

USE AND ABUSE OF AUDIO-VISUALS IN SEX EDUCATION

by Derek L. Burlison, Ed.D.*

A recent visitor from Latin America to the SIECUS office had the opportunity to see some sex education films and filmstrips for children and youth. "You are so fortunate to have all these wonderful materials, but of course you Americans have everything," she said. True, U.S. schools are fortunate in having a wide variety of A-V materials for sex education programs, but perhaps we have too much of a good thing. I came to this conclusion only after responding repeatedly to letters that go something like this: "Dear SIECUS, we are starting a sex education program in our schools. Could you please tell us what films are available. We would like the best as soon as possible so our students will have the straight facts about sex. Sincerely, Concerned Parents for Sex Education."

My reaction to such letters (only slightly caricatured) is reinforced by telephone calls such as the one from a frantic elementary school principal who was anticipating a community crisis because one group of parents was pressuring to move the showing of the films, *Boy to Man* and *Girl to Woman* (Churchill) from the sixth grade down to the fifth grade, and another group of parents was opposing this on the ground that the children were not mature enough to handle physical changes of puberty covered in those two films. These two examples illustrate both the importance given to A-V in sex education programs and the almost complete reliance on them as the program itself. Because we are blessed with an abundance of A-V resources for school sex education, with more being produced every day, we can very easily, and too often do, look upon them as the entire program without recognizing that sex education is essentially a process. A-V materials can form part of that process but they are not the process itself. The process of a well developed sex education program involves a variety of experiences including reading, discussion, group interaction, value clarification, role-playing, questioning, writing, and other creative activities. How can A-V materials fit into this process?

In the cognitive area there is no question but that A-V materials have the potential of presenting concepts in a vivid and well organized fashion. Such techniques as slow motion, time lapse photography, microphotography, animation and other graphic techniques have been ingeniously used to present biological information and processes. So many producers of films and filmstrips have used these techniques so effectively with biologically-oriented materials on adolescent development, menstruation, conception, reproduction, pregnancy and childbirth, that it becomes a problem in consumer education simply to choose the best among many for

a particular audience. Annotated film bibliographies such as *Sex Education on Film* (Teachers College Press) and *SIECUS' Film Resources for Sex Education* can be most helpful in this selection process.

In the cognitive area selecting the A-V resource is only a first step. What you do with the resource will determine whether any learning will take place. Viewing a film or filmstrip is essentially a passive experience. To make it an active one requires doing something before, during and after the viewing experience. If, for example, the purpose of the A-V aid is simply to present anatomical terms and physiological processes, such tried-and-true exercises as giving teacher-made pre- and post tests (non-graded), then listing questions students hope the film will answer, filling in terminology (spelling counts) on ditto diagrams of the reproductive organs, or a quick quiz or guessing game can all be used. None of these suggestions are particularly creative or imaginative, but they involve the student in doing something with the factual information presented in the film or filmstrip. They force students to use proper terminology and give them sanction to do so. Once they have the reassurance and comfort in using sexual terminology in simple exercises of this type, they will be able to do so in open discussion both in and out of the classroom. Even in the seemingly value-free area of biological information, we still have to overcome the persisting value that there are some things you just don't talk about. This will not automatically happen by simply showing a film.

In the affective area, film holds its greatest potential as an educational medium. However, intelligent use of A-V in the affective aspects of sexuality education calls for a high degree of skill and imagination in group techniques. In the last few years several excellent 16mm films have been released that lead students into an exploration of feelings, emotions, values and life styles—the heart of sex education programs that are committed to helping students develop responsible attitudes and intelligent decision-making about sexuality in both their personal lives and broader social issues.

We have seen the evolution of sex education films dealing with ethical issues and interpersonal relations from moral object lessons into open ended productions that deliberately and skillfully pull the viewer into the dramatic situation on the screen. Reaction and interaction by the viewers almost invariably follow, frequently in an intense and heated fashion.

Happily several filmmakers are now using their skills and techniques to produce materials specifically designed to involve the viewer in the process of value clarification, communication, conflict resolution and personal introspection.

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SPEAKING OUT

SEX EDUCATION: A COMMUNITY-BASED PROGRAM

It is now five years since the citizens of Swampscott, Massachusetts began their serious efforts to provide their school system with a program combining sex, family living and drug abuse education in one total educational concept. We believe the resulting program to be one of the very best, and that its strength lies in the unique pattern of its development. Initiation for its development came not from the school system itself, but from the community, and a school committee appointed the Citizen's Committee for the Education for Living Program to study sex education and develop a program. The Committee was additionally charged with the responsibility to meet, monitor, and disseminate information about the program to all of our community's people.

As might be expected, there was little difficulty with the drug education portion of the program. Regarding the family life and sex education components, the first question the Sex Education Committee asked itself was, "Do we need such a program? Are we abrogating the rights of parents and church?" To ensure that it did not infringe upon such rights, the Committee included clergy of the Jewish, Protestant and Catholic faiths, parents, physicians, members of the Police Department and of all the service organizations, teachers representing the faculty, and students representing their fellow students. The town knew at all times what we were doing, and had access and input. Thus, the Committee was able to act as a buffer between teachers and irate parents who felt that their children were being provided with information that was "dirty". Rightwing anti-sex education efforts failed in Swampscott since the community could not be swayed to oppose itself in its own planning.

Our Committee took the time to do its work right: one year to search for methods of providing the right kinds of program content for our students; one year spent searching for the right kinds of teachers who would be empathetic to the needs of our students; one year spent in reading and viewing hundreds of articles, books, film clips and audio-visual aids, and in providing the community with ample chance to see and discuss the relative values of these materials.

Facts are the smallest part of the program—value and attitude education constitute its heart. In the elementary grades, K-9, the Education for Living Program is presented mainly through the health and social sciences. Grades 10-12 work through workshop situations. For instance, students speak with young marrieds to learn how marriage changes attitudes, how being a spouse is different from being a date, how being a parent changes a marriage. Religious leaders discuss the concepts about sex and family held by their religious communities, so that students will be exposed to the widest possible range of attitudes they should be aware of, if they are to form their own life values on a reality basis.

Teachers in the various subject areas feel they have gained from the program because it has enabled them to see

their students as human beings rather than as sponges for information. Values clarification and other program techniques are finding their way into the teaching of math, social sciences and other subjects. The teachers in the Education for Living Program feel free to be creative because they know they have the full encouragement and support of school, parents and community.

This fifth year, we are setting up an adult education program in human sexuality and family life, a miniature of the one our students receive. We will discuss not only the way students develop a realistic and healthy self image, but perhaps we can convince the parents that it might be a chance for them to discuss their own feelings about their own self worth. Preparation for life in a changing pluralistic world should not only be part of student education, but should be a part of adult education as well.

Through the Education for Living Program we hope to develop a generation of young people whose understanding in all dimensions will make them the kinds of parents and individuals we ourselves would like to be. Sometimes I think that in the process we've learned even more about ourselves than the students have.

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Education for Living Program
Swampscott, Mass. Public Schools

*By invitation.

(*SIECUS' position on sex education appears on page 3.*)

SIECUS REPORT

Volume II, Number 4

March 1974

The *SIECUS Report* is published bi-monthly with volumes beginning in September.

Single Copies of this issue are \$1.50.

Bulk rates are available on request.

Subscription information is included on p. 15.

SIECUS Report is available on microfilm from University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106.

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1855 Broadway, New York, N.Y. 10023

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WHERE THE ACTION IS

SIECUS ISSUES FIRST OF POSITION STATEMENTS

Sex Information—The Right to Know

It is the SIECUS position that:

Free access to full and accurate information on all aspects of sexuality is a basic right for everyone, children as well as adults.

This is SIECUS' position on sex education for all ages, both in formal and informal programs. It is the first to be issued of a series of SIECUS position statements on various aspects of sexuality, all developed by its Executive Committee and staff and adopted by a majority of its Board of Directors. The Statements will be published in full in the May, 1974 issue of *SIECUS Report*.

By taking stands on vital issues concerning human sexuality, SIECUS hopes to contribute further to society's understanding of what constitutes healthy sexuality. These stands will be rooted in SIECUS' basic purpose and philosophy, as stated in the SIECUS Statement of Belief (*SIECUS Report*, July, 1973).

LANDMARK APA RULING ON HOMOSEXUALITY

The Trustees of the American Psychiatric Association, in a unanimous vote (with two abstentions) have ruled that the APA no longer considers homosexuality to be a "mental disorder," and have urged that all discrimination against homosexuals cease.

The ruling, issued December 15, 1973, stated that homosexuality by itself does not constitute a psychiatric disorder. A new category of "sexual orientation disturbance" has been established, consisting of those homosexuals who are either disturbed by, in conflict with, or wish to change their sexual orientation.

Noting that "homosexuality per se implies no impairment in judgment, stability, reliability, or general social or vocational capabilities," the APA went on to urge and support the enactment of legislation at local, state, and federal levels that would guarantee the civil rights of homosexual citizens, and called for the repeal of all discriminatory legislation singling out homosexual acts by consenting adults in private.

AMERICAN LIBRARY ASSOCIATION

The Social Responsibilities Round Table of the American Library Association, at the ALA's Annual Conference held in June, 1973, unanimously adopted the following resolution:

"Since the Supreme Court has lately encouraged the outright, wholesale censorship of sex-related material; and

Since the most vulnerable and so most likely victims of such censorship are underground, alternative, and free-press publications;

The Social Responsibilities Round Table of the American Library Association emphatically states its belief that sexual, no less than political, philosophical, artistic, and other material, should enjoy full First Amendment protection; and

Strongly recommends that American libraries finally recognize their unfulfilled obligation to the many sexual minorities and interests among their publics by amply stocking material relevant to them; and

Urges those who may be victimized by the recent Court decision to request legal, financial, and spiritual help from the ALA's Office for Intellectual Freedom, the Freedom to Read Foundation, and the LeRoy C. Merritt Humanitarian Fund."

Write: Office for Intellectual Freedom, 50 E. Huron St., Chicago, IL 60611.

HUMANIST MANIFESTO II AFFIRMS SEXUAL FREEDOM AND RESPONSIBILITY

The American Humanist Association and American Ethical Union, in their Humanist Manifesto II, released September, 1973, have addressed themselves specifically to the ethical issues of human sexuality. Their statement reads in part:

"... a civilized society should be a tolerant one. Short of harming others or compelling them to do likewise, individuals should be permitted to express their sexual proclivities and pursue their life-styles as they desire. We wish to cultivate the development of a responsible attitude toward sex-

uality, in which humans are not exploited as sexual objects, and in which intimacy, sensitivity, respect and honesty in interpersonal relations are encouraged. Moral education for children and adults is an important way of developing awareness and sexual maturity."

The principles set forth in this Manifesto are meant to serve as the basis for united action directed toward achieving humanist goals.

For further information on the fall Manifesto write *The Humanist*, 4244 Ridge Lea Road, Amherst, NY 14226.

REAGAN VETOES CALIFORNIA SEX EDUCATION BILLS

Governor Ronald Reagan has refused to sign AB 1177, a bill which would have deleted the provision of the Schmitz Act (see the news item in *SIECUS Report*, Vol. II, No. 1) which impedes sex education in California by threatening teachers with revocation of their credentials.

Assemblywoman March Fong, who introduced the bill, said "... one would think a self-styled 'law and order' politician would understand the deterrent effect of the Schmitz Act which was drafted to discourage sex education. Many teachers and administrators would prefer avoiding the whole area ... rather than put themselves in jeopardy."

The Governor also vetoed a bill which would have mandated the establishment of in-service training in family life education by the State Department of Education, preferring to have the establishment of such programs merely an option to both the State Department of Education and local school districts, as it is now.

BOSTON CHILDREN'S HOSPITAL BEGINS ABORTION CENTER

Boston's Children's Hospital Medical Center is the first such institution in the United States offering complete pregnancy counseling and abortion ser-

vices for pregnant girls aged 11 to 17. Dr. Leonard W. Cronkhite, Jr., president of the hospital, explained that there is an urgent need for special services to this group, who "have an adult social problem at an age when they are least equipped to handle it."

The number of girls in the Boston area aged 16 and under seeking abortions doubled between 1970 and 1973, according to the Pregnancy Counseling Service (PCS) of Boston, the state's largest abortion referral agency. The weekly average of girls aged 16 and under seen by PCS in 1972 was 20, and this figure is thought to represent only one-fifth of the total number of 11-to-17-year-olds seeking abortions in the state.

The new abortion program, just underway, is initially offering out-patient abortions only. Girls more than 10 weeks pregnant are referred to an adult facility, although at least half of all pregnant teenagers do not seek an abortion until they are more than 10 weeks pregnant. Ultimately, in-hospital abortions for those past the first trimester are planned.

COUNSEL FOR RAPE VICTIMS

A counseling service for rape victims has been operating for almost a year at the University of Chicago's Billings Hospital Emergency Room. The program, Code R, is designed to help heal psyche as well as soma. In a recent interview H. Rex Lewis, Acting Director of Chaplaincy Services, described the beginnings of the program, how it functions, and what it is intended to accomplish.

Calling on the Chaplaincy Department especially when rape victims arrived "came out of the medical and clergy staff realization that here was something that had a religious dimension—or at least it didn't fit the other avenues of help that were available." A chaplain is called to see the patient when medical diagnosis has been made. "He gives her information about what is going to be expected of her during treatment; and then moves with her through the process of seeing the physician, seeing the police, filling out the police report, and getting home. He also makes himself available for follow-up after treatment—giving her a form with his name, phone number and office

location. He will counsel her on a no-fee basis."

Chaplain Lewis noted "some of the male staff have talked about their own vicarious guilt feelings when they had to relate to a rape victim, knowing she had been raped by another man. So we have found that we are not just ministering to the rape victim, but to the whole staff on this very touchy issue of personal intimacy being forced on someone who is not willing." He added "We are ministering to a system of health treatment. Traditionally, the church has treated troubled patients on a one-to-one basis—sort of a mop-up job. So we're trying to do some preventive work by ministering in and to an institution within a society which has become too institutionalized. The idea is to change the way institutions treat people and their problems—rather than just patching everyone up."

AASEC ANNOUNCES TRAINING STANDARDS FOR SEX COUNSELORS

The American Association of Sex Educators and Counselors (AASEC) has published "The Professional Training and Preparation of Sex Counselors", a 16-page booklet outlining the scope of sex counseling and the qualification and training of those seeking to work in this field. The recommendations follow closely those published in "The Professional Training and Preparation of Sex Educators" (1972) with the added emphasis on counseling principles and procedures, including at least one year of supervised clinical experience. The publication of this second booklet on training standards for sex counselors is the culmination of long-term efforts by AASEC to identify and establish standards for the professional preparation of sex educators and sex counselors. As AASEC puts it, "The time has come to take the measure of the chaotic situation in which we find ourselves and to ask what sex counseling is all about; who should and who should not be attempting it; what kinds of services should be offered to the public; and above all, what kind of training is needed in order to achieve a basic qualification that can be widely recognized and accepted?" Copies of this booklet are available from AASEC, 3422 N Street, N.W., Washington, D.C. 20007. Price: \$1.00.

CROSS-DRESSING LEGAL IN CHICAGO

A Chicago Circuit Court judge has declared unconstitutional a city ordinance forbidding cross-dressing. Judge Jack Sperling said the 1943 ordinance violated 14th Amendment rights of equal protection, declaring: "What a person wishes to wear is a matter of individual right." Judge Sperling also noted that current clothing styles have made the definition of men's and women's clothing impossible.

TWO NEW JOURNALS ON HOMOSEXUALITY

Two new professional journals devoted exclusively to the topic of homosexuality are being established. *Journal of Homosexuality* and the *Homosexual Counseling Journal*, the only professional journals currently in this field, are aimed at informing and assisting members of the helping professions who seek to serve their clients and clients' families better. Both journals are quarterlies, with impressive lists of professionals on their advisory and editorial boards.

The *Homosexual Counseling Journal*, published by the Homosexual Community Counseling Center, Inc., in New York City, will contain feature articles, book, media and journal reviews, news and other features. They invite manuscripts on homosexuality directed to the interests of the helping professions. Subscriptions are \$15 (institutional) and \$10 (individual) for one year. Write to: HCCC, Inc., 921 Madison Avenue, New York, NY 10021.

Journal of Homosexuality is also seeking manuscripts, on psycho-social aspects of lesbianism, male homosexuality, and gender identity, that present empirical research and its clinical implications. Papers on the social psychology, sociology and anthropology of homosexuality will also be welcomed. One-year subscriptions are \$25 (institutional) and \$15 (individual), and can be ordered from: Haworth Press, 53 West 72nd Street, New York, NY 10023. Manuscripts, of 10-20 typed pages, following the APA Publication Manual (1971) specifications, may be submitted to: Charles Silverstein, Editor, *Journal of Homosexuality*, 490 West End Avenue, New York, NY 10024.

SEX EDUCATION WORKSHOPS

Summer, 1974

Note: Details of workshops received too late for this issue will appear in the following issue.

(Listed alphabetically by state)

American Institute of Family Relations. Los Angeles, CA.

- 15th Annual Graduate Workshop for Training Childbirth Education Instructors. July 15 to July 26; 3 semester credits in Home Economics.
- 27th Annual Graduate Workshop in Techniques of Marriage & Family Counseling. August 5 to August 17; 3 semester credits in psychology.

Write to: Mrs. Rose Blake, Registrar, American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, CA 90027.

California State University, Fresno. Fresno, CA.

- H S 180 Human Sexuality. June 17 to July 26; 3 units.

Write to: Dr. Nathan E. Liskey, H.S.D., Chairperson, Health Science California State University, Fresno, Fresno, CA 93740.

Southern Connecticut State College. New Haven, CT.

- Sex Education Institute. June 24 to July 19; 6 hours.

Write to: Dr. R. Lynn Hutchison, Director, Sex Education Institute, SCSC, 501 Crescent Street, New Haven, CT. 06515.

American Association of Sex Educators and Counselors. Washington, DC.

- Sex Counseling Skills. July 22 to July 28. Two workshops: For intermediate and advanced counselors and sex educators. Place: American University, Washington, DC.

Write to: Ms. A. Roda, Administrative Assistant, AAEC, 3422 N Street, N.W., Washington, DC 20007.

University of Hawaii. Honolulu, HI.

- Family Life and Sex Education. July 8 to July 26; 3 credits.

Write to: Summer Session Office, 2500 Dole Street, Krauss 101, University of Hawaii, Honolulu, HI 46822.

Ball State University. Muncie, IN.

- Psychology of Human Sexuality. June 10 to June 21; 4 quarter hours.
- Seminar in Health Science (Venereal Disease). July 29 to August 9; 4 quarter hours.

Write to: Dean O. T. Richardson, Instructional Services, Ball State University, Muncie, IN 47306.

Indiana University. Bloomington, IN.

- Summer Program in Human Sexuality. June 16 to June 27; certificate of attendance.

Write to: Summer Program, Institute for Sex Research, 416 Morrison Hall, Bloomington, IN 47401.

University of Northern Iowa. Cedar Falls, IA.

- 31:057 Human Relations and Sexuality. June 6 to July 3: 2 semester hours.

Write to: Dr. B. L. Sands, University of Northern Iowa, Cedar Falls, IA 50613.

Fort Hays Kansas State College. Hays, KS.

- 770 — Workshop—Health Problems (Human Sexuality). June 3 to June 14; 2 hours credit
- 248 — Human Sexual Behavior. June 10 to June 28; 2 credit hours.

Write to: Dr. Russell Bogue—HPER, Dr. W. Nevell Razak—Sociology, Fort Hays Kansas State College, Hays, KS 67601.

Kansas State College of Pittsburg. Pittsburg, KS.

- Seminar 840: Sex Education for Today's Schools. June 4 to June 14; 2 hours.

Write to: John B. Barnett, Chairman, Dept. of Curriculum and Teaching, Kansas State College of Pittsburg, Pittsburg, KS 66762.

University of Maryland. College Park, MD.

- Education for Sexuality. July 15 to August 2; 3 credits, graduate and undergraduate.

- Affectional Relationships and Processes. July 1 to August 9; 3 credits, graduate and undergraduate.

- Future Directions of Human Becoming. July 15 to August 2; 3 credits, graduate and undergraduate.

Write to: Dr. Saul Rogolsky, Institute for Child Study, University of Maryland, College Park, MD. 20742.

Towson State College. Towson, MD.

- Sex Education and Family Life. June 17 to July 19; 3 credits, 2 sections.

- Sex Education and Family Life. June 17 to Aug. 18; 3 credits, (evenings).

- Human Sexuality. July 22 to August 23; 3 credits.

Write to: Dr. Clint E. Bruess, Chairman, Department of Health Science, Towson State College, Towson, MD. 21204.

Boston University. Boston, MA.

- Sex and Family Living Education. May 28 to July 5; 4 credits.

- Human Sexuality. July 8 to August 19. 4 credits.

Write to: Carl E. Willgoose, Boston University, 704 Commonwealth Avenue, Boston, MA. 02215.

Montclair State College. Upper Montclair, NJ.

- Today's Woman. June 24 to August 2; 3 s.h.

Write to: Dr. Charity Eva Runden, Executive Director, Educational Foundation for Human Sexuality, Montclair State College, Upper Montclair, NJ 07043.

Brooklyn College. Brooklyn, NY.

- Human Relations Training Workshop in Sex Education. July 1 to July 31; 4 credits-graduate division.

Write to: Dr. Arline M. Rubin, Deputy Chairman-Summer Session, Home Economics Department, Brooklyn College, Bedford Avenue, Brooklyn, NY 11210.

Human Sexuality Center. New Hyde Park, NY.

- The Treatment of Sexual Dysfunction: An Interdisciplinary Approach. June 17 to June 21; open to doctors and therapists possessing diagnostic and psychotherapeutic skills.

Write to: Human Sexuality Center, Long Island Jewish-Hillside Medical Center, New Hyde Park, NY 11040.

Teachers College, Columbia University. New York, NY.

- TS 4110 Methods, Materials and Evaluation of Sex Education. May 20 to June 28; 2-3 credits.

- TS 4111 Group Processes. July 8 to August 16; 2 credits.

- TS 4107 Human Reproduction and Sexual Development. July 8 to August 16; 2-3 credits.

Write to: Dr. James L. Malfetti, Teachers College, Columbia University, Health Education, 525 West 120th Street, New York, NY 10034.

State University College, Oneonta. Oneonta, NY.

- H Ed 215 Modern Processes in Sex Education. July 8 to August 16; 3 semester hours.

Write to: Mr. Robert B. Nichols, Director of Continuing Education, State University College, Oneonta, NY 13820.

Syracuse University. Syracuse, NY.

- Strategies in Sex Education: "The Role of the Family, Religion, The Community, The School (CFS 641 or EDU 760, Section 75). July 1 to July 13; 3 credits.

Write to: Alison M. Deming, Workshop Coordinator, Syracuse University, Institute for Family Research and Education, 760 Ostrom Avenue, Syracuse, NY 13210.

Wagner College. Staten Island, NY.

- ED. 240 Family Living. July 8 to July 26; 3 credits.

- SOC 41 Courtship and Marriage. May 22 to June 12; 3 credits.

- SOC. 51 The Family. June 13 to July 3; 3 credits.

Write to: W. A. Rowen, Wagner College, (Education) Summer Session, Staten Island, NY 10301.

Southwestern State College. Weatherford, OK.

- *Human Sexuality*. August to September; 1 hour each semester.

Write to: Dr. Les M. Levy, Psychology Department, Southwestern State College, Weatherford, OK 73096.

Bloomsburg State College. Bloomsburg, PA.

- *Human Sexuality* 50-230, 3 credits.

Write to: Dr. Craig L. Himes, Chairman, or Mr. Thomas Manley, Bloomsburg State College, Biology Department, Bloomsburg, PA 17815.

Duquesne University. Pittsburgh, PA.

- *Human Sexuality*

Write to: Dr. Nicholas J. Hanna, School of Education, Duquesne University, Pittsburgh, PA 15219.

East Stroudsburg State College. East Stroudsburg, PA.

- *Family Planning*. June 1-3, 8 to June 9, 1 credit.

Write to: Dr. Carol S. Vinderwood, Chairperson of Health Department, East Stroudsburg State College, East Stroudsburg, PA 18301.

Penn State University. Abington, PA.

- *Sex Education Workshop* June 17 to June 22; 3 graduate hours.
- *Sex Education Workshop*. June 24 to June 29; 3 graduate hours.
- *Sex Education Workshop*. August 12 to August 17; 3 graduate hours.

Write to: Donald D. Brown, Ph.D., 1600 Woodland Road, Abington PA 19001.

George Peabody College for Teachers. Nashville, TN.

- *Sex and Population Education in the Schools*. June 10 to June 21; 3 semester hours.

Write to: Professor Robert M. Bjork, Box 156, George Peabody College, Nashville, TN 37203.

University of Texas. Austin, TX.

- *Human Sexuality*

Write to: T. Bemetri Vacalis, Ph.D., Belmont Hall 222, University of Texas, Austin, TX 78712.

University of Puget Sound. Tacoma, WA.

- *Sex Education*. June 17 to July 17, 1 unit.

Write to: Nancy J. Guthrie, University of Puget Sound, School of Education, 1500 North Warner, Tacoma, WA 98416.

Western Washington State College. Bellingham, WA.

- HE 428 *Family Dynamics*. June 17 to June 21; 2 credits.
- HE 497j *Dimensions of Aging*. July 15-19 to July 22-26; 2-4 credits.
- HE 497e *Dynamics of Marital Interaction*. July 29 to August 2; 2 credits.

Write to: Dr. Dorothy Ramsland, Chairman, Department of Home Economics, Western Washington State College, Bellingham, WA 98225.

Western Washington State College. Bellingham, WA.

- Soc-Anth 365 *Sex Roles: Traditions, Stereotypes and Liberation*. August 5 to August 9; 2 or 3 quarter hours.
- S/A 353 *Cross Cultural Perspectives on Women's Roles*. September 30 to December 20; 4 quarter hours.

Write to: Director of Admissions, Western Washington State College, Bellingham, WA 98225.

University of Wisconsin. Madison, WI.

- *Education in Sexuality*. June 11 to July 5; 3 credits.

Write to: Robert J. Samp, M.D., Assistant Professor, School of Education, University of Wisconsin Center for Health Sciences, 716C, Madison, WI 53706.

Continued from page 1

Nearly a decade ago the film *Phoebe* (McGraw-Hill), dealing with a teenage pregnancy, marked the beginning of a trend in sex education films designed to open up discussion of teenage sexuality in a nonjudgmental manner. Since that time several "process-oriented" films and film series have been released that present an episode, a dramatic conflict, an ethical dilemma, or a panorama of contradictory opinions to which the viewer must respond. Prominent among these are the *Circle of Life* series (Billy Budd Films) with such titles as *To Be a Woman*, *To Be a Man*, *To Be in Love*. Using a kaleidoscopic camera and a roving microphone, the producers of this film series provide the viewer with a broad overview of joys and frustrations of different life situations. This approach does not attempt to give answers but rather exposes the viewer to many points of view and provides a framework for discussion. The *Inter-Face* series (Paulist Productions) presents four or five dramatic vignettes in a single film illustrating a value conflict situation in such areas as parent-teenager relationships, communication, and sexual maturity. These vignettes, performed by professional actors and actresses, many of whom are well-known TV and movie personalities, are completely open ended. Each lasts only three or four minutes and is followed with a question to stimulate a value clarification discussion. Films of this type are deliberately structured to help students to explore value alternatives and to test and affirm values they have already formulated for themselves. Still another technique is evident in the *Sex, Feelings and Values* series (Churchill Films) which utilizes role-playing and discussion by teenagers on such subjects as sex education, early homosexual experiences, sex fears and dealing with parental attitudes about sex. The discussion among the teenagers in the film is open and candid. The role-playing sequences are frequently intense and

highly emotional. Use of this kind of film can very effectively set the stage for role-playing experiences in a classroom or youth group. The virtue of the types of resources mentioned above is that they use the film medium not as an end in itself, but as a means to open up discussion, to confront value issues, to clarify feelings and to encourage honest dialogue among students. Similar strategies are now used in the education of professionals when explicit erotic films are employed in a process of sexual attitude reassessment (see *SIECUS Report*, Vol. 1., No. 5, May 1973).

There is no question but that film resources have an important educational role to play in our visually oriented culture. The decision to use them must be based on the contribution they make to the learning process, not on their availability nor their attention-controlling potential. When goals for sex education programs have been carefully formulated and teachers have gained skill and experience in group processes, then A-V resources can be selected which contribute to the program but do not become the program.

Sources of A-V resources mentioned in the article.

1. Billy Budd Films
235 East 57th Street
New York, NY 10022
2. Churchill Films
622 North Robertson Blvd.
Los Angeles, CA 90069
3. McGraw Hill Films
1221 Avenue of the Americas
New York, NY 10020
4. Paulist Productions
17575 Pacific Coast Highway
Pacific Palisades, CA 90272
5. Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

BOOK REVIEWS

The Female Orgasm: Psychology, Physiology, Fantasy. Seymour Fisher, M.D. New York, NY: Basic Books, 1973. (544 pp.; \$15.00).

Reviewed by Harold I. Lief, M.D.

This study is remarkable for its depth and breadth, for it reports five years of research among 300 women, not only their orgasms, but also on such related factors as body image, their fantasies and feelings during intercourse, their perceptions of their husbands and their parents, their feelings about such intervening factors as menstruation, pregnancy, childbirth and contraception, and numerous others. Fisher's subsequent analyses uncovered a number of questions needing further research.

His review of the literature, with 1200 annotated references, is in itself valuable indeed.

The age range of the research population was 21-45. A selection factor was obviously operative as the respondents, who were paid a small sum for their participation, were located via an ad in a student newspaper. Therefore Fisher's claim that this is a representative sample with findings applicable to other groups is hardly valid, especially as his percentage of responsiveness is higher than reported by sex therapists.

Nevertheless, he found some interesting correlations not only in relation to the questionnaire but also by means of the other examining techniques (tests, physiological measurements, written accounts). These correlations serve to identify a number of beliefs as myths or stereotypes: failure to achieve orgasm is not always associated with previous trauma or guilt; orgasm capacity does not mean secure feminine identity, psychological maturity does not always assure orgasmic capacity; the respondent's mother and her personality pattern is not always at the root of orgasmic capacity. In relation to the past, Fisher actually identifies the respondent's father as the primary fac-

tor here—more important in fact, than the behavior and personality of the husband.

On this and some of the other findings there will be disagreement from many, including this reviewer. Nevertheless it is an important study that deserves replication for comparison and to shed more light on this complex area.

PR

Twelve to Sixteen: Early Adolescence.

Jerome Kagan and Robert Coles, eds. New York, NY: W.W. Norton, 1972. (356 pp.; \$15.00).

Reviewed by E. James Lieberman, M.D.

"A new anatomy, and with it a whole new social structure." So writes Thomas J. Cottle, whose essay in this book is memorable for its fine treatment of drugs and sex. The editors of the volume see to it that the ground between human anatomy and social structure is well covered, with the result being a major work in the field, ranging over biology, psychology, sociology, and biography. The responsibility for integration of this spectrum falls to the reader, since the chapters are often at odds with each other, and none of the contributors (or editors) gives more than a passing nod at the rest of the book.

First comes J.M. Tanner's study of sequence and tempo in physical development, a basic document which reviews historical trends. Poverty and (independently) large family size correlate with later maturation and lesser height. He ventures, where textbooks are silent, to suggest the functions of pubic hair: "a ritualized stimulus for sexual activity," a vestige of simian body hair to which infants cling. Substantial essays follow by such renowned authors as Gordon, Blos, Bakan, Kagan, Conger, and Coles. Outstanding is Joseph Adelson's "The

Political Imagination of the Young Adolescent," on American, English and German young people, a landmark in the effort to link personality and politics. The tension between idealistic and realistic strivings in young—and older—people is a central theme, which avoids over-simplifying about this age group.

Lawrence Kohlberg, the moral development researcher, writes an unduly tedious chapter with Carol Gilligan; it will, however, repay study by readers wishing to follow trails blazed by Piaget, Erikson, Dewey, and the authors themselves, whose work is tremendously important for educators, therapists, and parents. Edward Martin follows with a good piece on schools: "parents, principals, and guidance counselors . . . say you should be able to learn from someone you do not like. This is true only when personal dislike is mild and is overpowered by respect for the teacher's fairness and competence. Most teachers accept the necessity of being liked by their students; some turn this into an end in itself. Students want a positive personal relationship with their teachers, but they want more." Amen.

In the major chapter on sex John Gagnon plays down biological and psychological forces in favor of inputs from the external, social world. While all would agree that biology does not "directly determine the content of cultural life," many will dispute his conclusion that ". . . society and, quite secondarily, biology combine to mark the end of childhood." The essay is challenging and worthwhile; perhaps Gagnon overstates for emphasis but the argument sounds as though traffic lights created traffic—even automobiles—rather than patterning the traffic. Gagnon also believes there is "minimal social or interpersonal reward for coitus during later adolescence." Are intimacy and pleasure so overshadowed. . . ? Perhaps Gagnon

Audience Level Indicators. The bold type letter(s) following book reviews indicate the general audience level. Keys to categories are as follows: **C**—Children (elementary grades), **ET**—Early teens (junior high), **LT**—Late teens (senior high), **A**—College, general adult public, **P**—Parents, **PR**—Professionals (educators, physicians, clergy, public health workers, nurses, etc.).

finds minimal payoff because he acknowledges no love or commitment, among males at least, only "rhetoric" thereof. To me, these are straw boys. A number of testable hypotheses are raised here which invite research.

The book ends pleasantly with autobiographical essays by Phyllis La Farge, Thomas J. Cottle, and Trina de Varon (age 16). A rich mine, this book is not all easy to dig, with some false gold and some typographical clinkers surprising in a hardback reprint—outrageously expensive, too—of the Fall, 1971 issue of *Daedalus*. That original, in paperback, is a good buy still available for \$2.50 (from *Daedalus*, 280 Newton Street, Brookline, MA 02146).

PR

Sexual Intimacy. Andrew Greeley. Chicago, IL: Thomas More Press, 1973. (199 pp.; \$6.95)

Reviewed by Derek L. Burlison, Ed.D.

Father Greeley in this sensitive and provocative little book opens new doors to the meaning of sexual intimacy. He does not tell you what to do in bed, but he certainly makes you feel better about whatever you are doing. With a style that is both earthy and profound this priest, who is perhaps better known as a social scientist and researcher, brings his disciplined thinking to the personal meaning of sex in human relationships within the Christian symbol system.

This is no esoteric mumbo-jumbo theological tract. It's a turn on, a joyful call to be sexy, buttressed with insightful theological underpinnings. Father Greeley is less interested in morality as such than he is in interpreting sexuality as a vibrant force in the lives of all of us. "I don't think Christianity is especially interested in the morality business; it has other and better things to do such as providing answers to the most basic question of meaning that a man can ask." He is as impatient with the church's traditional stance about sex as he is with the simplistic push-button solutions of the behaviorists who write sex manuals. "Religion's contribution to sexual behavior is to draw up a list of what ought not to be done; or more recently, if one is to believe the approach of certain moralists, religion now provides a list of things which in fact it is all right to do despite our feelings of guilt."

Such jibes at the church and the sex-

ologists are not put downs, but rather are challenges to dig deeper. With wit and abundant anecdotes Father Greeley does dig deeper into the meaning of friendship, eroticism, fantasy, seductiveness, loneliness and fidelity with interpretations and nuances that make most sex manual books look like primers. This book has my vote for the sex manual of the Seventies. Hopefully it is a harbinger of a new sexual maturity that will mellow the "let it all hang out" mentality of the Sixties. **A**

Theories of Attraction and Love. Bernard I. Murstein, ed. New York, NY: Springer Publishing Co., 1971. (180 pp.; \$7.95).

Reviewed by Ira L. Reiss, Ph.D.

The explanation of attraction and love which is vital to any scientific understanding of human behavior has long been neglected. This book is a report on a 1970 symposium organized to further knowledge about attraction and love. The first and last chapters are attempts to integrate the presentations made in the other five chapters. Unfortunately, the five basic presentations do little themselves to further such integration. They are largely presented with little comment on other approaches to the topics and, in some cases, emphasize only a very specific aspect of their subject. Despite this shortcoming, the book does introduce the reader to basic theories and research in the area of love, as presented by several of the best people writing in this field today. There is a heavy psychological and social-psychological emphasis, perhaps to be expected, since the editor and all the contributors are psychologists, except for Homans and Winch, sociologists known for a strong psychological element in their approach.

Murstein offers a brief introductory and helpful chapter on learning, exchange and balance theories, which prepares the reader for what follows.

Newcomb's chapter questions the balance theory, which contends that if two people both like a third person they will be attracted to each other. Newcomb feels that jealousy situations would be a seeming exception. Also, there are differences among people in terms of a need for "balance," and differences in the rapidity with which feelings develop in dif-

ferent individuals. Newcomb discusses these developments in balance theory as they relate to attraction.

The chapter by George Homans brings exchange theory to bear on the issue of attraction. He focuses on the relation of power to the relationship between attitudinal and behavioral attraction, and speaks of power as a possession of a scarce good such as capacity to reward. Imposition of one's will is another way of exercising power. Power gets in the way of attraction, Homans feels, because two unequal people feel differently toward each other due to their inequality. Here, as with Newcomb, the relevance of this discussion for love and not just attraction is not made explicit.

Byrne and Lamberth present the role of reinforcement theory in interpersonal attraction, contrasting balance theory with reinforcement theory which they feel can play complementary roles. They view balance theory as much more speculative and subjective, and discuss research showing how perceived similarity can, in different ways, reinforce feelings of attraction. This reviewer wonders why the authors did not tie this work into other research in the area of attraction and particularly in the area of love. It seems that they were more interested in a specific notion of the similarity-attraction relation than in the total area of attraction and love.

Walster's chapter has the interesting title of "Passionate Love," identifying it as distinct from the state of liking, but with no direct evidence offered for her interpretation, and no definition of passionate love is offered. Walster adopts Schachter's view that for "TRUE" emotion to be experienced, the individual must be physiologically aroused and must define the feeling, therefore both physiology and cognition are necessary. Nevertheless, the question of what causes the physiological response is an important one—could it be caused by cognitive awareness of potential rewards and thus fit a reinforcement theory? How do we distinguish love from all other emotions as Schachter defines emotions? As with the other contributors, one is disappointed that few references to other researchers on love such as Winch, Reiss, Goode, and Murstein, are given.

Murstein then presents his Stimulus-Value-Role theory of marital choice. Murstein's own views seem indebted to Kerckhoff and Davis'

three-stage filter approach in many respects. He asserts that one should not stick to disciplinary lines in theorizing about mate choice, but his theory is heavily psychological, and results from a study of two college samples of under 100 students each. He asserts that a stimulus reaction occurs first and is based on physical appearance. The second stage of Murstein's theory is "value comparison" which is a judgment of value compatibility, leading to the third stage concerning roles—the couple must be able to function in compatible roles. Although homogeneity operates in stimulus and value stages, in the role stage what is important is whether the role is compatible with the person's goals, such as with his ideal self or ideal spouse image. Murstein formulates some interesting hypotheses concerning self-acceptance, but without controls on social class, religiosity, and other key variables, this reader is not fully convinced by the results. Murstein views his theory as a filter theory that is in line with exchange and hedonistic theory.

Winch then attempts an overview of the first six chapters and an integration of the topic area, pointing out his key finding: that the two basic dimensions of attraction are nurturance-receptivity and dominance-submissiveness. He comments that 15 of the 19 hypotheses of Murstein's theory focus on the role stage, and criticizes Murstein for leaving out the important element of role involved in the idea of consensus about expectations. Winch notes that, if expectations are confused and vague today (as Winch thinks), then the notion of role is not so important.

One is left with the feeling that, although Murstein's opening essay did relate to several of the chapters, as did Winch's closing essay, basically the book is unintegrated and non-cumulative, with each contributor having a strong interest in a particular theory (balance, exchange, etc.) and limiting himself exclusively to that. More concerted effort to state all the key propositions of relevant theories, analyze interrelations, and to define the key variables more specifically is sorely needed. Then, perhaps, this area will attract more researchers. It would also be helpful if the key people in this area would take each other's work more into account and see its impact on their own research and the-

ory. This book may well help to make such developments more likely and in this sense it is surely a useful addition to the study of interpersonal attraction. **PR**

Separation: Journal of a Marriage. Eve Bagedor. New York, NY: Simon & Schuster, 1972. (219 pp.; \$5.95).
Reviewed by the Rev. Leon Smith, Ed.D.

A moving account of the separation of a husband and a wife, this book reads so much like a novel that I had the feeling it was produced by a professional writer rather than by the estranged wife herself.

The separation covers two years but includes brief flashbacks to some earlier experiences in the marriage, so that one gets a picture of the marriage relationship itself as well as of the separation.

Written with deep, revealing feeling, yet with a measure of objectivity as she looks back over the years, *Separation* is basically a case study from the wife's point of view—a wife who would not give in to defeat, in spite of her romantic notions about marriage.

It is primarily the struggle of a woman to find herself in relationship to her broken marriage, in the midst of loneliness, financial worries, the legal tug-of-war with her husband, the games she played to win her way, the need for a father's authority with two teenage daughters.

Yet the focus is on the wife and the husband, on their relationship. Disillusioned with each other, they seek their satisfactions elsewhere during their separation, but freely choose to try marriage again—not pushed by children, property, or other people, but drawn together by their need for each other. "I, a woman, need a man," she confesses.

In the few brief references to sex, Eve uses her sexuality—and intercourse itself—mainly as a search for companionship. But in the temporary encounters she is unable to find the stable relationship she is looking for. Sex is something she uses rather than an integrated part of her selfhood.

This is not a book of generalizations or principles drawn from her experience. Eve does not offer advice to others, even to those facing similar situations. Yet for the sensitive reader

there are new understandings, perhaps even insights, as one is stimulated to reevaluate one's own marriage.

Professionals may be concerned that none of the four psychiatrists involved (and a number of other doctors and lawyers) seemed to give the couple adequate help in working on their marriage, their focus being so much on the individual. Sophisticated as they are, why did it never occur to the Bagedors to go to a marriage counselor? Do they need one even yet? **A**

Loving Free. Jackie and Jeff Herrigan. New York, NY: Grosset & Dunlap, 1973. (312 pp.; \$7.95).
Reviewed by Mary S. Calderone, M.D.

This book is about a marriage that was probably good to begin with, but was eventually made better, a twelve year marriage that, like too many others, spent half of those years increasingly bogged down "with children and diapers, conformity and in-laws, suburbia, TV, lack of privacy, fights, and, of course, sex. Sex was a big hang-up." Beginning with a determination to resolve these sexual hang-ups to mutual fulfillment, communication and love were at last realizable and equally fulfilling. Small details are revealing and illustrative. Even if the book were a figment of someone's imagination, the processes developed on their own by the partners would be helpful and illuminating.

The authors use pseudonyms, not for their own sakes but for those of their children, who, they feel, might otherwise have a rough time of it from neighbors and the mothers of school friends. There are three sections: "Uniting Through Sex", "Growth Through Communication", "Life Through Love—To Love and Cherish".

The two people in the book obviously have learned to enjoy and to bring joy to each other, not only sexually but through verbal communication, and through the little things that keep love alive in a long-time relationship. Their book is neither preachy nor prosy, but simple and real in language and discussion. There are no pseudo-learned descriptions of positions or techniques, and one is grateful for that. In fact, the power of the book lies in its reality and simplicity, deceptive because so much

information is actually conveyed about the day to day living process that helped them in their evolution.

I would like to give this book to many people of all ages who might learn, through its gentle and understated but perceptive presentation of what sex can really be like, to enjoy sex fully and freely and without compulsion. This is a book not only for everyday people, but also for therapists on behalf of these same everyday people—who also include themselves. **A**

Human Sexual Expression. Benjamin A. Kogan. New York, NY: Harcourt Brace Jovanovich, 1973. (385 pp.; \$5.95).

Reviewed by Deryck D. Calderwood, Ph.D.

The author of this text has attempted a comprehensive survey of human sexual expression. He covers personality development, the reproductive system, pregnancy, sexual response, birth control, genetics, premarital behavior, marriage, sexual inadequacies, divergent sex behaviors and some views on social problems. It is a worthwhile effort and for the most part Dr. Kogan handles his material in excellent fashion.

Kogan's view is that "human sexuality depends on three factors—genetic, endocrine, and psychological." The bulk of the book, therefore, deals with the physiology of sex and the information is well presented and thoroughly documented. The material on the behavioral aspects of sexual expression is not as successful. Sociological and anthropological insights are not as well represented as the medical and psychoanalytic. The author's personal biases become apparent as he deals with current sexual standards; Reiss' "permissiveness without affection" becomes "promiscuity—sexual behavior without rules" in his opinion. Homosexuality is given considerable coverage in a chapter on divergent sexual behavior, and there is an effort to present a variety of the theories concerning it, but it is viewed basically as a "treatable condition" rather than one form of sexual expression. Bisexuality is not given consideration.

Both sexes are given equal attention with fair consistency, but occasionally a male bias peeks through. The author states that men desire intercourse more frequently than do wom-

en and because of this "a woman has a profound responsibility in maintaining an active relationship . . . if she enjoys [intercourse] most of the time she should certainly participate whenever he needs her." Perhaps using a woman writer's quote (Davis, 1956) lets him off the hook. His discussion of the differences in degree of sexual response would also lead one to believe that only women fake orgasm.

Human Sexual Expression is a very readable book. It is up-to-date and much of the material will be thought-provoking to students. It is definitely one of the better texts. **A**

Mother Camp: Female Impersonators in America. Esther Newton. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972. (136 pp.; \$6.95, cloth; \$2.95, paper).

Reviewed by Judd Marmor, M.D.

This slender volume by an Assistant Professor of Anthropology at the State University of New York, was originally written as her doctoral dissertation at the University of Chicago. Essentially it is a report of a field study of drag queens, particularly those who perform professionally. As the author describes them, they fall into two major categories, "street" impersonators and "stage" impersonators. The former are usually under thirty, are poorly paid, and their work tends to be confined to dancing and "record acts," in which they mouth the words of a phonograph record as they perform. The latter tend to be older, are more talented and better paid, and their performances consist of "live" material.

The book is engagingly written and conveys a vivid impression of the settings (gay bars, night clubs) in which these performers appear, the content of their performances, and the nature of the lives they lead. The author's approach is sympathetic but objective. Although the book jacket touts the volume as an "account of what it's like to be gay in a straight world," in actuality it is a description of a highly idiosyncratic segment of the gay world. Its emphasis is social and cultural rather than psychodynamic. Although basically directed toward professionals in the field, it is couched in language that presents no problem for the interested lay person. There are a number of illustrations, but no index. **A, PR**

Love, Sex and Identity. James Gould and John Iorio. San Francisco, CA: Boyd & Fraser Publishing Company, 1972. (171 pp.; \$2.95, paper).

Reviewed by Deryck D. Calderwood, Ph.D.

Through a collection of essays, fiction and poetry, the authors hope to "suggest answers to the questions of a new generation regarding love and sex." The essays from the '40's, '50's and '60's are largely from well-known sources, e.g., Fromm's *The Art of Loving*, and Ellis' *The American Sexual Tragedy*. Agnes Heller's *On the Future of Relations Between the Sexes* is an exception to this selection of already over-familiar material. Each of the essays is followed by study questions framed in the most traditional academic manner. Sample: "What is the author's thesis? State it in your own words."

The "Literature" section provides a welcome opportunity to involve the feelings of students and allow for thought and discussion on a more personal basis. There are excerpts from *Wuthering Heights*, *Anna Karenina* and short stories by D.H. Lawrence and Frank O'Connor that present interesting facets of love in other cultures and other times that have a quality of universality. The more contemporary stories by Kristin Hunter, Herbert Gold, and Richard Yates have considerably stronger emotional impact. The study questions, however, focus on style, structure, and technique of the writing rather than on the content and its significance.

The seven-page poetry section includes selections from Shakespeare, Donne, Blake, Browning, Dickinson, Millay, Cummings, Louis Simpson and Joyce Carol Oates and the study questions explore each author's technique.

The idea for this slim volume is an excellent one. It may inspire teachers to compile their own selections. **A**

Readings in Marriage—Sex Education—Human Sexuality. John A. Conley and Warren J. Huffman. Champaign, IL: Stipes Publishing Co., 1972. (260 pp.; \$6.00 paperback).

Reviewed by Lester A. Kirkendall, Ph.D.

Another book of readings, this one brought together for university stu-

dents enrolled in marriage, family life and sex education courses. The writers, on the Health Education staff of the University of Illinois, contribute only a single page, an explanatory preface. A number of the articles are from one to three pages long. The forty-one selections are taken mainly from magazines, popular (*Redbook*, *Readers' Digest*, *Saturday Review*), and professional (*Journal of School Health*, *American School Board Journal*). Other sources are newspaper feature articles from the *Chicago Tribune* and the local Champaign paper. Others are speeches given at the annual meetings of the American Public Health Association, and a few seem originally written for the book.

The writings of Dr. H. S. Hoyman of the Department of Health and Safety Education at the University of Illinois are extensively featured—seven articles and sixty-three pages. Considerable attention is given to Swedish sex education programs, especially through Hoyman's articles, and to the sex education controversy which engulfed us in 1969 and the early 1970's. Several articles carry curricular outlines or suggestions. Some articles are well-documented, others not at all—several writers are not identified beyond their names.

Certain selections merit special attention. An article by Robert Leonig discusses the outcomes of situations in which teachers are charged with immorality and misconduct. Gary and Judith Miller discuss social nudism and its psychological consequences, and they also take a relatively liberal parental position in the article, "Concerned Parents Look at Adolescent Sex."

This is an uneven book; its chief value will probably be in stimulating discussion, and in assembling an array of articles that are for the most part of historical rather than current interest. **A, PR**

Ideas and Learning Activities for Family Life and Sex Education. Mark Perrin and Thomas E. Smith. Dubuque, IA: Wm. C. Brown Publishers, 1972. (264 pp.; \$4.50).
Reviewed by Derek L. Burlison, Ed.D.

Here is a practical resource publication for elementary and secondary school teachers who want to incorporate family life and sex education

concepts into their ongoing curricula. Suggestions and resources for learning activities are included for the primary, intermediate, junior high and senior high levels. The authors are not providing a course of study, but they do an effective job of showing how family life and sex education concepts can be integrated into several areas of a curriculum at many levels.

To alert teachers to the many questions that are likely to come up, one chapter is devoted to 178 typical questions with suggested answers. Providing answers to straight-forward factual questions in a textbook is one thing, but questions about relationships seldom have pat answers and are better left to class discussion. The authors have a tendency to offer rather simplistic answers to some very complex issues in human relationships. The appendix, which comprises about 40% of the book, offers a wealth of surveys, interviews, student opinions, and reprints which can be utilized in developing learning activities. For a book with a 1972 publication date the resource bibliography and A-V materials are hardly up to date. Recommended for methods courses in family life and sex education and in-service education programs. **PR**

The Changing Family: Its Function and Future. David A. Schulz. Englewood Cliffs, NJ: Prentice-Hall, 1972. (466 pp.; \$9.95).
Reviewed by David R. Mace, Ph.D.

College courses on marriage and the family are of two kinds—academic and functional. This is a college text, and its approach is definitely academic. If the goal of such a course is to make the student think, it is calculated to do just that.

The author, a sociologist at the University of Delaware, adopts the theme of family change and stays consistently with it. His approach is dialogic and sometimes dialectic. He treats most of his themes controversially by adducing contradictory evidence and pitting the authorities against each other, his object being to encourage his students to ask questions rather than to give them answers. This is good teaching, especially for the modern student, and it is very skillfully done. The book is fascinating to read, and compels the reader to question all of his own presuppositions.

The central thesis is that all institu-

tions inevitably change, and that the family is today in violent transition, primarily as a result of four new contemporary pressures—the sexual revolution, the generation gap, women's liberation, and the population explosion. These forces, and the emphasis on individual freedom and depth relationship, have produced the quest for alternatives to the traditional family pattern. These alternatives are examined and evaluated. The book is scholarly, well documented, well arranged and well written.

In an Afterword, the author departs from his scrupulous objectivity and speaks for himself. He favors an intentional community of a few conjugal families, living in separate quarters, sharing life deeply but "open" to the wider world. He confesses, however, that he is not yet personally ready to put this into practice, for various reasons. However, he wants people to have freedom to experiment with new forms, and suggests the possible division of the nation into two major subcultures—one industrial, to concentrate on the necessary work; the other agricultural, with the emphasis on cultivating loving relationships. **A, PR**

ABOUT THE REVIEWERS

Reviews of books, booklets, journal articles and audio-visual material are written by present and former members of the SIECUS Board and Staff. Background information about present Board members and staff can be found on the back cover of the SIECUS Report. Identification of former Board members follows:

Robert L. Arnstein, M.D., Psychiatrist-in-Chief, Department of University Health, Yale University, New Haven, Connecticut.

Harold I. Lief, M.D., Professor of Psychiatry and Director, Division of Family Study, University of Pennsylvania, Philadelphia, Pennsylvania

David R. Mace, Ph.D., Professor of Family Sociology, The Bowman Gray School of Medicine of Wake Forest University, Winston-Salem, North Carolina.

Ira L. Reiss, Ph.D., Department of Sociology, University of Minnesota, Minneapolis, Minnesota

JOURNAL REVIEWS

THE JOURNAL OF SCHOOL HEALTH

(American School Health Association, Kent, Ohio 44240).

Reviewed by Gary F. Kelly, M.Ed.

September 1973

The Unwed Mother: Implications for Family Life Educators. Joan Burkhart, M.P.H. and Alice Whatley, Ph.D.

The problem of the unwed mother is put into a contemporary perspective, with attention given to typical problems which must be faced. The roles which family life education and other school programs may play in assisting the unwed mother are discussed.

November 1973

Sources and Accuracy of College Students' Sex Knowledge. Carrie Warren, Ed.D. and Richard St. Pierre, M.S.P.H.

A summary of results obtained from a questionnaire administered to 266 students at the University of North Carolina. Friends were indicated as the major source of sex information, with only 20% indicating parents as major sources. Respondents who indicated school courses as sources of sex information demonstrated a higher degree of accurate knowledge than those who listed parents or friends.

On Improving Instruction in Sex Education. John Conley, Ph.D. and Thomas O'Rourke, Ph.D., M.P.H.

A study is discussed which involved the administration of a questionnaire to students in a college family life and sex education course. The types of information yielded by the questionnaire, indicating sex-related attitudes of respondents, are suggested as important course-planning aids for instructors in the field of human sexuality.

December 1973

Sex Education for Educators. Domeena Renshaw, M.D.

This article includes a brief look at the dynamics of human sexuality from a developmental perspective. Emphasis is given to the need for sex educators to be fully informed and comfortable in the subject matter of sex and in their own sexuality.

MEDICAL ASPECTS OF HUMAN SEXUALITY

(Hospital Publications, 609 5th Avenue, New York, NY 10017)

Reviewed by Robert L. Arnstein, M.D.

September 1973

Psychosexual Problems Associated with the Contraceptive Practices of Abortion-Seeking Patients. Sanford R. Wolf, M.D.

An excellent article that describes and discusses psychological factors associated with "unwanted" pregnancy. The author is to be highly commended for his willingness to acknowledge the complexities of the psychological functioning of the individuals involved. He makes no attempt to simplify the event in order to fit each case more neatly into a statistical design. Although the resulting lack of statistical data may be a loss at some level, the emphasis on the complexity of human motivation and behavior is very rewarding.

The Use of Sexuality to Externalize Inner Conflict. Herman C. B. Denber, M.D.

Dr. Denber takes a rather dim view of the current social scene and seems to see sexuality as a symptom of many ills. His discussion, which is rather philosophical in tone, unquestionably is correct in certain cases in citing sexual behavior as an attempt at a solution of inner conflicts, but it seems to extend this observation to cover behavior which quite possibly has other motivations.

Sex in the Slums. Angel Fiasche, M.D.

An excellent discussion of some of the factors relevant to sexuality among

the poor. There are three critical commentaries that increase the depth of the discussion considerably and beneficially.

Hyperlibido. Thomas P. Detre, M.D., and Jonathan M. Himmelhoch, M.D.

A sound article discussing an infrequently considered phenomenon. The authors stress the importance of a careful history in assessing change in libido and its significance in a particular individual.

Some Mythical Aspects of Masculinity. Eleanor Yachnes, M.D.

A somewhat diffuse discussion of "myths" relating to masculinity in our current society. The author lists a series of such "myths" and comments on their implications, but does not do much to clarify the ramifications of the problem. A series of commentaries, however, sharpens the focus considerably and helps to stimulate the reader's thinking.

Postcoital Sadness. Philip Polatin, M.D.

The author is not very precise in defining "sadness" and consequently the discussion is somewhat diffuse. In a sense the article might better be titled "Postcoital Dissatisfaction." The discussion, however, is not without interest and there are a series of illuminating clinical examples.

MEDICAL ECONOMICS

(Medical Economics Company, Oradell, NJ 07649)

Reviewed by Mary S. Calderone, M.D.

April 20, 1973

This special issue on family life and problems among physicians is based on a survey of 2,500 medical-family members, as interpreted by five consultants—Ghislaine D. Godenne, M.D., Director of Adolescent Psychiatry Service of Johns Hopkins Hospital; Daniel H.

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Labby, M.D., Professor of Medicine and Psychiatry at the University of Oregon Medical School, and a member of the SIECUS Board; Harold I. Lief, M.D., Director, Division of Family Study and Professor of Psychiatry, University of Pennsylvania School of Medicine, and a past-President of SIECUS; James L. Mathis, M.D., Professor and Chairman of the Department of Psychiatry at the Medical College of Virginia; Beverly T. Mead, M.D., Professor and Chairman of the Department of Psychiatry at Creighton University School of Medicine. The issue was written up by a special editorial team of *Medical Economics*.

The 2,500 persons interviewed were physicians (apparently mostly male), spouses, and teenage children, one from each of 2,500 homes. However, in the reporting no N's were given for the individual categories analyzed, e.g., women M.D.s were interviewed but how many of these vs. how many male M.D.s is not stated. There were refusals to participate, but how many in each category is also not stated. Since all tables were given in terms of percentages, the numbers in each category would have been helpful.

Medical families are at a high educational level, and the 2,500 were therefore a socioeconomically selected group. The problems discussed are similar to those of non-medical marriages, but rarely are control groups, except for Cuber's study, mentioned for comparison. The problems range from poor communication, through jealousy felt by the non-medical spouses of the medical profession itself or of possibly seductive patients or office staff, to finances, in-laws, alcohol, extramarital sex, sexual hang-ups, divorce, child rearing and women's lib. The quite apparent sexist bias perhaps relates more to the predominance of males in the sample than to attitudes of the consultant and editorial group. Emphasis is on family life but sexual behavior and feelings play roles in almost every problem discussed.

As to sexual hang-ups, mention is made of the Masters and Johnson finding that as many as 20% of their sexual dysfunction patients were physicians and their mates, with no indication if this figure represents a true incidence or merely reflects the increased awareness of physicians that help is available and an increased willingness to seek it. Among factors mentioned are simple fatigue, love in a hurry, personal hang-ups, hostility and boredom, all

of which can apply to any population as can solutions for them. Prime medical enemy No. 1 is the telephone, a definite medical sex hazard perhaps matched only by the bookmaker who makes book from his own bedroom, where if he turns off the phone he risks losing only money, while the physician risks losing a patient by so doing. Yet in the table reporting answers to the question, "Does medical practice ever interfere in any way with your sex relations?" the answers in terms of percentages of male M.D.s and M.D.s' wives were often 9%, occasionally 51%, never 40%.

A "How To" section discusses "25 Ways to Brighten a Medical Marriage" only a few of which apply specifically to the medical profession. One of the most interesting of these is: "Handle your wife's problems as you would a patient's."

Probably the most valuable sections came out of the teenage questionnaires, which would give even non-medical parents insight into where the kids are today—and where the parents are in dealing with them. One section, "Are Your Kids into Sex in a Big Way?," deals with important aspects of the teenage culture, especially within the socio-economic group represented by physicians. It is revealing that the high percentage of the mothers and fathers who believe that their children would surely come to them in case of difficulties with unwanted pregnancy are contradicted by the children themselves, over 60% of whom say that they would either *not go* or *are not sure* about going, to their parents in such a dilemma. The consultant panel here has made some excellent suggestions that would apply to all children and parents. Dr. Mathis summed it up in one sentence: "Understanding and guidance, yes—condemnation, no."

The final section on women M.D.s indicated that the same problems were probably accentuated for these because of their double burden of running a home and practice, but that these women apparently resolved them better than did the male physicians.

PSYCHIATRIC OPINION

(Opinion Publications, Inc., 39 Cochituate Road, Framingham, MA 01701.)
Reviewed by Robert L. Arnstein, M.D.

June 1973

Sex in the Near Future:

Sex in the Year 2000. David R. Mace, Ph.D.

Sexual Mores A Quarter of A Century from Now. Albert Ellis, Ph.D.

Epistle on Sexual Mores. Daniel A. Sugarman, Ph.D.

Sexual Mores: A Look Ahead. Rebecca Liswood, M.D.

A series of prophecies on future trends in sexual attitudes and behavior ranging from entertaining (Sugarman) to earnest (Liswood). The articles are interesting and, while understandably cautious, suggest that there may be some pendulum effect. Currently, the trend is towards increasing liberalism (the series was obviously written before the Supreme Court decision on pornography), but a reaction may set in. There is a tendency in one or two of the articles to be rather optimistic about our ability to resolve sexual problems, but in general the tone is balanced.

SCIENCE

(American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, DC 20005.)

Reviewed by Robert L. Arnstein, M.D.

May 18, 1973

The Teenage Birth Control Dilemma and Public Opinion.

 Judith Blake.

An interesting study attempting to gauge the temper and direction of public opinion on the provision of birth control education and services for teenagers. A relatively high proportion were in favor of such programs although more favored the former than the latter. The author also asked questions about attitudes towards pre-marital sex and found that a decreasing percentage of respondents felt that it was "not wrong." The survey was conducted by inserting questions in national Gallup polls; the sample was somewhat skewed inasmuch as it was all white. It is interesting to note that there was relatively little difference between Catholics and non-Catholics but considerably more liberal attitudes in the younger and better educated groups.

AUDIO-VISUAL REVIEWS

Audio-visual material is reviewed by Derek L. Burlison, Ed.D., SIECUS Director of Educational and Research Services, unless otherwise indicated.

Other Women, Other Work. 16mm, sound, color, 20 min. Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069. Price: \$150.

Discussions of the changing role of women and male/female relationships are essential to broadly conceived programs in family life and sex education. Thus it is encouraging to see the influence of the women's movement becoming more and more apparent in recent audio-visual productions.

This film is essentially a consciousness-raising tool as it explores the work roles of seven women in what have been traditionally considered male occupations. The range of occupations has been deliberately chosen to represent both trades and professions. Included are truck driver, roof shingler, pilot, marine biologist, veterinarian, carpenter, and TV news reporter.

Each of the women obviously enjoys her work. Through interviews and shots of each woman on the job we learn something about their motivations and some of the barriers they had to overcome to enter their chosen field of work. The central impression one carries away from this film is that women do have occupational and career options, but perseverance and drive are still essential for women to move into male-dominated professions and trades. High school, college, and youth groups can use a film of this type for many levels of discussion on occupational choice, barriers to occupational opportunity, advantages and disadvantages of combining work with family, and social change and the role of women.

Purposes of Family Planning. 16mm sound/color, 15 min. Oxford Films, 1136 N. Las Palmas Ave., Hollywood, CA 90038. Price: \$210.

Four brief episodes are used in this film to dramatize the principal motivations for conception control. A young mother bringing her new baby in for its checkup tells the doctor she wants to

wait a couple of years before having another baby, but since she is nursing the baby she presumes she does not have to worry about contraception for a while; a young couple with two small children and the husband out of work are fearful of another pregnancy and the burden it will place on them both economically and emotionally; a newly married couple deal with the pressure from their parents for grandchildren, but their personal choice is to wait a few years; a mature couple who have had their family consider the option of vasectomy as a method of conception control. Each of these episodes provides excellent jumping off points for calm and reasoned discussion about conception control within marriage. The motivations of health, economics, life style, as well as personal choice receive equal emphasis in this film which can be best used in senior high school, college, and family planning educational programs.

When Love Needs Care. 16mm sound/color, 13 min. See-Saw Films, P.O. Box 262, Palo Alto, CA 94302. Price: \$185; Rental: \$35.

The evolution of V.D. educational films from scare tactics, to didactic information on symptoms and consequences and finally to direct prevention is an indication of our growing maturity and forthrightness in dealing with this ancient but persistent public health problem. This film is a good example of preventive health education. More than anything else, it reassures the V.D. patient that the interview, examination, tests and treatment that take place in a clinic or the doctor's office are not traumatic events, but are conducted with professionalism and complete confidentiality. The camera takes us into the examining room for both a male and female patient. The role of the nurse and the doctor are well presented as they carry out their respective responsibilities. Especially noteworthy is the doctor's sensitivity to the female's

pelvic examination, when he demonstrates to her how the speculum works before she gets on the examining table. The conversation between nurse, doctor and patients is informative and succeeds in getting across several vital health facts that other films labor over with ponderous narration. Highly recommended for V.D. education programs that promote prevention, not preaching.

Young, Single and Pregnant. 16mm sound/color, 16 min. See-Saw Films, P.O. Box 262, Palo Alto, CA 94303. Price: unavailable.

Statistics of out of wedlock pregnancies still come as a shock in spite of our greater tolerance of premarital sex. But behind each statistic is a person, or in most cases two persons, and the pregnancy becomes a traumatic event for them and those closest to them. In this age of contraceptives, public reaction to out of wedlock pregnancy is less apt to be moral indignation than it is one of disgust toward the individuals involved because of their failure to "protect" themselves. Then we rationalize the problem with the thought that young people today do have some options, four to be exact—adoption, abortion, marriage, or single parenthood. But what goes into the decisions behind each of these options? This film examines each of these options through case studies of four young women. Each case is a real one, not the fabrication of some script writer. Each woman shares with the viewer the relationship she had with her partner, the questions she thoughtfully considered in making her decision, and the pressures and support she had from her partner and her parents. Films of this type, of which we are fortunately seeing more, offer one of the best kinds of educational media to guide groups in the process of decision making which is at the heart of human sexuality programs. Recommended for high school youth groups and college programs.

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