

SEX IN CHILDREN'S FICTION: FREEDOM TO FRIGHTEN?

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Children learn about themselves and their world primarily from living—from their experiences and relationships with people and things around them. And this is as true of sexual learning as any other kind.

However, they also learn from the mirrors of reality—movies, television, books—both of the documentary/nonfiction variety, and of fiction. Not too long ago, if sexual matters were mentioned at all in children's fiction, a single standard of abstinence-or-else was applied unilaterally to the unmarried and underage.

In the last few years, society as a whole has begun to accept sexuality—even children's sexuality—as a natural part of life and living, and this has led to a new openness in dealing with sexual themes in the movies, television, and books. The November, 1972, issue of the *SIECUS Report* featured a look at the children's fiction of the late 1960s and early 1970s, just beginning to deal with young people's sex-related concerns.

Children's books are now freer to deal with formerly taboo subjects. If anything stands out from a sampling of fiction and picturebooks with sex-related themes published in 1976, it is that all shades of the sexual spectrum are presented. Yet with this freedom has come license to exploit—a calculated bid by publishers to cash in on every titillating theme and call it "bibliotherapy." Unfortunately, these new books are not free of old stereotypes about male/female relationships or misbegotten ideas about sexuality.

The presence of three books in a single year on the most violent sexual act—rape—represents a turning toward the pathological aspects of sexuality. Dizenzo's *Why Me? The Story of Jenny* and Peck's *Are You in the House Alone?* depict two of the most common rape attacks—Jenny is sexually assaulted while hitchhiking; Gail knows her "sickie" assailant—and in neither case does the rapist take the rap. That's the extent of the similarity: one is uncommonly good while the other is uncommonly bad.

Why Me? is merely an object lesson in what to do. Jenny accepts a ride from a stranger she has a "funny feeling" about; doesn't report the rape right away; chooses as a confidante a flaky teenage runaway. Moreover, it's a no-win situation: no matter what Jenny does, all avenues lead to dead ends. When

she finally unburdens herself, a doctor tells her never to darken his door again; dad blackens her eye; and the kids at school besmirch her reputation.

Dizenzo's commiserating (she has Jenny wail on and on about how "filthy" she feels) is not nearly as supportive of the character as the indignation Peck projects in *Are You in the House Alone?* Peck treats rape as a serious issue, effectively dramatizing it in the style of a Hitchcock thriller, with the heroine hounded by obscene notes and heavy-breather phone calls. The book is a page-turner at the same time that it is a rallying cry against antiquarian, antiwomen rape laws; but, most importantly, Peck creates a character with the grit and determination not to be permanently scarred by her scarifying experience.

Another chiller, Bawden's *Devil by the Sea* is a homicidal pedophile who terrorizes a British coastal town. Playing atmospheric effects to the hilt, Bawden is nonetheless compassionate in portraying a pathetic child molester. Adults, for whom the book was originally published in 1958, will respond. But, the book has now been reissued as fitting fare for children. It isn't. Once again the financial exigencies of publishing push a book where it shouldn't go—perhaps to the detriment of kids.

It's expected that books on sexual assault convey a sense of coldness and alienation. Disturbingly, so do the books on normal sexual relationships. It's not necessary in this day and age to make love a prerequisite for sex; it may not even be advisable to do so since teens tend to convince themselves they're in love in order to have sex anyway. What is necessary is some notion that sex should be a satisfying experience shared by people who care about each other. That's precisely what's missing from the books discussed below, and it is why the descriptions of sex in them are so joyless.

In Klein's *Hiding*, Krii agrees to go to bed with Jonathan for the first time and feels "like someone going to their execution." She remains unaroused and when, in rapid succession, Jonathan ditches her, gets hitched, and fathers a baby, Krii retreats to her parents' attic for a week.

In Krii's case, premarital sex is a prelude to a mini-breakdown. Other books present less extreme repercussions from first sex, but are negative and misleading in characterizing boys as being at the mercy of their hormones and girls as

being at the mercy of boys. Although this is certainly true in some cases, it's not always the case—as these books would have readers believe.

In Rosen's **Cruisin for a Bruisin**, set in the '50s, an uninvolved and uncomfortable Winnie doesn't call a halt to a session of "everything but" with her boyfriend because "it's supposed to be painful for him not to have an orgasm." Better, Winnie decides, that she forgo her enjoyment.

It's not just a question of 1950s mores. In another novel, set in the 1970s, when **Marcia's** boyfriend takes up with her rival who "puts out," it's no more than she expects ("I guess Danny had to get something off his chest, well not his chest . . ."). The will-she-or-won't-she question is settled by author Steptoe—Marcia decides to "get me some damn pills . . . before he leaves me"—but it is unsettling that the value of the shallow relationship thus preserved is never questioned.

However it misfires, **Marcia** is at least well intentioned in trying to show pressures on teenage girls. Not so Platt's sleazy **The Terrible Love Life of Dudley Cornflower**, which is aggressively harmful to young readers. A "young adult" novel, it was ostensibly published for adults but heavily promoted for the youth market—a marketing device which serves publishers in getting books too hot to handle through ordinary juvenile publishing channels into the hands of teenage readers. The compulsive nature of ninth-grader Dudley's scramblings to "get laid" (he is self-diagnosed as suffering from "gynecomania: male impulsiveness to assault women") drains his frenzied gropings of any real enjoyment. The book pushes promiscuity ("It's murder having to screw the same old bodies," says one of Dudley's lady-killing buddies) and a warped view of women (to Dudley, the fact that a girl has had an abortion makes her really attractive). Cornflower's deflowering—he makes a point of not using birth control—is the pits . . . and the epitome of sexploitation.

The thematic opposite of Platt's exercise in mindless coupling, Le Guin's **Very Far Away from Anything Else** is a thoughtful, sensitive portrayal of a teenage couple coping with sexual feelings. This is one of the rare positive examples of a book reflecting more than superficial sexual concerns. The teenaged protagonists, who genuinely care about each other, ultimately decide against a sexual relationship in the face of future plans already made that will keep them apart and prevent what is to them a necessary commitment.

Only one of the sexually active characters in the books surveyed asserts control over her body by acquiring a prescription for the Pill from Planned Parenthood. That's Gail in Peck's *Are You in the House Alone?*; but, ironically, because the author is pointing up society's hang-ups about women who have sexual relations, he shows that her responsible behavior actually works against her (after she's raped by the psychotic scion of the town's leading family, a lawyer advises that protection by the Pill almost precludes protection under the law).

Given the staggering statistics on unwanted teenage pregnancies, one would expect authors of novels for this audience to be stumping for birth control. Quite the opposite is true. Fifteen-year-old Marcia believes it's her natural, God-given right to produce babies—a potentially disastrous position for any teenager. She'll take the Pill, but reluctantly: "I'm gonna defend myself against this sick world by taking birth-control pills every day or sticking some weird rubber thing up my crotch every time I get the hots."

With her wild fears and strange aversion to birth-control devices, Jean, the heroine of Windsor's **Diving for Roses**, makes Marcia look like a spokesperson for Planned Parenthood. Jean sets a horrific example for young readers already prone to overromanticizing the mysteries of sex. For her, a birth-control clinic is a dehumanizing place "where sex is a common everyday job. No need to feel embarrassed here. Sex, spelled S-E-X, fine and dandy, okay, swallow your methods and go out and fuck the world." Small wonder Jean doesn't stick around for the pelvic exam ("I can't discuss my most intimate channels with a rubber finger"), which is how she winds up getting pregnant.

Jean is not the typical heroine of a formula teen-pregnancy novel. She may be unmarried and large with child, but that's not her biggest problem—or the book's. Incurably romantic, she is so self-deluded that she actually believes the backpacker who deflowers her is a wood sprite. She turns up her nose when it turns out that the father of her unborn child is a computer programmer, but elects to keep the baby—a decision, given the state of her mental health, that should give adult readers the shakes. That it might not shake up less experienced teenage readers is even scarier.

The other two novels following the love-'em-and-leave-'em formula are based on wildly improbable propositions. In Minshull's **But I Thought You Really Loved Me**, readers are presented with a Christian shelter for unwed mothers jammed to the rafters with gibbering freaks. The main character, Koral, is a wreck, and she's in good shape compared to three of the featured inmates: a girl who thinks she's the Virgin Mary and attempts suicide when she doesn't deliver on Christmas Day; a gang-bang victim dubbed "Jezebel" by her Bible-thumping parents; and a swinger who

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SPEAKING OUT

SEXUAL RIGHTS

The rights of parents in the sex education controversy were listed by Carlfred Broderick, Ph.D., as follows (*SIECUS Newsletter*, October, 1969):

We affirm the right and the obligation of parents to educate their own children as to the so-called facts of life and, more especially, as to the meaning and significance of these facts in their lives. We affirm the right of parents' access to books, group discussions, and other educational experiences designed to prepare them to carry out their roles as the primary sex educators of their children. We affirm the right of parents to receive cooperation and assistance from the larger community in the education of their children in this as in other areas. We affirm the right of a parent to be informed as to the curricula, concepts, and teaching materials used in the sex instruction of children. We affirm the right of parents to withdraw their child from participation without prejudice if, after careful personal study, they find that their own personal values are being subverted.

The right of a school board, that at Shawnee Mission, Kansas, as the defendant in a case brought by a parent, to teach sex education was established for the first time by Judge David Prager in the Fifth District Court of Shawnee County, Kansas, Fourth Division, in the following ruling (*SIECUS Newsletter*, October, 1970):

1. Defendant is authorized by constitutional and statutory authority to conduct programs of education in promotion of the public health, welfare, and morals.

2. The program of sex education being conducted by defendant is a reasonable exercise of its constitutional and statutory authority, and is reasonably related to the promotion of the public health, welfare, and morals.

Judge Prager further declared that the program violated neither the fourteenth nor the ninth or tenth amendments to the Constitution of the United States nor the Bill of Rights of the Kansas Constitution.

On this landmark case, Harriet Pilpel, a noted member of the New York Bar who has been involved in a number of important cases relating to contraception, abortion, and other civil rights, commented (*SIECUS Newsletter*, October, 1970):

... who speaks on behalf of the children? In recent years the United States Supreme Court and a number of other courts have begun—just begun—to pinprick out case by case a bill of rights for children. . . . At the same time the state legislatures have begun—but, again, just begun—to acknowledge that children as human beings have rights of their own, such as to medical treatment. . . . The findings . . . of the District Court of Shawnee County, Kansas, are in this developing tradition: By holding that the defendant school district may integrate sex education into the curricula of primary and secondary schools without violating anyone's constitutional rights, the court has paved the way for a recognition that such an integration is *per se* a constitutional right of children, i.e., that they have the right to be educated about sex, a central phenomenon of their personal lives.

Other constitutional rights of minors have since then been ruled on, i.e., the rights of minors to have access to

venereal disease or contraceptive services without parental consent or knowledge—in twenty-six states in the case of contraception.

Concurrently, the abysmal lack of knowledge of most adolescents on sexual matters has been thoroughly documented in the face of their own claim, silent but activist, of their right to *be* sexual—hence the position adopted by SIECUS in 1973 that “free access to full and accurate information on all aspects of sexuality is a basic right for everyone, children as well as adults.” Ironically, and concurrently, a considerable number of school library-book controversies have been occurring, as when, for instance, the Island Trees (NY) School Board last year removed eleven books from the school library that it admitted it had never read! Furthermore, at present the District of Columbia and six states (Hawaii, Kentucky, Maryland, Michigan, Missouri, and North Dakota) mandate sex education as a part of health education, but Michigan specifically forbids education on birth control, and Louisiana forbids *any* sex education.

These many issues all began to come to a focus in the previous *SIECUS Report* on “Childhood Sexuality” (March, 1977), underlining the right of children to *be* sexual, in phase-appropriate ways, as a just part of their heritage. They come to a focus again in this issue, exploring the question of sexual themes in children's literature and the right of children to have access in public and school libraries to reading that reflects the reality of life at their own levels. Slowly, slowly, as in a complex jigsaw puzzle, one little piece joins another and a coherent image begins to assume form: the right to *know* about sexuality, the right to *be* sexual, the right of access to educational and literary sexual materials, the necessarily correlative right to *produce* and *distribute* these materials—all of these are rights that are being stated, debated, in some cases legislated. What needs also to emerge more clearly is one right that might in the end serve to clarify a number of the murky issues that, regarding sex, affect children and adults today: the right of the unwilling or inappropriate audience to have its privacy or peace of mind protected from unsought invasion.

To orchestrate the harmonization of all of these with a number of other emerging human rights, some of them potentially conflicting, is a major task of this society during the next decade. To duck or ignore the issues on the one hand, or to continue to allow either irrational, destructive repression or flagrant flouting of these rights to rule the roost on the other, can only serve to delay what must inevitably in the end come to pass—accommodation by the society to the inescapable fact that people of every age are and will continue to be sexual, will require appropriate opportunities to read or learn about sexuality when they so wish, and will need support in learning how to respect each other in the acknowledgement and observation of these rights.

Mary S. Calderone, M.D.

WHERE THE ACTION IS

FILLING THE GAP

Mel Rosenberg
Coordinator, Young Adult Services
Los Angeles Public Library

A main educational thrust in Los Angeles this past year has been improved cooperation between schools (public, private, and parochial) and the public library. Briefly, it was an attempt to inform teachers of the various services provided by the public library, specifically to teachers, that they may not be aware of or are not availing themselves of. The almost missionary zeal on the part of many public librarians, who were the host group, and the receptiveness and informativeness of many teachers has been especially notable in these socially and fiscally tough times.

As might be expected, the teachers were supplied with booklists, some of them generated for the occasion. My own office prepared one highlighting books that we think are popular with Los Angeles teenagers now; included were fiction, nonfiction, books of special interest to minority youngsters, and materials that are engrossing but easy to read. Among these many titles there were almost no nonfiction books on sex. This was not a matter of conscious policy; it came out that way because we do not find that books on sex are really popular with teenagers, even those (maybe especially those) written for them. We know they are used because they are often off the shelves, but they aren't often requested.

Though there was no direct connection, but in the same spirit and in the midst of the series of meetings described above, I was asked to address the assembled public junior high and senior high school librarians (on separate but equal occasions), mainly to discuss the problems of *selection* of materials on sex for teenagers, ages twelve to eighteen. Note the emphasis, because it betokens a historical change, at least in most big-city libraries. External pressures have decreased almost to the zero point in the area of nonfiction books on sex. (Fiction is a different matter, and I won't touch on it here.) But the internal pressures have increased. The feminist and gay rights movements have made sex a touchy subject in a new way. Females, predominating numerically in the library profession, have been very influential in the area of "correct" book selection, ultimately influencing publishing (along with the general population, of course) of materials on sex. Consequently, the selection of books on sex for teenagers requires more than usually careful reading, much discussion, and an awareness of the shifts in values and emphases that keep manifesting themselves in sometimes surprising ways.

That the pressures on school librarians are both external

and internal was expressed on both occasions. The internal pressures are not entirely the same as those for the public library, but emanate mainly from regulations and understandable administrative conservatism. The external pressures are the traditional ones of course, from parents and public opinion in general. Many of our schools have developed their own instructional materials for sex education, and, while I have not examined them, I would guess that they do not resemble closely the language and comforting intent of some commercially published material for teenagers, the best recent example being Sol Gordon's *YOU* with its youthfully appealing mixture of playfully vulgar farce and avuncular warmth, a book I feel certain has not easily found a place on school-library shelves but which has been embraced cordially by many public librarians. (It was selected a Best Book for Young Adults by the Young Adult Services Division of the American Library Association in February, 1977.)

It became clear after my talks that the problem school librarians have is not what to select (good books are plentiful, and there is good guidance for that) but that they really cannot select sex education books at all. This is the ultimate professional frustration for librarians in that a principle basic to library education is to bring the reader together with the right book, for librarians something tantamount to the Hippocratic Oath. I was faced with a roomful of frustrated librarians and my refrain was: "Send them to us," meaning the public library where the material is available. As soon as I said it, it struck me as smug and self-satisfied but it was all I could offer, and it wasn't good enough. Later, thinking about it, I kept hearing in my head a paraphrase of Emma Lazarus's famous lines: "Send us your uninformed, inquisitive young muddled masses, yearning to read free," small comfort for a large frustration.

I don't want to imply that there are no courageous and dedicated school librarians. I know many of them. After my talk to high school librarians one of them told me that she keeps *Our Bodies, Ourselves* in her desk, that she would supply it if it were asked for, but that she could be laying her career on the line if she did so.

Meanwhile the material proliferates. Next up, the first book on homosexuality written especially for teenagers, according to the publisher for junior high age up, is called *Gay: What You Should Know About Homosexuality* by Morton Hunt. Some wise person has said that on any subject the only book that counts is the first one and the best one. Since it's the first we'll have to pay special attention to Hunt, but it will be a while before all the results are in, something that is both frustrating and enlivening to librarians who have to keep revising their judgments of material on sex. I look forward to the day when sex education materials can appear on the shelves of both public libraries and public school libraries, when school librarians can join us in our search for the best sex-related materials to meet the reading needs of young people, when they will no longer have to act mainly as go-betweens while we public librarians fill the gap.

DO YOU KNOW THAT . . .

Freedom to Read in School

The United States Court of Appeals for the Sixth Circuit ruled in August, 1976, that school officials cannot arbitrarily go through a school library and remove books they dislike.

"A library is a storehouse of knowledge," the Court wrote in a unanimous decision. "When created for a public school, it is an important privilege created by the state for the benefit of the students in the school. That privilege is now subject to being withdrawn by succeeding school boards whose members might desire to winnow the library for books the content of which occasioned their displeasure or disapproval." The locale of the case was a school district in Strongsville, a Cleveland suburb, and the two books involved were *Cat's Cradle* by Kurt Vonegut and *Catch 22* by Joseph Heller. This ruling affects only books already on the shelves, not books that the board might want to acquire in the future. The Court also upheld a board's right to disapprove books as texts in class, but pointed out that, even though the books might be available outside school, ordering them off the library shelves would seriously impair the students' ability to find them. And that, the Court said, "would run counter to the First Amendment guarantee of free speech and press."

Resources to Write for . . .

Censorship and the School is a set of three 30-minute audiotape cassettes entitled "Academic Freedom—The Law and Censorship in the Schools," "Intellectual Freedom: Censorship and an Enlightened Public," and "Controversial Issues and the Classroom Teacher." Because teachers all over the country are finding their rights as educators in jeopardy on a scale unmatched in this century, with recently renewed attacks on academic and intellectual freedom in the classroom, the National Education Association has produced these materials for use in inservice workshops and teacher-training programs. For further information on these cassettes, write to: NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516.

The **Emory University Family Planning Program**, Atlanta, Georgia, publishes a number of materials dealing with sexuality. Three recent ones are:

The View from Our Side: Sex and Birth Control for Men, by Tom Zorabedian. A 24-page, magazine-size pamphlet illustrated by charts and humanized by cartoons, colloquial language, and humor. It covers aspects of sexual relationships ("Lovin'," "Rainy Afternoon," and "The TV's Broken"); birth control ("Poppa Stopper"); and venereal disease ("Love Is Infectious").

Some Things About Sex for Both Men and Women, by Nancy G. Varner, herself, and Malcolm G. Freeman, himself. Written for people of all ages, regardless of their intelligence

level, on the same topics as above but in very simple, childlike but right-on language.

Joy of Birth Control, by Stephanie Mills. Primarily on the physiology of reproduction, methods and details of contraception, and venereal disease, but with a four-page interview with Harvey Caplan, M.D., a staff physician at Planned Parenthood of Alameda-San Francisco, on "Human Beings Are Sexual by Nature."

For information on these, and others of their publications, write to: Emory University Family Planning Program, Box 26069, 80 Butler Street, Atlanta, GA 30303.

WHO Technical Report #583—Pregnancy and Abortion in Adolescents has just been issued by the World Health Organization as a report of a meeting on this topic. The sixteen participants were primarily physicians, but included two sociologists and the director of a school of nursing. Fourteen countries were represented, including a number of Third World nations. To order, send \$3.40 for the first copy (\$2.50 for each additional copy, bulk rates available on request) to: Q Corporation, 49 Sheridan Ave., Albany, NY 12210.

Center for Gerontology Studies

The Leonard Davis School of Gerontology, the first such study center in the nation, offers B.S., M.S., and certificate programs in preparation for careers in this rapidly expanding field. It also offers summer institute courses of varying lengths, one such in 1976 having been on "Sexual Behavior and Sex Roles in the Later Years." A small number of stipends for tuition and registration fees, and/or living expenses, are sometimes available for these summer institutes. A series of technical bibliographies and publications in the area of sex and the aging are also available. For information, write to: The Leonard Davis School of Gerontology, Ethel Percy Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007.

California Mandates Sexuality Study for Professionals

Beginning January 1, 1978, any person in California "applying for a license, registration, or the first renewal of such license . . . as a licensed marriage, family and child counselor, a licensed clinical social worker or as a licensed psychologist shall, in addition to any other requirements, show by evidence satisfactory to the agency regulating such business or profession, that he or she has completed training in human sexuality as a condition of licensure . . ." and "the curriculum for an applicant for a physician's and surgeon's certificate

[must] provide for adequate instruction in human sexuality. . . ."

The two laws which so amended the California Business and Professions Code, sponsored by Assemblyman John Vasconcellos of San Jose and signed into law by Governor Brown in late 1976, further specify that the applicable regulating agencies must determine the content and length of human sexuality training to be required, and that this training may be used as credit toward any continuing education requirements currently in effect.

California thus becomes the first state in the nation to write into its laws a concept which SIECUS has been urging since its inception—that in order to have real competence to deal with the problems of sexual human beings, professionals must have professional training in human sexuality.

Training Project in Sex and Disability

The Human Sexuality Program of the School of Medicine, University of California, San Francisco, has a grant from NIMH to train disabled and able-bodied persons having significant contact with the disabled, as sex educators for disabled persons. Trainees receive supervised instruction and experience in providing appropriate sociosexual information and counseling to persons with physical disabilities, their families and intimates, and personnel of habilitation and rehabilitation agencies.

The training requires a one-year commitment (20 hours per week). This includes two full days, some evenings and weekends, and home assignments. Local transportation and tuition will be provided; a small stipend is available for qualifying trainees.

Applicants must be at least twenty-one years of age, have some college study completed, and have effective communication skills, an interest in pursuing employment in the field

of sex and disability at the completion of training, and satisfactory physical health.

For further information on the training program, write to: David G. Bullard, Ph.D., Coordinator, Sex and Disability Training Project, Human Sexuality Program, 350 Parnassus Avenue, Suite 700, San Francisco, CA 94143.

Training in Marriage and Sex Counseling

The Marriage Council of Philadelphia (Division of Family Study, Department of Psychiatry, University of Pennsylvania School of Medicine) offers an AAMFC-approved, clinically based program in marriage and sex counseling and sex education for professionals seeking training in these areas. This full-time, eleven-month program is open to candidates who have had supervised counseling experience and have a master's degree or above (it is *not* an internship for students seeking an initial counseling practicum). Qualified applicants may be eligible for a combined doctoral program (Ed.D. or Ph.D.) in Human Sexuality through the Graduate School of Education of the University of Pennsylvania. For information, write to: Ellen M. Berman, M.D., Director of Training, Marriage Council of Philadelphia, Inc., 4025 Chestnut Street, 2nd floor, Philadelphia, PA 19104.

Couple Communication Training

The Marital-Sexual Therapy Institute will be offering an Instructor Training Workshop in Couple Communication on June 23–25, 1977. For information regarding this workshop, write to Brian C. Campden-Main, M.D., Director, The Marital-Sexual Therapy Institute, 3545 Chain Bridge Road, Suite 4-A, Fairfax, VA 22030.

1977 SUMMER WORKSHOPS: AN ADDENDUM

[See the March, 1977, SIECUS Report for a complete listing.]

Connecticut

Central Connecticut State College, New Britain, CT.

- *Male/Female Roles: In and Out of the Family*. May 25–June 16 (Tuesdays to Thursdays), 3 credits.

Write to: Annie L. C. Huston, Department of Psychology, Central Connecticut State College, 1615 Stanley Street, New Britain, CT 06050.

Illinois

Southern Illinois University, Carbondale, IL.

- *Human Sexuality*. June 13–August 4, 3 credits.

Write to: Michael Zunich, Chairman, Department of Child and Family, Southern Illinois University, Carbondale, IL 63901.

Michigan

Sinai Hospital of Detroit, Detroit, MI.

- *Workshop on Human Sexuality for Health Care Professionals*.

June 10–12, 22 hours Category I Continuing Medical Education credits.

Write to: Billie Jewell, Registrar, 14800 West McNichols, Suite 406, Detroit, MI 48235.

Minnesota

Saint John's University, Collegeville, MN.

- *National Seminar on Christian Sexuality and Parenting Love*. June 24–29.

Write to: Reverend Paul Marx, O.S.B., The Human Life Center, Saint John's University, Collegeville, MN 56321.

New York

New York University, in cooperation with the Society for the Scientific Study of Sex, New York, NY.

- *Experimental Workshop Relating to Sexual Minorities*. June 6–10, 2 graduate credits.

Write to: Deryck D. Calderwood, Ph.D., Human Sexuality Program, 54 South Building, New York University, New York, NY 10003.

JOURNAL REVIEWS

Journal of Research and Development in Education. Special Issue, Volume 10, Number 1, Fall 1976. Edited by Michael Carrera. Atlanta, Ga.: Edpress-College of Education, University of Georgia (84 pp.; \$3.00).

Reviewed by Harvey Bien, Ed.D., Supervisor of Health Education, Community School District Ten, Bronx, NY.

As one involved in educating students about human sexuality, I was most impressed with the quality and selection of articles contained in this journal, a special issue entirely devoted to the topic of sex education. The editor, Dr. Michael Carrera, of Hunter College, has included eleven articles from outstanding professionals concerned with sex education programs in schools and communities throughout the United States and Bermuda.

In the preface, Dr. Carrera briefly traces the historical development of programs of sex education in the nation's schools and communities. In the initial article, "Human Sexuality in the Schools," John and Diana Pietrosesa discuss the need for innovative and relevant sex education instruction in the schools. The authors emphasize that, in addition to factual information, students need to be helped to develop healthy attitudes and behavior in the whole area of human sexuality. Various approaches to achieve this are suggested, including: (1) values clarification; (2) role-working; (3) moral development exercises; and (4) human potential exercises.

Next, Paul Reichelt and Harriet Werley report a study involving some of Detroit's teenagers and their knowledge about such topics as contraception, reproduction, and abortion. Results indicate that when teenagers participate in an informal rap session under competent leaders, and where there is a nonjudgmental atmosphere

of warmth and psychological support, knowledge increases significantly.

The following three articles are devoted to the planning, development, implementation, and evaluation of human sexuality programs on the elementary, junior and senior high school, and university levels of education. In the first one, Sylvia Jacobson points out how such a program can be successfully implemented in the elementary and junior high school grades. The second illustrates how Burt Saxon, a first-year teacher, along with eight colleagues, met the challenge of teaching sex education to their students even though they were faced with numerous racial-, drug-, and school-related problems. The third article, by Murray Vincent, deals with situations facing many college students today who are living in coed dormitories with unlimited visitation opportunities, and how they can be helped to cope with this and other problems in their daily living.

Turning from sex education in the United States to the country of Bermuda, June Butts relates how she helped to implement a program of sex education in that island of British background. Dr. Carrera follows with a report about his work with peer-group sex information and education programs whereby "a for students by students" approach is utilized. The information contained therein highlights the fact that, aside from providing information to students about their own sexuality, the way in which they acquire it is of utmost importance.

In the remaining four well-written articles, essential sexual health-care services in colleges, high schools' development of a government-sponsored sex education program in Los Angeles, the professional preparation of sex educators, and the importance of selecting appropriate and relevant sex education instructional materials, are

all carefully discussed. At the end of the publication, a special section provides meaningful biographical information about each of the experienced contributors.

This issue presents a representative and well-balanced sample of topics relevant to the area of sex education. Because this is a timely and popular theme today, hopefully the journal will play an important role in encouraging those responsible for providing quality programs of human sexuality in our public and nonpublic schools and communities to do so as expeditiously as possible.

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BOOK REVIEWS

Matt Gargan's Boy. Alfred Slote. Philadelphia: J. B. Lippincott Company, 1975 (159 pp.; \$6.50). ET

The Telltale Summer of Tina C. Lila Perl. New York: The Seabury Press, 1975 (160 pp.; \$6.95). ET

What It's All About. Norma Klein. New York: The Dial Press, 1975 (146 pp.; \$5.95). ET

Blood in the Snow. Marlene Fanta Shyer. Boston, MA: Houghton Mifflin Company, 1975 (124 pp.; \$5.95). ET

Hello, Aurora. Anne-Cath. Vestly. New York: Thomas Y. Crowell Company, 1974. C

Reviewed by Lorna Brown, M.A., member, SIECUS Advisory Panel.

Several years ago when I wrote for SIECUS about fiction for young people, children's authors were beginning to deal openly with human sexuality. I have recently read a more recent group of these books, and am pleased to report that the trend continues, with books addressing many aspects of human sexuality in the broadest sense of the term. Two concerns predominate in these novels: young people adjusting to the divorce of their parents; and children accepting themselves and their families as worthwhile individuals, in spite of the ways in which they may differ from others. Especially important is the extra effort made by the authors to be nonsexist.

With the divorce rate rising steadily, and more unhappy couples not staying together "for the sake of the children," it is no wonder that young people are very concerned about divorce. *Matt Gargan's Boy* by Alfred Slote, the author of sports novels for the young, is a

book for the preadolescent group. Danny, the son of a major-league baseball player, has to accept the reality that after the baseball season is over, his dad will not be returning to live with him and his mother. At the same time, he must allow his mother to enjoy her new boyfriend. A plus in the story is that the boyfriend's daughter is a superior baseball player on Danny's previously all-male league team. The book is full of baseball, which will help keep the interest of some young people who might otherwise not read it.

Tina Carstairs, heroine of *The Telltale Summer of Tina C.*, is a preteen who lives with her grandmother and brother. Her mother has been away "finding herself," and her father is in the process of remarrying. Tina and her girlfriends are suffering from very typical pangs of puberty. When she and her brother spend time visiting their mother in New York City, she meets a boy who teaches her that an important ingredient in letting other people like you is liking yourself. The book will appeal to preteens.

What It's All About deals with both divorce and the adoption of a Vietnamese orphan. Eleven-year-old Bernadette lives with her mother, her stepfather Gabe, and her adopted little sister, in New York City. Her Japanese-American father has remarried and is living in California. The book is full of the joys and tensions of family life, including the mother's marvelous description of Bernie's birth. A bonus in this book is a grandmother who remarries. After Gabe leaves home, Bernie must decide if she wants to live with her mother and sister, or with her father in California, and concludes that a family without a father is still very much a family.

In the "accepting one's self" category, *Blood in the Snow* is a sensitive story about a preteen boy whose macho father thinks he is a sissy. Max's father gives him a gun, which he trades for a flute, and finally takes back for the humane purpose of killing a fox dying in a trap, thus proving his courage to his father.

Hello, Aurora, is a story translated from the Norwegian. While it is written for the eight- to twelve-year-old group, I thoroughly enjoyed it. Aurora's mother has returned to her work as a lawyer, eight weeks after giving birth to a baby boy. This leaves Aurora's father, who is working on his doctorate, to handle housework and childcare with Aurora's assistance. The family has moved to a new apartment, and most of their neighbors are appalled at the situation, continually offering advice and aid for this "poor family whose mother has deserted them." It takes Aurora quite a while to make friends and feel comfortable. While some aspects of this family's life are truly part of another culture, the underlying message transcends boundaries.

Forever . . . Judy Blume. Scarsdale, NY: Bradbury Press, and Pocket Books, 1975 (199 pp.; \$6.95 hard cover, \$1.75 paperback).

Reviewed by Mary S. Calderone, M.D., President, SIECUS.

This novel is by a writer whose books for children from about nine through the teen years have sold literally millions of copies. Her books are considered controversial by some parents because they deal with a number of

Audience Level Indicators: C—Children (elementary grades), ET—Early teens (junior high), LT—Late teens (senior high), A—College, general adult public, P—Parents, PR—Professionals.

themes that realistically do occur in children's lives (cruelty to each other, sexual interests, etc.) but that most parents prefer to believe their own children cannot possibly be "guilty" of.

Forever . . . is presumably intended for adolescents. Actually, although it would surely interest many of them, it would be no news to most of them, because it portrays happenings that are occurring in adolescent lives not only in this country but all over the world. (If they were not so occurring, why in this country would one million of the ten million girls aged fifteen to nineteen get pregnant every year?)

So I believe that this is a book that parents (mothers and fathers both, please note), should be reading, not in order that they may immediately fix an accusatory gaze upon their teenage daughters, but so that they might perhaps be helped to face at last how much the world in which *their* children, their own darlings, are growing up is different from the world that they remember at the same age, and that our whole system of values has to be recast into more relevant and realistic form. Here is how the counselors, clergymen, and physicians who ultimately meet these sexually active and often pregnant teenage girls know it is, in very well-written and graphic form, but in good taste, for after all, it is about nice children from nice families—like yours and mine!

In fact, what happens between Katherine and Michael happens every year with about half of the 21 million young men and women in this country who are in this age group. At the end Katherine comments, "I'll never regret a single thing we did together because what we had was very special. Maybe if we were ten years older it would have worked out differently. Maybe. *I think it's just that I'm not ready for forever*" (italics mine).

Exactly. So why not wait? That's what needs talking about between adolescents and parents, which should imply neither condemnation nor condonation. Whatever may come out of such discussions will surely be an improvement over the closed silences that probably existed before. Discussing life as it is, in thoughtful, nonargumentative, and mutually respectful fashion, is the best thing parents and children can do today, and a starter would be for all concerned to read this book. **ET, LT, A, P**

Sex and the American Teenager: The Problems of Adolescent Sexuality—and How to Cope with Them in Today's Changing World. Murray M. Kappelman, M.D. New York: Reader's Digest Press/Thomas Y. Crowell, 1977 (281 pp.; \$8.95).

Reviewed by Mary S. Calderone, M.D., President, SIECUS.

This book is intended for parents, and as such is an especially welcome one. It is an easy book to review: in essence, the author writes his own review by presenting so successfully his own stance on adolescent sexuality, based as it is on fact and much experience in the field. His combination of realism, skill, and compassion makes a particularly valuable book.

Part One, "Adolescents, Parents, and Peers: Toward Successful Sexuality," contains seven basic chapters of exposition. On the very first page he defines an adolescent for the purpose of the book as "a teenager between the ages of thirteen and nineteen who is sexually able, awakened, and undoubtedly active." He points out that parents today are not prepared for their own teenagers' sexuality because the sexuality we remember is so different from the sexuality we see in them. While we "reflect back upon furtive 'making out' in the back of the car . . . today's teenager . . . accepts sex as a natural, biological, *integral* aspect of his *everyday* life. . . . This has resulted in a totally new sexual subculture known as adolescent sexuality. . . . Teenage sexuality is not a fad but a fact of life. I know. I have seen it. I have treated it. I have been in the trenches!"

He then points out ten reasons for this striking change: recurrent wars that tend to create the "distinct urge to 'live now'"; separation of conception from sexual pleasure; the role of the media in focusing on the sexual part of human life; the revelations of the sexual lives of "our heroes, our political and religious leaders, our major athletic and cultural figures to . . . the young who are seeking models"; the attitudes of parents that have shifted because of their own sexual liberation; the constant sexual awareness and sexual stimulation in the society; easier divorce; the new openness "of society in confronting the issues of bisexuality and homosexuality"; the "bonding of teenagers into 'steady' relationships"

that begins earlier than in past generations.

In Chapter 4, "The Dangers of Early Sexual Activity," after discussing several of his own cases, he says:

Sexual activity means the act of having sexual relations with another person. There is an instinctive ability to perform the act. However, the term "sexual competence" relates to the ability to transmit the full scope of feelings during a sexual act, gratifying the partner and sharing the tenderness and bonding of the act in the after moments that are so very important. These sets of actions are not instinctive. One is not born with the necessary information and understanding to be sexually competent in these terms. One must be taught, and one must be mature enough to understand and to be able to share and to give. All too often, in the early sexual behavior of today's adolescents, sexual activity precedes sexual information and sexual sophistication. . . .

With today's teenagers' apparent high-speed drive into sexual experimentation, how can a parent put on the brakes and slow down the plunge into premature sexuality? The adolescent should be taught that sexual interaction, particularly sexual intercourse, is the *end* result of a gradually developing, carefully progressive interpersonal relationship; he must understand that sex is not sufficient to maintain a relationship that has not been built on a broader communication foundation; finally both parent and teenager must realize that sexual information is not just the *whats* of sexual interaction but the *hows* and the *whys* of sexual relationships.

Dr. Kappelman specifically outlines the problems without presenting pat solutions, but after his discussions of various ways of counseling, any parent might be enabled to help a troubled teenager to take some next steps toward mature sexuality and self-determination.

In a chapter on "The Adolescent Sexual Revolution," the sexual life patterns of the grandparents and parents of today's teenagers are discussed in contrast to those of the teenagers themselves.

The parent of today who turns his back on sexuality among teenagers and denies that the sexual behavior is actually happening is denying an evident fact of life. . . . Can we bury our sexual biases so that our youngsters will not see them? Can we change from being "old fashioned" to being "modern" in our children's eyes? Basically we do not have to change. . . . We need not alter what we believe in. We need only to understand what the new generation of teenagers believe. We do not have to agree, condone, or encourage. We merely must know and accept that a change in sexual philosophy has occurred. Then we can meet our children on rational, mutually informed grounds. . . . If as parents we deny the prevalence of the sexual activity and experimentation among

our young adults, we prevent them from using us as confidants and counselors when they experience the pressures and the crises of sexual activity. . . . There are dimensions of experience that the more mature parent can bring to the subject of sex. Therefore, the denying parent not only is denying that sexual liberation and experimentation exists within his own teenager but actually is denying his teenage child access to himself. He is denying his wealth of information built on experience. . . . He is denying his child the sense that he is not adrift among the uncertain waters of his own adolescence, that there is a safe and understanding harbor at home.

Other chapters discuss the responsibility of sex, relations with the peer group, sexual education and counseling, in the same richly illustrated and thoughtfully explained manner.

Part Two discusses "Special Problems of Adolescent Sexuality—Contraception, Teenage Pregnancy, Venereal Disease, Homosexuality, and Bisexuality, 'Living Together' Versus Early Marriage." The final chapters are outstanding. Chapter 14 asks "Are You One of These Parents?" proceeds to describe the impact certain special characteristics may have on adolescent children: the socially aggressive parent, the sexually liberated, the single and sexually active, the confused, the absent, the morally rigid, the religious—all discussions profusely illustrated with actual case histories and their outcomes. Chapter 15 discusses "Successfully Parenting the Sexual Teenager": the flexible parent, the moderate, the tolerant, the nonpressuring, the accessible, the informed, the honest, the communicative, the crisis-proof. About the tolerant parent, Kappelman comments:

The parent must remember that to accept is not to condone or encourage, to discuss rationally is not to permit or to give tacit approval, to acknowledge that the situation exists is not necessarily the beginning of the parent's abdication. What this approach does signify to the adolescent is a willingness to consider the alternatives, to recognize that there are new and varied sexual options in the current world to which the teenager is deeply committed. This parent is saying to his teenager, "I am tolerant of you and your world."

Tolerance is an interesting gift when given to a child. There is a positive boomerang effect. The tolerant child will grow up able to accept the parents' faults and mistakes, able to reach out to help them. What a fine investment in the future.

This book, read carefully and thoughtfully by one or hopefully both parents, is an equally fine investment in the future of the parent-child and even-

tual adult relationships in that family. It is also a fine investment for all professionals who work with teenagers, for these will find many case histories of how Dr. Kappelman, a professor of pediatrics at the University of Maryland Medical School, a psychological and medical counselor to teenage children, actually helps these young people to deal with the sex-related problems in their lives. **A, P, PR**

11 Million Teenagers: What Can Be Done About the Epidemic of Adolescent Pregnancies in the United States, with an afterword by Daniel Callahan. New York: Alan Guttmacher Institute—Planned Parenthood Federation of America, 1976 (64 pp.; \$2.50).

Reviewed by Judith Falk, member, SIECUS Board.

The Planned Parenthood Federation should be commended for its very fine presentation of a social problem that faces our nation as well as many other countries throughout the world. *11 Million Teenagers* graphically, succinctly, and clearly states the problem of early, unwanted pregnancies among young women in the United States, thirteen to nineteen years old. The report is particularly strong in its presentation of the myriad disadvantages of early childbearing: greater prematurity, higher maternal risks, more school dropouts, greater dependency on social welfare, and higher divorce rates. One new fact emerges: each year, one out of every ten women, fifteen to nineteen years old, will become pregnant.

The main focus of the report is on the statistics that illustrate the dimensions of the problem. Its coverage is shown by the Table of Contents: (1) Basic Facts About Adolescent Sexuality, Pregnancy, and Childbearing; (2) What a Difference Five Years Makes; (3) What Is Being Done, and (4) What Could be Done. In all, the presentation is well documented, with illustrative pictures, graphs, and tables. Daniel Callahan's afterword persuasively argues the need for more effective information and services for this "dependent" age group.

I recommend this report for legislators and administrators (local, state,

and federal) who are involved with social and health issues, for school administrators and teachers, for parents, and for teenagers themselves, all of whom become involved with the broad spectrum of recommendations that the report outlines if changes are to be made. Foremost among the recommendations is Planned Parenthood's endorsement of realistic sex education for all age and professional levels. This is an endorsement that has been made over and over in the past decade, by health leaders and the major health and educational organizations and commissions in the United States. Another priority is the expansion of preventive family-planning programs, a task Planned Parenthood has pioneered for teenagers. This report is a strong first step in rallying our communities to coordinate their efforts and to improve significantly the quality of life for our largest age group, the teenager. **ET, LT, A, P, PR**

Love, Sex and Marriage: A Jewish View. Rabbi Roland B. Gittelsohn. New York: Union of American Hebrew Congregations, 1976 (128 pp.; \$1.00).

Reviewed by Rabbi Jeshua Schnitzer, M.S., Ed.D., Fellow, American Association of Marriage and Family Counselors; member, SIECUS Advisory Panel.

The subjects of love, sex, and marriage have as yet not become part of the curriculum of the majority of synagogue religious schools or of the day schools in America. Here and there this writer has heard of a teacher or a rabbi in a Reform synagogue (not in any Conservative synagogue schools) who has dealt with these essential areas of family life education. *Love, Sex and Marriage: A Jewish View* is a paperback supplement updating the chapters in Roland B. Gittelsohn's book *Consecrated Unto Me, A Jewish View of Love and Marriage*, published in 1965.

Changes in attitudes, moods, mores, and ethical stances, as well as new, valuable research in the world of human sexuality have occurred in the decade 1965–1975. This paper supplement is, therefore, fascinating to read just from a historical perspective. But it will also be a valuable handbook for the sexologist, the human relationist, and the family counselor, and especially for

any teacher concerned with Jewish attitudes on marriage and the family in the American Jewish community. Though the traditionalist will reject not only the original text but particularly this supplement because of its bold new approach and openness to sex and sexual terminology, nevertheless many teachers and rabbis will accept and understand its timely implications.

Rabbi Gittelsohn presents his point of view on many topics related to the complex field of human sexual behavior. Among these are masturbation, petting as a possible way to reach orgasm without intercourse, abortion, homosexuality, premarital intercourse—with an additional chapter on this subject contributed by Judith Levine, M.A., Instructor in Sociology at Kean College in New Jersey—women's liberation and today's changing social attitudes about women, and being a parent in the face of the changing attitudes about all of the above. In his preface, Rabbi Gittelsohn states, "I do not believe that the sexual ethics of Judaism have changed. But our presentation of them to young people can no longer be as dogmatic as mine was in 1965. Perhaps it should have been less monolithic even then. Today we must offer youths more alternatives, along with both sides of . . . controversial questions . . . then trust them to arrive at their own decisions." He adds, "This I have tried to do in these chapters," and, in a later discussion of masturbation, states his belief that "liberal Jews must respect our tradition without necessarily following it. Most of the ethical insights of Judaism are at least as valid today as when they were first conceived by our ancestors. In some areas, however, because we have knowledge which was unavailable to them, it becomes necessary for us to revise or even discard their judgments." It is in this spirit of considered and responsible recognition of the need for flexibility in reexamining previous attitudes that I welcome Rabbi Gittelsohn's honest, sensitive, and courageous presentation of the modifications in his own beliefs.

What has yet to happen is the equivalent among rabbis and religious school faculties. Rabbis must be helped to appreciate the importance of teaching on sexual subjects to their congregants. Sexologists could be helpful to rabbis in discovering a place beyond the immature and awkward ages of the

post-B'nai Mitzvah classes (14–16), where these subjects could be taught, studied, and appreciated by teachers and pupils alike.

I found it a difficult task to shuffle back and forth between the chapters in the hardcover book and this paperback edition in the effort to find continuity of thought and content. It is, therefore, my hope that the promise made here, in the Postscripts, that *Consecrated Unto Me* will be completely revised under the new title *Love, Sex and Marriage*, will be fulfilled, with the complete publication to be forthcoming very soon. **LT, A, PR**

Undoing Sex Stereotypes: Research and Resources for Educators. Marcia Guttentag and Helen Bray. New York: McGraw-Hill, 1976 (342 pp.; \$5.95).

Reviewed by John Money, Ph.D., Department of Psychiatry and Behavioral Sciences, The Johns Hopkins University and Hospital, Baltimore, MD.

Sharing the features of both a monograph and a technical report, this book gives a complete account of the design, methodology, execution, evaluation (including the tests used), and findings of an educational intervention aimed at changing sexism in schools. Place: Boston. School districts: three. Socioeconomic and ethnic areas: varied. Grades: kindergarten, fifth, and ninth. Number of classrooms: 22. Sex of teachers: 18 women, 4 men. Date of study: not given, probably 1972–74. Duration of classroom intervention: six weeks.

Finding: Sex-typing of behavior became progressively differentiated with age; girls were more flexible than boys; inflexibility was attributed to others more than oneself; the male stereotype was more inflexibly delineated than the female by both boys and girls; ninth-grade boys (aged fourteen) were more inflexible in sex stereotyping after the six weeks of de-stereotyping education than before; teachers who volunteered for the experiment somewhat lessened their own sexism in the classroom; there was great interclassroom variation in the efficacy of the intervention; and so on.

The word sex is used throughout the study with the same meaning that it has

on your driver's license or income-tax return. In accordance with school-board taboo, the words *penis* and *vulva* are not once mentioned, nor is anything to do with eroticism. The only approach to reproduction is tangential, namely, in the care of children as a sex-typed occupational role. There is no attempt to link the new sex egalitarianism with the actualities of contraception and planned family size!

Today's sophisticated children of any age, but certainly at age fourteen, undoubtedly recognize such adult evasiveness. There is no knowing what the study would have turned up had the investigators been permitted to differentiate what they and all other developmentalists wrongly call sex roles—which more accurately should always be called sexist roles, or sex-typed roles, or sex-coded roles—from authentic sex roles which are erotic, genital, romantic, and affectionately pairbonding.

In the present day and age, it simply is not good enough to approach school children as though they were paper dolls with nothing between their legs. We lose credibility thereby, which means in effect that we throw our children back, like a fisherman's unwanted catch, into the time-honored safety of sexist prejudice and stereotypy. **PR**

A Teachers' Round Table on Sex Education. Mary Susan Miller and Patricia Schiller. Boston: National Association of Independent Schools, 1977 (132 pp.; \$6.00).

Reviewed by Foster Q. Doan, Chairman, Department of Religion, Westtown School, Westtown, PA; member, SIECUS Advisory Panel.

For all those who are involved with or concerned about the way our children are learning about themselves and others as sexual beings, this book is a needed and valuable tool. Basically, it presents what a number of independent schools are doing in the area of sex education. The selection of schools is diverse and thus the attitudes and programs are very varied.

The book begins with a series of chapters by Patricia Schiller, director of the American Association of Sex Educators, Counselors, and Therapists, on "The Meaning of Sex Education,"

"How to Get a Sex Education Program Started," and "Teacher Training." These chapters are filled with good information and essential for those who would like to begin a program. I only reacted strongly to Ms. Schiller's listing of NAIS/AASECT Workshops. While I don't want to minimize the contributions of both NAIS and AASECT, I was bothered by the impression left that somehow these two groups have *the* key to sex education. Both groups have been helpful, but there are many more universities, groups, and organizations which also offer workshops and other teacher-training sessions. The March issue of the *SIECUS Report* gives the current listing each year, including those of AASECT.

The rest of the book is devoted to a survey of the more practical aspects of what, when, and how to teach human sexuality. Seventy pages are devoted to a discussion of philosophy and/or objectives and course outlines at a variety of different schools. An index of the various schools would have made for easier reference. The five statements of philosophy offer a kaleidoscopic view of sex education. One of these is labeled in error, for rather than being the statement of Westtown, it is the first two sections of "A Working Paper for Friends Schools on Human Sexuality" which was published by the Friends Council on Education, Philadelphia.

Then follows an outline of four lower-school programs, seven middle-school programs, and seven upper-school programs. While this writer would like to make critical comments on most of the programs, let it suffice to say that these programs are very varied in their goals, their content, and their method of presentation. Each school seems to be doing its own thing, which is good. However, the feeling comes through strongly that too many schools are dealing with human sexuality out of necessity or even panic, instead of dealing with it as an essential part of a young person's growth toward maturity.

The most disappointing and frustrating part of the book is the Bibliography. To see only four books listed for teachers seems unbelievable in the light of the many excellent reference books available for teachers, and a similar incompleteness is found in every category. I am most familiar with the high

school student, and there are many, many more than the ten listed books which ought to be used or available for this age group.

Other than a casual mention in the actual course outlines, there is no mention of some of the excellent visual aids available today. A list of films, slides, and filmstrips would have been of immeasurable value. There are many fine materials available and these are helpful in teaching sex education.

The book concludes, "Sex education is not a course or a teacher or a method. It is an awareness. . . . It cannot be localized. . . . It goes on with all of us wherever we are and happens in spite of our strugglings and our fears and our attempts to avoid." It is a helpful book which, if it had started from a broader base, could have been even more helpful. **PR**

The Sexual Experience. Benjamin J. Sadock, M.D., Harold I. Kaplan, M.D., and Alfred M. Freeman, M.D., eds. Baltimore, Md.: Williams and Wilkins Co., 1976 (666 pp.; \$23.50).

Reviewed by Daniel H. Labby, M.D., Professor of Medicine and Psychiatry, University of Oregon, Health Sciences Center, Portland, OR; member, SIECUS Advisory Panel.

This intriguing volume of 666 pages surveys the astonishing range of human sexual behavior. It is hard to conceive of a reader who would not profit somehow from this extensive collection of papers, since the coverage is not only comprehensive but highly professional, and of sufficient depth to hold the casual general reader, the scientific professional, and the social observer. Though most of the material has appeared in another form in *Comprehensive Textbook of Psychiatry—II*, by the same group of editors, the many new additions produce greater fullness and a sense of integration and wholeness. Indeed the entire book lives up to its billing as stated in the Preface as a "testimonial to sex as a central issue in life." The forty-eight contributors represent such a variety of fields that reading the chapter headings makes this point with startling accuracy. Coverage ranges over sexuality as it is related to human history, the arts, law, marriage, divorce, religion, the Woman's Move-

ment (an especially stunning contribution by Elizabeth Janeway), as well as the biological, anatomic, physiological, behavioral, and medical considerations, and adds up to a rich feast.

This volume appears at a timely moment; as Harold I. Lief indicates in the Introduction: "Interest in the subject of sexuality has had an exponential increase in the last decade." To now offer us a considerable body of information about our sexual existence, he attributes this to six basic factors: first, our remarkable societal changes in openness and candor concerning sex has had a parallel in the interest of professionals in the field. Second, old firm beliefs, values, and stereotypes have shifted in response to contemporary revolutionary movements such as Women's Lib and Gay Liberation. There is also a redefinition of the traditional male and female roles. Third, the past ten to fifteen years have seen an extraordinary upsurge in sex research, offering new alignments to older notions concerning theories of sexual development, the influence of biological factors, and our understanding of the cause as well as the methods of management for sexual disorders of behavior. Fourth, thanks to Masters and Johnson particularly, effective sexual dysfunction therapies are now available. Fifth, professional organizations have appeared on a national basis that are now able to provide and disseminate information to co-professionals, of which SIECUS is one of the most notable and effective. Sixth and finally, there has been acceptance of human sexuality as a legitimate area for study, research, and treatment by the medical profession. Now it is the unusual medical school in the United States that does not have a teaching program in the field of sexuality.

As a timely summation of these currents of influence, this book represents an attempt to gather together the wide-ranging fields of force and present them in a highly readable and intelligent volume.

Bibliographies are presented at the end of every chapter, and this reviewer found the twelve-page index accurate, workable, and rich in cross-reference. *The Sexual Experience's* readership can be considered practically unlimited, since it can encompass the professional as well as the interested nonprofessional with equal relevance and reward. **A, PR**

AUDIO-VISUAL REVIEWS

Human Sexuality in Medical Practice.

Harold Lief, M.D. Six audio cassettes (1976). Medical Economics Cassette Service, Oradell, NJ 07649. Price: \$75.00.

Reviewed by Pauline M. Carlyon, M.S., M.P.H., Project Coordinator, Comprehensive School/Community Health Education Program; member, SIECUS Board.

Human Sexuality in Medical Practice is a package of six audio-cassette tapes produced under the general direction of Harold Lief, M.D. The first two tapes tell how to take a sexual history; the third discusses how to handle changing attitudes of the "new woman"; the fourth offers tools for dealing with common sex-related problems; the fifth gives insights into sex counseling with teenagers and older women; and the sixth presents some effective short-term management techniques from Masters and Johnson.

Dr. Lief introduces each tape with a discussion of the objectives for the cassette and for the physician listening to the tape. Each tape ends with a summary and brief introduction of the next tape in the series.

These tapes may be a bit elementary for professionally trained counselors; however, they can be very useful to those for whom counseling is an adjunct to their primary responsibility, such as clergy, family planning interviewers, etc.

Dr. Lief, in Tape #1, "Taking a Sexual History" (Part I), describes the purpose of taking a sexual history and highlights its importance in the identification and treatment of sexual dysfunctions. He gives techniques in how to listen to the patient, emphasizing a nonjudgmental response as the key to success in all doctor-patient relationships. Routine practice of these techniques, he says, "is good medicine."

The sexual dysfunctions amenable to counseling-therapy are indicated as premature ejaculation, impotence, and

symptoms that appear to be related to sexual frustration (what used to be called "female complaints"), such as anxiety, depression, low back pain, headaches, etc. Men are most likely to bring to the physician systemic problems with the implication of organic involvement.

Lief suggests three steps for achieving an atmosphere within which the patient will most likely bring up sexual concerns and questions: (1) establishing rapport; (2) making appraisals; and (3) initiating therapeutic response. Rapport is established by communicating to the patient that the physician is able and willing to help, and will not be judgmental. The physician must be aware of personal anxieties that may arise in response to the patients' expressed fears, guilts, and shames.

It becomes clear in the development of several demonstration interviews that poor husband-wife communication is the cause of much sexual dysfunction. When this is true, physicians must accept improvement of the quality of the relationship as the goal of therapy. Sexual symptoms will not be resolved satisfactorily unless the doctor is aware of this and is able to help or make appropriate referral.

To be effective, physicians must view their sex counseling within a broad concept of sexuality and not limit their perspective to tinkering with sexual performance. Sexuality takes into account all expressions of the masculine or feminine personality of the individual.

One must learn to converse within the language and value systems of the patient. Attempts to improve the language and values of the patient (i.e., make them more like the doctor's) is demeaning and frustrating to the patient, and impedes the treatment process. This is discussed in the series.

A useful initial approach, suggests Lief, is to "start with the least highly charged area, then work from general concerns about work, to marriage or partnership, to the sexual relation-

ship." He points out that education, counseling, and therapy are separate and quite different interventions. The choice of interventions should fit the physician's capabilities.

The goal of Tape #3, "Sex Counseling in the Office: Handling changing Attitudes of 'The New Woman,'" is to challenge the physician to readjust his attitudes to accommodate the "new woman." This reviewer's reaction is "Humbug!!" What is required is a new physician. The "new" (read liberated) woman seems to be presented as a heretofore unrecognized pathology for which the physician needs a new awareness and new techniques. This is most condescending, both to women patients and to doctors. Nondirective (i.e., open-ended, shock-proof, non-judgmental) response is the hallmark of the humane counselor, doctor, parent, teacher, or friend. The implied judgment here is that openness, honesty, and frankness about sexual concerns, behaviors, interests, and problems, constitutes deviance, to be coped with, cured, or managed. The next edition of this tape would do well to eliminate this unfortunate bias, along with the references to the "so-called new woman" and the demeaning admonition that, "even if it is not easy to deal with her, it is necessary." After all, the new sexual woman (and man) is the goal of sex education!

Tape #4 of the series, "Sex Counseling in the Office: Handling Common Patient Problems," bridges the gap between sexual history-taking and establishing the need for treatment. Basic tools and guidelines are presented for management of common problems. The "how-not-to-interview" interview is particularly helpful.

The fifth cassette, "Sex and the Teenager; Sex and the Older Woman," should be retitled "Sex and the Teenage Girl," since it seems to be addressing gynecologists and their patients. Neglected are teenage boys who also have sex attitudes and problems in need of education and therapy. The

usefulness of this cassette to V.D. investigators, clinic interviewers, high school and college rap sessions is limited by this omission.

This cassette also discusses "Sex and the Older Woman." The counselor is encouraged to help the patient acknowledge and accept the normalcy of her sexual feelings and the need for sexual outlets. Again, males have been neglected. This excellent tape should be useful in schools, pastoral and family counseling, and family planning agencies.

Tape #6, "Treatment Techniques in Practice," includes the series' only interview with a couple, concluding that effective "talking-out" and communicating is the basic element of all treatment.

It is worth noting that a primary objective of Masters's and Johnson's sensate-focus technique is improved caring and communication between the couple. The "nongenital" attention that one partner gives to the other in these exercises is intended as an expression of love and proof of concern and interest that goes beyond "genital-sex performance."

All in all, this series is extremely well done. The tapes contain far richer fare than this brief review can reveal. The sequence might be changed to improve physician motivation to continue through the whole series. A written guide would be a useful addition. It is difficult to overestimate how significant a series like this can be to a physician's own personal growth, as well as to that of his patients.

Human Sexuality. Fifteen 55-minute audio-cassette tapes. Jeffrey Norton Publishers, Inc., 145 E. 49th Street, New York, NY 10017. Price: individual tapes, \$13.70 each (including booklet of instructions, as applicable); all fifteen cassettes, \$350.00.

Reviewed by Julia Heiman, Ph.D., Research Scientist, Long Island Research Institute and Department of Psychiatry and Behavioral Science, State University of New York at Stony Brook.

Sex researchers and educators are continuously reminded that sexuality is at once "free" and "everywhere in chains." The freedom side varies from a libertine perspective to a less aggress-

sive matter of simple choice. Chains, depending on one's theory, are formed from biological, cultural, or biocultural imperatives. The result, and we see or experience plenty of it, is a multitude of conflicts on sexual values.

Milton Diamond's *Human Sexuality* series (consisting of fifteen 55-minute audiotapes made from the original TV series successfully aired in Hawaii over educational TV) offers a good elementary introduction to a number of these conflicts. The presentation is expository rather than didactic; the treatment is divided into explanations of facts and information on one side of the tape and responses to specific questions on the other; the tenor is a mixture of curiosity and common sense, seriousness and fun, and casual and formal presentation. The overall message is a call for tolerance and appreciation of the variety in human sexual interests. Thus from "Sexual Fringes" a person can be helped to perceive celibacy as a valid sexual option; "I and Thou (Object Choice)" makes it clear that homosexuality is more than a stereotyped act or person; and in "Sex and the Law" the on-the-street interviews expose the listener to completely opposing attitudes regarding legal restraints on sex discrimination and pornography.

Generally, Dr. Diamond's style of presentation is interesting and works well to engage the listener. He offers the listener experts, people on the street, individuals from particular sexual lifestyles, as well as nonacademic examples of poetry, erotic readings, and some personalized banjo accompaniment. The tape presentation is made more attractive by the versatility of style, which varies from the extremely factual and straightforward (for instance, "The Body") to the more casual and expressionistic ("Intimacy and Love"). For educators who find that their students tire of a textbook style, this variety will be a welcome addition. The only disadvantage to the format is that many visual materials (i.e., dolls, dancers, diagrams) are referred to from the original TV series, a tactic that might distance and confuse. If the listener were sufficiently prepared for such references, they would be easier to overlook.

Nonetheless, the tape series successfully presents a humanized view of sex that is thought-provoking and interesting as an introductory for the student or the general public. It is refreshing to

have someone attempt to combine factual information on physiology, social implications of a transvestite lifestyle, and an artistic-poetic exploration of the meanings of love and intimacy. This latter category is an especially interesting one to include—love is perhaps the real lavender herring and final taboo that remains to be acknowledged by the scientific and educational sectors of sexology.

The series has its limitations. One is that the more physiological and anatomical topics tend to be less interesting and are less amenable to the straight audio mode. A second limitation is the heavy biological emphasis which is presented as the dominant influence over sexuality, a legitimate bias except that it is not discussed as a bias but as the true nature of sexuality. Social learning comes off as a fringe influence rather than a potentially overwhelming force, for which some social-learning theorists have developed strong arguments. When research is mentioned, it is almost exclusively biological data, leaving the sociopsychological theories vague and ethereal with no scientific plausibility. Freud is the only psychological theorist presented in more than a cursory way, which again is a view of biologically determined psychosexuality. Additionally, even in relying on the biological there is almost no mention of evolution, which would be a natural means for attempting to tie in the selection of behavioral traits and cultural mores presently subsumed under the term "sociobiology."

These weaknesses do not in any way negate the value of the tapes. They do suggest their use as a supplement to a human sexuality course which would also include diagrams, theory description, research advances, and a balance of other developmental theories regarding the meaning of sexual conduct. Alternatively, selected tapes might be used to present the personal side of sexual lives and lifestyles (for instance, "Sexual Fringes," "I and Thou," "Sexuality and the Handicapped"), or the basis for value clarification and discussion of ethical issues ("Sex and the Law," "Sexual Commerce"). Hearing the diversity of opinions on sexual beliefs and practices would provide students with an initial challenge to evaluate his/her own past, present, and future sexual development, concepts, and attitudes.

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The 1976 International Congress of Sexology and the Eighteenth Annual Conference of the Society for the Scientific Study of sex, held jointly in Montreal in October of 1976, resulted in 90 audiotape cassettes. All speakers were recorded during actual sessions in their own languages (English or French). For a list of the speakers, the titles of their presentations, and the cassettes' prices, write to: Hallmark Films and Recordings, Inc., 511 East North Avenue, Baltimore, MD 21213.

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Sex in Children's Fiction, Continued from page 2

flings herself at the school caretaker before taking off, heavily pregnant, with an unidentified man. What Minshull offers is a vision of punishment without supplying any insights into the real roots of the problem (the punishment even extends to having the maternity home double as a foundling home, thereby doubling the guilt of those who are about to give up their babies).

Christman's **A Nice Italian Girl** features a Machiavellian plot in which a handsome, smooth-talking young stud is employed by an illicit adoption ring to impregnate girls to ethnic order. The agency has an Italian couple looking for a bambino and top baby-maker Stephen Albright turns his attention to plain, painfully shy Anne Macarino. She gets wind of the plot, but decides to keep the baby and lead a life the author makes plain will be one of unceasing pain and struggle.

While it's valid for authors to make the impracticality and pressures of teenage parenthood apparent, there's no point in terrifying readers already fearful about sex and its consequences. The simple truth—that most teens who get pregnant are lonely and want to be loved both by the males who make them pregnant and the babies they expect to have—may not make for good book sales. On the other hand, distortions in these novels can only confuse and possibly harm the adolescents they are supposedly trying to help.

In startling contrast are the books written on birth for younger readers, whose very youth apparently makes them a safer audience and enables authors to say affirmative things about sex.

"A man feels awful good up close, so close there's nothing could come between you," Old Ella tells disgruntled twelve-year-old Stacy who, resentful of her pregnant stepmother, has run away from home in Bauer's **Shelter from the Wind**. Stacy stays with Ella long enough to assist in the difficult delivery, graphically detailed, of a German shepherd litter. The hard realities presented here (one of the pups is born deformed and has to be destroyed by Stacy's own hand) are not allowed to sour the birth experience nor diminish the thrilling, awesome power of this lifegiving process.

Human home birth and midwife delivery are rhapsodized over by the flower-child parents of Dragonwagon's **Wind Rose**. [See the review in the November, 1976, *SIECUS Report*.] Not everyone would be at home with the Woodstock Nation trappings, but this picturebook is so warm, so relaxed, so nurturant that any discomfort with its counterculture sensibility is dispelled.

Dealing with the subject of homosexuality for children presents even greater obstacles than does heterosexuality. Most of the authors considered here stumble over them.

Sullivan's **What's This About Pete?** is a transparently contrived setup. Puny Pete is verbally abused by his brawny biker dad and macho school coach, and propositioned by a cruising gay. Helping his mother embroider (he's gaga over satin and sequins) nets him a lot of needling (especially from the swaggering schoolmate he idolizes), but his worries are over when, on the last page, "this gutsy little guy has a date with Barbara." There's nothing inherently wrong with the book that sets itself up to deal with teenage homophobic fear—the fear is real (same-sex crushes are common at Pete's age)—but Sullivan's cheap happy ending won't touch readers whose own sexual-orientation crises can't be as neatly sewn up as her hero's.

The unanswered questions it raises are the sour notes in Wersba's **Tunes for a Small Harmonica**. J. F. McAllister cultivates a butch look with cropped hair and army-surplus attire, and marches in a gay rights parade. However, her sexual ambivalence is never examined. Out of the blue she develops a schoolgirl crush on her ascetic poetry professor to whom she is slavishly devoted in a stereotypically feminine manner.

Boys dress up in women's clothing in Kindred's **Hank and Fred**. While not a picturebook about transvestism, it's hard to tell exactly what it is about. By putting Hank in high heels, Kindred may have been trying to one-up Zolotow's *William's Doll* [(New York: Harper & Row Publishers, 1972; 32 pp.; \$3.95) see the review in the September, 1972, *SIECUS Report*], a book about a little boy who fights for his right to own a doll. If so, that's more an exercise in self-consciousness than in consciousness-raising.

Unlike the preceding books which are about *not* being homosexual or about nothing at all, Guy's **Ruby**, a "young adult" novel, is able to confront the subject head-on. It traces the anatomy of an ill-fated lesbian affair, but Guy's overwriting and exaggerated characterizations (Ruby is totally selfless while her lover Daphne is exclusively out for herself) work against anything Guy has to say about women's relationships.

Juvenile books have seldom ventured outside the narrowly understood band of children's sexuality. Nearly all of the books published in 1976 make sexuality the exclusive preserve of adolescence. There is a distinct lack of any attempt to treat the period from preschool to prepuberty, or even to admit to children's awareness of adult sexuality.

A happy exception is Bridger's **Home Before Dark**, which sensitively limns a fourteen-year-old's first sexual stirrings but also deals with the love life of her fortyish father. Widowed in the course of the story, he finds a renewed lease on life in the arms of a compassionate middle-aged woman.

Potentially, children's fiction dealing with sexual themes can answer the same questions as nonfiction on the topic, and do so in a more immediate and involving way. Thus it presents a great opportunity not only to provide young people with scientific facts about sex, but also to deal with the emotional and attitudinal concerns that young people have about their own sexuality—and to do it in a form more palatable than some instructional materials, reaching many

children who would not turn to formal (nonfiction) sex education books.

This is an opportunity largely ungrasped, a potential largely unfulfilled. Of the eighteen current books discussed here, only five are successful in providing voices of reason and reassurance for the young. Whether this is caused by the inability of adult authors to deal with the sexual concerns of the young in an honest and realistic manner, by the overzealousness of adult publishers in search of higher profits in the youth market, and/or by the continuing hang-ups of the adult society at large is not at issue here. What is at issue is that our young people are being shortchanged.

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