

SIECUS Is Moving. See Page 3

SEX: THE LAW AND THE CITIZEN

by Richard A. Myren, LL.B., J.D.*

Just ten years after the chartering of the Sex Information and Education Council of the United States, SIECUS announced in the May 1974 issue of the *SIECUS Report* ten positions on various sexual questions that have proved troublesome to individuals and society alike. Ninth among these position statements is the following:

It is the position of SIECUS THAT:

In agreement with the Model Penal Code of the American Law Institute, sexual behavior engaged in by consenting adults in private should not be the concern of the law.

The other nine statements deal with sex education, sexual orientation, masturbation, contraceptive care for minors, explicit sexual materials, sex and aging, sex and racism, sex and the handicapped, and sexual health care.

Members of the board of SIECUS have traditionally been such professionals as physicians, psychotherapists, clergy, nurses, behavioral scientists engaged in research on human sexuality, and educators teaching the results of that research together with a number of public-spirited citizens who believe that knowledge about and understanding of human sexuality should reach not only professionals but the general public as well. Very few lawyers have been involved in the first decade of SIECUS, although those who have served have made outstanding contributions. For that reason, the background of position statement number nine, citing as it does the Model Penal Code of the American Law Institute, is probably less well known to readers of the *SIECUS Report* than that of the other nine. All of us realize in a vague way that law, and particularly the criminal law, is a powerful force in the shaping of our society, but few of us have taken the time to determine just how legal systems achieve that end. Just what are the Model Penal Code and the American Law Institute that produced it? What has been the Code's impact on American legal system? Why is reform of laws regulating sexual behavior important?

The American Law Institute

As SIECUS was preparing for its 10th anniversary celebration, the American Law Institute observed its 50th. An initiative begun in December of 1921 by the Association of American Law Schools and expanded by the addition of a distinguished group of judges and practicing attorneys resulted on Friday, 23 February 1923, an agreement to incorporate the American Law Institute. Its stated purpose is:

To promote the clarification and simplification of the law and its better adaptation to social needs, to secure the better administration of justice, and to encourage and carry on scholarly and scientific legal work.

Composed of law professors, judges and practitioners, the American Law Institute is regarded today as the intellectual elite of the legal profession in the United States. Perhaps its best known products are the massive restatements of the law, which are now in their second series. Its most successful codification has been the Uniform Commercial Code, first approved in 1952. Not as successful in terms of adoption by the States but still very influential has been the Model Penal Code that was approved in 1962.

The Model Penal Code

Substantive criminal law was an early concern of the American Law Institute. After a great deal of thought and discussion, it was decided that a Model Penal Code should be drafted rather than attempting a restatement of this area of the law. Postponed for the duration, the project began in earnest after World War II with appointment of a Chief, two Associate Reporters and an Advisory Committee. Their efforts, pursued for more than a decade, produced a Model Penal Code that was approved by the Institute on May 24, 1962.

The provisions relating to sex offenses are found in Part II of the Code among definitions of other specific crimes. That section, Article 213, is better known for what it omits than

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SPEAKING OUT

BIRTH CONTROL AND UNMARRIED YOUNG WOMEN— AN IMPORTANT BOOK

The explosion of interest in birth control education, medical services and research occupied the 1950-60 decade and thus preceded by ten years a similar explosion in the field of human sexuality beginning in 1960. Both fields are now recognized as integral to health training and practice. Because the birth control explosion came first, and because of the mounting intensity of the population crisis, population experts tended to ignore or downplay the field of human sexuality, or to subsume education about it under education for birth control.

The rapidly mounting numbers of experts in human sexuality have tended to do exactly the opposite, not because of a "me too" attitude but in recognition that the need for birth control or abortion follows the natural exercise of sexuality, and is a consequence of it rather than the reverse. But studies, good studies, indicating the nature of the linkage between the two fields have been sadly wanting.

Failure of birth control to be used by young women premaritally to prevent illegitimacy or forced marriage, is probably primarily due to a single fact: programs designed to teach sexually active young women, including teen-agers, to apply a highly objective technique with a highly objective motivation, failed until quite recently to take into account the even more highly subjective nature of the area in which the techniques were to be applied. In other words, the sexual activities of young women who are just at the point of establishing their own sexual images, behavior, concepts, motivations and relationships, and who are entangled in the intense process of forming an identity separate from or perhaps even antithetical to the identity foisted on them by their parents, did not permit a psychological set for the motivation essential to learning about and applying birth control.

Constance Lindemann whose doctorate is in public health, identifies and describes in her important book that is the subject of this column, the subjective developmental behaviors and conditions that may influence forward or backward movement in the process of accepting and applying birth control. "The girl-boy relationship, parents, the expert, patterns of sexual activity, levels of awareness, the girl's readiness to disclose her sexual activity to others, and her perceptions of the risks and benefits of contraception are all more or less influential at varying points in the three stages of the process."

Her research, done at the School of Public Health at the University of California at Los Angeles, was carried out at two free clinics. In all, she interviewed and questioned, individually and in groups, some 2,500 young women.

The qualitative data collected in the course of questioning and counseling these young women were the source from which her theory of the birth control prescription process was derived. She describes this process as consisting of three stages:

The *natural stage* in which "the dimensions are the *unpredictability of coitus*, a belief in the *spontaneity and naturalness of sex*, the *infrequency of coitus*, the *type of sexual activity*, and the *duration of sexual activity*."

In the *peer prescription stage* "young people try to learn how to prevent pregnancy by discussing the problem with their peers. There is a great deal of experimentation involving a variety of birth control methods, variation in the use of the methods, variation in the number of methods used, and variation in the patterns of use."

The *expert stage* results from the evolution that takes place in a girl, as she passes through the natural and peer stages, and culminates in a readiness to disclose her sexual activity to an expert in order to obtain an effective means of avoiding pregnancy. Dr. Lindemann lists the experts as including doctors, nurses, and paraprofessionals who have a legal and social mandate to dispense birth control methods, and reminds us that "girls in the expert stage have to face the problems of making and maintaining contact with an expert and continuing the use of an expert's prescription." However, she points out what we know all too well, that "initiating the use of an expert method of birth control does not guarantee con-

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DO YOU KNOW THAT . . .

SIECUS Is Moving

As of March SIECUS' new address will be:

SIECUS
Suite 922
122 East 42nd St.
New York NY 10017

This new address in the Grand Central Station area is centrally located for anyone wishing to visit the SIECUS offices.

Since we have been at the 1855 Broadway address for over eight years, we gratefully request SIECUS Report readers to note this change of address in bibliographies and other sources where the old address has been listed.

Orders for SIECUS publications will continue to be handled by our distributors: Behavioral Publications, 72 Fifth Ave., New York NY 10011.

Sexuality and W.H.O.

In a breakthrough comparable to that when the World Health Organization first officially recognized family planning as a part of medical practice, WHO has just published *The Teaching of Human Sexuality in Schools for Health Professionals* as its Public Health Paper Number 57. See review on page 11.

Resources to Write For . . .

Contraceptive Education: A Self-Instructional Course by Robert R. Wilson. Using a programmed learning format, this 44-page booklet teaches reproductive anatomy, the process of fertilization and the various methods of birth control, including the advantages and disadvantages of each. The approach is thorough yet simple. Useful for counselor training and client education. Order from: Carolina Population Center, Publications Office, 113 Mallette St. Chapel Hill, NC 27514. Price: \$1.50.

Prevention of Adolescent Pregnancy—A Consideration of Adolescent Sexuality by Barbara Bridgman Perkins, is a summary of a conference held in 1973 on adolescent sexuality and pregnancy prevention. Topics covered include: health

services, parental involvement, peer influence, professional education in adolescent sexuality and the role of the school and community. Order from: Consortium on Early Childbearing and Childrearing, Child Welfare League of America, 1145 19th St., N.W., Suite 618. Washington, DC 20036. Inquire about price.

Guidelines for Transexuals is a 36-page booklet for transexuals and their families that discusses personal, legal, and medical aspects of transexualism. Order from: Erickson Educational Foundation, 1627 Moreland Ave. Baton Rouge, LA 70808. Price: \$1.00.

Talking It Over Before Marriage Public Affairs Pamphlet No. 512, discusses importance of communication in marriage and suggests specific exercises to improve communication.

Family Planning—Today's Choices. Public Affairs Pamphlet No. 513 provides an overview of the development of family planning and describes in concise terms the most common methods of birth control. Order from Public Affairs Pamphlets 381 Park Ave South. New York, NY 10016. Price: 35¢ each.

Journal of Clinical Child Psychology Fall-Winter 1974. Special issue on adolescent sexuality covers adolescent rights, health care services, adolescent attitudes, communicating with adolescents and religious issues, by many well-known authorities in the field. Order from: *Journal of Clinical Child Psychology*, Suite 208, Meramec Bldg., 111 South Meramec Ave. St. Louis, MO 63105. Price \$2.50, supply limited.

Conque Va Un Nuevo Padre? A Spanish version of "So You're Going To Be a New Father" discusses the father's role during pregnancy and after the arrival of the new baby. Order from: Superintendent of Documents, Public Documents Distribution Center, 5801 Tabor Ave. Philadelphia, PA 19120. Stock Number 1791-00198. Price: 55¢.

Scholarly New Journal of Homosexuality Launched

A new publication, *Journal of Homosexuality* devoted exclusively to reporting research in the fields of homosexuality and gender identity, is now available from Haworth Press, 130 W. 72nd St. New York NY 10023.

The first issue of the quarterly dated Fall 1974 establishes it as a publication of serious scholarly intent. Not only its content but its graphic excellence make it a welcome addition to the select group of research-oriented journals in the field of human sexuality.

In an editorial launching this new journal Charles Silverstein, Editor, writes, "Value judgments have always been implicit or explicit in research. . . . In the past research designs into homosexual behavior have been replete with ex-

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for what it includes, for it contains *no prohibitions against any kind of sexual behavior among consenting adults in private!* The article does deal with rape and related offenses, sexual intercourse by force or imposition, corruption of minors and seduction, sexual assault, and indecent exposure. A supplementary section, Article 251, covers open lewdness, prostitution and related offenses, loitering to solicit sexual relations, and obscenity. These were considered by the Institute to protect all of the legitimate interests of society in the area of sexual behavior.

The decision not to proscribe consensual private sexual behavior among adults did not come easily for the Institute. The history is one of omission, inclusion and then being stricken again during the course of promulgation. The arguments for a traditional prohibitory approach had roots both in political expediency and fear of "moral decay." But the argument that won the day was that the Code should "not attempt to use the power of the state to enforce purely moral or religious standards," that it is simply "inappropriate for the government to attempt to control behavior that has no substantial significance except as to the morality of the actor." It was pointed out that the traditional proscriptions were largely unenforced and "serve primarily the interest of blackmailers." In the end, the general membership of the Institute directed that "all sexual practices not involving force, adult corruption of minors or public offense" be excluded from the Model Penal Code.

Subsequent Action By The States¹

In the more than twelve years since approval of the Model Penal Code by the American Law Institute, the Code as a whole has had an appreciable impact on the general substantive criminal law of the states. But the impact on provisions regarding sexual behavior engaged in by consenting adults in private has been far more meager. Eight states² have adopted the American Law Institute recommendation and about twice that number have reduced, or evidenced an intent to reduce, the punishments provided. There is reason to believe, however, that these reductions were as much inspired by a desire for more convictions as by a belief that the previous penalties were indeed too harsh. Five states appear to have considered the matter and consciously decided to keep their previously stiff provisions. The others have apparently not yet reacted to the urging of the Institute in this regard.

There does appear to have been a moderating of legislatively expressed attitudes toward some kinds of sexual behavior, such as previously proscribed heterosexual activity. This is not the case with homosexuality, which is still punished in 1975 with maximum penalties of at least ten years by almost three-fourths of the states. Nearly one-fifth allow sentences of twenty years or more. Where progress has been made, it has been as part of general criminal law revision. Specific attempts to decriminalize homosexuality have been less successful.

In summary only eight states have completely accepted the American Law Institute recommendation that sexual behavior engaged in by consenting adults in private not be regulated by criminal law, not a very encouraging record over a twelve year period.

An Alternate Approach

Because state action since promulgation of the Model

Penal Code has been so slow, those interested in more rapid reform of the law regarding sexual behavior may wish to explore an alternate approach. The author has suggested elsewhere that the time is now ripe for careful consideration of whether the United States should adopt a uniform national substantive criminal code for serious offenses. Unfortunately, this issue has never been thoroughly considered.

One of the arguments made in favor of a uniform national code is that it would be much easier to keep the social policies expressed in such a code in fit with the social problems with which they purport to deal than is now the case in 51 distinct codes.³ Were such a code adopted, there is reason to believe that it would follow the lead of the Model Penal Code in excluding from its coverage any sexual behavior engaged in by consenting adults in private.

Although the record of Congress in keeping the federal criminal code up to date has not been outstanding, the past deficiency has been recognized. A draft of a new advanced federal criminal code is now being considered for adoption. Congress has also been sensitized to the pressing social problems processed by the criminal justice system by passage and recent renewal of the Safe Streets and Crime Control Act. As has recently been pointed out, the record of the states as laboratories for innovative experimentation is a largely unachieved myth from "the folklore of federalism." It seems time now at least to consider whether fairness to the mobile population of the United States does not require a national substantive criminal code for serious offenses. A national code would not prevent enforcement of state and local behavior norms differing from the national, but it would ensure that death and long terms of imprisonment would not result from the violation of purely local rules. In no area of the criminal law would the need for such reform seem to be more important than in the criminal law provisions attempting to regulate sexual behavior engaged in by consenting adults in private.

Law Reform is Important

Restructuring of the law to eliminate attempts to regulate, particularly through imposition of criminal penalties, the sexual behavior of consenting adults in private is important. Such laws have an adverse effect not only on the citizens against whom they are occasionally enforced but also on the criminal justice system through which the cases are processed and on society as a whole.

Statutes proscribing adult consensual sexual behavior in private are attempts to impose specific moral and religious standards on everyone in the United States. As the American Law Institute points out,

. . . Apart from the question of constitutionality which might be raised against legislation avowedly commanding adherence to a particular religious or moral tenet, it must be recognized, as a practical matter, that in a heterogeneous community such as ours, different individuals and groups have widely divergent views of the seriousness of various moral derelictions. . . .

There are not now and probably never were national norms in this area. We now also know that the sexual practices commonly forbidden by law are not dangerous to the health of the individuals involved. These statutes are so seldom enforced that instances in which they are, almost always involve unfair harassment of defendants who are unpopular for some

other reason. The war declared by self-appointed community vigilante groups is usually not only against sexual non-conformity, but against non-conformity in general.

Intrusion of the law into this, by definition, private area of people's lives also has an unfortunate effect on our entire criminal justice system. Legislators are intimidated into taking positions in which they do not believe because of the lobbying efforts of tightly organized pressure groups seeking to impose their views on all. Police officers are forced into degrading practices and situations in their efforts to obtain evidence against alleged violators. The scarce time of prosecutors and judges is spent in trying these kinds of cases while serious crimes of violence wait their turn on the docket. Our correctional agencies are then forced to devote their attention to "convicts" whose only crime is non-conformity and who cannot be "helped" by anything the agencies have to offer.

It is obvious that, in the long run, it is society at large that suffers from attempts at legal regulation of the sexual behavior of consenting adults in private. One of the functions of a legal system is to aid in the preservation of strongly held national norms. When the mechanism and its resources are diverted in an attempt to spread and uphold moral views peculiar to a strident minority, its general role is weakened.

For all these reasons, SIECUS supporters should work diligently at the basic educational task of spreading the knowledge about the understanding of human sexuality that science is giving us. It is such broad scale education alone that will result in the eventual repeal of repressive sex laws. Only a better educated public standing behind legislators who are convinced that reform is necessary will achieve that reform. The role of SIECUS has traditionally been to assist in the educational effort directly as an organization and indirectly through the actions of its supporters as individuals in their home communities. Those supporters can now, also as individuals, play crucial roles in organizing support in their areas for reform of the criminal laws toward more informed, more humane and more realistic legal approaches to sexual behavior.

¹This section relies on a memorandum submitted to the author by his graduate research assistant, Mr. Alan Harland, a doctoral student at the School of Criminal Justice, SUNY-Albany, who has his B.A. in Law from Oxford and an L.L.M. from the University of Pennsylvania Law School.

²Colorado, Connecticut, Hawaii, Illinois, North Dakota, Ohio, Oregon.

³Includes the federal code.

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PLICIT negative injunctions. . . . To many of us the medical model of homosexuality is outdated. Its purpose has always been to diagnose illness. . . . Unfortunately sound research outside the medical model has often been refused by other journals. It will find acceptance in JH . . . Our bias is toward a wider inclusion of theories and approaches, rather than the narrow publishing practices of the past."

Of special interest to researchers is a bibliographic service feature, "Cumulative Annotated Bibliography," which provides short digests of research and other journal articles pertaining to homosexuality and gender identity. It will also include summaries of legal cases, culled from hundreds of professional journals both U.S. and foreign.

Subscriptions to the quarterly *Journal of Homosexuality* are \$12 for individuals; \$25 for libraries and institutions.

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tinued use. A method that has been acquired and used for some time may be discontinued despite all the ambivalence, fear, doubt and difficulty with self, boyfriend, parents, and experts that have gone into the decision to acquire it." Among reasons for discontinuance are: constraints in maintaining contact, whether geographical inaccessibility because clinic or girl has moved; coldly impersonal, antisexual or judgmental attitudes of the experts; finances for the more expensive methods; long hours of waiting away from work; irate parents; pelvic examinations that are physically or psychologically painful, or lack of knowledge or provision of an alternative method when needed. She quotes a black high school-educated paraprofessional who has had considerable personal and professional experience with poor and pregnant teen-agers, "You have to treat these girls like delicate flowers."

In another chapter she discusses the prescription process in relation to pregnancy and abortion, reminding us that "pregnancy is a major propellant in the prescription process as well as a possible consequence," and that this is also true of abortion, prenatal care or delivery itself because any one of these experiences forces contact with the expert.

In her chapter on "Birth Control—Toward a New Perspective," she makes a number of telling points in reviewing other research. In quoting Pohlman who found that our knowledge of contraceptive behavior within marriage far outweighs our knowledge of premarital and extramarital contraception, she remarks, "Of the studies that do exist, most are about knowledge and attitudes rather than actual behavior." In discussing the research and conclusions of Osofsky (1970), Cutright (1971), Zelnik and Kantner (1970) and Goldsmith and her co-workers (1972), she emphasizes how studies of contraceptive use are conducted on or emphasize the married population of women, and concludes that, "girls . . . cannot conceive of sex and pregnancy in a non-marital context and . . . it is this lack of self-concept, low level of awareness, and ambivalence about premarital sex, together with their expressed goal of marriage in which sexual behavior would be sanctioned, that is the source of their birth control behavior. In other words, sex is identified with marriage, not with development, and pregnancy is identified with marriage, not with sex. The result is that even though these girls are sexually active, they have no concern with the implications or consequences of their sexual activities at all, or they perceive marriage, not contraception, as the solution to the problem. Such an attitude certainly has implications for population policy."

All in all this very valuable book should be read by all workers in the population and sexual health fields. This will not be difficult because in her preface Dr. Lindemann states, "Since the audience consists of so many varied groups, a style and language was chosen that would be comprehensible to all of them." She most certainly has proved that reports of behavioral research need not be couched in learned jargon, whether medical, sociological or other, but should wherever possible, be reported in ordinary, everyday lingo from which all, including this grateful reviewer, can paint clear concepts, understandings and pictures.

Birth Control and Unmarried Young Women. Constance Lindemann. New York, NY: Springer Publishing Company, Inc., 1975 (127 pp.; \$6.75).

Reviewed by Mary S. Calderone, M.D.



AUDIO-VISUAL REVIEWS

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

Methods of Birth Control—A Simplified Presentation. Filmstrip, flip chart, printed script. Planned Parenthood of Northern New York, 161 Stone St.—Annex. Watertown, NY 13601. Price: \$35.

At numerous conferences and in professional journals over the past few years, much attention has been given to the need for sex education for the mentally retarded. While the sexual rights and responsibilities of the retarded and other handicapped populations have been eloquently proclaimed by many (including SIECUS), precious little has been done in developing specific types of learning materials geared to the cognitive limitations and learning styles of the retarded. Too often we have had to say to those who are working directly with the retarded, "Adapt existing printed and A-V sex education materials to the needs of your students." Such a suggestion is frequently both frustrating and futile for the retarded as well as for those responsible for their education.

It is encouraging, therefore, to see the development of materials specifically designed for the retarded of the kind contained in this kit dealing with birth control education. This program was developed out of the experience and knowledge gained from an O.E.O. grant on sexuality and the mentally retarded conducted in northern New York during 1972 and 1973.

The materials are in two formats, filmstrip and flip chart and are intended to be used together. At a glance the format of clear line drawings showing selected methods of birth control, including sterilization, are very simple, but it is a carefully plotted simplicity designed to communicate a specific message without a lot of extraneous information. The diaphragm and rhythm

methods are not included in the illustrations because they have been shown to be ineffective methods with most of those for whom this program is designed. The narration for this program is not recorded on discs or cassettes. Rather a printed script is provided which the instructor can read or use as an outline at a pace suitable for the individuals and situation. Pacing is too often overlooked in commercial sound filmstrip programs, but it is an essential element in the teaching-learning process, especially with the retarded. This program wisely keeps the pacing under the control of the instructor.

The developers of this program have stated in the instructions that the material should be used as a "part of a continuing educational process for the client." Hopefully this admonition will be heeded by those who think birth control education is the sum total of sex education. This type of educational material is indeed welcome. Perhaps it will spur others on to produce sound sex education materials for special audiences.

Human Sexuality—A Portfolio for the Mentally Retarded. 10 plates, 18" by 11", text on back of plates, in vinyl case. Planned Parenthood of Seattle-King County, 202 16th Ave. South, Seattle, WA 98144. Price: \$20.

This portfolio was developed to provide simple visual material for use in the sex education of "trainables," those who generally live with parents, in institutions or other types of protective environment. Victoria Livingston, Education Director of Seattle-King County Planned Parenthood, and Mary E. Knapp, an instructor at the Univer-

sity of Washington School of Nursing, creators of this portfolio, recognized the need for specially prepared educational materials for mentally retarded "trainables" while conducting a sex education program for adults in a sheltered workshop setting.

Fully aware of the mental capabilities of this population, the creators of these materials have wisely concentrated on limited objectives for the program: male and female physical development, male and female genitalia, masturbation, intercourse, variations in physical shape, and ways of relating to the opposite sex. No attention is given to pregnancy and childbirth since the authors, "feel strongly that it is frustrating to focus on reproduction rather than the other aspects of sexuality with people who probably will never conceive children and who would most likely be judged incapable of rearing them if they did."

Each plate uses simple line drawings. They can be used flexibly in a one-to-one situation or with groups no larger than six. On the back of each plate is printed basic factual information and suggestions for discussion. Some helpful hints about discussion techniques and a brief profile of the mentally retarded personality are included on the introductory plate.

The approach throughout this program is positive and realistic, which is a welcome relief from the problem-oriented focus of so much sex education material. The creators of this explicit, yet totally wholesome material for adolescents, young adults and adults have this reviewer's gratitude, for now he can recommend a valuable resource to the many requests for assistance on sex education materials SIECUS receives from schools and agencies serving the mentally retarded.

SEX EDUCATION WORKSHOPS

Summer 1975

(Listed alphabetically by state)

California

California State University. Fresno, CA.

- *H S 152T, Topics in Health: Female Sexuality.* July 28-August 15; 3 credits.

Write to: Jean Liskey, California State University, Health Science Department, Cedar and Shaw Avenues, Fresno, CA 93740.

The American Institute of Family Relations. Los Angeles, CA.

- *16th Annual Graduate Workshop for Training Childbirth Education Instructors.* July 14-July 25; 3 credits.
- *28th Annual Graduate Workshop in Techniques of Marriage and Family Counseling.* August 4-August 15; 3 credits.

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

Colorado

University of Northern Colorado. Greeley, Co.

- *Contemporary Issues in Sex Education.* July 21-August 1; 4 credits.

Write to: Dr. Bryan Cooke, Chairman, University of Northern Colorado, Department of Health and Safety Education, Greeley, CO 80639.

Connecticut

Central Connecticut State College. New Britain, CT.

- *Psychology of Women: Issues for the Seventies.* July 7-August 15; 6 credits.

Write to: Annie L. Cotten Huston, Director, Central Connecticut State College, Psychology Department, New Britain, CT 06050.

District of Columbia

American Association of Sex Educators and Counselors. Washington, D.C.

- *The New Sex Education.* July 6-July 11; 3 credits.
- *The New Sex Therapy.* July 13-July 18; 3 credits.
- *Advanced Studies in Human Sexuality.* July 20-July 25; 3 credits.

Write to: Dr. Patricia Schiller, Suite 304, 5010 Wisconsin Avenue, NW, Washington, DC 20016.

Illinois

Northern Illinois University. DeKalb, IL.

- *Current and Critical Issues in Health Education: Sex Education.* June 23-July 18; 3 credits.

Write to: Mr. Jerald D. Floyd, Northern Illinois University, Physical Education Department, DeKalb, IL 60115.

Western Illinois University. Macomb, IL.

- *Seminar in Health: Venereal Disease Education HE 600.* June 3-June 26; 4 credits.
- *Sex Education: The Home-School Community.* June 9-June 27; 4 credits.

Write to: Dr. Robert Synovitz, Western Illinois University, Department of Health Education, Macomb, IL 61455.

Indiana

Institute for Sex Research. Bloomington, IN.

- *Training Program in Human Sexuality.* July 23-August 1; certificate.

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

Iowa

University of Northern Iowa. Cedar Falls, IA.

- *Human Relationships and Sexuality.* June 9-July 3; 3 credits.

Write to: Dr. Marilyn Story, University of Northern Iowa, Home Economics Department, 216 Wright Hall, Cedar Falls, IA 50613.

Drake University. Des Moines, IA.

- *Sex Role Stereotyping in the Classroom.* July 14-August 8; 3 credits.

Write to: Dr. Ione Shaddock, Drake University, College of Education Department, Des Moines, IA 50311.

Kansas

Kansas State College of Pittsburg. Pittsburg, KS.

- *Seminar: Human Sexuality.* June 30-July 11; 2 credits.

Write to: Dr. E. J. Bonner, University of Kansas, Department of Sociology, Lawrence, KS.

Kansas State College of Pittsburg. Pittsburg, KS.

- *Sex Education.* June 30-July 11; 2 credits.

Write to: Dr. Jack Barnett, Chairman Curriculum and Administration Department, Kansas State College of Pittsburg, Pittsburg, KS 66762.

Maryland

Towson State College. Towson, MD.

- *Sex Education and Family Life.* June 18-July 22; 3 credits.
- *Human Sexuality.* July 23-August 26; 3 credits.

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

Massachusetts

Center for Human Sexual Concerns. Amherst, MA.

- *Humanistic Approaches to Teaching/Counseling in Sex and Sexuality.* May 16-May 18.

Write to: Dr. Donald A. Read, Center for Human Sexual Concerns, Butterhill Road, Amherst, MA 01002.

Boston University. Boston, MA.

- *Sex and Family Living Education.* May 26-July 3; 4 credits.

Write to: Mr. Carl E. Willgoose, Boston University, School of Education, 704 Commonwealth Avenue, Boston, MA 02215.

Minnesota

St. John's University. Collegeville, MN.

- *Workshop on Marriage and Family Life Education.* June 8-June 20; 3 credits.
- *Workshop on Natural Family Planning.* June 12-June 15; 2 credits.
- *Workshop on Emergency Pregnancy Services.* June 20-June 22; 0 credits.

- *Workshop on Educating in Human Sexuality and Love*. June 29-July 2; 2 credits.

Write to: Dr. Paul Marx, Ph.D., St. John's University, Sociology, Psychology, Education and Theology Departments, Collegeville, MN 56321.

Mankato State College. Mankato, MN.

- *Social Psychology of Human Sexuality*. June 16-June 27; 4 credits.

Write to: Mr. Boyd A. Duncan, Mankato State College, Sociology Department, Mankato, MN 56001.

University of Minnesota. Minneapolis, MN.

- *Dynamics of Dating, Courtship and Marriage* (FSoS 1001). June 16-July 18; 3 credits.
- *Human Sexual Relations* (FSOS 5001). June 16-July 18; 5 credits.
- *The Family System* (Soc 5501). July 21-August 22; 4 credits.

Write to: Summer Session, University of Minnesota, 135 Johnston Hall, Minneapolis, MN 55455.

Montana

University of Montana. Missoula, MT.

- *Human Sexual Behavior*. June 23-July 23; 3 credits.

Write to: Mr. Richard Vandiver, University of Montana, Sociology Department, Missoula, MT 59801.

Nebraska

Creighton University. Omaha, NE.

- *Psy 126-Marriage and Family Life*. June 9-July 11; 3 credits.
- *Psy 133-Human Sexuality*. June 9-July 11; 3 credits.

Write to: Creighton University, Psychology Department, Omaha, NE 68178.

Nevada

University of Nevada. Reno, NV.

- *Religion and Human Sexuality*. May 27-June 6; 2 credits.
- *Human Sexuality*. June 9-June 27; 3 credits.

Write to: Mr. Milton L. Nolin, University of Nevada, School of Home Economics, Reno, NV 89507.

New Jersey

Kean College of New Jersey. Union, NJ.

- *Human Sexuality*. June 2-June 20; 2 credits.
- *Sex Education*. June 2-June 20; 3 credits.
- *Human Sexuality*. June 23-July 31; 2 credits.
- *Sex Education*. June 23-July 31; 3 credits.
- *Sociology of the Family*. June 23-July 31; 3 credits.

Write to: Director of Summer Session, Kean College of New Jersey, Morris Avenue, Union, NJ 07083.

Educational Foundation for Human Sexuality. Upper Montclair, NJ.

- *2001:446—Today's Woman*. June 30-August 8; 3 credits.
- *2001:548—Sex Education in Schools and Agencies*. June 30-August 8; 3 credits.

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

New York

State University College at Brockport. Brockport, NY.

- *Human Sexuality HLS 418.01*. July 28-August 29; 3 credits.
- *Human Sexuality HLS 518.01*. July 28-August 29; 3 credits.

Write to: Graduate Admissions, SUNY College at Brockport, Department of Health Sciences, Brockport, NY 14420.

Queens College of the City University of New York. Flushing, NY.

- *The Homosexual in Contemporary History C.C.4*. June 4-June 24; 3 credits.

Write to: Mr. James O'Hara, Coordinator of Summer Session, Queens College—CUNY, 65-30 Kissena Boulevard, Flushing, NY 11367.

Adelphi University. Garden City, NY.

- *Teaching Sex Education*. Session I—May 28-July 1; 3 credits. Session II—July 9-August 12; 3 credits.
- *Human Sexuality*. Session I—May 28-July 1; 3 credits. Session II—July 9-August 12; 3 credits.

Write to: Keitha C. Donnelly, Coordinator, Summer Sessions, Adelphi University, Garden City, NY 11530.

Teachers College, Columbia University. New York, NY.

- *TS 4111 Group Process in Human Sexuality*. May 20-June 27; 3 credits.
- *TS 3110 Human Reproduction and Sexual Development*. July 7-August 16; 2 or 3 credits.

Write to: Dr. James L. Malfetti, Chairman, Box 114 Teachers College, Columbia University, New York, NY 10027.

State University College at Oneonta. Oneonta, NY.

- *H.Ed. 215 Modern Processes in Sex Education*. July 7-August 15; 3 credits.
- *H.Ed. 218 Workshop on Curriculum, Method, Materials and Evaluation of Sex Education*. July 7-July 25; 3 credits.

Write to: Mr. Robert B. Nichols, State University College at Oneonta, Oneonta, NY 13820.

Syracuse University. Syracuse, NY.

- *CFS 641, EDU 760 Family Relations Workshop: Preparing Parents to be the Sex Educators of Their Children*. July 8-July 17; 3 credits.

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

Ohio

The Ohio State University. Columbus, OH.

- *Education for Human Sexuality*. June 23-July 25; 3 credits.

Write to: Dr. Robert Kaplan, Chairman, Health Education Division, The Ohio State University, 215 Pomerene, 1760 Neil Avenue, Columbus, OH 43210.

Oregon

Southern Oregon College. Ashland, OR.

- *Seminar: Human Sexuality*. June 16-June 20; 2 credits.
- *Seminar: Psychology of Sexual Adjustment*. June 23-August 15; 3 credits.
- *Special Studies and Seminar: Biological Aspects of Human Sexuality*. June 23-August 15; 3 credits.

Write to: Dr. E. C. McGill, Director of Summer Session, Southern Oregon College, 1250 Siskiyou Boulevard, Ashland, OR 97520.

Pennsylvania

East Stroudsburg State College. East Stroudsburg, PA.

- *Human Sexuality*. June 2-June 20; 3 credits.
- *Sex Education in Schools*. June 23-July 31; 3 credits.
- *Family Life*. August 11-August 15; 1 credit.

Write to: Dr. Richard H. Luce, East Stroudsburg State College, Health Department, East Stroudsburg, PA 18301.

Mansfield State College. Mansfield, PA.

- *Sex Education Workshop*. June 9-June 20; 2 credits.

Write to: Mrs. Norma Howland, Mansfield State College, Home Economics Center, Mansfield, PA 16933.

Slippery Rock State College. Slippery Rock, PA.

- *Rape*. June 2-June 6; 1 credit.
- *Humanizing Sexuality*. August 4-August 8; 1 credit.

Write to: Mr. Stan Kendziorski, Slippery Rock State College, Health Science Department, Slippery Rock, PA 16057.

Slippery Rock State College. Slippery Rock, PA.

- *SpEd 595 Sex Education for Handicapped Children.* June 9-June 11; 1 credit.
- *Psych 390 Psychology of Sexual Behavior.* June 23-August 1; 3 credits.
- *Biology 115, Biology of Sex.* August 4-August 22; 3 credits.

Write to: Mr. Joseph Marks, Director of Summer School, Slippery Rock State College, Slippery Rock, PA 16057.

West Chester State College. West Chester, PA.

- *HED 376 Family Life and Sex Education.* June 2-June 20; 3 credits.
- *HED 542 Human Sexuality in a Changing Society.* June 2-June 20; 3 credits.

Write to: Mr. Walter E. Funk, West Chester State College, Health Department, West Chester, PA 19380.

South Dakota

Northern State College. Aberdeen, SD.

- *Sexuality Education Workshop.* June 16-June 20; 1 credit.

Write to: Dr. Richard VanBeeck, Director of Admissions, Northern State College, Aberdeen, SD 57401.

Texas

Abilene Christian College. Abilene, TX.

- *Human Sexuality Seminar.* June 30-July 9; 3 credits.

Write to: Dr. Edward E. Coates, Abilene Christian College, Box 7890, Abilene, TX 79601.

University of Texas at Austin. Austin, TX.

- *HED 366 Human Sexuality.* June 2-July 10.

Write to: Dr. T. Demetri Vacalu, Belmont 222, University of Texas, Austin, TX 78712.

East Texas State University. Commerce, TX.

- *Psychology 529-Workshop in Sex Education.* July 11-August 15; 3 credits.

Write to: East Texas State University, Psychology Department, College Station, Commerce, TX 75428.

Virginia

Old Dominion University. Norfolk, VA.

- *HPE 580 Problems in Health Education: Human Sexuality.* May 19-June 12; 3 credits.
- *HPE Various Human Methods of Sexual Expression.* May 19-May 23; 1 credit.

Write to: Mr. Richard M. Eberst, Old Dominion University, Department of Health and Physical Education, Norfolk, VA 23508.

Presbyterian School of Christian Education. Richmond, VA.

- *346 Basic Teaching Skills.* July 8-July 19; 3 credits.
- *347 Advanced Teaching Skills.* July 22-August 2; 3 credits.

Write to: Ms. Virginia Caldwell, Presbyterian School of Christian Education, 1205 Palmyra Avenue, Richmond, VA 23227.

Washington

Western Washington State College. Bellingham, WA.

- *Human Sexuality.* June-July; 3 credits.

Write to: Hayden L. Mees, Ph.D., Psychology Department, Western Washington State College, Bellingham, WA 98225.

Western Washington State College. Bellingham, WA.

- *Sexuality and Human Relationships.* July 7-July 11; 2 credits.

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

Pacific Lutheran University. Tacoma, WA.

- *P.E. 401 Sex Education Workshop.* June 23-June 27; 1 credit.

Write to: Pacific Lutheran University, School of Physical Education, Tacoma, WA 98447.

Wisconsin

University of Wisconsin. La Crosse, WI.

- *Personal Health.* June 9-July 3; 2 credits.
- *Principles of Sex Education.* July 7-August 1; 3 credits.

Write to: Dr. Richard J. Hardy, University of Wisconsin, 201 Mitchell Hall, La Crosse, WI 54601.

The University of Wisconsin. Milwaukee, WI.

- *Nature and Content of Sex Education in the Schools.* June 16-July 11; 2 credits.

Write to: Dr. Richard J. Schild, The University of Wisconsin—Milwaukee, Physical Education Department, Milwaukee, WI 53201.

University of Wisconsin. Platteville, WI.

- *W401 Human Sexuality.* July 14-July 25; 2 credits.
- *W401 Psychology of Human Sexuality.* July 21-August 1; 2 credits.

Write to: Dr. Harold Hutcheson, Director, Summer Session, University of Wisconsin—Platteville, Platteville, WI 53818.

University of Wisconsin. River Falls, WI.

- *Human Sexuality and Interpersonal Relationships.* June 16-June 27; 3 credits.

Write to: Dr. J. Mark Perrin, University of Wisconsin—River Falls, Department of Educational Foundations, River Falls, WI 54022.

University of Wisconsin. Superior, WI.

- *Principles of Sex Education.* July 7-July 24; 3 credits.

Write to: Mr. John Byrd, University of Wisconsin-Superior, Department of Physical and Health Education, Superior, WI 54880.

Mexico

Tropical Trips. San Francisco, CA.

- *The Behavioral Treatment of Sexual Dysfunction.* June 30-July 7.

Write to: Mr. Michael T. Johnson, Tropical Trips, 3014 Peck Avenue, San Pedro, CA 90731.



Workshop Opportunities This Spring

Nashville's Council on Human Sexuality will offer week-end sexual attitude reassessment workshops in April, May and in the Fall of 1975. For dates and registration information, write to: Ms. Jane Rhamy, 913 Davison Rd., Nashville, TN 37205 or phone (615) 383-9085.

College of Medicine and Dentistry of New Jersey will sponsor a one day program on adolescence and sexuality May 28, 1975. Guest speaker is Sol Gordon, Ph.D. of Syracuse University. For registration information write to Richard Samuels, Ph.D., Human Sexuality Program, New Jersey Medical School, 65 Bergen St., Newark, NJ 07107, or phone (201) 643-8800 x 2708.

The Homosexual Community Counseling Center (HCCC) in New York City under the aegis of its quarterly publication, *The Homosexual Counseling Journal* is sponsoring a series of one-day conferences in counseling and homosexuality for professionals in major cities across the country in March, April and May. Dr. Ralph Blair, Director of HCCC will give the keynote address at each conference. Local psychiatrists, psychologists as well as gay men and women will be involved in program staffing at each location. For dates and registration information write to: HCCC Inc. 45 East 74th St. New York, NY 10021.

BOOK REVIEWS

Marital and Sexual Counseling in Medical Practice. 2nd edition. D. Wilfred Abse, Ethel M. Nash & Lois M. R. Loudon. New York, NY: Harper & Row, 1974. (588 pp.; \$14.95).

Reviewed by Daniel H. Labby, M.D.

Although issued as a second edition of *Marriage Counseling in Medical Practice*, this book can be considered an entirely new effort. A dozen chapters are retained in expanded and updated form from the original 1964 volume, making a total of 40 chapters written by 48 contributors, 15 of whom are women. A unique Epilogue is added at the last, which is really a critical review of the book itself written by theologian-counselor Seward Hiltner, both a long-time friend of the late Ethel Nash and one who wrote an enthusiastic review of the first edition. Though the title has changed to include sexual as well as marital counseling, the focus remains on the physician and medical student readership, but it surely could be read with profit by counselors of all persuasions. If one can think of a few critical books in the field of marital and sexual counseling safely considered contemporary classics of their kind, offering clinical guidance, theoretical orientation and related resource material, this book is clearly in the running, so much is presented in its 588 pages of manuscript, bibliography, and well organized appendix. It is a fitting memorial to the personal energies, wisdom, clinical experience, and organizing capacities of Ethel Nash who died as the book was in its final stages of editorial polish. A tribute must be paid to D. W. Abse and L. M. R. Loudon on whom the final editorial tasks fell, and whose efforts must have been nothing short of prodigious to have produced so intelligently organized and informative a book.

Some of its vital statistics are intriguing: over double the number of chapters contained in the first edition have been extended to include much new material available in the past two years, particularly in the fields of parent-child relationships, considerations of growth and psychosexual develop-

ment during childhood and adolescence and the dynamics of sexuality and family life. Included are some highly original discussions of new information covering the sexual concomitants of certain illness and disease states, the original studies of Abse on lung cancer as well as the effects on the sexual lives of women after pelvic exenteration, the effects of disease and surgery on family relationships, and the psychological stress felt by wives of patients who have sustained myocardial infarction. As an internist-psychiatrist, this reviewer found these chapters particularly intriguing and immensely practical. Similar discussions are offered regarding marital and sexual problems in gynecologic practice, and marital problems in pediatric practice which should have great appeal to practitioners in those fields.

Of the 40 chapters, 12 are devoted to the general area of understanding and treating marital and sexual disorders with presentations of both the theoretical and the highly technical therapeutic strategies that range over a field, extending from behavioral conditioning to psychoanalytic techniques. If a practitioner wishes to deliver total health care to his patients, there can be little doubt after reading this book that sexual and marital health should be his legitimate concern.

There are four chapters that consider the essential functions of the physician prior to marriage and during early marriage, with extensive discussion of the premarital examination. Some of the most convincing material combines the best of available social and psychological data with the known organizing theories of personality development, and explores adolescence, adolescent sexuality and some of its problems such as teenage pregnancy and abortion.

In her chapter on "Sex Education and Education for Sexuality: the Physicians Role," Mary S. Calderone sees the doctor as an educator who can prepare parents and children for their roles as sexual beings in life, both by working as an individual and with other leaders in the health delivery and allied fields.

One of the most informative chap-

ters is that by Walter J. Wadlington, L.L.B. on "Sex, Marriage, and Divorce: What the Physician Should Know." Although discussions of this topic are frequently dull and lawyer-like, it is difficult to conceive of a more readable and informative account. An inward look at the physician appears in the last portion of the book in chapters by C. D. Hammon and David R. Hawkin on teaching sexual, marital and contraceptive counseling, and a perspective summary of his work with medical students by Harold I. Lief on "Sexual Knowledge, Attitudes and Behavior of Medical Students: Implications for Medical Practice." A broadly considered survey by Robert Taubman outlines both the hazards and the rewards of the doctor's life style in terms of his opportunity for intimate and personal fulfillment, but he indicates how few truly responsible studies of this area have been made. In a final comprehensive chapter with a past, present and future by a woman whose own perspective in this field is not easily matched for its lifelong commitment and application of energy, Emily Mudd writes on "Changing Attitudes Toward Sexual Mores and Behavior: Their Effect on Premarital and Marital Counseling."

Some final items of particular appreciation must be added: as indicated in the introductory chapter by David Mace, there seems to be a growing trend in medical writing to move away from use of the third person singular and to write in the first person. It was a delight to find that the editorial style of over a quarter of the chapters in this volume use the first person singular "I" and such phrases as "in my opinion," "according to my experience," "I have found" or "we have found that. . . ." This is employed with especially stunning skill in Eleanor Easley's chapter on "Marital and Sexual Problems in Gynecological Practice" and is used effectively by many others.

There is good representation of the relevant fields and disciplines within medicine as well as comments from the areas of law and sociology but little from theology. Although most of the contributors are from the United States,

a rich English experience is included, as evident from the background of editor and contributor, D. Wilfred Abse, and also from half a dozen others writing from England. One husband-and-wife team is represented (the Rutherfords), and twelve of the chapters are by team writers, many of them co-therapists in practice. This book should be owned and studied by all physicians and counselors in the field. **PR**

Pornography: Attitudes, Use, and Effects. W. Cody Wilson and Michael J. Goldstein, editors. *Journal of Social Issues* Vol. 29, No. 3, 1973. Ann Arbor, MI: Society for the Psychological Study of Social Issues. (\$3.00).

Reviewed by G. William Jones, M.Th., Ph.D.

Long before any of our Congressmen had the opportunity to read, much less to study, the technical reports which supported and (in the firm opinion of a majority of the Commission's membership) justified the Report of the *Commission on Obscenity and Pornography* to Congress, that body had turned down the Report and had roundly denounced the citizens who submitted it. Then-President Nixon and then Vice-President Agnew called the Report a "Magna Carta for pornographers" and termed the majority Commissioners "feather-headed thinkers."

Now that many of its most vicious critics have passed on to their rewards (of one sort or another), it is certainly time for a second look—perhaps a true first look for most of us—at that Report. But who will go to the Government Printing Office and purchase those nine volumes—almost a foot-high stack—and read them now? Most of what we do see now of that late, lamented *Report* is printed upside-down and backwards as proof-texts for the more recent series of blatantly distorting, blindly non-empirical books and articles which have come out in reaction to the Report.

It is good, therefore, and very satisfying that *The Journal of Social Issues* (Vol. 29, No. 3) has devoted its most recent issue entirely to an up-dating of many of the research reports which formed the backbone of the 1971 *Report* (The journal although dated "1973", did not come out until the summer of 1974.) The issue is co-edited by Michael J. Goldstein and W. Cody Wilson, the

latter the former Executive Director and Director of Research for the Commission. It contains twelve articles which fall within the topics of "Perception of the Problem," "Short-Run Effects of Pornography" and "Long-Term Effects of Pornography." Most of the articles are based upon, but not limited to, work which their authors were originally commissioned to do by the Commission, and seem much more readable and cogent now than they did in their original forms. The issue of this respected journal is a much-needed and well-balanced re-opening of the case, with all the seriousness and meticulousness due to the scientific process and to a national problem still of grave concern. **A,PR**

Understanding Human Sexuality. Frederick Cohn, M.D. Englewood Cliffs, NJ: Prentice-Hall, 1974. (283 pp.; \$10.75, \$5.50 paper).

Reviewed by Michael Carrera, Ed.D.

Midway through this book the author refers to some recent observations of Konrad Lorenz regarding the graylag goose. Like Lorenz's goslings who follow the first moving object they see, this book too follows what is becoming the standard model of texts in the field of human sexuality.

The major shortcoming of Dr. Cohn's book is his operational definition of human sexuality which sees sexuality as a kind of transitory, episodic, essentially genital experience. This narrow and constraining view therefore places entirely too much emphasis on coitus, and does violence, in this reviewer's opinion, to the much-needed notion of sexuality as a composite term referring to the totality of being a person, male or female. Although the author does discuss some very timely and important issues, the treatments of these areas are limited, developed as they are almost exclusively as they relate to coitus. Readers, therefore, get a somewhat incomplete and unbalanced presentation of material which requires fuller development.

In section two of this book the discussion of male and female sexual anatomy and physiology, fertilization, implantation, gestation, and genetic engineering are comprehensive and quite well done, especially as compared to several other subjects of importance in that section which are not covered

nearly as completely as the biological and physiological areas. For example, the topics of adolescent sexual intercourse, gender roles, and homosexuality (all of which seem out of place in a section on sexual biology) are given such brief coverage that very little substantive material is discussed.

Section three, Sex and Society, has an informative and well developed chapter on contraception, quite well suited for students, professionals, and other readers. Equally well done is the chapter on venereal disease. The final three chapters in this section, "Sexuality and Religion", "Sex and the Civil Law", and "Sex and the Criminal Law" are given treatments far too brief for the vital role they play in our society.

In summary, this book does not really add much to what has already been written about human sexuality. Other than the well developed chapters on sexual biology and a particularly well written chapter by E. G. Belzer on the history of western men's and women's sexual attitudes, too little is presented in the affective and experiential areas to be considered an important book to be read. **A,PR**

The Teaching of Human Sexuality in Schools for Health Professionals. D. R. Mace, R.H.O. Bannerman and J. Burton, Geneva, Switzerland: World Health Organization, 1974. (47 pp.; \$1.75.) Order from: Q Corporation, 49 Sheridan Ave., Albany, NY 12210.

Reviewed by Mary S. Calderone, M.D.

Nine contributors from various parts of the world met in Geneva in September, 1972 for an interchange of views on the topic of this publication. One of the aims was to identify ways in which sociocultural and psychosexual differences with regard to sexual behavior and human sexuality interact with health and modify medical and nursing roles and functions in the provision of health care.

The preface states, "Of all forms of health education, the provision of advice and instruction in matters relating to sexual behavior demands the greatest tact, integrity, tolerance and understanding of human behavior and personal relationships. Members of the health professions, although frequently asked for help by people with difficulties in their sex lives, are often ill-equipped with the knowledge and

skills needed for counselling in human sexuality, sexual behavior, family planning, etc., and may be reticent about giving such advice or unwilling to do so."

The participants recognized that the "pervasive influence of . . . the religious, artistic, social, and economic expressions of man, . . . has resulted in a great variety of legal and moral rules designed to accommodate the instinctual drives to the requirements of society." "These 'requirements of society' are different for each human group, and what was accepted in one place and one time may be totally irrelevant to another place and another time." The participants also noted that among the changes that have been taking place in the last hundred years that have accelerated and sharpened the wide discrepancies between the actualities of sexual life and the previous beliefs about it, have been the emancipation of women, the decline of the importance of inherited wealth, the technology of birth control, and the general increase in education about sexual matters.

In their discussions they noted that this new field of knowledge poses a dilemma not only for society but for health practitioners, and especially serves to present health practitioners with new roles in education, therapy and community leadership that relate particularly to the sexual area of life. This recognition points up the need for training of health practitioners, and consideration was given to the kinds of educational programs and curricula that might best serve the ends of preparing health practitioners for their roles of sexual education and counselling.

Training programs in various parts of the world are described and discussed, with recognition that only fragmentary knowledge of these is as yet available. Suggested future activities, both short term and long term, are offered in view of the participants' certainty that "a new field of medical education is now developing to meet an urgent and widespread need." An excellent, if admittedly incomplete, selected bibliography is provided, as well as the names and addresses of some agencies throughout the world that are active in the field of human sexuality. Particularly valuable is a skillfully assembled tabulation of the knowledge, skills and attitudes required by health professionals for dealing with such problems of human sexuality as unplanned pregnancy, premarital relationships, infertility,

marital disharmony, venereal diseases and sexual behavior.

All in all, this little booklet is highly recommended, not only as a breakthrough in the international field but for the awareness it will bring to workers in the United States that their colleagues throughout the world are taking cognizance of human sexuality. Dr. Mace, the senior author, was long a member of the SIECUS Board and its second president. **PR**

The Politics of Rape. Diane E. H. Russell. Briarcliff Manor, NY: Stein and Day, 1975. (311 pp.; \$10).

Rape—The First Sourcebook for Women by the New York Radical Feminists. Noreen Connell and Cassandra Wilson, editors. New York, NY: New American Library, 1974. (283 pp.; \$3.95).

Reviewed by Sadjia Goldsmith, M.D.

Rape—an ugly word which we associate with a grossly aberrant man and a pathetic but often provocative victim—has been re-examined. The new look is an inevitable outgrowth of feminist thought: it is uncomfortable because it brings the concept closer to all of us. The description and analysis of forcible sex in Diana Russell's book, *The Politics of Rape*, is essential reading at this stage of the sex-role revolution. It is a book that had to be written, a powerful, provocative and painful statement.

Dr. Russell, a social psychologist at Mills College, centers her book on interviews with women who have been forced violently into sex, by strangers and criminals, but also by co-workers, teachers, lovers or husbands. The women range from teen-age runaways to students, professionals and middle-class, middle-aged matrons. The impact of the women's stories is powerful because the cast of characters is real and familiar. The reactions of parents, friends, police, judges and physicians to the victims is shown to be frequently punitive, suspicious or debasing; somehow the woman is often put on trial to prove she was a victim rather than an accomplice, and the rapist is shown to escape conviction with relative ease. A set of chapters on black and white racism and rape are revealing and uncomfortable. Interviews with four male rapists are included in the book: while these interviews are fragmentary and perhaps unrepresentative, they illustrate the author's thesis that the male

mystique of equating manhood with dominance and "making out," and of womanhood with passivity, a wish to be overpowered and being simply a partner with a "piece of ass," results in forcible sex. The book ends with a cogent analysis of how the masculine and feminine stereotypes in our society lead to a power struggle over sex, which will only be resolved by radical, social and psychological changes. In the meantime, women must learn to defend themselves individually and collectively, and must change their sexual self-image to see themselves as valid, separate individuals who can say yes or no—and males must be brought up or led to accept this image.

Rape—The First Sourcebook for Women is a collection of articles and transcripts by the New York Radical Feminists. As an anthology, this book is less cohesive than Russell's book, but as a sourcebook it contains some interesting additional material. There are several articles on child molestation, almost entirely the female child by adult males—often family members or friends. The authors contend that the way these experiences are ignored or condoned by society is a force in socializing the girl to her role as subordinate sex object. Rape in current fiction and film is discussed. A section on the legal aspects of rape is included, but its piecemeal presentation and its concentration on the current New York City situation leave the reader confused as to what is needed to protect the civil liberties of victims and defendants in rape trials. There is some useful material on the medical treatment of rape victims, but little discussion of the techniques of psychological counseling that is almost always needed after a rape experience. Self-defense is thoroughly discussed in this anthology. The authors end on the same note as does Russell: rape will only be eliminated by a radical transformation of the family, the economic system and the psychology of men and women. **A,PR**

Genetic Engineering: Man and Nature in Transition. Carl Heintze. Nashville, TN: Thomas Nelson, Inc., 1974 (191 pp.; \$5.95).

Reviewed by Robert Veatch, Ph.D.

This book is a terribly mistitled survey of the impact of the biological sciences on man and society. If by genetic engineering we mean the purpose-

ful manipulation of genes for the treatment or improvement of some one or some species, the book spends about ten pages—buried in chapter six—on the subject. What Heintze has given us, however, is a readable, if not exciting, survey of some of the techniques and problems of biological innovation.

The volume begins with two rather tedious chapters of the oft-told story of nature's delicate balance. Although science writer Heintze may not realize it, a heavy dose of romantic ideology oozes into those chapters. In speaking of the *climax community*—living creatures and plants surviving in a well-balanced state of nature harmony for a long time—the climax has an almost orgasmic quality. The term is intended to show that nature "has reached the highest possible state of natural development."

After a chapter on "A Curious Creature" ("if all his characteristics could be averaged, he would stand about five feet, five inches tall, weigh between 107 and 158 pounds . . ."), a short summary of cellular and molecular biology fills the reader in on progress over the past several decades. The significance of DNA and RNA gets a brief, maybe too brief, treatment.

Part II of the volume explores new potential for "Remaking Man." Somehow in a chapter on "The Immortal Cell" the author covers not only the biology of cell replication, but also a bit of cryobiology, antigen-antibody reactions, skin grafts, and the dramatic kidney and heart transplant era. The discussion is long on description and short on exploration of the ethical and social policy questions posed by these revolutionary advances in medicine.

The reader has been drawn by the title to the chapter on engineering the gene. The startling new possibilities—fertilizing of human egg cells in the laboratory, the Brave New World of master genetic planners conducting Mendelian pea-planting experiments on human beings, the eugenic possibilities of controlled fertilization, artificial insemination, surrogate mothers, and vegetative multiplication—all make exciting reading if one has not been

through them before. The real control of genes, as opposed to the control of reproduction, Heintze shows is not as simple. Discussion of the use of viruses to modify the genetic code—the experiments causing the furor this last summer when a group of molecular biologists called for a moratorium on the research—leads to ten questions worthy of substantial public discussion. This can be the heart of many classroom seminars or provocative bull sessions.

At this point, rather than continuing the exploration of the impact of genetic engineering, Heintze moves on in his survey. A chapter on "The Flame of Life" picks up the earlier theme: man's precarious position in a delicately balanced state of nature. This leads to a discussion of the population problem, a short history of the development of oral contraceptives, a discussion of the impact of Freud (under the obscure title "Dwellers Among the Tombs") and a final, more philosophical speculation on man's relationship to nature.

I kept asking myself for whom the book was written. It is certainly readable for the layman and would be of interest to one who feels he has not been in touch with major developments in the biological revolution of the past decade. High school as well as college students and church discussion groups might find the volume a good beginning point, but they would want to supplement the discussion with more detailed considerations of the ethical and social policy alternatives. **LT,A**

Growing Up, How We Become Alive.

Karl de Schweinitz. New York, NY: Macmillan, 1974. (54 pp.; \$.95 paper).

Reviewed by Mette Strong

Now in its fifth edition, this book for small children, to be read to, or for them to read themselves, is a clear, simple and warmly told story of how animals and human beings become alive, are born and grow. It should prove very useful for parents and teachers alike; it has sound pedagogy, with no condescension, which is very much appre-

ciated by this reviewer, who has suffered through a lot of cute-oriented books on the same subject broadly called "sex education for the very young."

I do have a few objections, however. Why wait until page thirteen to introduce the concept that the sperm must join with the egg in order for it to grow, after having spent the first twelve pages explaining how the eggs of fish, birds, four-footed animals and human animals have eggs growing to be babies? Also, the author says on page 32 that "all animals leave their mother's body in the same way", i.e. from the mother's uterus, but fails to differentiate between mammals, fish and birds until two pages later. Both of these points could be misleading to the young listener or reader.

I also wish the author had explained why or how some animals have litters—more than one baby growing and being born at the same time, and some have only one or two.

The illustrations are excellent; not too cute but rather informative, accurate and even joyous.

But please, Mr. de Schweinitz, don't say that "the two testes . . . are oblong, like very small footballs." It brought my little group of five to six year olds from a level of sincere interest, even involvement, to an outburst of giggles, which was hard to get away from, in order to proceed with this otherwise well written and blissfully brief book. **C,P**



ABOUT THE REVIEWERS

Reviews of books, journals and audiovisual material are written by present and former members of the SIECUS Board and Staff, unless otherwise indicated. Background information about present Board or Advisory Council members and staff can be found on the back cover of this issue of the SIECUS Report.

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.).

JOURNAL REVIEWS

THE OSTEOPATHIC PHYSICIAN

(O. P. Publications Corp., 733 Third Avenue, New York, NY 10017)
Reviewed by Mary S. Calderone, M.D.

November 1974

Editorial. The editor, J. Dudley Chapman, D.O., F.A.C.O.G. long an astute observer of the sexual scene, explains the chosen theme: "We talk about sex and exploit it in advertising, and yet whoever talks about sex in an old folk's home? Did you ever see a double bed in a senior citizen home? What about the ill? Do they stop desiring closeness and, when they get close, do they cease to be aroused? No one talks of these. So we haven't talked 'too much' yet. We find much talk, a lot of words, but not enough understanding and far too little responsibility. Why this disparity? We tend to fear sex."

Interview with a Transvestite (unsigned).

The interviewee makes clear that, except for the factor of transvestism, in his opinion transvestites are little different from non-transvestites. The transvestite being interviewed is happily married and has children. He emphasizes the difference between a heterosexual transvestite such as himself and a homosexual transvestite which his group would rather look down on. The interview also draws a parallel between male transvestites who are heterosexual and women who enjoy dressing like men because they feel good about it yet who are nevertheless heterosexual.

Interview with a Homosexual (unsigned).

The interviewer asked most of the questions that people have about homosexuality: Why do you consider yourself homosexual? When did you first use the word homosexual? When did

you first refer to yourself as homosexual? What do you mean by the term "coming out?" Other topics have to do with office parties, dating, outside relationships, sexual feelings. The answers are down-to-earth and will be revelatory to those who have the idea that all people with a homosexual orientation are flamboyantly different and lead flamboyantly different lives from heterosexuals.

Homosexuality: Myths and Realities of Gay Life. Ellen Ratner.

This article is an exposition of some of the now better understood facts about homosexuality.

What Do We Tell Our Children? is a panel with a moderator and three (all male) panelists. This is a long article covering most of the usual points and some less usual ones with which many would disagree, e.g.: "Physicians are the ones most totally equipped to be the best sex educators."

Sexual Activity Among the Elderly by Eric Pfeiffer, M.D., draws on his years of experience as a psychiatrist in the Duke University School of Medicine geriatrics program. He states quite bluntly, "We must be concerned not only with encouraging or permitting the continued sexual participation of men and women who are still married and have sexual partners available, but also with non-partnered elderly persons who continue to share these same needs."

The Psychogenic and Endocrine Aspects of Sexual Behavior.

Robert Greenblatt, M.D. draws on his long experience in endocrinology at the Medical College of Georgia, bringing out that most sexual incompetencies or difficulties are not hormonal but are for the most part of psychoneurotic origin.

Sexuality in Old Age by Alex Comfort, D.Sc., is discussed in a broadly philo-

sophic context. He comments that, "For those who are old now, sexuality—if it can be maintained, or revived without impertinent interference, or at least not condemned or mocked or obstructed—is a solace, a continued source of self-value, and a preservative." Dr. Comfort, a Senior Fellow at the Center for the Study of Democratic Institutions in California, is the author of *The Joy of Sex* and *More Joy*.

Treating a Shaky Marriage is discussed by William J. Gall, D.O., who practices obstetrics and gynecology in New Jersey, in the light of the facts that in the U.S. 40-45% of the marriages of those over 21 will end in divorce, 25% are unhappy marriages, only 30-35% are living together happily. The articles deals primarily with sexual dysfunctions.

"Swinging" and "Swapping": a Growing Sex Subculture, is considered by William S. Kroger, M.D., Executive Director of the Institute for Comprehensive Medicine in California.

Dr. Kroger lumps these with sex orgies and states that, "Love is swept aside by the rushing tide of sensuality." He classifies such activities as neurotically compulsive, and concludes that "the more individuals pursue sex in all its ramifications as an erotic goal in itself, the more prone to emotional and physical sickness they are . . . and there will be a subsequent decline in orgasmic response among such individuals."

All in all this is a worthwhile issue of *The Osteopathic Physician*, that should serve to stir up the thinking juices of D.O.s to their own profit as well as that of their patients. It also points up the wide range of opinions held by competent persons experienced in the field, as well as the dangers of didacticism in our present state of relative ignorance about sexuality. The lack of adequate references for most articles is troubling.

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