

## *Speaking Out About Sexual Norms and Values: Part II*

### VALUES AND SEXUAL HEALTH

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**Values are the motivational forces that drive our lives. They do not come about within us by accident or by sheer luck. There is a design by which they are formed at the very center or core of our being.**

This process of value formation for some people may be quite intentional and may constitute a primary function of their spirituality. That is to say that values can be selected, nurtured, cultivated, and brought to a stage of fruition as one aspect of one's growth and maturity.

On the other hand, values may emerge in people's lives simply as a result of the developmental influences that have dominated or directed their behaviors — influences such as the family of origin, the culture into which they are born, or the religious institutions that contribute to the nature or type of their inner journeys. It is, in fact, possible for such influences to be so powerful in an individual's development that there may be little or no intentional selection of value patterns. What then emerges, within that person, is a clear set of held and practiced values, but values that are not held or practiced within a context of reflection and ongoing values formation.

Unfortunately, only when the latter is the case, is it possible for us to reach and grow through adulthood with value systems that are entirely appropriate for each level of our development. Although our value systems begin largely as a part of our natural endowment, they have the potential for growth, change, and development as life proceeds.

#### **Values Clarification**

Several decades ago, the term "values clarification" entered our vocabulary. The term itself suggests that values are never absent. In fact, the inner, motivational forces that drive our lives, even though we may choose not to name them, always exist.

Values clarification, then, is a self-conscious, self-examining process of self-discovery that helps us to discern the content of the inner motivational forces that make us who we are. Another way of stating this is to

say, that values clarification is a process of self-examination, self-evaluation, self-regulation, self-correction, and finally self-affirmation, understood by some as maturity, integration, or inner peace. No matter what words are chosen to describe the result of this process, it is the more or less ideal condition of being conflict-free and content with the degree to which one's inner aspirations match one's external behaviors. It is, for the most part, a state of being satisfied with the level of consistency achieved between one's elevated, ethical, and other-regarding values and the way in which one lives one's life.

#### **The Delicate Balance Between Highly-Regarded Values and Behaviors**

The delicate balance between highly-regarded values and behaviors is rarely a guaranteed, unalterable, steady state. It can be influenced mightily by other people, situations, the state of one's spiritual and physical health, and by critical socialization factors, such as marriage, friendship networks, and the interactive patterns created by employment. At times, such factors encourage us to advance in our values formation, but, regretfully, they also may cause us to regress.

How we behave sexually is the result of values self-consciously selected and cultivated or of values that we appear to select but which are actually determined by the patterns of behavior that we literally "fall into." Allowing oneself to "fall into" behavioral patterns is, of course, in itself a values choice — one occurring in a nonreflective context. That is, it is one that totally avoids the above cycle of self-examination, self-evaluation, self-regulation, self-correction, and self-affirmation.

#### **Rules, Including "Just Say No"**

From a very early stage in life, people seek guidance in ascertaining acceptable rules for governing their sexual behaviors. Teenage agony often runs long and deep with regard to this struggle, and the parental terror that one's children will "break" the rules and "get into trouble" is a constant in many cultures throughout the world.

Over the years, SIECUS has endeavored to address this agony and terror by means of informed and effective

sexuality education. But, there has been resistance. Many times, this resistance has taken the form of passive, uninvolved indifference; but it has also taken the form of active criticism and outspoken opposition. Whenever and wherever resistance has been expressed, whether passively or actively, there has been the fear that someone was planning to tamper with the rules — rules that have not been clearly agreed upon. Some people in our society would rather leave these rules unclear and unmentioned, or at least undelineated and unclarified, in the hope that by doing so the rules will remain firm, fixed, and unalterable. Unfortunately, the long story of human sexual history suggests that a non-reflective and uninformed mentality leads more to trouble than to sexual health, wholeness, and happiness.

One result of this particular approach has been the “just say no” mentality. If we look for a moment at the value content of the “just say no” mentality, we will see a whole series of lower level values clustered around it. Primarily, however, there is a devaluing of knowledge and information. Informed judging and decision-making, based on accurate information, generally bespeaks a respect for human beings and the unique worth of every person. When absent, that which takes its place is the assumption that some persons know better than others how life should be lived. This assumption leads to the type of human stratification where those at the top of the hierarchy dictate to others what their values and rules should be. Learning and the reflective processes are devalued in this situation, and, in their place, rigid and dogmatic authority is accepted and highly valued; that which keeps people dependent and nonreflective is highly valued, and that which might foster growth is denied.

This position, which is taken to be sure that no one will tamper with the rules, results in frequent, sharp, and painful disagreements, disagreements that sunder and keep people so separated into opposing camps that no dialogue is possible.

### Three Steps Are Essential in Exploring Values of Sexual Health

One way to restore dialogue when it has thus been terminated is to move the discussion from rules to values. It is possible that if some degree of agreement can be achieved in regard to the values of sexual health, it may be easier to discuss the “rules” of sexual health.

Raising the question of the values inherent in any major life issue, such as sexuality, involves one in an appraisal of one’s entire system of values. For example, if one is consistent in one’s values, it is not possible to demonstrate for world peace while at the same time exploiting one’s sexual partner; if one truly believes in the dignity and worth of all created beings, then one cannot take sexual pleasure in total disregard for the feelings, needs, and desires of the partner who shares in that experience.

Three steps are essential in exploring the values of sexual health. *First*, and fundamentally, one must self-consciously examine one’s total value system. One of the earliest insights arrived at in a person’s life, through

values clarification, is the understanding that a value is not a value unless it is acted upon. Verbalizations do not count, behaviors do! Therefore, one’s value system is made clear by assessing one’s behaviors, by examining one’s use of time, by looking at one’s use of money, and by watching every indicator in one’s life that reveals, in some outward fashion, the inner motivational factors that drive it. The *second* step is to state, as clearly as possible, what is understood by the term sexual health and then to name the values that are associated with this concept. There is, of course, a *third* step: one must compare one’s values of sexual health with one’s behaviors. The bottom line consideration in that comparison is whether or not, in one’s heart of hearts, in one’s inner being, one genuinely feels that the things that one does in regard to one’s sexuality do, in fact, embrace and act out the values that one believes in and respects. If there is that happy sense of consistency in this area of our lives, then much of the time we will be at peace. If we feel in conflict, this is a splendid opportunity for further growth.

*The Rt. Rev. David E. Richards is a member of the SIECUS Board of Directors.*

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At the request of SIECUS Board Member The Rt. Rev. David E. Richards, the International Values Institute at Marian College in Fond du Lac, Wisconsin, analyzed SIECUS' policies and documents (including its mission and position statements and its publications). SIECUS is grateful to Bishop Richards and the International Values Institute for this unique overview of SIECUS' mission and values.

## **A VALUES ANALYSIS OF SIECUS' MISSION AND DOCUMENTS AND THEIR ROLE IN SEXUALITY EDUCATION**

**By the International Values Institute**

**T**he key values that are implicit in these documents are the values of integration/wholeness, human dignity, education/knowledge/insight, sensory pleasure/sexuality, decision/initiation, education/certification and equity/rights.

The dialectic or pattern of these values indicates that SIECUS is concerned with the capacity of an individual to organize the personality (mind and body) into a coordinated, harmonious totality. The individual grows toward this integration through the experience of ongoing learning as a means of gaining new facts, truth, and principles. This then leads the individual toward a consciousness of the basic right of every human being to have respect, and to have his or her basic needs met in a way that will promote the individual's development.

SIECUS recognizes that in order to achieve integration/wholeness and human dignity, individuals must first be able to experience their sexual identity. The individual then needs to develop skills to be able to become assertive and self-directed. The individual is then able to accept the responsibility to act on his or her conscience without external prompting.

SIECUS values raise the following critical discernment questions that individuals must address when working through issues related to sexuality education:

- How important are laws and rules in the guidance of an individual's life?
- What values are important to an individual for an integrated life, and how do these values differ from the values of parents, peers, and society?
- What has been the individual's experience of persons in authority?
- What training or experience have individuals had in sharing personal feelings (positive and negative) with others? Is one frightened by one's own fantasies and feelings?

- What is the quality of friendships outside of work, school or professional life?
- Has one worked through issues related to one's own sexuality that may impact on one's ability to respond objectively and with empathy towards others?

The dialectic for the documents is as follows: integration/wholeness combines with education/knowledge/insight to achieve human dignity. Sensory pleasure/sexuality is a foundational value, which must be addressed in the life of sexuality educators. During times of stress, foundational values become critical. Sexuality educators must monitor their own sexuality in order to be effective with others. This understanding is implicit in the value configuration of the SIECUS documents. The major thrust of the documents is toward the goals of integration/wholeness and human dignity, both of which are high level, ethical values. The means to those goals are primarily through education/knowledge/insight.

The documents are in the intrapersonal cycle of development. This is a cycle in which ethical issues no longer seem black and white, and in which individuals attempt to reason their way to appropriate decisions. Growth in this stage is dependent upon learning to establish a balance between the need for independence and a predilection for reasoning on the one hand, and giving appropriate expression to interpersonal, emotional, and intuitive needs on the other.

The most critical skills recognized in these documents are interpersonal skills. These are the skills that give one the ability to objectify, identify, and accurately report one's feelings, or to confront the feelings of another in order to achieve cooperation rather than isolation.

Ethically, the documents focus on the institutional/communal approach to life and its problems. SIECUS sees the quality institutional or communal settings as the bases for effective action and human development. Ethical behavior is related to basic belonging needs and to cooperative action.

# HUMAN SEXUALITY EDUCATION AND THE SEARCH FOR VALUES

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**Is it possible to reach some manner of consensus on how values should be integrated into sexuality education? Most importantly, can a common set of values be arrived at which are appropriate to the development of responsible sexual behavior, while at the same time not reflecting the moral viewpoints of particular interest groups? In light of the growing recognition of the need to incorporate the values dimension into sexuality education, these questions need to be fully researched. Unfortunately, there has been to date very little research in the area of values and sexuality education.<sup>1</sup>**

Sexuality education in the schools is often an emotionally charged and highly divisive issue. Although certain individuals and groups are reluctant to accept the notion that sexuality education ought to be included in the school curriculum, there now appears to be wide-ranging support for it within the general population. Surveys in the United States<sup>2,3,4</sup> and in Canada<sup>5,6,7,8</sup> indicate that most parents, students, and teachers see sexuality education as a valid and necessary part of a school's curriculum. Much of the impetus for school-based sexuality education is the alarm over increasing teen pregnancies, the proliferation of sexually transmitted diseases (STDs), and, most recently, the AIDS crisis which has intensified awareness of the need for comprehensive sexuality education. Sexuality education is now perceived as a means of alleviating sexually-related social problems.

Unfortunately, however, the *noncomprehensive* sexuality education programs that presently are taught in the schools have not resulted in the hoped-for substantial decrease in teen pregnancies nor in the reduction of the spread of STDs. Moreover, the goals of sexual integrity and responsible behaviors on the part of students have, in many cases, not been achieved. Rates of teen pregnancy still remain high, and STDs have continued to spread among the teen population.

Although the apparent ineffectiveness of present sexuality education programs in encouraging responsible sexual behaviors is a subject of great concern, and the absence of a values component in human sexuality education has increasingly been under scrutiny, the fear of indoctrination on the part of parents, teachers, and school administrators has led to the implementation of

sexuality education curricula that are as value neutral as possible. This commitment to value neutrality has produced sexuality education programs that, in effect, ignore the values dimension of human sexuality altogether. Unfortunately, the result has been that many, if not all, sexuality education programs have ended up focusing primarily on factual information regarding sexual physiology<sup>9</sup> and not on comprehensive sexuality education. It is now argued that so-called "plumbing courses" in sexual biology, by themselves, do not have a substantial impact on the development of sexually responsible patterns of behaviors. While it is of vital importance that students acquire a solid knowledge of the facts so that they have a basis for informed decision-making, programs of this kind, left as they are, are insufficient. We believe, as do others, that comprehensive programs in sexuality education must begin to address the values dimension of human sexuality.<sup>4,10,11,12,13,14,15</sup>

It is difficult to dispute the notion that attitudes and behaviors involving sexuality are inextricably linked to moral values. Religious and secular values have traditionally played a strong and vital role in guiding sexual attitudes and behaviors — whether deliberately included, excluded, or ignored. It may be concluded, therefore, that values will, and should, continue to play an important role in sexuality education.

Nonetheless, fears of indoctrination have to be addressed. With those who have conflicting ideologies continuously battling over issues of sexual morality, and with the question as to whose values and what values should be taught in sexuality education continuously arising, sexuality educators frequently find themselves in precarious positions. Faced with the spectre of accusations of indoctrination, they often choose the attractive alternative of deliberately excluding discussions of values.

However, in spite of such legitimate concerns, it may still be possible to incorporate certain basic universal values into sexuality education. The work of Century III, a nonpolitical, nonsectarian research and education foundation, supports this contention. Nonetheless, the articulation of a valid set of universal or common values appropriate for sexuality education is an extremely sensitive and difficult task. In no area of Western society today are clashing and divergent views more evident than in the areas of sexual morality and behaviors.<sup>16</sup>

It is our hope that this article will stimulate reflection and discussion on issues relating to values in sexuality education by attempting to bring some of the issues into sharper focus through a discussion of Quebec's value-based sexuality education program and the course work initiated at McGill University. The context and background for the program and courses; how the area of sexuality education and values has been approached; the underlying rationale for the chosen approach; and the study completed on the common concerns of teachers, parents, and students concerning the potential role of values in sexuality education will be covered.

## Quebec's Value-Based Sexuality Education Program

### The Background and Context Of This Initiative

**The Sexuality Education Program.** In the early 80s, the Quebec Ministry of Education began implementing a new sexuality education program that would become compulsory for all elementary and secondary schools in the province by 1986. Although the program has not yet been adopted by all schools, the response from teachers, students, parents, school administrators, various community and religious groups, as well the World Health Organization, has been very positive. One of the unique characteristics of the program is the emphasis placed on values. The Ministry of Education has stated that "because it is linked with the person and with human behavior, because it is the subject of a moral position in every society, because it holds the attention of all religions, sexuality education may not be given without reference to values."<sup>17</sup>

**Course #1: "Values and Human Sexuality."** To meet the needs of educators attempting to implement this new sexuality education program, the Department of Religion and Philosophy in Education at McGill University developed a course entitled "Values and Human Sexuality." First offered in 1982, the course brought together instructors with backgrounds and interests in ethics, psychology, philosophy of education, and theology. The course is now given primarily by one person, but includes the participation of other instructors and various guest speakers. Since its inception, it has been fully subscribed and often over subscribed. (See sidebar outlining the course to the right.)

**Course #2: "Curriculum and Instruction in Sexuality Education."** In 1986, the Department of Religion and Philosophy in Education developed an additional course, "Curriculum and Instruction in Sex Education," to complement the "Values and Human Sexuality" course. This course examines teaching methods, approaches, materials, the Ministry of Education program, and the key pedagogical issues that relate to values. (See sidebar outlining the course on page 6.)

Both courses are now taken primarily by elementary and secondary school teachers and by students in the Bachelor of Education program. However, there are some students who take the courses solely out of interest, and others who take the courses as part of a one-year certificate program in moral and religious educa-

## "Values and Human Sexuality" Course Outline

- 1. Sexual Values in Historical Perspective**  
Value perspectives that have shaped Western views of human sexuality.
- 2. Discussing Sexual Ethics and Defining Values**  
Drawing on the work of ethicist Daniel Maguire, outlines a method for discussing ethics and offers reflections on the nature of values.
- 3. Sexuality, Relationships, and the Life Cycle**  
How sexual values are constructed throughout the life cycle. Valuing is presented as a relational phenomenon.
- 4. The Sexually Disenfranchised**  
Students are challenged to reflect critically on the stereotype that disabled, ill, or elderly people are asexual or nonsexual.
- 5. Touch, Tenderness, and Sexuality**  
Explores the role of touch and tenderness in humanizing sexual relations.
- 6. Homosexuality: Moral Problem or Meaningless Ethical Category?**  
What does the term "homosexuality" really mean? Should we speak of homosexual acts or of gay and lesbian persons and lifestyles?
- 7. Pornography**  
Explores different attitudes, feelings, and value perspectives on pornography. What is pornography? Is the distinction between erotica and pornography useful? What ethical criteria should guide our reflection?
- 8. Sexual Abuse and the Rape Paradigm**  
Examines how different forms of sexual abuse are governed by what Kathleen Barry calls "the rape paradigm."
- 9. Dying and Living with AIDS**  
Focuses more fully on the personal and social implications of AIDS. What is the human response to people with AIDS?
- 10. The Crisis of Married Love**  
Explores perceptions and expectations of marriage.

tion or as part of a three-year undergraduate program in moral education. The two courses are also complemented by inservice workshops for both elementary and secondary school teachers.

**Course #3: "Theology, Ethics, and Sexuality."** Recently, in addition to the two courses, a third course on sexual ethics, entitled "Theology, Ethics, and Sexuality," has been developed. (See sidebar outlining the course on page 7.) It is given through the Faculty of Religious Studies but is open to all students from all faculties. Like "Values and Human Sexuality," this course has quickly become heavily subscribed. Enrollment grew from 150 in the first year to 250 in the second year, which confirmed

## **“Curriculum and Instruction in Sexuality Education” Course Outline**

- 1. Sexuality Education in Historical Perspective**  
An overview of the value perspectives that have shaped modern approaches to sexuality education.
- 2. Reflection on the Objectives of Sexuality Education**  
What do we hope to accomplish in sexuality education? What is the role and responsibility of teachers and schools?
- 3. Responding to Childrens' Questions**  
What questions do children typically ask about sexuality and how can we best respond?
- 4. Sexual Roles and Gender-Role Stereotyping**  
Strategies and activities are explored that help elementary school children reflect critically on sexual stereotypes.
- 5. Dealing with Child Sexual Abuse**  
Presents background information on the sexual abuse of children, how it can be approached in the classroom, and how teachers might best respond to individual cases.
- 6. The Life Span Approach**  
Examines the rationale underlying the life span approach to sexuality education, and strategies that can be used in elementary and secondary schools.
- 7. Teaching About Contraceptives and Sexually Transmitted Diseases**  
Examines the inadequacies of a crisis approach to safer sex and explores classroom activities that are based on a positive view of sexuality.
- 8. Approaches to Teaching Values**  
The first segment examines key pedagogical questions relating to the problem of indoctrination and the issue of relativism, the second presents classroom activities drawn from the values clarification and moral dilemma approaches.
- 9. Teaching Sexual Values Through Story and Storytelling**  
Stories and storytelling are presented as one of the most powerful and meaningful ways of addressing value-related areas. Emphasis is placed on the various ways that teaching can be done effectively through storytelling.
- 10. Exploring Value Perspectives Through Role-Playing**  
Role-playing, based on a narrative presented in the class, is effective in drawing out participants different value perspectives.

the need for a university-wide sexuality course with a focus specifically on ethical issues and values.

**The Research Project.** Also, in 1984 a research team at McGill University initiated a research project on values in sexuality education. The first objective was to

clarify and identify the views and perceptions of teachers, parents, and students regarding values and value-related issues in sexuality education: Should values be part of sexuality education? If so, what values should inform a program? How should values and value-related areas be addressed in classrooms? Is there a consensus on any of these questions? The second objective of the research project was to identify the needs and difficulties encountered by teachers in this area: Would they like assistance from the University? Are they interested primarily in workshops or courses? What pedagogical difficulties are most commonly encountered?

The findings of this research have played an important role in the development of McGill University's courses, and have been used to inform teachers of the views and perceptions of their colleagues, students, and parent committees. Also, knowing that a significant consensus on value questions exists in the community has helped to reduce many of the teachers' fears and apprehensions about this area of the curriculum. In addition, the questionnaire and research findings (see sidebar on page 11) have proved effective in stimulating reflection and discussion.

**A New Graduate Course.** Presently, a new graduate course in sexuality education, which will examine the philosophical principles that underlie questions of objectives, content, and methods, is being developed. The course will focus particularly on questions that relate to the teaching and learning of sexual values.

### **The Approach and Objectives of the Courses**

The overall objective of the courses at McGill University has been to create a space where, in the words of Henri Nouwen, "teachers and students can enter into a fearless communication with each other,"<sup>18</sup> on fundamental questions relating to sexual values and sexuality education. The courses also invite and challenge students to reflect on their own values. Although the "Values and Human Sexuality" and "Theology, Ethics and Sexuality" courses are considered "academic," those responsible for the program at McGill believe that courses in this specific area would not be successful or meaningful if students and teachers were not given the opportunity to explore and reflect on their "personal" questions and experiences. In the university world, the terms "personal" and "academic" are often viewed as diametrically opposed; instruction is perceived as formal and detached and reflection on personal experience is dismissed as therapeutic and frivolous "navel gazing." We have concluded, however, that courses that preclude questioning and personal experience, whether the subject be physics or sexuality, tend to reflect an impoverished, inadequate, and overly technocratic understanding of knowledge, teaching, and learning. Such courses are one of the major reasons why "millions of young people spend many hours, days, weeks, and years listening to lectures, reading books, and writing papers with constantly increasing resistance," and why "practically every student perceives his education as a long endless row of obligations to be fulfilled."<sup>19</sup>

In the guidelines for course assignments, therefore, we ask students to include a personal dimension in their

research papers. The formal research dimension of a paper is more meaningful when it is born of questions that "well up within." The resulting papers are also more creative and engaging. Such questions, in turn, are given greater focus, coherence, and direction when they are examined through the writings and reflections of others. Consistent with this philosophy, it is important for the teaching team to respond to the assignments both verbally and in writing. Although this approach may be time-consuming, tedious, and next to impossible without excellent teaching assistants, responding to the ideas presented in papers provides a unique opportunity for pursuing and deepening conversations with students. In other words, how assignments are responded to is as critical to a value-rich sexuality education as are what is said and taught in the classrooms.

*"We favor an educational approach — whether it be in the home or at school, with children or with adults — that attempts to maintain openness, receptivity, and affirmation in creative tension with criticism, contradiction, and confrontation."*

Given that the aim has been to create a space where students and teachers can enter into *fearless* communication with each other, there has been strong opposition to educational approaches that are overly moralistic or confrontational. Moralizing and excessive confrontation are objectionable on both pedagogical and ethical grounds.

An excessively moralistic approach (i.e. rigid, doctrinaire, and absolutist) nurtures fear, resentment, hostility, and a destructive sense of guilt. It is also arrogant and self-righteous. Having little tolerance for individuality, dissension, or divergent thinking, such an approach encourages docility, conformity, and blind obedience. It also obliterates the grey zones of moral life by reducing ethical problems to either right or wrong decisions and moral agents to either good or bad persons.

On the other hand, an excessively confrontational approach replaces the goal of drawing out and reflecting on values by attempting to make others look ignorant or foolish. Debate becomes an end in itself, form takes precedence over content, performance takes precedence over truth, and domination and humiliation takes precedence over insight and growth.<sup>20</sup>

Perhaps the prevalence of moralistic and confrontational approaches in Western culture (in churches, classrooms, courtrooms, politics, and the media) explains why "we have lost the ability to be comfortable with values and with moral discussion."<sup>21</sup> Excessive confrontation and moralizing make discussions of real living values near to impossible. No one will share his or her values in a hostile climate.

Values represent our most fundamental convictions. They are intimately connected to who we are as persons. Therefore, to have our values attacked is to be

## **"Theology, Ethics, and Sexuality" Course Outline**

### **1. In Search of the Human**

What is it to be human? What is the importance of love, freedom, compassion, reason, and responsibility?

### **2. Sexual Ethics and the Primacy of the Person**

Person-centered ethics versus act-centered ethics.

### **3. Becoming a Moral Person in a Morally Confused Society**

Can there be any compatibility between various religious traditions and humanist statements on sexual morality?

### **4. Sexuality as Relationality**

Sexuality as an integral aspect of the person who is physical, psychological, and spiritual, and who lives in a web of relationships.

### **5. The Creation of Gender**

Gender perspectives on the nature of sexuality, with particular reference to insights from recent feminist writings. The person as an embodied reality, and ethics as arising from the contextuality and relationality of the person.

### **6. Is Nonviolent Pornography Possible?**

Pornography versus erotica. Is pornography a perversion of authentic human sexuality. Pornography as a social phenomenon. The overlap between the individual and the social in the face of legal and ethical implications.

### **7. Married Love**

The changing nature of the institutions of marriage and the family. The validity and integrity of non-marital relationships.

### **8. Homosexuality**

What does it mean to be homosexual? What are the personal and social implications of one's sexual orientation?

### **9. Dying and Living with AIDS**

Guest Speaker. Demystifying AIDS — giving AIDS a human face. The significance of mortality in life. AIDS as a social and individual concern.

### **10. Coercive Sexuality**

The importance of mutual consent, respect, and responsibility in sexual relations. Where and how do we draw the line between coercion and loving persuasion?

### **11. Never Too Old: Erotic Love in Later Life**

Sexual relating as a matter of personal relating rather than of physical beauty and prowess, and therefore as legitimate an expression of oneself and one's love for another at 70 as at 20.

### **12. Becoming Sexual Persons: The Journey Defines Us All**

As we become more fully ourselves, through the adventure of life, so do we continue to realize the depth of our authentic human sexuality.

challenged at the level of our identity and integrity as persons. Addressing real life values requires an environment of openness, humility, and mutual trust, an environment where "there is excitement without threat, exploration without the desire to win points or the need to convert the other."<sup>22</sup>

However, having said this, it is important to emphasize that confrontation should not be rejected altogether. There are times when some form of confrontation is necessary. As Gabriel Moran has indicated, teaching morally or responsibly may even call for some form of "preaching." "Unlikely characters such as Adolf Hitler or Reverend Jim Jones get a place in history books for mesmerizing people with sermons. But the positive possibilities are evident in the speeches of Roosevelt or Churchill, King or Gandhi."<sup>23</sup> "Despite its domestication within the institution," notes Moran, preaching can have a constructive and liberating effect, "when it is filled with wit and irony, turning upside down what is assumed to be normal morality, the morality of complacency and self-congratulation."<sup>24</sup>

The literature and rhetoric on values in sexuality education usually assert that values are "personal and subjective." Teachers, therefore, should merely bring "existing values to the surface" and clarify them, while remaining cool and detached. Value judgments should be avoided so that students can "make up their own minds."<sup>25</sup> This position, which is a value judgment against all value judgments, has considerable merit. It affirms the right to hold different or dissenting views and, most importantly, affirms the integrity of students as persons. However, this does not negate the fact that there should be some way of comparing and evaluating the validity of different value claims and positions. As Moran observes, asserting that values are personal and subjective puts morality "beyond the realm of discussion."<sup>26</sup> There are times when "existing values" and moral positions are based on misconceptions, unfounded generalizations, lack of evidence, and unexamined biases. A judgment against all value judgments makes sense only in a just world free of sexism, heterosexism, ageism, and all the other "isms" that impact upon our attitudes and behaviors. It reflects a confusion of integrity with validity. As Robert Kegan suggests, persons have unqualified integrity, while value positions have qualified validity. Thus, the primary educational question is not how does one clarify existing values, but rather how does one affirm the integrity of persons without necessarily confirming the validity of all positions?<sup>27</sup>

We favor an educational approach — whether it be in the home or at school, with children or with adults — that attempts to maintain openness, receptivity, and affirmation in creative tension with criticism, contradiction, and confrontation. Like Nouwen, we believe that "receptivity without confrontation leads to a bland neutrality that serves nobody. Confrontation without receptivity leads to an oppressive aggression which hurts everyone."<sup>28</sup> Although there is no recipe or technique that will allow teachers to maintain these two poles in absolute balance, truly successful and effective teachers are those who accept living with this tension and know

when it is time to confront and when it is time to affirm.

### Evaluating the Validity of Different Value Positions

In the "Values and Human Sexuality" and "Theology, Ethics, and Sexuality" courses, evaluating the validity of different value positions begins with an exploration of what it means to be "human" (see sidebar on person-centered ethics on page 10.) What we value is closely

*"...the overall approach to these courses is primarily positive. Presently, the justification for sexuality education programs in the schools is consistently negative. The literature on the need for school-based programs usually begins by citing statistics on the increasing rate of teenage pregnancy and sexually transmitted diseases (STDs) among teenagers. In this context, sexuality educators have considerable difficulty affirming the more positive dimensions of sexuality. Topics like joy, pleasure, love, intimacy, wonder, and sensuality are given very little consideration. The irony of this situation is that sexuality education may be perpetuating the*

linked to our understanding of humanness. The term "moral," as Daniel Maguire argues, "means human in the ought or normative sense."<sup>29</sup> "When we say that rape is immoral, we are saying that it is an inhuman activity; that it is not what humans ought to do in expressing their sexuality."<sup>30</sup> Seen in this perspective, sexual-moral values name what is most human about sexuality<sup>31</sup> and sexual ethics becomes the "art-science" that attempts to discern "with sensitivity and method"<sup>32</sup> those values that humanize our sexual relations.

Such an exploration challenges us to critically examine our personal and cultural definitions of humanness. In our courses, for example, we examine how the criteria of humanness in our culture tend to be primarily external: IQ, weight, height, size, color, gender, physical appearance and structure, chronological age, behaviors, and the ability to consume and to perform. The ethical implications of these criteria are then examined with respect to specific issues and themes like pornography, homosexuality, sexuality of the disabled, sexuality in later life, and AIDS.

This exploration of the relationship between values, humanness, and sexuality largely occurs through encounters with the life experience of real persons: we rely heavily on guest speakers and films that provide narrative accounts of what it is like to grow up gay, to have been a victim of incest, or to be perceived as nonsexual because of one's age or disability. While statistics and lectures help to focus the questions and issues, nothing has proved more meaningful, or has had greater impact, than the interactions with the people who are themselves the "victims" and "survivors" of our many "isms."

To illustrate, a person with AIDS was recently invited



to be a guest speaker in both courses. In his presentation, he included statistics on HIV/AIDS and an examination of risk behaviors. However, what remained most with the students was their experience of the guest as a person. Through their encounter with someone who was suffering and in obvious pain (he came to the classes in a body cast), and with someone who in spite of his anger still cared enough to be present for them,

*very problems it wishes to avoid.*

*It is difficult to imagine how young people will develop a positive sense of self and others, and become more responsible, when the news about sexuality is consistently bad. The research findings, which indicate that individuals who have integrated a positive view of sexuality are more likely to use contraception, are not at all surprising.<sup>35</sup> We also suspect that teenagers are receiving the bad news with increasing resistance, and that they are bored with, and tired of, adults who, as Andre Guindon has observed, 'project their sexual poverty on young people.'<sup>36</sup>*

they learned that AIDS is far more than a disease or a statistic. They lived through what Daniel Maguire refers to as "the foundational moral experience," that is, the experience of the sacredness of person.<sup>33</sup> In our next class meeting, one student, who had never met anyone with AIDS before, said, "I just can't get him out of my head. He is still with me and will remain with me for a long time."

The idea that sexuality educators should merely clarify and draw out the values "already there" fails to recognize that values are constructed in relationship, and that valuing is a process that involves clarification, distanciation, appropriation, and growth. As the work of psychologist Robert Kegan suggests, valuing involves moving out into the world and moving back inwards; becoming more autonomous and finding "more expanded forms of connection"; and recognizing "how the world and I are yet again distinct—and thereby more related."<sup>34</sup>

Although the areas discussed above can be quite "heavy" and emotionally demanding, it is important to note that the overall approach to these courses is primarily positive. Presently, the justification for sexuality education programs in the schools is consistently negative. The literature on the need for school-based programs usually begins by citing statistics on the increasing rate of teenage pregnancy and sexually transmitted diseases (STDs) among teenagers. In this context, sexuality educators have considerable difficulty affirming the more positive dimensions of sexuality. Topics like joy, pleasure, love, intimacy, wonder, and sensuality are given very little consideration. The irony of this situation is that sexuality education may be perpetuating the very

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Furthermore, sexuality education that focuses exclusively on problems relating to the sexual behaviors of teenagers excludes a significant portion of the population. It has nothing really meaningful or positive to say about the sexuality education of infants, the mentally and physically disabled, the terminally ill, the elderly and the dying. The authors have concluded that a truly moral sexuality education begins at birth, is accessible to all persons, and does not end until death. It is serious, but it never takes itself too seriously. Going beyond mere "clarification," it invites and challenges, affirms and confronts. A value-rich education in human sexuality also attends to the dark side of sexuality, but it does this in an atmosphere that also celebrates the joy and beauty of being fully alive as sexual persons.

### **McGill University's Study: The Common Concerns of Teachers, Parents, and Students**

Although there has been growing awareness that a comprehensive and meaningful program in sexuality education needs to address the values dimension of human sexuality, there has been little research on the views, opinions, and concerns of teachers, parents, and students in regard to the potential role of values in sexuality education.

Among the few existing studies is McGill University's research team's three-phase survey of 71 secondary school teachers, 173 parent members of school committees, and 400 secondary school students, ages 14-17, from the English secondary schools of the Montreal area in Canada (separate questionnaires were drawn up for each group). The intent of the survey was to focus explicitly on the values dimension of sexuality education. Clearly, if common values could be articulated for the purposes of sexuality education, teachers, parents, and students would have to play a central role in their identification. The survey attempted to find answers to the following questions: Was this dimension a principal concern for those surveyed? If so, how, where, and when should educators meet this concern? What values should be incorporated? What should be the source of the values? And how should they be addressed in the classroom?

Although the values dimension of sexuality education was the primary focus of the study, also included were some questions concerning the respondents' general evaluation of sexuality education, such as: How

## Person-Centered Ethics

### The Orientation of the Course on "Theology, Ethics and Sexuality"

"Theology, Ethics and Sexuality," a third-year elective course offered by the Faculty of Religious Studies for the first time in 1988, attracted approximately 150 students the first year and 250 students in 1989 from a wide variety of programs in both the humanities and the sciences.

There are a number of reasons why this course has been so attractive and successful. Most of the students attending the course are in their early twenties and many are "on their own" and experiencing the freedoms and responsibilities of adult life, including sexual activity, for the first time. Two years of conferences with students, and of reading their papers, has led us to conclude that many students have very personal and specific concerns about the expression of their sexuality. These range from living as a gay or lesbian in a society that values heterosexuality, to whether or not they should presently engage in sexual intercourse.

According to course evaluations, the students are pleased with the format and content of this course and with the teaching team's (the professor and a number of graduate student teaching assistants) invitation to *think* — not to merely learn and regurgitate facts — and to consider different perspectives on various issues, while culling the relevance of these in their personal lives. In presenting such an invitation, we have attempted to approach the students from the very orientation they are encouraged to reflect upon. The primary emphasis throughout the course is that the human person is central in sexual ethics.

The first question asked is, "What is it to be human?" As the course progresses through a number of specific issues — homosexuality, pornography, AIDS, feminist perspectives, marriage and relationships, coercive sexuality, and sexuality and aging — the question of humanness continues to surface. An attempt is made to refine whatever their initial perspectives may have been and to determine the ethical implications of their responses. Referring to ethicist Daniel Maguire's work, *The Moral Choice*, and to theologian John Macquarrie's work, *In Search of*

*Humanity*, for example, the course explores the human person as a being who is physical, psychological, and spiritual and lives in a sociohistorical context in relation to the self, to other persons, and to a mysterious transcendent/immanent reality. The person is considered as an essentially free being with a capacity for reason, love, and compassion, and the potential for becoming more authentically his or her human self.

Sexuality is proposed as an integral aspect of a multifaceted person; sexual relating as an expression of the person in all his or her complexity; and sexual ethics as a specific application of person-centered ethics as opposed to more legalistic act-centered ethics. In making decisions and judgments using this approach, the person-in-context is considered rather than simply judging an act in and of itself as ethically right or wrong. Answering the reality-revealing questions of who, what, where, when, why, and how, as well as considering the viable alternatives to and the foreseeable effects of an act, enables participants to make informed decisions and judgments. The task is to discern the values, choices, and actions that enhance the essential and sacred humanness of the person(s) involved.

The course is comprised of two, one and one-half hour sessions per week. The class meets together in the first session to hear a presentation by the professor or a special guest speaker and to view audiovisual materials — an important addition to this session because of their strong impact and effectiveness in engaging the students' interest in the issue at hand. Then the class divides into groups of 35-40 students for the second session and, under the direction of a teaching assistant, participates in discussions about the materials and the questions presented in the first session. The second session provides students with an opportunity to think about important issues in sexual ethics and, through dialogue with their peers, come to a better understanding of their sexuality and personhood, and the relationship between the two. According to the students, the course is effective.

important is sexuality education? At what age should sexuality education begin? Is sexuality education given an adequate priority in the school curriculum? Such questions provided a necessary context for consideration of the values component. According to the teachers and students surveyed, too little time is given to sexuality education in the schools. Also, the general consensus was that sexuality education is still not adequately organized nor presented.

Within the province of Quebec, where the Montreal study was conducted, sexuality education, in most cases, is presently incorporated into courses in religious education, moral education, or moral and religious education. When given a choice of 10 places where sexuality education might most effectively be taught, *teachers*

ranked moral education or moral and religious education first, human biology second and, as a separate sexuality education course, third. Moral education or moral and religious education was the choice of 43% of the *parents*; a separate sexuality education course was favored by 32%; and human biology ranked a poor third with 19%. By a wide margin, the first choice of *students* was a special sexuality education course (44%). Moral and religious education, and human biology, were a distant second and third with 20% and 17% respectively. The data suggest that many of those surveyed feel that sexuality is important enough to merit a course of its own. The relative popularity of moral education or moral and religious education may reflect the perceived need to tie sexuality education to moral values as is already done in the Mon-

treat area.

The importance of sexuality education was emphasized by 64% of the *teachers* (who thought it ought to be compulsory in secondary school), was a priority for 70% of the *parents* (who thought it ought to begin in elementary school), and 73% of the *students* (who wished to see it initiated before age 13).

An analysis of common trends in the perceptions of the three groups surveyed, in regard to the values dimension of sexuality education, has led to several important conclusions:

1. Moral values are viewed as an integral part of a fully comprehensive sexuality education program.
2. Teachers, parents, and students share similar views on how values ought to be incorporated into sexuality education.
3. Placing sexuality education within a structure of values does not necessarily entail a process of indoctrinating students with the moral values of a particular interest group or ideology.

Not only do academics and social commentators see the need to emphasize values in sexuality education, but our study demonstrates that in our community teachers, parents, and students also clearly state that values should be emphasized in sexuality education. A summary of our survey results may stimulate others' thinking in this area. Further information about the methodology, sampling, and its limitations can be found in our report, *A Study of Values and Sex Education in Montreal Area English Secondary Schools*.<sup>37</sup>

### **Values and Sexuality Education: The Teachers Point of View**

For the most part, the teachers who participated in this survey teach within a general academic profile (77%), rather than in a specialized field — most are neither sexuality education specialists nor are they experts in human physiology. A need for better training in how to teach sexuality education was indicated (58%, for workshops/seminars; 27%, for formal courses) in order to be better prepared to teach sexuality education.

From the data collected, it is clear that the teachers surveyed saw values as a crucial component of effective sexuality education: when asked to identify the most important objectives of sexuality education, "knowledge of what values are and the clarification of the same" ranked second out of five choices and was surpassed only by "knowledge of physiological and psychological aspects of sex." Several of the teachers, in their closing remarks, stressed the need to place sexuality education in a structure of values, and commented that teaching human sexuality without discussing love, marriage, and family would dilute the topic.

Although the importance of the values dimension of human sexuality was recognized, many teachers did not feel adequately prepared to integrate this dimension into their classroom teaching. When asked to rank five items that should be emphasized in teacher training for sexuality education, the importance attached to the values component became evident; "moral values" was ranked first, followed by "presentation of program" and

"methods." Somewhat surprisingly, "biological information" was ranked fourth, preceding only "religious information."

In addition, the teachers surveyed favored approaches to integrating values that reflect a process rather than a content orientation. They prefer to employ methods, such as Simon's and Kirschenbaum's values clarification approach (37%) and Kohlberg's dilemma approach to cognitive moral development (23%), which allow for some degree of individual autonomy in the development

### **Some of the Questions Asked In Classroom Discussions And in the Research**

Is it possible to teach values without resorting to some form of indoctrination?

Should we be teaching values or teaching about values?

Is it possible to separate teaching the facts from teaching values?

Should teachers indicate their value preferences to students?

How should teachers deal with value conflicts in classroom discussions?

Should a set of values be presented to students?

If so, what should the source of these values be?

Should these values be presented as absolutes that apply in all situations or as guidelines for decision-making?

Should the values of a sexuality education program be determined through a consensus in the community?

Where are young people learning their sexual values?

To what extent and how are values shaped by the school?

of values, rather than to present students with a predetermined set of values. Reflecting a process orientation, rather than a content orientation, to moral education, neither of these methods is conducive to the teaching of *particular* moral viewpoints. The cognitive moral development approach in particular hopes for the accommodation and assimilation of basic universal moral concepts.

### **Parents and Students: Speaking with a Common Voice**

Contrary to popular notions of generational conflict between teenagers and parents, especially in regard to sexual and moral matters, this study revealed many shared opinions about values and sexuality education. The two groups were presented with a series of general statements that related values to sexuality education and

## Reflections on Values

[Value neutrality] is a declaration of nonresponsibility...It creates a social atmosphere in which distinctions between good and bad are not only not desirable, they are wrong ...It is a negative sanction against moral judgment, moral conviction. It states simply: it is wrong to determine right from wrong. — Kathleen Barry, *Female Sexual Slavery*

Moral neutrality is a vain ritual which, because it invites [us] to ignore the vulnerability of reason to bias, leaves it at the mercy of irrationality. — Alvin Gouldner, *Anti-Minotaur*

Personal moral development consists in the lessening of self-deception. — Gabriel Moran, *No Ladder to the Sky*

There is no presurgical scrub that cleanses us of our own convictions and commitments. Whether we begin in the clinic or confessional, our environs shape our visions. This is not the curse of subjectivity, but a description of the human condition. The challenge...is not cool objectivity, but a clarity and honesty about where we begin. — James Zulo & James Whitehead, *A Challenge to Love*

We are ashamed of everything that is real about us; ashamed of ourselves, of our relatives, of our incomes, of our accents, of our opinions, just as we are ashamed of our naked skins. — George Bernard Shaw, *Man and Superman*

This is what fools people, a man is always a teller of tales, he lives surrounded by his stories and the stories of others, he sees everything that happens to him through them; and he tries to live his own life as if he were telling a story. — Jean-Paul Sartre, *Nausea*

There is no area of deliberate human behavior that lacks a moral dimension. The value questions are everywhere — in politics, in sex, in business, in the rearing of children, and in the realm of what one owes to one's self. — Daniel Maguire, *The Moral Choice*

Moral values determine what one will *be*, instead of merely what one will have. — John Dewey, *Ethics*

Moral values are more basic than all other values, because moral values touch, not just on what we do or have, but on what we *are*. — Daniel Maguire, *The Moral Choice*

Real values, the values that are operative in our lives...become touchstones of reality for us. We carry them forward not as abstract principles but as basic attitudes, as life stances that we embody and reveal in ever-new and unexpected ways. They remain with us, latent in the deepest levels of our being, ready to be evoked and given form by the situations that call us out. — Maurice Friedman, *Contemporary Psychology*

The crisis of female sexual slavery demands that we reclaim the need for values...values that stem from new definitions of what is right and wrong, what is enhancing to human beings versus what is demeaning, and what leads to a positive valuation of life versus what tends toward destruction and dehumanization. — Kathleen Barry, *Female Sexual Slavery*

A moral ought is basically a specified utterance of awe before the phenomenon of personhood. — Daniel Maguire, *The Moral Choice*

were asked to strongly agree, agree, disagree, or strongly disagree with the statements. On none of the 10 general statements given was there a significant difference of opinion between the parents and the students.

As might be expected, both groups agreed that prevention of both pregnancy and STDs are important objectives for sexuality education (parents, 92%; students, 95%), but did not believe that sexuality education should focus *only* on biological information (parents, 84%; students, 77%). They (parents, 97%; students, 88%) also agreed that sexuality education should include values, however, both groups were reluctant (parents, 73%; students, 79%) to adopt a particular moralistic viewpoint. Both disagreed with the statement, for example, that sexuality education should "relate sexuality to marriage and parenthood only." The concern for sexually-related value questions was further illustrated by their response to a series of potential topics for sexuality education that were presented to them for approval or disapproval. All of the eight topics presented — abortion, contraception, extramarital sex, homosexuality, masturbation, pornography, premarital sex, and prostitution — were to some extent value-laden. Both groups either agreed or strongly agreed that these topics should be included in sexuality education programs.

### Parents

The most popular choice, by a wide margin, of parents when asked to rate five possible sources of values that might be presented in sexuality education, was "practical guidelines drawn from medicine and psychology for good mental health, physical well-being, and satisfactory interpersonal relationships." Their second choice was "principles of civil rights," including "freedom of the individual" and "the individual's obligation to respect the rights of others." The idea that "traditional Judeo-Christian teachings, as based on a literal interpretation of the Old and New Testaments" might be a legitimate source of values was rejected. Their response to this question seems to indicate that parents would prefer a broad context for the presentation of values in sexuality education. Further, they are less enthusiastic about the idea of including rigid value perspectives that tend to promote particular right and wrong views of sexuality, and are more interested in values that promote physical and mental well-being, individual freedom, and respect for others.

When asked how values should be presented to students, the most popular choice was "students should be presented with a set of values that are not absolute, but

which can serve as possible guides for decision-making." They rejected the notion that "a set of values should be presented to students as absolute values that always apply in all situations." The message sent by parents was clear: they want their children exposed to values that can serve as guides to responsible behavior; they want students to confront the sexual dilemmas of life and to develop the capacity to deal with them in a well-reasoned manner; they do not want a particular set of absolute rights and wrongs presented to their children. They appear to want neither values neutrality nor values indoctrination; rather, they prefer the presentation of practical, nonabsolutist values that will help students deal responsibly with sexual dilemmas.

### *Students*

When asked which values they thought should be emphasized in sexuality education, the students indicated that the most crucial of the 11 values was "care and respect for the other person," followed by "care and respect for one's self," "love and commitment," "mutuality," "honesty," "tenderness," "fidelity," and "self-control." Somewhat surprisingly, the values of "freedom," "joy," and "physical pleasure" were the least popular. Although the high ranking of values dealing with care, respect, love, and commitment may merely indicate the students' parroting of parental values and expectations, they may as well indicate that the students surveyed truly do believe that these values are important in guiding sexual behaviors.

### *Both Parents and Students*

The values identified by the students as important are fully compatible with the preferred sources of values identified by parents. Practical guidelines drawn from medicine and psychology and principles of civil rights are certainly conducive to the presentation of such values as care, respect, and love. In addition, the presentation of these values does not conflict with the predominant parental view that values should serve as possible guides for decision-making, rather than as a prescribed set of do's and don'ts. Moreover, values do not necessarily determine specific courses of action that apply in all situations. These perceptions by parents and students are seemingly compatible with the views of teachers who do not wish to indoctrinate their students with moral absolutes, but rather wish to facilitate the development and clarification of values in general.

### **Discussion**

The teachers, parents, and students surveyed share the view that values should be incorporated into sexuality education. Their perspectives may be a reflection of the way others feel as well. Addressing values in the classroom need not reflect the moral agenda of particular interest groups. The ethics of care and respect, and the principles of mental/physical health and civil rights, may be as close to universal moral concepts as one could realistically hope for.

Today's youth live within a society that both glorifies and represses sexuality: peers, media, parents, spiritual

leaders, and others often send conflicting messages to youth about what constitutes proper sexual behaviors. In addition, emotions frequently do battle with logic in the war to influence sexual behaviors. Because of such realities, the integration of a rapidly developing sexuality is a precarious task. It therefore comes as no surprise that many adolescents find this a formidable challenge. Moreover, physical and social factors provide a fertile environment for attitudes and behaviors that all too often result in personal confusion and conflict.

Due to the constraints that have been placed upon it, sexuality education has had difficulty helping young people to adequately understand and deal responsibly with both the positive and negative dimensions of sexuality. If sexuality in reality goes beyond the biological and relates to values and emotions, then it follows that an effective sexuality education program should do the same. Whether religious or secular, values have traditionally played a strong and vital role in guiding sexual attitudes and behaviors. The assumption that physiological explanations of how pregnancy is prevented and of how STDs are spread will, in themselves, induce youth to behave responsibly appears to be unfounded. The AIDS epidemic, unfortunately, is a case in point. There is no question that HIV/AIDS poses an enormous threat to the health of today's youth. Yet, a growing body of evidence suggests that although many adolescents are concerned about HIV, and are aware of how it is transmitted, they have not yet modified their sexual behaviors.

When students were asked several questions in our survey concerning HIV/AIDS, they strongly agreed that HIV/AIDS should be included in sexuality education and that the best way to limit the spread of HIV would be the use of condoms. They disagreed, however, that the best way to limit STDs was to advocate abstinence. Moreover, they indicated that in spite of their knowledge, and their anxieties and worries about the spread of HIV among their peers, they had not been motivated to alter their sexual behaviors. This somewhat startling finding was substantiated by the additional data and conclusions of the Canada Youth and AIDS Study, which suggested that although Canadian youth generally were aware of how HIV is transmitted and were anxious about the spread of the virus, they again had not been motivated to modify their sexual behaviors.

Many current HIV/AIDS prevention programs continue to focus mainly on the biomedical aspects of the HIV virus and its proliferation. These programs, like most educational programs that deal with sexual matters — the media as well — have, for the most part, not included a values dimension. While media exposure and sexuality education may have raised the knowledge level of youth, merely presenting physiological and biomedical information has not proved to be enough. The missing link in the quest to promote responsible sexual behaviors in HIV/AIDS education may be a values component.

It would be presumptuous, however, to claim that complementing physiological information with a consideration of values would, by itself, result in responsible sexual behaviors. The nuances of the human psyche are far too complex to make such a claim. Nevertheless,

given the nature of human sexuality, it is reasonable to suggest that an effective sexuality education program — one designed to promote responsible sexual behaviors — should not ignore the values dimension. Incorporating values into sexuality education may substantially contribute to the quality and effectiveness of such programs.

Integrating values into sexuality education may always be a difficult and controversial process. Research in this area requires an interdisciplinary focus that incorporates the contributions of ethics and the social sciences. Such an interdisciplinary approach will provide a more comprehensive and holistic framework for sexuality education. Although more research needs to be done, the data gleaned from the survey completed by McGill University indicate that a balanced and unbiased inclusion of values is indeed possible. The evidence suggests, as well, that it may be both desirable and necessary.

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#### IN MEMORIAM...

SIECUS was saddened to hear of the death due to the complications of AIDS of past SIECUS Board of Directors Treasurer (1983-1987) Raul A. Companioni.

Companioni, born in Havana, Cuba in 1956, immigrated with his family to Tampa, Florida in 1960. He received his bachelors degree from the University of Pennsylvania's Wharton School in 1978 and his masters degree from Harvard's Graduate School of Business in 1980. In 1985, he joined Christopher Street Financial, Inc., a brokerage firm that serves many gay and lesbian clients, and later became managing director. Outspoken and articulate on gay and lesbian concerns, he served on the boards of the Fund for Human Dignity, an educational group, Fair PAC, a gay political action committee, and was an organizer of the International Gay Games, and manager, until his death, of the team that was to represent New York city there in August 1990.

"Raul's contributions to SIECUS were substantial" said Bill Stackhouse — psychotherapist, sexuality consultant, and past director of parent programs for SIECUS — who delivered one of the eulogies at Companioni's memorial service. "He had a unique combination of business knowledge, humor, and commitment based on his experience as a gay person. He saw the broad importance of SIECUS and was very enthusiastic about its mission and goals — and saw how they contribute to the mission and goals of gay and lesbian organizations and individuals. Raul did not compartmentalize — he was able to function in all circumstances and bridge the gaps in between."

When leaving the board, Companioni said: "Serving as treasurer/executive board member has been a gratifying and enriching experience for me. I wish SIECUS future success in its efforts toward a healthy sexuality for all." We hope to fulfill his wish.

# CHILD SEXUAL ABUSE EDUCATION, PREVENTION, AND TREATMENT

## A SIECUS Annotated Bibliography of Available Print Materials

In the last decade, there has been a growing awareness by professionals, the general public, public officials, and the media of the prevalence and implications of child sexual abuse in our society. This awareness has led to an explosion of materials on the detection, prevention, and treatment of child sexual abuse, as well as research on the topic. The aim of this bibliography is to identify the resources that provide prevention information and education on child sexual abuse and also present sexuality in a positive context. With that aim in mind, this annotated bibliography of print and curricular materials for the education, prevention, and treatment of child sexual abuse has been compiled for use by the general public, children, adolescents, parents, and professionals.

The listed resources are available for use at SIECUS' Mary S. Calderone Library, and all of the materials cited may be

ordered from the publishers/distributors mentioned with the resources. Many of the publishers have additional materials on child sexual abuse and continuously produce resources on the topic. You may want to inquire about their forthcoming publications and ask to be put on their mailing lists.

This annotated bibliography, compiled by N. Dawn Morgado, SIECUS intern, University of North Carolina-Chapel Hill, with the assistance of SIECUS Librarian Daniel M. Donohue, updates and completely replaces the bibliography, *Child Sexual Abuse Education and Prevention* (1986). Copies of this bibliography can be purchased from SIECUS' Publication Department at the following prices: 1-4 copies/\$2.50 each; 5-49 copies/\$2 each; 50+ copies/\$1.25 each; plus 15% postage and handling (p/h). SIECUS is located at 130 West 42nd Street, Suite 2500, New York, NY 10036; 212/819-9770, fax 212/819-9776.

### CHILDREN'S RESOURCES

#### Preschool/Early Elementary School

#### **ALICE DOESN'T BABYSIT ANYMORE**

*Kevin B. McGovern*

This story, about a teenager who plays fondling games with the children she babysits, encourages children to tell a trusted adult about sexual abuse and strives to eliminate the guilt that the abused child may feel from having participated in "secret games." 1985, 24 pp., \$6.75.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

#### **BETTER SAFE THAN SORRY**

*Judith & Sol Gordon*

Embracing all races with its portrayal of multiethnic children, this warm book offers important sexual abuse prevention information to children ages 3 to 10, assures them that they have the love and support of their parents, and encourages them to ask questions and request help for any situation that arises. 1984, 39 pp., \$5.95.

*Ed-U Press, PO Box 583, Fayetteville, NY 13066; 315/637-9524.*

#### **IT HAPPENS TO BOYS TOO...**

*Jane A. W. Satullo, Roberta Russell & Pat A. Bradway*

This wonderful book for boys ages 5 to 12, written with the help of men who were either abused or offenders, is designed to be read alone or in groups. It addresses the cultural pressures that make having been sexually abused a difficult process for boys, and strives to break down the gender-role stereotype that by disclosing sexual assault one admits weakness. 1987, 36 pp., \$6.50.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

#### **LEARNING ABOUT SEXUAL ABUSE**

*Jennifer Soule Aho & John W. Petras*

A series of related stories presents situations illustrative of the forms of sexual abuse most likely to be encountered by children ages 4 to 12, teaches facts about sexual abuse, and introduces a process whereby children can develop a sense of control and trust. Designed to be read by, or to, children. 1987, 86 pp., \$16.95.

*Enslow Publishers, Inc., Bloy Street & Ramsey Avenue, Box 777, Hillside, NJ 07205; 201/964-4116.*

#### **A LITTLE BIRD TOLD ME ABOUT...**

##### **MY FEELINGS**

*Marcia K. Morgan*

In this coloring book for children ages 4 to 10, Sue and Bart teach children how to

trust their feelings and say "no" to inappropriate touch. Each page contains a rhyme and coloring instructions. Includes a cut-out-and-save section for parents. 1984, 38 pp., \$3.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

#### **MY BODY IS PRIVATE**

*Linda Walvoord Girard*

The child narrator of this very positive book about privacy, family relations, and confidence, written for children ages 5 to 12, makes it clear that parts of her body are not to be touched without her permission. Both the mother and father, active participants in the child's preventive education, encourage her to be assertive. Uses correct anatomical terms in dialogue. 1984, 32 pp., \$9.25.

*Albert Whitman and Company, 5747 W. Howard Street, Niles, IL 60648; 800/255-7675.*

#### **MY PERSONAL SAFETY COLORING BOOK**

*Barbara Zandio Hutchinson & Elizabeth Anne Chevalier*

This oversized coloring book, written for children under the age of 6, is a helpful tool for involving children in learning about sexual and physical abuse. Children have the opportunity to

draw pictures for the text and fill in happy and sad faces in answer to specific questions. 1982, 23 pp., \$1.25.

*Fridley Police Department, 6431 University Avenue, NE, Fridley, MN 55432; 612/571-3457.*

#### **NO MORE SECRETS FOR ME**

*Oralee Wachter*

Four stories, written for children ages 4 to 10, explain what can happen when the rights of children are not respected. Taking a very constructive approach, and speaking in common language, the children in these stories learn that it is never a good idea to keep a secret about touching that hurts or cannot be understood. 1983, 47 pp., \$12.95.

*Little Brown and Company, 34 Beacon Street, Boston, MA 02106; 617/227-0730.*

#### **THE OK BEARS COLORING BOOK**

*Planned Parenthood of Mid-Central Illinois*

In this oversized coloring book, for children ages 3 to 8, the OK Bears, Ori and Kory, present sexual abuse prevention skills through their rhyming story about warm touches and those "that put knots in your tummy." Bulk quantities are available at discount rates. 1984, 16 pp., \$1 plus 15% p/h.

*Planned Parenthood of Mid-Central Illinois, 318 West Washington Street, 3rd Floor, Bloomington, IL 61701; 309/827-4368.*

#### **PRIVATE ZONE**

*Frances S. Dayee*

Emphasizing how children can protect themselves against abuse, this book concentrates on purposeful education about sexual abuse as a chance to provide children with the information they need to recognize the characteristics and dangers of an assault. Includes bathtub, bully, and doctor scenes in which the child is assertive about touching. The introduction encourages the use of correct anatomical terms, but inclusion in the text is left to parental discretion. 1982, 28 pp., \$4.25.

*The Chas. Franklin Press, 7821 175th Street SW, Edmonds, WA 98026; 206/774-6979.*

#### **SOMETHING HAPPENED TO ME AND I'M SCARED TO TELL**

*Patricia Kehoe*

The lion narrator of this story, about a young girl who is confused about her feelings after being sexually abused, empowers readers ages 3 to 7 with strength and courage. The style is simple and concepts readily understood. 1987, 26 pp., \$3.95.

*Parenting Press, 7744 31st Avenue*

*NE, Seattle, WA 98115; 206/527-2900.*

#### **TOUCHING**

*Sandy Kleven*

This whimsical storybook for children of preschool age, written in a gentle and thoughtful manner, teaches skills for preventing child sexual abuse. The term "private parts" is used rather than correct anatomical terms, but the illustrations correctly depict preschoolers' bodies. 1985, 32 pp., \$5.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

#### **A VERY TOUCHING BOOK**

*Jan Hindman*

This delightful book for children ages 4 to 12, illustrated with excellent cartoon graphics that entertain and instruct with humor and sensitivity, teaches correct terminology for body parts and correct responses to touching and other physical contact. Open communication between adults and children is encouraged through humor and active participation exercises. 1985, 44 pp., \$11.45.

*AlexAndria Associates, PO Box 208, Durkee, OR 97905; 503/877-2218.*

#### **YOUR CHILD SHOULD KNOW**

*Flora Colao & Tamar Hosansky*

This 10-step assertiveness training program tells children ages 5 to 13 how to pinpoint suspicious behaviors and safely escape them. Includes photographs and explanations of verbal and physical self-defense exercises helpful for visualizing and fending off an assault, and offers suggestions for coping if an assault occurs. 1983, 155 pp., \$16.95.

*Bobbs-Merrill Company, Inc., 630 Third Avenue, New York, NY 10017; 212/702-2000.*

#### **WHAT EVERY KID SHOULD KNOW ABOUT SEXUAL ABUSE**

*Channing L. Bete Company, Inc.*

This unique activities coloring book, for children ages 7 to 12, contains mazes, fill-in-the-blanks, and coded messages that teach about sexual abuse and how to prevent it. Available in Spanish. 1989, 16 pp., \$1.50.

*Channing L. Bete Company, Inc., 200 State Road, South Deerfield, MA 01373; 413/665-7611.*

#### **Adolescents/ Secondary School**

#### **ABBY, MY LOVE**

*Hadley Irwin*

This tender story portrays caring between two adolescents and the help one gives the other in overcoming feelings about family incest. Emphasizes how people grow together through the healing process, and patience and understanding as

the primary components in helping those who have been sexually abused to cope. Recommended for children ages 12 and up. 1985, 146 pp., \$11.95.

*Atheneum Publishing, 866 Third Avenue, New York, NY 10022; 212/702-2000.*

#### **NOBODY TOLD ME IT WAS RAPE**

*Caren Adams & Jennifer Fay*

This book provides tips on how to speak with teenagers about this sensitive topic, discusses acquaintance rape, explores media messages and the effects they have on perceived images, and includes prevention ideas and examples of limit-setting. Includes a 10-part guide for helping teens recover from sexual abuse. 1984, 25 pp., \$3.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

#### **SO WHAT'S IT TO ME? SEXUAL ASSAULT INFORMATION FOR GUYS**

*Gayle M. Stringer & Deanna*

*Rants-Rodriguez*

This book challenges male teenagers to examine their beliefs, expectations, and actions, and to explore their values about relationships and sexual feelings through "what-if" situations and non-exploitative examples of behaviors considered "masculine." With great style and graphics, the book — designed for young men sensitive enough to pick it up and as a group learning tool for those who feel diminished by their concerns over sexual assault — offers advice on how to be the kind of person others feel comfortable and safe dating. 1987, 35 pp., \$4.50; bulk rates available.

*King County Rape Relief, 1025 South 3rd Street, Suite C, Renton, WA 98055; 206/226-5062.*

#### **Books To Be Read With Children Who Have Been Abused**

#### **FRANCES ANN SPEAKS OUT**

*Helen Chetiv*

For children ages 6 to 12, this story, written with the hope of helping other abused girls, illustrates a taped dialogue between a young girl, who has been raped by her father, and her grandmother, with whom she now lives after removal from her abusive home. The dialogue is rough, but genuine, and minimal narration allows the reader to visualize the conversation as it unfolds. 1977, 20 pp., \$4.95.

*The New Seed Press, PO Box 3016, Stanford, CA 94305; 415/540-7576.*

#### **IT'S NOT YOUR FAULT**

*Judy Jance*

In this story, a little girl molested by her grandmother's new boyfriend tells a



trusted adult who believes and helps her. Includes an excellent list of questions and answers for facilitating discussion. 1985, 25 pp., \$3.

*The Chas. Franklin Press, 7821 175th Street SW, Edmonds, WA 98026; 206/774-6979.*

#### **MARGARET'S STORY — SEXUAL ABUSE AND GOING TO COURT**

*Deborah Anderson & Mariba Finne*

A child molested by a neighbor tells another little girl about going to court in this wonderfully descriptive, accurate, and sensitive portrayal of the court process as seen through the child's eyes. The book goes through the processes of revealing what happened, of meeting with lawyers, and of testifying. Includes a guide on handling sexual abuse and organizations that can help. 1986, 45 pp., \$9.95.

*Dillon Press, Inc., 242 Portland Avenue South, Minneapolis, MN 55415; 612/333-2691.*

#### **THE SECRET — A CHILD'S STORY OF SEXUAL ABUSE**

*Diana C. McCoy*

Two stories, alike in plot but distinct in interpretation, portray the common experiences of a sexually abused child. The first version, written for 4 to 6 year olds, addresses feelings of confusion and fear; the second, written for 7 to 10 year olds, addresses feelings about peer interactions and responsibility. 1987, 24 pp. and 32 pp., \$6.50 each.

*Magic Lantern Publications, 3818 Powers Avenue, Knoxville, TN 37917; 615/688-1303.*

### **PARENT'S RESOURCES**

#### **BY SILENCE BETRAYED — SEXUAL ABUSE OF CHILDREN IN AMERICA**

*John Crewdson*

This report on child sexual abuse covers abused children, families, law enforcement officials, abusers, and the therapists and educators who try to prevent and remedy such tragedies. Each facet of child sexual abuse is explored, including questions of the number of children involved, how such crimes can be successfully prosecuted, and what can be done to prevent the abuse. 1988, 267 pp., \$8.95.

*Harper and Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022; 212/207-7000.*

#### **CHILD ABUSE PREVENTION: HOW TO TAKE THE FIRST STEPS**

*Cordelia Anderson*

A concise, step-by-step plan for developing support and implementing

child sexual abuse programs in communities, this book provides the rationale and information necessary to define the extent of need, tells how to get started, and provides a resource list of support organizations. 1983, 32 pp., \$8.50.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

#### **COME TELL ME RIGHT AWAY**

*Linda Tschirhart Sanford*

This informative booklet, adapted from the former *The Silent Children — A Parent's Guide to the Prevention of Child Sexual Abuse*, offers concrete and effective suggestions for minimizing a child's chance of becoming abused, and encourages adults to teach children to use their intuition. 1987 revised edition, 21 pp., \$2.95.

*Ed-U Press, PO Box 583, Fayetteville, NY 13066; 315/637-9524.*

#### **HELP YOURSELF TO SAFETY — A GUIDE TO AVOIDING DANGEROUS SITUATIONS WITH STRANGERS AND FRIENDS**

*Kate Hubbard & Evelyn Berlin*

"What-if" situations, completed by children, teach safety concepts, and are followed by safety tips and referrals to national help organizations. Includes an extensive resource list of publications and audiovisual materials. 1985, 35 pp., \$3.95.

*The Chas. Franklin Press, 7821 175th Street SW, Edmonds, WA 98026; 206/774-6979.*

#### **THE MOTHER'S BOOK — HOW TO SURVIVE THE INCEST OF YOUR CHILD**

*Carolyn M. Byerly*

Focusing on father-daughter incest and its effect on the involved mother, this book addresses the cultural and religious attitudes that promote mothers as primary caregivers while attempting to erase feelings of guilt. The rebuilding process of relationships between offenders and mothers and children and mothers are detailed. Includes an excellent section for lesbian mothers. 1985, 59 pp., \$5.80.

*Kendall/Hunt, 2460 Kerper Blvd., Dubuque, IA 52001; 319/588-1451.*

#### **THE SAFE CHILD BOOK**

*Sherryll Kerns Kraizer*

Offering a common sense approach to protecting children from abduction and sexual abuse, this book advocates teaching children to recognize and respect their instincts and encourages parents to portray the world to their children as basically positive. Contains excellent chapters on staying alone and how to choose a childcare center. 1985, 128 pp., \$5.95.

*Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017; 212/765-6500.*

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

*Linda Tschirhart Sanford*

This detailed guide advises parents to make their children confident about their instincts, to avoid making them vulnerable to gender-role stereotypes, and to teach them how to limit the physical or emotional demands that anyone can impose on them. Sensitively portrays special circumstances encountered by black, Asian, Native American, and single parents, and by parents of developmentally disabled children. 1980, 367 pp., \$7.95.

*Ed-U Press, PO Box 583, Fayetteville, NY 13066; 315/637-9524.*

#### **SPIDERS AND FLIES — HELP FOR PARENTS OF SEXUALLY ABUSED CHILDREN**

*Donald Hillman & Janice Solek-Telft*

Provides important and thorough background information on the evolution of child sexual abuse and covers the broad range of situations and problems encountered in child sexual abuse cases in school and clinical settings. Includes typical scenarios of abusive encounters, explains the short- and long-term effects of sexual abuse on all involved parties, and offers myth-debunking statistics and a review of normal sexual development. 1988, 200 pp., \$9.95.

*Lexington Books, 125 Spring Street, Lexington, MA 02173; 617/862-6650.*

#### **WHEN YOUR CHILD HAS BEEN MOLESTED**

*Kathryn B. Hagans & Joyce Case*

Identifies step-by-step the stages that parents and children go through after discovering sexual abuse, covering the stages and legal proceedings in detail. Each chapter includes a "Reality Check" section designed to help readers define their feelings. 1988, 159 pp., \$9.95.

*Lexington Books, 125 Spring Street, Lexington, MA 02173; 617/862-6650.*

#### **WHERE DO I START? A PARENT'S GUIDE FOR TALKING TO TEENS ABOUT ACQUAINTANCE RAPE**

*Py Bateman & Gayle Stringer*

Particularly good for helping parents empower their children with protection skills as they experiment with their independence, this book, in special sections related to sexual assault, discusses gender learning, peer pressure, media influences, and parental modeling. Includes a resource bibliography. 1984, 51 pp., \$5.

*Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, IA 52001; 319/588-1451.*

## CURRICULA K-12

### PERSONAL SAFETY: CURRICULUM FOR PREVENTION OF CHILD SEXUAL ABUSE

Mary Olsen et al

The broad goal of this comprehensive package of curricula is the prevention of child sexual abuse in present and succeeding generations. Each level contains an overview of the curriculum, essential information for the teacher, lessons and teacher instructions, and activities for students. Four topical areas are covered at each level: personal safety, appropriate and inappropriate touching, assertiveness techniques, and support systems. Concepts and corresponding student learning objectives, expanded at each sequential level, provide knowledge and skills appropriate to the developmental level of the student. Curricula for the three lowest levels are divided into 12 lessons, those for the three highest levels, into five. 1982, Head Start, 162 pp.; K to 2, 224 pp.; 3 to 4 years, 266 pp.; 5 to 6 years, 184 pp.; junior high, 171 pp.; high school, 189 pp.; \$20 each.

*Child Abuse Prevention Program, Tacoma School District, PO Box 1357, Tacoma, WA 98401; 206/596-1131.*

### Preschool and Elementary Grades

#### CHILD ASSAULT PREVENTION PROJECT

Nancy E. Toole & Monna L. Bender

Focusing on the necessity of teacher training, this manual presents an historical perspective of child abuse; offers guidelines for reporting the abuse; outlines prevention lessons for kindergarten through grade six; describes support systems for children; and clarifies terminology. 1989, 92 pp., \$15.

*Saratoga County Task Force on Child Abuse and Neglect, Inc., 24 Circular Street, Saratoga Springs, NY 12866; 518/587-8008.*

#### FEELINGS AND YOUR BODY: A PREVENTION CURRICULUM FOR PRESCHOOLERS

Shelly McFaddin

#### SOAP BOX PRODUCTIONS: THE TOUCHING PROBLEM (VOLUME I)

Sandra L. Kleven & Joan Krebill

#### SEXUAL ABUSE PREVENTION: A LESSON PLAN (VOLUME II)

Sandra L. Kleven

These 3 publications were developed to be taught sequentially. *Feelings and Your Body* presents 5 day-by-day lesson plans, designed to teach 4

and 5 year olds how to protect themselves from sexual abuse. *The Touching Problem* is the narrative of a play used to teach students in grades K-6 about child sexual abuse. *A Lesson Plan*, designed to go with it, contains a step-by-step guide to classroom discussion and simple illustrations for reproduction and use with children. Video of the play available. 1981-82, 32, 46, and 18 pp., \$6, \$10, and \$5.

*Coalition for Child Advocacy, PO Box 159, Bellingham, WA 98227; 206/734-5121.*

#### "NO-GO-TELL!": INFORMATION FOR TEACHERS & PARENTS

Elisabeth J. Krents & Dale V. Atkins

Intended to be used alone or integrated into an existing safety program, this curriculum is designed to meet the needs of young preschool and early elementary age children, both able-bodied and disabled. Based essentially on a pictorial approach, it recommends the use of supplementary learning techniques. The picture cards are small poster-sized cardboard with flaps to keep children focused on the depictions. Included are a pair of boy and girl anatomically correct dolls, a set of "NO-GO-TELL!" posters, a teachers' and parents' guide, and a postinstruction assessment test. 1986, curricula, 50 pp., 89 poster cards, \$299.

*James Stanfield Company, PO Box 41058, Santa Barbara, CA 93140; 805/565-3275.*

#### PERSONAL SAFETY CURRICULUM: PREVENTION OF CHILD SEXUAL ABUSE

Geraldine A. Crisci

Building on concepts from preschool level through grade 6, this graduated curriculum concentrates on differentiating between exploitive touch and nurturing touch and teaches children how to identify and utilize their support systems. The teacher's guide, designed as a reference, provides supplemental information and emphasizes the concept of safety without engendering fear or rigidity. 1983, 102 pp., \$25.

*Personal Safety Program, 165 Front Street, Bldg D-5, Chicopee, MA 01035; 416/594-9116.*

#### PRESCHOOL CHILD ASSAULT PREVENTION PROGRAM (PRE-CAPP)

Patricia A. Roche & Nancy Toole

A guide for preschool and daycare administrators to use in planning a curriculum, this manual outlines the problem of child sexual exploitation and some of the surrounding issues, and seeks to empower children with correct information. Includes lesson plans, reporting procedures, and illustrations that can be photocopied for use. 1985, 60 pp. \$15.

*Saratoga County Task Force on Child Abuse and Neglect, Inc., 24 Circular Street, Saratoga Springs, NY 12866; 518/587-8008.*

#### RED FLAG GREEN FLAG PEOPLE

Jay Williams

#### RED FLAG GREEN FLAG PEOPLE FACILITATOR'S PROGRAM GUIDE

Carol Grimm & Becky Montgomery

This large coloring book teaches children to identify green flag touch (good feelings touch) and red flag touch (bad feelings touch). Provides examples of situations in which these occur, and fill-in-the-blank exercises for children to complete. The facilitator's program guide contains reprints of each page of the children's book, lists the purpose for each, and suggests classroom activities. 1985, coloring book, 28 pp., facilitator's guide, 36 pp., \$4.95, \$11.95.

*Rape and Abuse Crisis Center, PO Box 2984, Fargo ND 58108; 800/627-3675.*

#### STRATEGIES FOR FREE CHILDREN: A LEADER'S GUIDE TO CHILD ASSAULT PREVENTION

Sally Cooper, Yvonne Lutter & Cathy Phelps

This community-based Child Assault Prevention (CAP) project, involving parents, educators, and elementary-age children, offers background information on child sexual abuse; outlines the theoretical development, administrative follow-up, and evaluation of sexual abuse programs; and tells how to involve the community. Includes detailed narratives of workshops for children and adults offered by Women Against Rape. 1983, 250 pp., \$21.95.

*Intrepid Clearing House, PO Box 02084, Columbus, OH 43202.*

#### TALKING ABOUT TOUCHING

Kathy Beland

This school-based personal safety curricula for preschool to grade 5 (divided into separate developmentally appropriate curriculum and teacher's guides — in binders — for specific grade levels) teaches the new 3 Rs: recognizing, resisting, and reporting abuse, through the use of laminated photo/lessons (p/l). A special kit has also been prepared for preschool and kindergarten which, in addition to the curriculum (66 laminated 11"x17" p/l focusing on safety training, personal safety, touching safety, and feeling safety) and teacher's guide (59 pp.), includes flannel board characters; a video, "Willie Learns the Touching Rule"; and an audiocassette and booklet called "Sam's Story." 1988, Preschool and kindergarten kit, \$215; grades 1 to 3, 89 p/l, teacher's guide, 60 pp., \$140; grades 4-5, 79 p/l, teacher's guide, 56 pp., \$125.

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

## **Junior and Senior High School**

### **ABOUT SEXUAL ABUSE: A PROGRAM FOR TEENS AND YOUNG ADULTS**

*Fred and Betty Ward*

The Unitarian Universalist Association's (UUA) curriculum has been developed to help participants become aware of sexual abuse, develop an understanding of abusive behavior, and probe their attitudes and feelings about sexual abuse through a series of experiential exercises. Although designed to be a complete and independent program, its structure allows it to be easily assimilated as a unit into UUA's sexuality curriculum, *About Your Sexuality*. Each part of the program includes the goals to be met, the materials needed, leader preparation, background information, activities for achieving the goals, and additional resources. 1990, 85 pp., \$14.95.

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

### **DATE RAPE: AWARENESS AND PREVENTION**

*Jill R. Strand*

Divided into five topical units, this very readable and easy-to-use manual is a collection of book and media resource lists and curriculum evaluation forms for teachers and students. Each educational unit contains specific objectives, a topic overview for background and lectures, and a variety of activities designed to further enhance the learning material. Laws cited are specific to Indiana, but most of the information is generic to any community. The looseleaf binder allows for easy duplication. 1985, 66 pp., \$23.95.

*Tecumseh Area Planned Parenthood, 1016 E. Main Street, PO Box 1159, Lafayette, IN 47902; 317/742-7281.*

### **NO EASY ANSWERS: A SEXUAL ABUSE PREVENTION CURRICULUM FOR JUNIOR AND SENIOR HIGH STUDENTS**

*Cordelia Anderson*

This curriculum grew out of the pioneering work of Minneapolis' well-known Illusion Theater and its "Touch Continuum." Explains and incorporates the range of touch, from nurturing to confusing to exploitative, throughout the 20 lessons, which are designed to help students develop skills in their communication of feelings, attitudes, and expectations related to sexuality and sexual exploitation, and to teach them protection and prevention skills. Presents ideas from which many other

curricula have drawn. 1982, 208 pp., \$29.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

### **PERSONAL SAFETY AND DECISION MAKING**

*Ann Downer & Kathy Beland*

Assertiveness and the decision-making skills necessary to resist peer pressure and subtle sexual exploitation are taught in this middle school curriculum for grades 6 to 8. Group discussion, role-play, and the analysis of story scenarios help young people understand the dimensions of sexual abuse. Includes teacher's guide. Looseleaf binder with laminated pages for easy use. 1988, 125 pp., \$100.

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

### **SEXUAL ABUSE PREVENTION: A STUDY FOR TEENAGERS**

*Marie M. Fortune*

This United Church of Christ's curriculum offers young people information about abuse, skills for protecting themselves, and local resources should they or their friends be sexually abused. The course, divided into 5 sessions to be presented in consecutive weekly meetings or at a weekend retreat, deals with rape, incest, touches, stereotypes, and media messages. Sessions include objectives and plans, and offer a variety of activities. 1984, 32 pp., \$3.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

### **SOURCEBOOK FOR EDUCATORS: SEXUAL ASSAULT PREVENTION FOR ADOLESCENTS**

*Susan de Alcorn*

Designed to be used at junior and senior high school levels, this sourcebook contains programs on teacher preparations, classroom presentations and activities, background information, legal appendices, and resource lists. Sections are comprehensive and cross-referenced in the appendices. 1982, 371 pp., \$23.95.

*Pierce County Rape Relief, Allenmore Medical Center, South 19th and Union, Tacoma, WA 98405; 206/474-7273.*

### **TOP SECRET: SEXUAL ASSAULT INFORMATION FOR TEENAGERS ONLY**

*Jennifer J. Fay & Billie Jo Flerchinger*

### **TOP SECRET: A DISCUSSION GUIDE**

*Jennifer J. Fay & Billie Jo Flerchinger*

This 32-page booklet, designed for 12 to 17 year olds, is composed of pop graphics and an editorial style that jumps from quizzes, personal vignettes, and question-and-answer exercises, to straightforward information. Discusses rape, incest, exploitation, and assertive behavior. The discussion guide offers topics for discussion, addi-

tional factual information, and activities for group settings. Includes a list of resources from King County Rape Relief. 1985, 64 pp., \$11.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

## **People with Special Needs**

### **LIFEFACTS 2**

*Nancy Cowardin, Ann Downer & James Stanfield*

The overall procedure, designed to contain all the essential materials and information necessary to teach sexual abuse prevention and protection strategies to adolescents and adults with mild developmental and learning disabilities, involves four steps. The heart of the curriculum is a diagnostic/prescriptive program that uses a sequence of objectives and lesson plans to prescribe instruction, which is done with a collection of 53 laminated teaching pictures, student worksheets, 35mm slide copies of the teaching pictures for group presentations, and pretest and posttest instruments to assess student knowledge. Carrying case included. Videos, under the Circles Series, are available. 1990, curricula guide, 60 pp., \$199.

*James Stanfield Company, PO Box 41058, Santa Barbara, CA 93140; 800/421-6534.*

### **PREVENTING SEXUAL ABUSE OF PERSONS WITH DISABILITIES: A CURRICULUM FOR HEARING IMPAIRED, PHYSICALLY DISABLED, BLIND AND MENTALLY RETARDED STUDENTS**

*Bonnie O'Day et al*

Developed for professionals, 9 lesson plans emphasize prevention of sexual abuse for the populations mentioned. Topics include vocabulary, touch, myths about sexual assault, rape, reactions of survivors, personal safety, and awareness. May be presented to individuals or in group settings. 1983, 175 pp., \$19.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

### **SPECIAL NEEDS CHILD ASSAULT PREVENTION PROJECT**

*Nancy E. Toole & Monna L. Bender*

Designed to teach disabled children how to prevent sexual assault, this curriculum offers general background information on child sexual abuse and contains sections on reporting procedures, specialized information on the protection of disabled children, prevention education lessons, and information for parents. Includes a workbook and

bibliography. 1988, 172 pp., \$15.

*Saratoga County Task Force on Child Abuse and Neglect, Inc., 24 Circular Street, Saratoga Springs, New York 12866; 518/587-8008.*

### **THE WOODROW PROJECT**

*Rape and Abuse Crisis Center of Fargo-Moorhead*

Designed to be utilized with young adults ages 15 to 25 from the trainable developmentally disabled population, and with mixed-gender groups for comparison instruction, this curriculum implements the Direct-Instruction Teaching Model, and is taught in 8 topic sessions, with a final review session. Specific concepts on sexual abuse prevention are designed to be taught in nonthreatening, safe environments. Contains topics such as: identification of specific body parts; identification of good and bad touches; application of the 3-part skill sequence of "No," "Get Away," and "Tell Someone" Assertiveness Training; and identification of a support system. Includes a video for training professionals. 1986, 85 pp., \$99.95.

*The Rape and Abuse Crisis Center of Fargo-Moorhead, PO Box 2984, Fargo, ND 58108; 701/293-7273.*

## **PROFESSIONALS**

### **ADULTS MOLESTED AS CHILDREN: A SURVIVOR'S MANUAL FOR WOMEN AND MEN**

*Euan Bear & Peter T. Dimock*

This wonderful booklet for adults beginning to process their feelings of childhood sexual abuse, treats the recovery of a sexual abuse survivor as a celebration of life. It is a very useful tool for helping survivors explain some of what they go through to the significant support people in their lives. Contains moving letters and a guide for choosing the right therapist. 1988, 67 pp., \$12.95.

*The Safer Society Press, Shoreham Depot Road, RR #1, Box 24-B, Orwell, VT 05760-9756; 802/897-7541.*

### **CHILD SEXUAL ABUSE**

*David Finkelhor*

Offering theoretical and research perspectives on the nature of abuse, its dynamics, and the social forces that shape public attitudes toward the problem, this book deals with the evolution of abuse, moral issues, and characteristics of high-risk children and offenders. Data on the prevalence and public knowledge of child sexual abuse are synthesized with implications for future research and prevention. 1984, 260 pp., \$27.95.

*The Free Press, 866 Third Avenue, New York, NY 10022; 212/702-4771.*

### **THE COURAGE TO HEAL WORKBOOK**

*Laura Davis*

This binder-style workbook, an innovative tool for all people healing from the effects of childhood sexual abuse, contains a combination of checklists, open-ended questions, writing exercises, art projects, and activities. Designed with an inward-folding flap for lap-writing, it is a helpful companion for the child abuse survivor. 1990, 460 pp., \$18.95.

*Harper & Row Publishers, 10 East 53rd Street, New York, NY 10022; 212/207-7000.*

### **THE EDUCATOR'S GUIDE TO PREVENTING CHILD SEXUAL ABUSE**

*Mary Nelson & Kay Clark, Editors*

An informative overview of current issues concerning child sexual abuse, this guide is divided into 4 major sections: introduction and background; issues in child sexual assault prevention; guidelines for prevention education; and prevention programs in progress. Contains a summary of the prevention movement, descriptions of successful sexual abuse prevention programs, and an annotated resource section. 1986, 210 pp., \$19.95.

*ETR Associates/Network Publications, PO Box 1830, Santa Cruz, CA 95061-1830; 800/321-4407.*

### **INTERVENTION STRATEGIES FOR SEXUAL ABUSE**

*Robert H. Rencken*

Written by a mental health counselor and a clinical sexologist, this book provides a basic framework for understanding the dimensions of pedosexual behavior and focuses on integrated intervention strategies for professionals attempting to learn to deal with child sexual abuse with competence and expertise. Contains specific programs for those sexually abused, offenders, and families. 1989, 186 pp., \$24.95.

*American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304; 703/823-9800.*

### **INTERVIEWING THE SEXUALLY ABUSED CHILD**

*Mary McQuiston & David P.H. Jones*

An excellent manual for therapists confronted with interviewing a sexually abused child, this book considers the legal implications of such an interview in clinical practice. Offers guidelines for determining a child's knowledge of sexuality and ability to be a witness, and describes suggested contents for an interview room. 1985, 42 pp., \$3.75.

*National Center for Treatment of Child Abuse & Neglect, University of Colorado School of Medicine, 1205 Oneida Street, Denver, CO 80220; 303/321-3963.*

### **MALES AT RISK — THE OTHER SIDE OF CHILD SEXUAL ABUSE**

*Frank G. Bolton, Larry A. Morris & Ann E. MacEachron*

A resource for both the abused male and those who formulate treatment plans for their recovery, this book addresses the situational characteristics that allow male sexual abuse to occur and discusses the impact and results of childhood abuse on male coping patterns. Very thorough in discussing how different life factors affect the recovery process. 1989, 222 pp., \$16.95.

*Sage Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320; 805/499-0721.*

### **A MODEL RESIDENTIAL JUVENILE SEX-OFFENDER TREATMENT PROGRAM**

*Joseph W. Heinz, Suzanne Gargaro & Kevin G. Kelly*

An exemplary model for counselors working with young offenders, this publication has received nationwide acclaim for its successful approach and attitude toward prevention and rehabilitation, rather than punishment. Details 9 stages experienced by participants from orientation at the Hennepin County Home School to reintegration in society. Letters from past participants indicate the ways in which treatment has helped. 1987, 136 pp., \$23.

*The Safer Society Press, Shoreham Depot Road, RR #1, Box 24-B, Orwell, VT 05760-9756; 802/897-7541.*

### **THE NEW CHILD PROTECTION TEAM HANDBOOK**

*Donald C. Bross et al, Editors*

Pertinent for all who deal with child sexual abuse prevention and treatment, this innovative book addresses the relationship of each professional with the abused child, and the necessary inter-professional skills an entire team must possess in order to help and educate the child. Includes assessment and treatment plans for parents, medical professionals, and educators, and recommendations for the legal staff of a child protection team. 1988, 635 pp., \$55.

*Garland Publishing, Inc., 136 Madison Avenue, New York, NY 10016; 212/686-7492.*

### **RECOGNIZING CHILD ABUSE — A GUIDE FOR THE CONCERNED**

*Douglas J. Besharov*

Practical and thorough, this handbook explains what concerned individuals can do if they suspect child abuse. Includes informative charts, guidelines, and checklists for identifying and evaluating evidence of possible maltreatment, and a complete list of steps to follow in reporting suspected cases. 1990, 224 pp., \$9.95.

*The Free Press, 866 Third Avenue,  
New York, NY 10022; 212/702-4771.*

### **SECRET SCARS**

*Cynthia Crosson Tower*

Written by a therapist who is also a sexuality educator, this book defines the differences between sexual abuse as perceived by men and women, and discusses how a survivor's experiences are likely to affect their children and their adult relationships. Contains a state-by-state listing of organizations where survivors can find support. 1988, 207 pp., \$16.95.

*Viking Penguin Press, Inc., 40 West  
23rd Street, New York, NY 10010; 212/  
337-5200.*

### **SEXUAL ASSAULT — A PROCEDURAL MANUAL FOR LAW ENFORCEMENT, MEDICAL, HUMAN SERVICES, AND LEGAL PERSONNEL**

*Eileen Keller*

Divided into 5 chapters — Law Enforcement Investigation of Sexual Assault Crimes, The Medical Treatment of Sexual Assault Victims, Counseling the Victim of Sexual Assault, The Prosecution of Sexual Assault Crimes, and The Child as Victim — this manual recommends procedural guidelines that can be adapted to different communities. Recognizing that functions and procedures of law enforcement, medical, social service, and prosecuting personnel are highly interdependent, the purposes of one department are aligned with those of another throughout the book. 1986, 143 pp., \$15.95.

*Minnesota's Book Store, 1700 University Avenue, St. Paul, MN 55155;  
612/297-3000.*

### **VICTIMS NO LONGER**

*Mike Lew*

Written by an expert on recovery for male survivors, this book helps sexual abuse survivors identify and validate feelings and experiences. Provides personal accounts of recovery, while focusing on issues of trust, intimacy, and the recovery process, as experienced from the perspective of the survivor's support system. 1990, 325 pp., \$14.95.

*Harper & Row Publishers, 10 East  
53rd Street, New York, NY 10022; 212/  
207-7000.*

### **VULNERABLE POPULATIONS VOLUMES I & II**

*Suzanne M. Sgroi*

The first volume of this 2-part series contains a methodology to assist professionals in assessing sexually abused children and offenders, offers comprehensive guidelines for the criminal investigation of child sexual abuse cases,

and discusses the use and validity of interviews with sexually abused children. The second volume gives an in-depth analysis of the recovery stage, a presentation of the group therapy approach for child sexual abuse clients, guidelines for using play therapy, and a step-by-step procedure for training mentally disabled adults to protect themselves. 1988, 314 pp. and 406 pp., \$24.95 each.

*Lexington Books, 125 Spring Street, Lexington, MA 02173; 617/862-6650.*

## **ORGANIZATIONS**

**THE NATIONAL CHILD ABUSE HOTLINE  
— REFERRAL SERVICE**  
1-800/422-4453

**NATIONAL COMMITTEE FOR  
PREVENTION OF CHILD ABUSE**  
332 South Michigan Avenue, Suite 950  
Chicago, IL 60604  
312/663-3520

**CHILDHELP NATIONAL HEADQUARTERS**  
6463 Independence Avenue  
Woodland Hills, CA 91367  
818/347-7280

**NATIONAL CENTER ON CHILD ABUSE  
AND NEGLECT**  
PO Box 1182  
Washington, DC 20013  
202/245-2858

**NATIONAL RESOURCE CENTER ON  
CHILD SEXUAL ABUSE**  
106 Lincoln Street  
Huntsville, Alabama 35801  
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**ADAM WALSH RESOURCE CENTER**  
1876 North University Avenue, #306  
Fort Lauderdale, FL 33322  
305/475-4847

**CHILD ABUSE AND DISABLED PROJECT  
THE LEXINGTON CENTER**  
30th Avenue and 75th Street  
Jackson Heights, NY 11370  
718/899-8800

**AMERICAN ASSOCIATION FOR  
PROTECTING CHILDREN  
CHILDREN'S DIVISION OF THE AMERICAN  
HUMAN ASSOCIATION**  
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Denver, CO 80231  
303/695-0881

**NATIONAL CENTER FOR MISSING AND  
EXPLOITED CHILDREN**  
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**NATIONAL COALITION AGAINST  
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East St. Louis, IL 62203

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Colorado Springs, CO 80935-3035  
618/398-7764

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(for survivors of ritualistic sex abuse)**  
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Albany, CA 94706  
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719/591-6060

**ADULTS MOLESTED AS CHILDREN  
UNITED**  
PO Box 952  
San Jose, CA 95108  
408/280-5055

**INCEST SURVIVORS ANONYMOUS  
WORLD SERVICE OFFICE**  
PO Box 21817  
Baltimore, MD 21222  
301/282-3400

**LOOKING UP  
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PO Box K  
Augusta, ME 04330  
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6200 North Central Expressway,  
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Cambridge, MA 02139  
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NETWORK INTERNATIONAL**  
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Hicksville, NY 11802  
516/935-3031

**THE SAFER SOCIETY PROGRAM**  
Shoreham Depot Road  
RR #1, Box 24-B  
Orwell, VT 05760  
802/897-7541

# Conference and Seminar Calendar

**BALTIMORE HEALTH DEPARTMENT'S STD/HIV PREVENTION TRAINING CENTER PROGRAMS. "HIV Prevention, Planning, and Evaluation,"** *October 1-5, 1990*; "HIV/AIDS Advanced Counseling Techniques and Education Strategies," *October 24-26*; "HIV/STD Update," *January 21-23, 1991*. Baltimore, Maryland. Contact: Harriette Lowery, Baltimore Health Department, STD/HIV Prevention/Training Center, 303 East Fayette Street, Baltimore, MD 21202, 301/396-4448, fax 301/625-0688.

**FOURTH ANNUAL ALABAMA AIDS SYMPOSIUM,** *October 3-5, 1990*. Montgomery, Alabama. Contact: Joan Huffstutler, Alabama Department of Public Health, 2451 Fillingim Street, Mobile, AL 36617, 205/471-7322.

**SOCIETY FOR PUBLIC HEALTH EDUCATION'S 41ST ANNUAL MEETING, "HEALTH EDUCATION — A BRIDGE TO SOCIAL CHANGE: STRATEGIES FOR MEETING THE OBJECTIVES FOR THE YEAR 2000,"** *October 4-6, 1990*. Will feature skill building tracks related to working with individuals, organizations, and communities, and general sessions on the history and the future of health education as a bridge to social change, and will clarify the role of the health education profession in meeting the Year 2000 Objectives. Sheraton Centre, 52nd Street at Seventh Avenue, New York, New York. Contact: SOPHE, 2001 Addison Street, Suite 220, Berkeley, CA 94704, 415/644-9242.

**A CONFERENCE ON AIDS AND SOBRIETY,** *October 11-14, 1990*. Maple Lake, Minnesota. Contact: Hazelden Community and Professional Education, PO Box 11, Center City, MN 55012-0011, 800/822-0080.

**FIRST INTERNATIONAL ANSWERS CONFERENCE, "CURE AIDS NOW,"** *October 12-15, 1990*. Deauville Hotel, Miami Beach, Florida. Contact: Robert Kunst, Cure AIDS Now Incorporated, 2240 South Dixie Highway, Miami, FL 33133, 305/856-8378.

**COLORADO DEPARTMENT OF HEALTH EDUCATION AND TRAINING PROGRAMS. "STD Clinicians Update,"** *October 12-13, 1990*; "STD Intensive Training Course," *October 15-19*, Teri Anderson; "HIV Infection and AIDS — Train the Trainer," *October 22-23*, Patrick Barnett; "The Psychological Implications of HIV Infection and AIDS," *October 24*, David Holbrook. Denver, Colorado. Contact: Colorado Department of Health, Education and Training Program, STD/AIDS Control Section, 4210 East 11th Avenue, Denver, CO 80220, 303/893-7191 or 303/331-8311.

**NATIONAL ORGANIZATION ON ADOLESCENT PREGNANCY AND PARENTING'S ANNUAL CONFERENCE, "TEEN PREGNANCY: ROOT CAUSES...REAL SOLUTIONS,"** *October 18-20, 1990*. Will focus on six strategies for building effective coalitions at the local, state and national levels: poverty reduction, access to health care, educational reform, early childhood education, promotion of critical thinking skills, and promotion of youth leadership and volunteerism. Atlanta Hilton, Atlanta, Georgia. Contact: NOAPP Annual Conference, 4421-A East West Highway, Bethesda, MD 20814, 301/913-0378, fax 301/913-0380.

**THE SOCIETY FOR THE SCIENTIFIC STUDY OF SEX'S 33RD ANNUAL MEETING, "NEW PERSPECTIVES ON SEXUAL SCIENCE,"** *November 1-4, 1990*. Will present the latest research findings and educational techniques in the field of sexual science. Minneapolis Marriott City Center Hotel,

Minneapolis, Minnesota. Contact: Howard Ruppel, Jr., Executive Director, SSSS, PO Box 208, Mount Vernon, IA 52314, 319/895-8407.

**SECOND INTERNATIONAL MEDICAL-DENTAL CONGRESS ON AIDS,** *November 2-4, 1990*. Sponsored by Temple University, Schools of Law, Medicine, Dentistry, and Pharmacy. Philadelphia, Pennsylvania. Contact: Susan Howell, Temple University, 3223 North Broad Street, Philadelphia, PA 19140, 215/221-2816.

**NATIONAL COUNCIL ON FAMILY RELATIONS' 52ND ANNUAL CONFERENCE, "CHILDREN...AND THEIR FAMILIES,"** *November 9-14, 1990*. Will feature presentations by 500 leaders in family life education, social work, counseling, psychotherapy, health services and family law, a video festival, and a "Meet the Authors" program. Westin Hotel, Seattle, Washington. Contact: Cindy Winter, Conference Coordinator, National Council on Family Relations, 3989 Central Avenue NE, Suite 550, Minneapolis, MN 55421, 612/781-9331.

**"HIV CARE IN THE 1990S: THE CHALLENGE CONTINUES,"** *November 11-13, 1990*. Seattle, Washington. Contact: Association of Nurses in AIDS Care, 704 Stonyhill Road, Yardley, PA 19064, 215/321-2371.

**"SOCIAL WORK '90, THE MEETING OF THE PROFESSION,"** *November 14-17, 1990*. Sponsored by the National Association of Social Workers. Will focus on child welfare, school social work, management, and clinical social work. Will cover AIDS, substance abuse, aging, health care, homelessness, and domestic violence, and include general plenaries, skill-building sessions, juried presentations, and master classes. John B. Hynes Memorial Convention Center, Boston, Massachusetts. Contact: NASW, Conference Office, 7981 Eastern Avenue, Silver Spring, MD 20910, 301/565-0333, fax 301/587-1321.

**NATIONAL PERINATAL ASSOCIATION'S ANNUAL CLINICAL CONFERENCE & EXPOSITION, "THE FAMILY: SOCIAL DYNAMICS & HEALTH CARE."** *November 15-18, 1990*. Co-sponsored with The University of Maryland Schools of Medicine and Nursing and the March of Dimes Birth Defects Foundation. Topics will include: The Social Dynamics of the Family; The Outlook for Children in the 1990s; The Economic Realities of Providing Perinatal Care; Human Sexuality and Its Consequences; and Updates in Perinatal and Neonatal Clinical Practice. Will be presented from a multidisciplinary perinatal health care approach. Fairmont Hotel, New Orleans, Louisiana. Contact: NPA Conference, 101 1/2 South Union Street, Alexandria, VA 22314-3323, 703/549-5523, fax 703/683-0067.

**FIFTH NATIONAL FORUM ON AIDS AND HEPATITIS B,** *November 19-20, 1990*. Washington, DC. Contact: National Foundation for Infectious Diseases, 4733 Bethesda Avenue, Suite 750, Bethesda, MD 20815, 301/656-0003.

**"AIDS UPDATE: CARE OF THE HIV INFECTED PATIENT,"** *November 20-21, 1990*. Cincinnati, Ohio. Contact: Cincinnati Health Department, East Central AIDS Education and Training Center, 411 Oak Street, Suite 306, Cincinnati, OH 45219, 513/352-3041.

**THIRD ANNUAL WORLD AIDS DAY CONFERENCE, "BUSINESS AT ITS BEST: RESPONDING TO AIDS,"** *November 29, 1990*. Boston, Massachusetts. Contact: Richard Williams, New England Corporate Consortium for AIDS Education, Polaroid, 549 Technology Square, Cambridge, MA 02139, 617/577-2285.

# SIECUS Report

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## Book Reviews — Titles

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- Sex work: Writings by women in the sex industry. *F Delacoste & P Alexander, eds*. 18(4), 28-29.
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- Talking with your child about sexuality and other important issues. 18(1), 16-17.
- Working with HIV/AIDS. 18(3), 23-27.

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