

## CONTRACEPTIVE CARE FOR MINORS

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*"Contraceptive services should be available to all—including minors who should enjoy the same rights of free and independent access to medical contraceptive care as do others."*

In this Position Statement, SIECUS recognizes that all women and men have a right to regulate their fertility, and that teenagers are an especially important group in the provision of contraceptive care. They are at the beginning of their sexual careers. They need to understand their sexuality and they need to know how to prevent unwanted pregnancy and the havoc it can bring to their young lives.

The need for contraceptive care comes earlier and earlier. Menarche and reproductive maturity occur earlier now, probably as a result of improved nutrition. Because of this biological tendency and because of many changes in our society (including the rise of the counter culture, situation ethics, the contraceptive revolution, and the women's movement), adolescents in all socioeconomic group initiate sexual experience earlier than preceding generations did.

Many surveys have documented this trend. Those same surveys also show that teenagers use contraceptive protection sporadically. Adolescents receive insufficient practical information about sexuality and birth control; they have limited access to the necessary supplies. They consequently rely heavily on abortion to undo what they have done. Experts estimate that women under 20 years of age receive one-third of all abortions in this country.

Even with abortions available, unwanted pregnancy is an everyday teenage crisis. Out-of-wedlock births to young women between 14 and 15 years of age are increasing at a time when older women are successfully regulating their fertility. The President's Commission on Population and the American Future has reported that each year 600,000 babies are born to teenage mothers. Adolescent pregnancy and childbirth can lead to multiple medical and social problems—increased infant and maternal mortality, increased suicide rates, failure to finish high school, welfare dependence, forced marriage and early divorce. Other research shows that the infants of adolescent parents develop less adequately, both intellectually and physically.

It is obvious that more preventive care is needed. Schools should be sources of practical information, counseling and referral. Free clinics and family planning centers that

have welcomed minors should be joined by all public health facilities, private hospitals and physicians. New health workers should be trained in meeting teenage contraceptive needs. Already nurse practitioners and pediatricians are working with gynecologists and family physicians in their efforts to fill this health service gap.

Today's teenagers require that their care be totally confidential. They insist on being treated as individuals without the necessity of parental notification. They also want more than just pills and condoms. They want services with an affirmative, youth-oriented approach, with opportunities for counseling and questioning, with information about sexuality.

In addition, young people need help with the prevention and treatment of sexually transmitted diseases. And they need pregnancy testing. These services must be accessible, in both time and place, and should be very inexpensive or free.

Imaginative new approaches to sexual self-help can work outside the clinic. Vending machines should sell condoms and contraceptive foams. Pharmacies should provide individual pregnancy-test kits. Radio and television advertisements should push the non-prescription contraceptives. The potential market is enormous.

The President's Commission on Population and the American Future extensively reviewed adolescent needs for birth control information. Their 1972 Report recommended that "birth control information and services be made available to teenagers in appropriate facilities sensitive to their needs and concerns." Though ex-President Nixon and social conservatives found this recommendation most controversial, there is evidence that U.S. citizens are more willing to face this need with realism. In a survey of public opinion on this subject, demographer Judith Blake found over 80% of the men and women under 30 years of age support birth control education in schools; 65% support birth control services for teenage girls. She pointed out that her respondents took a pragmatic view of birth control for minors. They approved of services to teenagers in far greater proportions than they approved of premarital intercourse.

Pragmatism is decidedly needed in this field. So is understanding. So is education for sexuality. Young women and men deserve the best we can give them, for they are the next generation, "the sons and daughters of Life's longing for itself" (from *The Prophet* by Kahlil Gibran).

# SPEAKING OUT

## LEGAL RIGHTS OF MINORS

Harriet F. Pipel, LL.D.  
Greenbaum, Wolf & Ernst  
New York, NY  
Co-founder of SIECUS

What "everybody knows" about any aspect of the law "ain't necessarily so." This is especially true with respect to minors' legal rights to obtain sex-related medical and health care without parental knowledge or consent. Physicians and other health personnel supposedly run a substantial risk of either criminal penalties, or civil damages, or both, if they render sex-related health care to minors without parental knowledge or consent. The fact is that, so far as we and the other attorneys who have researched the question are aware, there is no reported case where a physician has been convicted or held civilly liable for damages for furnishing contraceptive services to minors without parental consent. Of course, it is always preferable for minors to discuss health-related care with their parents, but when they cannot, or will not, necessary health services should be available nevertheless.

State laws have been changing recently in the direction of allowing minors sex-related health care without parental involvement. There always was substantial latitude in the supposed old common law rule that minors did not have the capacity to consent to medical treatment with exceptions for emergencies (defined in a great variety of ways), emancipation (also defined in a variety of ways) and, more recently, maturity (usually defined in terms of the ability of a minor to understand the nature and consequences of the treatment sought—applicable, of course, only where the treatment is for the minor's benefit).

A number of states, dissatisfied with the ambiguous legal situation which existed under the common law rules, have passed permissive statutes permitting all or some minors to receive various kinds of medical treatment without parental consent. All states now specifically permit minors to obtain diagnosis and treatment for venereal disease without parental consent. Between one-third and one-half of the states also permit services and treatment with respect to contraception, and/or pregnancy, and/or abortion. Many states without specific statutes on any or all of these do have judicial decisions declaring one or more of these rights.

It seems clear that minors have an emerging constitutional right to receive sex-related health services without parental consent. The United States Supreme Court had held that the right to decide whether and when to have a child is a fundamental constitutional right. And, the Court has held generally that "minors are not second-class citizens," that they, like adults, have fundamental constitutional rights. While the Supreme Court has not yet held specifically that

one of the constitutional rights of minors is the right to freedom of choice as to procreation, a number of its decisions seem to point to this result. In the meantime, many lower courts, state and federal, have held that minors are constitutionally entitled to contraceptive and abortion services without regard to parental consent.

This, I think, is as it should be. These rulings agree with the opinions (on contraception, or abortion, or both) of the overwhelming majority of the concerned medical organizations. This majority includes the American Medical Association, the American College of Obstetricians and Gynecologists, the American Academy of Pediatrics, the American Academy of Family Physicians, the American College Health Association, the Association of Planned Parenthood Physicians, the American Public Health Association and many more. Public opinion polls also strongly support this position with reference to contraceptive services, as the President's Commission on Population and the American Future, the American Bar Association, and many others do. Moreover, since the United States Supreme Court ruled that women, with the concurrence of their physicians, have a constitutional right to abortion, many courts, state and federal, have held that this too is a right which may be exercised by minors without parental consent.

Minors are latecomers among the groups demanding and obtaining equal treatment under the law. Health professionals have an obligation to help them obtain the sex-related health services which they need for their personal health and well-being, as well as for the health and well-being of society.

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# WHERE THE ACTION IS

## INNOVATIVE EXPERIMENT IN PEER SEX EDUCATION IN NEW YORK CITY HIGH SCHOOLS

*by Bruce Hathaway  
Doctoral Student at New York University  
Department of Health Education  
SIECUS Student Intern*

*If you think I.U.D. is note to someone you  
owe money to. . . .*

*If you think vacuum aspiration is G.E.'s  
newest model electric broom. . . .*

*Then you need a visit to Room 122, the Peer  
Sex Information Center.*

*—from a poster in a  
New York City High School*

Room 122 is a "rap room," a place with an open, non-judgmental atmosphere where students can talk about sex-related questions with peer advisors. The students see films, pick up brochures, get referral information on sexual health services or simply discuss what it means to be a sexual adolescent. These rap rooms, now in 11 New York City high schools, are known as the Family Living and Sex Education Student Peer Information Project, which is administered by the Board of Education's Bureau of Health and Physical Education. As a pilot project it offers a model of the kind of cooperation between students, school officials, teachers, parents and the community that high schools across the country might emulate.

The key factor is student involvement. In fact, the project itself is a result of student initiative. A few years ago a group of high school students became concerned because they were not receiving the sex information they needed. Believing that students have a right to education experiences which enable them to make their own decisions regarding their behavior, they formed the Student Coalition for Relevant Sex Education. The Coalition approached the Bureau of Health and Physical Education with its concerns and, after discussing alternatives to traditional classroom sex education, worked with the Bureau staff in developing the peer sex information program and obtained funding from the Ford Foundation.

Here is a description of that program. First, the project staff sends letters to high school principals, explaining the program and inviting the schools to become involved. A teacher from each participating school is chosen to be the advisor for the project. That person is usually a health or physical education teacher who has a strong background in sex education and relates well to young people. Advisory duties include supervising and coordinating the rap room, publicizing the project, and recruiting students for the

peer counseling training program.

This rigorous training, conducted jointly by the teacher/advisor and a specialist from the Bureau of Health and Physical Education, demands a sincere commitment from those students wishing to work with the project. It covers acquisition of basic information and development of communications skills through role playing, active listening and value clarification exercises. In addition, students visit neighborhood clinics and agencies to learn about resources for referral.

As the training progresses, the students and the teacher/advisor begin preparations for opening the rap room. They collect and evaluate pamphlets, literature, and other resources, and decorate the rap room. After completing their initial training, the newly-minted peer advisors sign up for times when they can be in the rap room and publicize the program.

In addition to working in the rap room, peer advisors organize assemblies with guest speakers and films, plan weekend conferences and workshops, participate in community health fairs, prepare displays on contraception, and speak about the rap room and its services in health and biology classes.

Maude Parker, Supervisor of Family Living and Sex Education at the Bureau of Health and Physical Education and Director of the Student Peer Information Project, has identified several factors which contribute to the success of projects of this kind. Based on the experience in New York City, she recommends:

### *1. On-Going Training of Peer Advisors and Teacher/Advisors*

Students from participating schools meet as a group once a month for more intensive training, problem sharing and review of basic information. The teacher/advisors are the pivotal persons in the project and their training is especially important. In addition to weekly on-site training from the Board of Education specialists, teacher/advisors attend monthly workshops, and are offered opportunities for supplementary training and course work in sex education.

### *2. Communication with Parents, Teachers, Students, School Staff and Administration*

Each project has an advisory council consisting of par-

# DO YOU KNOW THAT . . .

## **AASEC's Ninth National Sex Institute April 8-11, 1976—Washington, DC**

With the theme, "Male and Female Sexuality," the American Association of Sex Educators and Counselors announces its Ninth National Sex Institute, scheduled for April 8-11, 1976, at the Washington Hilton in the nation's capital. The program will include sessions on sexual identity and gender roles, treatment of pre-orgasmic women, new issues in homosexuality, and current research in therapeutic intervention. There will also be a film festival featuring new audio-visual resources for sex education and therapy. Four special pre-conference one-day workshops will deal with dual sex therapy, single sex therapy, the new sex education, and nurses and sex therapy. For information about registration write to: AASEC, 5010 Wisconsin Avenue, N.W. Washington, DC 20016. Phone (202) 686-2523.

## **Training Opportunities . . .**

**Fellowships in Human Sexuality and Family Planning** are available starting in July, 1976 from the Reproductive Biology Research Foundation. Physicians, nurses, and psychologists may apply. Write to: William H. Masters, M.D., Director, Reproductive Biology Research Foundation, 4910 Forest Park Boulevard, St. Louis, MO 63108. Phone: (314) 361-2377.

**Human Sexual Disorders—Development, Diagnosis and Treatment** is a comprehensive course offered by Columbia University, College of Physician and Surgeons, Department of Psychiatry under the direction of John F. O'Connor, M.D. Designed for physicians and other qualified clinicians the

course is given in two formats: Wednesday evenings from February 4 through April 7, 1976 and an intensive three-day seminar, April 23-25, 1976. For information write to: Jose M. Ferrer, Jr., M.D., Associate Dean, 630 West 168th St., New York, NY 10032. Phone: (212) 579-3682.

**Graduate Workshop in Newer Ways of Counseling Youth and Young Adults** is available from the American Institute of Family Relations, February 2-7, 1976. Designed for educators, counselors, social workers, probation officers and clergy. Write to: Mrs. Rose Blake, Registrar, AIFR, 5287 Sunset Blvd., Los Angeles, CA 90027. Phone: (213) 465-5131.

## **Reproductive Rights for Students**

The federal ban on sex discrimination in federally-assisted schools and colleges now has regulations that protect the reproductive rights of women students. The regulations require that educational institutions:

1. treat pregnancy like other medical conditions in relation to health and insurance benefits, and to medical services;
2. not exclude students from any class or extra-curricular activity on the basis of pregnancy or a pregnancy-related condition;
3. not demand a doctor's statement about the student's ability to participate in regular educational programs unless such a statement is required for other conditions that involve a physician's treatment;
4. which operate separate programs for pregnant students must make those programs comparable to the ones offered to non-pregnant students.

## **WHERE THE ACTION IS**

ents, school administrators, teachers, students and community agency representatives. The teacher/advisor takes responsibility for interpreting the project to parent associations, other teachers and the school administration. Parents are involved in the program through workshops on parent-child communication. It is especially important that the teacher/advisor work together with the school's guidance and health staff.

### **3. Positive Image of the Rap Room**

In order to overcome student reluctance to visit the rap room, it is important to avoid giving students and teachers the impression that it is only a place to visit when a student has a "problem." Rather than being publicized as a "problem counseling center," it should be promoted as an information, resource and referral center where everyone is welcome.

### **4. Culture Pluralism**

Providing an open, non-judgmental atmosphere in the rap room means showing respect for different value positions. Materials, books, and films which represent several points of view on controversial matters should be available.

### **5. Peer Advisor and Teacher/Advisor Awareness of Limitations**

Training sessions should emphasize that the role of the rap room is to provide information and an opportunity for discussion, not to provide sex counseling. Confidentiality, discretion and knowing when to refer problems are essential to success.

Realizing the importance of the peer environment in adolescent learning and attitudinal development, the New York City Family Living and Sex Education Peer Information Project attempts to reduce the misinformation, distortion and confusion which often characterize peer sex discussion by offering training, access to resource and referral information, and a place to talk. Dr. Michael Carrera, Professor at Hunter College's Institute of Health Sciences and evaluator of the project for the Ford Foundation, explains the project's success: "One of the real problems for young people is that they are reaching a point in their lives where they have tremendous needs for accurate information and guidance, but they also want independence from adults. With this program, they can have their information and not compromise their independence because they can go to someone who is an equal."

# AUDIO-VISUAL REVIEWS

**Human Sexuality.** 30 half-hour programs,  $\frac{3}{4}$ " video cassette, also 2" tape for public broadcast. The Public Television Library, 475 L'Enfant Plaza, S.W., Washington, DC 20024. Price: \$3700 for all 30 programs, \$130 for individual programs. Inquire about fees for public broadcasting on ETV.

*Reviewed by Julia Heiman, Ph.D., Research Associate, Dept. of Psychiatry, Health Sciences Center, State University of New York at Stony Brook.*

Some of the uneasiness people have regarding the Kinsey and Masters and Johnson tendencies to describe human sexuality in statistical and clinical fashion is likely to be assuaged by viewing the video cassette program, "Human Sexuality," originally produced as an adult education television course at the University of Hawaii. Armed with philosophical simplicity—"Sexual expression could be a very fulfilling aspect of human life"—the 30 half-hour films present factual information in a palatable humanistic framework. Basic to the values supporting this framework is an existential flavor along the lines of Rollo May: the importance of and respect for individual expression, the recognition of love and caring as part of sex, and sex as a qualitative part of the total individual. The course is taught by Milton Diamond, Ph.D., Professor of Anatomy and Reproductive Biology at the University of Hawaii School of Medicine.

There are several notable ways in which sexual content and values are brought to life by Professor Diamond. Through interviews with homosexuals, heterosexuals, a transsexual, a female impersonator, a prostitute, a celibate, a single parent, a senior citizen, and people who have experienced vasectomy, abortion, divorce and widowhood, we experience the range of human sexual expression. The questions presented to these individuals are usually too broad, and the allotted time to answer too limited, but the relaxed conversational structure manages to confront a variety of values.

A central value throughout the 30 programs is the acceptance of individual choices in sexual preferences and partners, as long as no force or harm results from such choices, and, a tolerance for many different forms of sexual expression and the necessity for broadening the definition of "good" sex. The program "When Illness Strikes" is the most illustrative example of this attitude, where individuals who are forced to alter traditional sexual behavior expectations and style—because of paralysis, polio, cerebral palsy, and other handicaps—discover new enrichment in sexual expression. During the roundtable discussion personal statements that good sex is more than "an erect penis in a wet vagina" and sexual pleasure "does not necessarily require orgasm" are genuinely convincing.

Professor Diamond is, refreshingly, not afraid to talk (and sing) about the meanings of love and commitment. The program titled "Intimacy" acknowledges that it is okay to love someone, whatever variant of the definition of love one chooses to accept. In fact, it is suggested that many males and females do indeed prefer sex in a situation of love and commitment. This section is a bit daring, presented at a time when sex without commitment is at least intellectually in vogue, and the demands on people to compartmentalize sex and involvement are strong. A discussion on intimacy is useful, if for no reason other than to present an alternative.

Even more emphasis is given to the value of communication. Since sexuality is viewed as part of the total individual, sexual expression must include the communication of needs and appreciation, but nothing is really mentioned about how to communicate sexual likes and dislikes to a partner. The closest approximation of such communication occurs in the program on marriage, yet the depiction of marital decision-making styles is perfunctory and not an adequate representation of the range of interactions. It is also disappointing that a

frequent indicator of poor communication—extramarital sex—is mentioned only briefly. Given that 80% of married men and 40% of married women do have extramarital affairs, whereas less than 12% of the population is estimated to enter swinging arrangements, discussion would have been better spent on that issue than on swinging.

However, the treatment of each of the 30 topics is generally done with sensitivity, concern, and accuracy. Diamond's tone is tolerant and his manner more casual than professional. The programs on contraception, sexual identity, illness, V.D., intimacy, normalcy, and sexual arousal are particularly well done, either from the standpoint of presenting accurate information, or for stimulating a personal questioning of one's values. The fact that attitudes preceded anatomy, and the presence of a section on ethics, are also to be applauded. More problematic programs were: "Abortion and Sterilization," in which the ethical decisions, conflicts, feelings and doubts were glossed over; "Sexual Fringes," in which pseudo-hermaphrodites, women's liberation, and nudists become lumped together in a miscellaneous fashion; and "Cultural Influences" which suffered from a lack of content and direction.

It is interesting that, after discussing the cultural variations in sexual practices, Diamond retains biology as the integrating factor for explaining the process of human sexual development. In fact, he uses biology as a structural framework—e.g., a healthy organism is required in order for sexuality to develop properly—rather than an integrating force. He makes no real case for biological determinants of sexual preferences, object choice, and sexual attraction. Given the biological bias, it is not surprising that Freud is presented as more factual and less theoretical than the alternative social learning and cognitive developmental models of sexual development.

Sexism is kept at a minimum, usually limited to the indiscriminate use of the

# JOURNAL REVIEWS

**The Osteopathic Physician**, OP Publications, 733 Third Avenue, New York, NY 10017.

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

**Volume 4, No. 3, September 1975**

**Understanding the Female Sexual Response.** Libby A. Tanner, M.S.W.

Summarizes clearly and well the status of our present understanding of the nature and details of female sexual response, citing Helen Kaplan and Mary Jane Sherfey. Concludes with short discussion of pre-orgasmic women's groups that teach body awareness by Kegel's exercises and other usual means.

**Meeting Patients' Needs Regarding Their Sexuality.** Linda S. McGuire, Ph.D.

Outlines the major social factors responsible for affecting—usually

adversely—the capacity of the woman to respond sexually, and how these can be compensated for.

**Sexual Responsiveness in the Female.** James M. Turnbull, M.D., and Sharon Turnbull.

A discussion of female masturbation, its use and its usefulness.

**Sexuality in the Midst of Change.** William C. Nichols, Jr., Ed.D.

A philosophical review and discussion of sex as it affects relationships, privacy, balance between public and social needs, and controls versus private-personal rights and privileges.

**A Psycho-Medical Approach to Sexual Problems.** Pauline Abrams.

A resumé of some of the sex problems, their causes, and various treatment approaches and the relationship of the attitudes of the clinician to their application with patients.

**How to Handle the Sexually Provocative Patient.** Margaret H. Dennis, Ed.D.

Discusses three general personality types of female patients, each of which accents the seductive aspects that the patient may bring to the doctor-patient relationship—and the converse.

**Are We Women Our Own Worst Enemies?** Jennifer Cunningham Figgs.

Discusses various stereotypical images that women have of themselves, and the way these can adversely affect one's life attitudes and relationships.

## *Summary:*

This issue admirably illustrates the adequacy and depth of our present-day understanding of human sexuality and sexual behavior: the writers of the various sections appear to be neither researchers nor innovators, but practitioners who draw most competently from the now substantial store of knowledge about sexuality.

## A-V REVIEWS

male pronoun, when females should clearly also be mentioned. A more serious presumption occurs in the program "Life Changes." This episode gives the impression that because of their biological sex, boys automatically select more muscular, gregarious, and competitive activities than girls who prefer home-oriented interests. It is implied that physical attributes account for these differences. It is remiss not to mention the theory and data that equally support social learning as a central factor shaping gender-role development.

In terms of integrating sexuality into human life, involving the observer in the immense variety of sexual expression, and confronting the meaning of sexuality for different individuals, this series of programs makes a fine contribution. The major areas of dissatisfaction revolve around the omissions in the areas of cultural influence, and the lack of in-depth confrontations with conflicts about choices related to sexual behavior, including abortion, homosexuality, extramarital affairs and divorce.

The video-cassette format of this course provides for flexible use. Wherever playback equipment is available, the total program or selected topics can be used as the basis for a course in adult education, as an undergraduate college-level course, as an in-service training program for small groups, or as an individual study project. The total program or parts of it are also available for non-commercial television stations or for commercial stations interested in public service broadcast programs.

**New Sexuality.** 16mm, sound/color, 25 min. Films Incorporated, 753 Greenbay Rd., Wilmette, IL. 60091. Price: \$325; rental: \$23.

*Reviewed by Bruce Hathaway, Doctoral Student, Dept. of Health Education, NYU; SIECUS Student Intern.*

Originally produced as a TV documentary for New York television station WNBC, this film attempts to introduce the sexual styles and trends of the 70's. The viewer is bombarded

with a collage of people and places: disco music and scenes from a New York bisexual bar; street scenes of porno theaters and shops; interviews with porno star Marilyn Chambers, Don Fass of Bisexual Liberation, bisexual psychologist Barbara Trilling, a swinging couple, and a sexual surrogate; scenes from a nude encounter group; statements on the impact of changing sexual attitudes and behavior since the Kinsey reports from such authorities as the psychoanalyst Rollo May and Mary S. Calderone, President of SIECUS.

This choice of impressions for a documentary film tends toward the sensational. They reflect the New York scene and perhaps a handful of other urban areas. It is questionable whether the life styles and attitudes presented can be called national trends. For the most part the issues receive superficial treatment. Nevertheless, much in this film is provocative and will stimulate a good discussion with heated arguments a predictable outcome. College level and other adult audiences will find this film a good jumping off point for discussions of the "new sexuality."

# HUMAN SEXUALITY: BOOKS FOR EVERYONE

This general bibliography is necessarily selective, but it does include titles for all age groups. As the title implies, these books are for everyone who wants reliable information and sound guidance about human sexuality. It will be particularly useful for teachers, counselors, clergy, youth leaders and especially parents.

Since we revised this bibliography two years ago, an avalanche of newly-published books on sexuality has buried our offices. This plethora of publishing demanded that hundreds of staff hours be devoted to sifting the good from the not so good, the helpful from the exploitative, the serious from the titillating.

The good, the helpful, and the serious appear here along with the titles we retained from the 1974 listing. New is not necessarily better.

We have chosen titles that present a variety of viewpoints at different levels of sophistication. Since individuals of the same age vary greatly in maturity, it is important that everyone recommending books from this list be thoroughly familiar with them.

If you want to buy books from this list, please do not try to order them from SIECUS. We do not sell any of these books. Check at your local bookstore. If they cannot get them for you, then write directly to the publisher. Publisher's addresses are available at your library or bookstore. In addition to the price of the book it is a good idea to send an extra \$.50 along with your order to cover postage and handling.

This bibliography only includes titles of general interest. SIECUS also publishes specialized bibliographies. We will send you a free single copy of any of these if you will send us a stamped, self-addressed business size envelope.

*Human Sexuality: A Selected Booklist for Professionals*  
*A Bibliography of Religious Publications on Sexuality and Sex Education*  
*Human Sexuality: Spanish Language Resources*  
*A Basic Bibliography for Curriculum Development in Family Life and Sex Education*  
*Selective Bibliography on Sex and the Handicapped*

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## YOUNG CHILDREN (approximate ages 4-9)

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### HOW BABIES ARE MADE

Andrew C. Andry and Steven Schepp

The story of reproduction in plants, animals and humans is told through the use of color photographs of paper sculptures. Factually accurate and simple enough to be understood by the youngest group.  
*Time-Life Books \$4.95*

### THE STORY OF A BABY

Marie Ets

To be read aloud to the younger child, this book presents a detailed treatment of the fertilization and gestation processes, with clear drawings.  
*The Viking Press, Inc., 1969 (revised edition) \$3.75*

### DID THE SUN SHINE BEFORE YOU WERE BORN?

Sol and Judith Gordon, illustrated by Vivien Cohen

Written in the first person, this is a book which parents can read with their children, ages 3-6. In addition to answering the ques-

tion "Where do babies come from" clearly and directly, it deals with other aspects of how different kinds of families live and grow.

*The Third Press, 1974, \$4.95*

### THE WONDERFUL STORY OF HOW YOU WERE BORN

Sidonie Matsner Gruenberg

Explains for young children how life begins and develops from the union of a sperm and an egg. Human and animal parents are contrasted and the changes in a new baby's body as he matures are described.  
*Doubleday and Company, Inc. 1973, \$.95 paper*

### THE FOLLETT FAMILY LIFE EDUCATION PROGRAM

Six Titles: *Families Live Together; The World of Living Things; How New Life Begins; Living Things and Their Young; How We Are Born; Man and Woman.*

While designed for classroom use with grades 1 through 6, this excellent series can also be used effectively in the home. Each

book covers those elements of animal and human development which would be of interest to the intended audience. An introductory booklet for parents, *For You, The Parents* is also available.

*Follett Educational Corporation, 1968 \$3.48 each book*

### GROWING UP: HOW WE BECOME ALIVE, ARE BORN AND GROW

Karl de Schweinitz

An excellent first book about human and animal development for the early self-reader. It is also good for reading aloud by parents.  
*Collier, 1974 (4th edition) \$.95 paper*

### HOW WAS I BORN

Lennart Nilsson

To be read by parents with their children, this book tells the story of reproduction and birth using a combination of the famous Nilsson photographs of fetal development with warm family scenes and other illustrations.  
*Delacorte Press, 1975, \$5.95*

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## PRE- AND EARLY TEENS (approximate ages 10-14)

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### LEARNING ABOUT SEX: A CONTEMPORARY GUIDE FOR YOUNG ADULTS

Gary F. Kelly

Without neglecting basic factual information, this book focuses on attitudes and the process of sexual decision-making. Includes several innovative exercises in helping young people communicate about sex.  
*Barron's Educational Services, 1976, \$2.95 paper*

### LOVE AND SEX IN PLAIN LANGUAGE

Revised Edition

Eric W. Johnson

Emphasizing that sexuality should always be seen in the context of one's total personality and expressed in responsible, respectful interpersonal relationships, this book provides basic information on such topics as intercourse, masturbation, homosexuality, venereal disease and contraceptives.  
*Bantam, 1973, \$.95 paper*

### SEX: TELLING IT STRAIGHT

Eric W. Johnson

A simple but honest treatment of those topics in human sexuality of greatest concern to adolescents. This book is written for teenage slow readers, especially those within a ghetto environment, and presents positive views on sex without preaching or moralizing.

*Bantam, 1971, \$.75 paper*

## BOYS AND SEX

Wardell B. Pomeroy, Ph.D.

A sexual guide for teenage boys written in a straightforward, objective and non-judgmental way, using language which is easily understood.

Dell, 1971, \$.95 paper

## GIRLS AND SEX

Wardell B. Pomeroy, Ph.D.

As in his book, *Boys and Sex*, Dr. Pomeroy presents his views in an open way without moralizing and with no attempt to discourage teenage girls from engaging in sexual

activities for which they are psychologically ready.

Dell, 1973, \$1.50 paper

## FACTS ABOUT SEX FOR TODAY'S YOUTH

Revised Edition

Sol Gordon, Ph.D.

Written at a sixth grade reading level, this book was originally intended for mildly retarded adolescents. This revised edition retains a short, direct approach in explaining anatomy, reproduction, love and sex prob-

lems. It includes slang terms when giving definitions, and a section answering the ten most common questions teenagers ask. This book is well illustrated and contains a list of references.

The John Day Company, 1973, \$1.90 paper

## LOVE AND SEX AND GROWING UP

Eric W. Johnson and Corrine B. Johnson

A book for pre-adolescents which covers a broad range of topics. It helps a young person to think about what being a man or a woman means in today's world.

J. B. Lippincott Co., 1970 \$3.95

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# LATER TEENS (approximate ages 15-18)

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## SEX AND BIRTH CONTROL: A GUIDE FOR THE YOUNG

E. James Lieberman, M.D. and Ellen Peck

The book's major thrust is to encourage sensible and responsible use of birth control, but it also deals skillfully with many other aspects of young people's sexual dilemmas and needs. Young people are encouraged to explore, discover and build for themselves the principles and values by which they will live their sexual lives. Recommended for parents as well.

Schocken, 1975, \$1.95 paper

## EVERYTHING A TEENAGER WANTS TO KNOW ABOUT SEX . . . AND SHOULD

Harry Preston with Jeanette Margolin, M.D.

This book concentrates on the kinds of questions which more sophisticated teenagers who already have basic information really wonder about. The basic premise is that everyone has the right to express himself sexually in his own way as long as he does not infringe on the rights of others.

Books for Better Living, 1973, \$1.25 paper

## COMMONSENSE SEX

Ronald M. Mazur

Aimed at unmarried individuals, this book covers such sensitive subjects as masturbation, contraception, premarital intercourse, mutual masturbation and homosexuality. The book is based on the premise that sex is a positive aspect of human personality, and

concludes with a suggestion of a liberal religious framework for decision making.

Beacon Press, 1973, \$2.95 paper

## SEX BEFORE TWENTY: NEW ANSWERS FOR YOUTH

Revised Edition

Helen F. Southard

In this book, teenagers are encouraged to take responsibility for themselves in discovering their full role as sexual persons. The discussion of male and female roles in the revised edition shows the influence of both male and female liberation.

E. P. Dutton, 1971, \$4.50 paper

## SEX FACTS FOR TEENAGERS

Evelyn Fiore with Richard S. Ward, M.D.

According sexuality a high value in life, the authors discuss most sexual topics of concern to young adults. Emphasizing the positive aspects of human sexuality, this book is not only for teenagers, but for adults as well.

Ace Books, 1971, \$.95 paper

## MASCULINITY AND FEMININITY

Benjamin F. Miller, Edward B. Rosenberg, and Benjamin L. Stackowski

Originally prepared as a sex education text for junior-senior high school, this book explores not only various concepts of masculinity and femininity, but also all aspects of sexuality and sexual behavior, including

contraception. The value framework is current, with both the freedom and the responsibility of the individual stressed.

Houghton Mifflin, 1971, \$3.60 paper

## SEX BEFORE MARRIAGE

Eleanor Hamilton

This is one of the more controversial books for the late teen group because of its open and liberal position that premarital intercourse can be a worthwhile experience for those partners who are in love, who trust each other, and who can meet the responsibilities of such a relationship.

Bantam, 1973, \$.60 paper

## GROWING UP WITH SEX

Richard F. Hettlinger

Relegating anatomical and reproductive facts to a series of appendices, the author thoroughly describes sexual behavior without moralizing, but with respect for the more traditional mores.

The Seabury Press, 1971, \$2.25 paper

## LOVE, SEX AND BEING HUMAN

Paul Bohannon

Based on the author's belief that the best human behavior results from accurate knowledge of alternatives, rather than from fear and superstition, this book helps teenagers to examine their own moral attitudes and standards.

Doubleday and Co., 1969, \$1.95 paper

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# ADULTS (18 years of age and over)

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## FUNDAMENTALS OF HUMAN SEXUALITY

Herant A. Katchadourian and Donald I. Lunde

A college-level book with appeal to a wider audience, this text deals with the impact of the erotic in art, and with psycho-sexual growth, fantasy, masturbation, physiology of sex, and sexuality throughout the life cycle.

Holt, Rhinehart and Winston, 1975, \$9.95 paper

## MASTERS AND JOHNSON EXPLAINED

Nat Lehman

A simplified explanation of the therapy being done at the Reproductive Biology Research Foundation in St. Louis which gives the flavor of the research and researchers without the technical jargon of the two Masters and Johnson books. It includes the Playboy interview with Masters and Johnson.

Playboy Press, 1974, \$1.25 paper

## THE FIRES OF AUTUMN: SEXUAL ACTIVITY IN THE MIDDLE AND LATER YEARS

Peter A. Dickinson

This book is encyclopedic and wide open on the topic of sexuality and aging. Written in a witty and humorous style, the book includes the latest opinions and reflections of psychiatrists, sexologists and other professionals working in this field.

Drake Publishers, Inc., 1974, \$8.95



## **OUR BODIES, OURSELVES**

*Boston Women's Collective*

This book is written by women, for women, to help them know themselves and their bodies better. It covers sexuality, contraception, women and health care, sexual physiology and reproduction. Men can gain as much from it as women can.

*Simon and Schuster, 1976 (2nd edition, revised), \$3.95 paper*

## **SEX TALK**

*Myron Brenton*

Recognizing the need for clear communication about sex between man and woman, parent and child, this book suggests how such communication can be achieved.

*Fawcett, World, 1973, \$1.25 paper*

## **SEXUALITY AND MAN**

*Sex Information and Education Council of the U.S.*

A collection of the first twelve SIECUS Study Guides which deal with such topics as sexuality and the life cycle, the sex educator and moral values, masturbation, and characteristics of male and female sexual responses.

*Charles Scribner's Sons, 1970, \$2.65 paper*

## **SEXUAL MYTHS AND FALLACIES**

*James Leslie McCary, Ph.D.*

This book offers "remedial sex education" by debunking common misconceptions about sex and sexuality. Seventy sexual myths about pornography, female sexuality, homosexuality and contraception are explored in the light of the best information available.

*Schocken, 1973, \$1.95 paper*

## **SOCIETY AND THE HEALTHY HOMOSEXUAL**

*George Weinberg*

This book, written by a psychologist and practicing psychotherapist, argues against the concept of homosexuality as an illness. The author urges homosexuals to accept themselves with dignity and pride, and pleads for greater acceptance and understanding by society. Two useful sections advise homosexuals how to tell their parents about their homosexuality, and advise parents how to respond to and deal with their homosexual children.

*Doubleday, 1973, \$1.95 paper*

## **TOTAL SEX**

*Herbert A. and Roberta Otto*

This book helps the reader to develop his or her own sexual potential by increasing awareness of personal attitudes towards sex through consciousness-raising exercises dealing with such topics as sexual fantasy, sex role stereotypes and nudity.

*Wyden, 1972, \$7.95*

## **MEN'S LIBERATION: A NEW DEFINITION OF MASCULINITY**

*Jack Nichols*

Examines traditional masculine characteristics such as dominance, control, rationality,

competition and toughness and argues for a redefinition of a male role to include vulnerability, caring, spontaneity and gentleness.

*Penquin Books, 1975, \$2.50 paper*

## **SEXUALITY AND HUMAN VALUES**

*edited by Mary S. Calderone*

Based on a SIECUS sponsored conference on religion and sexuality, this book brings together the ideas of leading researchers in the fields of sexuality and of values. Included are articles on moral reasoning and value formation, gender identification and the role of religion in sexual dysfunction.

*Association Press, 1974, \$7.95*

## **SEX IN HUMAN LOVING**

*Eric Berne*

Written by the author of *The Games People Play*, this book discusses sexuality from the perspective of transactional analysis. The emphasis is on the different kinds of meanings which sex can have in interpersonal relationships.

*Pocket Books, 1971, \$1.50 paper*

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

*Lee D. Scheingold and Nathaniel N. Wagner*

Presents concrete suggestions for cardiac patients and their spouses which can lead to a resumption of sexual activity without anxiety or fear.

*Human Science Press, 1974, \$7.95*

## **THE JOY OF SEX: A GOURMET GUIDE TO LOVE MAKING**

*Alex Comfort*

A finely illustrated, civilized and explicit guide to lovemaking. Widely acclaimed by professionals dealing with human sexuality, this book emphasizes enjoyment of the total erotic relationship.

*Simon and Schuster, 1974, \$4.95 paper*

## **MORE JOY**

*Alex Comfort*

A sequel to *The Joy of Sex*, this book emphasizes the role of sex in improving relationships and personal growth. Includes sections on sex and aging and sex and the handicapped. Discussion of unconventional sex styles such as group sex make this book appropriate for more adventurous and open-minded readers.

*Simon and Schuster, \$5.95 paper*

## **THE NEW INTIMACY**

*Ronald Mazur*

A good discussion of some of the real issues involved in such alternative life styles as open marriage. Topics include the double standard, possessiveness and jealousy, divorce and separation.

*Beacon Press, 1974, \$3.45 paper*

## **GETTING CLEAR**

*Anne Kent Rush*

This book was written to help women "get clear" of unhealthy anxieties about body

image, menstruation, physical closeness with other women and general self image. Written with an emphasis on feelings and emotional health, topics discussed include how to choose a therapist, balancing masculinity and femininity, aging and death, massage and body awareness exercises and helping men understand women.

*Random House/Bookworks, 1973, \$4.95 paper*

## **FOR YOURSELF: THE FULFILLMENT OF FEMALE SEXUALITY**

*Lonnie Garfield Barbach*

This book discusses the sources of confusion about female sexuality, describes female sexual physiology and suggests specific exercises which women can do at home to increase their body awareness and orgasmic response.

*Doubleday and Co., 1975, \$3.95 paper*

## **SEXUAL AWARENESS: A PRACTICAL APPROACH**

*Barry W. McCarthy, Mary Ryan and Fred A. Johnson*

A book of practical exercises to enhance sexual enjoyment and comfort including ways to increase vaginal feeling and response and improve arousal and ejaculatory control in men.

*Boyd & Fraser Publishing Co., \$3.95 paper*

## **UNDERSTANDING HUMAN SEXUAL INADEQUACY**

*Fred Belliveau and Lin Richter*

An interpretation for the lay public of the Masters and Johnson treatment for sexual dysfunction. The book includes comments by Masters and Johnson and a review of their earlier physiological study.

*Bantam Books, 1970, \$1.25 paper*

## **MALE SEXUAL HEALTH**

*Phillip R. Roen*

Beginning with an easily understandable and illustrated explanation of male sexual anatomy, this book answers questions about prostate problems, impotence, premature ejaculation and the effects of aging on sex.

*William Morrow and Co., 1974, \$6.95*

## **HUMAN SEXUALITY: SENSE AND NON-SENSE**

*Herant A. Katchadourian*

A very brief introduction to human sexual physiology, response and behavior with sections on sex and society, sex education, sexual variations, sexual dysfunction and sex in the future.

*W.H. Freeman and Co., 1974, \$2.95 paper*

## **LOVING FREE**

*Jackie and Jeff Herrigan*

In describing how their own marriage has changed and grown, the authors present advice on how to maintain love and joy in a long term relationship through open communication and spontaneity.

*Grosset and Dunlap, 1973, \$7.95*

**HUMAN SEXUAL BEHAVIOR  
AND SEX EDUCATION**, 3rd edition  
Warren R Johnson and Edwin G. Belzer

A nontechnical book dealing with perspectives and problems related to human sexuality rather than with methods and techniques. This book covers a wide range of topics relating to sexual behavior and discusses various theories of sex education.  
*Lea and Febiger, 1973, \$8.00*

**HUMAN SEXUALITY:  
A PSYCHOSOCIAL PERSPECTIVE**  
Richard Hettlinger

A college text on the psychological and sociological aspects of sexuality. Included are readings on such topics as values on campus, recreational sex, love and com-

mitment, the future of marriage and sex before marriage.  
*Wadsworth Publishing, 1975, \$6.95 paper*

**SEX ISN'T THAT SIMPLE:  
THE NEW SEXUALITY ON CAMPUS**  
Richard Hettlinger

Written for college students, this book discusses the same issues as *Human Sexuality: A Psychosocial Perspective* by the same author only without the readings.  
*The Seabury Press, 1974, \$3.50 paper*

**SEXUAL SIGNATURES: ON BEING A MAN  
OR A WOMAN**  
John Money and Patricia Tucker

This book offers a concise explanation of

the work of a leading sex researcher. It deals with both the physiological and psychological aspects of masculinity and femininity, developmental stages from conception to maturity, sexual identity problems and sexual orientation.  
*Little, Brown and Co., 1975, \$6.95*

**AN ANALYSIS OF HUMAN SEXUAL RESPONSE**  
Ruth and Edward Brecher

In addition to summarizing Master's and Johnson's findings about the physiology of human sexual response, this book also deals with sex research generally, including information on its practical applications and its influence on our culture.  
*Signet, 1966, \$1.25 paper*

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## ESPECIALLY FOR PARENTS

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**WHAT TO TEACH YOUR CHILDREN ABOUT SEX**  
*Child Study Association-Wel-Met, Inc.*

Written in a warm, human style, this book provides concise and practical information to assist parents with their children from infancy to adolescence.  
*Pocket Books, 1974, \$1.50 paper*

**HOW TO TEACH YOUR CHILDREN ABOUT SEX**  
Harry Preston with Jeanette Margolin, M.D.

While providing information on what to teach your children about sex, this book puts emphasis on the importance of both parent's own patterns of relating as models for children and the way in which children's questions are answered.  
*Books for Better Living, 1974, \$1.25 paper*

**CONCERNS OF PARENTS ABOUT SEX EDUCATION**  
*The Reverend Thomas E. Brown, B.D.*

Written in a question-discussion format, this SIECUS Study Guide identifies common situations parents experience in teaching their children about sexuality.  
*Behavioral Publications, 1971, \$1.00 paper*

**A FAMILY GUIDE TO SEX**  
Isadore Rubin and Deryck Calderwood

Describing the high cost of sexual ignorance, this book is especially good for par-

ents with questions about such emotionally charged and controversial issues as homosexuality, when to teach about contraceptives and the influence of pornography on children.  
*Signet, 1973, \$1.25 paper*

**YOUR CHILD AND SEX: A GUIDE FOR PARENTS**  
Wardell Pomeroy, Ph.D.

This book gives parents a better understanding of their own sexuality, both in their marriage relationships and in their relationships with their children. The book also deals with ways and means of talking about sex to children at various age levels, from the very young to post-adolescents.  
*Dell, 1976, \$1.50 paper*

**THE SEXUAL ADOLESCENT**  
Sol Gordon

In addition to presenting facts about adolescents, their sexual behavior and their needs and concerns, this book discusses the role that parents should play in initiating and facilitating communication with adolescents about sex.  
*Duxbury Press, 1973, \$3.95 paper*

**CONSENTING ADULT**  
Laura Z. Hobson

A novel about a mother who learns that her seventeen-year-old son is homosexual; her initial shock and horror, her eventual transi-

tion to acceptance and respect. Although written as fiction, the book also summarizes recent scientific theories and findings about homosexuality.  
*Doubleday, 1975, \$7.95*

**PARENT, CHILD AND SEX**  
Mary M. Welsh

A book for parents which emphasizes respect for young people and gives examples of possible parental responses to a child's sexual concerns.  
*George A. Pflaum, 1970, \$1.25 paper*

**SEX IN THE ADOLESCENT YEARS: NEW DIRECTIONS IN GUIDING AND TEACHING YOUTH**  
Isadore Rubin and Lester A. Kirkendall, Eds.

New insights into various aspects of adolescence are collected in this book. It is directed to parents and counselors, but many of its articles can be read profitably by older adolescents themselves.  
*Association Press, 1968, \$4.95*

**SEX IN THE CHILDHOOD YEARS**  
Isadore Rubin and Lester A. Kirkendall, Eds.

A companion volume to *Sex in the Adolescent Years*, to which nationally known specialists in sex education have contributed articles dealing with many facets of childhood sexuality.  
*Association Press, 1970, \$4.95*

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## FOR FURTHER INFORMATION

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Single copies of the 1974 bibliography, *Human Sexuality: Books for Everyone* are available free upon receipt of a stamped, self-addressed legal-size envelope. Bulk order prices: 2-49 copies, 10¢ each; 50 or more copies, 5¢ each. Bulk orders must be prepaid. Write to: SIECUS, Suite 922, 122 E. 42nd St., New York, NY 10017.

# SPEAKING OUT

## TOTAL WOMAN— MENACE OR MANNA?

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

The *New York Times Magazine* of September 28, 1975, featured Joyce Maynard's story, "The Liberation of Total Woman." This thoughtful article looks at the *Total Woman* book and programs, both designed by Marabel Morgan to help women develop themselves and enrich their marriages. Maynard initially characterizes women attracted to them in this way: "Faced with a choice between certain safety and a decidedly uncertain chance for ecstasy, they will choose safety." Toward the end of the long story she states her opinion: "The image of women presented in T. W. is an ultimately demeaning one, and it demeans men as well; it represents women as weak and empty-headed complainers, obsessed with material possessions. I do not like to think what would happen to a Total Woman if her husband died."

In between the two statements she describes in great detail some of the classes using Marabel Morgan's methods, and the women who take them. She finishes the article with the rather wistful statement: "But there is some benefit to be had from a book that reminds women not to put their husbands down constantly, not to use sex as a reward or a punishment, not to harbor grudges. . . . And for wives who undress in closets, wives raised to believe that showing sexual pleasure is a sign of promiscuity, there is value in a book which simply reassures them that sex is not sinful. . . . For them, *Total Woman* must be more liberating than anything a constitutional amendment could provide." (Emphasis added.)

I had glanced through the book at one time and dismissed it in my mind as superficial. The article though, provided some new insights, and it struck me that Marabel Morgan's book and classes would probably reach a group of women who would not be reached in any other way—certainly not by anything SIECUS had to say. So I wrote a letter to the *New York Times Magazine*, complimenting Joyce Maynard for her perceptiveness, and expressing a feeling of camaraderie with Marabel Morgan who seems to share a goal with me: the real liberation of women. In the letter I stressed "the simple right of human beings to be, or to become, the sexual persons they were meant to be, *within the framework of their own value systems*" (emphasis added). My feeling of concern for these women led me to cheer on their efforts toward sexual understanding and responsiveness.

My letter appeared along with a number of others, and drew critical comments from ultra-liberals and ultra-conservatives alike. Two were from SIECUS Board members who were concerned about the possibility that my response might be incorrectly identified as SIECUS policy. But a

number of positive reactions came from others, a telephone-order clerk at a department store, a waitress and a customer in a restaurant, people on the street who recognized me, and the editorial staff of a women's magazine.

I thought I'd better look at the book again, and so I read it once more, very carefully. Yes, it would be considered manipulative, but I seriously doubt that any one of us is entirely free of this failing. It is sexist all right, in a naive and quite obvious way, yet I have discovered that some who loudly proclaim that they are nonsexist demonstrate in various ways that they are sexist indeed.

Frankly I have always distrusted those who claim to have the answer for everyone. The field of human sexuality has enjoyed a refreshing lack of elitism. But now I sense something new creeping in: the claim to aristocracy by some because they are more experienced, lettered, degreed, academed, reputed—pick your adjective. This is dangerous because it is based on two false assumptions: that human sexuality is a field of finite knowledge in which we have all the facts; that there is only one "right" way to interpret these facts or to incorporate sexuality into one's life. These two assumptions are as arrogant as they are unfounded. They interfere with the one factor that must be the saving grace against such elitism—the commonality of sexuality to all human beings.

Wherever, however and whomever we may try to help, we can still truly *know* only ourselves. To all others we professionals have only our skills, our training, and our caring to proffer. In the end the acceptance of what we offer by those who come to us will depend to a great extent on our own modesty and humility in the offering of it, and our sense of fellowship in a shared pilgrimage.

## DO YOU KNOW THAT...

### Third International Symposium on Sex Education and Therapy in Sweden

Hosted by the Swedish Institute for Sexual Research, the Third International Symposium on Sex Education and Therapy will be held August 9-12, 1976 in Stockholm. The program will include sessions on group-centered approaches to sex education, dual and single sex therapy, treatment of sexual minorities, changing sexual life styles, and research in sex education and therapy. Maj-Briht Bergstrom-Walan, Ph.D., Director of the Swedish Institute for Sexual Research, is coordinator for the symposium. The American Association of Sex Educators and Counselors will co-sponsor this international symposium. Write to AASEC for information about registration, accommodations and group travel arrangements: 5010 Wisconsin Ave. N.W., Washington, DC 20016. Phone: (202) 686-2423.

# BOOK REVIEWS

**The Homosexual Matrix.** C. A. Tripp. New York: McGraw-Hill, 1975. (314 pp.; \$10).

*Reviewed by Alan P. Bell, Ph.D.,  
Institute for Sex Research, Bloomington,  
IN., SIECUS Board Member.*

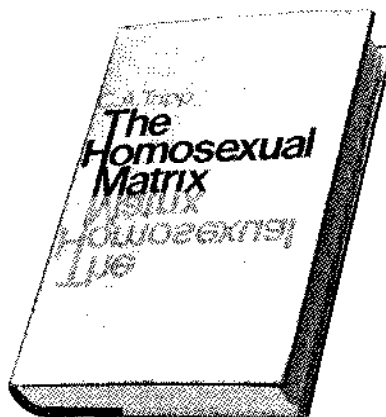
The overlap of moral, legal and psychiatric viewpoints makes it exceedingly difficult to be objective about any pattern of sexual behavior that deviates from "the norm." But, we should try to be objective and Tripp helps us reach that goal by filling our homosexual information gap with an extraordinary array of miscellanea. He describes effeminacy and inversion, transvestism and transsexualism, heterosexuality and homosexuality. Each phenomenon is so diverse that even with a scorecard you could not keep them straight (or gay, as the case may be).

To each of these descriptions the author brings his emphasis on the diversity of human sexual experience. For example, he presents the variety of sexual behaviors practiced by homosexuals, the numerous ways people integrate homosexuality into their social lives, the distinctions between the types of effeminacy. The book concludes with the author's plea that human differences be respected.

Though Tripp certainly should be congratulated for his presentation of the panoply of homosexual experience, a question remains in my mind about the value of this book. Many of his statements appear without benefit of reference. Where is the evidence that "In perhaps three-quarters of all societies, the sleeping arrangements are such that men lie closely intertwined . . ." or that "the aggressive swashbuckler is considerably more inclined to become involved in homosexuality than is the timid bookkeeper" or that "persons who are most aware of sanitation are most inclined to practice deep kissing"

or that "dominance problems are rare in [male] homosexual couples" or that "For most of this century, in Britain as well as in the United States, the very highest levels of governmental confidentiality (particularly diplomatic and espionage services) have been in the hands, and often under the leadership, of homosexuals"?

At times the author sounds like an "inside dopester," at others like a gossip, at still others like a person who uses or disregards others' data on the basis of whether they serve his polemic. Tripp's lack of objectivity, perhaps prompted by a desire to de-



stroy the readers' homosexual stereotypes, contributes to his incredibility. For example, despite the increasing evidence provided by investigations on nonclinical populations that prehomosexual males, in comparison to preheterosexual males, are more apt to experience isolation from their peers during childhood and adolescence, the author contends that the opposite may be true. Rejecting the evidence from careful scholarship that an unusually close relationship with one's mother is frequently found among prehomosexual males, the author refers to the Yale Cross-Cultural Index, contending that

"cross-culturally and almost certainly in our society as well, a boy's closeness to his mother has a higher correlation with heterosexual than with homosexual outcomes." Although he refers to his book as "the present study," there is nothing in it to indicate that he has systematically investigated any of his theoretical suppositions, nor does he present a shred of evidence for far too many notions that border on the ludicrous.

An important issue which the author beclouds by his ideological motivations is whether or not the homosexual male is less certain of his masculinity than his heterosexual counterpart. Instead of dealing with this question head-on by a discussion of whatever evidence exists, the author gives exclusive attention to gender roles (i.e., effeminacy), contending that the use of female gestures, mannerisms, etc., is "relatively rare even in homosexuality."

If Tripp allowed us to conclude that during childhood and adolescence homosexual males tend to be less certain of their "maleness" than their heterosexual counterparts, much of his thinking would fall more easily into place. This would explain his contention that a male's homosexual potential is most apt to be activated in cultures where "maleness" is lionized. It would explain how early peer group alienation, reported by so many investigators, would lead prehomosexual males to eroticize male attributes. It might also explain the "homosexual male's eventual appetite for the drama of new contacts." The author's failure to call a spade a spade not only robs his most important points of their explanatory value but probably reflects on the very issue which he raises.

What if homosexual males, in comparison to other males, tend to be less certain about their masculinity? Would that justify their social persecution or the equation of homosexuality with ill-

**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.).

ness? I think not. It would simply indicate the extent to which our society is tyrannized by the lionization of male attributes among males, and the need for all of us to value ourselves and others on quite different terms.

It is unfortunate that the author, who gives every indication of being extremely knowledgeable about so many aspects of homosexuality, has permitted the axe he grinds to interfere with what might have been a splendid contribution. He obviously has thought long and hard on the subject of male homosexuality. Many of his ideas are worth thinking about. Much of what he says needs saying. It is too bad that his frequent sins of omission and commission will lead many of his readers to turn an entirely deaf ear. **A, PR**

**Against Our Will: Men, Women and Rape.** Susan Brownmiller. New York: Simon and Schuster, 1975. (472 pp.; \$10.95).

*Reviewed by Lorna B. Flynn, M.A., Washington, DC, Formerly SIECUS Director of Publications and Public Information.*

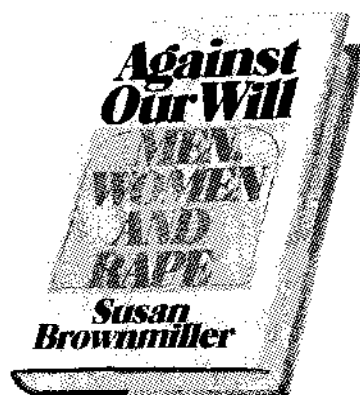
Much more than a book about rape, *Against Our Will* is an historical study of the relationship between powerful man and powerless woman, with rape being the means of subjugation.

Rape is a societal problem, but with the exception of men who have been raped in prison, it is a phenomenon which men can never understand. The best we can hope for is to overcome our Biblical, legal and cultural heritages which treat rape as an action between men—a violation of the property of a father or mate, not a violation of the victim herself.

Journalist Brownmiller researched her subject intensively and, with one exception which I will note later, the conclusions she draws are sound. She covers the origins of rape laws from medieval times to the present, rape during war—including such recent manifestations as Vietnam and Bangladesh, racial aspects of rape, and rape in American history. Using police statistics, Brownmiller draws a profile of the "average" rapist and his victim. She also tears down the myth of the heroic rapist. A fascinating section covers homosexual rape in prison.

One aspect of our heritage is that women have become accustomed to putting up with and even expecting verbal rapes—cat calls, whistles, insults, comments about anatomy—as we conduct our everyday lives. Men in groups are usually more aggressive as they, like the men who rape in wartime, must prove their manliness to their peers. But the irony of women's lack of power is that in order to be "safe," they must be escorted by a man—a potential aggressor. There are other solutions Brownmiller notes. Women can and should be trained in self-defense.

My only criticism of *Against Our Will* is Brownmiller's discussion of pornography: "The majority report of the President's Commission on Obscenity and Pornography tried to pooh-pooh the opinion of law enforcement agencies around the country that claimed their own concrete experience with offen-



ders who were caught with the stuff led them to believe that pornographic material is a causative factor in crimes of sexual violence (p. 395)." This is like saying that marijuana should be illegal because heroin users have smoked it. Granted, most pornography is for men, but I would have been more comfortable with a suggestion that women continue the new trend in creating our own sexually explicit material.

One of the most interesting aspects of the book is the evolution of the author's own feelings about rape. An active feminist, Brownmiller began her research from a "civil rights" and "defender of the accused" perspective. But as she writes, the reader shares her change from someone who thought she would never be in a position to be raped ("I'm not that kind of person") to

one who became frighteningly aware of her vulnerability and the many ways the fear of rape affects all women.

*Against Our Will* is, I think, the most important of the recent books on rape. It puts rape in a perspective that can help both men and women understand why rape is more than an easily eradicable sexual crime. However, the level of sophistication and the length of the book will keep many people from reading it. Perhaps Brownmiller will write a simplified version that will be read not only by law enforcement officers, hospital personnel, legislators, and counselors, but by everyone else as well. **A**

**The Cycles of Sex.** Warren J. Gadpaille. New York: Scribners, 1975. (496 pp; \$17.50, \$6.95, paper).

*Reviewed by Robert L. Amstein, M.D., Psychiatrist-in-Chief, Yale University Health Service, New Haven, CT.*

The term "cycle" in the title has a double meaning: it refers to the life cycle from the fetal stage to old age, but also to various sexual phases in an individual's life that have a cyclic quality. The author outlines three major cycles of sexual development, each involving similar emotional and developmental tasks. The timing of these cycles roughly corresponds to childhood, adolescence and adulthood.

He writes for two audiences, "parents, teachers, clergymen, and all questing and curious laymen who want to do better for their own and others' children than was done for them . . ." and "Every kind of professional in the health, education, and guidance fields who has to cope with developing or disturbed sexuality. . . ." Gadpaille attempts to integrate knowledge from psychoanalysis, clinical psychology, endocrinology, embryology, neurophysiology, sociology, and cultural anthropology. This is clearly an ambitious undertaking, and although the author states in the preface that its accomplishment is an impossibility, he brings an immense amount of scholarship to the task.

Dr. Gadpaille, psychoanalyst and teacher, states that his own confusions in growing up were a major motivation in his attempt to clarify some of the difficult problems for others. He is par-

ticularly successful when interpreting the endocrinological and biological contributions to understanding the vicissitudes of sexuality. He points out how early developments affect later stages and how each phase recapitulates and grows out of what has gone before. Furthermore, he states his belief that psychosexual development is present during the entire life span and is not restricted to childhood or adolescence. Although some may feel that he merely has broadened the definition of development, this approach serves to underscore the dynamism of the sexual impulse throughout life.

Some may take issue with the author's underlying premise that there is a "normality" based on what is necessary to guarantee survival of the species. This, in turn, puts a premium on procreation and, secondarily, on the family as the unit that can best protect the growth and health of the offspring. Although he acknowledges that our contemporary world has changed some of the conditions that posit these goals, he uses them as the standard for psychosexual development. He is quite explicit about this in the introduction, so that the reader is forewarned. However, the critical reader may still be slightly jarred by the frequent use of the words "normal" and "natural" in referring to attitudes and behavior. Gadpaille continues this approach in his discussion of "innate" characteristics, such as maternalism, and often uses animal research to support his positions.

This kind of approach makes for a somewhat prescriptive tone in the discussion of parenting. Conflicting evidence suggests that either too much or too little of a certain behavior leads to unhappy results. One can only infer that there is a certain type of parenting behavior that is just right. I wonder whether a parent reading the book would not have his or her anxiety considerably increased, and become quite self-conscious about child-rearing. However, this possible drawback must be weighed against the wealth of very useful information the author provides.

A real drawback is the length of the book and the amount of repetition. I often felt that points were repeated unnecessarily. This may result from too little editing, or from too little synthesis. Either way, I felt that some of the material was undigested, a fault this

author is not guilty of in his shorter papers. On the whole, however, this book is valuable for anyone who is dealing with human sexuality in any of its phases. **A, P, PR**

**Medical Aspects of Human Sexuality, Questions and Answers.** Harold Lief, Editor. Baltimore: Williams & Wilkins, 1975. (330 pp.; \$14.00).

*Reviewed by Daniel H. Labby, M.D., Professor of Medicine and Psychiatry, University of Oregon, Health Sciences Center, Portland, OR.*

This unusual volume is a compilation of questions and answers published in the journal *Medical Aspects of Human Sexuality* between 1969 and 1974. Over 750 questions are answered by over 500 professionals representing a variety of fields. As anticipated, most of the experts are medical specialists such as psychiatrists, medical psychologists, obstetricians, gynecologists, urologists, internists, surgeons, and pediatricians. However, some of the most intriguing contributions come from the related fields of law, criminology, sociology and social psychiatry, physiology, anthropology, and education.

One ordinarily would not expect a collection of sexual miscellanea to fall into well-organized categories. As editor, Lief deserves enormous credit for arranging the contents into nineteen easily discriminated areas of information. The first two, sexual response—female and sexual response—male, are followed by the psychodynamic motivational aspects of sex, sexual techniques, sexual dysfunction, marriage and marital disharmony, medical conditions, urology, obstetrics and gynecology, VD, contraception, sterilization and fertility. The last portion of the book deals with the problems of children, adolescence, masturbation, homosexuality, sexual roles and gender discordance, deviance and sex offenses, and the problems of drugs and alcohol. In controversial areas, different points of view emerge when several experts respond to one question. Answers are clearly stated, informative, and frequently reinforced by bibliographic references.

To test the workability of this book I made several trial runs with a variety of

topics, starting in the table of contents and checking the cross reference accuracy of the 15-page index. This exercise proved the usefulness of this book for ready reference. For example, libido receives a preliminary discussion in the section on sexual dysfunction, then appears in the index with cross references to "sexual drive, general," and to "sexual drive, female" and "sexual drive, male." Additional references on libido within these sections refer to related categories: the psychodynamic and motivational aspects of the developmental period of adolescence, the relationship of social attitudes, the problems in relationships and marriage, the effects of drugs and contraceptives, etc.

The professional will find this book workable, informative, and broadly educating. There is also a considerable amount of information that will be especially useful to the office practitioner—offering a type of guidance based on actual, on-the-line patient experience that is not readily available elsewhere. **PR**

**Education and Treatment in Human Sexuality: The Training of Health Professionals,** Report of a WHO Meeting. Technical Report Series #572, World Health Organization, Geneva, 1975, 33 pp., Q Corporation, 49 Sheridan Avenue, Albany NY 12210. \$2.40 plus \$1.00 for postage and handling.

*Reviewed by Leona Baumgartner, M.D., Ph.D., Visiting Professor in Social Medicine, Harvard Medical School.*

In less than two years the World Health Organization has published two reports of human sexuality (*The Teaching of Human Sexuality in Schools for Health Professionals* came out in 1974 as WHO Public Health Report No. 57). Such unprecedented attention to this subject would not have been considered appropriate for any general health organizations five years ago. It is difficult to exaggerate the importance of this dramatic change.

This publication deals with the need for human sexuality training in all of the health professions. It contains more explicit information than the first and is also broader in scope, expanding the discussion to include service needs, societal constraints, and the kinds of

health workers to be involved. It places special emphasis on a positive approach and on the involvement of health professionals in family planning.

Setting up programs means more than an international conference. The participants recognized this and outlined some of the realities each new program in human sexuality will face: the need to develop appropriate attitudes, knowledge, and skills; the lack of good teaching materials suitable for local sociocultural conditions; identification of sexual health problems most frequently encountered; preventive and therapeutic approaches available for meeting these problems. Although the opportunity for explicit information is not always used, this report goes much further in its conclusions than many international statements that tend to accept compromise positions.

In both the WHO documents I found areas that deserve more attention:

1. Childhood environment—The sexual climate a child grows up in, that is, the relationships between the sexes that are both observed and felt, is a silent but potent mold of later sexual attitudes and behavior. I believe that the role of the teacher of young children deserves far more attention in programs training health workers in human sexuality, as does that of the public health nurse.

2. Evaluation—Continuous assessment of the effects of any health program is best built in from the beginning, even when few criteria for it are identifiable.

3. Cross cultural perspective—It is difficult to deal with issues specifically pertinent to diverse cultures, but it must be done. The interactions between individuals, society and sexuality vary from culture to culture. Adapt, not adopt, must be the guiding principle when the subject of human sexuality is approached in other countries, and this should apply more than was emphasized to teaching materials such as films, slides, tapes, manuals.

4. Sexual health problems—The listing is only partially helpful. The specialized problems of the aging are given short shrift; the demonstrated value of viewing human sexuality and treatment in terms of *relationships of couples* rather than as *pathology in one partner* is properly stressed.

But, there is one curious discrepancy: although many of the 36 background

papers presented at the meeting dealt specifically with sexual dysfunctions and their therapy, the list of the most common sexual problem areas failed to include sexual dysfunctions with psychological causes. Contrary to established findings, impotence, premature ejaculation, and anorgasmia are not named as primary sexual dysfunctions. One unfortunately is left with the impression that somatic sexual problems are of more importance than psychosexual ones, instead of the reverse.

Even with such criticisms in mind, it is clear that the World Health Organization has taken a major step forward by presenting a challenge to those concerned with human happiness and well-being everywhere. The 20 conclusions reached by the groups are clear-cut and demand special attention. Perhaps the most significant is the underlying concept of sexuality as a health entity for which SIECUS itself deserves so much credit. This perspective frees workers in many fields to take a new look, a hard look, at sexuality—no longer relegated solely to moral or religious teaching. Once sexuality is adopted as an essential part of health, it obviously must permeate all health teaching.

Finally, as we look historically at other health fields, we see how far they have come. Human sexuality should prove no exception to this development. The importance of these two volumes is that the United Nation's international body charged with responsibility for health affairs (WHO) has given recognition to the concept of human sexuality as part of health. We've come a long way since the near disintegration (now almost forgotten) of that fledgling organization over a proposal to include family planning as one of its health concerns. **PR**

**Sexual Awareness. A Practical Approach.** Barry W. McCarthy, Mary Ryan, Fred A. Johnson. San Francisco: Boyd & Fraser Publishing Company, The Scrimshaw Press, Inc., 1975. (230 pp.; \$8.95, \$5.95 paper).

*Reviewed by Joyce D. Fleming, Ph.D., Executive Director of SIECUS.*

The scene is familiar to sex therapists

of all persuasions: Seated on the other side of your office is the overly anxious couple who love each other, who work things out pretty well, but who cannot deal with the minor sexual incompatibility they experience. Frightened by the recognition of this inadequacy, they seek "professional" guidance. You want to help them, but you think of your time and their money and wish for a good book that would give them the basics, get them started, show them what they can do on their own.

Here it is. McCarthy and friends have collected much of the best information about sexual functioning and communication, then presented it with exercises designed to enhance or change sexual responses. The integration works. There is no need to reserve this book for professional use; real people, with or without real sexual problems, can benefit from reading it. You learn what to do, how to do it, and how to talk with your partner about what you are doing. The helpful hints on communication are not going to be effective against serious psychological barriers to talking about sex, but they will be helpful to a well-motivated couple.

Perhaps the main reason this book works so well is the authors' realistic attitudes about what kind and degree of assistance a book on this topic might offer. They do not try to make it the definitive work on all problems for all people. Instead they limit their territory, clearly stating that some need real sex therapy and that others will simply not respond to the approach the authors have chosen.

The exercises cover self-exploration, genital and non-genital pleasuring, responsiveness, comfort, and the most common forms of sexual dysfunction. One chapter describes a regimen developed for aging couples. The reader is repeatedly urged to view the exercises as guidelines, adapting the suggestions to fit one's own style. The emphasis throughout is on finding out about your sexuality, your preferences, your attitudes. Authoritarianism shows up only when McCarthy and colleagues are discussing the evils of goal orientation and the performance anxiety it produces. This, the authors assure us, is often the source of their clients' problems.

But, the evangelism is not there. Neither is the resistance you feel when someone is trying to convert you. **A, PR**

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