

EVALUATION IN SEX EDUCATION—A WASTELAND?

by Derek L. Burleson, Ed.D.*

What are we doing? How well are we doing it? How can we do it better? These three questions, basic to any form of curriculum evaluation, are no less appropriate for sex education evaluation. Yet, underlying these three simple questions are assumptions that we have clear-cut objectives, that we have well-defined and tested means of achieving those objectives, and that we know how to measure our success (or failure) in attaining our goals. Are these assumptions valid ones for sex education?

From correspondence and inquiries coming into SIECUS, it would appear that somebody out there thinks these answers are readily available. After all, teachers are supposed to evaluate what they are doing. They can tell you a student's I.Q., his reading level, his math achievement scores, his SAT's. We expend a tremendous amount of time, money, and energy testing, evaluating, and recording all those quantities that can be measured by a standardized test or a convenient check list. Can sex education be evaluated in terms of traditional evaluation models that we currently use in other areas of the curriculum? How do we respond to such inquiries as the following:

From a journalist—I am doing a story on the controversy about sex education in the schools. Can you tell me what school systems have the best sex education programs?

From a TV producer—We are doing a documentary on the President's Commission on Population Growth and the American Future, which recommended sex education in the schools. How many schools are actually teaching about contraception and its role in population control?

From a school superintendent—I need hard facts to justify to my community and school board that sex education really works.

From a parent—Can you help us organize a sex education program in our high school to control the increasing number of teenage pregnancies and VD cases?

From a researcher—Can you suggest a VD knowledge test standardized on a ghetto population that I can use with junior high school inner city students with a fifth grade reading level? I want to use it in a pre- and post- test situation to show the effects of our new sex education program.

From a government agency grants officer—All our grant applications must have clearly stated behavioral objectives before we will consider them. Can you provide me with the most important performance objectives in sex education?

Each of these queries (only thinly disguised from actual correspondence), reflects legitimate concern about evaluation of one kind or another. Each in its own way is asking for some sort of accountability on the part of those who offer sex education. Most of them imply, not too subtly, a view of sexuality that is problem-oriented rather than reality-oriented, crisis-oriented rather than education-oriented.

Sex education proponents have to bear much of the responsibility for simplistic, panacea-seeking approaches to sex education evaluation. In their zeal to promote sex education programs, they have resorted too often to the familiar rhetorical device of setting up the straw men of teenage pregnancy and mushrooming VD rates as justification of such programs. It follows logically that, with such motivation, the first evaluative question asked is, "Does your sex education program reduce the number of unwed teenage pregnancies?" In point of fact, desperately little empirical evidence exists at this time to show that current sex education programs have a clear-cut cause and effect relationship in reducing the number of unwed teenage pregnancies.

My inquirers' mode of thinking reflects the all-too-prevalent notion that education can provide simple, sure-fire solutions to issues that are deeply intertwined with social policy, community mores, family background, and interpersonal relationships. It is characteristic of our pill-popping American society to seek ready-made answers to complex issues, and we have eternal faith that educational programs can provide those answers. Recent assessments of drug education programs point out the folly of relying solely on information as the answer to the drug problem. My plea is simply that we try to be realistic about what sex education programs can accomplish. It then follows that evaluation of sex education programs will focus on assessing those goals and objectives that can realistically be achieved in a classroom setting.

That school superintendent who wants hard data to prove that sex education works, and that earnest parent who wants to set up a sex education program to control teenage pregnancies and VD, are going to be disappointed if they go to research literature looking for answers. Trying to draw a direct relationship between classroom instruction and sexual behavior

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SPEAKING OUT

Increasing attention is being paid to the inter-relationship between drug use and sexual behavior. Most of this focuses on the effects of specific chemicals on libido and performance; the purpose of this column, however, is to point out similarities between good sex education and good drug abuse education. (As in all "Speaking Out" columns, these opinions represent the views of this writer and are not to be interpreted as speaking for SIECUS.)

Sex education programs, often initiated out of concern about "misbehavior," have often focused on anatomy, physiology, and terminology, and—more recently—on films depicting explicit sexual behavior. In the rush to meet the demand for drug abuse education, again arising out of dismay at "misbehavior," programs have been geared at giving facts about chemicals and their effects on the body, laws concerning the use or sale of drugs, and (often-exaggerated) tales of dangerous consequences of their use. Too often, in both instances, hastily trained teachers have paid little attention to exploration of feelings, possible reasons for the behavior in question, alternatives for satisfying real needs, or attempting to discover what the pupils already know or want to know. Ironically, such programs are now being accused of increasing the very "misbehavior" they were designed to prevent.

In the judgment of this writer, an education program in either area cannot be effective unless teachers are trained, willing, and permitted to help their students:

1. Develop a feeling of self-worth. Called ego-structure or any other name, self-love is essential before one can give love or feel loved by others. Increasingly, impaired ability to establish relationships with others is being shown to be a ma-

ior cause of drug involvement; similarly, it has long been known that the "promiscuous" female or male "Don Juan" is driven, not by an over-active libido, but by a need for even a fleeting feeling of being loved.

2. Practice decision-making. An intelligent choice of action based on knowledge of alternatives and possible consequences. This must be accompanied by the responsibility for consequences of the alternative chosen.

3. Show responsible concern for self and others.

4. Create an atmosphere of trust and acceptance in which dialogue can take place and questions will be dealt with objectively and non-judgmentally.

5. Involve themselves in deciding what they want to learn. (See the excellent Connecticut study reported as *Teach Us What We Want To Know*, cited on page 11.)

6. Explore and provide alternatives. Allen Cohen (in the *Journal of Psychedelic Drugs*, Vol. 3, No. 2, Spring 1971) eloquently argues the necessity of providing alternative ways to attain legitimate personal aspirations. Others express this as "getting high on people," "kicks without chemicals," etc.

An education program with all these attributes becomes a good sex education program, even without mentioning anatomy, physiology or sexual acts; it also becomes a good drug education program, even without mentioning specific chemicals and their effects. Without these qualities, it is merely information-giving and is foredoomed to failure in attempting to influence attitudes and behavior.

Gilbert M. Shimmel, Ed.D., M.P.H.

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ior is exceedingly difficult, partly because neither parents nor school administrators are particularly receptive to researchers interviewing young people about their sexual behavior.

Since determinants of behavior and attitudes go far deeper than exposure to a school sex education program, we should call a moratorium on cause-and-effect studies of the impact of sex education programs; we should, instead, direct our evaluation efforts to areas that are both appropriate and realistic for sex education programs in schools, colleges, and other youth-serving institutions or agencies. We can no longer rely on rhetoric and good feelings to justify sex education. If the field is to become established as a regular part of the academic curriculum, then we must accept the challenge of accountability for what we are doing, with accountability being defined in terms of what we can reasonably accomplish in an educational setting.

Here are some reasonable areas for evaluation:

1. *Acquisition of Knowledge and Information.* The school has traditionally accepted the role of imparting knowledge. The knowledge component in human sexuality must not only provide accurate information but counteract misinformation. It is relatively easy to evaluate knowledge acquisition through teacher tests or standardized tests. Yet many researchers still feel compelled to compare control and

experimental groups and proudly report significant differences when the experimental group who have had sex education do better than the control group in a pre- and post- test

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NEWS

SIECUS CONVENES TASK FORCE ON SEXUALITY AND SOCIAL WORK

Social workers cope with a host of sexual problems in their day-to-day case work. How well prepared are they to deal with the sexual concerns of their clients? How many schools of social work are providing training in human sexuality education? To seek answers to these questions, SIECUS has convened a Task Force on Sexuality and Social Work involving social work educators from various parts of the country.

Under the leadership of SIECUS Board member, Diane Brashear, Ph.D., the Task Force met in New York City in December, 1972. Needs identified at the first meeting of the Task Force included: dissemination of information about workshops and other training opportunities for practicing social workers in human sexuality; programs on human sexuality at national, regional, and local conferences of social workers; more articles and book reviews on sexuality in professional social work journals; communication among social work educators about curricular and other training models in sex education in schools of social work; and a case work textbook devoted exclusively to sexually related problems in social work practice.

Action recommendations of the Task Force were:

1. Request SIECUS to serve temporarily as a clearing-house for curricular materials, reading lists, and other bibliographic material related to social work education and human sexuality.

2. Enlist the cooperation and support of the Council on Social Work Education to publicize and promote the concerns of the Task Force through its publications and programs, and eventually assume a leadership role in promoting human sexuality education in all schools of social work.

3. Seek funding to sponsor, in cooperation with a school of social work, a national Symposium on Sexuality and Social Work, with the focus on social workers in educational or training positions.

4. Develop a publication, possibly out of the proceedings of the above

Symposium, which could serve as a resource for social work educators and trainers.

Serving on the Task Force are Naomi Abramowitz, Ed.D. (Yeshiva University); Catherine Chilman, Ph.D. (University of Wisconsin-Milwaukee); Harvey L. Gochros, D.S.W. (University of Hawaii); Florence Haselkorn, M.S.W. (Adelphi University); Katherine B. Oettinger (International Association of Schools of Social Work); Richard Frigault, M.S.W. (practicing social worker, Boston); Abraham Schmitt, D.S.W. (University of Pennsylvania); and Otis Turner, M.S.W. (representing Council on Social Work Education).

SIECUS CO-SPONSORS "HUMAN SEXUALITY: PERSPECTIVES IN NURSING" CONFERENCE

SIECUS, in cooperation with the Cornell University-New York Hospital School of Nursing (Division of Continuing Education), will co-sponsor a one-day conference for the nursing profession on Saturday, March 24, 1973, in New York. Registration for "Human Sexuality: Perspectives in Nursing," is limited to members of the nursing profession and nursing educators, with a small number of student registrations available.

There is increasing recognition of the special implications for nurses of patients' sexual concerns as they affect chronic health problems, post-operative care, physical handicaps, contraceptive and abortion counseling, pregnancy, aging, and adolescent counseling. These are only some of the questions to be considered in formal presentations and small group discussions at this conference, planned and conducted by nurses for nurses. Other topics include sex education and the school nurse, human sexuality in the nursing curriculum, and sexual dysfunction.

Speakers at the conference will be Linbania Jacobson, R.N., Ed.D., Assistant Professor of Health Education at Teachers College, Columbia University, New York; Anna E. Marks, R.N., M.A., Director of Nursing, St. Barnabas Hospital

Center, Livingston, N.J.; and Ann Wellbourne, R.N., M.S., Director, Community Sex Information, Inc., New York.

For further information write: "Human Sexuality: Perspectives in Nursing," SIECUS, 1855 Broadway, New York, N.Y. 10023.

STUDENT—OPERATED SEXUALITY SERVICE

Students at the University of North Carolina now operate a "Human Sexuality Information and Counseling Service." Telephones are manned around the clock by 33 students and professional volunteers who answer more than 1,000 calls a year. Most in demand is information about contraception, followed by "general information," pregnancy, and abortion. Volunteers, who work in male-female pairs, undergo a 20-week training course and can refer to a team of psychologists, psychiatrists, physicians, gynecologists, and marriage counselors.

INU/GROW GRADUATE PROGRAM UNACCREDITED; CLOSED

The Indiana Northern University/Group Relations On-going Workshops Graduate Program in Human Relations (mentioned in the *SIECUS Report*, Vol. I, No. 2) is closed and no longer accepting students. Acting on information supplied by our readers, SIECUS discovered that GROW has severed all ties with Indiana Northern University, and was not and is not now accredited or authorized in New York State to provide a course of study for academic credit or to grant degrees. However, according to a spokesman for the New York State Education Department, GROW is "approved by the New York State Education Department to provide training leading to a certificate in human relations."

We wish to thank those readers who provided us with the information necessary to review this program, and would welcome future assistance from readers in identifying and investigating misleading or deceptive programs.

NEW CENTER FOR SEX EDUCATION IN RELIGION UNDER STUDY

Just as the Marriage Council of Philadelphia and its related Division of Family Study in the University of Pennsylvania's School of Medicine three years ago established a Center for the Study of Sex Education in Medicine, a similar teaching vehicle may soon be set up in the field of religion.

"There is a great deal we can do to equip clergymen for informed, affirmative counseling on matters of marriage and sexuality," states Dr. William R. Stayton, Th.D., who with Dr. Harold I. Lief tested the idea recently in Boston. Dr. Stayton, Assistant Chief of Family Life Education at Philadelphia's Marriage Council, pointed out that 42% of people wanting counseling on sexuality and marital problems go first to their clergyman.

A pilot workshop will take place on January 21-24 at Andover Newton Theological School. Its purpose is to involve Boston area divinity students in the learning process and to equip them to deal with urgent problems of parishioners. The four-day program will include use of films, the SKAT test on sexual knowledge and attitudes, a succession of small group discussions, role playing, and final evaluations. The regional workshop is being funded by the W. Clement and Jessie V. Stone Foundation of Chicago, the National Institute of Mental Health, and the Boston Theological Institute.

"If the Boston workshop on human sexuality and pastoral care works as well as I believe it will," comments Dr. Lief, "we will shortly thereafter be on our way to establishing a new Center for the Study of Sex Education in Religion."

U.S. AIDE CITES NEED FOR SEX EDUCATION

A national sex education and human sexuality program "from the pre-school level right on up" is advocated by the head of family planning services for the U.S. Department of Health, Education, and Welfare.

In an address at the October annual convention of the Planned Parenthood Federation of America, Miss March Costa said that efforts must be made to reach young people. We must prevent unwanted pregnancies by dealing with their sexuality and fertility "in a realis-

tic way," she said. Miss Costa, who is the first black woman to head a major federal health program, touched on the genocide issue as she discussed the "goals, direction, emphasis, and priorities" of government in family planning.

The emphasis, Miss Costa stressed, must be on quality and comprehensive health services for persons seeking family planning assistance. The federal official also predicted that more emphasis will be placed on involving men—in making them aware of family planning methods and allowing them to participate in deciding which methods will be used.

NEW RESOURCE LIST FROM ZPG

Zero Population Growth of Massachusetts has published two new pamphlets listing suggested resources for teachers in the fields of population and sex education. Each pamphlet lists books, curriculum guides, audio-visual materials, and other resources by recommended age level. Both are available from: ZPG of Massachusetts, 14 Beacon Street, Boston, MA 02108.

CSDI OFFERS CULTURAL CHANGE TAPES

The Center for the Study of Democratic Institutions is now offering ten audiotape programs from their Spring, 1972 Center Conference on Cultural Change. Two of the taped programs are devoted primarily to excerpts from "Human Sexuality Today," a presentation by Dr. Mary S. Calderone, Executive Director of SIECUS. The first tape is "There are No Monsters," a discussion of changing sexual attitudes and practices. The second, "How Good is Gay?," is a consideration of homosexuality, society's behavior toward homosexuals, and other aspects of human sexual behavior and attitudes. Dr. Calderone postulates that society is changing individual sexual behavior rather than the opposite, and that the key elements in effecting this change are the major professional groups involved in education, medicine, religion, nursing, and librarianship.

In addition to Dr. Calderone, participants in the Center Conference included: Peter L. Berger, sociologist; Sidney Cornelia Callahan, author; Clifton Fadiman, author, critic, and editor; Michael Harrington, author and former

Chairman of the Socialist Party of the United States; Harold Hayes, editor; Walter Kerr, drama critic for the *New York Times*; Constance Baker Motley, Judge of the United States District Court, New York; Mariam Slater, anthropologist; Garry Wills, journalist and author; and distinguished members of the Center for the Study of Democratic Institutions. Among the topics discussed at the Conference were alienation, new directions in technological development, the transformation in sexual attitudes and practices, political activism, and radical changes in education and the theater.

The Center audiotape programs are entitled: "Rush Toward Tomorrow: Cultural Change in America"; "Within the System—Or On the Streets?"; "The Great American Baby-Sitting Machine: Our School System"; "Brave New Revolution"; "What Price Modernity?"; "Man, Freedom, and Alienation"; "There are No Monsters"; "How Good is Gay?"; "Classroom of the Absurd"; "The State of the Culture"; and "They Don't Flush Toilets in Oedipus Rex." The programs, each approximately 30 minutes long, cost \$7.50 each, with a 10% discount and free taped interview between Clifton Fadiman and Walter Kerr given on orders of 7 or more programs. Orders should be directed to: Center for the Study of Democratic Institutions, P.O. Box 4446, Santa Barbara, CA 93103.

US JAYCEES PUBLISH HEALTH MANUAL

The United States Jaycees (formerly Junior Chamber of Commerce), a national organization serving young men between the ages of 21 and 35, has just published the *U.S. Jaycee Community Health Manual*. This booklet, published in cooperation with Smith, Kline and French Laboratories, outlines major health problems and the methods and resources which local Jaycee chapters can use to combat them.

The *Manual's* discussion of V.D. noted that, "... there's too much of a tendency to confuse venereal disease education with sex education; so, where there's a reluctance to include sex education in the curriculum, you will usually find similar reluctance to include venereal disease education." Information given about V.D. covers the scope and causes of the V.D. epidemic, symptoms and treatment of gonorrhea and syphilis,

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SEX EDUCATION WORKSHOPS

Summer, 1973

Note: Details of workshops received too late for this issue will appear in the following issue.

(Listed alphabetically by state)

American Institute of Family Relations. Los Angeles, CA.

- *Seventh Annual Personal, Family, and Community Living Workshop.* June 18 to June 29; 3 semester units of graduate credit in education.
- *Twenty-sixth Annual Techniques of Marriage and Family Counseling Workshop.* August 6 to August 18; 3 semester units of graduate credit in psychology.

Write to: Mrs. Rose Blake, Registrar, American Institute of Family Relations, 5287 Sunset Boulevard, Los Angeles, CA 90027.

California State University, San Francisco. San Francisco, CA.

- *Human Sexuality—"B" Session.* June 25 to August 3; 3 semester units. Taught for all grade levels each summer.

Write to: Dr. Bernard Goldstein, Dept. of Physiology and Behavioral Biology, 1600 Holloway Avenue, San Francisco, CA 94132.

National Center for the Exploration of Human Potential. La Jolla, CA.

- *Leadership and Group Facilitator Workshop—Special Section on Sex Education.* June 18 to July 5, July 9 to July 26, July 30 to August 16; each 3 week course carries 3 units extension division credit in Counselor Education.

Write to: Dr. A. J. Lewis, NCEHP, Director STI-SE, 8080 El Paseo Grande, La Jolla, CA 92037.

University of California Extension. Davis, CA.

- *Teen Age Marriage: Ten Years Later.* To late June; 2 quarter units.

Write to: Mrs. Lura S. Middleton, Education Extension, UCD Extension, Davis, CA 95616.

Fairfield University. Fairfield, CT.

- *Education 317-18. Workshop in Sex Education for Teachers and Administration.* July 5 to July 31; 6 credits.

Write to: Dr. Frank J. Rice, Biology Department, Fairfield University, Fairfield, CT 06430.

Sangamon State University. Springfield, IL.

- *Workshop in Family Life and Sex Education.* June 4 to July 6; 5 credits.

Write to: Dr. Sterling Alam, Sangamon State University, Springfield, IL 62708.

Southern Illinois University. Carbondale, IL.

- *Teaching Sex Education.* July 2 to July 13; 2 hours.

Write to: Dr. Michael Zurich, Chairman, Dept. of Child and Family, Southern Illinois University, Carbondale, IL 62901.

Towson State College. Towson, MD.

- *Sex Education and Family Living.* June 18 to July 20; 3 credits graduate or undergraduate.

Write to: Dr. Clint E. Bruess, Chairman, Dept. of Health Science, Towson State College, Towson, MD 21204.

Bemidji State College. Bemidji, MN.

- *Family Life and Sex Education Workshop.* July 22 to July 28; 3 quarter hours.

Write to: Dr. Eugene Bradfield, Professor of Psychology, Bemidji State College, Bemidji, MN 56601.

Mankato State College. Mankato, MN.

- *Social Psychology of Human Sexuality.* July 2 to July 13; 4 quarter hours.

Write to: Boyd A. Duncan, Sociology Dept., Mankato State College, Mankato, MN 56001.

St. Cloud State College. St. Cloud, MN.

- *Human Sexuality.* June 12 to July 12; 4 credits.

Write to: George Serdula, State College, St. Cloud, MN. 56301.

University of Nevada-Reno. Reno, NV.

- *Human Sexuality.* June 11 to June 27; 3 credits.
- *Family Interaction.* July 2 to July 12; 2 credits.

Write to: Dean of Summer School, University of Nevada-Reno, Reno, NV 89507.

Trenton State College. Trenton, NJ.

- *Foundations of Sex Education.* June 4 to July 6; 3 semester hours.

Write to: Lamond H. Smith, Director, Division of Continuing Education, Trenton State College, Trenton, NJ 08625.

Columbia University. New York, NY.

- *Anthropology S4700J. Women: myth and reality.* July 9 to August 17; 3 points graduate credit.
- *Sociology S3205J. Sex roles in American society.* July 9 to August 17; 3 credits.
- *Sociology S4101D. Female and male—a sociological perspective.* May 21 to June 29; 3 credits.

Write to: Ms. Elena Sansalone, Summer Session Office, 102 Low Library, Columbia University, New York, NY 10027.

Teachers College, Columbia University. New York, NY.

- *TS 3113s. Human Reproduction and sexual development.* May 21 to June 29; 2 or 3 credits.
- *TS 3105s. Family Planning.* July 9 to August 17; 3 credits.
- *TS 4111s. Group processes in sex education.* July 9 to August 17; 2 credits.

Write to: Dr. James L. Malfetti, Teachers College, Columbia University, Dept. of Health Education, 525 W. 120 St.; New York, NY 10027.

State University College at Oneonta. Oneonta, NY.

- *H. Ed. 215. Modern Processes in Sex Education.* July 2 to August 10; 3 semester hours undergraduate or graduate credit.

Write to: Robert B. Nichols, Director of Continuing Education, SUC Oneonta, Oneonta, NY 13820.

Syracuse University. Syracuse, NY.

- *HUD 641. Teenage sexuality and parenting.* July 2 to July 13; 3 credits.

Write to: Mrs. Alison M. Deming, Workshop Coordinator, Family Planning, Population Information Center, 760 Ostrom Avenue, Syracuse, NY 13210.

Fayetteville State University. Fayetteville, NC.

- *HED 300. Healthful School and Family Living.* May 21 to June 22; 3 semester hours.

Write to: Dr. William M. Bell, Chairman, Health and Physical Education, Fayetteville State University, Fayetteville, NC 28301.

Bowling Green State University. Bowling Green, OH.

- *Seminar on Human Sexuality.* June 11 to June 15; 2 quarter hours.

Write to: M. Joy Sidwell, Assistant Professor, Health, Physical Education and Recreation, Bowling Green State University, Bowling Green, OH 43403.

University of Cincinnati. Cincinnati, OH.

- *Workshop in Human Sexuality.* June 18 to June 29; 3 graduate credits.

Write to: Mr. Thomas E. Wagner, Acting Dean, Summer School, University of Cincinnati, 429 Pharmacy, Cincinnati, OH 45221.

Wright State University. Dayton, OH.

- *Problems in Human Sexual Behavior Workshop.* July 26 to August 8; 3 quarter hours undergraduate or graduate credit in Education.

Write to: Verna Graves, Wright State University, Col. Glenn Highway, Dayton, OH 45431.

University of Tulsa. Tulsa, OK.

- *The Individual, Sex, and Society* (psychology). June 11 to August 3; 3 hours.
- *Society and Health: Human Sexuality*. July 9 to July 14; 1 hour.

Write to: Dr. Edwin B. Strong, Jr., Dean, College of Arts and Sciences, University of Tulsa, 600 South College, Tulsa, OK 74104.

Oregon State University. Corvallis, OR.

- *Sex Education*. June 18 to August 10; 3 credits.

Write to: Dr. Arthur Koski, Head, Dept. of Health, Oregon State University, Corvallis, OR 97331.

Oregon State University. Corvallis, OR.

- *FL 240. Contemporary American Families*. June 19 to July 12; 3 term hours undergraduate only.
- *FL 481. Selected Topics in Family Life*. June 19 to July 12; 3 term hours graduate or undergraduate.

Write to: Director, Summer Term Office, Administrative Services Bld. A600, Oregon State University, Corvallis, OR 97331.

University of Oregon. Eugene, OR.

- *Human Sexual Behavior*. Early June to August; 3 credits.

Write to: Joseph LoPiccolo, Ph.D., Psychology Dept., University of Oregon, Eugene, OR 97403.

Lock Haven State College. Lock Haven, PA.

- *Interpersonal Relations and Sex Education*. July 16 to August 24; 6 semester hours.

Write to: Dr. Neil Wilson, Lock Haven State College, Lock Haven, PA 17745.

University of South Dakota. Vermillion, SD.

- *Biology 18 (ug) and 148 (g), Biology of Reproduction* (tentative offering). May 14 to June 8; 3 semester hours.

Write to: Webster H. Sill, Chairman, Dept. of Biology, University of South Dakota, Vermillion, SD 57069.

University of Tennessee. Knoxville, TN.

- *Sex Education Workshop*. June 18 to June 29; 5 quarter hours.

Write to: Dr. Bill C. Wallace, Associate Professor, Health and Safety Dept., University of Tennessee, 1914 Andy Holt Avenue, Knoxville, TN 37916.

Perkins School of Theology/Southern Methodist University. Dallas, TX.

- *Sex Education in the Church*. June 4 to June 15; 2 semester hours (graduate students only).

Write to: C. Wayne Banks, Perkins School of Theology, SMU, Dallas, TX 75222.

Pacific Lutheran University. Tacoma, WA.

- *Religion 490. Senior Seminar in Religion - Human Sexuality*. June 18 to July 18; 4 semester hours.

Write to: Dr. Stewart Govig, Chairman, Dept. of Religion, Pacific Lutheran University, Tacoma, WA 98447.

University of Washington. Seattle, WA.

- *Health Education 481. Human Sexuality and Education*. Summer; 3 credits.
- *Psychology 210. Psychology of Human Sexual Behavior*. Summer; 3 credits.

Write to: University of Washington, Office of Summer Quarter, 303 Lewis Hall, DW-40, Seattle, WA 98195.

Washington State University. Pullman, WA.

- *Problems of Marriage*. June 18 to August 10; 3 credits.

Write to: C. James Quann, Registrar, Washington State University, Pullman, WA 99163.

University of Wisconsin-La Crosse. La Crosse, WI.

- *H. E. 420. Principles of Sex Education*. July 9 to August 3; 3 credits.

Write to: A. Vincent Weber, Associate Dean, College of Letters and Science, University of Wisconsin-La Crosse, La Crosse, WI 54601.

University of Wisconsin School of Social Work/University of Wisconsin—Extension Center for Continuing Education and Community Action for Social Service. Madison, WI.

- *Mental Retardation and Human Sexuality*. April 4 and May 2; 1 graduate credit.

Write to: Fredrick W. Seidl, Ph.D., Center for Continuing Education and Community Action for Social Service, 320 Lowell Hall, Madison, WI 53706.

University of Wisconsin-Milwaukee. Milwaukee, WI.

- *Nature and Content of Sex Education and Family Life*. July 16 to August 10; 2 credits.

Write to: Professor Armin R. Kraeft, Dept. of Physical Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201.

University of Wisconsin-Platteville. Platteville, WI.

- *New Ways to Teach Sex Education*. June 18 to June 22; 1 credit.

Write to: Harold Hutcheson, Director of Summer Sessions, University of Wisconsin-Platteville, Platteville, WI 53818.

University of Wisconsin-River Falls. River Falls, WI.

- *Family Life and Sex Education*. June 12 to June 22; 3 quarter credits.

Write to: Dr. J. Mark Perrin, College of Education, University of Wisconsin-River Falls, River Falls, WI 54022.

FIRST INTERNATIONAL STUDY PROGRAM IN HUMAN SEXUALITY

The first graduate study abroad program in human sexuality has just been announced by New York University. A degree program leading to an M.A., it will be conducted over three successive summers in Sweden, England, and New York.

The purpose of the program is to provide current and prospective professionals in school/community health programs with an opportunity for concentrated on-site study of selected world health problems and ways to prevent or reduce them. Contrasts and similarities in national and regional approaches will be highlighted in these studies. Countries are selected for graduate study abroad on the basis of their potential contribution to the advancement of health through educational and health care delivery programs.

The first session, lasting 8 weeks, will be held this summer in Sweden from July 9 to August 30. Its special emphasis will

be on Human Sexuality, Marriage, and Family Life Education. Faculty will include guest professionals from Sweden and Drs. Marion Hamburg and Deryck Calderwood of New York University. The program will contain field trips and independent study; observation and study related to sex education; family planning and health care delivery; and separate courses in human sexuality and teaching about human sexuality. The program was developed by NYU, with the cooperation of the RFSU (Swedish Association of Sex Education). Tuition cost is \$600 plus travel and lodging; 12 credits will be given for each summer's study.

For further information, write by March 15 to: Ms. Helen Kelly, Director of Off-Campus Programs, New York University, Washington Square Campus, Press Annex, Room 23, New York, NY 10003. Phone: (212) 598-2153 or 598-2126.

BOOK REVIEWS

The Boys and Girls Book About Divorce. Richard A. Gardner. New York, NY: Science House, Inc., 1972. (160 pp.; \$7.95).

Reviewed by Aaron L. Rutledge, Th.D.

Long overdue, this book fills a void in all the self-help literature deluging the market; indeed, so admirably does it meet the need that subsequent works inevitably will be compared to this as a point of reference.

Except for "an introduction for parents," the entire book is written for the child in the middle grade school to late junior high school who is experiencing divorce and its sequellae. Dr. Gardner says that adolescents may complain that the book is too childish for them, but that they often will read it with enthusiasm because of its obvious applicability to their own situation.

Even the most successful psychotherapists seldom are successful in translating depth of insight into concepts, language, and style that communicate well to the target audience. However, this is a beautifully written children's book, well but not excessively illustrated. Dr. Gardner loves, respects, and trusts children far beyond most people, whether as parents or as professionals. Says he,

Children are far less fragile . . . than most parents realize, and . . . much more capable of accepting painful realities than is generally appreciated.

. . . Half truths produce confusion and distrust; whereas truth, albeit painful, engenders trust and gives the child the security of knowing exactly where he stands.

With this philosophy he formulates and responds honestly and with clinical insight to the questions of children about such vital issues as blame, love, hurt, anger, loneliness, self-identity, getting along with separated parents, with step-parents, and even utilizing a therapist if indicated.

The introduction alone would be worth the price of the book to any divorced or divorcing couple or to any professional involved in psychotherapy or marriage counseling. For children, there isn't any other book which approaches its effectiveness. **C, ET, P, PR**

The Difference Between a Man and a Woman. Theo Lang. New York, N.Y.: John Day, 1971. (413 pp.; \$8.95).

Reviewed by David R. Mace, Ph.D.

This fascinating book could have been titled "Everything You Always Wanted to Know About Men and Women—But Couldn't Get Answers to Your Questions." Theo Lang is your omniscient answer man. A British feature writer specializing in the medical and psychological field, he must have spent years of research in bringing together such an impressive array of material. He consulted authorities in a dozen fields of specialization, dug out little-known facts from obscure sources, had them checked by eminent authorities and wove his assembled research notes into an orderly chronological plan. His written style, and felicitous choice of words, makes the book very pleasant reading. He insists that he is writing for the lay reader, who will certainly find it both informative and entertaining; yet this reviewer will wager that no specialist, however competent, could read this book without learning something new. As a detailed description of the full range of the meaning of masculinity and femininity, Lang's book is likely to have no rival and no peer. **A, PR**

Everywoman and Her Body. Derek Llewellyn-Jones, M.D. New York, NY: Taplinger Publishing Company, Inc., 1972. (317 pp.; \$6.45).

Reviewed by Robert C. Long, M.D.

The stated object of this book is to provide women with a helpful explanation of all the personal details of their lives from the onset of menstruation to the menopause. This reviewer believes that probably no book attains these goals, and therefore it should come as no surprise that this book has not done so.

It may be important for the reader to know that Dr. Llewellyn-Jones is an Australian and that this book was written for Australian women. While there are far more similarities than differences between Australian and American women, nonetheless significant differences exist between the two nations,

and in the way in which medicine is practiced in each of them.

Slightly more than half of this book deals with pregnancy, and it is the best part of the book. The remainder of the volume deals quite superficially with certain aspects of human sexuality and gynecology.

Three serious defects mar this book. One is the superficiality with which it deals with several very important subjects, such as venereal disease and hysterectomy. The second is that some subjects which are considered to be quite important by many physicians receive no mention: premarital counseling; antigen-antibody studies of the infertile couple; and the role of the physician in marital sexual counseling. Finally, Dr. Llewellyn-Jones often treats opinion as fact. Throughout this book, a number of dogmatic statements occur which are not validated by reference, and with which many physicians would disagree. **A**

45 Levels of Sexual Understanding and Enjoyment. Robert A. Harper and Walter R. Stokes, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1971. (231 pp.; \$6.95). *Reviewed by David R. Mace, Ph.D.*

It would be hard to find two better qualified sex and marriage counselors than the authors of this book: their joint training covers law, medicine, psychiatry, sociology, anthropology, and clinical psychology. In addition, each speaks from a lifetime of clinical experience in the field.

This is not, however, a dull academic treatise. It is a collection of articles written, over a period of years, in the popular journal *Sexology*. They are short (3-6 pages each), practical, and addressed to questions that often puzzle and perplex ordinary men and women. They follow a rough sequence from sex education, through the approach to marriage, marital-sexual adjustment, sexual inadequacy, sexual deviation, and counseling help, to a glimpse of sex in the world of tomorrow.

The book can be read right through, and as such constitutes a short course in adult sex education. One can also dip into it almost anywhere, and immedi-

ately be interested and want to read on. It speaks warmly and compassionately to the human condition, offers accurate advice about sexual behavior, counsels tolerance, and avoids extremes. In a perplexing and highly controversial field, where shrill voices exchange shallow opinions on every hand, we listen here to the testimony of sound knowledge and mature wisdom. **PR**

Health Education Guide: A Design for Teaching, K-12. Morris Barrett. Wynne-wood, PA: Health Education Associates, 1971. (410 pp.; paperback; \$10.00). Reviewed by Gary F. Kelly, M.Ed.

The preparation of this book was obviously an ambitious project. As a reference work, it would be of use to anyone in the preliminary stages of health curriculum planning. In the introductory comments, the broad implications and responsibilities of health education are noted, and emphasis is placed on the importance of local development of specific programs. The material is arranged by grade levels, yet it is stated that these designations are "artificial barriers, e.g., information appearing for fourth to sixth level need not be taught there." In light of this statement, one would wish that the author had devised a more flexible and developmentally sound model for organizing the material.

The subject matter is divided into sixteen "Instructional Areas," each with a list of resource materials. Many of the areas have charts and diagrams which may be used to make transparencies; some would be effective teaching aids. The resource lists at the end of the book are very complete.

Although there are several contributing authors, in some cases little continuity exists in individual contributions. For example, in the first area ("Aging Process"), an attempt is made to establish a developmental framework for the health course. In several aspects, however, it is confusing. The introduction to the section stresses tolerance and understanding of older people and their problems, while the area's actual concepts and activities for pupils are primarily aimed at helping them to understand their own development. In attempting to accomplish the latter objective, the material is too wide-ranging, with only a thin thread of continuity.

The section on "Drugs and Narcotics" is—in this reviewer's opinion—shallow,

judgmental to the point of misguided bias, and presented in a way to which the average high school student will no longer respond. The "Human Sexuality" area is freer from value judgments, but the major thrust is fact-oriented. The section's concepts and suggested activities are fairly standard, and it lacks emphasis on the importance of teacher attitudes in classroom situations.

This volume is remarkably comprehensive and well-stocked with information and ideas. For teachers who conduct health classes with a traditional emphasis on facts, carefully-controlled classroom activity, and a specific value framework, it could be a significant resource. For classrooms where the aim is toward self-awareness and understanding, open discussion, and exploration of a variety of value systems, it would be of less use. **PR**

The Joy of Sex. A Gourmet Guide to Love Making. Alex Comfort, M.D., Ph.D. (ed.). Illustrations by Charles Raymond and Christopher Foss. New York, NY: Crown Publishers, 1972. (253 pp.; \$12.95 illustrated edition, \$7.95 regular edition). Reviewed by Mary S. Calderone, M.D.

In spite of its cookbook type of title, this book is a most valuable contribution, primarily in the illustrated edition. In fact, it would be difficult to imagine its value without the illustrations, which are of the same couple throughout the book. The technique of the illustrations, apparently drawings taken from photographs, is ideal, combining explicitness and directness with softness, tenderness, and real beauty.

Edited by Alex Comfort, a British psychologist and marriage counselor, the text is by one couple who choose to remain anonymous. Although one of them is a physician, so that medical facts are correct, the authors' attitude is completely unclinical in approach. Far more important is that these are two people who love each other, enjoy a great sex life together, and are willing to be straightforward in order to help others to achieve an equally good sexual relationship.

The writing is simple and excellent. The reader is addressed directly; scientific jargon and street talk are not used and not missed; the whole body is considered as a sex organ—which indeed it is; the emphasis is on relaxation and enjoyment of the total erotic relationship, rather than on achieving orgasm.

The area of problems is minimized, though considered in context. Hang-ups about sex are compared with hang-ups in other life areas. Homosexuality is not discussed as a problem or otherwise, for this is a book about heterosexuality. Masturbation is not treated as a problem, but correctly as a part of sexual play; its usefulness in helping the non-orgasmic woman to become orgasmic is also explained.

All in all, this is a civilized, explicit, totally non-pornographic, hopeful, and lovely book. Though advertised as being only for adults over 21, it is surely for any individual who is old enough to vote in a presidential election, to be a member of the armed forces—or approaching this age range. **A**

The Nature and Evolution of Female Sexuality. Mary Jane Sherfey. New York, NY: Random House, 1972. (188 pp.; \$5.95).

Reviewed by Harold I. Lief, M.D.

The first man on earth was a woman. Eve was here before Adam. According to the embryological evidence cited by Sherfey, the fetus will develop as a female unless androgens (the male sex hormone) originating in the fetus itself, are present; in that case the fetus will develop as a male. But the *primary* or *original* organism, unaffected by the male sex hormone, is and remains female. Hence, if we are to have a myth that fits the biological facts, Eve really preceded her brother—husband Adam.

Another myth Sherfey attempts to destroy is that the male is sexier than his "inferior" female partner. To the contrary, assembling the data from ethology, anatomy, physiology, and clinical practice, the author states that the human female, if allowed the full expression of her biological potential, is insatiable, or, as she puts it, in a "state of sexual insatiation in the presence of the utmost satiation." We men always knew we could not satisfy the appetites of woman. Now the evidence is in. Her insatiability is not her fault at all; she is just built that way.

Using interesting teleological theorizing, Sherfey speculates that the female capacity for sexual arousal and multiple orgasm has great survival value, but that over time it posed a great threat to man, for he could never be sure the children were his own, nor could he count on his mate to stay home and take care of the offspring. Hence, the

need for the suppression of woman, including, most importantly, her eroticism.

Sherfey's attack on Freud's "vaginal transfer theory" that the psychologically adult woman transfers her responsibility from her clitoris, the primary site during childhood, to her vagina, and the detailed endocrinological, physiological, and anatomical evidence why this theory is erroneous, have done much to clarify the thinking of clinicians.

Having this lengthy paper (originally published in the *Journal of the American Psychoanalytic Association*) published as a short book is an excellent idea, for it is easier to keep and to use for reference. My somewhat flip remarks at the beginning of this review should not mislead anyone. This book is already a classic. A wealth of material was assembled by the author, and I find new items in it at each reading. For example, her comments about the heightened sexual interest and responsivity of the female during the second half of the menstrual cycle under the influence of progestins which are precursors of androgen fit in with the still tentative finding that there is an elevation of testosterone about the time of ovulation.

What will happen if the female in increasing numbers starts to approximate her biological erotic potential, signs of which are all around us? That is another chapter in man's—no, forgive me—in woman's evolution. **A, PR**

Selective Guide to Materials for Mental Health and Family Life Education. Compiled by Mental Health Materials Center, Northfield, IL: Perennial Education Inc., 1972. (843 pp.; \$35.00).

Reviewed by Derek L. Burseson, Ed.D.

Here is an invaluable resource for the selection and evaluation of materials in the field of mental health and family life education. Over 500 reviews of pamphlets, films, filmstrips, and other materials have been selected and conveniently compiled by topics from the Information Resources Center of the Mental Health Materials Center. Most of the reviews are of material published in the last four years. The major asset of these reviews is their completeness. They not only contain a good summary and evaluation of the material, but also suggest appropriate audiences, give ordering information, and highlight special features. Anyone involved in ed-

ucational programming will find the Guide a convenient and time-saving tool. **PR**

The Seventeen Book of Answers to What Your Parents Don't Talk About and Your Best Friends Can't Tell You.

Abigail Wood. New York, NY: David McKay Company, Inc., 1972. (266 pp.; \$7.95).

Reviewed by Lorna B. Flynn, M.A.

As the title of this book implies, this volume deals with topics not easily discussed in question-answer books for teenagers: parents who drink too much; facing a returning amputee; finding out that the man a girl loves is a homosexual. Ms. Wood is the author of a question-answer column for *Seventeen Magazine*, which caters to mid-teenage women. The topics covered are drawn from those raised in the column.

The book is divided into nine sections, and although only one deals specifically with sex, several others—such as family problems, boys, dating, and drugs—certainly are part of the broader area of sexuality. In this reviewer's opinion, the section on sex is far too brief. Those topics which are discussed—petting, the decision to have sexual intercourse, teenage pregnancy, VD, homosexuality—are important and handled well, but among the topics conspicuously absent is masturbation. Ms. Wood devotes several questions to teenage pregnancy and child support for unwed mothers, but she only skims over contraception. Addresses of resource organizations are listed within several of the answers. A list of recommended readings at the end of each section would have extended the usefulness of the book.

The advice given by Ms. Wood is sound and mindful of our pluralistic society. Unfortunately, the book is priced so as to limit its readership. Several other excellent, inexpensive books for teenage girls are also available. There is no index, but many of the sub-titles in the Table of Contents give a general idea of what questions are covered. **ET, LT**

Sex, Schools and Society. Stewart E. Fraser (ed.). Nashville, TN: George Peabody College for Teachers and Aurora Publishers, Inc., 1972. (507 pp.; \$15.00).

Reviewed by Lester A. Kirkendall, Ph.D.

This book is a miscellaneous anthology on sex education in the schools. Part I is the "Problem"; Part II, "Pedagogy

and Sex Education"; Part III, "Problems, Conflicts and Sex Education"; and Part IV, "Foreign Miscellany on Sex Education." For the average reader, Parts II (78 pages) and III (112 pages) have most significance; the rest seems largely padding.

Part II discusses positive and negative attitudes toward sex education. Both recognized and new authors are included, but the shortcoming is that basic, negative assumptions about sex education are not challenged. Part III contains articles written during the John Birch attacks on schools and on SIECUS, attacks in which I was deeply involved on behalf of SIECUS. To pretend I have no bias in reviewing this book would be ridiculous; I do hope, however, for reasonable objectivity.

The book was written, I believe, simply to revive the tired old charges made by the Christian Crusaders and the Birchers in 1969-70. For example, excerpts from the writings of Gordon Drake, Max Rafferty, and Gary Allen are repeated verbatim. (In all fairness, however, a balanced, ten-page article by Ira Reiss is also included.) The editor's introduction to Part III establishes the book's bias; it is replete with pejorative clichés such as "leftist sex educators often blatantly Communist-inspired," and "lurid descriptive materials on sexual perversions." Teachers' supposed ineptitude in teaching sex education is contrasted with the assumption that parents can instruct their children more effectively. No one suggests that the "ineffective" teacher is often a parent too. Does he suddenly become effective after school? **A, P**

Teacher's Guide: The Subject is Sex. Eric W. Johnson. New York, NY: Bantam Books, 1972. (24 pp.; paperback; \$1.00).

Reviewed by Gary F. Kelly, M.Ed.

This booklet represents a guide for teachers to accompany Johnson's two excellent books: *Love and Sex in Plain Language* and *Sex: Telling it Straight*. Although much of the basic approach offers little new, there are some fresh approaches worth considering for classroom use. At the outset, the author establishes a definite value framework which would be adaptable to most local programs. The emphasis is on responsibility, mutual caring, and open communication. There is also a brief but meaningful summary of the essential content

of sex education. The appendices contain suggestions for optimal classroom use of the two texts, both of which, when appropriately used, would enhance the effectiveness of any high school sex education program.

Besides suggesting general methods of conducting effective sex education classes, the book deals sensibly with some of the specific problem situations which may arise in the classroom, and suggests ways of handling them. Here the importance of non-judgmental teacher attitudes is made clear. The section on dealing with questions—or lack of them—is particularly good. Excellent suggestions are given for stimulating students to present their questions.

Because of Johnson's own strong background in classroom experience, this booklet is certainly not a typically inane teacher's manual. Instead, it is a truly worthwhile and useful guide, with a wealth of ideas for the newer teacher and some excellent reminders for the more experienced instructor. In short, it is a valuable resource for anyone involved in classroom sex education. **PR**

Techniques for Leading Group Discussions on Human Sexuality. Winifred Kempton. Philadelphia, PA: Planned Parenthood of Southeastern Pennsylvania, 1972. (12 pp.; paperback; \$.60 each). Reviewed by Derek L. Burleson, Ed.D.

Group discussion is at the heart of good sex education programs, whether they take place in the classroom, in a church youth group, at a PTA meeting, or in a college dorm. This little booklet, written for the inexperienced group leader, lays out guidelines for putting a group at ease, for getting its members involved, and for avoiding pitfalls in discussions on human sexuality. This booklet could well serve as a beginning resource in training programs for youth and adults who will lead groups in human sexuality discussions. **A, PR**

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, Ph.D. New York, NY: Delacorte Press, 1973. (247 pp.; \$6.95). Reviewed by Mary S. Calderone, M.D.

This quite extraordinary book covers seven years of a school experimental

program for the first, second, and third grades in which, for one half-hour a week, the children in these grades met simply to talk about anything that interested them. "The first grade children concentrated on topics that revolved around themselves and the people and things closest to them. . . . The second graders had a somewhat broader range of interests. This was the year in which the children began to evince a real interest in sexual questions. Moreover, they began to show some concern for others. . . . It was in the third grade that they really began to question the world around them, and to understand that they were part of something beyond their own homes, schools and neighborhoods. They became aware of the drug problem, the space program, the war. They expressed their feelings as children growing up in any atmosphere of economic affluence and social upheaval. In addition, they continued to speak of the things that had interested them in first and second grades, delving more deeply into interpersonal relationships and seeking better understanding of their roles as individuals."

Four especially trained and sensitive discussion leaders acted as catalysts, and the book consists of verbatim transcripts of particularly significant and luminous moments of these discussions.

This book does not deal with sex education alone, but presents sex education as one integral aspect of the educational process in general. The transcript shows how movingly the children interact, and with what integrity they learn how to love and support each other in their struggles to understand many life processes and events. This book is beautiful, not because the children's inner world is always beautiful, but because the children themselves make it so. Read it and share it with others. This is what living education and education for sexuality are all about. **A, P, PR**

Continued from page 2

situation. Evaluation studies in this area would be more useful if they could provide better guidelines about the grade placement of subject matter, and better knowledge of conceptual development in children to determine when a child can understand the process of fertilization. Investigations into young people's questions about sexual information would aid immensely in designing curriculum. Evaluation dealing with knowledge ac-

quisition of the type described above could have important implications for improving instructional programs. Such studies are sadly lacking at the present time.

2. Communicating about sex.

Literature in the methodology of sex education is full of good advice about being open, honest, and non-judgmental in discussing sexuality. One looks in vain, however, for research studies that examine classroom atmosphere, teacher questioning strategy, teacher/student and student/student interaction in sex education programs. We have very few empirical studies to draw upon to guide others in developing skills of communicating about sex. Research and evaluation techniques from the field of group dynamics and interactional analysis need to be adapted for evaluating the pedagogy of sex education.

3. Dealing with attitudes and values.

Among sex educators it is axiomatic that while facts are necessary, it is attitudes that are at the heart of good sex education programs. However, in curriculum guides, the attention devoted to attitudes compared to such topics as anatomy, physiology, and human reproduction, suggests that we do not take this responsibility seriously. Evaluation in the area of attitude change as a result of sex education has been attempted, but results are frequently inconclusive or statistically non-significant, no doubt due to the crudeness of the measuring instruments. Instead of devoting more time and energy to before and after attitude studies, would it not make better sense to begin to scrutinize the process through which attitudes and values are confronted, challenged, clarified? What are the dynamics of a free-wheeling discussion on premarital sex with 16-year-olds? What impact does role-playing a parent-teenage conflict over going steady have on the participants involved? In dealing with sensitive topics such as homosexuality or abortion, do we seek direct feedback from youth for reactions to the subject's treatment? Evaluation in the area of attitudes and values must be on-going. It can be informal; confidentiality must be respected. If we acknowledge the centrality of attitudes in our sex education programs, then research and evaluation must reflect this position. The place to start might well be examination of our classroom methodology.

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.

THE EFFECTS OF SEX EDUCATION: A SUMMARY OF THE LITERATURE

A survey of the literature dealing with sex education shows an abundance of articles attacking or defending it, promoting or talking about it, theories or models of it, hints for teachers or help for troubled parents. What is not found is a large body of evaluative research (Kirkendall and Miles, 1968).

Evaluation of sex education is, admittedly, a nebulous concept. Partially this is so because sex education itself is a nebulous concept, rarely having clearly defined goals toward which progress can be measured. Additionally, since the core of sex education programs occurs in the interaction between and among the specific teacher and students, no two programs are the same, and therefore, most studies conducted or reported deal only with a specific sex education program. Another difficulty lies in the fact that not only is sex education in itself a controversial or political issue, but any research surrounding it is likely to be even more so, complicating both the learning and the research processes (Bloch and Derryberry, 1971).

The effects of any experimental educational program fall into three broad categories: changes in knowledge, in attitudes or values, and in behavior. Changes in knowledge are the easiest to measure, the most familiar to school personnel, and the best known area of sex education research. (The most recent major study investigating the basic level of sex knowledge among school-age children was conducted with a large K-12 sample in Connecticut [Byler, 1969]. An additional study conducted among lower class, ethnic populations indicated distinct differences in knowledge [Schwartz, 1969]. McCreary-Juhasz [1967] showed little relationship between college students' self-ratings of sex knowledge and their scores on a sex knowledge test.) Significant gains in sex knowledge during a course in sex education were demonstrated by Perkins (1959) and Bardis (1963) with college students. Coates (1970) demonstrated that fifth and sixth grade students can achieve significant increases in basic information about human maturation and reproduction, and Wallace (1970) showed that coeducational high school classes do not produce significantly greater gains in sex knowledge than single-sex classes.

Changes in sexual attitudes or values, while given frequent lip service, are not always an objective of sex education programs, and are also difficult to substantiate. Coates (1970) indicated that gains in knowledge of upper elementary students do not, *per se*, produce significant changes in sexual attitudes. On the other hand, Crosby (1971) showed that junior and senior high school students can gain significantly in self-image and self-acceptance during a program in sex education. In evaluating an experimental junior high-age level sex education program with a heavy emphasis on small group process, Carton and Carton (1971) showed significant changes from lesser to greater permissiveness in sexual attitudes. Olson and Gravatt (1968) found significant changes in sexual attitudes resulting from a college-level marriage

and family course. Wallace (1970) showed that greater changes in sexual attitudes occurred in coeducational, rather than single-sex groupings.

Changes in behavior caused by school programs in sex education are difficult to measure. The most noted behavioral changes caused directly by involvement in a sex education program are increased ease, openness, and satisfaction in parent-child communication and interaction about sex (Coates, 1970; Crosby, 1971; Carton and Carton, 1971). Of course, the greatest general concern in the behavioral effects of sex education is sexual acting-out. Wiechmann and Ellis (1969), in a retrospective study with a large sample of college students, found that sex education, *per se*, is not a factor which significantly influences premarital petting or coital behavior. Many sex education programs are undertaken in the hope that one effect will be shown in decreasing the venereal disease and unwed pregnancy rates. Although no major studies have been conducted to show any direct correlation between sex education programs and V.D. or unwed pregnancy rates, there are some indications that such programs can act to increase the rate of reporting V.D., and may be effective in lowering rates of unwed pregnancy (Gendel, 1972). When combined with counseling and other ancillary services, sex education programs have been shown to reduce the recidivism rate of teenage unwed mothers (Sarrel, 1967).

Prepared by Frederick E. Bidgood

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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.

About Sex. 16 mm, sound, color, 23 min. Texture Films, 1600 Broadway, New York, NY 10019. Price: \$220, Rental: \$25.

Finally we have a sex education film that is attempting to catch up with where youth is at today. Explicit, frank, relevant, are adjectives that immediately come to mind after previewing this film. It is precisely these qualities that make it so appropriate for youthful audiences, but unfortunately will rule out its use in many schools by skittish administrators and teachers who will ask, "What will the parents think?" Which leads me to my first recommendation: Consider using this film first with parent groups to put them in touch with the questions and concerns of youth and to show them how a sensitive and skillful youth worker handles such questions in a small group setting. Similar use can be made of this film in teacher education programs.

The film is in two parts. The first part is an unrehearsed rap session with about a dozen urban teenagers seeking information and sharing misinformation about contraception, masturbation, homosexuality, and sexual fantasies. Their questions, comments, and discussion are mediated by a youth worker whose rapport with the young people is itself a fine model of the dynamics of good sex education. The second part of the film briefly introduces seven topics, any one of which could be developed into several sessions. The topics are: sexual fantasies; body growth; masturbation; pregnancy; contraception; abortion; and sex roles. Enough basic information and points of view are presented on each of these topics to open up discussion—the primary purpose of this film.

If anything, this film tries to cover too much ground, but since it is divided into two distinct parts, a good case can be made for showing each one separately. First the rap session sequence can be shown to establish an atmosphere of open and honest communication within a group; then at a later time the content sequence can be shown as an introduction to areas which the group

has identified as ones it wants to examine in greater depth.

No film can substitute for the group interaction which is at the heart of good sex education. This film, however, represents a significant contribution in the evolution of sex education materials and can facilitate the kind of interaction leading to honest appraisal of information, attitudes, and values about sexuality.

Baby Rabbit. 16mm, sound, color, 11 min. Churchill Films, 662 North Robertson Blvd., Los Angeles, CA 90069. Price: unavailable.

This charming film should find wide use with both kindergarten and primary level children in discussions of health and family life. The film's plot concerns the involvement of three children, ages 4, 8 and 10, with their baby rabbit, which is kept in a hutch on their apartment house roof. More important than the plot are the attitudes the film conveys about caring, loving, and cooperation. Thus the discussions that can grow out of this film are limited only by the imagination of the teacher who uses it. Narration of the film is handled entirely by a folk singer to the accompaniment of gentle guitar music. Young children will want to see this film many times.

Old Enough To Know. 16mm, sound, color, 22 min. Planned Parenthood Center of Seattle, 202 16th Avenue South, Seattle, WA 98144. Price: \$150.00, Rental: \$20.00.

Starting from the basic premise that if children are old enough to ask questions, they are old enough to learn the answers, this film is designed to help parents become more comfortable in dealing with childhood sexuality. Against a backdrop of a pre-school day care center in Seattle, the voice-over narration is provided by parents sharing their childhood concerns about sex, and relating their failures and their successes in dealing with their own chil-

dren's sexual questions. The technique is a powerful one, especially for inner city parents, to whom this film is especially directed. Parents can easily identify with the common problems shared by the film's parent/narrators about such topics as body exploration, masturbation, reproduction, menstruation, and sexual vocabulary. The shots of the children in the varied activities of the day care center are irresistible. Highly recommended for parents of young children.

ANOTHER TV SPECIAL ON POPULATION CONTROL

Mass media's concern about uncontrolled population growth has been demonstrated again by ABC News' documentary, "Population: Boom or Doom?", aired on January 6. The hour-long program, like the Public Broadcasting Service's November TV special inquiry, was keyed to the *Report of the Commission on Population Growth and the American Future*. Various sequences of the program depicted a visit to a New York City abortion clinic, a teenage "rap session" with trained social workers about contraceptives, and a rural high school Family Life class discussing the responsibility of raising families and family size in an increasingly overpopulated world. (For further information on mass media's treatment of the Commission's Report, see Volume 1, No. 2 [November, 1972] of the *SIECUS REPORT*.)

JOURNAL REVIEWS

THE HUMANIST

(American Humanist Association, 4244 Ridge Lea Road, Amherst, NY 14226).
Reviewed by Lester A. Kirkendall, Ph.D.

September/October 1972

Ethics and Human Biology. A Symposium.

Six articles examine ethics in relation to current developments in science. Of particular interest are two which discuss genetic engineering and modification of human potentialities, and ethics.

Food, Sex, Living. Ken Beck.

The author openly acknowledging his homosexuality for the first time in this article, looks at the social implications of being gay. An interesting tie-in with food is made.

JOURNAL OF SCHOOL HEALTH

(American School Health Association, Kent, OH 44240)
Reviewed by Gary F. Kelly, M.Ed.

June 1972

Developing Sexual Awareness: A Humanistic Approach. Donald A. Read, Ed.D.

A brief but excellent introduction to humanistic techniques which may be applied meaningfully in sex education. The article's emphasis is less on factual knowledge than on helping individual students clarify their emotions, values, expectations, and roles as sexual persons. The importance of the sharing of feelings within an atmosphere of mutual trust is examined as being essential to the learning process. Several useful techniques for facilitation of the trusting atmosphere and for clarification of sexual values are discussed.

September 1972

Can Mental Health be Taught? Genelle K. Mantz.

A list of suggestions aimed at helping teachers create mentally healthy classroom situations which will be conducive to the development of mentally healthy children. The emphasis is on in-

dividuation, flexibility, and sensitivity to non-verbal communication.

October 1972

A Peek at Sex Education in a Midwestern Community. Barbara B. Lin, M.S., et al.

A description of research which explored adult attitudes toward sex education in a middle-sized Midwestern city. Of the 600 18-item attitude questionnaires mailed, 277 were returned. Attitudes toward sex education in school were generally positive: 88% of respondents felt that sex education should be offered in schools, and 85% said they would want their children in such a course. However, these figures are shown to be deceptive in that many respondents seemed to advocate courses which were morally prescriptive and proscriptive. The authors' statistics are generally consistent with those offered by similar previous studies.

MEDICAL ASPECTS OF HUMAN SEXUALITY

(Hospital Publications, 18 East 40th Street, New York, NY 10017)
Reviewed by Robert L. Arnstein, M.D.

August 1972

Emergency Treatment of Raped Children. Edwin J. Roth, M.D.

A brief but sensitive discussion of the difficulties and dangers inherent in the treatment of "raped" children. The author points out that the complexity and intensity of the emotions of all concerned tend to make for hasty action—a tendency that should be resisted. He stressed the importance of proper psychiatric consultation.

Why Homosexuals Marry Women. Barry M. Dank, M.A.

The author describes an interview study of 15 homosexual men who had been married. He relates the decision to marry in a majority of the cases to the existence of an actual or attempted heterosexual identity which later changed. Frequently, the identity change related more to the discovery of the "gay life" than to the presence or absence of

homosexual activity. The marriage in almost every case deteriorated.

Sex Education and Family Planning Advice by South Dakota Doctors. Brooks Ranney, M.D.

The author gives the results of a statewide questionnaire survey done in 1970 which indicated that South Dakota physicians, particularly obstetrician-gynecologists, generalists specializing in obstetrics, and pediatricians, were engaged in considerable sex education activity, participating in sex education courses in the community at several age levels.

Vaginismus. Carice Ellison, M.D.

A good but sometimes quite technical discussion of vaginismus, covering description, causes, and treatment of the condition. The author illustrates the discussion with several case vignettes.

October 1972

Coital Cautions in Pregnancy. Edward C. Mann, M.D. and Gary Cunningham, M.D.

A well-balanced review of the evidence for and against coitus during pregnancy. The work of Masters and Johnson suggesting little need for coital prohibition has had wide publicity recently, but the authors cite some studies when a history of premature labor is present. They feel that further research is indicated before any definitive answers can be given.

Sex in the "Drug Culture." George R. Gay, M.D. and Charles W. Sheppard, M.D.

Although the "drug culture" may have "retreated" as a topic of widespread concern at the moment, the authors provide an excellent review of the feelings about sex induced in users of various types of drugs.

Selective Impotence. Martin Goldberg, M.D.

A rather interesting discussion of various patterns of "selective" impotence in which the male is potent at times and impotent at others. Cases are cited which illustrate various psychic factors underlying the sometimes confusing patterns.

Ineffectiveness of Condoms in Preventing Venereal Disease. Nicholas J. Fiurara, M.D., M.P.H.

A brief but pungent discussion of the drawbacks of the condom as VD protection. Although the author is eloquent about its ineffectiveness, he fails to discuss the possibility that, while far from foolproof, it might be helpful in some instances. He discussed the psychological difficulties militating against the condom's use, but underestimates the possibility of overcoming some of these.

Stilbestrol as a "Morning-After" Pill. Lucile Kirtland Kuchera, M.D.

This is a brief descriptive discussion of Stilbestrol as a post-coital contraceptive, with follow-up results on 1000 cases of unprotected coitus in which it was administered. No pregnancies resulted, and the major negative consequences were transient adverse side effects in 16% of the patients.

Roundtable: Contraception for Teenagers. Harvey Caplan, M.D., Moderator.

A wide-ranging and lively discussion touching on many aspects of adolescent sexuality in addition to the title topic. The effect is somewhat marred by the moderator's not stating the ages of the participants, but generally the opinions expressed are interesting. In addition, two thoughtful commentaries on the discussion summarize well some of the problems presented.

Continued from page 4

and the need for education and re-education of attitudes about V.D. and the people infected by it. Aspects of family life and sex education are not discussed.

The *Community Health Manual* also covers drug abuse, the health of the handicapped and the poor, donor programs, and infant care, and directs the reader to a wide assortment of national and community health agencies. The manual has been distributed to over 6,000 local Jaycee chapters for their use in implementing Community Health Programs, and is available from: The United States Jaycees, Box 7, Tulsa OK 74102.

NEW TASK FORCE MONOGRAPHS ON HOMOSEXUALITY

In an effort to alleviate problems of homosexual students, the National Task Force on Student Personnel Services

and Homosexuality has issued the first fifteen titles in its "Otherwise Monograph Series." Edited by Ralph Blair, Ed.D., Chairman of the Task Force and Director of the Homosexual Community Counseling Center in New York City, the monographs are designed to assist student personnel workers to achieve a better understanding of homosexual students, and to enable counselors and others better to meet the needs and concerns of their gay students.

The fifteen monographs now available include: *On Opening an Admission of Being Different: A College President Looks at Homosexuality and College Public Relations*; *Student Personnel Services and Homosexuality*; *Etiological and Treatment Literature on Homosexuality*; *The National Gay Student Center*; *Gay Peer Counseling at Michigan*; *Student Teaching and Gay Liberation*; *Perceptions on Homosexuals and Non-Homosexuals: A Study of Counselors', Psychologists', and Homosexuals' Perceptions*; *Homosexuality and Religion*; *Homosexuality and Psychometric Assessment*; and *Vocational Guidance and Gay Liberation*.

Future topics in the monograph series will include parents and homosexual children, counseling the gay student, and lesbianism. The complete series will consist of twenty monographs and will be available for \$15 for the entire series or \$1 per copy. Bulk rates can be arranged. For further information, or to order, contact: Dr. Ralph Blair, National Task Force on Student Personnel Services and Homosexuality (NTFSPSH), 175 Adams Street, Brooklyn, NY 11201; telephone: (212) 834-1159.

PEER COUNSELING IN SEX EDUCATION PLANNED FOR NEW YORK CITY HIGH SCHOOLS

New York City's Board of Education approved in spite of strong objections a new sex education program devised by city high school students to counteract the growing rates of pregnancy and venereal disease among teenagers. The plan of the Student Coalition for Relevant Sex Education provides for panels of specially trained students and teachers in each high school to dispense confidential contraceptive and V.D. information to students. Students with special problems would be referred to appropriate agencies. Joseph Monserrat President of the Board of Education, has promised the program "top priority,"

and a circular authorizing schools to establish such programs has been prepared by Chancellor Harvey B. Stribner, and is under consideration by the Board.

Michael Blumenfeld, a deputy director of the city's Health Services Administration, spoke in favor of the new program at a November 14th meeting of the Board, stating that the proposed program was "strongly endorsed by the Health Services Administration. Peer counseling in the high schools on such a sensitive issue is crucial since students can be more open and talk more freely to their peers who are going through similar life experiences." He further said, "Sex education will not promote promiscuity, but the lack of sex education can have painful consequences for teenagers, their friends and families. With preventive information delivered in a sensitive manner, high school students can learn to take on what has to be their growing responsibility for their own personal health."

Continued from page 11

uations of the Extent of Their Knowledge of Human Sexuality?" *Journal of School Health*, XXXVII: 409-412; October 1967.

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