

## LET'S REMEMBER THE "MIDDLE-AGE" CHILD

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The fifth graders were unusually eager when they met with their Family Living teacher one Wednesday morning. Several of the girls raised their hands with questions even before taking their seats. When the group finally settled down, the teacher learned that a number of them had watched an eight-o'clock television movie the night before called *Young Love*, which had dealt rather explicitly with the sexual relationship between two teenagers. Before class the youngsters who had not seen the film had obviously been given a blow-by-blow account of it by those who had.

In the movie, the characters had used terms that most of these fifth graders had not heard before—diaphragm, I.U.D., and prophylactic, for example. The teacher explained each of these words and, using careful, simplified explanations, described how birth-control devices work. The following morning the teacher was called into the principal's office, and told that some of the fifth graders' mothers were irate that their children had received information about birth control in school. "Fifth graders are much too young to be taught about birth control," these mothers had complained. "If anyone is to give them that kind of information, it should be their parents!"

When next the same class of fifth graders met with their Family Living teacher, one girl said sheepishly, "Some of our mothers are kind of upset because we've been talking about sex in here with you."

"I know," said the teacher. "But how do you people feel about it? Do you agree that we shouldn't talk about sex?"

"Oh, no!" exclaimed the girl. "We *should* talk about it in here. We have to learn about sex somewhere."

"She's right," one of the boys agreed. "If we don't learn about it from you, we'll find out about it the wrong way—like from other kids who don't know any more about it than we do."

"But what about your parents?" the teacher asked. "Couldn't you have asked them the same questions you asked me?"

"Are you kidding!" My parents would kill me if I tried to talk to them about sex!"

This sounds like a paradoxical standoff: Children between 9 and 11 asking questions, parents unwilling or unable to give answers, and teachers prohibited from supplying the information. But the standoff need not remain so. There are ways of dealing with the situation that will satisfy children, parents, and

the school, and that could lead to happier and healthier relationships for all.

As a start, it is necessary to accept the need for giving relatively sophisticated sex information to preteenagers (children from ages 9-12). The problem is that most adults still tend to think of children in this age group as generally devoid of sexual interest or feelings when, in actuality, studies have shown that this is definitely not the case. As with most children, however, they have learned to keep these feelings under cover at home, simply because questions about sex invariably bring such responses as, "You're too young to know." "Who's been putting such ideas into your head?" So they have learned to go underground, to keep quiet and wait, or to ask their friends for information. As a result, they often carry anxieties for years until they are considered "old enough" for answers, and in the meantime may receive answers from their peer group that may or may not be accurate. In fact, the answers often instill misconceptions that may never be discovered and corrected, and that can lead to tragic consequences in adolescence or even in later marriage.

As far as sex education is concerned, the child from 9 to 12 is the child in limbo. Fine books are written for the younger child, filled with pictures, diagrams, and simple, age-related explanations. Parents have begun to realize the importance of answering the 4-, 5-, or 6-year-old as honestly as possible when that child asks questions such as "Why do girls look different from boys?"

At the other end of the scale lies the teenager. We readily recognize the foibles of this age group: the need for conformity and peer acceptance, and the open rebellion against authority. Special books, movies, television programs, family living classes, and usually a great deal of parental involvement are often mobilized to help steer teenagers through this period and meet their needs for sex information. The reason here is that parents suddenly see their children as physical adults and recognize the sexual implications, and many are panicked by the possibility of adolescent pregnancy.

But the "middle-age" child is usually forgotten when it comes to sex education. We have assumed that whatever information we present to the young child will be adequate enough to carry over until he or she becomes a teenager. The old myth about the "latency" period is still given credence.

*Continued on page 12*

# WHERE THE ACTION IS

## Sex Education Goes to School: New Jersey's Controversial Mandate

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*New Jersey Schools Pushing Sex Perversions!  
Is Humanism Molesting Your Child?  
Shut Down New Jersey's Kooks and Perversions Factories!*

So read the titles of fliers currently circulating in New Jersey as a result of the February 1980 State Board of Education requirement that Family Life Education be taught in all public schools by September 1983. Although the controversy is over a year old, it shows few signs of abating. Because the Board has held firmly to its original commitment, the focus has now shifted from the educational to the legislative arena, as state legislators, urged on by vocal opponents, throw restrictive bills into the hopper.

Joining Maryland (1973) and Kentucky (1979), New Jersey becomes the first northern state to require family life education in its public schools. The administrative code introduced in February underwent several revisions before the final version was adopted by the Board in July 1980. Many wonder whether the original version may not have been overly diluted. Others see the Board's concessions as a sincere attempt to make the code more appealing to local districts. Several public hearings have sparked heated debates between proponents and opponents. Despite threats, insults, and personal attacks, the majority of Board members still hold to their original position—that the mandate is necessary, given the high rates of teen pregnancy, sexually-related diseases, and abortion in our state, as well as the lack of positive sex education in the majority of homes. Statistics show that 70% of American teens learn about sex from friends or from "the street" (Kirby, Alter, & Scales, 1979).

The controversy began in 1967 when the New Jersey State Board of Education "recommended" that local boards provide sex education in their school curricula. Its policy statement noted that "sex education is a responsibility which should be shared by the home, church and school," supporting the view that the development of "healthy habits of living and moral values" are within the province of the schools. Pressured by various constituent groups, the state legislature held hearings, resulting in a moratorium on the development of new courses. This ban was quietly lifted one year later after tempers had cooled. In the 13 years since the Board passed its voluntary policy, less than half of the 600 local school districts have developed some type of program for New Jersey's 1.4 million students (K-12). Remaining districts have avoided the issue, denying sexual education to the majority of our public school students.

Teenage sexual activity rose dramatically in the '70s with concomitant pregnancies, births, abortions, and sexually-related

diseases. A May 15, 1977, *New York Times* article cited the estimates of Dr. Robert L. Johnson, Director of Adolescent Medicine at the New Jersey College of Medicine and Dentistry, that 20% of New Jersey junior and senior high school girls become pregnant each year, with a probable 30% in urban schools. Using the lower rate, that would total 60,000 pregnancies per year in this age group. A more conservative figure has been advanced by the New Jersey Family Planning Public Affairs Office, which estimates that New Jersey's sexually active 15- to 19-year-old women accounted for 33,000 pregnancies in 1977. According to the New Jersey State Department of Health, 18,600 abortions occurred in that age group during the same year and 12,000 carried to term. The remaining 2,400 spontaneously aborted. Girls under 14 years old delivered 238 babies during 1977 and 279 in 1978.

Overall births to teens in New Jersey have declined since the 1973 Supreme Court abortion decision. As of July 1980, New Jersey is still funding Medicaid abortions in all cases of medical necessity, as a result of a State Superior Court ruling. In 1978, 15%

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of New Jersey 15- to 19-year-old teen women received birth control services from clinics, an increase of 21% over the previous year. The majority of sexually active teenagers, however, still do not use reliable contraception.

Sexually-related disease rates reflect national trends. The incidence of syphilis has decreased slightly since 1977, but the rates of gonorrhea, NGU (NSU), and herpes have increased dramatically in the 15- to 25-year-old age category (*New Jersey Family Planning News*, February 1980).

Because of the alarming climb in these statistics, State Department of Health personnel approached the State Board of Education in the late 70s asking for stricter action on comprehensive family life education in the schools. By January 1979, an increasingly activist Board decided to study the issue and a committee was appointed. This group offered its report in August, noting both the lack of knowledge regarding sexuality and the extent of sexually-related health, social, and educational problems in the state's school-age population. The committee recommended that family life education be required in all elementary and secondary schools, with a clear student excusal policy stated. (An additional suggestion that all districts provide appropriate services for pregnant teens and teen parents has gone unnoticed in the ensuing sex education controversy.)

The final draft of the code defines family life education as "instruction to develop an understanding of the physical, mental, emotional, social, economic and psychological aspects of interpersonal relationships; the physiological, psychological and cultural foundations of human development, sexuality and reproduction at various stages of growth; the opportunity for pupils to acquire knowledge which will support the development of responsible personal behavior, strengthen their own family life now, and aid in establishing strong family life for themselves in the future, thereby contributing to the enrichment of the community." Major provisions include:

1. Curriculum development at the local level, through participation of teachers, administrators, parents, guardians, pupils in grades 9-12, community members, physicians, and clergy. The state requires proof of compliance with this community involvement provision. (Suggested curricula parameters were dropped from the original code due to constituent pressure.)
2. An outline of the curriculum and a list of instructional materials must be made available annually to all parents and guardians prior to classroom use. Parents and guardians have the right to review. (Local boards retain the right to approve.)
3. The program must be comprehensive, coordinated, and sequential, available on the elementary/secondary levels (the original K-12 requirement was dropped), age- and maturity-appropriate.
4. Districts may use an interdisciplinary approach and may call on teachers from other disciplines to augment classroom instruction. Community resource persons may also participate.
5. Teachers with the following state certifications are authorized to teach: biology, comprehensive science, elementary, health and physical education, home economics, nursery, school nurse, and teacher of psychology.
6. Local districts must provide inservice training; State Department of Education will provide technical assistance.
7. Local boards must establish a student excusal policy for those parents who feel the program conflicts with their conscience, or their moral or religious beliefs. No graduation or credit penalties will ensue. (Nationally, 3% of parents exercise this option.)

8. Local boards must adopt a policy for program development by September 1981, with full implementation required by September 1983.

Several public hearings have been held since February with the numbers of proponents and opponents increasing each time. Proponents come from the areas of health care, school and public social services, sex education, family planning, student groups, the New Jersey State Departments of Health and Human Services, medical societies, parenting councils, religious organizations, and several N.Y./N.J. metropolitan area newspapers and television stations. In a surprising development, the New Jersey Catholic Conference of Bishops has endorsed the final version of the code.

Opponents are divided into two camps—conservative Catholics and fundamentalists who feel that family life education belongs solely within the province of the home, and educational organizations whose objections are jurisdictional in nature. State associations representing teachers, school boards, and administrators favor family life education, but see the mandate as an erosion of local control. Their objections come on the heels of both a state-mandated school classification system which would rate schools according to pupil performance, and state-set minimum standards for high school graduation.

Despite the vocal opposition, two recent polls show that the majority of New Jersey adults favor required sex education in the schools. A *New York Times*/CBS poll of voters in N.J.'s June primary election showed 52% in favor. A recent random sampling of N.J. adults, taken by a private polling organization in Princeton, showed 84% in favor. Nationally, 95% of high school students agree that sex education should be taught in school (Kirby, Alter, & Scales).

Early in May a move to overturn the mandate was defeated in the New Jersey State Senate. However, the Board was asked to clarify several key provisions of the code, including control of curriculum development, parental involvement, and the student excusal policy. The Board complied with that request and submitted the final version of the code, as outlined above, to the Senate in July. As of August 15, no further Senate action had been taken.

Other bills are pending, including a State Assembly bill to overturn which has been bottled up in committee, bills which would ensure additional local control, and a bill which would guarantee state funding for any educationally mandated programs (*Family Planning News*, July 1980).

Religious opponents who fear a "humanistic takeover of the minds of New Jersey children" as well as state encroachment in the religious sphere, have petitioned the State Attorney General to rule the mandate unconstitutional. They base their objections on their perception of a violation of the 5th, 9th, and 14th amendments to the U.S. Constitution, as well as of a New Jersey statute banning religious discrimination. The contention is that students whose parents withdraw them from family life education classes will face such discrimination.

Although the State Board of Education deserves praise for its courageous and farsighted action, several concerns come to mind. The first involves the ability of local districts to fund quality family life education programs, given the costs of energy, special and remedial education, community pressure for more basic skills programs, and state-imposed educational budget constraints. There is also the question about the quality of teaching. Large numbers of elementary and secondary teachers will have to receive training before September 1983. Considering the comprehensive and interdisciplinary nature of human sexuality

and family living, it is vital that extensive inservice training be given to the staff members who will provide classroom instruction. I fear that school districts not committed to family life education will comply with the code in a minimal fashion, perhaps by providing only a 1- or 2-day inservice seminar, considering it sufficient for staff training. I have voiced these concerns to the State Board and have also urged consideration of parallel parent education courses with student courses. Adult education in this aspect of life is woefully lacking.

The New Jersey family life education controversy is far from over, even though major concessions have been made by the Board. Guidelines will be released this fall, adding fuel to the fire. The mandate may be an issue in the November political campaign as well. The Board has made clear its commitment and so has the opposition. What the picture will be when the dust settles remains to be seen. I feel confident, however, that the proponents will prevail, and that family life programs will become a reality for all New Jersey schoolchildren.

#### References

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- Levine, A. E., ed. *New Jersey Family Planning News* (Family Planning Public Affairs Office, 32 West Lafayette Street, Trenton, NJ 08608).

## DO YOU KNOW THAT...

### Awards to Dr. Calderone

On October 2, at the annual meeting of the Planned Parenthood Federation of America in Denver, Colorado, SIECUS President, Mary S. Calderone, MD, MPH, received the Margaret Sanger Award "for pioneering efforts in advancing reproductive freedom through human sexuality education." Later in the month, on October 20, she attended the annual meeting of the American Public Health Association in Detroit to accept the Edward W. Browning Achievement Award for the Prevention of Disease. This is one of five annual awards in different categories, conceived by their donor, Edward W. Browning, in an effort to "stimulate public concern in religious, moral, social, economic, and intellectual endeavors."

### Master's Program in Sexology

The **University of Québec** at Montréal recently announced the opening of a master's program in sexology. Two areas of specialization are offered: (1) counseling-sexology, for those who have had pertinent training in a field such as medicine, psychology, or social work, and who have had some counseling experience; or for those who have a bachelor's in sexology and who have had at least one year's experience as counselors; (2) information-sexology, for those who have a bachelor's in sexology and who have had some experience in the field. Write for additional information to: Director of the Master's Program, Department of Sexology, University of Québec at Montréal, P.O. Box 8888, Succ. "A," Montréal, PQ H3C 3P8, Canada.

#### Other Sources

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- Gordon, S., & Dickman, I.R. *Schools and parents—Partners in sex education*. Public Affairs Pamphlet #581. New York: Public Affairs Committee, 1980.
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- Kenney, A. M., & Alexander, S. J. Sex/family life education in the schools: An analysis of state policies. *Family Planning/Population Reporter*, June 1980, 9 (3), 44-52.
- Scales, P. *God, family and country: How the sex education opposition claims them all*. Fayetteville, N.Y.: Ed-U Press, 1980.

#### Note

Copies of the New Jersey Family Life Education Code may be obtained from the New Jersey State Board of Education Office, New Jersey State Department of Education, 225 West State Street, Trenton, NJ 08625.

The anti-humanist philosophy of sex education opponents is embodied in *The SIECUS Circle: A Humanist Revolution* by Claire Chambers, published in 1977 by Western Islands Press, 395 Concord Avenue, Belmont, MA 02178.

### SAGE Volunteer Services

Senior Action in a Gay Environment, Inc. (SAGE), created in 1978, is the country's first volunteer service organization addressing the needs of older lesbians and gay men. Its services, designed to enhance the older person's connection with the gay community, include home visits, telephone contact, and information and referral in areas of special concern. The SAGE office is located at 487A Hudson Street, New York, NY 10014.

### Seminars on Sexuality

A community-oriented sex education organization, Seminars on Sexuality, in Beverly Hills, California, sponsors classes for women, couples, and teenage women, to increase sexual awareness and encourage more effective communication of related ideas and feelings. Conducted by qualified professionals, the specific groups meet once a week for six weeks. To learn more about the program, write to: SOS, 8845 W. Olympic Boulevard, Suite 100, Beverly Hills, CA 90211.

### Resources to Write for . . .

**A Gay Bibliography** (sixth edition, March 1980), compiled by the Gay Task Force of the American Library Association (Social Responsibilities Round Table), is a 16-page, partially annotated listing of nonfiction materials that present or support positive views of the gay experience. The section headings are: General, Religion, Human Sciences, History and Biography, Law and Civil Rights, Literature and the Arts, Gay/Lesbian Movement, Periodicals, Bibliographies and Directories, and Films and Filmstrips. At \$1.00 each, copies are available from: Gay Task Force, ALA, Box 2383, Philadelphia, PA 19103.

# HUMAN SEXUALITY: A SELECTED BIBLIOGRAPHY FOR PROFESSIONALS

Ten years ago, when SIECUS first began publishing book lists for professionals, the number of books available about human sexuality was still relatively small. At the present time, the SIECUS office is receiving an average of five new books each week, a good proportion of them written specifically for professionals in the field. The SIECUS staff, with the help of its expert corps of volunteer reviewers, makes every effort to keep pace in evaluating this growing body of literature.

Regardless of their dates of publication, the books in this selective listing were chosen in each category on the basis of their special usefulness and relevance to today's professional needs in the study of human sexuality.

Please note that SIECUS does not sell or distribute any of these books.

If they are not available at your library, order them through your local bookstore or directly from the publishers and distributors whose addresses appear on the last page of this listing. With few exceptions, these materials are included in the concirculating collection at the SIECUS Resource Center and Library in New York University, at 51 West 4th Street, New York, N.Y. 10003. For user information, call (212) 673-3850.

Single copies of this bibliography may be obtained from the SIECUS office for 50¢ and a stamped, self-addressed, business-size envelope for each list requested. In bulk they are: 30¢ each for 2-49 copies; 20¢ each for 50 copies or more, plus \$1.00 for postage and handling. Other books which will be helpful for professionals as well as their clients are listed in our bibliography for general use, "Human Sexuality: Books for Everyone," available at the same prices listed above.

## BASIC TEXTS

### THE BIOLOGICAL ASPECTS OF HUMAN SEXUALITY Second Edition

Herant A. Katchadourian and Donald T. Lunde

Corresponds to Chapters 2 through 7 of the third edition of *Fundamentals of Human Sexuality* by the same authors. Covers anatomy, physiology, conception, and contraception. Holt, Rinehart and Winston, 1980; \$12.95 hardcover, \$8.95 paper

### FUNDAMENTALS OF HUMAN SEXUALITY Third Edition

Herant A. Katchadourian and Donald T. Lunde

Widely used college-level text, of interest for a general adult audience as well as for professionals. Topics covered include psychosexual growth, fantasy, masturbation, the physiology of orgasm, sexuality throughout the life cycle, and the erotic in art and culture. Holt, Rinehart and Winston, 1980; \$15.00 hardcover, \$11.95 paper

### HUMAN SEXUALITIES

John H. Gagnon

A provocative and innovative college text built around the concept that "there is no one human sexuality, but rather a wide variety of sexualities." The who, what, where, when, and why of sexual experience are analyzed, based on the idea of a "sexual script" or learned sexual conduct.

Scott, Foresman, 1977; \$11.95

### HUMAN SEXUALITY

Bernard Goldstein

A well-organized, concise review of the mountains of information available on human sexuality interaction. Over half deals with physical and physiological factors, with psychological and sociological aspects of sexuality given less emphasis.

McGraw-Hill, 1976; \$15.95 hardcover, \$12.95 paper.

### HUMAN SEXUALITY

Third Edition

James L. McCary

Widely adopted college text. Includes the latest data and theories on the anatomy, physiology, and sociology of human reproductive and sexual behavior, with anatomical illustrations.

Van Nostrand Reinhold, 1978; \$15.95

### HUMAN SEXUALITY: A HEALTH PRACTITIONER'S TEXT Second Edition

Richard Green, ed.

A well-integrated collection of essays, written by experts, designed to increase health practitioners' competence and skill in the management of sexual concerns and problems.

Williams & Wilkins, 1979; \$16.95 paper

### INTERPERSONAL SEXUALITY

David F. Shope

College-level text which puts relationships in the central position. Presents a balanced and sophisticated approach to the major issues in human sexuality, relegating "plumbing" to an appendix. Included is an instructor's laboratory manual.

W. B. Saunders (order from Holt, Rinehart and Winston), 1975; \$10.95

### MODERN HUMAN SEXUALITY

Burt Saxon and Peter Kelman

Effective text for human sexuality courses aimed at early adolescents, stressing sexual responsibility.

Houghton-Mifflin, 1976; \$4.44 paper

### SEXUALITY: THE HUMAN PERSPECTIVE

Gary F. Kelly

A comprehensive overview and in-depth, intelligent discussion of human sexuality for college students and adults.

Barron's Educational Series, 1979; \$8.95 paper

### TEXTBOOK OF HUMAN SEXUALITY FOR NURSES

Robert C. Kolodny, William H. Masters, Virginia E. Johnson, and Mae E. Biggs

Comprehensive work on human sexuality as a clinical science for the nursing profession, from basic sexual anatomy to discussions of medical and surgical conditions in each of the major body systems and their biologic and/or psychosocial impacts on sexuality. Includes effects of drugs and of endocrine disorders on sexual functioning.

Little, Brown, 1979; \$17.95 hardcover, \$12.95 paper

### TEXTBOOK OF SEXUAL MEDICINE

Robert C. Kolodny, William H. Masters, and Virginia E. Johnson

Designed to meet the needs of primary-care providers, medical or surgical specialists, and sex therapists, working with patients and clients who have sexual problems.

Little, Brown, 1979; \$18.95

### UNDERSTANDING HUMAN SEXUALITY

Janet Sibley Hyde

Designed as an introduction to the subject, to provide practical information, to help college students feel more comfortable with the material, and to familiarize them with methods used in research on sexual behavior.

McGraw-Hill, 1979; \$17.95

## CLASSICS

### ATLAS OF HUMAN SEX ANATOMY

Robert Latou Dickinson

The basic contribution of this pioneering volume is the vast number of detailed drawings of the range of variations in male and female anatomy. Drawings also include intercourse, contraception, and the process of fertilization and conception.

R. E. Krieger Publishing, 1969; \$29.50

## HUMAN SEXUAL RESPONSE

William H. Masters and Virginia E. Johnson

Report of the laboratory research and clinical findings concerning sexual response of men and women during various types of sexual activity, during pregnancy, and in the later years. Contains the most definitive physiological data concerning sexual response so far developed.

Little, Brown, 1966; \$17.95

## SEXUAL BEHAVIOR IN THE HUMAN FEMALE

Alfred C. Kinsey, Wardell B. Pomeroy, Clyde E. Martin, and Paul Gebhard

The companion study to the male volume but done with more statistical sophistication. Contrasts data on male and female sexual response in addition to the findings on female sexual behavior.

W. B. Saunders, 1953; \$29.00

## SEXUAL BEHAVIOR IN THE HUMAN MALE

Alfred C. Kinsey, Wardell B. Pomeroy, and Clyde E. Martin

The first of the famous Kinsey Reports and a pioneering study of male sexual behavior. Demonstrated statistically for the first time how wide the gap had become between officially sanctioned and actual sexual behavior in our society.

W. B. Saunders, 1948; \$29.00

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## BASIC RESOURCE BOOKS

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### 11 MILLION TEENAGERS

Alan Guttmacher Institute

A graphic sourcebook on the problem of early, unwanted pregnancies among teenagers in the U.S. Includes recommendations for actions needed to improve the quality of life for our young people. Updated version in preparation.

Alan Guttmacher Institute, 1976; \$2.50 paper

### HANDBOOK OF SEXOLOGY

John Money and Herman Musaph, eds.

Designed to encourage sexology as a medical subspecialty. Comprehensive volume of what is currently known in the field of sexuality. Contains 108 chapters by 102 authors—almost half of whom are from outside the U.S. *Excerpta Medica/Elsevier North-Holland, 1977; \$107.50 hardcover, \$44.00 paper (5 vols.)*

### HUMAN SEXUALITY: METHODS AND MATERIALS FOR THE EDUCATION, FAMILY LIFE AND HEALTH PROFESSIONS

Volume I: An Annotated Guide to the Audiovisuals

Ronald S. Daniel

Annotated listings of 3,100 audio-visuals categorized into 28 basic topic areas. Unique and valuable resource for educators, counselors, and therapists. Annual supplements planned.

Heuristicus, 1979; \$45 hardcover, \$35 paper

## A PRACTICAL GUIDE TO VALUE CLARIFICATION

Maury Smith

A basic sourcebook for developing value awareness in all categories of learners. Includes sample program designs and pertinent readings.

University Associates, 1977; \$15.50 paper

## THE SELECTIVE GUIDE TO AUDIOVISUALS FOR MENTAL HEALTH AND FAMILY LIFE EDUCATION

Mental Health Materials Center

Excellent resource for selection and evaluation of audiovisuals in the fields of mental health and family life education. More than 400 listings, arranged by subject.

Marquis Academic Media, 1979; \$24.50

## THE SELECTIVE GUIDE TO PUBLICATIONS FOR MENTAL HEALTH AND FAMILY LIFE EDUCATION

Mental Health Materials Center

Invaluable resource for selection and evaluation of materials in the fields of mental health and family life education. Over 470 entries, arranged by subject.

Marquis Academic Media, 1979; \$34.50

## THE SEX ATLAS: A NEW ILLUSTRATED GUIDE

Erwin J. Haeberle

A comprehensive sourcebook of basic textual and pictorial information on human sexuality for college students, parents, and professionals. May also be used as a text.

Seabury Press, 1978; \$25 hardcover, \$12.95 paper

## SEX IN HISTORY

Reay Tannahill

Well-written, frank exploration of human sexuality through the ages, containing a wealth of relevant information.

Stein & Day, 1979; \$17.95

## VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS

Revised Edition

Sydney B. Simon, Leland W. Howe, and Howard Kirschenbaum

A primer on the use of values clarification techniques in educational settings, with many specific exercises outlined.

A & W Publishers, 1978; \$7.95 paper

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## SEX RESEARCH

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### AN ANALYSIS OF U.S. SEX INFORMATION PROGRAMS AND EVALUATION METHODS

MATHTECH

Five-volume study. Reviews the literature on sex education programs, identifies important features and outcomes of programs, selects and summarizes excellent school and nonschool programs, and develops new program evaluation methods.

Center for Disease Control, 1979; free

## CONTEMPORARY SEXUAL BEHAVIOR: CRITICAL ISSUES IN THE 1970s

Joseph Zubin and John Money, eds.

Recommended for research scholars, educators, and clinicians interested in the scope of sex research in the early 1970s. Topic areas include the relation of neurology and endocrinology of subhuman species to human sexual behavior; maternalism and women's sexuality; integration of clinical and behavioral approaches; the brain and sexual behavior; and sex education for the professional.

The Johns Hopkins University Press, 1973; \$5.95 paper

## FAMILY LIFE AND SEXUAL LEARNING: A STUDY OF THE ROLE OF PARENTS IN THE SEXUAL LEARNING OF CHILDREN

Volume 1: Summary Report

Project on Human Sexual Development

A major study of over 1400 parents of 3- to 11-year-old children in Cleveland, Ohio. Documents difficulty parents have in communicating with their children about sex. Three companion volumes available.

Project on Human Sexual Development, 1978; \$5.00

## THE FRONTIERS OF SEX RESEARCH

Vern Bullough, ed.

Provocative volume reviewing with fresh insights the frontiers of the sexual revolution. Prometheus Books, 1979; \$16.95 hardcover, \$7.95 paper

## THE HITE REPORT

Shere Hite

Based on responses to in-depth questionnaires returned by some 3,000 women. A provocative and revealing study which examines the subject of female sexuality from the inside—what women really think and feel about themselves sexually. More concerned with feelings and attitudes than statistics, it makes extensive use of direct quotes to illustrate the various topics.

Macmillan, 1976; \$12.50

## HOMOSEXUALITIES: A STUDY OF DIVERSITY AMONG MEN AND WOMEN

Alan P. Bell and Martin S. Weinberg

Based on data obtained from in-depth interviews with some 1,500 persons. Identifies and describes five types of homosexual men and women, comparing them to each other in terms of their social and psychological adjustment and to similar heterosexual samples. The authors posit a view of homosexuality as a complex phenomenon involving quite different lifestyles.

Simon and Schuster, 1978; \$12.95 hardcover, \$5.95 paper (Touchstone)

## THE KINSEY DATA: MARGINAL TABULATIONS OF THE 1938-1963 INTERVIEWS CONDUCTED BY THE INSTITUTE FOR SEX RESEARCH

Paul H. Gebhard and Alan B. Johnson

Important revision of and supplement to the previously published Kinsey data. Includes 45 pages of text with 580 statistical tables. Offers a valuable opportunity for researchers to compare their current findings with Kinsey's

figures for an earlier generation.  
*W. B. Saunders, 1979; \$17.50 paper*

### **SEX RESEARCH: BIBLIOGRAPHIES FROM THE INSTITUTE FOR SEX RESEARCH**

*Joan S. Brewer and Rod W. Wright, comps.*

Valuable research and reference tool; 4,000 citations arranged by 11 major subject headings.  
*Oryx Press, 1979; \$27.50*

### **THE SEX RESEARCHERS**

**Revised Edition**

*Edward M. Brecher*

Selective review of research, with an enthusiastic, human, and liberal approach to sexual behavior. Revised edition contains 1978 epilogue.  
*Specific Press, 1979; \$9.50 paper*

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## **GENDER IDENTITY AND SEX ROLES**

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### **EXPLORING CONTEMPORARY MALE/FEMALE ROLES: A FACILITATOR'S GUIDE**

*Clarke G. Carney and Sarah Lynne McMahon, eds.*

A collection of activities and readings as a resource for facilitators working with those who wish to clarify their sex-role identities and/or are struggling with other people's sex-role expectations for them.  
*University Associates, 1977; \$14.50 paper*

### **MAN & WOMAN, BOY & GIRL**

*John Money and Anke A. Ehrhardt*

An authoritative and technical treatment of the differentiation and dimorphism of gender identity from conception to maturity. Clarifies the interaction between genetics and environment, discusses the research on the development of gender identity, and provides insights into homosexuality, transsexualism, sexual anomalies, and transvestism.  
*The Johns Hopkins University Press, 1972; \$4.95 paper*

### **THE PSYCHOLOGY OF SEX DIFFERENCES**

*Eleanor Maccoby and Carol Jacklin*

Reviews and evaluates the experimental and theoretical literature on psychological sex differences. After surveying studies dealing with intellectual, perceptual, learning and memory, achievement, sexual, emotional, and activity differences between females and males, the authors discuss the theories offered to explain these differences.

*Stanford University Press, 1974; \$18.95 hardcover; paper, two volumes: Vol. 1, text, \$6.95; Vol. 2, annotated bibliography, \$4.95*

### **SEX ERRORS OF THE BODY**

*John Money*

Discusses various types of anomalies in development, explaining their causes, their psychosexual effects, and the necessary sex education to help the individual achieve successful sexual attitudes and functioning or to

provide supportive counseling.  
*The Johns Hopkins University Press, 1968; \$8.50*

### **SEXUAL SIGNATURES: ON BEING A MAN OR A WOMAN**

*John Money and Patricia Tucker*

An interpretation of the more technical *Man & Woman, Boy & Girl*. Summarizes research on the process of gender identity differentiation in individuals, and the possible genetic, hormonal, or psychosocial influences that result in the taking of different pathways toward sexual identity. Provides a detailed account of just how we respond to the plethora of forces impinging on us from conception onward.

*Little, Brown, 1975; \$3.95 paper*

### **TRANVESTITES AND TRANSEXUALS: MIXED VIEWS**

*Deborah H. Feinbloom*

The sociologist author interviewed, observed, and corresponded with scores of transvestites and transsexuals to gather her data and draw her conclusions. A welcome appendix addresses the problem of ethics in carrying out such research.

*Delta (Dell), 1976; \$3.95 paper*

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## **SEXUAL BEHAVIORS**

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### **THE BISEXUAL OPTION**

*Fred Klein*

Useful addition to the limited amount of literature available concerning research on this topic.

*Arbor House, 1978; \$4.95 hardcover; Berkley Publishing, 1980; \$2.75 paper*

### **EXPLORING INTIMATE LIFESTYLES**

*Bernard I. Murstein, ed.*

Excellent descriptive sourcebook about a large variety of contemporary lifestyles.  
*Springer Publishing, 1978; \$18.95 hardcover; \$11.95 paper*

### **HOMOSEXUAL BEHAVIOR: A MODERN REAPPRAISAL**

*Judd Marmor, ed.*

A well-balanced, extremely informative, and excellently written consideration of homosexuality. Highly recommended.

*Basic Books, 1980; \$27.50*

### **THE HOMOSEXUAL MATRIX**

*C. A. Tripp*

Contains an extraordinary array of miscellanea about effeminacy and inversion, transvestism and transsexualism, heterosexuality and homosexuality. Describes the variety of sexual behaviors practiced by homosexuals and the numerous ways people integrate homosexuality into their lives.

*McGraw-Hill, 1975; \$10.00*

### **LESBIAN/WOMAN**

*Del Martin and Phyllis Lyon*

A comprehensive account of the lesbian world, providing concrete data to enrich dis-

cussions of female sexuality and female lifestyles.

*Bantam Books, 1972; \$2.95 paper*

### **SEXUAL VARIANCE IN SOCIETY AND HISTORY**

*Vern L. Bullough*

A volume of true sexological history, extending from early eastern Mediterranean civilization to the present. Emphasis is on America and Europe, but chapters are included on Islam, Hindu, and ancient Chinese traditions. An intriguing study of legal, religious, philosophical, literary, and social attitudes about sex in its many manifestations in human life.

*John Wiley & Sons, 1976; \$26.50 hardcover;*

*The University of Chicago Press, 1980; \$9.95 paper*

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## **SEXUALITY AND THE LIFE CYCLE**

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### **ADOLESCENT SEXUALITY IN A CHANGING AMERICAN SOCIETY: SOCIAL AND PSYCHOLOGICAL PERSPECTIVES**

*Catherine S. Chilman*

Responsible and comprehensive review of pertinent literature up to 1976.

*Superintendent of Documents, U.S. Government Printing Office, 1978; \$4.50 paper (do not send currency)*

### **THE CYCLES OF SEX**

*Warren J. Gadpaille*

Discusses how sexuality develops and expands into each subsequent phase, particularly considering early experiences, behaviors, and influences that may ultimately affect the parenting behavior of the adult. Includes information from various clinical, endocrinological, neurophysiological, and behavioral science fields.

*Charles Scribner's Sons, 1975; \$6.95 paper (Encore edition, \$4.95)*

### **GROWING UP SEXUAL**

*Eleanor Morrison, Kay Starks, Cynda Hyndman, and Nina Ronzio*

Unique view of patterns of human sexual development based on anonymous autobiographical papers by students in a college human sexuality course.

*D. Van Nostrand, 1980; \$8.95*

### **SEX AFTER SIXTY: A GUIDE FOR MEN AND WOMEN FOR THEIR LATER YEARS**

*Robert N. Butler and Myrna I. Lewis*

A practical book giving older people guidance in enjoying—to whatever degree, and in whatever way, they wish—the satisfactions of physical sex and pleasurable sensuality.

*Harper & Row, 1976; \$9.95*

### **SEX AND FANTASY: PATTERNS OF MALE AND FEMALE DEVELOPMENT**

*Robert May*

A study proposing that there are characteristic male and female patterns of fantasy. Includes discussion of adolescent transition

and transition to maturity and old age.  
*W. W. Norton, 1980; \$12.95*

**SEXUAL UNFOLDING: SEXUAL DEVELOPMENT AND SEX THERAPIES IN LATE ADOLESCENCE**

*Lorna Sarrel and Philip Sarrel*

An important book for those interested in their capacity to deal positively with the sexuality, and sexual mores and adjustment, of young adults.  
*Little, Brown, 1979; \$15.95*

**UNMARRIED TEENAGERS AND THEIR CHILDREN (#537)**

Well-written booklet with intelligent discussion of the subject.  
*Public Affairs Committee, Inc., \$.50*

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## SEX EDUCATION

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**COMMUNITY FAMILY LIFE EDUCATION PROGRAMS FOR PARENTS: A TRAINING MANUAL FOR ORGANIZERS**

*Institute for Family Research*

A comprehensive approach to community programming for parents involved in developing local opportunities for sex education.  
*Ed-U Press, 1977; \$4.00 paper*

**DEALING WITH QUESTIONS ABOUT SEX**

*Arlene Uslander and Caroline Weiss*

Written for sex education teachers. A down-to-earth and lively handbook.  
*Pitman Learning, 1975; \$3.95 paper*

**EDUCATION AND TREATMENT IN HUMAN SEXUALITY: THE TRAINING OF HEALTH PROFESSIONALS**

**Technical Report No. 572**

*World Health Organization*

Report from a Geneva conference of physicians from 14 countries, emphasizing a positive approach to the need to involve basic workers in health education and family planning programs in different cultures. A definition of sexual health is offered, and a number of very specific recommendations are made.  
*WHO Publications Centre, 1975; \$4.85 (includes postage)*

**THE NEW SEX EDUCATION: THE SEX EDUCATOR'S RESOURCE BOOK**

*Herbert A. Otto, ed.*

Offers an overview of the field, reference materials, and model programs for a wide variety of professional and consumer groups. Especially useful for those initiating new programs.  
*Association Press/Follett, 1978; \$14.95*

**THE PROFESSIONAL TRAINING AND PREPARATION OF SEX EDUCATORS**

*American Association of Sex Educators, Counselors, and Therapists*

A booklet prepared by AAECT's Training and Standards Committee, which outlines the scope of knowledge, personal qualities, and professional skills essential for anyone working

in this field.

*American Association of Sex Educators, Counselors, and Therapists, 1972; \$2.50 paper*

**SCHOOLS AND PARENTS—PARTNERS IN SEX EDUCATION (#581)**

*Sol Gordon and Irving R. Dickman*

Booklet stressing the importance of including parents as partners in sex education. Includes a model curriculum.  
*Public Affairs Committee, Inc., 1980; \$.50*

**SEX EDUCATION AND THE PUBLIC SCHOOLS**

*Lawrence J. Haims*

Explores the role of sex education within the context of the "sexual revolution." Articulates the major arguments for sex education in the public schools and provides the educator with methods of dealing with opposition to its implementation. Includes guidelines for philosophy, objectives, and curriculum development.

*Lexington Books, 1973; \$14.95*

**SEX EDUCATION BOOKS FOR YOUNG ADULTS 1892-1979**

*Patricia J. Campbell*

A spectrum of sex education books published for young adults during the past 87 years, ending with an annotated bibliography of current selections. Useful for historical perspective.

*R. R. Bowker, 1979; \$15.95*

**THE SEX EDUCATION CONTROVERSY**

*James Hottois and Neal A. Milner*

Uses data generated by a questionnaire concerning 540 public school districts to analyze the status of sex education programs and general education policy. Discusses the sociopolitical aspects of the sex education controversy, focusing on the techniques school officials can use to mitigate conflict with the community.

*Lexington Books, 1975; \$17.95*

**SEX EDUCATION FOR THE HEALTH PROFESSIONAL: A CURRICULUM GUIDE**

*Norman Rosenzweig and F. Paul Pearsall, eds.*

A highly informative collection representing diversified points of view about both the subject matter and the teaching styles required for a wide variety of audiences.

*Grune and Stratton, 1978; \$24.75*

**THE SEXUAL ADOLESCENT: COMMUNICATING WITH TEENAGERS ABOUT SEX**

**Second Edition**

*Sol Gordon, Peter Scales, and Kathleen Everly*

Thoughtful discussion about adolescent sexual behavior, stressing the importance of sexual responsibility and communication. Useful appendix of additional resources.

*Duxbury Press, 1979; \$9.95 paper*

**THE SEXUAL AND GENDER DEVELOPMENT OF YOUNG CHILDREN: THE ROLE OF THE EDUCATOR**

*Evelyn K. Oremland and Jerome D. Oremland, eds.*

Enriching for educators generally, and an absolute must for sex educators. Multidisciplinary perspectives by outstanding authorities on sexual and gender development in children.

*Ballinger, 1977; \$20.00*

**THEIR UNIVERSE: THE STORY OF A UNIQUE SEX EDUCATION PROGRAM FOR KIDS**

*Arlene Uslander, Caroline Weiss, Judith Telman and Esona Wernick, in collaboration with James V. Higgins*

A remarkable study in which four teachers followed first-, second-, and third-graders for seven years in their free discussion periods, one hour each week. Documents the children's automatic inclusion of sexuality as a central topic of interest. Their spontaneous development of a moral value system is also apparent.

*Delta (Dell), 1973; \$2.65*

**VALUES IN SEXUALITY: A NEW APPROACH TO SEX EDUCATION**

*Eleanor S. Morrison and Mila Underhill Price*

Designed to involve high school and college students in the examination and evaluation of their personal feelings and beliefs. Highly recommended.

*A & W Publishers, 1974; \$6.95 paper*

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## FICTION USEFUL FOR SEX EDUCATION

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Throughout the ages fiction has been shown to be a prime teacher and provider of insights into many of life's complexities and dilemmas. The titles below, which have been selected with this in mind, are sensitively written for different age phases and situations, and can serve to provide light, for young people and parents alike, on some sexual topics that today are in the forefront of societal concerns.

**ARE YOU THERE, GOD? IT'S ME, MARGARET**

*Judy Blume*

Reassuring story about preadolescent girls as they face physical changes, as well as the peer pressures that usually accompany puberty.  
*Yearling Books (Dell), 1974; \$1.50 paper*

**THE BEST LITTLE BOY IN THE WORLD**

*John Reid*

A story of coming to terms with being gay, told with warmth and humor.  
*Ballantine Books, 1976; \$1.95 paper*

**FOREVER**

*Judy Blume*

Its reception by adolescents has made this book a classic. A story of first love with explicit passages about the adolescents' sexual experiences.

*Pocket Books (Simon & Schuster), 1975; \$2.50 paper*



## **PATIENCE AND SARAH**

Isabel Miller

A story set in early 19th century America, about the resourcefulness and love of a lesbian couple who establish their own farm.  
*Fawcett Crest, 1973 ; \$2.25 paper*

## **RUBYFRUIT JUNGLE**

Rita Mae Brown

A down-to-earth, vibrant story of a lesbian's journey from early childhood to adulthood.  
*Bantam Books, 1977; \$2.75 paper*

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# **SEX COUNSELING AND THERAPY**

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## **THE BEHAVIORAL TREATMENT OF SEXUAL PROBLEMS**

**Volume I: Brief Therapy (Revised Edition)**

**Volume II: Intensive Therapy**

Jack S. Annon

Volume I outlines Dr. Annon's theoretical model for approaching sexual problems, referred to as PLISSIT (permission, limited information, selected suggestion, and intensive therapy). Volume II is both a practical book with detailed explanations as to how various interpretations were made, and a theoretical book with explanation as to why the author took the routes he did in treating sexual problems.

*Harper & Row, Volume I, 1976; \$14.00*

*Enabling Systems, Volume II, 1975; \$13.50*

## **DISORDERS OF SEXUAL DESIRE AND OTHER NEW CONCEPTS AND TECHNIQUES IN SEX THERAPY**

Helen Singer Kaplan

Detailed case studies illuminating the dysfunction involving inhibition of sexual desire. Presents psychosexual therapy developed by the author.

*Brunner/Mazel, 1979; \$17.50*

## **HANDBOOK OF SEX THERAPY**

Joseph LoPiccolo and Leslie LoPiccolo, eds.

Practical handbook providing up-to-date information about a wide variety of new techniques and specific methodologies.

*Plenum Press, 1978; \$29.50*

## **HUMAN SEXUAL INADEQUACY**

William H. Masters and Virginia E. Johnson

Based on authors' research, presents findings for the treatment of impotence, ejaculatory disorders, inadequate female response, vaginismus, dyspareunia, and sexual problems of aging. A basic resource for therapists and counselors, and others interested in human sexuality.

*Little, Brown, 1970; \$17.95*

## **THE NEW SEX THERAPY**

Helen Singer Kaplan

A comprehensive and eclectic approach to the treatment of sexual dysfunction, inte-

grating psychoanalytic and a number of other techniques. Includes an appendix of 39 illustrative case studies, and tables of the effects of various drugs on male and female sexual function.

*Brunner/Mazel, 1974; \$17.50*

## **THE PREVENTION OF SEXUAL DISORDERS: ISSUES AND APPROACHES**

C. Brandon Qualls, John P. Wincze, and David H. Barlow, eds.

Well-integrated contributions concerning the important need for preventive programs in maintaining sexual health. Confronts readers with the importance of going beyond the "issues and approaches" and working toward action.

*Plenum Press, 1978; \$14.95*

## **THE PROFESSIONAL TRAINING AND PREPARATION OF SEX COUNSELORS AND SEX THERAPISTS**

American Association of Sex Educators, Counselors, and Therapists

Follows closely the recommendations and approach of AASECT's earlier guide for sex educators. Emphasizes counseling principles and procedures, and outlines the scope of sex counseling and the requisite training.

*American Association of Sex Educators, Counselors, and Therapists, 1973; \$2.50 paper*

## **WOMEN DISCOVER ORGASM: A THERAPIST'S GUIDE TO A NEW TREATMENT APPROACH**

Lonnie Barbach

A new approach through a group treatment method for dealing with orgasmic dysfunction in women.

*The Free Press (Macmillan), 1980; \$20.00*

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# **SEXUALITY AND HEALTH CONCERNS**

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## **BODY IMAGE, SELF-ESTEEM, AND SEXUALITY IN CANCER PATIENTS**

J. M. Vaeth, R. C. Blomberg, and L. Adler, eds.

The conference on which this book is based was a first in the specific area of cancer and its possible effects on sexuality and self-esteem of cancer patients of all ages. These proceedings reflect the intense interest the topic elicited in the oncological and other specialists who were participants and audience. Because of its outstanding quality, it is especially recommended for all medical libraries.

*S. Karger, 1980; \$53.50*

## **FEMALE SEXUALITY FOLLOWING SPINAL CORD INJURY**

Elle F. Becker

Offers an opportunity to understand the struggle of a quadriplegic or paraplegic woman in a world that represses and defines her sexual expression and identity, and to learn what disabled people look to from the professional community, and from their families and friends.

*Cheever Publishing, 1978; \$10.95 paper*

## **GUIDELINES FOR TRAINING IN SEXUALITY AND THE MENTALLY HANDICAPPED**

**Second Edition**

Winifred Kempton and Rose Forman

Not a textbook, but a proposed training program for those working with staff, aides, or parents involved with the mentally handicapped.

*Planned Parenthood of Southeastern Pennsylvania, 1976; \$5.95*

## **HUMAN SEXUALITY AND THE MENTALLY RETARDED**

Felix F. de la Cruz and Gerald D. Laveck, eds.

Examines the physical and psychological aspects of sexual behavior, and relates them to the special needs of those with learning handicaps.

*Brunner/Mazel, 1973; \$12.50*

## **HUMAN SEXUALITY IN HEALTH AND ILLNESS Second Edition**

Nancy Fugate Woods

Examines the biophysical nature of human sexuality, sexual health and health care (including preventive and restorative intervention, and sexual dysfunction), and clinical aspects of human sexuality in such concerns as chronic illness, paraplegia, and adaptation to changed body image.

*C. V. Mosby, 1979; \$10.95 paper*

## **HUMAN SEXUALITY IN PHYSICAL AND MENTAL ILLNESSES AND DISABILITIES: AN ANNOTATED BIBLIOGRAPHY**

Ami Sha'ked

Excellent resource for all those who provide help with sexual and sex-related problems of the ill, aged, and disabled.

*Indiana University Press, 1979; \$22.50*

## **LIVING FULLY: A GUIDE FOR YOUNG PEOPLE WITH A HANDICAP, THEIR PARENTS, THEIR TEACHERS, AND PROFESSIONALS**

Sol Gordon, Charles Weening, Betty Lou Kratoville, and Doug Biklen

Designed to help integrate a disabled person into all aspects of society.

*Ed-U Press, 1975; \$8.95*

## **THE SENSUOUS WHEELER: SEXUAL ADJUSTMENT FOR THE SPINAL CORD INJURED**

Barry J. Rabin

Informal, positive treatment of the subject, stressing the sharing of sexual responsibilities and vulnerabilities.

*Multi Media Resource Center, 1980; \$6.95 paper*

## **SEX EDUCATION AND COUNSELING OF SPECIAL GROUPS: THE MENTALLY AND PHYSICALLY HANDICAPPED, ILL, ELDERLY, AND OTHERS**

Warren R. Johnson

Deals with problem areas in sex education and counseling of handicapped persons, and points out the danger of losing the individual behind group labels. Offers suggestions for

dealing with sex-related topics ranging from masturbation to abortion.  
*Charles C Thomas, 1975; \$16.00*

### **SEX EDUCATION FOR DISABLED PERSONS (#531)**

Useful guide outlining sexual concerns of the disabled.  
*Public Affairs Committee, Inc., \$.50*

### **SEX EDUCATION FOR PERSONS WITH DISABILITIES THAT HINDER LEARNING: A TEACHER'S GUIDE**

*Winifred Kempton*

Invaluable resource for instructors on human sexuality for students with learning problems, stressing the need to integrate sexuality with every facet of the human experience.  
*Duxbury Press, 1975; \$7.95*

### **SEX, SOCIETY, AND THE DISABLED: A DEVELOPMENTAL INQUIRY INTO ROLES, REACTIONS, AND RESPONSIBILITIES**

*Isabel P. Robinault*

An excellent resource, presenting a chronological discussion of the sexuality of people with physical disabilities.  
*Harper & Row, 1978; \$16.95*

### **SEXUAL CONSEQUENCES OF DISABILITY**

*Alex Comfort, ed.*

Useful reference for professionals in sexual counseling of disabled people.  
*George F. Stickley (distributed by Van Nostrand Reinhold), 1978; \$24.50 hardcover, \$17.00 paper*

### **SEXUAL OPTIONS FOR PARAPLEGICS AND QUADRIPLEGICS**

*Thomas O. Mooney, Theodore M. Cole, and Richard A. Chilgren*

Because the senior author is a near quadriplegic himself, a personalized style of writing results that, with the explicit illustrations, provides an excellent self-help, teaching, or counseling resource.  
*Little, Brown, 1975; \$9.95 paper*

### **SEXUAL RIGHTS AND RESPONSIBILITIES OF THE MENTALLY RETARDED**

**Revised Edition**

*Medora S. Bass, ed.*

Comes to grips with social attitudes and educational policy relating to the sexual rights of the retarded.  
*Medora S. Bass, 1975; \$2.50*

### **SEXUALITY AND CANCER**

*Jean M. Stoklosa, David G. Bullard, Ernest H. Rosenbaum, and Isadora R. Rosenbaum*

Sensitively written discussion with useful sections on ostomy, laryngectomy, and mastectomy.  
*Bull Publishing, 1979; \$2.95 paper*

### **SOUND SEX AND THE AGING HEART**

*Lee D. Scheingold and Nathaniel N. Wagner*

Sex in the mid and later years, with special reference to cardiac problems.  
*Human Sciences Press, 1974; \$14.95*

### **WHO CARES: A HANDBOOK ON SEX EDUCATION AND COUNSELING SERVICES FOR DISABLED PEOPLE**

*Sex and Disability Project*

Unique, outstanding, and comprehensive resource with excellent listings of available services and materials. Highly recommended.  
*Sex and Disability Project, George Washington University, 1979; \$10.00*

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## **ADULT-CHILD SEXUALITY**

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### **INCEST**

*Karen Meiselman*

A scholarly study, reported in easy-to-read fashion, of clinical incest cases, and including a comparison of the data obtained with those of previously published studies.  
*Jossey-Bass, 1978; \$15.00*

### **PHYSICAL AND SEXUAL ABUSE OF CHILDREN**

*David R. Walters*

A practical handbook on the subject, including discussion on diagnosis, treatment, and strategies for change.  
*Indiana University Press, 1975; \$10.95 hardcover, \$4.95 paper*

### **SEXUALLY VICTIMIZED CHILDREN**

*David Finkelhor*

An important contribution to the sociological study of sexual victimization and incest.  
*The Free Press (Macmillan), 1979; \$13.95*

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## **SEXUALITY AND RELIGION**

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### **DIMENSIONS OF HUMAN SEXUALITY**

*Dennis Doherty, ed.*

A follow-up volume of critical response to *Human Sexuality: New Directions in American Catholic Thought*.  
*Doubleday, 1979; \$8.95*

### **EMBODIMENT: AN APPROACH TO SEXUALITY AND CHRISTIAN THINKING**

*James B. Nelson*

Important contribution to ongoing dialogue in the Christian community on the theological meaning of human sexuality.  
*Augsburg, 1978; \$5.95*

### **HUMAN SEXUALITY: NEW DIRECTIONS IN AMERICAN CATHOLIC THOUGHT**

*Anthony Kosnik, William Carroll, Agnes Cunningham, Ronald Modras, and James Schulte*

Prepared by a study group of the Catholic Theological Society of America. Broadens the traditional view of sexuality from "procreative and unitive" to "creative and integrative." While written from the Catholic perspective, its discussions of theological concerns and practical suggestions for pastoral guidance will be of interest to non-Catholics as well.  
*Paulist Press, 1977, \$8.50 hardcover; Doubleday, 1979, \$3.95 paper*

### **LOVE, SEX AND MARRIAGE: A JEWISH VIEW**

**New Edition**

*Roland B. Gittelsohn*

Combined revision of the author's *Consecrated unto Me* (1965) and its supplement, *Love, Sex and Marriage* (1976). A textbook for high school students and young adults, with a Jewish viewpoint on all aspects of male/female relationships.

*Union of American Hebrew Congregations, 1980; \$7.95*

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## **SPECIAL TOPICS**

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### **HUMAN SEXUALITY IN FOUR PERSPECTIVES**

*Frank A. Beach, ed.*

Discussions by authorities of international repute, writing from the sociological, developmental, neurophysiological, and evolutionary perspectives about human sexuality. This complex subject matter is handled clearly and concisely.

*The Johns Hopkins University Press, 1976; \$18.50 hardcover, \$5.95 paper*

### **LOVE AND LIMERENCE: THE EXPERIENCE OF BEING IN LOVE**

*Dorothy Tennov*

Around a newly coined term, the author builds a well-documented delineation of the phenomenology of being "head over heels in love."

*Stein & Day, 1979; \$11.95*

### **THE NATURE AND EVOLUTION OF FEMALE SEXUALITY**

*Mary Jane Sherfey*

Citing embryological evidence, demonstrates that the primary or original human organism is female. Using data from ethology, anatomy, physiology, and clinical practice, explores and explains women's almost limitless capacity for sexual arousal and orgasm, and discusses the possible implications of women's sexual nature for society, now and in the past.

*Random House (Vintage Books), 1973; \$2.45 paper*

### **SEX, CRIME AND THE LAW**

*Donal E. J. MacNamara and Edward Sagarin*

A survey of the sexual activities illegal in the U.S., discussing legal and sociological definitions, incidence and seriousness, prevailing statutes, research, and recommended reforms.  
*The Free Press (Macmillan), 1977; \$12.95*

### **THE SEXUALLY OPPRESSED**

*Harvey L. Gochros and Jean S. Gochros, eds.*

About the yoke under which many people work and love. An integration of common themes concerning sexual oppression. Broadens readers' perspectives.

*Association Press/Follett, 1977; \$14.95*

## PUBLISHERS AND DISTRIBUTORS

- A & W Publishers, Inc.  
95 Madison Avenue  
New York, NY 10016
- American Association of Sex  
Educators, Counselors and  
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5010 Wisconsin Avenue NW  
Washington, DC 20016
- Arbor House Publishing Co., Inc.  
235 East 45th Street  
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10 East 53rd Street  
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200 Madison Avenue  
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1180 Avenue of the Americas  
New York, NY 10036
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- Dell Publishing Co., Inc.  
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1 Dag Hammarskjold Plaza  
New York, NY 10017
- Doubleday & Co., Inc.  
501 Franklin Avenue  
Garden City, NY 11530
- Duxbury Press  
6 Bound Brook Court  
North Scituate, MA 02060
- Ed-U Press  
P.O. Box 583  
Fayetteville, NY 13066
- Enabling Systems  
P.O. Box 2813  
Honolulu, HI 96803
- Elsevier North-Holland, Inc.  
52 Vanderbilt Avenue  
New York, NY 10017
- Fawcett Crest  
1515 Broadway  
New York, NY 10036
- Grune & Stratton, Inc.  
111 Fifth Avenue  
New York, NY 10003
- Alan Guttmacher Institute  
515 Madison Avenue  
New York, NY 10022
- Harper & Row, Publishers, Inc.  
10 East 53rd Street  
New York, NY 10022
- Heuristicus Publishing Company  
401 Tolbert Street  
Brea, CA 92621
- Holt, Rinehart & Winston  
383 Madison Avenue  
New York, NY 10017
- Houghton Mifflin Company  
1 Beacon Street  
Boston, MA 02107
- Human Sciences Press  
72 Fifth Avenue  
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### “Middle Age” Child, Continued from page 1

What we do not realize sufficiently is that information must be repeated and expanded *appropriately* year by year in order to be understood and retained. For instance, young children’s concept of procreation is satisfyingly vague. They may know that intercourse (“loving”) is necessary to “make a baby” but not *how* it is done. They also tend to believe that Mommy and Daddy have intercourse only when they want to have a baby. But by age 10, the child has learned how to reason or speculate, and begins to wonder about the *how* and *why*, giving rise to far different questions than those asked in early childhood.

We also do not realize that few books about sex are written for and geared to the understanding of children within this specific age group. We do not realize that children *can not* develop responsible attitudes about sexual behavior if they are not given solid facts on which they can build solid attitudes. Finally, most of us tend to block out the simple fact that the 10-year-old may have the same sexual needs as the older child. We forget that the “middle-age” child is being bombarded on all sides with exactly the same kinds of sexually explicit material as is the older one, and is also filled with new and confusing physical and emotional sensations.

What questions do our 9- to 12-year-olds ask? The same ones, of course, that children have always asked: “Where is the baby in the mother’s body?” “How did it get there?” “How does it get out?” “How often do people have sexual intercourse?” But today’s “middle-age” children have concerns that most of us did not have when we were their age—concerns that will not be allayed until we admit that they exist and try to do something about them.

Nancy, age 10, is afraid she is being molested when her history teacher puts his hand on her shoulder or brushes against her. She has been warned in a vague way not to let anyone touch her body, and now she isn’t quite sure what actually constitutes “touching.”

Ted, the same age, has overheard his parents talking about a youth leader who made “homosexual advances” toward members of his group. Now Ted wonders what a homosexual is, and he would like to know exactly what the youth leader did to the boys. He is also concerned because he doesn’t like sports, and another boy once called him a “homo.” Sometimes he can’t sleep at night because it bothers him so much.

Susan and Bill read the headlines that say, “Test-tube baby born in England.” Both visualize a fully formed baby in a laboratory test tube. When they attempt to read the article explaining the headline, it is written in such technical terms that they remain uninformed and their original misconceptions persist, accompanied by the fear that perhaps *their* children will be such laboratory specimens.

Tim, at age 12, catches a glimpse in a magazine of “before and after” pictures of a male-to-female transsexual—showing the resultant full-breasted figure of a woman. Now he worries because his prepubertal breasts are enlarged and tender. His voice, too, sounds strange to his ears. Is he turning into a woman like the man in the picture? These same emotions are felt by the girl of the same age, who suddenly notices dark hair on her upper lip and on her arms and legs. Why does she look so much like a man? What’s happening to her?

With the advent of cable television, youngsters are now able to view movies with R ratings within their homes. Nine-year-old Sally, who recently saw the unedited version of *Saturday Night Fever* in her living room, would like to know what the two teenagers were doing in the back seat of the car, and what a “blow job” is.

Times have changed. In 1976 only 12 states had laws legalizing sexual acts between consenting adults in private; in 1980 there are 24, and newspaper and magazine articles discuss many such acts openly and seriously. Certain areas of sex were once considered sinful as well as illegal—for instance, oral sex. Then came the Kinsey report, and people learned that oral sex was a widely and often-engaged-in sexual activity even though no one spoke of it openly. Today oral sex is considered acceptable sexual behavior, as is masturbation. Also, the public is gradually being educated to understand and accept homosexuality and transsexualism.

Not only has the world of sex changed for adults, but for the young also. Statistics show that females are maturing earlier. Venereal disease and teenage pregnancies have reached epidemic proportions and at increasingly younger ages. Exposure to sexual material and obscene language is a day-to-day experience. Having a child without benefit of marriage and keeping that child has become a status symbol among many young girls in today’s society, as if the mere fact of bearing a child were a sign of maturity and independence.

We can all sympathize with the parents of a 9-year-old who says feelingly, “But I don’t want my child to have such ideas or know about such things.” We can sympathize, but nothing can stop these ideas from being generated and implanted by our society and our culture, and our children cannot escape them. We must respect the children’s need for honest information, and offer that information *before* rather than *after* that need becomes desperate.

Ideally, parents are the ones who should be providing such knowledge, within the framework of the values they wish to impart to *their* children. Parents claim this as their right. Why then do they fail to act on that right? Most parents find it difficult to discuss sexual matters with each other, much less with their youngsters. They are so close to the issues as to find it almost impossible to maintain an impersonal and objective attitude free from anxiety, fear, and censure. Often they themselves feel unsure in the area of sex, do not have adequate answers. Who then is available to share in the responsibility of sex education for the young?

The logical solution to the problem is to place responsibility for a certain portion of every child’s sex education in the hands of the agency that reaches every child. Sex education should be a responsibility shared jointly between home and school. Parents and schools can and should unite in formulating wisely and adequately planned sex education programs that provide children with what they need. Such sex education should be designed not with rigid, set curricula which force-feed information into young minds and hearts that may or may not be ready for the information. Instead, they should approximate as closely as possible the manner in which parents, if they were emotionally and intellectually prepared, would ideally educate their children about sexuality. A sex education program for preteens should be relaxed and informal, and should create an atmosphere of comfort and security to encourage a child to voice his/her concerns and speak freely about any sexual topic. Such a program should provide books, materials, and a trained person to consult with privately when each child felt the need.

Through all the physical and emotional changes which the onset of puberty brings to our children, our first obligation is to remain supportive, offering reassurance and comfort, and communicating what we see happening. We need to encourage them to tell us how they view themselves. We need to help them to accept themselves for what they are. Recounting our own experiences sometimes helps, but in doing so, however,

we need to remember that what children today experience at age 10 we did not ask or even know about until we were in our late teens. We must update our own ideas. When we accept the fact that, for better or worse, the world has changed, we will no longer be shocked or feel inadequate when the child who is still "just a baby" asks, "Do you have to be cut open to have an abortion?" or "Can you still have sexual intercourse after you have a vasectomy?" Instead, we will better understand that the boys and girls who say "I'm getting very old for my age" are testing, experimenting, and trying conscientiously to adjust to and fit into a world and a society that they are not too sure is ready to accept them. This is a highly discomfoting situation for anyone. We should remember that those who seek our aid and comfort are not our "enemies" but our children.

As the fifth grader mentioned earlier said, "Children have to learn about sex somewhere." Yes, it is clear that children will learn about sex somewhere, are learning about it all around

them. It should be in the right place, in the right way, at the right time. When is the right time? The moment each child has a question, a wonder, an anxiety, a fear. The parents and the schools can form a team to meet these needs, and both parents and teachers must seek and accept training and orientation to prepare them for this responsibility and opportunity. The years before adolescence are the golden years for meeting this responsibility. After that it is too often too late.

*The unique sex education program in which the authors Uslander and Weiss have been involved since 1966 is described in Their Universe (Delacorte Press, 1973) which they co-authored with three associates. They have also written Dealing with Questions about Sex (Learning Handbooks, 1975), Sex Education for Today's Child, with Judith Telman (Association Press/Follett, 1977), and Talking with Your Child about Sex (Budlong Press, 1978). Their latest book, scheduled for publication by Budlong Press, is entitled The Doctor Talks to 9- to 12-Year-Olds.—Ed.*

## DO YOU KNOW THAT...

### Scholarship Award

The Society for the Scientific Study of Sex (Eastern Region) has announced a \$500 scholarship award to be presented to a doctoral student with an approved dissertation proposal in sexuality, with the criteria for selection being scholarly and significant inquiry in sex research. The recipient will receive this award and present his/her proposal at the SSSS Eastern Regional Meeting in Philadelphia, April 1981. The deadline for submission is February 27, 1981. Qualified doctoral students interested in consideration should send five copies of their proposal abstract to: Dr. Kenneth D. George, Professor of Education, Human Sexuality Program, University of Pennsylvania, Graduate School of Education C1, Philadelphia, PA 19104.

### Resources to Write for . . .

**Planned Parenthood of Santa Cruz County Publications:** This organization publishes several excellent resources. **Family Life Education: Curriculum Guide** (\$18.00) presents specific 10-session models for teachers setting up programs at the junior and senior high levels. **Sex Education: Teacher's Guide and Resource Manual** (\$15.00) is a companion to the above or can be used alone by those developing their own curricula. A resource written for adolescents from ages 15-18 is **The Birds, the Bees, and the Real Story: A Teen Handbook on Sexuality** (\$6.00; bulk rates available). It contains many written exercises which can be done alone or shared with a parent or friend. **Saying Goodbye to the Birds and the Bees and Telling the Real Story: A Guide for Parents** (\$6.00; bulk rates available) similarly includes both exercises and factual information. The need for family life education programs, their effectiveness, and widespread support is documented in **Family Life Education: A Summary of Facts and Findings** (\$2.50), written primarily for school administrators and school board members. To obtain any of these publications, send a check or money order to: Planned Parenthood of Santa Cruz County, Education Department Publications, 212 Laurel Street, Santa Cruz, CA 95060.

**Sexuality . . . Decisions, Attitudes, Relationships** was created for adolescents and young adults by the Education Department of Planned Parenthood of Southeastern Pennsylvania, with Katherine Whitlock as editor. This 35-page, illustrated booklet focuses on the responsibilities, choices, and feelings that are involved with sex and sexuality rather than on biological facts. Young people are encouraged to develop their own values as a basis for making their decisions instead of giving in to pressures from their peers, the media, or societal stereotypes. This thoughtfully written booklet is an excellent resource for young adults and those working with them. Single copies are \$1.00 each from Planned Parenthood of Southeastern Pennsylvania, 1220 Sansom Street, Philadelphia, PA 19107.

**Sex Education and the Library: A Basic Bibliography for the General Public with Special Resources for the Librarian** was commissioned by the Educational Research Information Center (ERIC) and compiled by Sol Gordon. This 40-page work is aimed at librarians who are building collections in the area of sexuality. The selected bibliography is divided into works for children, parents, and teachers, as well as into subject areas such as the history of sexual attitudes, and male and female sexuality. To obtain a copy, send \$4.00 to ERIC Clearinghouse on Information Resources, Syracuse University, School of Education, Syracuse, NY 13210.

### BECOME A SIECUS ASSOCIATE

Now in its 10th year and in the process of being expanded, the SIECUS Associate Program offers professionals and paraprofessionals in sexuality-related health fields an opportunity not only to help support SIECUS but also to become part of a network of people concerned with current problems and developments in human sexuality in every section of the country.

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# BOOK REVIEWS

**Growing Up Sexual.** Eleanor S. Morrison, Kay Starks, Cynda Hyndman, and Nina Ronzio. New York: D. Van Nostrand Company, 1980 (252 pp.; \$8.95 paper).

*Reviewed by Ina Luadtke, 1980 New York State Teacher of the Year in Home Economics, and author of a "Life Styles" curriculum in human sexuality for students in Valley Stream, N.Y., on which the award was based.*

An important goal of *Growing Up Sexual* is to help reduce the sense of isolation because of being "different" that young adults often experience about their sexual feelings. The format of the text helps significantly in achieving this goal. The bulk of this book is composed of segments of autobiographical revelations written anonymously by several hundred students in a college course in human sexuality instructed by the authors. Organized around familiar themes in sexuality education, the contents offer the reader a spectrum of contemporary experience in sexuality, and strongly affirm the variations as well as the commonness of individual sexual experiencing.

*Growing Up Sexual*, because of its organization and style, is both an excellent supplementary text for advanced high school or college courses in human sexuality, and a useful resource for educators or other professionals involved with young adults. It would be a valuable addition to community centers or religious libraries serving young adults, as well as an ingenious experience for a parent and young adult to read and share with each other.

Within the text, excerpts of student writing are connected by quotes from current writings and research relating to the topic, with a full bibliographical listing. Each chapter concludes with a list of evocative questions for further thought or dialogue. Several exercises are specifically designed for group or classroom use.

The text commences with "Discovering My Own Body: Masturbation," and pro-

gresses through childhood beliefs and experiences, adolescent behaviors and feelings, family messages, sex roles and expectations, and managing adult sexuality. One example of the kinds of disclosure made by students is this entry on masturbation: "Masturbation allows me to have sexual feelings and orgasms when I want or feel the need of it myself. It is an honest personal recognition of my feelings. I could not have or would not want to have a sexual relationship with someone merely for the sake of sex—I want it to be out of love and feeling. So, masturbation involves only me. It allows me to have sexual feelings but still only have sex with another person I care about and feel close to."

The importance of self-image, the acknowledgement of the fact of being a sexually active person, of dealing with exploitation, of making decisions and of recognizing values, are all thoroughly covered.

From the personal narratives about the students' feelings and experiences, the authors have drawn the conclusion that among the consequences of lack of communication about sexuality are often confusion and a sense of emotional discomfort. They describe the results they found after sharing information with the students during the human sexuality course, as follows: long-held fears and doubts were counteracted; self-understanding was increased; affirmation occurred; the students developed an awareness of differences and the need to build respect for these differences; they learned that the quality of a relationship can be improved by more direct communication; and they expressed a desire for improvement in the sexual growth environment for their future children.

The success of the student writing assignment which inspired the creation of this book emphasizes the undervalued potential of such assignments in human sexuality communication. This reviewer has found frequent "logs" of personal response to class topics a useful teaching and learning tool. Collected logs can be-

come a valuable personal journal for the student, documenting change and growth. As one student put it, "I think I have finally come to grips with my own sexuality and have come to accept it as a real part of me, not something to be ignored . . . I have been able to look at myself and finally decide what I want and feel sexually. I no longer must blindly accept other people's standards. I now have been able to establish my own." **LT, A, P, PR**

**Sexuality and Cancer.** Jean M. Stoklosa, David G. Bullard, Ernest H. Rosenbaum, and Isadora R. Rosenbaum. Palo Alto, Calif.: Bull Publishing Company, 1979 (18 pp.; \$2.95).

*Reviewed by Jerome M. Vaeth, MD, President, West Coast Cancer Foundation; Director, Radiation Oncology, St. Mary's Hospital and Medical Center; Clinical Professor, Radiology, University of California, Davis, Calif.*

[The material in this booklet was published simultaneously as Chapter 6 in *A Comprehensive Guide for Cancer Patients and Their Families*, also from Bull Publishing Company.]

*Sexuality and Cancer* is extremely well thought out and written. The section on effects of illness on sexuality is sensitive and practical. These effects, which basically leave the patient feeling "asexual," are well known by many of us in the health professions, but are too often ignored by others who tend to put the emphasis on managing "the cancer in the patient" rather than on "the patient who has cancer."

There are particularly useful sections on ostomy, laryngectomy, and mastectomy, but lacking are comments on the significance of pubic and scalp hair loss due to radiation treatment or chemotherapy, and the problems related to amputees. Also, while useful for the adult patient and families, the booklet com-

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*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.

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pletely ignores the issues of body image, self-esteem, and sexuality in the adolescent and childhood patient. **PR**

**Barry and Alice: Portrait of a Bisexual Marriage.** Barry Kohn and Alice Matusow. Englewood Cliffs, N.J.: Prentice-Hall, 1980 (217 pp.; \$10.95).

*Reviewed by Fred Klein, MD, psychiatrist; author of The Bisexual Option; Director, Institute of Sexual Behavior, Inc., New York, N.Y.*

This is an important book in the field of sexuality. It covers new ground and makes the concept of bisexuality clear in a personal way. When doing research for *The Bisexual Option* (Berkley, 1980), I would have loved to find this book already on the shelf, for it discusses the many issues faced by bisexuals.

*Barry and Alice* shares with us the story of a Philadelphia couple who began their life together believing in the usual explicit parameter of monogamy, and the implicit one of heterosexuality. Married in 1966, they spent a few years in the Peace Corps in Panama. Upon returning, Barry Kohn embarked on a career as a civil rights attorney, while Alice Matusow began hers as a psychiatric social worker. Their son, Danny, was born in 1972. From outward appearances they formed a typical family in a typical marriage. In fact they were so, until one day Barry dropped his bombshell: he had had early adolescent experiences with males and now, after 10 years of not acting on this attraction, had begun a sexual relationship with a male friend.

How does a couple deal with this? Barry and Alice, in alternating chapters, tell us their personal stories. In working through an emotionally painful period of adjustment, they began to realize the importance of their love for each other and of their marriage, which they wanted to maintain no matter how difficult the process. This required hard work on both sides. Barry went into a four-year period of analysis, and Alice had to work out her relationships to others as well as find what her own needs truly were. In the process, she discovered her own bisexuality in sexual response to other women.

Until recently, bisexuality has not been considered by many people to be a viable option, the myth being that a person had to be either heterosexual or homosexual. Although Kinsey pointed out that there were millions of people who were indeed

bisexual, it was not a subject that was seriously treated. *Barry and Alice* is therefore a worthwhile addition to the scant literature because it addresses itself to many important issues involved: marriage, intimacy, monogamy, fidelity, jealousy, and sexual orientation.

The one negative criticism I have about this double autobiography is that at times slight confusion results when it is not clear whether Barry or Alice is writing a particular chapter. In general, however, their narrative is clear, sensitive, and colorful. This book is an invaluable aid for people interested in the range of human sexual response and for professional sexologists. It is a "must" for those who have ever experienced sexual feelings for people of both sexes. **A, PR**

**Love and Love Sickness: The Science of Sex, Gender Difference, and Pair-bonding.** John Money. Baltimore: The Johns Hopkins University Press, 1980 (256 pp.; \$16.95).

*Reviewed by William Simon, PhD, Department of Sociology, University of Houston.*

John Money's latest and, in many ways, most ambitious book may be one of the last great works of nineteenth-century science. There is, to be sure, a great deal of contemporary material within this curious work; but, in the main, its structure, its literary style, and its intellectual perspective have a decidedly dated quality. Indeed, in all but its "liberated" view of the sexual it has a Victorian cast.

As the subtitle suggests, the work is more of a compendium, almost an almanac, of sundry materials dealing with the sexual, rather than the elaboration of a coherent statement. If there is a single continuous theme, it is a disturbingly narrow commitment to a predominantly biological perspective. Much of the book derives from the biomedical concerns we associate with the very name of the author. While offering virtually nothing that he has not published elsewhere, Money has partly organized his book into densely packed sections that provide the authoritative aura of science. These sections are almost painful in their attention to detail, and self-consciously intimidating in their needless display of technical vocabularies. It is almost as if language was being used to create a set of credentials that might extend to the long sections where generalizations and speculations only loosely tied to systematic

data are put forward with the same tone of authority that has accompanied the repetitious journeys through the complexities of hormonal function and dysfunction.

Despite the pivotal emphasis given to body chemistry by the author, by his own admission these findings remain inconclusive. More importantly, reflecting the history of Money's work, these empirically based sections focus disproportionately upon the anomalous and, in terms of population distributions, the marginal. It thus becomes possible for the author to ignore the enormous variabilities observable in the sexual- and gender-significant behaviors of those vast majorities that share approximations of biological norms. Of course, all the appropriate caveats concerning the necessity for a multivariate approach are repeatedly sounded, particularly the need to understand these aspects of human behavior in terms of genetics, pre- and postnatal hormonal history, and social learning. But this broad approach is persistently subverted; from the author's perspective both the natural and social sciences are implicated, but clearly not as equal partners.

In a handful of sentences marked by little more than assertion, Money dis-

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misses the larger part of twentieth-century behavioral science: "Motivation has served its term. Like phlogiston, it must be let go." The future is to be found in the connections between "behavior, hormones, neurotransmitters, brain pathways, the vascular system, genetics, anatomy, and the *special senses*" (reviewer's emphasis). Typical of the physicalist bias with which Money feels more comfortable is the following: "Just as males and females have nipples, so also do both sexes have these brain pathways that relate to drinking urine and eating feces. These are the pathways that, when they become associated with neighboring erotic/sexual pathways, produce urophilia and coprophilia as paraphilias."

It is here that Money's rootedness in nineteenth-century styles of thinking becomes most evident. His book is infused with a naive positivism that holds forth the promise that a hard-edged empiricism, uncompromising to the point of approaching mindlessness, will ultimately unravel most, if not all, of the mysteries of human experience. Ironically, this "abstracted empiricism," with its commitment to the nitty-gritty, produces little more than the most abstract of landscapes, a landscape within which the human becomes virtually unrecognizable.

All at once it becomes clear why the bibliography contains some 31 refer-

ences to the work of John Money, only one to Freud, and none to Stoller. Moreover the larger part of the references to the behavioral science literature are secondary sources, some of a rather dubious nature. This lack of breadth becomes evident when we look at what should be the author's most critical concept: Gender Identity/Role. Money tends to treat it as if it were a stable attribute, almost as if it were a thing, when it may be little more than a scientific abstraction or metaphor for describing an ongoing, dynamic process through which the individual organizes specific responses to the contingencies of both our internal and external environments.

The concern for love and love-sickness which figure so largely in the title of the book can only be described as the occasion for the book rather than a major part of its substance. Money operates out of a rather dated theory of complementary needs, and optimistically urges upon us the development of a science of pair-bonding in order to eliminate most of the casualties that presently result from uninformed, unscientifically based mate selection. How mechanical the view of human behavior that can, at this late date, even conceive of such a "science."

True to the spirit of the Victorian era, Money's grim but passionate commitment to empiricism ultimately masks an equally overblown romanticism, e.g., "The

two partners then become totally immersed in the tide of erotic sensations until its waves crash into the resplendent surf of orgasm." Similarly, the teleological element, a frequent basis for Money's rejection of much of behavioral science, occurs often as a major aspect of Money's thinking, most commonly as vulgar Darwinism, e.g., "A strong pair-bond maintains itself at its level of highest passion typically for a maximum of two or three years. It may be construed as nature's guarantee that a pregnancy will ensue."

By way of summary: *Love and Love Sickness* is a confused statement containing a great deal of solid information on the biophysical level, most of which, unfortunately, is extended well beyond its significance. It also contains a number of generalizations, hypotheses, and speculations, many of which are interesting, some of which are commonplace, and some of which are patently absurd. For professionals, there is little here that is new; for others, the larger context calls into question even those parts of the book that might have been instructive. It is a pity that John Money, whose contributions as a teacher, clinician, researcher, and writer make him one of the outstanding pioneers in our field, has in his new book attended so little to the larger field to which on other occasions he has contributed so much.

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SIECUS is affiliated with the Department of Health Education of the School of Education, Health, Nursing, and Arts Professions of New York University.

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November 1980

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