

## SEX EDUCATION: A Basic Human Right

by Lester A. Kirkendall, Ph.D.\*

The *SIECUS Report*, May 1974, carried ten position statements adopted by the Board of Directors. Six have been elaborated in previous issues of the Report. This is an analysis of the first one, "Sex Education". It reads as follows:

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

These position statements are brief, concise, and highly generalized. Yet every word is fraught with meaning; when carefully examined numerous issues emerge. And so it is here.

"Free access" has an important meaning, particularly since sex education has so frequently been withheld or evaded as a consequence of taboos forbidding open and ready references to sexuality. The resulting reticence has confined discussions to particular circumstances and with or between certain individuals only. Thus children were to be taught only within the home, never in public, and best by their parents; any other person was second best. If sex education occurred in schools the sexes should be segregated. Once past childhood and youth the days of sex education were over, sex was no longer a fit topic for conversation. Still other restrictions could be added, but it all points to a still existent need—that of dispelling taboos hampering access to needed knowledge.

"Free" precludes the concept of force. Much was made of the idea of "forcing" in the recent opposition to sex education. The issue is clarified though by asking who felt forced, and how. Generally it was the young people, when they had opportunity to express themselves, who felt forcefully deprived of knowledge. The adults advancing the "forcing" argument were responding to a variety of motives, ranging from the fear that any knowledge of sex would demoralize children to using this as a sham issue to gain control of schools, libraries and other community agencies.

Forcing may come from various sources, such as injudicious zeal, or a lack of objectivity on the part of those who teach. One aspect of sex may be so heavily stressed that related features are forgotten, i.e., the physical pleasures are overemphasized and the psychological given scant attention,

or vice-versa. The simple question of a child may result in a poorly-prepared, anxious, adult transmitting his or her own anxiety along with the reply.

"Access" also raises the question, "Who should provide access to sex education?" The right of parents to give their children sex education to the exclusion of all other sources has long been argued. Parents do have the first *opportunity* and a primary *responsibility* in this matter, but should they be regarded as having the exclusive *right*? Or the right to exclude? Also, from what source does parental influence come? Does it come from parents who are the sole instructors or does it come from honest, loving and open interchange? The latter, we think. Furthermore, exclusivity is impossible, for study after study shows that the most common informants of children and youth are their peers. In addition sex education comes willy nilly through reading, seeing TV and the cinema advertisements, and hearing conversations of adults. This will certainly continue. If easy and effective communication exists, however, children will likely discuss with their parents what they have heard and experienced, thus enhancing rather than diminishing parental influence. Parents should prize this opportunity instead of deploring the fact that some teacher, clergyman, doctor or other mature individual has discussed sexuality with their children. Dialogue and free-flowing interchange seems much better adapted to meaningful learning than a "telling" monologue.

In counseling with college students, some of the most confused and perplexed students came from circumstances where parents had urged them to ignore any non-family references to sexuality. In effect the children were asked to isolate themselves from any views except those expressed within the family. These young people were then baffled and disturbed by the complexities they inevitably faced in decision-making when away from home.

All this requires a continuing education of the parents, otherwise they will not be aware of the difficult circumstances their children face about sex that they themselves did not experience. Parents too need "free access" to the support, help and understanding of leaders in community groups who have a broad and current knowledge of sexuality. Effective help for parents is crucial, and it was this awareness which led

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# SPEAKING OUT

## SEXUAL ATTITUDES ACROSS THE WORLD

Elsewhere in this issue (*Do You Know That. . .*) is mentioned a New York Times report on the nature of sex manuals now "selling fast" in China. From the description, the one on contraception appears to deal objectively and accurately with its subject, calling the IUD the most efficient method, and stating that the birth control pill has no serious side effects. The one for men on vasectomy apparently includes a series of realistic drawings depicting the stages of the operation.

The manual for teenagers, however, says "masturbation by men and women results in overstimulation of the brain, dizziness, insomnia, general weakness and 'the erosion of revolutionary will.'" This is surely falsification of scientific fact for the apparent purpose of control of the minds and behavior of people.

Many visitors to China have tried to find out just how the question of premarital sexuality is dealt with there. Apparently the basic method is to deny that it exists, because in these pamphlets sexual relations before and outside marriage are not dealt with. In fact, comments the news story, "the subject is mentioned rarely."

Sharply contrasting is a report of research carried out at the University of Quebec in Montreal with 379 young men and 250 young women, unmarried, aged 19 to 22, of whom about 34% were students, 58% workers, and 9% unemployed. The probability sample was obtained from the voters' rolls of the 1970 election. Acceptance rate was 82%. The research was on the percentages of the young people engaging in sexual activities of various kinds with relation to permissive and non-permissive attitudes. Socioeconomic level and degree of religiousness in the sample were included in the breakdowns. Comparisons were made with similar studies in the United States and it becomes clear that this highly Catholic, French-origin population group engages in the same kinds of premarital sexual activities as do its across-the-border neighbors, with a common factor operative: permissiveness *with* affection clearly outclasses the occurrence of permissiveness without affection, and also as might be expected, affection plays a heavier role with the females than with the males. In this study, too, masturbation was shown clearly to be a common sexual activity.

So the interesting question remains to plague us—how *do* young people in China cope with their sexual urges? The Chinese teenage manual advises young people "not to neglect

physical exercise and to wear loose fitting underclothes," and urges them to devote full attention to "hard study of the works of Marx, Lenin and Mao Tse-tung." The evidence is clear that our own folk prescription, presumably made from time immemorial, of a cold shower and a run around the block has not solved the problem for young Americans or French Canadians. Has its equivalent solved the problem for the young Chinese? Or are we to infer that it is not a problem, that the Chinese are a different people sexually? The question of whether or not contraception is provided to young unwed Chinese is usually turned aside with a statement that this problem simply does not arise. Thus we are left with our basic question unanswered.

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to the inauguration of National Family Sex Education Week October 6-12, 1975 by the Institute for Family Research and Education, Syracuse, New York. The authorities there state their position for "free access" for everyone in this way: "Ignorance stimulates inappropriate behavior, not knowledge."

"Full and accurate information" would mean a tremendous enlargement of what has traditionally been thought to be the sum total of sex education. Formerly sex education focused heavily on reproduction ("Babies grow inside their mothers'"), and physical development ("Soon you will find your body is changing"). The explosion of information and new research findings has affected sexuality just as it has other areas of knowledge. This means that "full and accurate information" must now be concerned with new and emerging concepts of sexuality: with such concerns as psychosexual development, instruction and portrayal of masculine-feminine roles, discrimination based on sex membership, sex as expressed in various lifestyles, the impact of medical and technological developments on future sexual behavioral patterns, and an understanding of cross-cultural expressions of sexuality. A concern with sexual values has assumed a new importance. Sexual conduct and attitudes have become so intertwined with problems which have public significance that a new area is crying for attention—sex education for the citizen.

Nor will the old pattern of withholding or parceling out selected information meet the requirement for "full and accurate information." With life patterns becoming more fluid, with more openness in discussion, and with a free intermingling of people there is a definite need to be aware of matters formerly pushed aside, such as transsexualism, homosexuality, abortion, and sterilization. Timing and readiness on the part of the learner is important to be sure, but usually information has come after the time needed rather than prematurely.

"Accurate" requires not only awareness of knowledge being revealed through research and investigation but willingness to pass it on. This is a burgeoning field and no one can keep abreast of all new findings. Accumulating knowledge does change things, however, as witness the discrediting of the former ideas concerning the dangers of masturbation. Look, too, at the growing evidence that societal oppressions of homosexuals are responsible for many of the difficulties formerly ascribed to the "emotional instability" and "mental ill health" assumed to be associated with the state of homosexuality.

"Information" is apt to be narrowly construed and misread as "facts" about sex. Actually it must be related to the next phrase "all aspects of sexuality", and tied to the emerging concepts mentioned earlier. An understanding of cross-cultural sexual behavior will require an exploration of social mores and the values they express. In traveling in Arab countries I have seen veiled women on the streets, and at the same time young men walking along hand-in-hand and kissing, lip-to-lip, when they separate. Are these two behavioral patterns related? Can they be properly interpreted by the cultural concepts we ordinarily hold? Is there a need for us to understand such practices in other cultures?

"All aspects of sexuality" are related to developments which often seem to be unrelated or only remotely related to sexuality. Yet if we are to have "free access to full and accurate information on all aspects of sexuality" these connections need to be understood. This illustration will suffice. Dr. James

Prescott of the National Institute of Health has been investigating the relation of physical sensory pleasures to various aspects of adult adjustment. He believes "that the deprivation of body touch, contact, and movement are the basic causes of a number of emotional disturbances which include depressive and autistic behaviors, hyperactivity, sexual aberration, drug abuse, violence and aggression." He feels that "nudity, openness, and affection within the family can teach children and adults that the body is not shameful and inferior, but rather is a source of beauty and sensuality through which we emotionally relate to one another." He quotes other investigators who concluded that "parents who abused their children were invariably deprived of physical affection themselves during childhood and that their adult sex life was extremely poor." The Harlows at the University of Wisconsin in their studies of rhesus monkeys found this true for primates as well.

The comments above make some value assumptions—for example, that emotionally relating to one another is good, that a satisfying sex life is desirable, that we can take pride in our bodies and enjoy them. Obviously not everyone shares these values. Should we hold to this position statement when parents, for example, object to these value assumptions?

A "basic right" is an important concept within this context. No matter what human capacity is being discussed most everyone probably would feel it desirable that all individuals should know themselves as completely as possible. The only reservation would be that this capacity should be responsibly used. Over and over people are urged to develop their full intellectual, physical and creative potentialities, and methods are devised to help them do this. Not only would people insist this knowledge was a basic right; they would argue that society would profit as individuals utilized their potentialities more fully.

Our society has been much less charitable toward sexual knowledge. However, by recognizing the "basic right" to know about sex this position statement insists that sexuality is an integral part of all life. This calls for an affirmative approach to sex education which our culture is far from accepting and is a goal toward which educators must work.

The last phrase reads, "for everyone, children as well as adults." "Everyone" generally means the vigorous, fully-functioning individual. Recently, however, concern has been manifested for sexuality among the physically handicapped, the retarded, the aged. This has enlarged the scope of sex education and added some challenging, though perplexing problems. The phrasing of the position might well be expanded to read "for everyone, throughout the life span", for surely sex education is a life-long process.

This analysis of the SIECUS position statement has important implications. It suggests certain directions that sex education should be taking, certain goals which should underlie it. The following seem obvious:

**It should result in sex being adequately integrated into life.** Sex should be fully accepted, enjoyed in the same way as other capacities, used as responsibly, and its worth evaluated by the same criteria.

**It should provide an affirmative approach.** Rather than repressing and denying sexuality we should seek ways in which it can enrich life and increase its satisfactions. It should be freeing. For too long sex

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# DO YOU KNOW THAT . . .

## Sex Manuals—Chinese Style

Information about sexual behavior in the People's Republic of China is hard to come by. Journalists who have visited there have probed delicately and have usually met a blank wall of silence. A report in The New York Times from the news agency, Agence France-Presse, now sheds a little light. A series of manuals in booklet form has recently appeared in Chinese book stores, dealing with such topics as contraception, sterilization and the sexual concerns of teenagers. Selling for about 30 cents, they are apparently very much in demand. For further comment see Speaking Out p. 2.

## Federal Court Voids New York Law Curbs on Contraceptives for Minors

In a 58-page decision handed down July 2, 1975, U.S. District Judge Lawrence W. Pierce declared unconstitutional the section of the New York State Education Law prohibiting the sale of non-prescription contraceptives to people under the age of 16. Such sale is now legal, effective immediately.

The judge stated, "Persons are not excepted from the protection of the Constitution merely because they are minors. . . . The State has cited no evidence whatever to the Court that sexual activity among young persons under the age of 16 decreases as the availability of contraceptives is restricted."

The judge ruled the existing law was clearly in violation of the Fourteenth Amendment guaranteeing equal protection under the law, and that its continued enforcement would cause teenagers to "suffer great and immediate harm resulting from unwanted pregnancy and venereal disease."

## Resources to Write For

**Easy Reading Booklets on Family Life and Sex Education.** These booklets on such topics as contraception, venereal disease, abortion, prenatal care, childbirth, infant care and out-of-wedlock pregnancy have been written at the third or fourth grade reading levels and are distributed by a publisher that specializes in literacy education. Prices are all under \$1.00. Write for descriptive brochure to: New Readers Press, Division of Lauback Literacy Inc., Box 131, Syracuse, N.Y. 13210.

**A Guide for Parents: How to Relate to Sex Education Programs** by Eric W. Johnson, author of the well known *Love and Sex in Plain Language*, is a 24-page pamphlet designed to answer most parent's questions about what they should expect from their school's sex education program and how they can support such programs. Order from: Bantam Books, School and College Division, 666 Fifth Avenue, New York, NY 10019. Price: \$1.00.

## Sources for Books on Sexuality and Sex Education

There is no lack of a great variety on good books on sexuality and sex education, many of which have been published in the past five years. For many, however, without access to a good professional library or a well-stocked book store, it is difficult to obtain such books. Two convenient sources for ordering these kinds of books by mail are:

Multi Media Resource Center Bookstore  
540 Powell St., San Francisco, CA. 94108

S.E.E.K. Book Service, Box 5183  
University Station, Seattle, Washington 98105

Write for their catalogs.

## Parents of Gays Organize in Washington, D.C.

The emotional upheaval facing parents who are first confronted with the fact that their child is gay has prompted a small group of Washington, D.C. parents to form a Parents of Gays organization in that city. The story of how these parents got together, how they came to understand homosexuality better and, in the process, to learn how to accept their children is movingly told in a pamphlet called *Parents of Gays*. Order from Lambda Rising, 1724 20th St., Washington, D.C. 20009. Price: \$1.00 plus \$.35 for postage and handling.

## WHO Urges Sexuality Education of Health Professionals

"Every person has a right to receive sexual information and to consider accepting sexual relationships for pleasure as well as for procreation," is the first recommendation of a new report from the World Health Organization, *Education and Treatment in Human Sexuality: The Training of Health Professionals*, Technical Report 572. The report summarizes the work of a WHO sponsored conference held in Geneva, Switzerland in February 1974, where leading sexologists from 12 countries met to identify the needs for sexual health services. Other recommendations deal with education and training of health professionals, the development of sexual health services and the establishment of international resource centers to foster communication and research in the field. Copies of this important report are available from the United Nations Bookstore, United Nations, NY 10017. Price: \$2.40 plus 15¢ postage. A review of this report will appear in the next issue of the SIECUS Report.

# AUDIO-VISUAL REVIEWS

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

**The ABC of Sex Education for Trainables.** 20 min., price: \$250; rental \$25.  
**The How and What of Sex Education for Educables.** 20 min., Price: \$250; rental, \$25.  
**Fertility Regulation for Persons with Learning Disabilities.** 18 min., Price: \$250; rental, \$25. Hallmark Films, 1511 E. North Ave., Baltimore, MD 21213.

These three films constitute a breakthrough in audio-visual resources for professionals and parents in dealing with the subject of sex education for the mentally retarded. They take us beyond the awareness stage of simply recognizing the sexuality of the retarded to the stage of providing specific approaches and techniques in teaching basic information about sex-related topics and in dealing with various expressions of sexual behavior that can present problems to parents, teachers and the retarded themselves.

The heavy use of a narrator-lecturer to carry the basic messages of the three films is hardly the best use of the medium, but is probably necessary to provide the continuity for all the information and experiences that are packed into these tightly edited film presentations. The most poignant and natural sequences are the small group or one-to-one teaching situations where the teacher explains and discusses with the retarded young men and women basic information about their bodies, reproduction, intercourse, menstruation, masturbation, homosexuality and social behavior. To see these young people responding, discussing and role-playing makes one realize that they are quite capable of dealing with sexual information in a serious and dignified manner. One soon is oblivious to the fact that these young people are retarded; they are learners and they are learning. The producer is to be commended for capturing on film the dignity of these young people without any hint of mawkishness.

The language and natural manner of

the instructors in the films serve as excellent models for the kind of teacher behavior that is essential for successful sex education to occur. Less convincing are the rehearsed episodes dealing with various sexual behaviors such as public masturbation, wet dreams and homosexual approach in a public bathroom. While such episodes come across on film as rather stilted they do realistically and explicitly present how such behavior can be handled in a forthright but non-punitive fashion.

The first two films on trainables and educables contain considerable duplication, but they are effective in showing what can be done in sex education at two levels of functioning. The third film on fertility regulation covers the rudiments of the various methods of birth control and is valuable primarily for the discussion it provides of the special problems the various birth control methods, including abortion, present for the retarded.

These films should find ready acceptance by students in special education, staffs of schools and other institutions serving the retarded and by parents of retarded children. They are the first audio-visual resources to deal explicitly and honestly with both the *why* and *how* of sex education for the retarded. They are indeed welcome.

**A Far Cry From Yesterday.** 16mm sound/color, 20 min. Also 8mm video-cassette. Perennial Education, Inc., P.O. Box 236, Northfield, IL. 60093 Price: \$275. Rental: \$28.

*Reviewed by Gary Barbash*

This film is intended to raise the consciousness of young people by showing them the grim reality of teenage parenthood.

Through the use of flashbacks we see a teenage couple as carefree, loving and generally enjoying each other's company. This is contrasted with black and

white footage showing the deterioration of their relationship after the birth of their child. In spite of the advice of her friend and a counselor in a family planning clinic concerning the options available to the unwed teenage mother-to-be, she decides to have her child and live with her boyfriend. The consequences of this decision seem to ruin both their lives. The couple is constantly arguing, the dialogue is intense with much profanity which will offend some viewers and be inappropriate for others.

The immaturity and unrealistic expectations of the young couple concerning the responsibilities of parenthood are portrayed by somewhat stereotypical characterizations of the young man as uncaring and selfish and the young woman as naive and innocent.

Use of this film can facilitate good group discussion among high school students about the use of contraceptives, the options available for an unplanned pregnancy, and most importantly the financial and emotional stability necessary for parenthood. The film makes its case about the importance of responsible decisions by showing the results of rash ones.

**Reaching Orgasm.** 16mm, sound/color, 17 min. CORT, 532A Parnassus Ave., University of California-San Francisco, San Francisco, CA 94143. Price: \$200; preview or rental, \$25.

The subtitle of this film, "a self-help approach for women" accurately describes this explicit yet tasteful production designed to assist pre-orgasmic women in becoming aware of the sensual potential of their whole bodies, culminating in the capacity for orgasm. The detailed exercises shown in the film are those developed by the staff of the Human Sexuality Program of the University of California, School of

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# BOOK REVIEWS

**Show Me! A Picture Book of Sex for Children and Parents.** Photography and captions by Will McBride. Explanatory text by Dr. Helga Fleishhauer-Hardt. English adaption (from the German) Hilary Davies. New York, NY: St. Martin's Press, 1975. (176 pp.; \$12.95).

*Reviewed by E. James Lieberman, M.D.*

This book poses a problem for enlightened parents and sex educators because those who oppose it presumably wear the black hat of sexual repression: "Children who have grown up in a free and unconstrained family atmosphere react positively to the photographs. . . . A child only accepts what he or she can comprehend, in any case, and this depends on the stage of development. In no way can looking at the pictures damage a child, even if he or she does not yet understand them." The authors give no evidence for these blunt assertions. They cite good authorities such as Bowlby and Erikson on child development, but misunderstand and misapply their theories. It is true that a child must reach certain stages of readiness in order to learn, or to become involved at increasingly mature levels of relationship. Children who are not ready may simply ignore new stimuli, true enough. However—and this is missing from the author's perspective—a child may also distort, retreat from, or otherwise defend against unwelcome stimuli, especially powerful ones, at great cost. While premature sex information is often as innocuous as water running off a duck's back, even ducks can drown in a flood or become aquaphobic!

Photographs, artfully made for this book, are accompanied by brief captions presumably taken from children's conversations, but the resulting pastiche is more stylized psychology than faithfully childlike. Photographs include child and adult nudes, sexual touching, genitals (flaccid and erect penis), fellatio, intercourse, breast feeding, and childbirth—the agony and ecstasy. With the visual massage are the

messages: orgasm is wonderful, masturbation feels good, boys sometimes want to kill their Dads, and some folks—old cranks, it would appear—don't like sex. It's all right to touch oneself, be touched and touch others—but all this is skin deep, anatomical, lacking a personal context for intimacy which also includes emotional vulnerability. The message is mostly massage, evoking the crass, commercial and pornographic aspects of sex.

The parent, as narrator for the young child, cannot be expected to provide balance and comfort; on the contrary, in some cases the stimulation of sexual feeling will make child-parent proximity intolerable. Although the authors recognize the possibility that a child may need to get into all this gradually, they seem insistent that every good family can and should complete the book: faith, love and perseverance will bring the graphic realities home, even unto unsuspecting little children.

This well-meaning dogmatism reminds one of Cotton Mather and Anthony Comstock whose preoccupation with sex took the opposite direction. Between the extremes of repression and exhibitionism, many sensitive, puzzled people are caught, waiting for help. This book may be good for a few (adults?) but it will mislead many. It attacks privacy and treats modesty as a disease; the vulnerable reader who objects is made to feel backward. Adults will admire some of the pictures, but will be loath to share them with youngsters. Why should they? Is it really unhealthy (as the authors suggest!) to exclude youngsters from *some* adult conversations, and from our own lovemaking?

There is no need to hustle children into an appreciation of adult sexuality, any more than we need to introduce caviar or Kantian philosophy at an early age. Such zeal leads to indigestion in teacher as well as pupil, profiting only the industries that produce sugar coatings, Mickey Mouse formats, and gentle laxatives. This delicious-looking book is indigestible, an oxymoronic oddity of rawness overdone: it is blandly erotic,

childishly adult, somberly silly, elegantly gross.

Professionals will agree with the human general thrust of the explanatory text, which takes up the last 30 pages. Unfortunately this part contains some egregious errors, e.g., that young children will not be disturbed by witnessing parental intercourse; that people can only have children when economically self-sufficient (and everyone will want to be parents); that condoms and diaphragm are not good contraceptives; and that "Homosexuals do not accept people of the opposite sex as sexual partners." The authors who "with much care and great difficulty succeeded in photographing the children . . ." should have exercised more care in their verbal presentation of some of the facts of life.  
C, P, A

**Fundamentals of Human Sexuality, 2nd edition.** Herant A. Katchadourian and Donald T. Lunde. New York, NY: Holt, Rinehart and Winston, 1975. (595 pp.; \$15, \$9.95 paper).

*Reviewed by Lester A. Kirkendall, Ph.D.*

This is the second edition of a widely used textbook for college-level courses in human sexuality. This edition is 81 pages longer than the first, but the 18 chapter titles are the same. Thus the book is expanded, but deletions have eliminated redundancies and outdated material. The book is divided into three parts—biology, behavior, and culture. The third part more than the first two distinguish this text from others in the field. Here three chapters are devoted to the erotic in art, literature and films.

What has been added? Materials on transsexual surgery and mammary augmentation procedures; a detailed examination of the clitoral versus the vaginal orgasm controversy (an argument come to life again!); discussions on sperm banks, predetermination of gender and treatments for infertility, and the integrative model of psychosexual differentiation growing out of the research and writings of John Money and

Anke A. Ehrhardt. Other material added in order to update the text includes population problems, new developments in contraceptive methods, information on abortion (including changes in laws and court decisions), changes in attitudes toward homosexuality, and an enlarged discussion of sexual dysfunctions.

Several chapters have been extensively rewritten, for example: "Physiology of Sexual Functions," "Sex and the Law," "Human Sexuality and Current Trends." Other chapters have been revised mainly through insertion of new material here and there. Thus, the style of writing, the general tone and the point of view found in the first edition is also found in the second. **A,PR**

**Sexual Signatures: On Being a Man or a Woman.** John Money and Patricia Tucker. Boston, MA: Little, Brown and Co., 1975.(250 pp.; \$6.95).

*Reviewed by Haskell R. Coplin, Ph.D.*

Of all the studies that are emerging on the development of sexuality in human beings, certainly the most promising—and startling—are those involving research on gender identity differentiation in individuals with genetic, hormonal, or psychosocial influences that result in the taking of different pathways to final sexual identity. John Money has been a leading contributor to this increasingly sophisticated literature and in *Sexual Signatures* he collaborates with Patricia Tucker, a freelance journalist, to make available to the layman (Sic! Money warns us about how the English language genderizes much of our experience!) a lucid account of that fascinating journey we all must take from conception to maturity. We become male or female by stages, according to Money, and his detailed account of just how we respond to the plethora of forces impinging on us from conception on is one of the clearest statements yet.

While much of this book is a restatement of material in Money and Ehrhardt's *Man and Woman, Boy and Girl*, the simplification and clarification make this book far more readable for those who do not choose to become so involved with the complexities of behavioral genetics and endocrinology. A well-organized discussion of cultural gender stereotypes, individual gender

schemas, gender identity/role, hermaphroditism, homosexuality, transvestism, and transexualism is followed by systematic treatment of stages from prenatal to maturity. Looking at the implications of these studies for the future of sexuality, the authors point out: "For our society today, the challenge is to reaffirm the genital and reproductive differences between the sexes as the foundation of gender stereotypes, to decode the sex distinctions of the past that have become strait jackets and to keep the rest of the gender stereotypes flexible enough to meet present and future change." There is an optimistic reassurance here for those who fear the breakdown of traditional sex roles: "More than ever before in human history we today can afford to relate to each other as human beings and as individuals instead of strictly as males and females . . . far from blurring the differences between the sexes, freeing ourselves from stale, repetitive, artificially imposed patterns of differences will allow the real differences to emerge."

This book will surely find a wide acceptance in human sexuality courses, psychology and sociology courses in sex roles and as general background reading for all those courses that touch on the development of sexuality. A rich resource for sex educators and counselors, it must also be recommended for the adult who wishes to be well educated in science—both parents and non-parents who need an excellent guidebook for answering all those perplexing questions about maleness and masculinity, femaleness and femininity. **A, PR**

**Sexuality and Psychoanalysis.** Edward T. Adelson, M.D., editor. New York: Brunner Mazel, 1975. (328 pp.; \$13.95).

*Reviewed by Robert L. Arnstein, M.D.*

This book contains the papers presented at a symposium of the Society of Medical Psychoanalysts, entitled "Sexuality and Psychoanalysis Revisited." They vary in length, depth, points of reference and subject matter, and are written by well-known experts who qualify either as sex researchers or as psychoanalysts. Some of the basic papers are followed by discussions, some are not. The title, however, is misleading, because with one or two exceptions, psychoanalysis as a theoretical

framework for the development and functioning of human sexuality is not really addressed.

As with all such collections of papers loosely aggregated around a general topic, some will be of greater interest than others, depending on one's prior level of knowledge and specific area of concern. The symposium well mirrors a current trend: the attempt to synthesize and bring together knowledge gained from different areas and types of research. Thus, there are papers on hormones, primates, and sex therapy, as well as papers deriving from observations of human psychology at different developmental periods. Laudable as the attempt is to bring all views to bear on a subject, the fact remains that the present state of our knowledge makes for a sense of fragmentation rather than for one of an integrated whole with perhaps a few gaps. In many instances the individual authors seem to be taking sideswipes at particular aspects of psychoanalytic theory or practice that they feel strongly about. In several instances these involve Freud and in at least one instance, Masters and Johnson. Some contributions seem to be primarily summaries of current views (often pop sociology) on changes in our society.

There seems little doubt that the classical psychoanalytic theory of sexuality which has done so much to change our attitude toward sex, needs a thorough review and perhaps considerable revision. One is tempted to preface that statement with the phrase "in the light of new knowledge", and, indeed, new knowledge has been gained. On the other hand, it is essential that the "new knowledge" not be used inappropriately to discount psychoanalytic theory when that knowledge relates to an entirely different level of functioning. Thus, such a review would simply note recent research data, point up how these relate to psychoanalytic theory, and indicate that at this time no synthesis can be achieved. The one paper that really seems to do this in a conscientious and thorough way is Jules Bemporad's discussion of sexual deviation. He carefully considers the initial psychoanalytic attempt to develop a theory that would account for sexual deviations, and he discusses how this theory holds up or, in some cases, seems to be contradicted by new observations.

It is perhaps unfair to criticize a book

because the title suggests content which is not forthcoming. It is presumably fairer to look at the content and judge the book on its merit. This reviewer, however, was disappointed because he had hoped for a more searching explication of a subject which remains in need of clarification. **PR**

**Making Sense Out of Sex: A New Look at Being a Man.** Dr. Stephen T. Whelan and Dr. Elizabeth M. Whelan. New York: McGraw-Hill, 1975. (192 pp.; \$6.95).

*Reviewed by Mette Strong*

This book, a companion volume to Dr. Elizabeth M. Whelan's *Sex and Sensibility: A New Look at Being a Woman*, is written with her father-in-law, Dr. Stephen T. Whelan. It is directed to the young male reader with the stated goal of helping young men learn about the physical and emotional aspects of sex. The authors provide straightforward, scientific and up-to-date biological information, discuss such topics as sexual freedom and "Don Juan" myths, and focus on the importance of responsible decision-making in all matters relating to sex and sexuality.

The authors have packed much solid information and an important message into a brief volume. The biological aspects of sexuality are all there; male and female reproductive systems, hormonal influences, menstruation, nocturnal emissions, intercourse, conception, pregnancy and birth, and modern contraception. An explanation of venereal disease and a brief discussion of homosexuality are also covered. A useful glossary of "words you'll want to know", as well as a good bibliography and an index complete the book.

The authors have successfully collaborated on a basic message that makes practical and psychological sense without moralizing. Totally dismissing "the double standard", they stress the desirable mutuality in sex and emphasize the equal sharing of responsibilities in whatever consequences sexual involvement may impose on either or both partners, (pregnancy, for example, is not just the girl's problem).

They also make a strong case for the development of self-restraint in both girls and boys in their teens. It's the "wise restraints that make men free", state the authors, discussing the new

sexual freedom which allows for a wide and often confusing variety of opportunities and choices. In a hard hitting argument against misusing one's freedom the Whelans quote the writer Louis Ginsberg, "Only in fetters is liberty; without its banks, what can a river be?" They argue convincingly for responsibility and self control in teenagers when they state that "growing up means having the opportunity to meet and get to know all types of individuals, male and female, young and old." They quote psychiatrist Dr. Samuel S. Kaufman, who finds that one real tragedy of the sexual revolution is that it can rob young people of their opportunity for psychological growth. In their view, premature sexual involvement can hinder personality development, emotional stability and even interfere with the capacity for friendships. So, speaking of the strong peer pressures on the young, their healthy advice is to "do what you think is best, not what others are doing (or what you think they're doing!)."

The book could be more helpful, however, to the young reader who, while struggling for self restraint and the development of a sexual code is also going through a time of maximal sexual drive. Masturbation is not mentioned in that connection, is conspicuously excluded from the glossary, and is referred to only occasionally with the comment that it "should be accepted as natural and normal." In a book as honest as this, couldn't masturbation actually be recommended as a viable sexual outlet providing relief from physical tension and as a pleasurable and appropriate alternative to premature sexual involvements? Also, the authors' statement that "sexually committed girls tend to be very possessive and often demanding" needs to be balanced with the thought that this may also be the situation with the sexually committed boy. Possessiveness at such a young age can add a real burden to an already difficult stage in life.

These criticisms aside, the author's understanding of the teen years is evident throughout the book. They succeed in the important task of dismissing a number of old and new myths, and warn that in spite of safer contraceptives and better sexual information and knowledge, pregnancies do occur and the venereal diseases are widespread. They urge not only self control as such but make a frequent plea for rational

development of a sexual code that will make a young person be in charge of him/herself and not have events and circumstances "just happen." They emphasize therefore the necessity for setting priorities when making decisions, three of which are of the greatest importance to young men and young women: 1) the choice of a career and preparations for it, 2) the decision about the "if, when, and who" of marriage, and eventually, 3) the "if, when and how many" of parenthood. The book is well written and thoroughly researched. I recommend it to parents as well as to their teen offspring of both sexes. **ET, LT, P**

**Renovating Marriage: Toward New Sexual Life Styles.** Roger W. Libby and Robert N. Whitehurst, editors. Danville, CA: Consensus Publishers, 1973. (336 pp.; \$7.95).

*Reviewed by Evalyn S. Gendel, M.D.*

Through a series of readings, original articles and research reports this book presents the changing framework of interpersonal committed relationships. Exploration is made in depth of the traditional western civilization concept of exclusive monogamy, its social, cultural, economic backgrounds and the variations which are occurring. The questions of: serial monogamy in the marriage/divorce/remarriage cycle; the experiences of extramarital sex in varying situations; a concept of "hot" sex and "cool" sex in marital and non-marital couples; the examination of motivations for group sex; the meanings of love; are each delineated through diverse authors and approaches.

There is no attempt throughout the book to provide a blueprint for behavior of individuals now, or in the future. Although at first glance the book might appear to take an advocacy role for sexual freedom, the authors clearly emphasize "freedom for whom?" This throws the question back to the reader whose definition of sexual freedom will ultimately be his or her own. The authors' intent is underscored by this process of presenting the multifaceted pattern of sexual-social-moral-political issues. This is the best possible manner of acquainting a professional, as well as a general audience with the scope of the changes affecting marriage today. The impulse to predict future forms of mar-



riage is rejected—they simply present what is.

The major sections of the book, "The State of Sex and Monogamy," "Sexual Freedom for Whom?," "Views of Future Participants" and "Marriage—Emergent Futures" provide the framework in which the role of sex in marriage is examined. Generally the editors have brought together thoughtful contributors and attempted to balance the views by age range, social and cultural beliefs, and pertinent fiction passages. Whether such a balance is achieved is doubtful, but is probably unnecessary for the overall purpose of the book.

Two thoughts from the Epilogue will provide the best summation: "While wishing to avoid the stereotype of being 'married' they (young adults, others) are apparently creating new, but similarly limiting images"—"Perhaps the increasingly active roles of today's social scientists and journalists will encourage further experimentation and evaluation of sexual life styles."

The recurrent theme of the book's content is on the individual's continuing growth, the ultimate goal in "Renovating Marriage." **A, PR**

**The Fires of Autumn: Sexual Activity in the Middle and Later Years.** Peter A. Dickinson. New York: Drake Publishers, Inc., 1974. (192 pp.; \$8.95)

*Reviewed by Jeshia Schnitzer, Ed.D.*

Peter Dickinson, formerly editor of *Harvest Years* magazine, is a fascinating writer and knows how to gather pertinent information, sound source material, beautiful anecdotes, and weave them together into a delightfully readable book. Actually, this text is encyclopedic and wide open on the topic of sexuality in the middle and later years. It brings to the reader little gems as well as scientific findings and the opinions and reflections of those psychiatrists, psychologist, sociologists, sexologists and other professionals who have been working in this field and who have something worthwhile and often witty to contribute to the subject.

The author's bright, casual yet illuminating style is illustrated by the following appealing story: "Most older men aren't interested in marrying again. One old timer told me of an elderly man who liked companionship and frequently took lady acquaintances to din-

ner. Then one of his dining companions started to get serious. Finally she blurted, 'Don't you think we should get married?' The courtly gent was equal to the occasion: 'Yes', he replied, 'but who would have us?'"

Under the last rubric in the book: "The Fires of Autumn Burn More Cozily than Those of Spring", the author captures the essence of the book with the following:

Sexuality in the middle and later years means more than physical sex . . . more than engaging in frenzied sexual encounters. For some it may express itself in the need for continued closeness, affection and intimacy. Whatever the expression of sexuality, society as well as ourselves should recognize the *normality* of sex in the middle and later years and our right to express it fully without feeling guilty."

No one will doubt that Mr. Dickinson's book attempts just that kind of recognition; but as with so many books on sexuality and sex, written in this age of the "sexual revolution", "Future Shock" and "situational ethics," the reader often comes away still confused, overwhelmed and incapable of reaching sound conclusions.

As this reviewer read the quotable quotes and sound statistical facts and data demolishing the devastating fictions and age-old myths about sex in the later years, he was plagued by some nagging questions which would not go away. They could all be capsulated succinctly by paraphrasing Karl Menninger's recent book title, *Whatever Became of Sin?* and asking; "Whatever became of sex and is it a free-for-all for every over fifty reader?" No one suggests that the cultural changes and openness about sex characteristic of our times should go away, nor that knowledge and facts are not indispensable in making the right decisions. But the variables of life are so many and the psychological workings in human beings so intricate that it is not always possible to discover and open the door to the pleasing and satisfying way for every individual, as the author seems to promise.

But this book is must reading for those who work with people of mature years in the manifold worlds of human relations. The soundness of its data and the authorities it draws on will help them help the people they serve to choose alternatives and open for them

"new vistas of pleasure and satisfaction." It will also help them recognize and accept their own life's experience as the best teacher. While this reviewer was reading the book, a widow saw the title and picked it up. Flipping open at random to three or four places and reading aloud some of the pleasurable sentences about sex in middle age, she exclaimed, "This book is for me!" **A, PR**

**The Counselor and Sexuality.** Marianne Mitchell. Boston, MA: Houghton Mifflin Co., 1973. (83 pp.; \$2.40, paper)

*Reviewed by Gary Kelly, M.ED.*

This book should serve as an excellent beginning resource for school counselors. It calls for counselors to recognize their responsibility for helping young people deal with their sexuality, within the context of a healthy personality. It provides important suggestions for integrating sex education and sexuality counseling in schools.

The book is divided into four main chapters. The first provides a good basic introduction to the subject, with informative sections on various approaches to sex education, adolescent sexual behavior and typical patterns of socio-sexual development. The second chapter focuses on the sexual concerns of youth, and provides some food-for-thought in several brief, open-ended case studies. The discussions of petting, intercourse, masturbation, virginity, homosexuality, adult-child contacts, and other concerns are factually correct and helpful. It is unfortunate, however, that some sexual dysfunctions—often a concern of sexually active young people—are not at least mentioned.

The third chapter deals with the counseling process in relationship to sexuality, beginning with the presentation of twelve sound principles of counseling for sexual adjustment and development. Any counselor would do well to consider these principles before becoming involved in sex counseling. Chapter Four is unique in its discussion of the development and implementation of a coordinated school program of education and counseling in human sexuality. There is a good background on objectives, important roles of school personnel, and suggestions for actual program development.

There are two weaknesses in the

book. I find it regrettable in current publications still to see consistent use of the generic male pronoun when it can be avoided. Also, in the otherwise useful appendix of resource materials and organizations, the lists of books on sex for children and teenagers are badly out-of-date and need revision. However, in a time when few publications deal with the school counselor's role in sex education and the promotion of healthy attitudes toward human sexuality, this book belongs on the reading list of every counselor who works in a school setting, whether public or private. **PR**

**Rape in Prison.** Anthony M. Scacco, Jr. Springfield, IL: Charles C. Thomas, 1975. (127 pp.; \$10.95)

*Reviewed by William P. Brown, Ph.D.*

Prison rape is a complex and controversial subject badly in need of documentation. Dr. Scacco has rushed in where others are still reluctant to speak with an interesting thesis concerning the political nature of interracial prison rape. His effort is not entirely successful.

The first three chapters comprise a largely anecdotal discussion of sex in correctional institutions. It is the "downstairs" view, presumably of the corrections rather than the rehab staff, and appears to reflect what Dr. Scacco listened to during his years with the Connecticut Department of Corrections. The presentation rambles. Masturbation, consensual homosexual activity and the evils of prison life are all discussed with frequent injections of others' opinions which are extensively footnoted. This mixture of outside opinion is strange and its usage stranger still. Articles from *Parade* (a newspaper Sunday supplement), *Life* and *Look* are quoted with the same weight given an article from the *American Journal of Orthopsychiatry*. Concepts are used inaccurately or out of context and the prevailing tone is one of sensationalism.

In the next two chapters an entirely different author seems to be writing. Here the thesis is strong and the argument convincing. Imprisoned Blacks

constitute a majority of the institutional population, united in their hatred of the white man and in their willingness to use violence against their white fellow prisoners. The writing is immeasurably better than in the first section and Dr. Scacco deserves credit for taking a position which is likely to embarrass many liberals, without injecting personal bias.

The final chapter constitutes the author's list of recommendations. Dr. Scacco would like society, the school system and the criminal justice system to reform and offers conventional but brief suggestions to that end. Several recommendations with regard to sexuality in prison deserve consideration: Sex education programs for both staff and inmates, a relaxation of institutional sanctions against pornography, masturbation and consensual homosexual activity, a reconsideration of the conjugal visit policy and its replacement with a furlough system, the accelerated employment of women in prisons as teachers and counselors.

All told, a short, poorly organized presentation with a useful bibliography on a specialized subject. It has value but it could have had much more. **PR**

**Aspects of Human Sexuality.** Robert Kaplan, Ph.D. Dubuque, Iowa: Wm. C. Brown Publishers, 1973. (81 pp.; \$1.50).

*Reviewed by Michael A. Carrera, Ed.D.*

This is a practical and useful book discussing in an economical way several of the important dimensions of human sexuality. The strength of this work rests in Dr. Kaplan's recognition that in a brief book he must be and is concise and clear. Because of this concise format the content demands further amplification by the instructor and/or the student. To facilitate this questions and suggested readings appear at the end of each chapter. The chapters on "Developing Sexuality", "Making Out-Making It," and especially "Love Sex and Morality" are quite well done. The issues presented in these chapters hold the promise of leading to an examination of areas which are of crucial nature to the intended college level audience.

**A, PR**

**Pre-Marriage Education Handbook.** Patrick J. McDonald and Sandra F. Nett. St. Meinrad, IN: Abbey Press, 1974. (145 pp.; \$2.95)

*Reviewed by William H. Genne, B.D., M.A.*

This handbook discusses a particular approach for pre-marriage education "for couples who are entering marriage within the Roman Catholic institution." The design is for a one-day twelve hour session. A variety of resources, films, discussion questions are used in differing settings in total groups, small groups, triads and couples. Great emphasis is laid on team leadership by experienced married couples in the small groups.

Many of the exercises suggested can be used by other groups in other settings. While topics for discussion are suggested, the Handbook places more emphasis on the group process than on the content to be discussed. There is more emphasis on the teachings of the Church on family planning than on sexual adjustment and the male/female, husband/wife roles in marriage. There is no emphasis on the dynamics of money management as an expression of value commitments. A variety of follow-up programs for the neo-married are also suggested. **A, PR**

**The Behavioral Treatment of Sexual Problems—Volume 1: Brief Therapy.**

Jack S. Annon, Ph.D. Honolulu, Hawaii 96815: Enabling Systems, Inc., 444 Hobron Lane, 1974. (246 pp.; \$9.50).

*Reviewed by Wardell B. Pomeroy, Ph.D.*

As the title properly says, this book is concerned with the brief treatment of sexual problems from a behavioral viewpoint. It is written for those in the helping professions who would like a better understanding of specific ways to deal with various sexual dysfunctions.

The author deals parsimoniously with presenting symptoms. By this is meant, he attacks problems first at the simplest level (which he calls P for Permission). If this is not sufficient he goes to the second level (called LI or Limited Information). If this is still not sufficient to solve

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*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.).

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**Books—Continued from page 10**

the sexual problem he proceeds to the third approach (called SS for Selected Suggestions). Lastly if this is still insufficient he then uses the final approach (called IT or Intensive Therapy). The acronym for this becomes PLISSIT. He also points out that as the therapist advances along this continuum from simple to complex treatment he can refer the patient at the point where he (the therapist) gets beyond his level of competence.

The book has a common sense approach to various sexual problems. A case study dealing with anxiety over penis size was particularly insightful to this reviewer. I was a bit disappointed over a failure to mention resistance but perhaps that will be handled in Volume 2 which will be concerned with intensive therapy. Some mention of it in this volume would have been helpful. A glossary and a selected list of suggested client readings with annotations increase the value of the book. In summary I would say this is a valuable addition to books dealing with sexual dysfunctions. **PR**

**SAR Guide for a Better Sex Life** designed by The National Sex Forum. San Francisco, CA: National Sex Forum, 540 Powell St., 1975. (128 pp.; \$5.95).

Reviewed by Evalyn S. Gendel, M.D.

This might be subtitled a sex-life-workbook, just like a workbook for sixth grade civics, but the subject is sex, not civics and it shouldn't be work.

S.A.R. are the initials of sexual attitude restructuring, which is what this guidebook is all about. It is written for the individual, or for pairs, or groups to read separately and/or together. For each person its content and assignments (like a workbook in format) will be instructive only to the extent that the reader is willing to participate. Anyone

looking for a sex-by-the-number manual will not find it here. Persons interested in re-examining (or examining for the first time) their own sexual attitudes and practices, and/or enriching what they already know or have experienced will find this a helpful and provocative manual.

Section A includes directions for how to use the material, and discusses the amount of time, space and commitment readers should have to make the suggestions and materials work for them. Section B covers special readings in anatomy and physiology as well as references for outside reading. One set of assignments involves the use of explicit audio-visual materials. These can be rented or purchased by professionals from the Multi Media Resource Center, the distribution arm of the National Sex Forum. This is more feasible financially if the users comprise a study/enrichment group. Home exercises are also assigned with space within the book for readers to record their progress. Sections C and D carry this format into more depth, while Section E addresses sexuality and disability. Further instructions for continuing the exploration of feelings conclude this last section. The appendix provides specific additional resource materials.

Because the Guide can be used as a format for designing programs, it will be useful to educational and counseling personnel involved in such work. However, it appears that its major purpose is to stimulate new ways, or new perspectives, for looking at one's own feelings and attitudes.

Its major weakness is the dependence on audio-visual materials which may not be readily available to the individual reader. It is not a book for casual reading and should not be used that way. Each person will have to decide if its unusual and interesting format fits one's own individual concerns and desires. The fact that it requires this kind of insight in itself recommends it. **A, PR**

**Audio-Visual—Continued from page 5**

**Medicine—San Francisco** in their work with groups of pre-orgasmic women. (The use of the term *pre-orgasmic* rather than the term *non-orgasmic* more commonly used in the literature on sexual dysfunction is deliberate and important, say the staff who have developed this program, because they feel strongly that all or almost all women are potentially orgasmic and with appropriate education and counseling will become so. Thus, they avoid the negative and pejorative connotations of the term *non-orgasmic*.)

The film demonstrates the six-step series of home assignments given to women who come to the clinic for treatment. Actually for purposes of time the exercises demonstrated in the film are contracted examples of what would be done over several weeks. A mature woman who is nude demonstrates each of the exercises starting with total body exploration in front of a 3-way mirror. Then the anatomy of the genitals is examined followed by touching to identify individual areas of pleasurable sensation. Next comes specific masturbation techniques culminating in orgasm.

The primary professional contribution of this explicit film, in this reviewer's opinion, is the sensitive narration conducted by a female therapist as the nude model demonstrates the exercises. The reassuring tone of her voice, the relaxed pacing of her commentary, the attention to individual differences in erotic response, the avoidance of any pressures for performance, the encouragement to let each woman find her own level of feeling—all these qualities and many more stand as a model worthy of emulation by any therapist.

This film is a pioneering contribution to sex counseling and therapy. While its primary use will be with individuals or groups of women in a clinical and therapeutic setting, it should also find ready acceptance as an invaluable training aid.

Continued from page 3

*has been used to possess, wall in, control. This is stated not to exalt one lifestyle over another. Joyous monogamous relationships have existed and still do as partners have found how to enjoy their sexuality without possessing each other. The same freedom can be found in a variety of lifestyles.*

**It should be concerned with processes.** *For too long our concentration has been on the sex act; it is still largely so. If the previous goals are to be achieved*

*concern must be with the processes of sexual relating, i.e., motivation, communication, mutual respect and potentialization.*

**It should be responsible.** *The position statement has spoken essentially of the "basic right for everyone" to know, but personal fulfillment comes when others associated with the individual find fulfillment also. In this sense sex education becomes increasingly synonymous with human relations education.*

# JOURNAL REVIEWS

## MEDICAL ASPECTS OF HUMAN SEXUALITY

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

Reviewed by Robert L. Arnstein, M.D.

### Volume 9, No. 2, February 1975

**Ejaculatory Anhedonia.** Paul Dormont, M.D.

Four case examples of the unusual (or at least rarely reported) syndrome of ejaculation without orgasmic sensation. Treatment was very difficult and no real understanding of the causes emerged, although the author feels that the problem is psychological. One of the commentaries discusses the dissociation of orgasm and ejaculation as a result of drug therapy and suggests that the phenomenon should simply be noted with the acknowledgement that the cause is unknown.

**Sexual Satisfaction in Maturing Women.** David A. Sorg, M.D. and Margaret B. Sorg, R.N.

A discussion of the development of greater sexual satisfaction with time. The authors cite studies that use orgasm as the principal indicator although they deplore the fact that such an approach stresses performance as a measure of satisfaction. Generally, they indicate there is a cumulative increase in the number of women reporting orgasm as years of coital activity increase, but they feel that most women who are going to achieve orgasm spontaneously will do so after a relatively few years of coital activity. They discuss some of the situations that may influence satisfaction, and a series of commentaries, taking off from the main focus of the discussion, covers a variety of factors.

### Volume 9, No. 3 March 1975

**Effect of Drug Use on Sexual Behavior.** Discussion between Everett H. Ellin-

wood, Jr., M.D. and W.J. Kenneth Rockwell, M.D.

An informative discussion between two psychiatrists, one a specialist in neuropharmacology and one the director of a college psychiatric service. Three commentators add considerably. Although the topic is not quite so publicized as it was a few years ago, it remains an important concern, and the discussants note the differences between sexual effects of various types of drugs. They stress the anecdotal nature of all information and cite the need for more precise understanding of the biochemical and physiological action of the different drugs.

**Alcohol and Rape.** Richard T. Rada, M.D.

An excellent article on a rarely discussed subject. The author is cautious in drawing conclusions from the data available, but describes plausible psychological explanations of the interaction between alcohol and sexual activity and also cites possible physiological mechanisms that may relate to the coincidence of the two.

**Impetuous Love.** John L. Schimel, M.D.

The author suggests that the pendulum swing toward programmed sexual behavior as a result of efforts to deal with sexual dysfunction should be reversed to favor the direction of spontaneity, pleasure, playfulness and even desire. He feels that the current stress creates a considerable burden for the partners. A commentary by Dennis Brissett, Ph.D. seconds the notion strongly.

**Communicating with Couples Presenting Sexual Problems.** Clark E. Vincent, Ph.D.

Addressed to physicians who are not specialists in sexual problems, the author, a non-physician, describes an approach based clearly on the medical model of history-taking. He feels that with relatively little practice, the physician can develop the skill to help patients with a variety of sexual problems,

although he recognizes that some problems are quite complex in origin and will require referral to a sex counselor, marriage counselor or psychotherapist.

### Volume 9, No. 4, April 1975

**Talks Between Fathers and Sons.** Christopher H. Hodgman, M.D.

A sound discussion replete with common sense on the subject of father-son relations. The author stresses the fact that open talks about sex are often difficult but that even in the absence of these the father represents an important model of adult male behavior for the son. In so doing the father will indirectly influence the son's sexual behavior. Informal ways in which communication can occur are described, and the father's attitude toward the son during various developmental periods is reviewed. Finally, there is a discussion of "problems for fathers." One of the discussants goes even further in suggesting that the concept of father as "sex counselor" for son is both unlikely and undesirable.

**Changes in Sexual Performance Due to Liver Disease.** Robert Scheig, M.D.

A rather technical article written for physicians but important in that it underlines the triad of alcoholism, liver disease, and sexual difficulties. The latter can occur in the presence of either liver disease or alcoholism, but the author illustrates the complex relationships that may exist between the three. He also points out that the presence of one may be suggestive of the other even though the patient does not readily admit to the problem. The widespread existence of alcoholism in the United States population suggests that concomitant sexual difficulties may be an increasing finding.

**Heterosexuals Who Are Preoccupied with Homosexual Thoughts.** Irving Bieber, M.D. and Toby Bieber, Ph.D.

The authors describe a research study in which 50 per cent of a patient group

of "heterosexuals" (apparently male, although this is not explicitly stated) at some time during therapy demonstrated homosexual concerns. Within this group some had experienced homosexual arousal, a larger number had not. The authors indicate that the concerns of both groups were related to fear of success and competitiveness, either in the heterosexual or work sphere or both. They do, however, discriminate between the two groups and feel that the group that has experienced arousal is "potentially homosexual." Several case vignettes are presented and the authors re-state their well-known theory about the developmental background of "homosexuals." Two discussants stress the concept of "pseudohomosexuality" in which the apparently "sexual" concern really masks dependency or power issues.

#### Volume 9, No. 5, May 1975

##### **Headaches Associated with Orgasm.**

George W. Paulson, M.D.

The author recognizes the relatively rare occurrence of headache at orgasm. Most of the patients described seem to be men although no statistical breakdown is given. The possible causes are discussed and the point is made that most are benign although understandably distressing to those afflicted.

##### **Sex Questions Asked by College Students.**

Arnold Werner, M.D.

Despite the "sexual revolution" and what he calls, without supporting data, "increased sex education in the schools", the author demonstrates that matters of sex are still a subject of both ignorance and misinformation. Dr. Werner, who is the University psychiatrist at Michigan State, draws on his experience as "physician columnist" in the campus newspaper. This discussion is based on an analysis of 1000 letters, 523 of which involved sexual subjects. The author includes samples of the questions asked which document, both dramatically and poignantly, either that information is not provided or that it does not become absorbed. The article provides impressive evidence that counters the often expressed contentions that 1) sex is so "natural" a function that education is unnecessary and 2) it is unnecessary in schools or public media because "it will be learned in the home."

##### **Husband's Reactions to Wives' Infidelity.**

James L. Framo, M.D.

A well written and interesting discussion of a subject that is slated to receive considerable attention as a result of recent popular books on extramarital behavior by women. The author comments on the varying circumstances under which "affairs" have developed and describes different reactions by husbands (anger, acceptance, indifference, depression, denial, curiosity, etc.) particularly as these reactions are manifested in marital therapy. He also describes how these may develop and change during the course of therapy. One aspect that is not covered, however, is the relationship, if any, between the husband's reactions and the characteristics of the partner with whom the wife had the affair. By implication this seems to say that the important variables are the marital relationship, the psychological makeup of the husband, and the "reason" the wife became involved. It appears to leave out the husband's view (real or fantasied) of the wife's lover as an additional interacting variable.

##### **Types of Frigidity.**

Saul H. Rosenthal, M.D. and Chauncey F. Rosenthal, R.N., B.S.

The term "frigidity" is widely and loosely applied in referring to female sexual response. The authors helpfully describe six different conditions which are sometimes referred to as "frigidity" and suggest more appropriate designations for several of them.

#### Volume 9, No. 6, June 1975

##### **Sexual Difficulties Due to Stereotyped Role Playing.**

Morton L. Kurland, M.D.

The title describes accurately the content of this article. The author discusses some of the more common stereotypes and describes how these are used by individuals as a performance standard, often with the result of producing considerable anxiety and distress. He ends with a prescription that the individual attempt to determine his or her own feelings and respond to them in the sexual situation.

##### **Sexuality and Depression in Infancy, Childhood and Adolescence.**

Domeena C. Renshaw, M.D.

An excellent review of depression and sexuality in the three developmen-

tal phases indicated. It is written primarily for physicians but would be of interest to all professionals who may deal with infants, children and adolescents and may need to understand unusual behavior, for referral or remedial purposes. Dr. Renshaw makes the point that depression frequently is the underlying problem and is often difficult to diagnose because symptoms differ from those that are associated with adult depressions. Sexual expression or lack of it is sometimes an important clue. The article is very well organized and clear.

##### **Conception and Contraception in the Lactating Mother.**

Robert B. Greenblatt, M.D.

The author and a discussant cite cross-cultural data to support the folk belief that conception is less likely to occur in lactating mothers, apparently because ovulation may be absent. More importantly, however, while lactating it is not uncommon for pregnancy to recur prior to the first post-partum menstrual flow. The author discusses the preferred methods of contraception during lactation.

#### THE OSTEOPATHIC PHYSICIAN

(O.P. Publications, 733 Third Avenue, New York, NY 10017)

Reviewed by Mary S. Calderone, M.D.

#### Vol. 42: No. 5, May 1975

Several issues of OP in recent years have testified to OP editor, Dr. J. Dudley Chapman's, awareness of the role played by sexuality in human life and the need for physicians to be kept abreast of it. The theme of the issue under review is "The Emerging Morality", with the lead article by Lester A. Kirkendall, Ph.D.

Kirkendall, moving further into a subject that has been closely identified with him for a number of years, recognizes some characteristics of the emerging morality as being inherent to the moral climate of the future: 1. *The emerging morality must have universal application*, because as people move ever more freely about the world, inevitably those with varying and diverse backgrounds will find themselves liv-

ing and working side by side. When this occurs, practices about which we were formerly simply curious now become issues involving choice. In other words, the shock of recognition comes ever more frequently as, to paraphrase the words of Charlie Brown, "We have met those quaint natives of this other country and they are—us!" 2. *Moral considerations must have a foundation which is logical and persuasive*: "Morality should help ensure survival of the human race, at the same time permitting maximum development of individuals compatible with that objective." In all of his discussions, Kirkendall's most important point is that a *moral code focusing on acts must be superseded by a moral climate concerned with the processes of relating and outreach*. In other words, moral and immoral behavior and relationships have to do with far more than the sexual aspects of such relationships. Conversely, sexual acts and relationships need to be considered in the context of the whole—that is, *moral concepts should be in harmony with the nature of the universe itself*.

#### **The Wedding Night Shock: A Dying Monster.** Hugo G. Beigel, Ph.D.

Dr. Beigel asks several questions about the long term after-effects on the female of a painful first coition, and tries to find the answers among 200 of his own patients of the past 10 years, 100 with first coition at marriage and 100 premaritally. He found a definite relationship between genital petting (previous to defloration) and painlessness. Indeed, the 5 women who had only "rarely" or "never" indulged in this then taboo pleasure were the only ones who spoke of serious or severe pain. He concludes that "owing to the progress in therapeutic knowledge and the easing of sexual restrictions, the shock [of first coition] has lost its threat."

#### **Teaching Sexuality to Future Doctors.** Alfredo Diaz-Bruzual, M.D.

Dr. Diaz-Bruzual, Professor of Gynecology at the Central University of Venezuela, is regarded as a pioneer in his country in the sexual training of physicians, for which departments of psychiatry and gynecology have been developing programs of sexology in medical schools as well as in post-graduate training of the psychiatric and gynecologic specialties. He also describes the strong community programs

carried out in the last four years at different levels for physicians, nurses, teachers, principals, parents and students, in which a multidisciplinary group of professionals is developing comprehensive programs. At the same time, concurrent programs of research and assessment are carried out so that "In Venezuela we expect to be able to look forward in the near future to major experience and research data. . . due to the great interest shown in many public and private sectors toward sex and family education programs."

#### **How a Sex Counselor Brought Up Her Children.** Helen Colton, Sc.D.

This is an unusually sensitive and well written article. Its best parts are the simple and logical words she has used in various situations with her own children that most parents would find difficult to say, thereby giving such parents a really hopeful lead on how to deal with similar situations with their children. Unfortunately the overall excellent impression of the article is seriously marred by the insertion at its end of a paid advertisement for one of the author's own books, offered with the headline, "Use me to help your patients."

#### **French Provincial Society and the New Sex Evolution.** Emile Guillerme, M.D.

The author, a general practitioner and sex and family counselor in Brest, France teaches us much by his descriptions of attitudes and problems in sexuality as these exist in French society. He identifies four groups according to age that reflect prevailing sexual attitudes: The older people, remaining attached to traditional morals; the intermediate class, 25 to 50, the most divided between liberty and taboos; the "Children of May", 18 to 25, a generation marked by insurrectional ideas and leftism; the rising age, under 18, characterized by a total lack of sexual inhibition. He closes with the observation that, "In spite of their meritorious work, French sexologists are a very small group, numerically insufficient to meet the needs for sexual therapy in a new society."

#### **Why Does There Still Exist So Much Sexual Dysfunction?** Pauline Abrams.

This is a poorly organized and somewhat rambling article. Identified as one who does "sexual attitude restructuring and behavioral modification techniques for the dysfunctional", the au-

thor's opening statement is discomforting in its didacticism and denial of the validity of pluralism: "Now that the morality of the individual in most cases is no longer thought to be the province of the church or state, and we can do what we like, whenever and with whomever we please, sexual freedom has become one of the aims of enlightened men and women everywhere." Such a statement is unbecoming to a professional publication.

#### **The New Sex Therapy—A Book Review.** J. Dudley Chapman, D.O.

Dr. Chapman, who does most of the OP book reviews, devotes 6 pages to an intensive analysis of *The New Sex Therapy* by Helen Singer Kaplan. His appreciation of the great service rendered by Dr. Kaplan is expressed in the last two sentences of his review: "This is a vital segment of comprehensive, total man-woman medicine. Please avail yourself of it."

Dr. Chapman should be thanked for his continuing efforts to remind physicians of the importance of human sexuality as an area of medical practice. As editor his choice of articles while not always felicitous is nevertheless challenging to the reader's own developing discrimination and perceptiveness about human sexuality.



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