contact: Continuing Education, The University of Vermont, Burlington, VT 05405.

CALL FOR PAPERS, "FEMINIST PERSPECTIVES ON SEXUALITY." In recognition of the impact of feminist study on sexuality, the Society for the Scientific Study of Sex will publish a special issue of *The Journal of Sex Research* (February 1990), which will be edited by Carol A. Pollis and Carole S. Vance. The volume will explore the many ways in which gender has influenced women's experience of sexuality and sexologists' efforts to understand it. Deadline for submission of manuscripts is July 1, 1989. Submit them to: Carole S. Vance, Sociomedical Sciences, Columbia University, School of Public Health, 600 West 168th Street, New York, NY 10032, 718/786-1444 or Carol A. Pollis, Dean of Humanities and Social Sciences, University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311-7001, 414/465-2476.