

## Part I: Healthy Adolescent Sexual Development

### Toward a Positive Approach to Adolescent Sexuality

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**"To the young people of this nation  
Who must find their way  
To sexual health  
In a world of contradictions —  
Where media scream,  
'Always say yes,'  
Where many adults admonish,  
'Just say no,'  
But the majority  
Just say...  
Nothing."**

— Dedication, *Teaching Safer Sex*<sup>1</sup>

**F**or a number of years, I have been puzzling over this idea of sexual health. Often, I begin workshops for professionals with an open-ended sentence: "When it comes to teen sex, most adults..." The responses are always the same: "Ignore it." "Think it is wrong." "Pretend it does not exist." "Do not want to deal with it." I then ask, "Teens think sex is..." The replies are equally predictable: "Fun." "Important." "Natural."

Next, stating the obvious, I note that whether or not adolescents have intercourse, they are very sexual people and I ask participants what would be the healthy and positive expression of that sexuality during the teen years. Rarely is anyone prepared to answer that question. Preoccupied with the dangers of teen sex — pregnancy, sexually transmitted diseases, and date rape — most adults have a clear idea of what is wrong but little idea of what is right.

In search of a positive approach, I examined a variety of bibliographies on adolescent sexuality but found them completely dominated by the pregnancy

issue. For example, sex education programs are marketed and evaluated almost entirely for their ability to prevent unwanted outcomes of sexual behavior, preferably through abstinence. A plethora of research studies document when youth become "sexually active" by having intercourse, but they ignore other kinds of sexual activity as well as the entire subjective experience of sex for teens. Quantities of data also tell us how poor teens are as contraceptors; but few data reveal the *quality* or meaning of teen sexual experiences.

I decided to take another tack. I examined cards, collected over the years during workshops for adults, on which participants have described a "peak sexual experience" and a "pit sexual experience." This is a final part of an exercise in which participants review their sexual life histories, select a peak and pit experience, and write each anonymously on cards that are then taped at the proper location on a "Life Line" (from 0 to 100 years) drawn on the board. Although the writers were teens in the 40s, 50s, 60s and 70s, their highly subjective memories do provide some clues for thinking about teen sexuality today.

For females, twice as many teen-year experiences were negative as positive; for males, negative and positive were about equal. However, some of the same themes appear on the negative cards of both females and males: not knowing enough information about sex; being sexually abused by an older person; and being unpopular. More males were concerned about masturbation guilt and about sexual identity. Many females noted the sex-negative messages they received (particularly from their mothers); extremely unhappy experiences with early intercourse; and, of course, unwanted pregnancies.

But more important for the purpose of this paper are their positive memories of teen sexuality. Females remembered having someone hold their hands and touch

## Editor's Note:

*This issue of the SIECUS Report is Part I of a two-part series on "Healthy Adolescent Sexual Development." Part II of the series will be published in the October/November issue of the SIECUS Report.*

*Because so many individuals speak of healthy adolescent sexual development yet fail to define or explain exactly what they mean when discussing the topic — and because so many important concerns are now focused on this critical period in a young person's development — we have asked experts in the field to provide a brief discussion of their opinions or views on the subject. For most people — even the experts — this is not, and has not been, an easy task. They, nonetheless, each have gracefully accepted the challenge and have provided us with unique and useful perspectives that may, separately and together, shed greater light on what is meant by healthy human sexuality.*

*Our hope is that by having an opportunity to explore a variety of views on this topic all of us will be better equipped to refine our own personal and professional ideas and conceptions; that we will be better able to respond to the question, "Just what is healthy adolescent sexual development?"; and that we may be better able to assist adolescents who are seeking their own individual answers to this question and to respond to and explore related issues and concerns.*

*In this spirit of exploration, and of seeking greater clarity on the topic, our readers are invited to send their personal and professional opinions and views to the editor as well.*

them; a first kiss; frank discussions with their parents that set a base for the rest of their life relationships; learning to have an orgasm with a vibrator; feeling desirable and loved; swimming in the nude; mutually exploring and pleasuring short of intercourse (a great way of learning about their bodies and another's); discovering that sexual love is a wonderful dimension of a relationship and that guilt is unnecessary; deciding to have intercourse; realizing that there is nothing wrong with being a sensual/sexual person; and developing a sense of self and of control over their sexuality.

Males remembered as peak sexual experiences a first date; kissing games at parties; first intercourse; first orgasm through masturbation; discussing sexual issues with a mixed peer group on a rational knowledge basis; and being involved in a sexual relationship which was thoroughly mutual and equal.

Such memories of adolescence, gathered in a more scientific way, could help us to discover the conditions

that enhance sexual development and those that impede it. But, meanwhile, adults determined to create a more positive approach to adolescent sexuality may want to try the following:

1. Think of a man and a woman whose sexuality you admire. If possible, talk to these people about the forces that helped each of them develop into the sexual person they are today.
2. List all the forces that influenced your sexuality during your teen years. Which enhanced your development? Which had a negative influence?
3. What are the positive and negative influences on the sexuality of teens today? What can be done to

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minimize the negative forces? To maximize the positive ones?

4. What is the major message about sex you want to give to teens? What can you do to spread that message?

During recent workshops, I have asked hundreds of professionals who work with teens to write their own definitions of healthy adolescent sexuality. The following list, divided rather arbitrarily into categories, is a compilation of their ideas.

## **Some Characteristics of Sexual Health in Adolescents**

### **Body Image Awareness**

He or she:

- Feels good about being male or female.
- Understands how the male and female reproductive systems function.
- Has a realistic and positive image of his/her body.
- Is not obsessively concerned with dress and appearance.
- Understands the stages of sexual development and how the body changes during the teen years.
- Knows that sexual feelings are normal and can be controlled.
- Knows his/her genital area and does not feel ashamed about his/her genitals.
- Feels comfortable with bodily functions.
- Is able to discuss the body without giggling or ridiculing.

### **Interpersonal Relationships**

He or she:

- Is able to communicate feelings to others without being embarrassed.
- Is able to ask questions of parents and other adults about sex.
- Is able to express affection.
- Understands another person's viewpoint, e.g., boys and girls are able to understand each other.
- Has respect for another's individuality.
- Takes responsibility for his/her actions.
- Is aware of personal needs and is able to assert them with a partner.
- Knows his/her limits and is comfortable with setting limits.
- Feels that s/he has positive things to offer in a relationship.

### **Decision-making**

He or she:

- Is able to decide what is "right" for himself/herself and acts in own best interests.
- Is able to assess risks in any situation and make

decisions based on the amount of risk s/he is willing to assume.

Has a sense of the future and is planning for it.  
Has decided ahead of time what is or is not okay for him/her sexually.

Has confidence in himself/herself based on accurate knowledge.

Has a clear sense of his/her values and acts in congruence with those values.

### **Sexual Intimacy**

He or she:

Feels good enough about himself/herself not to have early sexual experiences in order to prove his/her sexuality.

Understands that sexuality is more than just intercourse.

Understands the consequences of sexual activity.  
Understands the difference between sexual feelings and love.

Is able to experience sexual intimacy whether or not s/he has intercourse.

Has accurate knowledge of birth control, and has the ability to talk with a partner about it and to use it before having intercourse.

Knows that one can feel aroused and excited and yet have reasons for saying "no" to intercourse.

Knows that one's feelings deserve respect from others.

Is able to accept refusal for sex without feeling hurt.

This list is significant, not only because the characteristics listed are important, but because it is incomplete, suggesting a profound gap in adult thinking about adolescent sexuality. Several concepts central to human sexuality are missing, notably pleasure, sexual satisfaction and gratification, and orgasm. Here is our nemesis: the failure of most adults to acknowledge, or apparently even care about, the role of pleasure in adolescents' experience of their sexuality. Even adults who discount the usefulness of "just say no" are unlikely to advocate *good sex* for teens.

A positive approach to adolescent sexuality would be much more complete, recognizing pleasure as well as danger. In fact, in this world of confusing and contradictory sexual messages, we must condemn both the exploitation and the silence and validate sexuality as part of being human — even during the adolescent years.

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# *Sexual Unfolding* Revisited

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In 1979, my husband and I wrote a book, *Sexual Unfolding*, about the psychosexual development that takes place during the journey from puberty to adult sexuality. We described nine steps or processes that we thought were normative. They were:

1. An evolving sense of the body toward a body image that is gender specific and fairly free of distortion.
2. The ability to overcome or modulate the guilt, shame, and childhood inhibitions that are associated with sexual thoughts and behavior.
3. A gradual loosening of libidinal ties to parents and siblings.
4. Recognizing what is erotically pleasing and displeasing.
5. Substantially resolving conflict and confusion about sexual orientation.
6. An increasingly satisfying and rich sexual life free of sexual dysfunction and compulsion.
7. A growing awareness of being a sexual person, and of the place and value of sex in one's life, including such options as celibacy.
8. The ability to be responsible about one's self, one's partner, and society.
9. A gradually increasing ability to experience eroticism as one aspect of intimacy with another person (not that eroticism must always occur in an intimate relationship, but that a fusion of eroticism and love is possible).

When I was asked to write about normal adolescent sexual development, I reviewed the above steps of sexual unfolding and reaffirmed my belief in their accuracy and their relevance. However, my review also revealed the need for some expansion of the concepts and for some commentary on the assumptions that are

imbedded in the steps as we had listed them.

To begin with, let me mention, that in the early 1980s we added a new step, "first intercourse." This is the only step on the list which is a behavior rather than a psychological process. But, we felt that first intercourse often has such profound effects on subsequent development that it deserved to be on the list. In light of this, we now believe that it is also important to add masturbation to the list as well.

For the vast majority of adolescents, masturbation is the chief way they learn about their sexuality; their bodily responses; their fantasies; the intensity of their "drives"; and about guilt, conflict, and efforts at self-control. It used to be thought that masturbation was essentially a male activity, but we are learning that it is usually part of female sexual development also. In statistics gathered from Yale undergraduates, there has been a dramatic change in the number of female students who say they have masturbated. In the early 1970s, 33% reported that they masturbated; in the 1980s, the percentage rose to 80-90% — a minor revolution! <sup>1</sup> In spite of this striking behavioral change, it is still important, in our erotophobic society, to be explicit about the normality of masturbation. We must also make it clear, however, that one can be sexually normal without ever masturbating. We do not want our definitions of normality to become a source of unwarranted pressure and anxiety.

Another omission from the original list is any mention of abuse, rape, or incest. Estimates of the prevalence of sexual abuse vary. A survey done in 1983 of 900 women selected randomly found an incidence of sexual abuse of 38% prior to age 18. <sup>2</sup> Lewis, in 1985, found that 16% of the men and 27% of the women surveyed claimed they had been victims of sexual abuse. <sup>3</sup> The effects of such abuse on adolescent sexual development can be profound, manifesting itself in behaviors as diverse as sexual acting-out or total avoidance of any level of sexual encounter. Overcoming, or at least beginning to cope with, the impact of sexual abuse should probably be added to the list of developmental tasks which will allow the healthy unfolding of adult sexuality.

Also, an important question to ask is whether AIDS has in any way changed how we define normal adolescent sexuality. I would say that the answer is "no." AIDS has merely reemphasized the need for sexual behavior to be responsible. Being responsible in the age of AIDS is surely much more difficult than it was before, which puts more burden on adults to provide young people with all the tools they need to make responsible choices.

In revisiting the concepts of sexual unfolding, I realized that there are some embedded but unstated assumptions in the concepts which should at least be made explicit. The first assumption is subtle, but it is there: that males and females have the same norms for psychosexual development. In the 1980s, we almost take this for granted, but we should remind ourselves that, as recently as the 1950s, it was standard psychological wisdom that a young woman should not develop a

strong sense of personal identity until she had met and cleaved unto her mate (assumed to be male and to be her one and only lifelong mate) because she would need to mold her identity to fit well with her partner's! In *Sexual Unfolding*, when we speak of learning what is pleasurable and communicating one's likes to one's partner, we obviously mean that for both sexes. Women are no longer seen as Sleeping Beauties passively awaiting the awakening of their sexuality by Prince Charming. Our society has now given women permission to explore their sexuality. When we wrote about communicating one's likes and dislikes to a partner, we were assuming a sense of male/female equality, mutual respect, and concern for the other. These values are part of our credo for normal sexual development. The macho and macha boasting, the fifteen-year-old's exploitation of another only to boost his/her ego, and the use of sex to enhance a "cool" reputation, should gradually yield to a genuine concern for the well-being of one's sexual partner.

Another imbedded assumption in the concept of sexual unfolding is that sexual pleasure is good — not in the narrow sense of the cliché, "If it feels good, do it," but pleasure with an essential balance of values, knowledge, and responsibility for one's self and for others. I think there is still considerable resistance in our society to the idea that sexual pleasure is good — well maybe it is okay for adults, but... What is it that we fear? Probably that sexual pleasure has a very, very strong effect on people and that it, therefore, can be *dangerous*. In my value system, this does not mean saying "no" to sexual pleasure for adolescents. It means that adolescents must learn how to have pleasure without negative consequences for themselves and for others.

I am struck by another thought as I revisit the list of steps in sexual unfolding, the thought that these processes are often incomplete at age 21, age 31, age 41, or ever! I like to think that this provides endless opportunities for growth.

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## **Issues That Arise as a Young Person's Sexuality Unfolds**

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**I**n early adolescence, "sex" rears its urgent head. Children burst biologically into puberty: boys grow inches a month; girls put on their first adipose layer. Pubic hair sprouting and breasts budding, the transition is bittersweet. From hating the opposite sex to falling hopelessly in love with somebody who does not even notice them or, worse, does not know how to show it, the courtship dance begins. Biologically, the urges for sexual exploration are fierce; sociologically, there are widely conflicting messages.

The human lifespan once averaged less than thirty years — and the human body has not adjusted the sexual urges that accompany puberty's physiological readiness to reproduce the human species. It used to be that young human beings had to survive infancy; grow through childhood; learn to hunt and gather; then begin to replace the species when they could support new life. Now young people who survive infancy are expected to spend 13 or more years in our education system, preparing to contribute to society and to support themselves and a family for more than 50 years. The human lifespan has tripled and society has superimposed social order over biological imprints. In fact, the risk-taking behavior that enabled young warriors to fearlessly hunt and to provide for their clans, the very sense of immortality and bravado that kept the human race alive against all odds, now competes with society's sense of decorum and ethics.

For years, parents, educators, clergy and researchers have disagreed about what children should know about sexuality. They have debated the question of how the knowledge that adolescents have affects what they do. Everyone agrees that adolescents should avoid unintended pregnancy and sexually transmitted diseases, but beyond that there is little consensus. Society adds to the confusion with its competing messages. The messages young people often hear, some more stereotyped than others, are:

**From the clergy:** "Do not have sex until you are married."

**Parents:** "Do not have sex until you are really ready — preferably not until you are married."

**Educators:** "Delay sex or consider abstinence, but if you do have sex use protection."

**Researchers:** "Most young people have sex by the time they enter college...average age of intercourse...15."

**Peers:** "What do you mean you slept with him! You're crazy!" or "What do you mean you are still a virgin?"

**Magazine ads:** "If you wear these jeans, you can have your pick (of sexual partners)."

**TV:** "If you are rich, you can have sex whenever and with whomever you want."

**Movies:** "If you just relax and enjoy being swept off your feet, you will have great sex and live happily ever after."

**Fairy tales:** "The knight-in-shining-armor will swoop into your life — no matter how bad your life seems now — and carry you off to a castle in a fairyland and you will live happily ever after."

Adolescents are biologically ready to have sex; physically capable of reproducing the species; and emotionally and developmentally set up to be adventurous. With the media throwing fuel on their raging hormonal fires and caretakers trying to douse the same fires with cold water ("Don't do it!"), a no-win situation is created into which educators step, saying "Let's give them knowledge." But, the question is what knowledge do they need and what or whose — if any — values?

What is this conflict really about? Are adults possibly jealous of "nubile nymphs" and "raging young bulls," who flaunt their gorgeous young bodies and ooze with flirtation? Might they overreact to sexual situations because their own personal sexual lives have become less than erotic due to fatigue, boredom, and multiple distractions? Or, it is that parents are worried that their children will break each other's hearts if they have sex too soon? Adults/parents legitimately worry about unintended pregnancy and STDs, but if birth control and condoms were as available and socially acceptable as *Guess* jeans, might this become a moot point? If everyone were to agree that delaying or abstaining from intercourse were really the healthiest and safest choices, then what would be the problem with young people having safe, private places where they could explore their sexuality and engage in *outercourse*? This might involve convincing today's adolescents that participating in a broad range of sexual activities and having orgasms does not have to entail *intercourse*. It certainly would involve discussing their sexuality as a wonderfully

positive experience that can be creative and satisfying. Is it possible that the real issue may be that we do not spend enough time teaching our children how to adequately communicate with one another nor do we teach them how to communicate well with adults? And what about adult communication?

Sorting out the wildly competing messages that our society gives about sexuality must be overwhelming for adolescents. In addition to strong messages on both the "just say no" and the "just say know" sides, they probably notice the hypocrisy and oversimplifications offered regarding sexual behavior in our society. If politicians, religious leaders, and child caretakers are associated with "just say no" advocates, and then become involved in sexual scandals and sexual abuse charges, it is hypocritical. If a divorced parent brings home a series of lovers, a married parent has an affair, or a trusted adult makes a pass at a young person, it is confusing. If television offers 20,000 scenes of suggested sexual intercourse on prime time, but does not allow birth control ads, explicit family planning messages, or teen pregnancy public service announcements, it is completely illogical!

It would be ideal if we could acknowledge that adolescents may be sexually active and that sexual activity does not have to be dangerous, harmful, sinful, or painful. With guidance and love, through education and by example, we can create a context for safe, sex-positive blossoming. Even with vastly different morals and widely varying values, we can teach adolescents the skills they need to make their own decisions about when to have sex, where, with whom, and how. Adolescents need more than information, they need skills in negotiating, in communicating, and in resolving conflicts. They need to be able to problem-solve and to make good decisions.

Adolescents also need to see adults role-model these skills in families, in schools, in churches, in their public lives, and in the media. They then need to be guided and helped to build skills and to make choices. If somebody bullies your toy away from you on the bus, how do you get it back? If somebody wants to engage in sexual intercourse or sexual activities with you, how do you decide if it is the right person, the right time, and the best decision for you right now? How do you protect yourself and your partner when you do have sexual intercourse, physically and emotionally, with high self-esteem, strong personal values, and the ability to communicate clearly?

Communication, openness, honesty, and guidance is how we can transform a society that is often angry, jealous, hypocritical, and sexually anxious into a compassionate, safe, erotic, and sex-positive place. In such a society, adolescents can be helped to grow, to flourish, and to become healthy sexual adults.

# The Healthy Sexual Development of Gay and Lesbian Adolescents

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Defining healthy sexual development for the gay or lesbian teenager is an exciting, but formidable, task. From the outset, it must be understood that all aspects of sexuality have a social context. Beginning at a very early age, children learn the culture's unique parameters of healthy sexuality; and the lessons are repeated, rehearsed, and reinforced throughout the life cycle. This process of sociosexual learning is so effective that almost everybody (except perhaps youngsters who grow up in the most chaotic home environments) understands the culture's basic sexual norms. Every detail, from gender-appropriate hairstyles to attitudes toward sexual intercourse, is mastered — as is the ability to recognize deviations from the norm in other people.

The specific rules governing sexual development are not invariable among all human societies. There are as many variations on healthy sexual development as there are ethnic, racial, religious, and other subcultures. Unlike other species, whose courtship, mating, and childrearing behaviors are "brain-coded" or otherwise instinctual, humans learn their culturally-specific sexual scripts from adults and peers in the immediate environment. The ultimate measure of healthy human sexual development is the extent to which sexual values and norms are incorporated and corresponding sexual behaviors are appropriately enacted. Thus, "healthy" sexual development can be viewed as a personal evolution of socially adapted sexual feelings and expressions.

Almost all children in Judeo-Christian societies are raised with a heterosexual identity: they learn to experience emotional intimacy and sexual gratification with persons of the opposite gender. The message is taught by parents and by other adults, by peers, by the media, and is embodied social institutions. The road to healthy heterosexual development is fairly well-marked, leading in the general direction of monogamous heterosexual relationships and (often) parenthood. And, despite problems such as unprotected premarital sexual intercourse and its untoward consequences, the bulk of sexual research suggests that today's adolescents are quite traditional in their sexual values and compliant

with sociosexual convention. Most of them successfully internalize the sexual teachings of the culture (for better or worse) and thereby meet previous criteria for healthy development.

If the emergence of an adaptive sexual identity is a sign of health, some developmentalists would argue that a homosexual outcome is problematic. After all, homosexuality can hardly be considered to be "adaptive" in modern American society. Homosexuality is still widely regarded as an illness, as a moral deviation, or as a criminal behavior. Eric Erikson<sup>1</sup> wrote that the central task of personality development during young adulthood is the achievement of intimacy within a *heterosexual* relationship. If this were the case, then general personality development — as well as sexual development — might be compromised in homosexual persons.

Of course, the last two decades of sexual orientation research have not supported this conclusion. Perpetual developmental limbo is not a certain fate for homosexual persons. Studies of emotionally and socially competent homosexual adults illustrate that "normal" development does indeed occur in spite of widespread societal disapproval. This remarkable phenomenon raises an important question: "How do some homosexual people actually flourish in, or in spite of, a heterosexual society?" The answer is the key to understanding healthy sexual development for homosexual children, adolescents, and adults.

Modern American gay and lesbian people live within multiple, sometimes conflicting, subcultures. They spend the bulk of their time within heterosexual society; and they are also members of other ethnic, racial, or religious subgroups. Each group has its own unique sexual standards and beliefs that must be regarded by its members. Homosexual communities also play a critical role in the lives of lesbian and gay persons. These communities offer an arena of competency and a safe haven for the women and men who otherwise are set apart from the majority subculture by sexual orientation. Within lesbian and gay subcultures, the negative effects of social stigma are modulated, social supports are built, important information is exchanged, sexual behaviors are modeled, and friendships and romantic relationships are identified. The positive effects of identification within a supportive and familiar subculture cannot be overstated. For example, the beneficial impact of community affiliations on HIV risk reduction among gay men has been described as one of the most dramatic events in the history of health education.

Recalling the previous definition, I propose that healthy sexual development for homosexually-oriented persons is the evolution of sexual attitudes, feelings, and behaviors which, *overall*, enhance adaptation in the various subcultures to which they belong. At the very least, healthy sexual development demands a positive homosexual core identity and the skills to adapt to other subgroups as well. Both conditions are essential to a healthy sexuality. Assimilation within the majority culture, without positive homosexual identity, can lead to self-hatred or disastrous consequences, as in the case of

the lesbian adolescent who becomes pregnant to hide her homosexual feelings. Conversely, inability to "fit" within nongay subcultures can lead to extreme vulnerability. Witness the relentless maltreatment of gay-identified boys in most American schools.

Thus, for gay adolescents and adults, successful sexual development means discovering and internalizing the sexual values and norms of the homosexual community and, at the same time, adjusting to (or at least surviving in) other worlds too. If the concept is difficult for the reader, consider the challenge for a teenager who is newly exploring homosexual feelings!

Under the general rubric of a socially-adaptive sexual identity, healthy sexual development for gay and lesbian persons includes several other specific characteristics, the first being an ability to achieve emotional intimacy with another person of the same gender. Historically, emotional (and physical) intimacy for gay and lesbian people has not been confined to monogamous, long-term relationships. Although such arrangements may be adaptive in the AIDS era, there were other times in the recent past when extended relationships with other men or women were exceedingly dangerous. Healthy homosexual persons have always found unique ways to express intimacy, in the safest possible ways, using a diversity of relationship types.

A second characteristic of healthy homosexual development is the ability to achieve physical sexual gratification with someone of the same gender. This not only requires a functional reproductive physiology but also the ability to experience sex as psychologically pleasurable and rewarding. It also implies freedom from sexual scripts that are injurious to self or others, including those behaviors that might transmit HIV.

Finally, healthy sexual development entails an affirmative self-concept as a homosexual person; and a sense of being a lovable, respectable, and competent woman or man. Healthy sexual development includes learning the skills to resist degrading treatment, to reject sexual violence, and to refuse social limitations based on gender or sexual orientation.

Of course, healthy sexual development for a member of an oppressed sexual minority group is not an easy process. There are no manuals, schools, institutions, or easily visible role models for guidance. In fact, the path is obscured by misinformation, fear, and shame. Sexual development for gay and lesbian people is a function of experiential learning; and mistakes are punishable by fatal sexually transmitted diseases, social ostracism, and other harsh penalties. The development of a healthy sexual identity against such odds is a testimony to the resilience of adolescents and adults who survive the crisis of "coming out." Ultimately, their developmental progress must not be judged against a heterosexual standard, but by their ability to find unique strategies to bridge divergent and conflicting sexual subcultures.

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## The Impact of Homophobia on Male Sexual Development

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**M**y vision of ideal sexual development for boys... How many times did I break into laughter, in the past few weeks — crumpled pages of impossible dreams piled on the floor — wondering if I was working on a romance novel rather than a journal article. Then it hit me: *homophobia — the disease of suspicion*.

Last week, after a presentation at a school in rural Maine, a group of boys asked me if I was gay. The next day, in the school's gym, the same group of boys decided I was "cool," and not a "fag," because they had watched me play basketball and had decided that I was good. Upon returning to Vermont, I reviewed evaluation forms from a teacher training session that I had given on homosexuality and homophobia. One teacher wrote: "I question whether Jay should be doing these lessons on sexual identity. He does not seem distant enough from the topic."

I believe that homophobia, which I define as more than a fear or hatred of homosexuals and homosexuality but a fear of being perceived as gay, is perhaps the *greatest* pressure boys face while growing up. It sparks male hatred of women and fear of closeness to other people.

Homophobia begins in elementary school when "girl," "sissy," "queer," "virgin," and "fag" are the worst put-downs boys can hear. Many boys, at that time, also begin to enjoy the "skirt game"— dropping their pens on the floor as an excuse to look up a girl's skirt at her "underwear." Meanwhile, music, television, and advertisements teach them that women are objects for men's sexual pleasure. Then homophobia begins to play itself out in locker-room talk where "the guys" boast of "scoring." To be "cool," and to avoid being called "gay," boys forcibly push for intercourse with girls. Recent studies indicate that the average age of first intercourse for inner-city



boys is 12. Even masturbation is affected by homophobia and mysogyny. In the hallways, and in sexuality education classes, boys often say, "only fags masturbate" or "why masturbate, you can always find an ugly girl willing to have sex." Homophobia thus encourages boys to label people based on stereotypes; to compete with and distance themselves from other boys; and to objectify, and even rape, girls.

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The image is clear in my mind: a large billboard featuring a jean-clad, shirtless, 16-year-old boy encouraging males to practice masturbating with a condom in place. A vision of the future? No. Surprisingly, I saw these posters in train stations in Sweden two years ago. The image remains vividly in my mind as a symbol of ideal sexual development for boys. The poster — in its entirety — affirmed being male. It affirmed being sexual, with masturbation as an acceptable expression of sexual behavior. And, it affirmed being responsible.

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In my vision of ideal sexual development, all young people will participate in comprehensive sexuality education in their schools, which will demystify sexuality, including homosexuality, normalize "sex talk," and help boys overcome the need to sexualize everything in their lives. Such education will raise self-esteem and will empower all youth, regardless of their sexual orientation.

Sexual development will begin earlier than adolescence. Dads will serve as role models for their sons — and their sons will cherish fatherhood, will break down traditional barriers, and will show genuine affection for their children. Such men — in their roles as coaches, corporate heads, and parents — will not diminish any injury or defeat by saying, "Shake it off, get out there and compete. We don't want any sissies out there, only winners!"

Boys will respond to "girl" putdowns by saying, "Thank you. There are qualities of being female that I am proud to possess." The new males will counter sexism, heterosexism, and other forms of oppression, realizing that these hurt them by reinforcing rigid gender role stereotypes. Men, as women's rights and gay rights activists, will welcome everyone into their traditional positions of power, as judges, clergy, military and police officers, school administrators, doctors, attorneys, and politicians. Boys will treat all women as sisters. They also will love and respect their partners and will take responsibility for using birth control and for practicing safer sex. In my ideal world, boys will grow up in an environment that encourages them to talk with each other, to share their feelings, and to get nurturance and support from both sexes.

Perhaps, most importantly, society will expect men to be nothing less than what they have the positive potential to be. In this ideal world's romance novels, boys who become men that are sensitive, loving, gentle, and caring, will be appreciated and truly desired.

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To the teacher who questioned my closeness to this issue, and to other educators questioning their role in regard to homophobia, I offer this challenge. We cannot afford to be anything but close to this issue. Otherwise, our silence only promotes oppression, and it hurts the young men and women whose lives we care about so deeply.

## ***Bibliographies Available***

SIECUS publishes annotated bibliographies on a wide range of sexuality topics. They include books, pamphlets, curricula, leader resources, audiovisual materials, journals, databases, and organization lists. The following bibliographies — convenient libraries of important resources — are available:

**AIDS AND SAFER SEX EDUCATION (1988)**

**AUDIOVISUALS FOR SEXUALITY PROFESSIONALS  
(1985)**

**BIBLIOGRAPHY OF RELIGIOUS PUBLICATIONS ON  
SEX EDUCATION AND SEXUALITY (1987)**

**CHILD SEXUAL ABUSE AND PREVENTION (1986)**

**HUMAN SEXUALITY: A BIBLIOGRAPHY  
FOR EVERYONE (1987)**

**HUMAN SEXUALITY: A SELECTED BIBLIOGRAPHY  
FOR PROFESSIONALS (1987)**

**PUBLICATIONS FOR PROFESSIONALS (1989)**

**SEXUALITY AND FAMILY LIFE EDUCATION:  
CURRICULA AND LEADER RESOURCES (1989)**

**SEXUALITY EDUCATION PAMPHLETS (1986)**

**SEXUALITY AND DISABILITY (1986)**

**SEXUALITY AND THE DEVELOPMENTALLY  
DISABLED (1988)**

Single copies of the bibliographies are \$2.50 each, 2-49 copies/\$2.00, 50+ copies/\$1.25 and should include 15% for postage and handling. A complete set of all available bibliographies is \$12. All orders must be prepaid. Write to Publication Fulfillment, SIECUS, 32 Washington Place, Room 52, New York, NY 10003.

# SIECUS NEWS

## **CDC FUNDS SIECUS AIDS PREVENTION PROJECT:**

SIECUS has received a cooperative agreement from the Centers for Disease Control to develop a national initiative on HIV information and education. This cooperative agreement has two primary components — to assist SIECUS members in developing HIV prevention projects and to develop a model training program for health and mental health providers. SIECUS will be able to expand its library clearinghouse services on AIDS; provide individual consultation to members on developing education programs; develop and distribute new publications on AIDS; and increase computerized information services on AIDS. SIECUS will be developing and pilot-testing a three-day training workshop on the sexuality aspects of the AIDS epidemic for health and and mental health providers as well.

## **SIECUS COSPONSORS ABORTION RIGHTS MARCH:**

SIECUS joined with other national organizations in cosponsoring the March For Women's Lives in Washington, DC on April 9, 1989. The SIECUS delegation joined a crowd of more than a half-million people to demonstrate our support of women's right to choose safe and legal abortion. We are glad that so many of our members were able to march with us.

**SIECUS JOINS LEGAL BRIEF:** SIECUS has filed an amicus curiae brief in the case of *William L. Webster v. Reproductive Health Services*. This brief was filed in conjunction with the Association of Reproductive Health Professionals, the National Association of Nurse Practitioners in Reproductive Health, the National Society of Genetic Counselors, as well as private clinics, six deans of medical schools, 37 chairpersons of medical school departments of obstetrics and gynecology, and 64 physicians. The Webster case was heard by the Supreme Court on April 26 and a decision is expected before the Court adjourns for the summer.

**SIECUS CONDUCTS MEMBERSHIP SURVEY:** Members have received a membership survey in the mail. We are trying to learn more about our members, their perceptions of SIECUS, their involvement with AIDS and sexuality education, their backgrounds, and their reactions to the *SIECUS Report*. If you have not already sent in your survey, please do so. Respondents will receive five complimentary copies of *How to Talk to Your Children About AIDS*. We will report on this survey in an upcoming issue.

**CLINIC LISTING NOW AVAILABLE TO MEMBERS:** SIECUS Librarian Daniel Donahue and 1988-89 Graduate Assistant Mark Bigler have developed a comprehensive listing of sexual dysfunction clinics across the United States. Clinics have been identified in 25 states. Clinics that offer professional training programs are highlighted. Single copies are free to members upon request.

## **SIECUS HOLDS NATIONAL COLLOQUIUM ON THE**

**FUTURE OF SEXUALITY EDUCATION:** On June 7, 1989, SIECUS sponsored "Sex Education 2000: A National Colloquium On The Future Of Sexuality Education." The Colloquium was cosponsored by New York University; the National Education Association; the Association for the Advancement of Health Education; the Association of Junior Leagues; the Alan Guttmacher Institute; the March of Dimes Birth Defects Foundation; and the Girls Clubs of America. Leaders of more than 60 national organizations attended the conference. More information about the conference will be included in the August/September *SIECUS Report*.

## **SIECUS PUBLISHES UPDATED AIDS BOOKLET:**

SIECUS has just published an expanded and revised version of its popular publication, *How to Talk to Your Children About AIDS*. Now a 16-page booklet, written at a sixth grade level, it includes expanded sections on providing information to children at different age levels, new resources, and an organization list. Single copies are free upon request, and bulk rates are available. The New Jersey Congress of Parents and Teachers recently purchased 200,000 copies for distribution in New Jersey. Let us know if you would like a copy.

## **SIECUS FEATURED AT WORLD HEALTH ORGANIZATION**

**CONFERENCE:** SIECUS Executive Director Debra Haffner recently participated in a three-day meeting on sexuality education and AIDS cosponsored by the World Health Organization, the World Congress on Sexology, and the Canadian Federal Centre on AIDS. Ms. Haffner presented one of four plenary papers to the participants at this invitational conference. A document from the conference will be available this summer.

**SIECUS IN THE NEWS:** In recent months, SIECUS has been featured on many television and radio programs and in many newspaper and magazine articles. A recent article by Jane Brody of *The New York Times*, on parents educating their children about sexual issues, generated over 1200 requests for SIECUS' booklet, *Oh No, What Do I Do Now?* SIECUS has also been featured in articles in *Parade* magazine, *STAR* magazine, the *Boston Globe*, and *Prevention* magazine. Executive Director Debra Haffner recently appeared on the *Geraldo* TV show discussing sexuality education for college students.

**Happy Summer from  
the SIECUS Staff!**

# SEXUALITY AND FAMILY LIFE EDUCATION: Curricula and Leader Resources

A SIECUS Annotated Bibliography

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values about identity, relationships, and intimacy. It is more than teaching young people about anatomy and the physiology of reproduction. It includes an understanding of sexuality in its broadest context — sexual development, reproductive health, interpersonal relationships, affection and intimacy, body image, and sex and gender roles. Many different curricula have been developed to help teachers, students, and parents learn more about their sexuality.

All the curricula in this bibliography are listed without evaluation. This is in keeping with SIECUS' Position Statement on Sexuality Education in the Public Schools, which states, "Such programs must be carefully formulated by each community in order to respect the diversity of values and beliefs represented in the public school classroom." There are no model curricula which can be recommended for every community. Educators are encouraged to review and adapt these curricula for their own programs.

For the most part, specific content areas covered in each curriculum are not listed in the annotations. Topics covered by the curricula may include sexual anatomy and physiology,

reproduction, contraception, abortion, masturbation, homosexuality, sex roles, and sexually transmitted diseases. Many curricula also include sections on self-esteem, interpersonal relationships, communication, decision-making, and values clarification. Topics often overlap, especially at the adolescent and young adult levels. Lists of recommended resources, both print and nonprint, are included in virtually all of the curricula.

Please note that SIECUS does not sell or distribute any of the listed publications other than SIECUS publications. However, most of the materials listed are available for use at SIECUS' Mary S. Calderone Library. Copies of this bibliography can be purchased from SIECUS' publication department for the following costs: 1-4 copies/\$2.50 each with a stamped, self-addressed, business-sized envelope; in bulk, 5-49 copies/\$2.00 each and 50+ copies/\$1.25 each, plus 15% postage and handling (p/h). SIECUS, an independent nonprofit organization affiliated with New York University, is located at 32 Washington Place, Room 52, New York, NY 10003; 212/673-3850.

This bibliography was prepared by Daniel M. Donohue, SIECUS librarian, and Mark Bigler, MSW, graduate assistant, in May, 1989.

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K-12

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## THE DYNAMICS OF RELATIONSHIPS

*Patricia Kramer*

A preventative approach to the social problems affecting American families. The objectives of this

curriculum are to help young people develop a sense of self-worth; communication skills; the ability to handle disappointment and rejection; more realistic expectations of marriage, parenting, and family life; and an understanding of what it takes to create and maintain strong, loving, and lasting relationships. 1985, *Teacher's Manual*, high school, \$29.95 (free with order of 25 copies of the student manual), elementary/middle school, \$15.95; *Student Manual*, Part I, \$14.95, Part II, \$5.95, Parts I and II, \$18.95,

plus 10% p/h. Discounts are available for bulk orders.

*Equal Partners, 11348 Connecticut Avenue, Kensington, MD 20895; 301/933-1489.*

## EDUCATION FOR SEXUALITY: CONCEPTS AND PROGRAMS FOR TEACHING

*John J. Burt and Linda Brower Meeks*

The first three sections are designed to acquaint teachers with basic information and concepts related to sexuality.

In the fourth section, detailed teaching units are presented for each grade from 1-6 then for grades 7-12 as a whole. The final 100 pages are an "Atlas of Teaching Illustrations," which teachers may remove and use for overhead projection or other visual procedures. 1985, 3rd edition, 579 pp., \$30.16.

*William C. Brown Publishing, 2460 Kerper Boulevard, Debuque, IA 52001; 800/338-5578, ext. 1.*

#### **FAMILY LIVING INCLUDING SEX EDUCATION: GRADES K THROUGH 12**

*New York City Board of Education*

A series of concepts to be learned at each level relating to four basic areas — family living, personal growth, communications, and interpersonal relationships — along with strategies for teaching. Recently updated with an AIDS supplement that includes lesson plans on AIDS education for the various grades. *Main Text*, 1985, 293 pp., \$10; *AIDS Supplement*, 1989, 73 pp., \$4.

*New York City Board of Education, Room 613, 131 Livingston Street, Brooklyn, NY 11201; 718/935-4140.*

#### **KID-ABILITY: A SELF-PROTECTION PROGRAM FOR BOYS AND GIRLS AGES 7-13**

##### **A VOLUNTEER'S GUIDE TO "KID-ABILITY"**

*Girls Clubs of America*

A skill-building, sexual abuse prevention curriculum with lessons aimed at achieving four objectives: increasing children's confidence and ability to protect themselves by identifying their strengths; by identifying potentially unsafe situations and the ways to avoid them; by distinguishing between good touch and problem touch and being able to respond assertively; and by learning who to ask for help and how to do so effectively. The instructor's manual is available only to those who are trained to do the program. A supplemental manual is available for volunteers participating in the Kid-Ability program. 1985, *Instructor's Manual*, 175 pp., \$75; *Volunteer's Guide*, 38 pp., \$3; *Parent's Guide*, pp., \$7.50.

*Girls Clubs of America, Inc., National Resource Center, 411 Michigan Street, Indianapolis, IN 46202; 800/428-4224, 317/634-7546.*

#### **TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM (PRESCHOOL-KINDERGARTEN)**

#### **TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM (GRADES 1-3)**

#### **TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM (GRADES 3-4)**

#### **PERSONAL SAFETY AND DECISION MAKING: A UNIT ON PREVENTION OF SEXUAL EXPLOITATION (GRADES 5-8)**

*Ann Downer, and Kaye Beland*

This 1985 curriculum, revised in 1988 and broken down into separate grade level curricula, has been designed to help students identify the role their sexual behavior may play in prevention and self-protection. It also addresses how labeling, peer pressure, and stereotyping can create an exploitive environment for oneself and others and attempts to deglamorize street life. The overall curriculum contains five units and 20 lessons. *Preschool-Kindergarten Kit*, \$195; *Curriculum*, \$105; *Grades 1-3*, \$125; *Grades 4-5*, \$110; *Grades 6-8*, \$90.

*Seattle Institute for Child Advocacy, Committee for Children, 172 20th Avenue, Seattle WA 98122; 206/322-5050.*

#### **WHEN I GROW UP: STRUCTURED EXPERIENCES FOR EXPANDING MALE AND FEMALE ROLES**

*Michele Kavanaugh*

Volume I covers the elementary- and middle-school years; volume II, the high-school years. Includes exercises for all students at all developmental levels, from prekindergarten through late adolescence, and for the adults who work with them. 1979, *Volume I*, 206 pp.; *Volume II*, 183 pp. Each volume, \$14.95, plus \$4 p/h for both volumes together.

*Humanics, P.O. Box 7447, Atlanta, GA 30309; 404/874-2176.*

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## LATE ELEMENTARY/ MIDDLE SCHOOL

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#### **CHANGES AND CHOICES: HUMAN GROWTH AND DEVELOPMENT FOR CLASSROOM USE**

*Kathryn Bosch*

Provides fourteen sessions for use with fifth and sixth grade students, each

covering an individual topic. Every session includes an introduction to the topic, followed by a variety of activity options, each with basic objectives, procedures, and discussion possibilities. Suggestions are offered for journal assignments and homework with parents. 1983, 107 pp., \$12.50.

*Family Planning Council of Western Massachusetts, 16 Center Street, Northampton, MA 01060; 413/586-2016*

#### **CONTEMPROARY HEALTH SERIES: INTO ADOLESCENCE**

*Kathleen Middleton, Series Editor*

A series consisting of six modules, each of which can be used by itself. Appropriate for grades 5-8, these curricula address puberty, AIDS, the family, self-esteem, reproduction and birth, and sexual abstinence. 1989, \$19.95 per title, plus 15% p/h.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080, 408/438-4284 (FAX).*

#### **ESPECIALLY FOR YOU: A SEXUALITY EDUCATION PROGRAM FOR PREADOLESCENTS**

*Judy Keller and Diane Fletcher*

Designed as after-school activities (one 90-minute session a week for six weeks) to enhance the student's appreciation and respect for self, for others, and for human sexuality. *Curricula Guide*, revised 1986, 115 pp., \$25, plus p/h; *Student Guide*, revised 1986, 83 pp., \$6.95. Bulk rates available.

*EFY Publications, 1321 Botetourt Gardens, Norfolk, VA 23517; 804/627-2787.*

#### **FAMILY LIFE EDUCATION: RESOURCES FOR THE ELEMENTARY CLASSROOM, GRADES 4, 5, 6**

*Lynne Ann DeSpelder and Albert Lee Strickland*

Designed for use by elementary school teachers in conjunction with locally approved curricula. More than 75 examples of activities are provided in five topic areas: self, family, friends, the body, and decisions. 1982, 339 pp., \$9.95.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080, 408/438-4284 (FAX).*

**FAMILY LIFE EDUCATION:  
CURRICULUM GUIDE**

*Steven Bignell, Editor*

Presents specific, 10-session models for programs at junior high school level. Attempts to provide a broad overview of areas commonly covered within sexuality education courses, with a focus on the issue of self-esteem. A program for high school level also available, see below. 1980, 396 pp., \$29.95.

*Network Publications, PO Box 1830  
Santa Cruz, CA 95061-1830; 408/438-4080, 408/438-4284 (FAX).*

**5/6 FLASH (FAMILY LIFE AND  
SEXUAL HEALTH)**

**7/8 FLASH**

*Elizabeth Reis*

Two curricula supplements, one consisting of lesson plans for grades 5-6, the other for grades 7-8. Each is designed to promote knowledge about human development and reproduction, and to promote respect and appreciation of oneself, one's family, and others. Emphasizes the development of persons who will neither exploit others nor allow themselves to be exploited. Both curricula have been updated with AIDS supplements. A curriculum for grades 9-10 will be available in June, 1989. Revised 1988, *5/6 FLASH*, 205 pp., text, \$15, transparencies, \$3.50; *7/8 FLASH*, 363 pp., text, \$30, transparencies, \$3.50, plus 15 % p/h within Washington, 25% outside the state.

*Family Planning Publications,  
Seattle-King County Department of  
Public Health, 110 Prefontaine Avenue  
South, Suite 500, Seattle, WA 98104;  
206/296-4672.*

**HUMAN SEXUALITY: A CURRICU-  
LUM FOR PRETEENS**

*Jane M. Dodds*

For grades 5-8. Contains 12 chapters, each divided into four components: key concepts, factual material for class presentation, resources, and evaluation. 1982, 92 pp., \$13.

*Planned Parenthood of Rochester  
and Monroe County, 114 University  
Avenue, Rochester, NY 14605; 716/  
546-2595.*

**HUMAN SEXUALITY: VALUES  
AND CHOICES**

*John Forliti, Lucy Kapp, Sandy Naughton,  
and Lynn Young*

A 15-lesson course for seventh and eighth graders that emphasizes basic values, such as equality, honesty, respect, responsibility, promise-keeping, self-control, and social justice. Offers a parallel three-session program for parents as well. 1986. *Master Set*: videocassette, teacher's manual, parent's book, \$650; 120-minute *Videotape*, \$595; *Teachers Manual*, \$50; *Parent's Book*, \$6.95, plus \$2.95 p/h.

*Search Institute, 122 West Franklin,  
Suite 525, Minneapolis, MN 55404; 612/  
870-9511.*

**IN BETWEEN: A FAMILY LIFE  
EDUCATION CURRICULUM FOR EARLY  
ADOLESCENTS (AGES 10-14)**

*Memphis Planned Parenthood*

Focuses on individual and group activities that celebrate the family, encourage healthy attitudes toward pubertal changes, and introduce problem-solving skills in peer relationships. For optional purchase with the curriculum is a three-film series entitled "In Between," which is designed to stimulate discussion about the new privileges and problems that are associated with reaching puberty. 1981, 115 pp., \$18.

*Memphis Planned Parenthood, 1407  
Union, Memphis, TN 38104; 901/725-1717.*

**NEW METHODS FOR PUBERTY  
EDUCATION: GRADES 4-9**

*Carolyn Cooperman and Chuck Rhoades*

Outlines original lesson plans that explore the factual aspects of body changes during puberty; emotional responses to those changes; how one's body image affects a person's self-esteem and interactions with other people; and the skills needed for retaining reliable information about the human body. Work is presently being done to expand the chapter on parent education and an addendum is being created on AIDS education. 1983, 176 pp., \$20, plus \$3 p/h.

*Planned Parenthood of Northwest New  
Jersey, 196 Speedwell Avenue, Morristown,  
NJ 07960; 201/539-9580.*

**POSTPONING SEXUAL  
INVOLVEMENT: AN EDUCATIONAL  
SERIES FOR YOUNG TEENS**

*Marion Howard, Marie E. Mitchell, and  
Bette Pollard*

Each set — one for young people and one for parents — includes a leader's guide, slides, and a cassette tape. Outlines

four, one-and-a-half hour sessions on the topics of social pressure, peer pressure, problem-solving, and using new skills. 1984, revised 1989, 71 pp., \$80 per set.

*Emory/Grady Teen Services Program,  
Box 26158, Grady Memorial Hospital,  
80 Butler Street SE, Atlanta, GA 30035;  
404/589-4202.*

**RESPONSIBLE CARING: A FAMILY  
LIFE EDUCATION CURRICULUM FOR  
ADOLESCENTS (AGES 15-19)**

*Memphis Planned Parenthood*

Focuses on activities which strengthen decision-making skills, enhance self-concept, and promote greater awareness of sexual attitudes and roles. Five trigger films, presenting typical dilemmas faced by today's teenagers, are also available for purchase with this curriculum. 1980, 181 pp., \$18.

*Memphis Planned Parenthood, 1407  
Union, Memphis, TN 38104; 901/725-1717.*

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HIGH  
SCHOOL/  
COLLEGE

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**AS BOYS BECOME MEN: LEARNING  
NEW MALE ROLES**

*Cooper Thompson*

Activities for junior and senior high school students cover male role stereotypes; images of men in the media; men's attitudes toward work; competitive sports; communication styles and language; emotions; fathering; and relationships with other males and females. 1985, 81 pp., \$9.95, plus \$1.75 p/h.

*Irrington Publishers, 740 Broadway,  
New York, NY 10003; 212/777-4100.*

**ABOUT YOUR SEXUALITY**

*deryck calderwood*

This program, a flexible collection of multimedia resources developed for the Unitarian Church, is designed to help young people get accurate information about sexuality; develop their communication skills; build positive and healthy attitudes and values about their sexuality; and make responsible decisions about their sexual

lifestyle and behavior. Also provides leaders with detailed guidelines and materials for achieving these ends. An AIDS supplement was added in 1989. 1983, *Multimedia Kit*, \$149.95, plus p/h.

*Unitarian Universalist Association, 25 Beacon Street, Boston, MA 02108-2200; 617/742-2100.*

**BREAKING THE SILENCE, OVERCOMING CHALLENGES: A YOUNG MAN'S JOURNAL FOR SELF-AWARENESS AND PERSONAL PLANNING**

**CHOICES: A TEEN WOMAN'S JOURNAL FOR SELF-AWARENESS AND PERSONAL PLANNING**

*Mindy Binghamton, Judy Edmonson, and Sandy Stryker*

Personalized workbooks for adolescents that contain thought-provoking exercises to help them determine their goals and the plans for reaching them. *Challenges*, 1984, 240 pp., \$14.95; *Choices*, 1987, 240 pp., \$14.95. All orders must be prepaid.

*Girls Clubs of America, Inc., National Resource Center, 411 Michigan Street, Indianapolis, IN 46202; 800/428-4224, 317/634-7546.*

**DEMISTIFYING HOMOSEXUALITY: A TEACHING GUIDE ABOUT LESBIANS AND GAY MEN**

*Human Rights Federation*

Includes classroom techniques; lesson plans; questions and answers; and discussions about the lifestyles, concerns, and sexuality of lesbians, gay men, and bisexuals. Lists community and educational resources. Currently being revised. 1984, 175 pp., \$12.95, plus \$1.75 p/h.

*Irvington Publishers, 740 Broadway, New York, NY 10003; 212/777-4100.*

**HUMAN DEVELOPMENT SERIES: A SEXUALITY EDUCATION PROGRAM FOR ADOLESCENTS**

*Joseph Fay and Mary Grace Umbel*

Designed to meet the needs of both beginning sex educators, who are looking for help with course content, and experienced teachers who want advanced strategies and fresh ideas. Outlines 18 sessions, citing the purpose, rationale, materials, study topics, and suggested activities for each. 1983, 2nd edition, 74 pp., \$14.95.

*Planned Parenthood of Central Pennsylvania, Education Department, 728 South Beaver Street, York, PA 17403; 717/845-9683.*

**HUMAN SEXUALITY: A CURRICULUM FOR TEENS**

*Jane M. Dodds*

Contains 14 chapters which can be presented as 14 or more class sessions. Each session is made up of five components: an overview of concepts for class discussion; factual material for presentation; group exercises and homework assignments; resources; and knowledge and attitude surveys. 1982, 145 pp., \$20.

*Planned Parenthood of Rochester and Monroe County, 114 University Avenue, Rochester, NY 14605; 716/546-2595.*

**HUMAN SEXUALITY: A CURRICULUM GUIDE, GRADES 9-12**

*Martha R. Roper*

Outline for a one-semester high school course that meets twice a week. 1983, 35 pp., \$5, plus \$.90 p/h.

*Instructional Services, School District of University City, 8346 Delcrest Drive, University City, MO 63124; 314/872-1912.*

**IMPLEMENTATION OF FAMILY LIFE EDUCATION CURRICULUM: TEACHING MATERIAL AND STRATEGIES**

*Joan Benesch, Jean Kapp, and Louise Pelouquin*

Oriented toward urban sexuality educators developing programs and materials specific to school objectives and guidelines, each of the 10 sections reviews a particular content area and includes curriculum objectives, factual materials, and exercises. 1981, revised 1985, 125 pp., \$10.

*Sex Education Coalition, 2001 O Street NW, Washington, DC 20036; 202/457-0605.*

**LIFE PLANNING EDUCATION**

*Carol Hunter-Geboy*

Focuses on preparing adolescents for employment and for dealing with their sexual and reproductive development, feelings, and behaviors. Teens learn how their educational and vocational goals will affect their plans for a family and how their sexual decisions will affect vocational options. Designed to increase participants' knowledge of their sexuality; of their responsibilities in parenthood; of the skills they will need to find and obtain a job; and to provide them with strategies for good communication, goal setting, and decision-

making. An AIDS supplement has recently been added. 1985, 308 pp., \$35.

*Center for Population Options, 1012 14th Street NW, Suite 1200, Washington, DC 20005; 202/347-5700.*

**LIFE STYLES EDUCATION AND COUNSELING PROGRAM: CURRICULUM MANUAL**

*Pam Sofferin et al*

Provides a multifaceted approach to working in the area of teenage pregnancy prevention. Contains 16 units, each consisting of an introduction; goals and objectives; optional exercises; overhead transparencies; suggested discussion questions; pre- and posttests; and resources. 1984, 375 pp., \$100.

*Lifestyles Program, Lakeview Center, 1221 West Lakeview Avenue Pensacola, FL 32501; 904/432-1222.*

**MUTUAL CARING — MUTUAL SHARING: A SEXUALITY EDUCATION UNIT FOR ADOLESCENTS**

*Cooper Thompson*

The purpose of this curricula is twofold. The first is to address the sex role socialization of teens and how this socialization affects the sexual attitudes and behaviors of adolescents. The second is to affirm their sexual feelings, aid them in sorting out their feelings, and help them choose responsible ways of expressing their sexuality. 1988, 45 pp., \$12.

*The Clinic, PO Box 791, 5050 Chestnut Street, Dover, NH 03820; 603/749-2346.*

**PEER EDUCATION IN HUMAN SEXUALITY**

*Louise Pelouquin, Jinny Sewell, and Ginny Levin*

Designed to give an understanding of the peer education model, to be a step-by-step guide for initiating and continuing a peer education program, and to provide ideas for using peer educators after training. Peer educators demonstrate their skills through public speaking, role-playing, individual and group education, and referral techniques. 1980, 106 pp., \$12.

*Planned Parenthood of Metropolitan Washington, 1108 16th Street NW, Washington, DC 20036; 202/347-8500.*

**POSITIVE IMAGES: A NEW APPROACH TO CONTRACEPTIVE EDUCATION**

*Peggy Brick, and Carolyn Cooperman*

This 16-lesson, educational curriculum focuses specifically on contraception. Its purpose is to help students develop positive images of contraception; understand contraceptive technology and its relationship to their lives and futures; assess their personal risks of unplanned pregnancy; build decision-making and communication skills; develop their capacities to work cooperatively with their partners in assuming responsibility for contraception; understand their basic right not to have intercourse and assert that right at any time in any relationship. 1987, 2nd edition, 85 pp., \$15, plus \$2 p/h.

*The Center for Family Life Education, Planned Parenthood of Bergen County, Inc. 575 Main Street, Hackensack, NJ 07601; 201/489-1265.*

**SELF DISCOVERY — CARING, LOVING, AND SEXUALITY: USING SKILLS TO MAKE TOUGH CHOICES**

*Gilda Gussin, Ann Buxbaum, and Nicholas Danforth*

Students review basic facts about reproduction, teen pregnancy, and birth control, and then determine personal rules based on their own and their family values. Students use self-discovery skills to meet their needs for loving and caring without necessarily relying on sexual activity. *Teacher's Guide*, 1984, 114 pp., \$11.95; *Student's Guide*, 1984, 80 pp., \$8.95.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

**SEXUALITY EDUCATION: A CURRICULUM FOR ADOLESCENTS**

*Pamela Wilson and Douglas Kirby*

Consists of 11 units, each of which has a statement of goals and objectives, an overview of the unit's contents, several activities and, where needed, lecture notes and handouts. Based primarily on courses developed at Council Rock High School in Newtown, PA; University City High School in St. Louis, MO; and George Mason High School in Falls Church, VA. 1984, 450 pp., \$34.95.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

**TOMORROW'S PARTNERS, TOMORROWS PARENTS: A GUIDE FOR PLANNING EFFECTIVE FAMILY LIFE EDUCATION PROGRAMS**

*Girls Clubs of America*

Educational intervention designed to ensure that girls experience adolescence as a positive and self-affirming prelude to a meaningful and productive life as an adult. Provides participants with knowledge about family life and human sexuality in the context of physical, psychological, social, and moral development. Also enables adolescents to clarify their values, build essential skills, and develop attitudes that will enhance their present and future lives. 1987, 84 pp., \$5. All orders must be prepaid.

*Girls Clubs of America, Inc., National Resource Center, 411 Michigan Street, Indianapolis, IN 46202; 800/428-4224, 317/634-7546.*

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PARENTS

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**COMMUNICATION ABOUT SEXUALITY — PARENT AND CHILD: A GUIDE FOR TRAINING FAMILY LIFE EDUCATORS AND COUNSELORS**

*Anne Wuerscher and Phyllis R. Goldman*

A course that will enable professionals to attain the knowledge and skills needed to foster better communication about sexuality in the homes of adolescents. 1981, 174 pp., \$10.

*Statewide Family Planning Training Program, Department of OB/GYN, University of Connecticut Health Center, Farmington, CT 06032; 203/677-0675.*

**CONNECTIONS**

*Phyllis R. Goldman*

Designed to help professionals with a human services background conduct a three-hour workshop for parents of adolescents. Packaged as a folder with two pockets of materials; one for instructors and one for parents. 1983, \$7.50.

*Statewide Family Planning Training Program, Department of OB-GYN, University of Connecticut Health Center, Farmington, CT 06032; 203/677-0675.*

**FAMILY LIFE EDUCATION: HOMEWORK FOR PARENTS AND TEENS**

*Nancy Abbey-Harris*

Twenty-four assignments, divided into junior- and senior-high school age levels, cover a wide variety of issues. Each has an introduction, and both have a parent and a teen worksheet that are sometimes combined. Designed as an adjunct to classroom programs for grades 7-12. 1984, 82 pp., 1-9 copies/\$12.95 each, 10+/\$10.95 each.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

**GROWING (UP) TOGETHER — SEXUALITY AND COMMUNICATION: A CURRICULUM GUIDE FOR PARENTS AND CHILDREN**

*Kathryn Bosch*

Six units for use with parents and their children, ages 10-13, plus a parent's introductory session. Adaptable for use with a variety of time schedules. Curriculum format includes working with parents and young people together, and apart, and requires at least two facilitators. 1982, 54 pp., \$8.50, plus p/h.

*Family Planning Council of Western Massachusetts, 16 Center Street, Northampton, MA 01060; 413/586-2016.*

**PUTTING THE BIRDS AND BEES IN PERSPECTIVE: A PARENT EDUCATION MANUAL**

*Barb Cote and Jan Lunquist*

Covers how to develop a parent education project; topics in sexuality with parent guidelines; program designs for parents of preschoolers, school-age children, and preteens/teens. Also for single, teen, and adoptive parents and for parents and children together. Includes a file of ideas, activities, and resources. 1982, 239 pp., \$30.

*Planned Parenthood Centers of West Michigan, 425 Cherry Street SE, Grand Rapids, MI 49503; 616/459-3101.*

**SEMINARS FOR PARENTS ON ADOLESCENT SEXUALITY**

*Education Development Center*

Contains detailed outlines for four seminars. Includes overall goals, suggested agendas, techniques for encouraging discussions, and background reading and information. Additional outlines are also provided

for parents wishing to explore particular topics in more depth. This is part of a larger education program entitled *Starting a Healthy Family*. 1979, *Leader's Guide*, 147 pp.; *Parent Packet*, 141 pp.; *Curriculum* alone, \$13.95, plus p/h; *Curriculum*, plus four *Audiotapes*, \$31.95, plus p/h.

*Education Development Center, 55 Chapel Street, Newton, MA 02160; 617/969-7100.*

### **SEXUALITY EDUCATION: A CURRICULUM FOR PARENT/ CHILD PROGRAMS**

*Jean Brown et al*

A revised and expanded version of *Parent-Child Sex Education: A Training Module*. Consists of suggested course outlines, activities, supplementary teacher resource sheets, handouts, and appendices on resources and evaluation. 1984, 212 pp., \$29.95.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

### **SEXUALITY EDUCATION: A FAMILY LIFE EDUCATION CURRICULUM FOR PARENTS AND YOUNG ADOLESCENTS**

*Memphis Association for Planned Parenthood*

Developed from a research program that compared and evaluated five different approaches to training parents and young adolescents to talk comfortably about sexuality. Extensive program materials included. 1984, 105 pp., \$9.95.

*Planned Parenthood Federation of America, 810 7th Avenue, New York, NY 10019; 212/603-4627.*

### **SEXUALITY EDUCATION FOR PARENTS OF YOUNG CHILDREN: A FACILITATOR'S GUIDE AND TRAINING MANUAL**

*Sally A. Koblinsky*

Section I provides an overview of the program and presents the rationale for offering a sexuality education program to parents of children from infancy to age eight. Sections II and III deal with organization, management, and the curriculum for training facilitators. A model for designing, implementing, and evaluating programs for parents appears in Section IV. The final two sections include informational summaries of the sexual

topics covered in both the facilitator and parent-training programs, plus appendices, bibliographies, and a resource list. 1983, 296 pp., \$13.95, plus 15% p/h.

*Ed-U-Press, 7174 Mott Road, Fayetteville, NY 13066; 315/637-9524.*

### **WHAT SHOULD WE TELL THE CHILDREN: A CURRICULUM GUIDE FOR PARENTS**

*Kathryn Bosch*

A 10-hour curriculum that provides information on myths and facts, communication skills, and peer pressures. Includes exercises and resources for parents of children of all ages. 1982, 40 pp., \$8.50, plus p/h.

*Family Planning Council of Western Massachusetts, 16 Center Street, Northampton, MA 01060; 413/586-2016.*

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## LEADER RESOURCES

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### **BEYOND REPRODUCTION : TIPS AND TECHNIQUES FOR TEACHING SENSITIVE FAMILY LIFE EDUCATION ISSUES**

*ETR Associates Training Staff*

Topics covered include teaching about decision-making, contraception, and pregnancy alternatives; guidelines for selecting learning activities; and facilitation skills in the classroom. 1983, 16 pp., one copy/\$2.95; 2-24/\$2.50; 25-99/\$2.25; 100+/\$1.95; plus 15% p/h.

*Network Publications, PO Box 1830 Santa Cruz, CA 95061-1830; 408/438-4080, 408/438-4284 (FAX).*

### **COUNSELING SKILLS IN FAMILY PLANNING**

*Deborah E. Bender and Cynde Bean, Editors*

A handbook, designed to offer training in basic family planning counseling skills, based on the premise that a counselor in family planning must look at clients holistically and must understand their perceptions of themselves and how their thoughts, feelings, and behavior as sexual beings are related to their total life situation. Also designed to enable counselors, from a wide range of backgrounds

and preparedness, learn skills in relationship building and communication, so that they can better understand the meaning of sexuality for their clients and can help them make decisions within their own value systems. 1982, 135 pp., *Trainer's Handbook*, \$10; *Participant's Handbook*, \$4, plus 15% p/h for each volume.

*Carolina Population Center, University of North Carolina at Chapel Hill, CB #8120 University Square, Chapel Hill, NC 27516-3997; 919/966-2157.*

### **EDUCATORS HANDBOOK**

*Debra W. Haffner, Editor*

Includes modules for presentations on contraception, STDs, male sexuality, and parents as sexuality educators. Also contains guidelines for working with the media, marketing education programs, and generating revenues. 1984, 160 pp., \$12.

*Planned Parenthood of Metropolitan Washington, 1108 16th Street NW, Washington, DC 20036; 202/347-8500.*

### **FAMILY LIFE EDUCATION PROGRAM IDEAS**

*National Council of Jewish Women*

Suggested program outlines for family life education to promote a healthy community, sound family life, and individual well-being. Addresses the following topics: adolescent sexuality; family planning; talking to children about sex; domestic violence and sexual abuse; contemporary family problems; and intergenerational and family relationships. This is a program supplement of the National Council of Jewish Women's *Impact Material for Pro-Choice: Advocacy, Community, Services, and Training*. 1985, 37 pp., \$4.

*National Council of Jewish Women, 53 West 23rd Street, New York, NY 10010; 212/645-4048.*

### **FAMILY LIFE EDUCATION: TEACHER TRAINING MANUAL**

*Ellen Wagman, Lynne Cooper, and Kay Rodenberg Todd*

Written for those wishing to prepare school personnel to teach family life education to junior- and senior-high students. Organized around the steps of needs assessment, objective writing, training, management, design, delivery, and evaluation. Uses concrete examples



and sample activities to clarify each step. 1981, 525 pp., \$39.95.

*Network Publications, PO Box 1830  
Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

### **A GUIDE TO VALUES CLARIFICATION IN SEX EDUCATION**

*Jacqueline Pappalardo Dumont*

Provides exercises for adolescents that are designed to evoke their awareness of values; to clarify how their values are developed or inherited; and to evaluate the effectiveness, importance, and relevance of their values in their lives. Section I contains 33 exercises which will build, when used progressively, trust and risk levels. Section II contains specific resource material on a variety of human sexuality topics. 1979, 2nd edition, 108 pp. No longer in print, but will send a xerox copy for \$46, plus p/h.

*Preterm Cleveland, University-Cedar Medical Building, 10900 Carnegie Avenue, Cleveland, OH 44106; 216/368-1000.*

### **HELPING PEOPLE LEARN ABOUT SEXUALITY**

*Maggie Ruth P. Boyer and  
Sally McCormick*

A guide for developing workshops for adolescents on human sexuality. 1986, 149 pp., \$14.95.

*Planned Parenthood of Bucks County, 721 New Rodgers Road, Bristol, PA 19007; 215/785-4591.*

### **IMPLEMENTING A YOUNG MAN'S SEXUALITY EDUCATION PROGRAM: A HOW TO GUIDE**

*Andre Watson and Debra W. Haffner*

Contains steps for implementing such an education program. 1982, 16 pp., \$2.50, plus 15% p/h.

*Planned Parenthood of Metropolitan Washington, 1108 16th Street NW, Washington, DC 20036; 202/347-8500.*

### **HOW TO BE A TRAINER: A SELF- INSTRUCTIONAL MANUAL FOR TRAINING IN SEXUAL AND REPRODUCTIVE HEALTH CARE**

*Terry Beresford*

Covers how to design training sessions, deliver training effectively, think like a trainer, and deal with common group management problems. The

resource section contains more than 50 exercises for staff training in communications, assertiveness, contraception, abortion, and sexuality. 1980, 142 pp., \$12.50, plus 15% p/h.

*Planned Parenthood of Maryland; 610 North Howard Street, Baltimore, MD 21201; 301/376-1400.*

### **INTIMACY IS FOR EVERYONE: A SEX EDUCATOR'S GUIDE TO TEACHING INTIMACY SKILLS**

*Bob McDermott and Barbara Petrich*

Although this unique curriculum was developed in prisons, juvenile facilities, and substance abuse treatment institutions, it is intended to be useful to all sexuality educators looking for a new approach to relationships education. Includes special sections on heartache, hopelessness, overcoming fear, and survival skills for educators. Revised 1988, 282 pp., \$18, plus \$2 p/h.

*Planned Parenthood for Santa Barbara County, 518 Garden Street, Santa Barbara, CA 93101; 805/963-5801.*

### **PRACTICAL APPROACHES TO SEXUALITY EDUCATION PROGRAMS: PREADOLESCENTS, ADOLESCENTS, PARENTS, AND MENTALLY RETARDED PERSONS**

*Ann Thompson Cook and Pamela M.  
Wilson, Editors*

Designed for programs with each of the four groups in the subtitle. Provides information and suggestions regarding program description and rationale, special considerations, and selected resources. 1982, 70 pp., \$5.50.

*Sex Education Coalition; 2001 O Street NW; Washington, DC 20036; 202/457-0605.*

### **SEXUALITY EDUCATION : A GUIDE TO DEVELOPING AND IMPLEMENTING PROGRAMS**

*Ann Thompson Cook, Douglas Kirby,  
Pamela M. Wilson, and Judith S. Alter*

Covers building, designing, establishing guidelines, implementing, and evaluating programs; selecting and training leaders; and linking young people with medical services. Also includes fact sheets on topics such as sexual knowledge and behavior of adolescents, parent/child communication about sexuality, and the effects of sexuality education programs. Will soon be out-of-print, 1984, 132 pp., \$9.95.

*Network Publications, PO Box 1830  
Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

### **SEX EDUCATION TEACHER'S GUIDE AND RESOURCE MANUAL**

*Steven Bignell*

Designed as a companion volume to *Family Life Education: A Curriculum Guide*, this manual is an aid to sexuality educators who are developing classes for enhancing existing programs. Offers extensive teaching techniques and bibliographic material, as well as comprehensive background information on the topical areas usually covered. 1982, 2nd edition, 277 pp., \$29.95.

*Network Publications, PO Box 1830  
Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

### **SEXUALITY EDUCATION : A HANDBOOK FOR THE EVALUATION OF PROGRAMS**

*Douglas Kirby*

Discusses the need for evaluating sexuality education programs; selection of program characteristics and outcomes to be measured; experimental designs; survey methods; questionnaire design; and procedures for administering questionnaires, analyzing data, and using existing data. Appendix contains reliable, valid questionnaires. 1984, 192 pp., \$24.95.

*Network Publications, PO Box 1830  
Santa Cruz, CA 95061-1830; 408/438-4080; 408/438-4284 (FAX).*

### **SEXUALITY EDUCATION AND TRAINING : THEORY, TECHNIQUES, AND RESOURCES**

*Joan Helmich and Jan Loreen*

Includes extensive description of basic teaching techniques, with elaboration on variations, methods of adoption, and the possible effect of each technique; information on planning, delivery, and evaluation in sexuality education; basic theory on how groups function and how to facilitate that process; and suggested games, group exercises, and combinations of techniques developed for specific topics. 1979, 2nd edition, 129 pp., \$8.50, plus 20% p/h.

*Planned Parenthood of Seattle/King County, 2211 East Madison, Seattle, WA 98112; 206/328-7734.*

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

*Norman Rosenzweig and F. Paul  
Pearsall, Editors*

A compendium of articles covering curriculum design; teaching methodol-

ogy; courses for special target audiences, such as gynecologists, urologists, and nurses; and some sample programs. 1978, 336 pp., \$39, plus \$2 p/h.

*Grune and Stratton, 111 5th Avenue, New York, NY 10003; 800/228-07652.*

#### **TEACHER TRAINING IN FAMILY LIFE EDUCATION**

*Jean Klein-Falzalore*

Four, six-hour training agendas on self-esteem and enhancing effective communication, values, and self-directed decision-making. The format consists of training objectives; overview of schedule; pre and post tests; ground rules; structured learning activities; lectures; and film presentations. 1982, 292 pp., \$15.

*Office of Health Education, San Bernardino County Department of Public Health, 351 North Mountain View Avenue, San Bernardino, CA 92415; 714/387-6285.*

#### **TO BE A LEADER: SKILLS IN GROUP LEADERSHIP FOR TEENAGERS**

*Teen Advisory Committee and Education Department*

Offers advice on the characteristics of an effective group leader; preparing for a group; conducting a group on one's own or with others; opening and closing sessions; and handling difficult situations. Suggests "icebreaker" and program activities, and discusses special concerns in peer sex education group leadership. 1983, 34 pp., \$1.95, plus 20% p/h. All orders must be prepaid.

*Planned Parenthood of Southeastern Pennsylvania, 1144 Locust Street, Philadelphia, PA 19107; 215/351-5590.*

#### **WE'RE NOT JUST TALKING SEX.... A LEADER'S GUIDE FOR TEEN SEX EDUCATION**

*Planned Parenthood of Southeastern Pennsylvania*

Contains information about group facilitation, program content, teaching methods, evaluation instruments, and

supplementary teaching materials.

Outlines three complete programs that can be presented independently or as one series: Health Care for Teens; Values, Decision-Making, and Sexuality; and Sexuality and Relationships. 1983, 130 pp., \$9.95, plus 20% p/h. All orders must be prepaid.

*Planned Parenthood of Southeastern Pennsylvania, 1144 Locust Street, Philadelphia, PA 19107; 215/351-5590.*

#### **WORKING TOGETHER: A GUIDE-BOOK FOR COMMUNITY-BASED FAMILY LIFE EDUCATION**

*Jacqueline S. Walker and Sheila Essig*

Based on three model programs in communities of different sizes and needs, this guide illustrates innovative ways to expand the range of topics, audiences, and settings for nontraditional family life education. Evaluation materials included. 1984, 196 pp. Out-of-print, but copies are still available for the cost of postage, \$2.50.

*Planned Parenthood Federation of America, 810 7th Avenue, New York, NY 10019; 212/603-4677.*

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bring this up.  
but I think we need to talk  
about our past relationships.  
It used to be  
that the past wasn’t very important.  
But in today’s world,  
it really matters.”**

Thus begins a new greeting card published by Hallmark cards. It is filed under the heading “Before We Go Any Further,” right next to the headings marked “Anniversary” and “Birthday.”

When the card is opened, it reads,

**“I care about what happens  
to both of us.  
I want us both to be around  
for a long time.  
So let’s talk . . .  
before we go any further.”**

The card is part of Hallmark Cards new product line, “Between You and Me.” This line of greeting cards, designed to promote communication between couples, includes cards on friendship, marriage, divorce, relationships, stopping smoking, and fighting alcoholism.

The SIECUS Board of Directors has sent Hallmark Cards a SIECUS Salute, in recognition of this greeting card’s highlighting of the importance of communication about sexual issues. SIECUS’ letter to Hallmark Cards stated: “At a time when we are all being threatened by the AIDS epidemic, Hallmark Cards willingness to participate in HIV prevention through its greeting cards is an important new component of public education. We applaud your response and look forward to seeing additional cards in this series.”

SIECUS is delighted to recognize Hallmark Cards for its innovative contribution to the fight against HIV.

**Hallmark Cards, SIECUS Salutes You!**

# Books • Books • Books • Books • Books

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## BERTRAND RUSSELL ON ETHICS, SEX, AND MARRIAGE

Al Seckel, ed. Buffalo, NY: Prometheus Books, 1987, (300 pp.; \$14.95 paperback).

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*Bertrand Russell on Ethics, Sex, and Marriage* is a collection of the philosopher's essays presenting his early and later thoughts, in logical sequence, on the subjects in the book's title. A brief but comprehensive biography of the noted and long-lived free-thinker, mathematician, and Nobelist in literature begins the book, which is then divided into five sections: Ethics; Moral Rules; Sexual Morality; Marriage and Divorce; and Happiness. The essays range from those written at the beginning of the century, when Russell was in his 30s, to those written shortly before his death in 1971 at age 98. As Seckel points out in his preface to the section on ethics (each section includes a brief explanatory introduction), the essays were selected "for their contribution to social thought *at the time they were written* and should be considered in this context." This is important to remember as one progresses through these essays which, radical or startling in their prescribed context, now seem tame and even self-evident — certainly as theory — from the vantage point of the late 1980s.

Bertrand Russell, born in 1872 into wealth and privilege in the heyday of Victorian glory and respectability, was brought up in an emotionally repressed and conventionally religious — even austere — atmosphere. He became the product of the ethics and ideas of the morality, sexual and otherwise, of his strict grandparents, Lord John and Lady Frances Russell, after the early death of his liberal-minded parents (his father was an early advocate of the then "unmentionable practice" of birth-control).

Seckel, in quoting from Russell's *Portraits from Memory*, states: "There were family prayers at eight o'clock every morning. Although there were eight servants, food was always of Spartan simplicity, and even what there was, if it was at all nice, was considered too good for children. Cold baths all the year round were insisted upon... My grandmother never allowed herself to sit in an armchair until the evening. Alcohol and tobacco were viewed with disfavor... Only virtue was prized, virtue at the expense of intellect, health, happiness, and every mundane good." This preliminary grounding eventually had the effect of nourishing and broadening Russell's rebellious views on the unhappy, unfulfilling consequences of such an upbringing. What he considered the emotional lacks and narrow visions of this period became his generalized view of the wrongly-inhibiting influences of society, and in turn, the basis for his personal and social ethics.

Some highlights of these essays... As an ethicist, Russell believed that the consequences of a moral decision should be determined, and each decision should be made, on an individual basis. Such decisions, he felt, should not be determined by general rules. He extended this position to the political arena, stating that "it is not the business of ethics to justify the moral rules of those in power." When focusing on science and ethics, he continued to argue against the objectification of values under the codified headings of "good" and "bad," and concluded that science "cannot decide questions of value which lie outside the realm of truth and falsehood." However, in his essay entitled "Power and Ethical Rules," Russell somewhat alters his stand from his former assertion that ethics lie in the "utilitarian" understanding of morality only — that an action is justified or unjustified only by its consequences — and broadens his base to include the *positive* aspect of rebellion, e.g., when a rebel sets out to change existing wrongs in society for noble causes. Such a rebel, Russell

contended, is "constructive," but he believed that, even here, it is too individual a matter to "lay down rules." Further, Russell writes expansively on the value of "common sense" ethics — in a framework of moral (including sexual) values — that would benefit all without the inhibition of a religious context. He also thought that we should judge social systems more scientifically than we do (underwriting socialism in 1922 as the best choice among existing systems) for their capacity to "so regulate the material side of existence as to enable men to take it for granted and to leave their minds free to employ their leisure in those things which make the true glory of man."

As to sexual morality in its various forms, which comprise the latter chapters of this volume, Bertrand Russell believed that anything was acceptable as long as it did not harm anyone else; that such a morality was again an individual choice and should never be "condemned." Further, he firmly propounded that only a freer attitude toward sexuality could prevent sexual abuse; and, on the question of divorce, it was the "indissolubility" of marriage (still very much an issue when he began writing about it) that he found "definitely harmful." On the subject of pornography, he held the view that it would eventually bore rather than incite if not too much was made of it. He believed in education without sexual taboos; that any "honest" education would reduce the ills that such taboos have placed on us; and that through such an education a true sexual morality would evolve that would replace the ill effects of the old taboos.

Russell was most contemporary in his belief in the need for sexual equality between women and men; the need for mutual respect and independence in marriage; the need for ease of divorce; and with the fact that a true sexual ethic (with all

the inherent problems of jealousy, etc.) will be more readily effected by "practicing the ordinary virtues of tolerance, kindness, truthfulness, and justice."

Together — the elimination of fear of official reprisals toward our wish to live freely, sexually and societally; the overcoming of the "irrational" views of sex that have colored all our pronouncements and rigidities; and the prevalence of the "love of truth" combined with a "scientific outlook" that should serve to disseminate "kindness as an ethical precept" — might stand as Russell's ethical creed.

Al Seckel has edited a book that nonphilosophers will find easy and enjoyable reading.

*Reviewed by Zoe Coralmik Kaplan, PhD, adjunct associate professor of English and the humanities at Marymount Manhattan College.*

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### **THE MALE COUPLES GUIDE TO LIVING TOGETHER: What Gay Men Should Know About Living Together and Coping in a Straight World**

Eric Marcus. New York: Harper & Row, Publishers Inc., (280 pp; \$18.95 hardcover, \$9.95 paperback).

### **INTEGRATED IDENTITY FOR GAY MEN AND LESBIANS: Psychotherapeutic Approaches for Emotional Well-Being**

Eli Coleman, ed. The Harrington Park Press Inc., (331 pp; \$17.95 paperback).

### **GAY RELATIONSHIPS**

John DeCecco, ed. New York: The Haworth Press, Inc., (290 pp; \$27.95 hardcover, \$14.95 paperback).

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Three books have recently been published that will be of interest to mental health/sexuality professionals who work with gay and lesbian people. *The Male Couples Guide to Living Together* is subtitled *What Gay Men Should Know About Living Together and*

*Coping in a Straight World*. It is intended to be helpful to men wanting to couple or who are already involved in a relationship. Written in a very accessible style, with lots of frank advice, case examples and good humor, this is a perfect resource for therapists and sex educators who do not know much about male couples and wish to become better informed. It is also ideal to suggest to couples. Sensible and comprehensive, it covers dating and beginning a relationship; moving in together; monogamy versus nonmonogamy; family; becoming parents; sex; AIDS; legal issues; money; insurance; rituals and religion; health; breakups; aging and loss. It concludes by profiling two male couples from different parts of the country. This volume is practical, fun, and long overdue.

*Integrated Identity for Gay Men and Lesbians: Psychotherapeutic Approaches for Emotional Well-Being* is edited by Eli Coleman, an early pioneer in conceptual and practical writings in the field of mental health and sexuality with sexual minorities. The book is comprehensive and contains state-of-the-art articles that reflect numerous realities of counseling and therapy with today's lesbians and gay men. It is by and for clinicians and is bound to be interesting and relevant to practitioners working with gay men and women. In the section entitled "Identity Formation," Coleman provides a useful, though complex framework for assessing sexual orientation. The section, "Relationship Concerns," is especially strong. It contains innovative and practical articles that focus on: Treatment of Identity and Intimacy Issues in Gay Males; Dependency Issues in Lesbian Relationships; Sex Therapy with Lesbian Couples: A Four Stage Approach; Therapy for Male Couples Experiencing Relationship Problems and Sexual Problems; Stage Discrepancy in Male Couples; and Causes and Treatments of Sexual Desire Discrepancies in Male Couples. This volume is likely to become a companion work for John Gonsiorek's classic *Homosexuality & Psychotherapy: A Practitioner's Handbook of Affirmative Models* (1982).

*Gay Relationships* is a collection of

articles reprinted from the *Journal of Homosexuality*. There is only one article that even mentions lesbians in its title, and only two that discuss women's issues. The introduction is new and relevant to the 1980s in its discussion of AIDS, but the articles and research are all around ten years old. However, the authors are distinguished in their areas of expertise and the quality of the articles — which were pioneering in their day — is superb. Most are reports of research studies and are not clinical. The section titles — Where to Look for Lovers; Whom to Choose as a Lover; How to Maintain a Gay Relationship; and How to Solve Problems in Gay Relationships — are misleading. They make it appear that the book is intended to be a consumer's guide to important issues for couples; yet, the fact that it is a collection of serious academic articles actually makes it best suited for a professional readership. Despite its flaws and its being somewhat dry, it is, nonetheless, a thoughtful and important volume.

*Reviewed by Michael Shernoff, CSW, ACSW, Codirector of Chelsea Psychotherapy Associates, New York.*

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### **ROMANTIC INTERLUDES: A Sensuous Lover's Guide**

Ray Stubbs, PhD, and Louise-Andree Saulnier, foreword by Beverly Whipple, PhD  
Novato, CA: Secret Garden, Publishers Services, P.O. Box 2510-SR, 1988, (112 pp.; \$12.95, plus \$3 p/h (and sales tax if California resident)).

Here is a book that is a pleasure to read and to recommend. It is a book for all adults who want a guide that will help them develop the art of loving touch and a sensitive and intimate way of relating to that significant person in their life. Human beings are born sexual, but we are not born lovers. As a sex therapist, much of my time is spent helping people learn how to be good lovers.

*(Continued on Page 24)*

# Audiovisuals • Audiovisuals • Audiovisuals

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## **AVOIDING AIDS:**

### **WHAT YOU CAN DO**

Written by William L. Yarber, HSD. Produced and distributed by Marsh Media, Inc. Filmstrip and cassette or VHS video, both with a teacher's guide. 1988, 12:27 min. Purchase price: filmstrip/cassette \$42.95; video \$52.95. Marsh Media, P.O. Box 8082, Shawnee Mission, KS 66208, (800) 821-3303.

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*Avoiding AIDS: What You Can Do*, a videotape accompanied by a teacher's guide (8 pp.), has been written for junior and senior high school students by William L. Yarber. The video's stated educational purpose is to help students understand "how the virus works on the immune system, how it is spread, and more importantly, how to avoid catching or spreading the disease by avoiding behavior that increases chance exposure to the virus."

The video opens with four young people posing questions about AIDS, which we are told are concerns "typical of many teenagers." The first young man inquires about the surest methods of prevention. Another, who states he is in a mutually monogamous relationship in which neither partner uses drugs, asks about his chances of acquiring the human immunodeficiency virus (HIV). A young woman wonders how to approach the issue of safer sex with her partner as their relationship becomes increasingly intimate. Finally, a fourth young person worries about possible exposure to HIV as a result of her past sexual behavior and asks how she should go about being tested.

Most of the video is devoted to responding to these concerns. A "health educator" provides basic information about AIDS. She discusses what AIDS is and how HIV is and is not transmitted. The discussion then turns to prevention and testing. The remainder of the time is spent specifically address-

ing the problems presented by the four teenagers at the beginning of the video. Each question is posed a second time. Viewers are then invited to stop the tape in order to discuss each problem as a group. Following this discussion, the health educator returns to respond, based on the information which has just been presented. The film ends with suggestions concerning how to keep informed about AIDS.

Several important aspects of the video should be noted. First, the video targets unreasonable fears and myths about becoming infected with HIV and addresses how the virus is not spread. Second, it is particularly suitable for settings which choose to emphasize monogamy and sexual fidelity. Third, it is specifically set up to promote group discussion and the development of problem-solving skills related to AIDS. In order to process the information presented, viewers are encouraged to respond to the questions presented at the beginning of the video. Finally, students are urged to keep up with current information about AIDS and are given practical suggestions concerning how to do so.

However, unfortunately, the video suffers from a number of weaknesses. Panelists felt the filmstrip format was not engaging and would quickly lose the attention of most adolescents. Other concerns of the panel involved the information itself. While it was generally agreed that the information presented was accurate, some felt that it was not current — the video still speaks of risk groups, for example. In all fairness, however, one must keep in mind that scientific knowledge about AIDS has constantly changed as new research findings have become available. Opinions also varied regarding the clarity and content of the film's message. For example, the video emphasizes abstinence and monogamy, and some of the members of the panel felt that such an approach was not realistic for today's adolescent population. The issue of testing, as it was treated in this video, was also a point of concern. Those who suspect that they may have been exposed to HIV

are encouraged to visit a nearby health department for information about confidential HIV testing and counseling. However, the distinction between confidential and anonymous testing is never made, and the potential negative consequences of a positive test result are not discussed.

In the final frame, the narrator states: "The AIDS epidemic can be stopped and individual prevention effort is the key." While the video has certain merit, the review panelists felt that it struggles overall in its attempt to get that message across to the adolescent audience.

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*This review was written by Mark Bigler, MSW, PhD candidate, Human Sexuality Program, New York University, and graduate assistant, SIECUS Mary S. Calderone Library.*

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## **DON'T GET IT! TEENAGERS AND AIDS**

1989; 23 min. video; teacher's guide; purchase, \$159. Human Relations Media, Inc., 175 Tompkins Avenue, Pleasantville, NY 10570.

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This video fails to accomplish one of its central goals, "to give students motivation to change behavior as well as the information they need to do it" (page one of the teacher's guide). Although the theme, "Don't get it!" is chanted over and over again in the video, the ways by which one acquires the human immunodeficiency virus (HIV), and the ways by which one avoids infection, are never clearly presented. The video, a collage of flashy, high-tech graphics, upbeat music, frank interviews with teens, and excerpts of talks about AIDS at school assemblies, lacks thematic and visual unity; and the music and graphics, which are relied upon too heavily, fail to provide the missing organization and focus. The absence of a central narrator and clear transitions, along with the fact that it tries to do too much, make it

difficult to determine the video's actual purpose.

Although the accompanying teacher's manual includes additional, and more complete, information about AIDS, the video confuses its viewers by providing partially correct information. It fails, for example, to distinguish between HIV, ARC, and AIDS and to address the transmission of the virus through oral and anal sex in addition to vaginal intercourse. Teenagers in the video also repeat common misconceptions about AIDS and no mention is made that their beliefs are false. When misconceptions are not labeled as such, and are shown without narrative comment, it is possible that those with little knowledge of AIDS and/or those who hold such misconceptions might accept what they see and hear to be true.

Many of the segments also are unclear, misleading, and/or confusing. Scenes flashing repeated images of couples hugging, walking with their arms around each other, and kissing — accompanied by chants of "Don't get it!" — might lead viewers to think that the virus is spread by these activities. Mixed messages are also given when the video first presents abstinence and safer sex as equal choices, then toward the end of the tape stresses abstinence as the best option. One then wonders why a discussion of safer sex has even been included. The director of adolescent medicine at the University of Medicine and Dentistry in New Jersey, Dr. Robert Johnson suggests in the video that teens abstain from sex until they are involved in a monogamous relationship. His suggestion is followed by teens' conversations about marriage, but there is no mention of safer sex practices in these situations even though a partner may have been infected prior to the monogamous relationship.

Some positive aspects of the audiovisual are its excellent demonstration of proper condom use (on a banana); the message that AIDS strikes all ages, sexes, and

racess; and the statement that people can adopt certain behaviors to prevent becoming infected with the HIV virus, although it does not adequately inform viewers as to how to do this. New Jersey Commissioner of Health Dr. Molly Coye's emphasis on the spread of the virus by intravenous drug users through the sharing of needles, and her caution that alcohol and other drugs impair judgment so that safer sex practices may not always be followed, are effective.

Despite the good intentions of this video, however, the end result reflects a lack of planning and cohesiveness. Although some segments do provide good information on both AIDS and safer sex, the video by itself, as a whole, is a weak educational tool.

*Written by Lisa A. Bellin, Oberlin, College intern at the Center for Family Life Education, Hackensack, New Jersey.*

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#### **FIVE OUT OF FIVE**

Executive producer, New York Women Against Rape; produced and written by Fatima Cortez & Pat Beaupre; and directed by Ayoka Chenriza. 1987, 7 mins., color video. Rental, \$35, purchase, \$100. Women Make Movies, Inc., 225 Lafayette Street #211, New York, NY 10012, 212/925-0606.

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For a little over seven minutes, the viewer is treated to a rap video on sexual abuse that delivers its message at a fast clip and with a real punch. The protagonist-educators are a racially-mixed group of five adolescents, all of whom have been through some kind of experience with sexual abuse or harassment and now know the score. Smoothly moving across the screen via cartwheels, basketball dribbling, or karate-chopping the air, these youth, now in control and empowered by their understanding of what they have been through, feel it is time to warn others, "No more, no more, won't take the blame no more."

Appropriate for young people, 5-19, this rap video is a good introduction to sexual abuse and could be effectively used with other films on the subject. It briefly states what sexual abuse is, how often it occurs (1:4 girls, 1:7 boys before 14 years of age), and the different forms it can take.

Then the music takes over. True to rap form, a constant, background beat of "never again" punctuates the messages. The rapping chorus is juxtaposed with individual testimonies of personal experiences of rape, incest, physical abuse, and verbal harassment. There is a nice mixture of upbeat, powerful, action segments with other segments of a more somber tone, in which youth with dead-pan faces moon-dance across the screen in slow motion,

*(Continued on Page 24)*

## **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.

The logo for Mercury Productions, featuring the word "MERCURY" in a bold, stylized, italicized font with a metallic or 3D effect.

Mercury Productions  
907 Broadway  
NYC 10011 (212) 869-4073

(Book Review Continued from Page 21)

Kenneth Ray Stubbs has been a teacher of massage for many years at the Advanced Institute for the Study of Human Sexuality. I have personally benefitted from his workshops. He has also made some films on the art of loving and sensual touch through Multi-Focus, Inc., which are known and used by many of us in the field. Now, at last, he has put his message into words, available to all.

I purchased copies of his earlier book, *The Sensuous Lovers' Guide*, for many of my clients who were in sex therapy, and they found it very helpful. *Romantic Interludes* is an expanded edition of that book—and it is as relevant for gay couples as it is for heterosexual couples.

Stubbs and Saulnier set out to help the reader "integrate the sexual, sensual, and the intimate" through a series of innovative lovemaking exercises that include both nongenital and coital pleasure. The book is like a meditation with many spiritual overtones and is a guide for experiencing all the senses in lovemaking.

In the Appendix, Dr. Stubbs discusses his theoretical framework for sexual health, sensate therapy, and tantra, and joins this with a philosophy of pleasure. For this day of AIDS and the fear of experiencing the pleasures of lovemaking, Dr. Stubbs also has added a section on safer and more responsible sex.

I truly recommend this book—and without reservation! I know of no other book available that is as clear and well-written.

*Reviewed by William R. Stayton, ThD, Program in Human Sexuality, Graduate School of Education, University of Pennsylvania.*

(Audiovisual Review Continued from Page 23)

underscoring the seriousness of the problem.

The audiovisual panel rated this video very favorably—particularly for its effectiveness in letting young people know that they are not alone in experiencing abuse and that they can talk to someone about it. The only criticism made of the video is that it should have more strongly encouraged adolescents to talk with an adult—someone who could help them put an end to the abuse.

It is also important to stress that the significance of this video is not how thoroughly it covers the subject of abuse—because it has not been designed to do this. Rather, its intent is similar to that of a well-designed subway or television ad—to implant an idea in one's mind that will remain after the tape is over. The idea that remains is: "If you think you are being harassed, you are." One hopes that this thought will linger particularly with those to whom it applies, and that it will move them to take action—to get the help they need to stop it.

*This review was written by Diane de Mauro, PhD, SIECUS' director of program services.*

*The members of the Audiovisual Review Panels for the reviews included in this issue were: Stephanie Goodridge, BS, MPH candidate, Hunter College, caseworker, Special Services for Children, New York City Human Resources Administration; Haydee Maldonado, BA, masters candidate, New York University's Human Sexuality Program; Fred Nesta, MS, librarian, Marymount College; Kathy Putnam, BA, social worker, MPH candidate, Hunter College; Ellen Schneter, BA, RN, adolescent health care coordinator, Jewish Child Care Association, masters candidate, New York University's Human Sexuality Program; and SIECUS staff: Raquel Burgos, membership coordinator; Diane de Mauro, PhD, director of program services; Janet Jamar, BS, director of publications; Jeanette Reyes, membership assistant;*

*and Julie Sperling, BA, office coordinator and independent filmmaker.*

## A NOTE TO OUR READERS:

This is the first issue of the *SIECUS Report* produced on SIECUS' new, in-house desktop publishing system.

For enabling us to do this we would like to thank Ed Anderson—member of the SIECUS Board of Directors—for offering the financial and technical support that allowed us to secure our Macintosh system. We also would like to thank Matt Rosenberg and Malvern Lumsden for the professional consultations which helped this major undertaking and project come rapidly to fruition!

It will take some time to perfect our work with the desktop publishing system. Please feel free to let us know your reactions to the *SIECUS Report* and to volunteer any suggestions you may have for its improvement.



# Conference/Seminar Calendar

**2ND INTERNATIONAL CONFERENCE ON HEALTH LAW AND ETHICS, "LONDON '89," July 16-21, 1989.** Sponsored by the American Society of Law & Medicine, Commonwealth Lawyers' Association, and Commonwealth Medical Association, with participation by the World Health Organization and the cooperation of a worldwide network of 61 professional organizations. "The faculty includes outstanding teachers, practitioners, and public officials from around the world. We are also planning a 'conference within a conference' for pharmacists and special sessions for health law teachers, health law attorneys, nurses and bioethicists." Logan Hall, University of London, England. Contact: Conference Registrar, American Society of Law & Medicine, Inc., 765 Commonwealth Avenue, 16th Floor, Boston, MA 02215, 617/262-4990.

**4TH INTERNATIONAL CONGRESS ON PRE & PERINATAL PSYCHOLOGY, "FRONTIERS AND FRONT LINES OF HUMAN DEVELOPMENT," August 3-6, 1989.** Sponsored by the Pre and Perinatal Psychology Association of North America. Will feature international experts, scientific sessions, panel presentations, special events, and workshops designed for professionals in the health sciences, education, and human development. Included in the broad spectrum of topics will be such controversial issues as neonatal pain, bioethics, third party conception, innovative birthing techniques, in-utero learning and memory. Conference Center, University of Massachusetts at Amherst. Contact: Rima Laibow, MD, 13 Summit Terrace, Dobbs Ferry, NY 10522, 914/693-8827.

**THE INSTITUTE FOR ADVANCED STUDY OF HUMAN SEXUALITY, SEXUAL HEALTH ATTITUDE RESTRUCTURING PROGRAM (SHARP) 1989, "SEXOLOGICAL INSTRUCTOR/ADVISOR OF AIDS/STD PREVENTION," August 5-12 and November 4-11, 1989.** An intensive California state-approved certificate program to train qualified applicants in sexological strategies to prevent or reduce the risk of contracting AIDS and other sexually transmitted diseases. A certificate, Sexological Instructor/Advisor of AIDS/STD Prevention, is awarded on completion. Contact: Exodus Trust, 1523 Franklin Street, San Francisco, CA 94109, 415/928-1133.

**5TH ANNUAL NATIONAL PEDIATRIC AIDS CONFERENCE, September 6-8, 1989.** Sponsored by the Los Angeles Pediatric AIDS Network and Supported by the Office of Maternal & Child Health, Bureau of Maternal & Child Health & Resource Development, Department of Health & Human Services. Will be an interdisciplinary meeting concerned with current issues in the care of HIV infection in children and their families. Century Plaza Hotel, Los Angeles, California. Contact: LAPAN, c/o Public Health Foundation, 13200 Crossroads Parkway North, Suite 135, City of Industry, CA 91746, 213/669-5655.

**4TH HISPANIC MEDICAL CONGRESS, "THE NATIONAL HISPANIC HEALTH AGENDA: A PLAN FOR ACTION," September 21-23, 1989.** Cosponsored by the Interamerican College of Physicians and Surgeons; Confederation Hispanic-American Medical Societies; Congressional Hispanic Caucus; Pan American Health Organization; UCLA Chicano Studies Research Center; and the George Washington University Medical Center, Office of Continuing Medical Education. Will address and discuss the major health issues affecting the health status of the Hispanic population. Priorities will be established and strategies developed to implement a national Hispanic health working document. Professionals from all

areas of health are encouraged to participate. Century Plaza Hotel, Los Angeles, California. Contact: Maria Lourdes Garcia, Director, Medical Education, Interamerican College of Physicians and Surgeons, 1511 K Street NW, Suite 307, Washington, DC 20005, 202/628-0834.

**THE ALLIANCE FOR COUNSELING AND THERAPEUTIC SERVICES' 1989 COMMUNICATION AND SEXUALITY PROGRAM, "COMMUNICATION AND SEXUALITY" also known as Sexual Attitude Restructuring (SAR), September 23-24, 1989.** The program, led by Jeanne Shaw, PhD, and Paul Fair, PhD, is designed for couples and singles who want sexual enrichment, to change or enhance sexual attitudes, knowledge, and behavior; and to uncover how style and values affect communication around sexual issues; and for professionals who want exposure to recent information and material about sexual attitudes, knowledge, and behavior. Includes sexually explicit audiovisual materials, lectures, large and small group discussions, and opportunities to discuss sexual issues in same sex and mixed groups. "People participate at their own comfort level; no sexual behavior is permitted at the workshop. Topics include: sexual response, desire, arousal, orgasm, satisfaction; common sexual myths and problems; enhancement techniques; fantasy, masturbation, oral sex, safe[r] sex; aging; lusty long-term relationships, and sexual communication." Contact: The Alliance for Counseling and Therapeutic Services, 42 Lenox Pointe, Atlanta, GA 30324, 404/233-7439.

**AMERICAN ASSOCIATION OF SEX EDUCATORS AND COUNSELORS AND THERAPISTS (AASECT) DISTRICT ONE 1989 WESTERN REGIONAL CONFERENCE, "CONFLICT RESOLUTION: FINDING SOLUTIONS," October 19-22, 1989.** Special preconference courses are planned, including a Sexual Attitude Readjustment (SAR) program and other workshops. 300 physicians, psychologists, nurses, counselors, teachers, ministers, social workers, and college students are expected to attend. Omni Hotel, San Diego, California. Contact: AASECT, Southern California Section, P.O. Box 4719, Irvine, CA 92716, 714/833-7810.

**47TH ANNUAL CONFERENCE OF THE AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY, October 26-29, 1989.** 4,000 marriage and family therapists are expected to attend. San Francisco Hilton, California. Contact: Ellyn Grossman or Marcia Hartle, American Association for Marriage and Family Therapy, 1717 K Street NW, #407, Washington, DC 20006, 202/429-1825.

**11TH ANNUAL CONFERENCE ON PATIENT EDUCATION, "A FAMILY AFFAIR," November 16-19, 1989.** Sponsored by the American Academy of Family Physicians, Society of Teachers of Family Medicine, and Trinity Lutheran Hospital, Kansas City, Missouri. "The conference is noted for its emphasis on interdisciplinary interaction, team development, and practical information and skills to enhance the patient education efforts of health care professionals." Will include workshops, papers and practice tips, poster sessions, and special interest discussions, especially in the area of patient education. Topics addressing family concerns and issues are especially being encouraged. Several hundred family physicians, academy faculty, residents and medical students, patient educators, nurses, and allied health professionals will attend. Bueno Vista Palace, Orlando, Florida. Contact: Health Education Department, American Academy of Family Physicians, P.O. Box 8723, Kansas City, MO 64114-0723, 816/333-9700 or 800/274-2237.

# Recommended Resources

## AIDS

**GUIDE TO PUBLIC HEALTH PRACTICE: HIV PARTNER NOTIFICATION STRATEGIES** (September 1988, 23 pp., 7x10 *booklet # 112*) presents recommendations of the Association of State and Territorial Health Officials, the National Association of County Health Officials, and the U.S. Conference of Local Health Officers. Was published with the support of the American Foundation for AIDS Research. "Most public health officials agree that the best way to combat the human immunodeficiency virus (HIV), the virus that causes AIDS, is through programs intended to prevent the virus from spreading. One of the more controversial components of HIV prevention programs is partner notification. Through partner notification programs, state and local health departments or other health care providers can help increase the likelihood that persons engaging in high risk behaviors receive education about changing their behaviors. Persons can protect themselves as well as stop the unknowing transmission of the AIDS virus to others." *Publications Department, Public Health Foundation, 1220 L Street NW, Washington DC 20005, 202/898-5600. Price: \$8.50, includes p/b.*

Publications from the **National Hemophilia Foundation, (NHF): LET'S TALK ABOUT SEX** (1988, 16 pp., 4x9 *booklet*), written by Stephen B. Levine, MD. Speaks directly to young people "in their language" about the serious issues of HIV transmission and about what they need to know before engaging in sexual activity. "The National Hemophilia Foundation promotes sexual abstinence as a moral and healthy practice for all teenagers. However, recognizing that many teenagers are sexually active, we have provided this risk reduction pamphlet for adolescents for distribution by healthcare providers and lay leaders in the hemophilia community." The booklet contains sexually explicit material, including information about condom use and descriptions of safer sex behavior. **INTIMACY, SEXUALITY AND HEMOPHILIA** (December 1987,

8 pp., 8<sup>1</sup>/<sub>2</sub>x11 *report*), prepared by Stephen B. Levine, MD, and David P. Agle, MD. Includes 27 questions and answers to commonly raised concerns. "The goal is to assist those at risk for HIV infections to find a comfortable balance between their normal needs for emotional and physical intimacy through sexual behavior and the critical need to prevent the spread of HIV infection." *Copies of these publications can be obtained by contacting one's local NHF chapter. If there is no chapter in your area, or large quantities are needed, order through the National Publication Distribution Center, Northern Ohio Chapter of NHF, 2026 Lee Road, Cleveland Heights, OH 44118, 216/371-8610.*

**LET'S TALK ABOUT AIDS: AN INFORMATION AND ACTIVITIES BOOK** (July 1988, 8 pp., 8<sup>1</sup>/<sub>2</sub>x11, *A Scriptographic Booklet*) for young people, 6-9-years-old. Presents facts about AIDS, viruses, the immune system, and transmission; explains rumors about how HIV is spread; tells how to avoid AIDS; and suggests ways to help those who have AIDS. Special activities are included for each topic to be completed by the reader. *Channing L. Bete Co., Inc., South Deerfield, MA 01373. To order, phone 800/628-7733 and request booklet #56473. Minimal order, 25-49/\$.79 each; ask for additional bulk rate prices.*

**NUTRITION & AIDS: TAKING CHARGE OF YOUR DIET** (1989, 3<sup>7</sup>/<sub>8</sub>x8<sup>7</sup>/<sub>8</sub>, *foldover pamphlet*) developed by the Task Force on Nutrition Support in AIDS. "When the immune system is weakened, as it is with AIDS, it is particularly important to maintain good nutritional habits. Eating both the right amounts and the right types of food will give you energy, protein and other nutrients that will help give you strength and may improve your ability to fight infection" begins this pamphlet. It then provides information on how best to meet nutritional needs, and boost calories and protein, and suggests ways to relieve some of the common symptoms experienced. It is designed "to help make eating more enjoyable and problem free." Covers diet modification for mouth pain or sores; difficulty in swallowing; dulled taste sensation; diarrhea; nausea/vomiting; and suggests some nutritional support options (chart included). But, also includes a brief, but confusing and poorly defined, mention of anorexia. *Task Force at Wang Associates,*

*Inc., 19 West 21st Street, New York, NY 10010, 212/645-1186. Single copies are free; multiple copy information will be provided; and permission to reproduce the pamphlet is given.*

## Child Abuse

**CLEARINGHOUSE ON CHILD ABUSE AND NEGLECT INFORMATION CATALOG** (*Spring 1988, 13 pp., 5<sup>1</sup>/<sub>2</sub>x 8<sup>1</sup>/<sub>2</sub>*). From its database and many other resources, the National Center on Child Abuse and Neglect's (NCCAN) develops publications and services to meet the needs of its users. These products and services, along with materials developed by NCCAN during the past 10 years, are listed in this catalog. Included are documents, audiovisual materials, service programs, excerpts of states statutes, and ongoing research projects covering child abuse and neglect. NCCAN's Clearinghouse also provides custom searches of their database (DIALOG File 64). Free copies of *Child Sexual Abuse Prevention: Tips to Parents* also are available, in bulk quantities, in Spanish and English. *Clearinghouse on Child Abuse and Neglect Information, P.O. Box 1182, Washington, DC 20013, 703/821-2086.*

## Latino Family Life Education

**CULTURAL PRIDE and LA FAMILIA** (1988, *Part of Latino Family Life Education Curriculum Series, curriculum units*, 182/188 pp., 8<sup>1</sup>/<sub>2</sub>x11, *student workbooks*, 96/95 pp., 8<sup>1</sup>/<sub>2</sub>x11). "This series helps make family life education culturally relevant and appropriate for Latino students and begins to lay the groundwork for preventing high-risk behaviors." *Cultural Pride* focuses on Latino history and customs; *La Familia* explores the Latino family and affirms family strengths. Both cover family life issues for Latino students, grades 5-8 (with an emphasis on Mexican cultures and secondarily on Puerto Rican cultures) and are designed for use in school and nonschool settings, including multi-ethnic classrooms. Both incorporate Spanish "dichos" (sayings or proverbs which set the tone for each lesson; "cuentos" (legends or stories passed on from generation to generation in order to teach about values, family, and culture); Spanish words that are sprinkled throughout the English translation to reflect how Spanish is naturally incorporated into the daily

lives of Latinos in the U.S.; "papel en la pared" which, like barrio murals, illustrate the message of the lesson while affirming that the Latino experience has something to offer students in their learning environment; and visualization exercises to encourage positive self-awareness. They include glossaries of special terms and Spanish word lists. The *student workbooks* include two additional features: "sabe que," factual information about Latinos to strengthen the student's perception of Latino diversity and accomplishment; and illustrations which depict everyday life, special traditions, and celebrations. This series is a welcome addition in an area where not much has been published: the exercises are appropriate and comprehensive; and the overall message or theme of the material is warm, will build self-esteem and cultural pride, and is well done. It would be useful to have the same emphasis applied toward sexuality issues. *Network Publications, ETR Associates, P.O. Box 1830, Sania Cruz, CA 95061-1830, 408/438-4080. Prices: curriculum units, \$14.95 each; student workbooks, \$3.95 each. Call for further pricing information.*

### **Lesbian/Gay/Bisexual Health Care and Concerns**

**AND GOD LOVES EACH ONE: A RESOURCE FOR DIALOGUE ABOUT THE CHURCH AND HOMOSEXUALITY** (1988, 20 pp., 7x11 *booklet*), written by Ann Thompson Cook When, in 1986, Dumbarton United Methodist Church voted unanimously to become a Reconciling Congregation (publicly announcing and celebrating their ministries with lesbian and gay persons), "we knew that we had only begun our journey." During the initial process, "there had been few resources available to help us. Internally, however, the congregation was blessed with many riches, including the gifts of sexuality educators, theologians, and some very gracious lesbian and gay persons who gradually became willing to be visible and share their experiences. It is to share those riches that we have written this booklet at the request of the national Reconciling Congregation Program. We have tried to bring together for other people of faith and other congregations the information and perspectives that have been important to us in our journey." Clearly, percep-

tively, and sensitively written, this booklet is filled with useful information and could, as the group suggests, be an excellent discussion tool. It attacks common stereotypes, and distorted beliefs, with factual information and logic, offers examples which clearly depict the effects of discrimination, and explores the human dilemmas involved. *Reconciling Congregation Program, P.O. Box 24213, Nashville, TN 37202. Price: \$4.95, \$3 a copy for orders of 10 or more, plus 15% p/b. All orders must be prepaid.*

**THE SOURCEBOOK ON LESBIAN/GAY HEALTH CARE** (1988, 2nd edition, 425 pp., 8 1/2x11 *paperback book*) edited by Michael Shernoff and William A. Scott. "We envision a time when every citizen of the United States, and eventually, of the world, has the highest level of health care, beginning prenatally and continuing until death, regardless of income, race, geographical location or sexual orientation. We hope that this occurs within our lifetimes. Realistically, we are not optimistic about this happening soon. Yet, books like this are another step toward realizing the goals of more humane, just, and individualized health care for all people." Draws on the expertise of a wide range of interdisciplinary health professionals nationwide and addresses such issues as sexuality, substance abuse, mental health, special populations, and AIDS. Includes two bibliographies and a national directory of lesbian/gay health providers. *National Lesbian and Gay Health Foundation, P.O. Box 65472, Washington, DC 20035, 202/797-3708. Price: \$18, plus \$3 p/b.*

### **Reproductive Health Care**

**MATERNAL AND CHILD HEALTH PRACTICE** (1988, 3rd edition, 722 pp. 6x9 *paperback book*) edited by Wallace, Ryan, Jr., and Oglesby. Contains 51 new articles. Provides analyses of major problems and describes organizations and the provision of such services as reproductive health care; child/adolescent health care (including caring for those who are handicapped); and the care of mothers and children around the world. Also addresses broad issues of policy; advocacy; professional liability; ethics; assessment of needs; program monitoring and evaluation; legislation; and funding. *Third Party Publishing Co., P.O. Box 13306, Montclair Station, Oakland, CA 94661-0306. Prices: \$27.95 (U.S.), \$29.95 (CA), and \$32.95 (other countries), includes p/b.*

**SMOKING AND REPRODUCTIVE HEALTH** (1987, 239 pp., 6x9 *paperback monograph*) by Dr. Michael J. Rosenberg. This book documents the impact of cigarette smoking on reproductive health. It is one of the outcomes of the first international conference on smoking and reproductive health, organized by Family Health International. Covers smoking and society; contraception; contraception and development; public health and public policy; prevention and cessation efforts. *Family Health International Research, Triangle Park, NC 27709, 919/549-0517. Available in limited quantities at no charge.*

### **School-Based Clinics**

**GUIDELINES FOR SCHOOL-BASED CLINICS** (1988, 16 pp., 4x9 *booklet*) published by the Support Center for School-Based Clinics, a project of the Center for Population Options. Designed as a framework for individual communities to use in developing guidelines for the operation of local school-based clinic programs. Describes those elements that have proved essential for the effective operation of existing SBCs. Offers guidelines for clinic organization; staffing; services; record-keeping and evaluation; facilities and equipment; and mentions additional publications available from the Center. *Center for Population Options, 1012 14th Street NW, Washington DC 20005, 202/347-0185. Price: \$1, includes p/b; bulk rates available on request.*

### **Change Jobs, Change the World**

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**Community Jobs**  
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Washington, DC 20005