

THE USE OF SEXUALLY EXPLICIT MATERIALS—THREE VIEWS

The SIECUS position statement adopted by its Board of Directors on the use of sexually explicit materials was first published in the May 1974 issue of the *SIECUS Report*. This article expands on that statement providing three approaches to the educational use of sexually explicit materials. In addition, an article on the sources of sexually explicit audiovisual materials appears on page 4. The position statement reads as follows:

It is the position of SIECUS that:

The use of sexually explicit materials (sometimes referred to as pornography) can serve a variety of important needs in the lives of countless individuals and should be available to adults who wish to have them.

In this regard we find ourselves in entire agreement with the Majority Report of the President's Commission on Obscenity and Pornography.

Evaluating the Use of Explicit Media in a Human Sexuality Course

by Michael A. Carrera, Ed.D. and Sharon Lieberman, M.S.*

The use of film as an instructional tool has long been recognized as an effective means of augmenting the teaching-learning transaction. When properly used, film can enrich educational experience by adding a visual and experiential dimension which cannot be captured, transmitted or appreciated by the use of words alone. However, the use of explicit sexual visuals in educational situations has generated controversy with much of the debate centering on: 1. the context within which the films are shown, 2. the level of training and experience required for the instructor and 3. a justification of the purposes to support the efficacy of screening explicit sexual visuals in the training of professionals.

In an effort to understand better the effects of using explicit sexual films, the senior author collected data from fifty teachers who had viewed such films during a graduate level

Human Sexuality course. The course was organized around those cognitive, affective and skills components that are important for teachers preparing to teach sex education. A major objective of the course was for students to raise their level of awareness about their sexual selves and to experience the way other people express their sexual selves. The film presentations were directed towards achieving those objectives. Before and after the film showings there were a variety of large and small group discussions (both same-sex and male-female groupings) centering on student anticipations of the films, their socialization and beliefs relative to the behaviors under discussion, and their reactions to each of the films.

Films were shown depicting male and female same-sex behavior, male and female autoerotic behavior, male-female sexual behavior and a film depicting sexual behavior between an able-bodied woman and a spinal cord-injured man. The films are made available for training and educational purposes by the Multi-Media Resource Center.

Four months after the course ended students received a questionnaire regarding their impressions, judgments and evaluation of the film experience. This was, of course, voluntary and anonymous, yet all 50 students returned completed questionnaires. The authors had decided to wait four months before requesting these evaluations because many of the crucial questions related to the students personal and professional follow-up of the film and discussion experience. The short period for synthesis and integration was therefore, deemed necessary. In addition it has been the authors' experience that evaluations given immediately after intense and unique personal experiences can be somewhat biased by the "high" of the moment.

A total of thirty-five questions was asked requesting standard demographic data, family situation, religious background and sex education experiences. Most important among the questions were those connected with the students' impressions of their personal and professional feelings and behavior as influenced by the films. The results of the questionnaire are lengthy and space permits dealing with only a small part of the data.

There were some interesting differences between women (30) and men (20) on several questions. Eighty-six percent of the women and 50% of the men responded that the visuals increased their understanding and knowledge of the way other people express themselves sexually. Seventy-five

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SPEAKING OUT

BRENDAN GILL ON PORNOGRAPHY

Noted writer and critic, Brendan Gill, long familiar to readers of the *New Yorker*, has written a fascinating account of his years working on the staff of that venerable journalistic institution, *Here At the New Yorker* (Random House) now on the best seller list. While recommending the entire book to you, we would like to call attention to a paragraph on page 238 dealing with Gill's views on pornography which seems especially relevant to the lead article in this issue of the *SIECUS Report*. Gill is talking about the world famous cartoonist, William Steig and here is what he has to say:

(Editor)

"Every year Steig's imagination grows at once bolder and more delicate. My hope is that his drawings and their increased candor will soon pass over into what the conventional opinion of the time would call 'pornographic.' I am a champion of pornography, to the extent that such a subjective top-

ic can be defined; it seems to me obvious that pornography, like all art, is a statement in favor of life and against death. In however clumsy or mutilated a form, it speaks of the intention to reach out and connect by pairing. To the extent that the intention fails, I would place the blame on the timidly unloving nature of our society, for even this late in the twentieth century we fear to express the full amplitude of our appetites; instead, we remain dominated by a grim 19th century Protestant work ethic, which regards sex as necessary but deplorable, and which assumes that life is but a prelude to the rewards and punishments that a just God will be meting out to us after death. (In the words of the well-known Presbyterian hymn, 'One more day's work for Jesus, one less of life for me.') Steig's voluptuous men and women and his no less voluptuous flora and fauna assert that life and love-making are the only certain goods and that old age and death are horrors, not to be welcomed and embraced but to be yielded to with indignation."

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percent of the women and 50% of the men indicated that the films increased their personal knowledge of ways they themselves could relate sexually.

To the question regarding to what degree the films increased their ability to discuss sex more openly 80% of the women and 30% of the men responded "a great deal." Ninety-five percent of the women and 90% of the men felt they profited from the films in connection with their teaching. Expanded understanding of self and others appeared to facilitate this ability to communicate more openly.

In the open-ended parts of the questionnaire the majority of the women and men underscored what had been said in class. Quite simply, they expressed an appreciation for having had the opportunity to communicate directly and openly with members of the same and opposite sexes about the behaviors presented in the films and other sexual matters. Almost all responded as never previously having had such an opportunity. As a result of this face-to-face encounter, many students expressed relief that the questions and concerns they had had were not quite as unique as they thought, but were rather shared by many others, both male and female. This new awareness led to a reassuring feeling that sexually they themselves were "okay."

In responding to a question regarding how the film experience affected them in their lives, some of the students indicated that they learned by seeing tenderness, caring and after-orgasm gentleness of the men and women in the film. Other students pointed out that the couples in the films obviously knew who they were, and were relaxed and natural about being themselves. Some remarked that they too would like to be "themselves" in their sexual lives. It was apparent

from these and other similar comments that many of the students became more aware and more connected with their own feelings about their sexual identity and about a part of their lives where perhaps they, as do many others, feel the need for clarification and affirmation.

The films described in this report were as always used as

SIECUS REPORT

Volume III, Number 6

July 1975

The *SIECUS Report* is published bi-monthly. Subscriptions are sold on a volume basis only, with volumes beginning in September.

Subscription rates: Individual, \$9.00 for one year; Canadian and foreign, \$10.50. Institutional, \$15.00; Canadian and foreign, \$16.50. Single copies of any issue, \$2.50, Institutional \$3.50.

Queries about subscriptions and delivery should be sent to Behavioral Publications, 72 Fifth Ave. New York, NY 10011. Editorial queries should be sent to SIECUS at the address below.

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

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Library of Congress catalog card number 72-627361

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ancillary tools to classroom lectures and discussions, and certainly the overall positive effects from such an experience rest upon careful preparation by the instructor. The showing of explicit sexual visuals is but one of a number of modalities used to provide prospective sex educators with an opportunity to become aware of their sexual selves and to learn about the way others express their sexuality. Hopefully, therefore this may serve to prepare them to be more aware and sensitive educators.

However, a word of caution is necessary. Showing such films to a group of educators leads to various and usually strong thought-feeling responses just as it does with members of a therapy group. We wish to emphasize strongly that the skilled and sensitive instructor recognizes that the members of the classroom group are not engaged in a therapeutic contract with him/her. Therefore, the open showing of feelings and thoughts are not to be used for depth probing, for this might bring out material which the instructor, the individual students and the class as a group are unprepared to deal with. The implicit and explicit boundaries and contract between a group and its leader need to be acknowledged and respected.

Protect The Children!

*by Deryck Calderwood, Ph.D**

The current rash of Hollywood epic "disaster" films dramatically illustrates our concern in times of emergency and dangerous situations, with saving "women and children first." I will argue that it is precisely this interest in protecting children that justifies the use of honest, sexually explicit visuals with preadolescents and adolescents as well as with adults. I believe we will protect youth most effectively against misinformation, misconceptions, anxiety, self-doubt and acute unnecessary guilt, by providing them with education in sexuality that will prepare them to cope with life as it is in contemporary society and to define themselves as healthy functioning females and males. We now have a body of experience that indicates that sexually explicit visuals can play a positive role in the sexual education of young people.

Actually we have no choice as to whether children and youth will be exposed to erotic or pornographic material. It is virtually impossible to shield them from sexual stimuli today. From the research reported in the *Report of the Commission on Obscenity and Pornography*,¹ a conservative estimate is that more than half of our youth have been exposed to pornography by age 15, and three quarters of them by age 18. Golstein and Kant,² in their review of the research on the effects of pornography, state that it is clear that the situation in which exposure to erotica occurs is related to the degree of sexual arousal, with informal (underground) settings producing the highest arousal. Children and youth are seeing explicit sexual visuals—and seeing them in situations where without benefit of interpretation such visuals have the most arousing effects.

Does this mean we are producing generations of "de-

viant," sex criminals or adults habituated to the use of pornography? The evidence indicates quite the reverse. Sample groups of sex offenders, including adults with other than heterosexual orientation and of adults who persistently use pornography for stimulation, were compared with a control group matched for age and education level who were not sex offenders. The control group differed from the sex offender groups both in the degree and in the frequency of exposure to pornography in preadolescence and adolescence; that is, they have experienced more exposure and in more explicit forms.³

Drs. Morris A. Lipton and Edward D. Greenwood, both members of the Commission on Obscenity and Pornography, state that such studies suggest that "It seems possible that graded exposure may immunize in somewhat the same fashion that exposure to bacteria and viruses builds resistance. If this analogy has merit, total lack of exposure would render the child who is totally unexposed as helpless as the animal raised in a totally sterile environment."³

A study by Barthalow,⁴ comparing Swedish and American primary school children dramatically illustrates how well planned use of visuals which depict nudity, intercourse, prenatal development and birth, along with ample time for open discussion of such materials, produced a healthy attitude toward basic aspects of sexuality among the Swedish children. In sharp contrast, the American children were "protected" by Board of Education rulings from such visuals and discussion. Each class was asked to draw pictures of where babies come from and how they are born. The Swedish children enthusiastically drew pictures that included adults having intercourse, various methods of birth control, the sperm "race" to join with the ovum, the birth of the baby and the father and mother bringing the infant home. The American children focused mainly on pictures of hospitals and their comments as they described their drawings indicated their confusion concerning pregnancy and childbirth: "Mom has a baby when she eats a certain kind of food." "A baby grows when a woman gets fatter, then the doctor cuts the baby out." "Babies are formed out of the stomach and come out the rear end." Not one child mentioned the concept of intercourse and no one indicated knowledge that the male played any role in reproduction.

Is there any question about which group of children has been better prepared to cope with whatever "underground" exposure to erotica they will inevitably encounter in the future? Parents rarely if ever know about nor can prevent such an exposure. Professionals should inform parents about these facts so that better decisions can be made about how, realistically, to protect their children.

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1. Wilson, W. Cody. "Pornography, Sex Education and the Church" presented at the General Assembly of the Unitarian Universalist Association. Washington, D.C., June 8, 1971.
2. Goldstein, Michael and Kant, Harold. *Pornography and Sexual Deviance*. University of California Press, 1974.
3. *Report of the Commission on Obscenity and Pornography*. Random House, 1970.
4. Barthalow, Patricia. "A Comparison of the Sexual Knowledge of American and Swedish Primary School Children." Unpublished independent study paper, New York University, 1971.

**Dr. Calderwood, a member of the SIECUS Advisory Panel is Associate Professor in the Department of Health Education, New York University.*

WHERE THE ACTION IS

EXPLICIT MEDIA—SOURCES AND SUGGESTIONS

By Derek L. Burluson, Ed.D.*

It has become a cliché in the literature of sex education and counseling to say that one must be “comfortable” with one’s own sexuality, that one must be “non-judgmental” when dealing with the range of human sexual behaviors in order to be an effective teacher or counselor. But as with most clichés, the words are only words. They fail to convey what is really involved in one’s personality structure, in one’s attitudinal framework that makes one comfortable and non-judgmental.

The authors of the lead article in this issue of the SIECUS Report have described approaches they have used with both professionals and the general public, including youth, to move beyond the clichés, to probe beneath the generalizations—in short, to be explicit.

To be explicit involves, among other things, the now fairly widespread use of sexually explicit, specially designed audio-visual media in a process called Sexual Attitude Restructuring (SAR). The process utilizes a saturation exposure by film to the whole range of sexual behaviors combined with small group interaction to share feelings, attitudes, questions and problems that the film viewing has generated. This SAR process has been incorporated into the curricula of many medical schools, schools of social work, seminaries, as well as some undergraduate programs in human sexuality education.

To be explicit in another context involves the use of sexually explicit print and audio-visual media in sexual therapy. The re-educative process in sexual therapy can not rely exclusively on the verbal exchange between patient and therapist, and many therapists have found explicit media to be invaluable in providing examples of modeling behavior in such areas as sexual arousal, sensate focus, the squeeze technique and positions of intercourse. Dr. Helen Kaplan, author of the highly acclaimed textbook, *The New Sex Therapy*, has recognized the need for explicit visuals for both training and patient use with her new publication, *The Illustrated Manual of Sex Therapy* (Quadrangle, 1975).

To be explicit in basic education in human sexuality frequently involves the use of explicit media at many educational levels, ranging from teaching adolescents about anatomy and physiology to teaching physicians how to do a sexual examination. Such didactic use of explicit media where the primary purpose is imparting information also carries an attitudinal message that there is nothing to hide when dealing with sex-related subject matter.

The use of explicit media in educational or therapeutic

settings is growing. The experiences of the National Sex Forum, the University of California Medical Center in San Francisco and the Human Sexuality Program at the University of Minnesota Medical School, involving thousands who have participated in their Sexual Attitude Restructuring (SAR) programs, have provided a rich laboratory for investigating the effectiveness of explicit audio-visual media in helping both professionals and the general adult public to deal with sexual attitudes on a personal-affective level.

Research on the use of explicit media in education and therapy is scanty in the professional literature. That research carried out under the President’s Commission on Obscenity and Pornography, dealing with the effects of explicit sexual material on behavior, while illuminating and helpful, did not deal directly with the deliberate use of such media in an educational setting. Yet word-of-mouth enthusiasm has carried SAR-type programs to many levels of professional education.

The testimony of those using explicit media in education and the evaluations of those participating in such educational programs are usually definitely positive. As with any innovation there is an element of adventuresomeness, of risk-taking, when participating in an open and academically sanctioned experiential learning situation that for some transcends their most far-out fantasies. There will always be situations where explicit media are inappropriately used. Already there is some evidence of a “band wagon” effect in the use of explicit media by inexperienced and ill-prepared educators and therapists. Nevertheless, the potential of explicit audio-visual media for specific purposes in the educational and therapeutic process has been verified by many leaders in the fields of sex education, counseling and therapy. It behooves others in the helping professions to become familiar with and to evaluate the explicit media created for educational purposes. Even more important is to experience and gain skill in the use of such media. The following listing of sources will provide access to the media, but skill and sensitivity in their use will require workshop or clinical experiences devoted directly to that purpose. If interested write for their catalogs or brochures.

MULTI MEDIA RESOURCE CENTER

540 Powell St. San Francisco, CA 94108

This is the distribution arm of the National Sex Forum. They offer the most comprehensive collection of specifically designed, experiential 16mm films, audio tapes, video cassettes, and prints of erotic art available from any single source. Many of their productions are the work of experimental film makers.

*Dr. Burluson is SIECUS’ Director of Educational and Research Services.

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EDCOA PRODUCTIONS INC.

520 South Dean St. Englewood, NJ 07631

Intended primarily for the education of the physician and therapist, the films from this company are more didactic in approach. Some of these films can also be used in patient therapy. Available in 16mm, 8mm, and video cassette formats.

CENTER FOR MARITAL AND SEXUAL STUDIES

5199 East Pacific Coast Highway, Long Beach, CA 90804

The films from this organization are intended for use by professionals treating sexual dysfunctions. They were developed out of the sexual therapy approaches of William E. Hartman and Marilyn A. Fithian. Available in 16mm, 8mm and video tape formats.

JOHN WILEY & SONS

605 Third Avenue, New York, NY 10016

This company has released four films for older adolescents that are primarily informational in nature, dealing with topics typically covered in upper high school and college sex education programs. They represent one of the first efforts at using explicit photography for an adolescent audience. Available in 16mm and 8mm formats.

UNITARIAN-UNIVERSALIST ASSOCIATION

25 Beacon St., Boston, MA 02108

This religious organization has created a comprehensive sex education program for younger adolescents, some parts of which include explicit film strips and audio recordings. Use of this program, called *About Your Sexuality*, is restricted to churches and other organizations which have completed a group leader training program devoted to teaching with the multi-media materials it contains.

DEPARTMENT OF EDUCATIONAL SERVICES, ORTHO PHARMACEUTICAL SERVICES

Raritan, NJ 08869

This company has released three films intended for use in the medical school or postgraduate medical curriculum. While not graphically explicit they do provide several models for conducting sexual interviewing with patients presenting sexual problems.

HUMAN SEXUALITY PROGRAM

School of Medicine, University of California-San Francisco
CORT 532 A Parnassus Avenue, San Francisco, CA 94143.

Out of their experiences with women's groups this medical school-affiliated program has produced a 16mm film on body exploration and self-pleasuring called "Reaching Orgasm" designed for use in training programs for treatment of pre-orgasmic women.

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Use of Explicit Sex Films For Adult Education

by Ted McIlvenna and Phyllis Lyon*

The National Sex Forum uses explicit sexual material because under the right conditions it works better than anything else in helping persons understand their sexuality and the sexuality of others. We began making our own explicit materials when we found that not only was there a dearth of variety, but those films then available certainly didn't portray sex as a joyful activity. Since 1968 we have made, or commissioned, more than 50 films, 20 video tapes and thousands of slides of various aspects of sexual behavior, all of which are now available to agencies, institutions, individual therapists and researchers, and are being used all over the world.

Ted admits, "Strangely enough at the beginning I was opposed to the use of graphic sexual materials for three reasons. The first reason was strictly political. I felt that if we used explicit materials we would be seen as a sensation-hunting organization and not as a serious group of people seeking the best method of aiding those in the helping professions to become comfortable and competent in dealing with people's sexual problems. The second reason was personal. I really believed that lectures and discussion groups conducted by trained leaders was the best basic educational methodology. The third reason for being anti-explicit was a mistrust of the sexuality of other human beings. I just didn't believe they could manage without some so-called expert guidance.

After eight years of experience we now say the following:

1. The best "political" approach to human sexuality is to be honest about what people do sexually and how they feel about it, and to present openly and as clearly as possible the range of behavior engaged in by most people. This should be done in a positive, non-judgmental way accompanied by a sex-positive, sex-endorsing attitude. The day of dealing with human sexuality from an apologetic stance is over. The friendly, human approach of "let's learn together" is the basis of our educational programs at the National Sex Forum.

2. The person claiming expertise in the sex field because he or she is an expert in some other field is no longer acceptable. The sex expert now must know what she/he is talking about and know how to use the best tools in helping other persons learn.

3. After eight years of watching thousands of hours of explicit sex films covering every type of activity we are quite sure there are only so many openings in the human body and only so many things people can do. We are quite convinced that the average person, given adequate information and endorsement of a sex positive attitude, is quite capable of arriving at a healthy sexual state. More and more people in many professions—medicine, religion, education—are finding this out and are preparing themselves to pass this information on to those they serve.

*Ted McIlvenna, a former SIECUS Board member, and Phyllis Lyon are co-directors of the National Sex Forum, San Francisco.

DO YOU KNOW THAT . . .

Georgia Girl Scouts Conduct Human Sexuality Programs for Teenagers

The Northwest Georgia Girl Scout Council in Atlanta has developed a Human Sexuality and Family Life Skills program for use in troops and other youth groups. The five-session program, using small group approaches, is based on a decision-making model designed "to help participants clarify their own values so they will not be threatened by opinions of others and be more confident in their own life decisions and directions." Funded by the Office of Child Development—HEW, this program is one of the few in the federally sponsored Education for Parenthood projects now under way in schools and voluntary youth agencies that deals directly with human sexuality. The booklet describing the program will be of interest to many and is available from Northwest Georgia Girl Scouts Human Sexuality Program, 40 Sixteenth St., N.W., Atlanta, GA 30309. Price: \$2.50 plus 30 cents postage.

National Family Sex Education Week October 6-12, 1975

On the initiative of the Institute for Family Research and Education, Syracuse University the week of October 6-12, 1975 has been declared National Family Sex Education Week. SIECUS along with other national and local organizations join in endorsing this national campaign to call attention to the role of parents as the primary sex educators of their children. Designating a week such as this is an attempt to communicate to parents and to the public and private institutions serving the family that ignorance, not knowledge, stimulates inappropriate behavior and if parents can be helped to deal with the sex education of their own children, family life will be strengthened.

This campaign is intended as a springboard to publicize ongoing efforts in parent education through displays in libraries and bookstores, through special programs sponsored by churches, parent-teacher organizations, and community agencies and through local media. A packet of materials to aid community organizations in planning special events during the week is available for \$5.00 by writing to: Institute for Family Research and Education, 760 Ostrom Avenue, Syracuse, NY 13210.

SIECUS Hosts Japanese Sex Educators

Cross cultural exchange was lively at the SIECUS offices in May when 21 Japanese physicians, nurses and educators, under the sponsorship of the Japanese Association for Sex Education, met for their first stop on a nation-wide study tour of sex education and sex research in the United States.

While at SIECUS they heard presentations by Dr. Mary S. Calderone, SIECUS' Executive Director, on changing attitudes about sexuality in our culture and the role SIECUS has played in these changes; Dr. Derek L. Bursleson, SIECUS' Director of Education, on sex education in the schools; Ms. Maude Parker, Coordinator of New York City's Family Life and Sex Education program, on administering a sex education program in a multi-cultural community; and Dr. Deryck Calderwood, Associate Professor of Health Education at New York University and a SIECUS Advisory Panel member, on principles of curriculum development in sex education. The group also visited schools and agencies in New York City to observe sex education programs.

Communicating about sexuality across cultures has its limitations, especially when working through an interpreter, but it was evident from the feedback from the Japanese visitors that our two cultures face many of the same obstacles in implementing sex education programs. They were impressed with the progress we had made in medical education, teacher education and instructional materials and identified those areas as priority concerns in Japan.

As the interpreter translated the presentations and discussion into Japanese, the word *sexuality* kept recurring. Upon querying we found that the Japanese language has no equivalent word so they have simply adopted the English word into their language. It was pointed out that the word and the concept behind it is a relatively recent development in our own language.

Other people and places visited by the Japanese sex educators on their study tour were: Center for Study of Sex Education in Medicine, University of Pennsylvania; Dr. John Money, Johns Hopkins Medical School; Association of Sex Educators and Counselors, Washington, D.C.; Masters and Johnson's Reproductive Biology Research Foundation, St. Louis, MO; the National Sex Forum, San Francisco; and the Institute of Sex Research, Bloomington, IN.

Resources To Write For . . .

The Challenge to Freedom in the School, an 8-page pamphlet provides excellent guidelines for school boards and school administrators on developing policy for textbook selection and for dealing with censorship attacks on instructional materials and library books. Order from: ASCD, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006. Price: 50¢

What's Happening is an attractive 32-page magazine format publication for teenagers dealing with a variety of sex education topics. Its informational approach is straightforward with some of the best features written by teenagers themselves. Will be especially useful with Black teenagers. Developed by Emory University School of Medicine. Order from: Planned Parenthood, 810 7th Avenue, New York, NY 10019. Price 75¢ single copy, 100 for \$40.

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BOOK REVIEWS

The Pleasure Bond: A New Look at Sexuality and Commitment. William H. Masters and Virginia E. Johnson with Robert J. Levin. Boston, MA: Little, Brown, 1975. (268 pp.; \$8.95).

Reviewed by E. James Lieberman, M.D., M.P.H.

The modern pioneers of scientific sex research present here a work of psychology and philosophy. Those who want mechanics will be disappointed; those who thought Masters and Johnson were too mechanical will be surprised and probably impressed.

The sensitivity and essential humanity of this book were previously hidden behind medical prose but now are revealed with the aid of editor, Robert J. Levin. Dialogues between several groups of couples and the authors comprise about half the text and provide a basis for the more abstract discussion. The dialogues are, like group therapy transcripts, sometimes hard to follow, but they are full of vignettes which bring the text to life.

This "how-not-to" book is offered as preventive medicine, and emphasizes themes of communication, trust, loyalty, feeling, commitment and growth. Technique is notable absent, along with anything erotic or coarse. Examples are taken from young marriages, affairs, swinging, second marriages, etc., with discussion and commentary that merit the attention of experienced psychotherapists as well as other helping professionals and, of course, the general lay audience for whom the book was written.

This book conveys an appreciation for the complexity of life-long marriage and its possibilities, derived from careful listening and therapeutic interaction. However, the emphasis on sex as a "natural function" seems oversimplified as does Masters' assertion that all women have a maternal instinct. Although attempting to be non-judgmental, the authors give swingers and advocates of extramarital sex a hard time.

Some lasting challenges: "Our sense of purpose in life no longer comes primarily from matrimony or maternity. It comes from how we relate to the peo-

ple who are important to us." (p. 29). "The real issue isn't making love, it's feeling loved," (p. 42). ". . . there are none so frightened as those who will not concede their fear," (p. 44). "Where sex is concerned, no partner can ever be the authority for the other," (p. 48). "The struggle is a measure of devotion; the achievement is not necessarily so," (p. 55).

This is a strong, gentle, considerate, often profound book with a conservative tone. Marriage is here to stay with a bond of sex "lived", not performed, incorporating "a new philosophy of touch." **A, PR**

Clinical Sexuality 3rd Edition. John S. Oliven. Philadelphia, PA: J. B. Lippincott, 1974. (556 pp.; \$24.00)

Reviewed by Daniel H. Labby, M.D.

This updated and fully revised edition of Dr. Oliven's book, newly titled, first appeared in 1955 as *Sexual Hygiene and Pathology* and was revised in a second edition in 1965. Reviews of the earlier editions used such terms as "timely and intensely practical," "encyclopedic and straightforward" and "sensible." There is no difficulty in applying these same evaluations to the present edition, an immensely informative and readable contribution to the literature of clinical sexuality. Dr. Oliven is to be congratulated on his monumental effort with this volume to bring up-to-dateness to the limitless range of the clinical field of human sexuality; it is difficult to detect any significant omissions in this new edition.

The first edition must have been one of the earliest to break new ground in medical education since, in the 1955 preface reprinted in this volume, Dr. Oliven states, "The plan for this book first came into being when medical students kept asking to be referred to a comprehensive, up-to-date text relating to sex matters, both for their general information and for future reference." The plan took more definite shape when much favorable interest followed in wake of a "Round Table on the Sex Instruction of Medical Students" which

Dr. Oliven chaired in 1951.

The present edition provides clinical coverage of the broadest range of the sex life of the human: "Developing, normal, aberrant and disordered from its earliest manifestation in the child, through the pubertal phase of the teens, and during the ever lengthening existence of the adult." Further, the advantage of a third edition of such a book within one 20-year period written by one man, is that many of the longitudinal study cases previously recorded have now been observed for another ten-year period, providing a long term in-depth understanding of clinical sexual states in their presentation, manifestation and evolution.

Part I concerns childhood sexuality in the prepubertal stage, and in 78 pages clear, readable treatment is given to sexual development of the child, sex education, common sex problems, the child as a victim of sexual aggression and abnormal sexual behavior in children. Part II of equal length concerns sexuality in the second decade, from puberty through adolescence. Both sections should prove of immense practical use as a resource for the physician who wishes to counsel those disturbed parents who need understanding of childhood sexual behavior, and will provide usable information and suggested approaches for parents and physicians who act as sex educators for children. This reviewer found most satisfying the guidance and language modeling suggested for coping with the daily problems of family life, and for answering the childhood questions involving sexual maturation by use of the special sexual, age-related vocabulary of the child.

Part III is devoted to the sexuality of the normal adult including descriptions of sexual anatomy, managing the problems of premarital consultation, the sexual act, sexual difficulties in marriage, the principles of contraception and the sexuality of midlife. It wasn't until the book had been thoroughly inspected that this reviewer realized with no felt sense of omission that there were no graphic illustrations or charts. Effective use is made throughout the book of pertinent data printed in boxes

that provide, in summary form, practical clinical guidelines and relevant social data such as: explanations of childhood sexual vocabulary; precautions against child molesting; guidance in sex education and the handling of classroom questions; the differentiation of teenage homoerotic behavior; the method of obtaining semen specimens for examination; premarital consultation; coitus during pregnancy; how to conduct the medical inquest for rape; the effectiveness of contraceptive methods; the causes of male infertility; the treatment of impotence; the problem of prostitution; and various commentaries on forms of sexual deviations.

The seventeen pages of index, essential to a book of this scope, did not fail the reviewer on numerous test runs, being richly cross-indexed and accurate. The bibliographic recommendations at the end of each section provide professional, paraprofessional and patient reading material. It is safe to recommend this book with enthusiasm to the teacher and practitioner for ready reference and resource support. **PR**

Girls are Girls and Boys are Boys . . . So What's the Difference? Sol Gordon, illustrated by Frank C. Smith. New York, NY: Thomas Y. Crowell Company, 1975. (28 pp.; \$4.95).

Reviewed by Lorna B. Flynn, M.A.

We are more aware today than ever before that sex role stereotyping can be problematic in our society. This book begins as an attempt to deal with role myths on a level which children can understand: "Lots of boys want to be teachers and play house and don't like trucks or airplanes at all." But about half way through the book, this light-hearted tone changes: "Girls have a vagina. Only a grown-up girl can become pregnant and give birth to a baby." And from there, the book deteriorates into a frantic attempt to cram as much information as possible into a few short pages: definition of sexual intercourse, fetal development, birth control, physical development, menstruation (including an illustration of a menstrual pad).

Many people recognize Sol Gordon for his pioneering use of comic books to teach facts about sex to young people who do not like, or are not able to read. This is why I expected Gordon to be especially sensitive to the comprehen-

sion levels of his audience. The book is supposed to be aimed at children age 6 and up. However, parts of it are so disjointed and cursory that I would question its appropriateness for any audience.

How much better this book would have been had Gordon left physiological differences to one of his other books, where he could deal with them at a more leisurely and more instructive pace. This is not one of Gordon's better efforts. **C**

What Your Child Really Wants to Know About Sex and Why. William A. Block, D.O. New York, NY: Fawcett, 1974. (304 pp.; \$1.50 paper).

Reviewed by Deryck Calderwood, Ph.D.

I really wanted to like this book and recommend it without reservations. There is a need for such a book today and much in this particular book is excellent. Dr. Block's concern for helping children and their parents is sincere. The program of sex education in Cherry Hill, New Jersey which he helped to develop is evidence of his dedication to providing for the needs of children and youth. He writes well, and in most instances he displays remarkably sound common sense as he demonstrates how to answer sex questions. He is the first author to give ample attention to the motivation behind children's questions and this attention should be helpful to parents and encourage them to look "behind the words" their children use.

BUT—and it's a very large **BUT**—these very qualities are apt to seduce parents into accepting all that is presented and some of the ideas are appalling. For example here is his checklist to help parents detect homosexual development in their children: 1. Is he (or she) ugly? pimply? tall, short, fat, skinny, dull or drab? 2. Is he a loner? Can't seem to get along with other kids? 3. Is he tied to momma? Or tired of poppa? 4. Is he happy with dolls and girls (sissy)? Is she happy with footballs and boys (tomboy)? 5. Has he ever said he wished he were a girl? Has she ever said she'd like to be a boy? There should be a printed warning that "this chapter may be injurious to the mental health of every reader!"

In Dr. Block's view masturbation is an acceptable part of growing up—unless practiced to "excess," which might

lead to long-lasting hangups, poor social adjustment, "emotional and physical fatigue with resultant damage to health." Professional help is recommended. Shades of hair on the palms, pimples on the face and inevitable insanity! Boys are led to believe that nocturnal emissions are as dependable as menstruation is for girls as the indicator of puberty.

The Appendix includes a brief outline of the sex education program in Cherry Hill. The program there is to be commended but one hopes the current outline is only a report of the progress to date; there is much room for advancement. Girls receive three one-hour sessions on menstruation in elementary school but there is no similar set of sessions for boys on any subject. There are the quaint old-fashioned father-son, mother-daughter separate evening sessions for the 6th graders. And, with the exception of a unit on VD for 10th graders, nothing in high school until the students are seniors.

With these serious reservations, parents who are able to use discrimination will find much that is helpful. **P, A, PR**

Did the Sun Shine Before You Were Born? Sol and Judith Gordon, illustrated by Vivien Cohen. New York, NY: The Third Press, 1974. (41 pp.; \$4.95).

Reviewed by Lorna B. Flynn, M.A.

Here is one of the loveliest books for young children about how families grow. It is written in the first person, as if a parent were explaining family life and growth to his or her own child of age 3-6. The book answers the question "Where do babies come from?" without frills, fantasy or double-talk. The discussion is completely within a loving family context, and the illustrations depict many races, sizes and kinds of families. The description of sexual intercourse is illustrative of this book's openness:

"When a woman and a man who love each other go to bed, they like to hug and kiss. Sometimes, if they both want to, the man puts his penis in the woman's vagina and that feels really good for both of them. Sperm comes out through the man's penis. If one tiny sperm meets a tiny egg inside the woman's body, a baby is started,

and the man and woman will be the baby's parents."

While the book is written in the context of family, it doesn't get in the rut of telling a child that all conception occurs between husband and wife or that one day all husbands and wives will become parents.

The illustrations are both warm and detailed enough not to leave any questions about what children's genitals look like. There are definite signs of human liberation: The doctor delivering the baby is female; there is an illustration of a boy holding a doll and a girl repairing a doll house with a pair of pliers; and many tender illustrations of both mothers and fathers cuddling their children.

Sol and Judith Gordon have written a book which all kinds of parents will want to read with their children. There are some adults who will be put off by the authors' explicit approach, but perhaps parents who cannot find the words to describe reproduction to their young children will especially welcome this book. **C**

Not Made of Stone. K. Heslinga, Ph.D., A.M.C.M. Schellen, M.D. and A. Verkuyl, M.D. Springfield, IL: Charles C. Thomas, 1974. (208 pp.; \$15.75 paper).

Reviewed by Theodore M. Cole, M.D.

Not Made of Stone is perhaps the first book written about the sexuality of physically disabled people. It attempts to address itself to medical, pharmacological, genetic, educational, behavioral, psychological and ethical aspects of sexuality and physical disability. The authors wrote it for physicians, welfare workers, educators, therapists, psychologists, nurses and other medical professionals. They also intended it for the handicapped themselves, though it would be incomprehensible to people who have not had a substantial background in medical aspects of human sexuality. The authors are commended for their directness and willingness to deal with sexuality with the use of photographs and explicit word pictures and explanations. The reader is appro-

priately advised to take an open and non-judgmental point of view in dealing with human sexuality.

However, the book suffers from a rather literal translation which is often awkward and occasionally inaccurate. The literal translation of medical terminology from Dutch to English is confusing. Drugs, mentioned by name, are unrecognizable in this country and medical terms, although perhaps understandable to the physician, are probably alien to people with less medical background.

There are some unfortunate conclusions in the book. If one were to believe all that is written, one would think of disabled people as susceptible to a number of pitfalls which could not only offend society but damage their sex lives as well. The authors frequently write about how life, sex and morals "should be" rather than how they are. As such this book, like so many others, is weakened by a point of view which may more closely reflect the authors' attitudes than those of the disabled people whom it describes. Nevertheless the authors have attempted to emphasize that "doctors, educators, nurses and attendants must realize that they are not there to pass judgment, but to promote all human values, including sexuality, to the best of their ability."

Heslinger, Schellen and Verkuyl are to be commended for being the first to publish an explicit, sex-positive book directed to adults with physical disabilities. **PR**

Sex and the Intelligent Woman. Manfred F. DeMartino. New York, NY: Springer Publishing Company, 1974. (308 pp.; \$8.95).

Reviewed by Diane B. Brashear, Ph.D.

This research effort describes the sexual attitudes and behavior of a special population of women who are members of MENSA, an organization which admits members solely on the basis of demonstrated I.Q. scores in the top two percent of the population. Whether intelligence is measured only by tests and thus those who test high are representative of intelligent women is an important side issue to this study. Never-

theless, it does single out one group of women and identifies their sexual behavior.

Highly intelligent women feel psychological effects are more important than physiological ones as they appraise their lovers. Although 81% of the women in the study had practiced masturbation at one time, 68% stated masturbation was an acceptable behavior to them. There was a high correlation between high self-esteem and acceptance of masturbation.

Although this book is filled with interesting statistical data, and its findings are compared to those of Kinsey, Fisher and other major sex researchers, a major question yet unanswered is what all this information has to do with our knowledge of sexuality and of women. It may best relate to the study of intelligence. Albert Ellis in the Epilogue does comment and give practical sex advice to men as they experience women. The advice is sound, but seems loosely linked to the data described in the study. At this point, this book seems to fit the "interesting but so what?" category. **A, PR**

ABOUT THE REVIEWERS

Reviews of books, journal articles and audio-visuals are written by present and former members of the SIECUS Board, Advisory Panel and Staff, unless otherwise noted. Background information about present Board members, Advisory Panel members and staff can be found on the back cover of the SIECUS Report. Identification of all others follows:

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John Money, Ph.D., Professor of Medical Psychology and Associate Professor of Pediatrics, The Johns Hopkins University School of Medicine, Baltimore, MD.

Paul A. Walker, Ph.D. candidate and Research Psychologist, The Johns Hopkins University School of Medicine, Baltimore, MD.

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.).

AUDIO-VISUAL REVIEWS

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

Sex and the Professional. 16mm. sound/color, 25 min. Texture Films, 1600 Broadway, New York, NY 10019. Price: \$385; rental, \$45. Also available in super 8mm and video-cassette.

Through the eyes of a young medical student very much concerned about his professional image, this film introduces us to the process health professionals must undergo if they are to become competent in dealing with the sexual concerns of their patients. The introduction to the film is fanciful and funny. Using snippets of explicit photography, we see the medical student's sexual fantasies juxtaposed against the reality of the routine vaginal and rectal examinations he will be performing. The central message of the film, however, is carried in the scenes showing a group of medical students and a group of nurses discussing informally their anxieties about dealing with the sexual lives of patients and, in the case of the nurses, coping with the sexual behavior of patients (usually male). The discomfort in dealing with sexual problems of patients is poignantly made in the comment of one medical student who says, "How many seventy-year-old guys who come in with their acute prostatitis do we ask what their sex life is?"

There is a sequence of a medical student watching himself conducting a sexual interview with a female patient on videotape. The student and his faculty advisor then discuss his emotional feelings while conducting the interview and evaluate the effectiveness of his interviewing techniques. Another sequence features a couple, the man spinal cord injured and in a wheel chair, discussing calmly and openly the adjustments they have made to allow them to have a mutually satisfying sex life.

The basic intent of this film is consciousness-raising, not didactic instruc-

tion for counseling about sex-related medical problems. It does not attempt to provide health professionals with prescriptions for dealing with sexual problems. It does succeed with humor and sensitivity in putting across the basic premise that, if professionals are to deal with sexual needs of others, they must first be comfortable and confident in dealing with their own sexual feelings. Does it take a film to make this point? At this time, yes. A film such as this can be a catalyst for change. Its intent is to show what needs to be done and it demonstrates some ways in which health professionals can get in touch with their own sexual feelings and attitudes. It is a beginning. It remains for those responsible for the training of health professionals to provide ample time in the curriculum for the group-centered approaches shown in the film. Hopefully the first audience for this film are the faculties of medical and nursing schools. But the film's message should not be restricted to the health professions. Its message is for all the helping professions.

Chris and Bernie. 16mm sound/color, 25 min. New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417. Price: \$350; rental, \$35.

Most current films on the family and family relationships focus either on the nuclear family in a middle class setting or on a family pathology involving conflict, confrontation or crises. Such narrow and negative approaches to the study of the family by audio-visual media ignore the reality of the numerous types of families that are today viable parts of our culture, the most prevalent being the single parent family. This gap in our audio-visual sources has now been filled with a sensitive

documentary called *Chris and Bernie*, the work of two young filmmakers, Bonnie Friedman and Deborah Shaffer.

Feminists will welcome this film because it makes a political statement about women's independence and the supportive role women can provide one another. It would be a mistake, however, to label this as a feminist film. Rather it is a low-key documentary of an alternative family life style showing how two young women cope in daily life by joining their physical, financial and emotional resources into a mutually supportive home environment for their children and themselves. Chris, from a middle class background, has a four year old girl and works as a nurse. Bernie, herself from a single parent background, has a six year old boy and works part-time as a carpenter, a trade she has learned in a job training program which she successfully completed in spite of some hassling from the local union that sponsored it. Both are divorced and live together with their children in a simple but comfortable home in an upstate New York community.

The scenes in the film alternate from the typical activities of family life—putting the children to bed, getting ready for school, reading a letter from grandma—to more reflective moments in which Chris and Bernie tell the viewers about their upbringing, their marriages, their feelings about coping as single parents and the emotional support they have found in their present living arrangement. Remarkable footage of unrehearsed adult/child interaction is a testimony to the sensitivity, patience, and editing skills of the filmmakers.

This is documentary filmmaking of the highest caliber. It pushes no cause; it simply records in a quiet way an al-

Continued on page 15

an invitation to become an Associate of SIECUS

As SIECUS moves increasingly into areas of broad public concern the Board of Directors invites all of our supporters to join with us as SIECUS Associates. As an Associate you will be joining with more than one thousand professionals in the field of sexuality working towards a mature and rational society in which sexuality will take its rightful place as a natural and positive force in human life.

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Audio-Visual—Continued from page 14

ternative family pattern that seems to work for these two young women and their children at this period in their lives. High school and college courses on the family will find this film an excellent resource for a realistic look at the dynamics of one of the many family patterns in this country. It can also serve as program content for study groups interested in the family.

Sugar and Spice. 16mm sound/color, 32 min. Odeon Films, 1619 Broadway, New York, NY 10019. Price: \$225; rental, \$13.

This is a documentary film on non-sexist education as practiced in three nursery schools in Brooklyn, New York and Brookline, Massachusetts. With all the heated discussion over the pervasive sexism found in textbooks and in educational policies in our schools, it is encouraging to see recorded on film scenes from schools which are doing something, not just talking about it. It is significant that the programs presented in this film involve very young children who have not yet been indoctrinated into the rigid male and female roles that these schools are attempting to modify. The scenes of the children interacting with their teachers and with each other demonstrate clearly some of the goals of non-sexist education these

schools are attempting to achieve.

A sequence showing a discussion among a group of teachers who work at one of the schools brings out some of the attitudinal changes they have undergone as they have tried to implement a non-sexist education. Another discussion group of parents who are committed to the concept of non-sexist education reveals some of the anxieties they face in enrolling their children in an educational program that may differ from the world outside.

With the current concern about sexism in the schools, this film should be of great interest for early childhood education programs, for parent education groups and for women and men's consciousness-raising groups. An excellent discussion guide accompanies the film.

The Way of a Transsexual: Joanne's Story. Audio cassette tape, 50 min. Confide Personal Counseling Services, Inc., Box 56, Tappan, NY 10983. Price: \$12.

Reviewed by Paul A. Walker and John Money, Ph.D.

This audio cassette tape of an interview with a post operative transsexual (the single s is the reviewers' preferred spelling) named Joanne (formerly George), will be a useful adjunct in

human sexuality courses, counselor training and public adult education.

In a smoothly flowing interview, Joanne discusses her early childhood feelings of being different, and of experiencing alienation from family and age-mates. She describes how she (as George) lived and married as a male, and became the father of a son, before undergoing hormonal and surgical sex reassignment. George's wife was "everything I (Joanne) wanted to be." The marriage and the birth of a son are likened by Joanne to a "Fellini movie."

On side two of the tape Joanne talks about how her family, employer and insurance company all assisted her quest for surgical sex change. She describes the effects experienced from years of hormone therapy, and she compares the experience of living, and having sex, as a male and as a female. She describes how, like many transsexuals living as females prior to surgery, she passed a physical examination as a female in spite of having male genitalia.

Joanne's story is unique to Joanne but is, in most respects, exemplary of many transsexuals. The story is told frankly and forthrightly as elicited by a skilled interviewer. It is entertaining as well as informative. In lieu of the opportunity to see and hear a transsexual in person, this tape is a fine substitute, highly recommended for educational use at all academic levels.

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