

## THE HARDY BOYS DIDN'T HAVE WET DREAMS

by Lorna B. Flynn, M.A.\*

1956 *Let's face it. I'll probably develop into a reasonably attractive woman as I grow older. I may marry a worthwhile man and have a happy, stimulating life and scads of darling children. But right now at eighteen, I'm not what is known as 'date bait.'*<sup>1</sup>

1969 *Naturally I told him. . . . But I didn't ask him to marry me. I told him I was pregnant and was going to get an abortion and didn't want to get him involved or to think I was forcing him into anything or pressure him. . . .*<sup>2</sup>

It is no surprise that honest treatment of sexuality is part of today's fiction for teenagers. Ten years ago Henry Miller's *Tropic of Cancer* had just been published in the U.S. (It had been published in France over twenty years earlier.) Today it is only one of many adult novels dealing openly with explicit sex. As indicated by the quotations above, novels for adolescents have also changed. If they did not deal with the sexual aspects of their characters' lives, one wonders how widely read they would be. Young people have access to adult fiction like *Portnoy's Complaint* and *The Godfather*. Shouldn't they read about sex on their own level?

Many adults denigrate today's fiction for adolescents because they feel either that teenagers should be reading "the classics" and nonfiction, or that they are old enough to read adult literature. This does a great injustice to both books and readers. The preteen and early teen years are, as we all know, a time of great physical and emotional growth. Today's fiction written for this age group offers a wealth of guidance and reassurance not available to them in adult fiction. It also offers a vehicle for communication, between parent and child, among teenagers themselves, and in classroom discussion. A sizeable group of teenagers do not read nonfiction—even the excellent books about sex. These young people especially can profit from fiction which includes discussion of sexual concerns. From it they (and teenagers who do read nonfiction as well) can learn facts as well as healthy attitudes about sexuality. They can also learn how to recognize in others some of the characteristics of unhealthy sexual attitudes.

Today's fictional twelve-year-old girls begin to menstruate, and the event is not always the culmination of the novel: "Harriet the Spy" in *The Long Secret*<sup>3</sup> gets her period and goes right on trying to solve her mystery. For Margaret in *Are You There God? It's Me, Margaret*,<sup>4</sup> who "just wants to be normal," getting her period is the sign that all will be OK. A third example is Abby in *Somebody Will Miss Me*, who was so sheltered by her grandparents that she was not expecting the event. When her friend's mother explained menstruation to her, Abby's world view changed:

*A woman! Suddenly everything else was forgiven, forgotten, in the rosy glow of that thought. Her body was busy doing things for her.*<sup>5</sup>

Today's fictional male adolescents are also sexual. Following the lead of John'Donovan's award winning book *I'll Get there. It Better Be Worth the Trip*,<sup>6</sup> several deal openly with teenage homosexual experiences. In the Donovan book and in Barbara Wersba's novel, *Run Softly, Go Fast*,<sup>7</sup> a brief homosexual experience very usual to adolescents is blown all out of proportion by adults who panic because of their own ignorance. However, neither book revolves around the experience. *Sticks and Stones*<sup>8</sup> is set in a small town and has a "Children's Hour" type of plot about a teenage boy who becomes close friends with a young man who had been discharged from the military service because he was a homosexual. The teenager is not aware of this part of his friend's past. In *The Man Without a Face*,<sup>9</sup> a homosexual relationship between the protagonist, Charles, and his tutor, Justin McLeod, is implicit.

Other books about teenage boys deal with heterosexual interaction and with reaching puberty. Thirteen-year-old Tony in *Then Again, Maybe I Won't*<sup>10</sup> spends his evenings watching the girl next door undress and experiences his first nocturnal emission when he dreams about her. Dan in *Getting It All Together*<sup>11</sup> has a lot of trouble letting a girl know that he likes her, and Angela and Buddy in June Jordan's *His Own Where*<sup>12</sup> have a beautiful and touching physical relationship. These situations are a far cry from the novels which were popular fifteen years ago. The teenage Hardy Boys, for instance, never even thought about girls.

The degree of sophistication of the reader is the determining factor in which novels will be most appropriate and useful in value formation. Books like *Andy*<sup>13</sup> which reflect a "wait 'till marriage" ethic do so in a way which is not too "preachy." What's important here is that not too many years

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# SPEAKING OUT

The panic button type of approach to educational programs in sexuality has been evidenced in various educational institutions ever since the beginning of SIECUS. At first it was the "Sex education is the 'in thing' and we've got three months to write a K-12 curriculum, how do we do it?" type. SIECUS was flooded by these requests in spite of our continued warnings that such a project ought to take three years, not months, and to involve the best minds in the entire community. Later the demands became the "Tell us how to produce sex education that will lower high school VD and pregnancy rates" type.

Then came the right wing opposition smoke screen that sent high school programs temporarily underground, and attention shifted to the college level—but again in panic button fashion. At first interest centered on contraceptive information, then the abortion question. Then, as surveys revealed the abysmal ignorance of college students of the most elementary facts of sex and reproduction, colleges and universities just becoming aware of the need began their planning. It centered around two types of programs: a three day symposium, or a series of weekly lectures with outside "experts" brought in for both types.

This year there is a new note being sounded: the "Let's meet the students where we *think* they're at" type. Often planned by the office of student personnel and the counseling

staff, rarely in consultation with behavioral science faculties, much less the students themselves, such a "course" might consist, as in one case, of a series of 18 weekly lectures that, in addition to the usuals of birth control, abortion and pregnancy, and homosexuality, also included such supposedly "with it" topics as vaginal politics, sex and racism, and aspects of male and female liberation.

Additionally, because this kind of program is built around lecturers (some of them deliberately chosen because they are regarded as "far out") who are "big names" that will supposedly "pull in the students," the lectures can be wildly disorganized as to sequence of topics—and decidedly expensive. I would liken this approach to offering an advanced course in Leninism and Marxism to incoming freshmen who have never had a course in world history.

In answering such requests, SIECUS points out two prime factors: how much homework needs to be done by all those concerned with planning—not just for the one year but on a continuing basis—and the necessity of involving students not only in the planning but in continuing interaction and small group discussions.

Mary S. Calderone, M.D.  
Editor

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ago, an author wanting to promote premarital abstinence would not have written a teenage couple into a situation where they must make a conscious decision to postpone intercourse. In the same book, the "control" couple has intercourse, the girl gets pregnant and they have to get married in a very depressing ceremony. A parallel book is *My Darling, My Hamburger*, quoted above, in which Liz ends up having an illegal abortion. We await the next step in the evolution: a responsible couple who decide to have intercourse, and go to a Planned Parenthood clinic first!

Communication with the young being a major concern today, parents should not pass up any opportunity to read some of the new fiction for teenagers to find out what the real concerns of young people are. They might be shocked by Barbara Wersba's moving novel in which a boy runs away from home and lives with his girlfriend in Greenwich Village, but the book is really about the generation gap and a young man's inability to communicate with his father. At a Children's Book Council symposium on sex in children's books in March 1972, Eric Johnson, author of *Sex, Telling It Straight* and *Love and Sex in Plain Language*, and a teacher at Germantown Friends School in Philadelphia, noted that he uses Zindel's *My Darling, My Hamburger* in his discussions of values and attitudes with his junior high students.

It goes without saying that the inclusion of a sexual incident in a novel for teenagers does not make a book good fiction. Sometimes it is just the opposite. We are naive if we think that teenage readers will not see through stories about hippie life from which the protagonist is "saved" or those in which a flunking and disruptive student suddenly becomes a well-adjusted recipient of "A's" when he meets the right girl. Furthermore, stories which concoct a sexual incident which

does not fit naturally into the story or within the character development are worse than those which omit sexuality altogether.

Fiction for teenagers is keeping up with the changes and needs of today. Where sexuality is part of a book, it is almost always geared to helping adolescents deal with their present concerns. The recent novels discussed here are only a few of the many books now available which treat their characters as whole, real people. Authors, editors and publishers must be encouraged to continue this healthy trend, and to make these books available in inexpensive soft cover.

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# NEWS

## **SIECUS HONORS MASTERS AND JOHNSON**

Dr. William H. Masters and Virginia E. Johnson were the recipients of SIECUS' Second Citation, at a dinner on October 18th at the Americana Hotel in New York. The SIECUS Citation was presented by Dr. Mary S. Calderone, Executive Director and co-founder of SIECUS, and last year's recipient of the award. Dr. Masters has been, and Mrs. Johnson is presently, a member of the SIECUS Board.

The SIECUS Citation was awarded in recognition of Masters' and Johnson's remarkable contributions to the study of human sexuality, and the therapy of sexual dysfunction, as reported in their books *Human Sexual Response* and *Human Sexual Inadequacy*. The importance of their work is well known to laymen and professionals alike throughout the world.

The Second SIECUS Citation Dinner, attended by 400 friends and associates of SIECUS, proved entertaining as well as informative. Credit for the Dinner's success is due to John Malloy, as Dinner Chairman, and to Robert Levin and Morton Sontheimer, Associate Dinner Chairmen.

## **AFB AND SIECUS TEST RESOURCE GUIDE FOR THE BLIND**

Field testing of the pilot edition of *Sex Education and Family Life for Visually Handicapped Children and Youth: A Resource Guide* will begin this January. The development of this Resource Guide and its evaluation are a joint project of the American Foundation for the Blind (AFB) and SIECUS, initiated in May, 1971, and funded by a grant from General Services Foundation. For the field testing, a limited number of pilot editions and evaluation forms will be sent to those agencies and schools that agreed to participate in the project. The results of their evaluation will be incorporated in the final version of the Resource Guide, which is scheduled for revision in the summer of 1973.

The Resource Guide is the first attempt to create a comprehensive, de-

velopmental sex education program for the visually handicapped. It was developed by a task force including leading educators in the fields of blindness and sex education as well as the program staff of AFB and SIECUS. Preparation of the Resource Guide involved visits to schools and other agencies for the blind and discussions with teachers and other professionals, testing the task force's ideas on curriculum, and ascertaining specific needs and points of concern among the educators serving the visually handicapped.

The Resource Guide suggests broad concepts to be included in basic curricula, and raises issues such as reconciling the touch-oriented learning style of blind people with public attitudes. It also covers social behavior, personal hygiene and includes a section on adapting already existing resources for the sighted to the special needs of the visually handicapped. For the senior high school level, it recommends discussion of the factors involved in marriage and parenthood of blind people, including genetic counseling. The Guide is designed for K-12 programs and possibly older adolescents, and may be used in sheltered workshops and informal programs as well as in school settings. It does not cover the special needs of the multiply handicapped.

Dr. Derek Bursleson, SIECUS' Director of Educational and Research Services, discussed the pilot edition of the Re-

source Guide at the October 16th meeting of Superintendents of State Schools for the Blind, in Louisville, Kentucky, and requested their cooperation in its evaluation. He asked that the Superintendents consider instituting sex education programs at their schools.

A restricted number of the pilot editions of the Resource Guide will be made available from SIECUS on request only to administrators of programs for the visually handicapped.

## **NEW SIECUS RESOURCE FOR SEX EDUCATION OF MENTALLY RETARDED**

*Developing Community Acceptance of Sex Education for the Mentally Retarded*, a practical guide by Medora S. Bass, is now available from SIECUS. Mrs. Bass, former president of Planned Parenthood of Southeastern Pennsylvania and a pioneering leader in the field of sex education for the retarded, has outlined a support-developing program of meetings for parents and staff working with the mentally retarded. The need for family life education for the retarded and the concepts which programs can and should cover are explained in detail, with full attention given to parental concerns and questions. Extensive listings of curriculum guides, articles, books and booklets for professionals, parents and children, and appropriate films and filmstrips are included. This publication, No. SP6, is available either as part of Packet VIII, "Sex Education for the Handicapped," (\$5.25) or separately, at \$2.00 per copy.

## **FIRST INTERNATIONAL SEX EDUCATION SYMPOSIUM**

The first International Symposium directed specifically to the topic of sex education of youth was held in Tel Aviv, Israel, during July 3-7, and was attended by 450 registrants from 22 nations. The sponsoring committee was comprised

### **A SIECUS SUCCESS**

"One of the most successful of Johns Hopkins University Press titles in recent years has been 'The Individual, Sex and Society: A SIECUS Handbook for Teachers and Counselors' edited by Carlfred B. Broderick and Jessie Bernard. The press has gone into its fourth printing (20,000 copies). This makes a total of 45,000 books in print in both paperback (\$4.50) and clothbound (\$10) editions."  
—*Publishers Weekly*, September 11, 1972.

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of distinguished Israelis of various professional disciplines, and Israel's delegation of over 300 was the largest. The United States was second in attendance with 90 participants. Japan was represented by only one person; the Soviet Union by none.

The major task of the conference was to explore the scope of the problems faced by sex educators, and topics discussed ranged from general overviews of sex education curricula and approaches to specific concerns such as V.D. The program, in English with simultaneous Hebrew translation, consisted of plenary sessions, simultaneous group discussions, films, and a book exhibit.

Dr. Evalyn Gendel, President-Elect of SIECUS, gave the keynote address, stressing that sex information alone would not reduce illegitimacy, promiscuity or sex offenses, and that sex education must be taught in context with social, medical, ethical and legal considerations. The Symposium adopted several resolutions, including endorsement of training in sex education as part of the regular school curriculum for teachers, physicians, nurses and other professionals working in the field of human relations.

A second Symposium is planned to take place in Israel in 1974. Dr. Lester A. Kirkendall, who was SIECUS' official delegate to the 1972 conference, has been asked to serve on that conference's organizing committee. He states, "At that time I hope for a more futuristic orientation, a wider international representation, more concern with the total life span, more professional groups represented, and a greater concern for the dynamics of sexual interaction."

### **"GAY PEOPLE AND MENTAL HEALTH" BEGINS PUBLICATION**

Gay Community Services of Minnesota, in cooperation with many other homosexual counseling groups, began publishing a monthly newsletter, *Gay People and Mental Health*, in October, 1972. *Gay People and Mental Health* will serve as a bulletin board concerning homosexual mental health and the delivery of mental health services, alerting people to new ideas, the availability of new resources, access to funding, and the establishment of



Evalyn S. Gendel, M.D., SIECUS President-Elect, delivering keynote address at the International Symposium on Sex Education.

new and innovative programs. John Preston and Cindy Hanson, both former Directors of Gay House in Minneapolis, will be co-editors. Subscriptions to *Gay People and Mental Health* will be \$6.00 per year. For further information write: *Gay People and Mental Health*, Box 3592, Upper Nicollet Station, Minneapolis, MN 55403.

### **"OPERATION CASEY" INAUGURATED IN PHILADELPHIA**

"Operation CASEY" stands for Contraceptive And Sex Education for Youth, and is a six-part program of the Marriage Council and the Division of Family Study at the University of Pennsylvania. Former SIECUS President, Dr. Harold I. Lief, Director of CASEY, described the project as follows, "OPERATION CASEY develops improved teaching tools for contraceptive and sex education. It helps personnel who deal with teenagers to handle better adolescent sexual behavior. We hope CASEY will aid young people toward more stable, responsible and loving relationships between boy and girl, man and woman."

CASEY will be involved in training of family planning workers in comprehensive family planning counseling; sex education for teachers and parents; training in family life education for selected school and agency personnel; training of family life educators for

urban poverty areas; contraceptive and sex education for disadvantaged youth; and a teenage counseling service. The project has 75% funding by the Commonwealth of Pennsylvania, with the balance being sought in foundation and individual gifts, and should be in progress within the next few months.

### **DR. HOLLOMAN GETS HAVEN EMERSON AWARD**

SIECUS Board member, Dr. John L. S. Holloman, Jr., Director of the Multiphasic Screening Program of the Health Insurance Plan of Greater New York, has received the Haven Emerson Award, highest honor of the Public Health Association of New York City. The award, given at the Association's 36th annual meeting on May 17, 1972, was for Dr. Holloman's work in expanding opportunities for minorities in the health field, both as former president of the National Medical Association and as consultant to OEO. The citation named Dr. Holloman "one of the most effective and esteemed leaders in the health field, a compassionate and skilled physician. . . . As chairman of the National Urban Coalition Advisory Board of the Health Manpower Development Program, he has obtained funds to develop medical and health resources in black, Spanish and Indian communities. He has served the public interest in many ways. . . ." Dr. Mary Calderone received this award in 1970.

### **MÉDICO MODERNO CONSIDERS LA NUEVA SEXUALIDAD**

*Médico Moderno*, an Argentinian professional, cultural and scientific magazine reaching 21,000 physicians, has published an extensive review of *LA NUEVA SEXUALIDAD*, the Spanish language edition of SIECUS' *SEXUALITY AND MAN*. The review was the lead article in the August edition of *Médico Moderno*, and prefaced its examination of the book with a review of the impact on society of modern studies of sexual conduct. According to *Médico Moderno*, the dilemma of choice between moral codes "must be solved by the physician, who daily fulfills the functions of sex education."

*LA NUEVA SEXUALIDAD* is available in soft cover from SIECUS. Price: \$2.00 per copy.

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# EDUCATION FOR SEXUALITY IN THE ORIENT

by Lester A. Kirkendall\*

The Far East has been hit by the "sexual revolution." It isn't that they have just discovered sex; obviously they have known about that for a long, long time! For them, however, the idea that sex can be studied, related to other aspects of individual living and social developments, is new, and they are reaching for "sex education"—whatever that means!—to help them understand this better.

This present concern probably arises from a number of sources. One is the awareness of their need to control population (the Philippines expect a doubling of their population in the next twenty years) and the knowledge that sexual activity and population growth are closely linked. Another is the growing conglomeration of urban centers—Tokyo, Osaka, Kyoto, Hong Kong, Singapore, Manila—in which families are trying to adjust to new mores which arise with crowding and urbanization, and to the increasing loss of parental control over children. Finally there is the far greater openness toward sex which is reflected particularly in movies, magazines, "bomba" films and booklets as the Philippines call them, Turkish baths, and strip tease joints.

I was continually being told during my visit to the Orient that in matters of male-female relations and sex "we are being Westernized," while I was at pains to emphasize that "you are being industrialized and urbanized," with all the concomitant effects which parallel that development. If instead the centers of the industrialization and urbanization had arisen in Africa rather than in the Western world, they would have been saying "we are being Africanized." My point was underscored for me by a meeting of the World Federation of Mental Health which I attended in Hong Kong. Its theme was "Mental Health and Urbanization," yet they emphasized the same concerns to which others referred when they spoke of "Westernization."

While the concern for sex education exists there seems to be little or no consensus on how it should be approached. There are half-hearted attempts, particularly in Japan and the Philippines, to enforce legal restriction on pornography and sexually explicit movies. At Hiroshima I spoke to the Conference on Chastity and Purity Education. When writing me about it, my hosts appended "(sex education)" after the name of the conference. Later I was told that the Ministry of Education would only accept a social education program in which they call concern for sex, "purity education." As this explanation was made I was also told to "go ahead and say what you want." I found practically no evidence of any organized teacher-preparatory program, though I found concern for it in several societies formed within the last two years. Representatives of at least three of these organizations have visited the SIECUS offices in New York in the past two years. If these societies are successful in coordinating their efforts we should see a real growth in teacher education in Japan in the next few years.

In Hong Kong, a member has recently been added to the staff of the Family Planning Association with the responsibility

for promoting family life education in the schools and elsewhere.

In the Philippines, curricula for social studies, biology, home economics, and health have been developed by the Department of Education, and are supported by the efforts of the governmentally sponsored Family Planning Organization of the Philippines. The major emphasis of these organizations is on "population education" but materials on various aspects of sex are suggested throughout the public schools, both elementary and secondary. After one conference at which I spoke, an *ad hoc* committee was formed to assist by developing seminars for teachers, and through encouraging other organizations, with the integration of sex education in the curriculum. Courses in human sexuality are offered to medical students at the University of Santo Tomas (Manila) and, I was told, at other universities as well.

In regard to the Philippines I have been asked often if I did not sense the negative attitude of religion, particularly the Catholic Church, as I worked with groups. Throughout my stay in the Philippines, I felt that in terms of religious ritual, at meals and group meetings, I had been carried back some 30 or 40 years. However, underneath the ritual I found religious leaders keenly aware of the population problem and the need for a better understanding of human sexuality. This is a good example of how social change occurs.

The weight of tradition seems oppressive and since the Orient is older its traditions may bear down even more heavily than in the United States. Many of my suggestions were countered with the argument that "we can't do it that way in our culture." For example, in Hong Kong I suggested the need to have personal problems of individual students handled by a counselor only to be told that no schools in Hong Kong had counselors. "We don't have such provisions in our culture." Other common arguments were that the teachers would be embarrassed, and that they had very few materials to work with. I do think the lack of materials is a serious problem, but they could be supplied if arrangements were made to start teacher-preparatory work.

I was pleased with the ease I found in communicating with, and the degree of support I met among, professional people. I had not expected to find such openness, freedom and up-to-dateness in dealing with sex education and human relations generally. Part of this is due, I think, to the many who have visited or studied in the United States. There is no question in my mind as to the value of these cultural interchanges and I would like to encourage them in whatever way possible. Another thing I observed was my own cultural isolation which left me quite provincial in some of my own ideas!

I found a tendency to pick up some aspect which has been portrayed in American movies or featured in magazines as an aspect characterizing *all* of the United States, or *all* American youth. Do most or all American youth live together now without marriage? Has your family structure largely broken down? I am compelled once again to observe that our movies and our magazines present a distorted view of America. The constant portrayal of violence and of explicit sex tends to leave the average person with the idea that this is America.

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\*Dr. Kirkendall spent three months in Japan, Hong Kong, the Philippines, and Hawaii. The major portion of his time was in Japan, but he spoke to over 40 groups of professionals, parents, and youth in all four of the places where he visited. He returned home December 1971.

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# RESEARCH NOTES

*Research Notes is a regular SIECUS Report feature. Prepared by the SIECUS Office of Research Services, it highlights abstracts, reports, and comments on new sex education research. Suitable material for this page will be welcomed by the Office of Research Services.*

## HUMAN SEXUALITY IN THE SOCIAL WORK CURRICULUM

Some social work educators and a few social work students are demonstrating an increasing awareness of their lack of preparation to deal with matters of human sexuality and of the need for professional training. Two recent masters projects attempt to document this.

Hallingby, in her project, "Human Sexuality in the Social Work Education Curriculum at the University of Pennsylvania," conducted bibliographic reviews of the major social work journals, course required/recommended reading lists, and references on sexuality available in the social work library, and a survey of student and faculty attitudes toward professional sex education. In reviewing the literature of the major social work journals, she found only 6 of 640 articles in the last three years which dealt with sexuality in more than a tangential fashion. The same held true for the course bibliographies investigated. The social work library did not list such major references on sexuality as the pioneering studies by Kinsey et al., and Masters and Johnson.

Two questionnaires were developed and distributed to all second year social work students and full-time faculty, with a 63% return from students and 50% from faculty. Eighty-five percent of the student responses indicated both that their field work clients did discuss their sexual problems and concerns, and that sexuality was not adequately covered in the curriculum. Only 14% of the faculty respondents felt sexuality was covered adequately, 36% stated it was not, and 50% pled ignorance of the situation. Fifty-five percent of the students and 71% of the faculty agreed that a separate, elective course in sexuality was needed and should be made available. Significantly, 36% of the faculty were in favor of having a "faculty development course" in human sexuality.

Johnson, a graduate student in the School of Social Work at the University of Washington, extended Hallingby's approach in his project, "A Study of Sex Education in the Schools of Social Work." His study was in three parts: a survey of practicing social workers in his local area; a survey of a national sample of schools of social work; and a series of "focused interviews" with ten second year students and seven social work faculty members.

Even with a response of 40% from the practicing social workers, he found indications of the need for training in human sexuality. Only two respondents, both administrators, reported no involvement with clients' sexual problems and concerns. Half stated they had received no formal study of sexuality. Slightly over half (53%) felt that a social work course in human sexuality would have been helpful to them in their current work, and 65% felt that sex education should be required somewhere in the social work curriculum.

The survey of social work schools produced an 80% return, and thus presents a fairly broad view of the field. Eleven schools

(24%) indicated offering an elective course in sexuality, but seven of these had only introduced the course in the 1970-1971 academic year. Of the 34 schools not offering a course, 5 were considering introducing an elective during the next year, 8 indicated that the content was covered in existing courses, and 16 expressed little or no interest in the subject.

The social work students and faculty interviewed were asked to rate sex education in the social work curriculum on a series of bi-polar adjectives. Both students and faculty generally agreed that it was appropriate, necessary, valuable, important, and timely. Most of the students had had no preparation in sexuality in the social work school, but all stated that the social worker should have the background and skill for working with clients' specific sexual concerns. Both students and faculty generally favored integrating sexuality into the regular curriculum with electives offered in specific areas.

The value of these two studies lies not in their statistical results, which are too restrictive to be broadly generalized to the field of social work education, but in their contribution to the growing body of evidence demonstrating social workers' lack of preparation to deal with matters of sexuality, and the need for this professional preparation. The studies show that social workers are called upon to respond to their clients' sexual problems and concerns. The majority of students and faculty at both schools felt that human sexuality was not adequately covered in the curriculum, and that they should have additional training in the skills of sexual counseling. They were in favor of strengthening the required courses by integrating topics in sexuality and providing elective courses to supplement the regular curriculum.

With the increasing interest and concern of both students and faculty, the question remains, why have social work schools lagged in providing the professional training in sexuality which is evidently needed and wanted? Neither of these studies sought to answer this question, but Johnson offers three speculations: (1) sexuality is not perceived by curriculum committees as a priority issue; (2) faculty members generally have not kept up with scientific findings and societal changes in sexual behavior, and are thus uncomfortable with the subject; and (3) unfortunately, even in professional schools, sex continues to be a taboo subject.

*Prepared by Frederick E. Bidgood.*

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# BOOK REVIEWS

**Becoming Partners: Marriage and Its Alternatives.** Carl R. Rogers, Ph.D. New York, N.Y.: Delacorte Press, 1972. (243 pp.; \$7.95).

*Reviewed by Mary S. Calderone, M.D.*

I suspect that no book on marriage has ever come out that is as fine in just the way that this one is. I also suspect that it may be some time before a finer one appears. Why so?

Because it was written by real people talking together, with each other, about their real lives, and it happened that they did this in the presence of a listener who was Carl Rogers. He may have analyzed, but always quietly and diffidently. Such comments and conclusions as he offers remain open-ended—like the lives of the people in the book. In fact, the primary analyses, comments and conclusions are made by the individuals themselves on their own behalf, more skillfully and meaningfully than any outsider could for the most part do, and I believe he himself would agree with this.

Rogers is not problem-oriented in this book, but people-oriented as the chapter headings are careful to delineate. In each chapter couples tell about where they are now in their relationship, how they got there, where they think they are going in it, why they want to go there, how they hope to do it, and that they have come for help in doing so. Every reader can pinpoint himself or herself into any stage of any one of these experiential stories and say 'that was me' or, 'it is me now' or, 'that's us, where we want to go but didn't know how and now we have some clues'—and the reader shares those clues.

Always the point emerges clearly: it takes two of us, we want to do it together—we want to work not only in keeping our marriage going but in making it give us what we want out of it. Throughout, especially in the section in

which older couples tell about their own long-lasting marriages (including Carl and Helen Rogers' forty-seven year stint, see his dedicatory note), the ultimate definition of love as given by William Genné is expressed over and over again in their own words: "Love is what you've been through together."

Except for a fairly unselective bibliography, this is a rewarding book for lovers and would-be lovers of all ages whatever their marital status. **A**

**Fundamentals of Human Sexuality.** Herant A. Katchadourian and Donald T. Lunde. New York, N.Y.: Holt, Rinehart and Winston, 1972. (514 pp., \$9.95 paper, \$15.00 cloth)

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

This is a book about which another author might say, "I wish I had written that myself." Designed for college level classes in human sexuality, it will doubtless appeal to an even wider audience. The authors are psychiatrists and frequent references to psychoanalytic concepts are made, but they definitely utilize social, psychological and moral aspects as well.

The authors are certainly not culture-bound. Three delightful chapters deal with the erotic in art, films, and literature. Here the authors display a dazzling awareness of its sexual impact, both past and present and in primitive and advanced cultures. They cite Greek mythology, temple sculptures from India, Botticelli's and Michelangelo's paintings, Shakespeare's work, the *Kama Sutra*, the Japanese art of *shunga*, and many other sources which help to clarify for the reader the extent to which the erotic has always fascinated people world-wide and in all ages.

The authors also seek to be helpful to students in such sexual matters as stages in psychosexual growth, fantasy, masturbation, homosexuality, physiology of orgasm, and sex through the life cycle. Sexual disorders such as venereal disease, coital inadequacy in both male and female, deviations such as voyeurism and exhibitionism receive up-to-date treatment. There is also a chapter on "Sex and the Law." In these discussions, too, past and present authorities are quoted, historical allusions made and cross-cultural practices noted. The tone of the book is sophisticated, but not bizarre; the whole concept of sexuality seems well integrated with all other aspects of living.

With the tremendous ramifications of human sexuality some subjects were omitted or treated scantily. More attention needs to be given to roles, the words "masculinity" and "femininity" not appearing in the extensive index, and the Women's Liberation movement getting a scant 1½ pages. Sex in the marriage relationship is given almost no direct attention though issues affecting marital sex are discussed in other chapters. The relationship of the parent to his child's sexuality is not directly discussed.

It is a good book and will doubtless be widely used. **A**

**Group Sex.** Gilbert D. Bartell. New York, N.Y.: Peter H. Wyden, Inc., 1971. (298 pp.; \$6.95).

*Reviewed by Gilbert M. Shimmel, Ed.D., M.P.H.*

This very readable book by anthropologist Bartell is based on three years of study and interviews with 280

*Continued on page 8*

**Audience Level Indicators.** The bold type letter(s) following book reviews indicate the general audience level. Keys to categories are as follows: **C**—Children (elementary grades), **ET**—Early teens (junior high), **LT**—Late teens (senior high), **A**—College, general adult public, **P**—Parents, **PR**—Professionals (educators, physicians, clergy, public health workers, nurses, etc.).

swingers in the Chicago area. Though his study describes the prevalence and practices of swinging in the Mid-West, Bartell makes sufficient reference to similar studies on the East and West coasts to establish that this relatively recent phenomenon is one which is nation-wide.

The book details methods by which swinging couples contact each other, the early meetings on neutral turf to investigate "acceptability," and the fairly formalized "rules of the game." Though the advertisements highlight the wish to establish friendships, Bartell points out that very few couples see each other more than once or twice and every effort is made to insure that emotional involvement and continuing relationships do not result.

Some of the seeming contradictions revealed are:

1. **Liberalism:** The popular conception of a "swinger" would lead one to expect that the holder of liberalized views regarding sex would lead to the creation of open, liberal, free, imaginative, innovative rebels against the restrictions of society. Quite the opposite is true. The participants interviewed were almost exclusively white, middle-class, anti-black, anti-hippie, conservative Republicans with several children, good income, and totally conventional attitudes towards child-raising, education, politics and religion.
2. **Homosexuality:** Male homosexual activity is taboo and grounds for expulsion. Female homosexuality, or ambisexuality, as Bartell calls it, is common and acceptable. Bartell explains this as partially due to the differences in anatomy/physiology which permits relatively unlimited numbers of orgasms to the female while the male is more limited. Seeing two women "operate" on each other was also cited as very arousing to the males.
3. **Alcohol/Drug Use:** Most of those interviewed declared themselves as adamantly opposed to the use of marijuana or any other psychoactive drug. The notable exception to this was alcohol which was described as in great use at every party—sometimes to the detriment of

later performance.

4. **Impotence:** Failure to achieve an erection (even unrelated to use of alcohol) was quite commonly reported. This fact and the "difficulty in getting started," even when the purpose of the party was so specifically understood, sheds further light on the difficulties in making fantasy and reality jibe.

In a final chapter on the evaluation of positive and negative aspects of swinging, Bartell remains admirably objective, citing evidence that some marriages are helped while others are damaged. He feels this is no passing fad and that the trend towards extramarital sex will continue and that more people will come to practice open sexuality in a variety of ways. This reviewer subscribes totally to his closing statement: "What we would like to see is a freedom of sexuality, but one more concerned with human relationships, and that those human relationships rather than the sexual relationships become the primary goal." **A, PR**

**Here Comes Everybody.** William C. Schutz. New York, N.Y.: Harper and Row, 1971. (295 pp.; \$6.95).  
*Reviewed by David R. Mace, Ph.D.*

The spread of encounter groups has resembled a religious movement, with Esalen as its Mecca, and William Schutz one of its leading prophets. Now, four years after his best-selling book *Joy*, comes another volume—in this reviewer's judgment more balanced, more mature, more open-minded. Encounters are not sought by everybody, despite the title; but there can be no doubt that many people have found these experiences helpful, and the movement has reached such proportions that it can no longer be ignored or scorned. Schutz tells the whole story persuasively, holding nothing back, and faces squarely the questions of the critics. He shares his convictions and his doubts with equal sincerity; tells us exactly how he runs his own encounter groups; discusses in detail the crucial question of leadership qualifications; and enables us to see the encounter group movement in full and clear perspective. **A, PR**

**Homosexuality.** William Parker. Metuchen, N.J.: Scarecrow Press, Inc., 1971. (323 pp.; \$9.00).  
*Reviewed by Frederick E. Bidgood.*

Subtitled "A Selective Bibliography of Over 3,000 Items," this volume is just that, and a superb job it is! The entries are numbered and arranged in categories by the type of publication in which the item appeared, including books, documents, dissertations, and articles from the popular press and religious, legal, medical/scientific, and other specialized journals. Additional listings include court cases involving consenting adults, and literary works, feature films, and television programs dealing with homosexual themes, as well as selections from various homophile publications. All major works published in English through 1969 are listed, and complete subject and author indices are provided.

Although it is not annotated, this bibliography should be a valuable reference tool for researchers and other professional and nonprofessional individuals wishing to study the subject. **A, PR**

**Life Styles and Sex.** Frank M. Darrow. Privately printed by the author, P.O. Box 3051, Trona, CA 93562, 1971. (68 pp.; \$2.25).  
*Reviewed by David R. Mace, Ph.D.*

The author has been an elementary school teacher in California for eight years. The booklet, in offset printing, is an expanded term paper. His theme is that values in a human culture are transmitted primarily to children under ten, and that we do not know what will happen to the internalization process in a culture where a variety of life styles coexist. He explores the implications in the areas of sex education and sexual behavior, taking the reader to two imaginary future communities which practice monogamy and polygamy respectively. He concludes with questions rather than answers, though he does make some affirmations. He declares emphatically that the latency period in childhood is a myth. And, he insists that future education must cover "the four R's: 'reading, 'riting, 'rithmetic, and reproduction."



This is not a scholarly work, nor is it propaganda. The author ranges widely, and rambles somewhat. But he displays a bright-eyed, probing curiosity that is refreshing, and he raises issues that the sex educator cannot avoid. **A, PR**

**Love Today: A New Exploration.** Herbert A. Otto (ed.). New York, N.Y.: Association Press, 1972. (287 pp.; \$9.95). Reviewed by Gilbert M. Shimmel, Ed.D., M.P.H.

This is a collection of 21 essays on various aspects of love. Four of the pieces are by Otto and no other author contributed more than one each. Coming from different directions, each reaffirms the importance of love as a central element of life and as necessary to the process of personal growth. Several point out the need for self-love (or feeling of self-worth) before love for others is possible. Much evidence is marshalled to show how contemporary Western culture encourages estrangement from self and others at a time when need for love relationships has never been greater. Several of the essays offer practical suggestions for reversing this trend.

All the pieces by Otto were especially meaningful to this reviewer as were those by Jones, Lewis, Orlinsky and Adams. This probably reveals more about the reviewer than about the book and is not intended to denigrate the very real worth of the other contributions.

It is a book which could be read with profit by anyone, and is a must for those in the "helping" professions. **A, PR**

**Open Marriage, A New Life Style for Couples.** Nena O'Neil and George O'Neil. New York, N.Y.: M. Evans and Company, Inc., 1972. (287 pp.; \$6.95). Reviewed by Laura Singer, Ed.D.

*Open Marriage* had to be written. It raises questions of vital importance to the marriage relationship—questions of rights, of roles, of expectations, of fantasies and jealousies, all powerful and burgeoning forth from a society in change, in shock.

The questions are pertinent. They are carefully delineated. It is in the development of the resolutions that the book begins to show its flaws. The questions are posited by a husband and wife team: George O'Neil, anthropologist, professor in that discipline at City College in New York and Nena O'Neil, who is currently working on her doctorate.

The authors recommend an "open marriage," that is, a marriage in which mates can make decisions independent of each other. They also suggest that if the marriage relationship has not been fulfilling, individual social relationships—independent of mates—can be constructive. Such relationships might but not necessarily would, include extra-marital relationships. They contrast this with the traditional kind of "closed marriage," which they describe as possessive, and in which each mate has been programmed to anticipate that the spouse will fulfill all of the needs and fantasies of the other. In addition, they contend that the "closed marriage" shuts out experiences which can augment and enrich the worlds of both mates.

The concept of an "open marriage" is offered as a means for preserving the institution of marriage. To a clinician, the formulae seem somewhat simplistic and thus unreflective of the subtle complexities of marriage. A couple would have to be in touch with their motives, unconscious as well as conscious, in order to understand more fully whether the idea of an "open marriage" was being used as a mature reasoned expression of autonomy or perhaps as a means of acting out unconscious aggression and hostility towards the mate. Or, it might be used as an excuse to enter into extra-marital sexual relationships (which may or may not be to the advantage of the individual and/or the spouse and the marriage). It might also be used to substitute one symbiotic relationship for another that might seem to appear more promising.

If couples regard the book as a manual or as a blueprint for marriage, the guidelines offered might in fact become strait jackets, with the spouses as rigidly locked into the "open marriage" system of "shoulds" as they may have been with the more traditional "shoulds" of the "closed marriage."

Despite the foregoing, the book deserves an audience. It poses provocative questions, and deals with

the inordinately difficult task of trying to reconcile self-actualization with respect for the growth and development of one's spouse. It offers new insights and new vistas, which are crucial during this period of social and cultural change. **A, PR**

**Perspectives on Sexuality.** James L. Malfetti and Elizabeth M. Eidlitz (eds.). New York, N.Y.: Holt, Rinehart and Winston, 1972. (61 pp.; \$8.00). paperback. Reviewed by Lester A. Kirkendall, Ph.D.

This is a book of more than 200 readings intended to deepen the concepts of human sexuality. Excerpts have been taken from novels, short stories, plays, poems, advertisements, songs, essays, pictures, drawings, and scholarly articles. They have been grouped into five headings: (a) "I" which deals with physical development from birth through puberty; (b) "They" which depicts conditioning forces affecting the growing individual; (c) "You-I" which shows the wide scope of meanings sexual acts and relationships can have; (d) "We" which brings together selections emphasizing respect for the individual—the editors indicate that their wish is to place sex in "a touch-embrace, not a touch-and-go relationship;" and (e) "Night-Lights" which comprises selections to be correlated with readings in the other four sections.

Each section has several pages of introduction, each selection a shorter one, followed in most cases with observations and related questions. These questions tie that selection with preceding selections. Thus the editors seek to make a unit of the parts and the book an effective teaching tool.

Such a prosaic review as the two paragraphs above does not prepare the reader for the wide diversity he will find. Anne Frank's diary, *The Oyster Bed* by Anne Morrow Lindbergh, selections from Hefner's "Playboy Philosophy," limericks, cartoons, advertisements with sexual content, poems from e.e. cummings, Rogers and Hammerstein's song from *Oklahoma*, "I Cain't Say No," Plato's Symposium, "Sex Attitudes" from *Summerhill*, excerpts from Shakespeare, James Joyce, Trilling's well-known review of the Kinsey

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Reports—they are all there and more. So far as I could find, nothing has been taken from the Bible.

The book could be used for group discussions in classes in philosophy, human sexuality, history, sociology, psychology, literature and still others—even to placing a copy on the living room coffee table (that's where I put mine). **A**

**Sex and the Over-Fifties.** Robert Chartham. Chatsworth, CA. Brandon Books, 1969. (223 pp.; paperback, \$1.95).

Reviewed by Mary S. Calderone, M.D.

There has really been all too little published regarding the sexual lives of persons over 50, and this little book should be a welcome addition.

Written in ordinary language, its primary emphasis is sound: if you want to continue to have a good sex life when you and your spouse are over 60, you should begin preparing for this at the latest when you are in your 50's, the period generally when sex drive changes downward begin to accelerate, particularly in the male.

The booklet is very practical, very descriptive and graphic and therefore most realistic and potentially helpful. One should allow for the fact that it was originally published in England and the use of the English weight unit "stone" indicates that it has not been specifically adapted to the American market. But the case histories given are to the point and could and probably do happen almost anywhere in the world, and any couple can learn from them. Recommended. **A**

**Sex and The Teenage Girl.** Carol Botwin. New York, N.Y.: Lancer Books, 1972. (176 pp.; \$0.95 paperback).

Reviewed by Lorna B. Flynn, M.A.

Here is a question and answer book for the young and/or less sophisticated

teenage girl. So often adults write what they *think* teenagers are interested in knowing; Ms. Botwin, author of a widely syndicated column, "Young World," is very much aware of the concerns of her audience. The book is comprehensive, covering most aspects of male and female sexuality, dating and personal hygiene. Each section begins with a discussion of factual material and is concluded with questions and answers to reinforce and supplement the facts. This latter part includes translation of slang terms.

Ms. Botwin is aware of the confusion which may arise from her discussion of personal hygiene, but she reminds her readers that slovenliness is not equated with being "liberated":

*I assure you that leading Feminists like writer Gloria Steinem or Congresswoman Bella Abzug always try to look good. They take care of their hair, skin, clothing, etc.*

The advice and information in the book is generally sound, one exception being in the discussion of arguments in favor of premarital sex: the facts are that, according to studies, achievement of orgasm tends to lead to a quicker sexual adjustment in marriage, but no studies have shown that they "increase the chances of a girl's enjoying sex throughout the rest of her life," nor do they correlate to success or failure of marriage.

The underlying theme of the book is that you must respect yourself if you want others to respect you. This is an important message not only for teenagers but for everyone. **ET**

**Sexual Bargaining: Power Politics in the American Marriage.** John Scanzoni. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972. (180 pp.; \$5.95).

Reviewed by David R. Mace, Ph.D.

This is a no-nonsense, authoritative book by a highly respected family sociologist, entreating us to correct our negative and distorted thinking about marriage and the family today. It begins by debunking, with an impressive array of hard data, the "myth of marital disintegration." It then demonstrates that the current disenchantment with monogamous marriage temporarily reflects the power struggle precipitated by the demands of women for a final set-

tlement of their right to equality with men as persons, and the inevitable resistance of men to this challenge. This is more closely examined in terms of interpersonal conflict generated in the individual marriage; which, the writer insists (as this reviewer has done for years), is a valuable, positive force, providing the motivation and clarification needed for the basic task of achieving companionship and intimacy between husband and wife. With cautious optimism, Scanzoni finally predicts that increasing skill in conflict resolution will lead to the possibility of an increasing number of successful marriages in the future. These marriages will, however, be based on "an exchange of rewards and benefits" in the determination of which, virtually for the first time in recorded human history, husband and wife will bargain on equal terms.

This reviewer considers this to be one of the most important books on marriage published in recent years. **A, PR**

Continued from page 2

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11. Capizzi, Michael. *Getting It All Together*. New York: Delacorte Press, 1972.
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# AUDIO-VISUAL REVIEWS

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

**Birth Day.** 16mm, sound, color, 30 min. Lawren Productions, P. O. Box 1542, Burlingame, CA 94010. Price: \$295, Rental: \$20.

Some childbirth films seem obsessed with answering every question women have ever asked their obstetrician; others are rhapsodic selling jobs for natural childbirth. But here is a film for women from a woman's point of view, that communicates basic information through precept and example rather than didacticism. Prepared for the Florence Crittenton Association, the entire film is shot through the eyes of the mother-to-be. The labor room, the delivery room, the nurses and doctors are all seen from the perspective of the mother as she enters the hospital, is prepped in the labor room and finally gives birth in the delivery room. As a technique it could be overdone; in this film it works.

The medical team of nurses, anesthesiologist, and obstetrician provides an excellent model for the kind of patient education that can happen during childbirth. As each member of the team performs his or her assignments with quiet but friendly and reassuring efficiency, the patient is informed precisely about what is going on at all times and is fully involved in the process herself. Films such as this do much to relieve fear and anxiety about childbirth. It should find good use in pre-natal classes, nursing and midwifery education and high school and college sex education classes.

**The Party.** 16mm, sound, color or b/w, 27 min. Paulist Productions, 17575 Pacific Coast Highway, Pacific Palisades, CA 90272. Price: \$270 color, \$135 b/w, Rental: \$17.95 color, \$11.95 b/w.

Traditional arguments against teenage premarital sex, however valid, are less and less convincing to young people in this age of contraceptives and an-

tibiotics. This film takes a value stance, but bases it squarely on personal relationships. It takes the much used but ill-defined concept of a "meaningful relationship," builds it into a dramatic incident with believable dialogue and convincing young actors and actresses, and rests its case. In this reviewer's opinion, this film is on target with today's young people. Without preaching, without scare tactics, without depressing statistics about teenage marriages, this film challenges young people to examine the meaning of their relationships with the opposite sex. Through the eyes of three high school couples who set out to spend a sex-filled weekend at a beach house, we see a wide scope of human emotions on display that will prove to be excellent stimuli for youth discussions. Peer pressure, being one of the crowd, jealousy, male ego, the double standard, and a personal meaning of sex are some of the topics which this film will open up for discussion. Highly recommended for high schools, church youth groups, and college students.

**To Be A Person.** 16mm, sound, color, 23 min. Billy Budd Films, 235 East 57th Street, New York, N.Y. 10022. Price: \$250, Rental: \$25.

Another in the Billy Budd Films discussion series called *Circle of Life*, *To Be A Person* grapples with the search for identity of young people today. Using a *cinema verité* technique, the camera catches the many moods and feelings of young people through their own language and culture, and therein lies its greatest virtue as an educational medium. Strictly speaking this is not a "sex education" film, but in the truest sense the questions raised in this film about personal integrity, honesty in relationships and the need for love are at the heart of any good sex education for youth today. With simplicity and clarity the young people in this film make many

profound points—"You don't have to strike up an image, other people have the same problems as you do." "How you treat others depends on how you feel about yourself." "The more people know you the more they can hurt you." "Sometimes you need conflict to evolve yourself." "Sometimes expectations of others cripple us. Are we too sensitive to them?" Anyone seriously interested in helping young people deal with human values would do well to consider this film as a beginning for many hours of thoughtful discussion. It would be ideal as program material for youth groups.

**Vasectomy.** 16mm, sound, color, 16½ min. Churchill Films, 602 N. Robertson Blvd., Los Angeles, CA 90096. Price: \$205.

First it was Arthur Godfrey, then Jim Bouton, the ex-baseball star, who had to tell us about their vasectomies. Now it is hard to find a popular magazine without its vasectomy piece. With nearly a million vasectomies performed in the last year, there is good reason for sound information dealing with both the physical and emotional aspects of this male sterilization surgical operation. Happily we now have a good educational film on the topic. Through vignettes of three couples this film examines the motivation for choosing vasectomy as a permanent means of contraception. Counseling and good communication between the couple is stressed. An animation sequence shows clearly what happens when the vas is cut and sperm no longer reach the seminal vesicles. Ample testimony from the men in the film should convince those who still have doubts that sexual drive has in no way been curtailed by the operation. While vasectomy may not be the answer to the "population problem" for all men, for those who are giving it serious thought this film provides essential information and reassurance to help them make up their minds.

# JOURNAL REVIEWS

## MEDICAL ASPECTS OF HUMAN SEXUALITY

(Hospital Publications, 18 East 48th Street, New York, New York 10017)  
Reviewed by Robert L. Arnstein, M.D.

April 1972

### Sexual Dysfunction in Diabetic Females. Robert C. Kolodny, M.D.

This is a cautious but informative examination of increased sexual dysfunction, based on a study of 125 diabetic females. No final conclusions are given as to the cause of this infrequently discussed dysfunction.

### Attitudes Toward Extramarital Relationships. Ralph E. Johnson, Ph.D.

A general overview of attitudes

toward extramarital relationships with discussion of statistical surveys and reasons for and against extramarital sexual activity.

May 1972

### The Highly Sexed Man. Leon Salzman, M.D.

This article about a common topic of discussion tends to be confused. It reasonably stresses the wide range of "normal," but then slips into discussions of "hypersexuality" which do little to clarify the subject.

### Husband's Role in Birth Control Acceptance. Maria C. Boria-Berna, M.D., M.P.H.

A brief but interesting discussion of a neglected aspect of birth control—the

attitude of the male partner—which clearly affects its effectiveness.

### Rape. Arthur Frederick Schiff, M.D.

A down to earth article on the legal definition and circumstance of rape. It does not dwell on the psychological consequences to the victim, but clearly acknowledges their existence.

### Patterns of Jealousy. L. James Grolld, M.D.

This article discusses some situations in which jealousy develops and also comments on the lack of jealousy in some "swinging" encounters. It does not, however, seem to touch on more pathologic types of jealousy where the feeling occurs in the absence of any "objective" evidence and yet remains overpowering.

## BOOKS RECEIVED

Inclusion of a book in this listing does not preclude its later review. Prices are listed when known.

Byrd, Oliver E. and Byrd, Thomas R. *Medical Readings on Family Life*. San Francisco, Ca.: Boyd & Fraser Publishing Co., 1971. (227 pp.; \$2.95).

Chesser, Eustace. *Young Adults' Guide to Sex*. New York, N.Y.: Drake Publishers Inc., 1972. (123 pp.; \$5.95).

Clarke, Lige and Nichols, Jack. *I Have More Fun With You Than Anybody*. New York, N.Y.: St. Martin's Press, 1972. (152 pp.; \$5.95).

del Solar, Charlotte, Ph.D. *Parents' Answer Book: What Your Child Ought to Know About Sex*. New York, N.Y.: Grosset & Dunlap, 1971. (89 pp.; \$1.00).

Gardner, Richard A. *The Boys and Girls Book About Divorce*. New York, N.Y.: Science House, Inc., 1970. (159 pp.; \$7.95).

Gittelson, Natalie. *The Erotic Life of The American Wife*. New York, N.Y.: Delacorte Press, 1972. (380 pp.; \$7.95).

Halsell, Grace. *Black/White Sex*. New York, N.Y.: William Morrow & Company, Inc., 1972. (222 pp.; \$5.95).

Haughton, Rosemary. *Love*. Baltimore, Md.: Penguin Books Inc., 1970. (201 pp.; \$1.25).

Lieberman, Bernhardt (ed.). *Human Sexual Behavior: A Book of Readings*. New York, N.Y.: John Wiley & Sons, Inc., 1971. (464 pp.; \$11.50).

Martin, Del and Lyon, Phyllis. *Lesbian/Woman*. San Francisco, Ca.: Glide Publications, 1972. (283 pp.; \$7.95).

Mead, Shepherd. *Free The Male Man!* New York, N.Y.: Simon and Schuster, 1972. (154 pp.; \$5.95).

Naylor, Phyllis Reynolds. *How to Find Your Wonderful Someone. How to Keep Him/Her if You Do. How to Survive if You Don't*. Philadelphia, Pa.: Fortress Press, 1972. (86 pp.; \$1.95).

Perrin, Mark and Smith, Thomas E. *Ideas and Learning Activities for Family Life and Sex Education*. Dubuque, Ia.: Wm. C. Brown Company, Publishers, 1972. (264 pp.; \$4.50).

Silverman, Hirsch Lazaar (ed.). *Marital Therapy*. Springfield, Ill.: Charles C Thomas, Publisher, 1972. (538 pp.)

Snow, John H. *On Pilgrimage. Marriage in the '70s*. New York, N.Y.: Seabury Press, 1971. (147 pp. \$4.50).

Southard, Helen F. *Sex Before Twenty*. New York, N.Y.: E. P. Dutton & Co., Inc., revised edition 1971. (121 pp.; \$4.50).

Stein, Calvert, M.D. *Practical Pastoral Counseling*. Springfield, Ill.: Charles C Thomas, Publisher, 1970. (283 pp.; \$10.75).

Stillier, Richard (ed.). *Illustrated Sex Dictionary*. New York, N.Y.: Health Publications, third revised edition 1971. (97 pp.; \$2.50).

Weinberg, George. *Society and the Healthy Homosexual*. New York, N.Y.: St. Martin's Press, 1972. (150 pp.; \$5.95).

## ABOUT THE REVIEWERS

Reviews of books, booklets, journal articles and audio-visual material are written by present and former members of the SIECUS Board and Staff. Background information about present Board members can be found on the last page of the *SIECUS Report*. Identification of former Board members and Staff not so listed follows:

Robert L. Arnstein, M.D., Psychiatrist-in-Chief, Department of University Health, Yale University, New Haven, Connecticut.

David R. Mace, Ph.D., Professor of Family Sociology, The Bowman Gray School of Medicine of Wake Forest University, Winston-Salem, North Carolina.

## NEWS

Continued from page 4

### NEW SIECUS CATALOG AVAILABLE

Thirteen new reprints, including articles on abortion, V.D., and sexual variation, have been added to SIECUS' list of Publications & Reprints for 1972-1973. An eighth discount packet, "Sex Education for the Handicapped," is available, as are a Spanish language edition of *Sexuality and Man; Sex, Love, and Intimacy—Whose Life Styles: the Proceedings of the Second Annual SIECUS Conference*; and a special publication on *Developing Community Acceptance of Sex Education for the Mentally Retarded*. The 1972-1973 Publications & Reprints list will be sent free by SIECUS on receipt of a self-addressed, stamped, legal-size envelope.

### NEW RESOURCE FOR TEENAGERS

*What's Happening* is a magazine format publication of Emory University School of Medicine, Atlanta, Ga. Written for teenagers and their parents, and aimed particularly at black youth, the magazine covers sex, human development and, to a small degree, drugs. The articles discuss male and female anatomy, masturbation, homosexuality, unwanted pregnancy, V.D., contraception, and drugs. A glossary of both slang and formal sexual terms is included, as is information on various health service agencies.

*What's Happening* is \$.35 per copy. For bulk rates and further information, write to: WHAT'S HAPPENING, Box 26069, 80 Butler Street S.E., Atlanta, Georgia 30303.

### ERICKSON FOUNDATION BOOKLETS ON TRANSEXUALISM

The Erickson Educational Foundation has published four new booklets: "Legal Aspects of Transsexualism\* and Information on Administrative Procedures," "Religious Aspects of Transsexualism," "Information for the Family of the Transsexual," and "An Outline of Medical Management of the Transsexual."

\*Transsexual can be spelled with either a single or double "s."

The first booklet, on legal aspects, contains general guidelines and suggested administrative procedures for transsexuals to follow before and after sex reassignment surgery. Topics covered include identification (driver's license, social security, etc.), health insurance benefits, cross-dressing and sex in marriage. A list of lawyers oriented and sympathetic to transsexualism is included.

The second booklet, on religious aspects, is a collection of comments by individual clergymen of various faiths on transsexualism, and is intended to be reassuring as well as informative.

Stressing acceptance and understanding of transsexuals, and urging early treatment, the booklet for the transsexual's family carefully outlines what transsexualism is (and is not) and describes diagnosis and treatment—both psychiatric and clinical. The adult and adolescent transsexual, gender-disturbed child, the nontranssexual gender-disturbed adolescent, and the intersexed are each considered and discussed.

The fourth booklet, on medical management, is designed to provide physicians, both general and specialist who are inexperienced in working with transsexuals, with the basic procedures of medical management. Topics include differential diagnosis, etiology of transsexualism, therapeutic attitudes, medical procedures in endocrinology, surgery and psychiatry, as well as the fostering in the patient of realistic expectations of his/her treatment.

Because of the widening awareness of and interest in problems relating to transsexualism, these booklets from a nonprofit organization to which respected professionals contribute their knowledge should prove useful to many.

The booklets may be obtained from the Erickson Foundation, 4047 Hundred Oaks Avenue, Baton Rouge, Louisiana 70808. Price not listed.

### NEW M.A.-PH.D. PROGRAM IN HUMAN RELATIONS

For individuals interested in becoming group psychotherapists or counselors "who cannot obtain the kind of advanced training they need within any of the more conventional university graduate programs," Indiana Northern

University and Group Relations Ongoing Workshops (GROW), in cooperation with the New York State Marriage, Family and Child Counseling Association, are offering a unique program of study leading to an M.A. or Ph.D. degree in human relations. Postulating that each person functions in a social group context, ("even the one-to-one counseling relationship is composed of a group of two"), the program is group-oriented both in an academic and an experimental training sense. Each student participates in a core group of students and faculty to discuss and evaluate his/her progress and the curriculum. Certification for graduation is made by the students' committee with members drawn from the core groups and faculty.

The program is experimental, encouraging students "to relate first to observable behavioral phenomena before becoming involved with the abstract theoretical concepts that have tended to be the first and primary concern of academic professional training." Thus in place of the usual thesis or dissertation, the INU/GROW Graduate School of Human Relations requires an innovative, relevant, community-based demonstration project making "a functional contribution to a work situation that meets a significant social need." Like the rest of the curriculum, each project is individually designed to suit the specific student's talents and career goals.

For additional information about the program and application forms, write to the INU/GROW Graduate School of Human Relations, 312 West 82nd Street, New York, New York 10024.

### PHILIPPINES FAMILY PLANNING ORGANIZATION FORMS YOUTH GROUP

In an effort to bridge the generation gap in sex education, the Family Planning Organization of the Philippines (FPOP) has established *Young FPOP*. As reported in *International Planned Parenthood News*, March 1972, the purpose of *Young FPOP* is "to harness the 'ideas, ideals, enthusiasm, talents and energy' of Filipino youth in support of the family planning programme . . ." Aimed at the 14 to 25 year old age group, both in and out of school, the program is

Continued on page 14

part of a long-term FPOP effort to involve young people in its work. Among other projects, FPOP has conducted a survey of university students to determine their attitudes towards sex education and family planning. For further information, write to FPOP, P.O. Box 1279, Manila, Philippines.

### **BRITISH USE RADIO AND TV FOR SEX EDUCATION**

A pilot sex education program for 8- and 9-year-olds has been offered in nearly 3,000 British schools through radio and television. Designed to aid in teaching about human reproduction and development, the programs are most frequently used in conjunction with biology, hygiene or health education classes.

The radio programs consist of broadcasts which, tape recorded by teachers, are used later with filmstrips. The TV broadcasts were part of a popular educational TV series called "Merry-Go-Round." An evaluation of these programs entitled, *School Broadcasting and Sex Education in the Primary School* has been published by the British Broadcasting Corporation, 35 Marylebone High Street, London W1M4AA.

### **POPULATION COMMISSION RECOMMENDS SEX EDUCATION**

The Commission on Population Growth and the American Future has recommended enactment of a Population Education Act to assist school systems in establishing population education programs. The second section of the Commission's three-part report, presented last March to President Nixon and the Congress, dealt honestly and directly with sex education, the legal and social status of illegitimate children, and equal rights for women, as well as recommending legalization and financing of abortion and sterilization and making contraceptives available to minors. The first part of the report stressed population control, and the third section gave recommendations on population dis-

tribution and the strengthening of basic statistics and research, including the establishment of a National Institute of Population Sciences within the National Institutes of Health, and an Office of Population Growth and Distribution at the White House. The full report is now available from the U.S. Government Printing Office, Washington, D.C., 20401.

### **AASEC ISSUES PUBLICATION ON PREPARING SEX EDUCATORS**

"What are the qualifications of a sex educator?" is a question frequently raised by parents and school administrators who are considering the adoption of a sex education program. Reliable answers are to be found in a new publication, "The Professional Training and Preparation of Sex Educators," from the American Association of Sex Educators and Counselors (AASEC). Prepared by its Training and Standards Committee, this 20-page pamphlet outlines the content, personal qualities, and professional skills which the Committee feels are essential for anyone working in this field. In the thinking of the Committee, "the time has come to recognize sex education as a professional specialty in the field of education . . . this recognition can come only when some clearly defined standards for the training of sex educators have been established and have become generally accepted." Recommendations include: at least a year of graduate study of specialized work, encouragement of colleges and universities to develop both master's and doctorate level programs in this field, and establishment of ongoing supervision to insure continuing growth. Copies of this publication are available from AASEC, 815 Fifteenth St. N.W., Washington, D.C. 20005. Price: 1-25 copies, \$.50 each; 26-99 copies, \$.40 each; 100 or more copies, \$.30 each.

### **"HOTLINE" MODEL FOR CRISIS RESPONSE**

*Hotline for Youth*, a booklet on the establishment and operation of telephone

resource centers, has been prepared by the Division of Adolescent Medicine, Children's Hospital of Los Angeles, California, based on their pioneering experience in the field. Applicable to broad youth service, crisis-response or education-information hotlines, the booklet considers questions of structure and operations, funding, staff recruitment and training, referrals and publicity. It describes listening techniques and some standard, special and emergency situations often encountered. A Bibliography is provided. *Hotline for Youth* is available from the U.S. Government Printing Office, Washington, D.C. 20401. Price: \$.30.

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### **EDUCATION FOR SEXUALITY IN THE ORIENT**

*Continued from page 5*

An interesting difference exists with reference to the source of ethics in the American and the Oriental cultures. In the Christian culture the church authorities have, particularly in the past, regarded themselves as the guardians of morals, and were quite willing to set themselves up in judgment of moral behavior. Sexual behavior was one of their important points of concern. In Japan and China ethics are set much more in the context of what is natural—what coincides with human nature. Thus I was told in Japan that masturbation in late adolescence or adulthood was regarded with shame since the person had not yet taken his next developmental step. The retardation, not masturbation, was regarded as the cause for shame. Also, both in Japan and Hong Kong, I noticed little talk of guilt, but shame was referred to often.

A final impression is that now and even more in the future, the Far East cultures will be experiencing the same problems stemming from urbanization and industrialization which we are experiencing ourselves. They are all there—drug addiction, suicides, mental illness, violence, rising crime rates, juvenile delinquency, the exploitive use of sex. This is the outcome as man alters his environments and these changes separate him from nature and natural surroundings. Suddenly he finds himself in cities where he is only a cog in a specialized process, and often alone and isolated. In this condition he uses various of his capacities, including sex, in ways that are harmful and derogatory to others—and to himself.

# an invitation to professionals to join SIECUS

Now that SIECUS is firmly established, we are developing closer ties with professionals directly involved with education for human sexuality and related fields. Since the inception of our Associate Affiliation Program, over one thousand professionals have joined us as Professional Associates.

Our Charter provides that only Board members may vote, but in return for the tax deductible dues of \$20, Professional Associates will receive a membership card and will be entitled for one year to:

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Professional Associates are providing the solid foundation which enables SIECUS to plan and carry out its program with a wider base of interested professionals. As an Associate, you will share in the contribution SIECUS is making to enrich the lives of present and future generations through a better understanding of human sexuality. We hope you will join us.

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## SIECUS PUBLICATIONS

### \*STUDY GUIDES

Single copies \$.50; 2-24 copies same title, \$.40 each; 25-99 copies same title, \$.35 each; 100-499 copies same title, \$.30 each. Rates for larger quantities available on request.

A complimentary copy of #SP2, *Human Sexuality: A Book List for Professionals* will be sent with each purchase of 10 Study Guides.

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