

## TRAINING OF HEALTH PROFESSIONALS IN EDUCATION FOR SEXUAL HEALTH

By Michael A. Carrera, Ed.D.,  
Professor of Health Education,  
Hunter College, City University of New York  
and  
Mary S. Calderone, M.D.  
President of SIECUS

Some of the finest minds throughout the world now are focused on questions concerning sexual health: What is it? How does it develop? What are its purposes? How is it used, or misused by each society? And how can health professionals be effectively educated within the context of humane, holistic health care to become sensitive to their clients' sexual concerns and effective in meeting them?

Two definitions need to be considered. The first is that for health professionals. One thinks immediately of physicians and nurses, but in the context of the World Health Organization (WHO) conceptualization of health as "a state of complete physical, mental and social well-being," it is clear that many more categories of professionals must be involved in the sexual health field. A technical report, *Education and Treatment in Human Sexuality: The Training of Health Professionals* (See review in January, 1976 SIECUS Report) from a meeting convened by WHO states the following:

*"Schools and college teachers, youth workers, [social workers], community development and farm extension workers, sanitarians and health inspectors, policemen and personnel of the armed services, and staff members of custodial and correctional institutions will from time to time have a comparable role to play. In some countries sexually troubled persons consult religious leaders more often than professional health personnel and this indicates that they also should receive training, especially in the area of counseling."*

The work of each of these groups of health professionals touches at least two of the three areas of well-being—physical, mental, social; family planning workers are involved in all three.

The second definition we must consider is that of sexual health. The definition drafted by the 23 physicians from 14 countries convened by WHO in the previously mentioned technical report was:

*Sexual health is the integration of the somatic, emotional, intellectual, and social aspects of sexual being, in ways that are positively enriching and that enhance personality, communication, and love.*

It can be seen that this definition is a comprehensive and

compelling one, clearly supplying elements and requirements for the larger goals of training health professionals in sexual health care.

We believe that effective education in sexual health for those in all the helping professions requires experience and preparation in three specific and related learning components.

### 1. Cognitive Component

This area centers on the information, research data and other material which will provide a sound and comprehensive knowledge about sexual health. Some of the knowledge areas involved here are sexual anatomy and physiology, psychosexual development, psychosocial behavior and variations along the continuum of sexual behavior and sexual expression.

The nature of the material in the cognitive component dictates to a large extent which didactic methods will be employed. Much of the essential content will be covered by the lecture-discussion format. In addition, audio-visual materials will be integrated where appropriate to provide the trainees with the necessary facts, data and information they need as basic preparation. Numerous readings will be assigned from appropriate books and journals. The necessity of keeping up with this rapidly evolving field through continuous reading will be emphasized.

The relationship between the acquisition of accurate information, and the resulting influence on attitudes and values deserves special attention. Many of the areas presented in the cognitive component will enable the trainees to begin examining their personal feelings and attitudes about the issues being discussed (e.g., homosexuality, abortion, masturbation). The extensive interface between facts and attitudes sets in motion the process through which individuals confront the many facets of sexuality and sexual health.

### 2. Affective Component

This aspect of training is to provide professionals with the opportunity to confront their understanding of sexuality in themselves as well as others, and to learn more about the intimate relationship between these personal insights and

their work with others. Health care professionals who are unaware of their own feelings about sexuality deal themselves and their clients a very poor hand when they avoid those very areas that are usually the most uncomfortable to both parties in a counseling relationship. In fact, many of the most disturbing, controversial, and myth-saturated areas (e.g., sexual behavior in the young and the old, or oral-genital sex) are too often avoided, intellectualized, or discussed parrot-fashion by the health practitioner, thereby perpetuating the ignorance, fear and distance we all have come to associate with talking about sex.

It is our strong belief that until health care professionals get in touch with, cope with, and grow with themselves as sexual beings they should under no circumstances be considered ready to deal with the sexual feelings, concerns and anxieties of clients. No amount of knowledge in the field, nor skills in group discussion and dynamics can make up for this necessary prerequisite.

Many approaches can facilitate the process by which trainees become conscious of their own sexual identities, and the sexual identities of others. One effective method is intensive exposure to explicit sexual films, slides and audio recordings depicting a broad range of sexual behaviors. Such a viewing is followed by candid and non-judgmental dialogue in a small group setting.

This combination frequently leads to a recognition of personal feelings and a reassessment of attitudes. Working through this new awareness with others who are doing the same facilitates understanding and reconceptualization. One by-product of this process is a sense of ease and comfort which may pay dividends whenever the trainee works with a person who has a problem associated with sexual behavior. Trainees frequently report they have become more "askable" in client situations after this kind of experience.

Small group work, role-playing and other such methods are powerful educational tools in the affective training component, and require sensitivity and thoughtfulness for successful use.

### 3. Transmittal Skills Component

This aspect of training centers on the examination, learning, and application of various techniques in communication. These techniques facilitate an active, reciprocal interchange between the professional and the consumer of sexual health care. For example, role-playing situations or dramatizations can create opportunities for each trainee to practice dealing with sex-related situations in an appropriate, professional manner. This setting provides a safe forum where trainees can try out new techniques under supervision and with peer feedback in order to learn which communication strategies are effective.

Such training activities serve a dual function because they are structured in such a way that trainees must demonstrate understanding of basic information and practice communication and counseling skills in the resolution of the problem. These skill sessions are lively and productive experiences which result in increased learning with the promise of enhanced personal growth and performance.

In conclusion, we affirm the right of consumers to receive health care by informed and humane professionals whose diagnostic, treatment and human relation skills have been developed by systematic and thoughtful preparation in sexual health care. Such preparation confronts the very nature of a person's sexual beliefs and practices, and should facilitate better understanding of self as well as an appreciation of a more holistic approach to the consumer in need of sexual health care.

## DO YOU KNOW THAT...

### Sex Education—International Scene

Hard-to-get information on the status of sex education is now available in two recently released publications. *The World's Laws and Practices on Population and Sexuality Education* by Kellogg, Kline and Stepan documents the legal and cultural factors in 60 countries that either promote or restrict population and sexuality education. The emphasis is on fertility control and education. This publication, one of a series on law and population, is available from: Law and Population Programme, The Fletcher School of Law and Diplomacy, Tufts University, Medford, MA 02155.

The second publication, *A Survey on the Status of Sex Education in European Member Countries* is an International Planned Parenthood Federation project covering 17 European countries. While the authors make no pretense that the survey is truly comprehensive, it does provide more information than we have had on sex education in Europe. There are good data here, as well as informed opinion. Order from: IPPF, 64 Sloane Street, London, SW1X9SJ, England. Price (including postage): \$6.15.

## SIECUS REPORT

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Editor—Joyce Dudley Fleming, Ph.D.

Managing Editor—Derek L. Burleson, Ed.D.

Consulting Editor—Mary S. Calderone, M.D.

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# SPEAKING OUT

## SEXUAL CHOICE: A PERSONAL RIGHT OR A PUBLIC WRONG?

*By Joyce Dudley Fleming, Ph.D., Executive Director of SIECUS*

The most exciting, and certainly one of the most effective forms of sex education I have seen during my association with SIECUS was the public forum held in Indianapolis on January 31. With the Indiana Legislature considering a revision of the Indiana Penal Code to exclude all forms of sexual behavior between consenting adults in private, the forum gave citizens a chance to explore their own feelings about the proposed changes, and to learn about the consequences of the present and of the proposed statutes.

Avoiding the monotony of typical program formats, the program sponsors—SIECIND (Sex Information and Education Council in Indiana) and the Indiana Committee for the Humanities—prepared a day of involved educational experiences. A dramatization concerning homosexuality and a film on cohabitation preceded small discussion groups which explored personal reactions to these behaviors.

Legal reactions to these forms of sexual expression came up next. A mock trial based on an actual case showed the state's treatment of "the abominable and detestable crime against nature" (from Indiana's sodomy statute which has been interpreted as a prohibition against oral-genital sex, anal intercourse, non-solitary masturbation and sexual intercourse with an animal). While the trial participants followed proper, legal procedures the audience found it difficult to suppress humorous responses to the inane events that unfolded. But the realization that those events actually occur in cases of this type sobered the occasion.

The audience became more serious as a panel representing legal, philosophical and theological viewpoints discussed how the present and the proposed sex laws affect society. Representatives of sexual minorities questioned the deputy county prosecutor, and church members and ministers sought information to take back to their congregations. Individuals expressed many different opinions, but there was a good deal of agreement that sexual choice was a personal right not a public wrong, that rules governing private sexual behavior should be the concern of social institutions, not legal ones.

As the final part of the program, my address discussed how other societies regulate sexual expression, how Americans feel about sexuality, and how accurately (not very) the current Indiana laws reflect those feelings. This program did not end with universal agreement on exactly what should be done about controlling sexual behavior; it did make us feel

that we knew a lot more about the elements that must be considered in reaching those decisions.

SIECIND will be the first organization to join the SIECUS network of affiliates. During my recent trip to Indiana I was most impressed with the job they are doing in responding to important local issues. This public forum, beautifully organized by Jan Lindeman, is just one of the programs they are offering throughout the state.

SIECIND and SIECUS share the belief that only local groups can respond efficiently and effectively to community concerns. If you are interested in joining SIECIND, or in finding out about forming a similar affiliate in your community or state, let us know.

## DO YOU KNOW THAT...

### Resources to Write For

**Family Planning for Professionals** is a listing of low-cost resources for workers in the family planning field including journal reprints, pamphlets and other materials. Single copy is free; 50 copies are \$6. Order from: Planned Parenthood-World Population, 810 Seventh Avenue, New York, NY 10019.

**The Positive Policy Handbook** is a compilation of policy statements from medical, professional, religious and government organizations supporting sexual health and education services for youth. The collection of policy statements will prove useful to anyone seeking professional sanction for initiating sex education programs or sexual health services for youth. Single copy is 25¢. Order from: Youth and Student Affairs, Planned Parenthood-World Population, 810 Seventh Avenue, New York, NY 10019.

The July 1975 issue of *Archives of Sexual Behavior* contains the proceedings of a conference, "Sex Research: Future Directions," held at the State University of New York at Stony Brook, in June 1974. Single copies are available without charge from: National Institute of Mental Health, Room 9C-14, 5600 Fishers Lane, Rockville, MD 20852.

# JOURNAL REVIEWS

*Conflicting psychiatric opinion about the adolescent sexual experience is the subject of the two journal reviews in this issue. SIECUS Report has invited two prominent adolescent psychiatrists, both former SIECUS Board members, to comment on these articles.*

Editor

**Adolescent Sexuality—A Challenge to Psychiatrists** Warren J. Gadpaille, M.D.  
**Journal of American Academy of Psychoanalysis** 3 (2): 163-177, 1975

*Reviewed by Harold I. Lief, M.D., Professor of Psychiatry, University of Pennsylvania School of Medicine.*

Is coital activity during adolescence inevitably damaging to the psychosexual development of the individual? Gadpaille documents and then challenges the persistent psychoanalytic thesis that the answer is "Yes." He argues that psychiatrists see disturbed adolescents who fail to integrate their coital experiences effectively. These observers then falsely generalize from their nonrepresentative samples. One 1969 study of so-called "normal" adolescents by D. Offer and J. Offer reports that only 10% of high school seniors have had intercourse. These researchers express reservations about the psychosexual maturity of these "normal" adolescents. "Their identities were not yet well secured, general mild depression was frequent, many were still struggling to shed their child status in their relationships with mother, and sexuality continued to play a small role in their lives." Other studies, my own included, have revealed a group of socially adept young people who are fearful of feelings and have little capacity for introspection, creativity, or fantasy. So what is "normal?"

Gadpaille points out that in contrast to the findings of Offer and Offer several other studies report that about 50% of all female adolescents have had coital

experience, and that in the age group from 16 to 19 years, 64% of all females are nonvirgins. If such a large number of young people have coital activity during adolescence, then it is highly unlikely that most of them are maladjusted, or that their coital behavior interferes markedly with their psychosexual maturation.

Gadpaille also points out that even if there is turmoil surrounding sex and sexual relationships, such turmoil is an inevitable dimension of the growth of autonomy and self-reliance. The "normal" adolescent mentioned earlier typically fails to show this turmoil, tends to be obedient, submissive, security-minded and fearful of risk-taking in a constricted, emotional life. Sexual experimentation, Gadpaille argues, may be for many a necessary part of ego maturation. This may be true even if, for some, it occurs too early and can cause an arrest (or even a regression) in their development.

Support for this viewpoint comes from Sorenson (1973), whom Gadpaille cites. Sorenson found that adolescent serial monogamists are psychologically healthier than either the sexually inexperienced or the sexual adventurers, despite a greater frequency of coital activity among the serial monogamists.

Additional support comes from a study of approximately 1,000 Swedish youths which revealed that only a handful waited until marriage to have sexual intercourse. If we were to accept the dominant psychoanalytic viewpoint, then we would have to conclude that young people in Sweden are psychologically less mature than young Americans. That sounds improbable; the opposite may be true. Ira Reiss targeted this issue for us:

*"It is interesting to note that many Scandinavians view our females as more promiscuous than Swedish females. They feel that the American female defines 'sex' too much in terms of just coitus, and therefore pets intimately with many boys while*

*remaining virginal. The Swedish female is more discriminative about petting, but when she is affectionately involved she is more likely to have coitus."*

I am in substantial agreement with Gadpaille's viewpoint. *It is not the act of coitus itself that generally is responsible for significant consequences; it is rather the meaningfulness of the relationship in which coitus occurs, the stage of ego development in particular adolescents and their capacity to learn from their pain, as well as from their pleasure, more about themselves and the world in which they live.*

In his article, "The Revolt Against Love" (Harpers, August 1975) Hendin does not attack coitus per se, as psychiatrists traditionally do. Instead he goes after the alleged damaging relationships that may surround coital activities. His article appears to be an exaggeration, perhaps even a caricature, of current male-female relationships among young people. Of course, cases such as he describes do occur, but are they the "norm?"

I believe, we are experiencing a polarization of responses that reflect the increasing number of sexual alternatives open to young people. Opportunities for experimentation in sexual behavior patterns and partners involving a degree of intimacy and emotional investment could contribute to emotional growth. Given reasonable life circumstances and luck, such experimentation could secure the adolescent's gender identity. On the other hand, for those who are confused about their masculinity or femininity, the freedom of choice promoted by our culture could increase their anxieties and doubts.

When the value and standards of sexual behavior are individual rather than arbitrary, the way is left open for either a facilitation of psychosexual maturation, or for an excessive reaction manifested perhaps by great inhibition, or by premature, impulsive, stereo-

typed, or ritualistic behavior. The choice society offers our adolescents leads to sexual maturity in some, and to a self-seeking, identity-hungry, even destructive kind of sex life in others. My guess is that Hendin's cases are at one end of a continuum with rapid and effective psychosexual maturation at the other end. In between, are the confused and anxious bulk of adolescents who need some years to achieve a firm sense of their own sexuality.

**The Revolt Against Love.**  
Herbert Hendin, M.D.  
Harper's August 1975

*Reviewed by Robert L. Arnstein, M.D.,  
Psychiatrist-in-Chief, Department of  
University Health, Yale University, New  
Haven, CT.*

Herbert Hendin's article paints a dismal picture of personal and sexual relationships among college students today. Based on a six-year study of students, presumably at Columbia and Barnard, he finds that along with the "much-celebrated openness of each sex to the other" there is as well, "a greater openness to fear and anger, and a general cynicism, disillusionment, and bitterness that one rarely found among the young twenty years ago."

Dr. Hendin, a psychoanalyst, believes that today intimacy is practically non-existent, and that sexual relationships are characterized in the male by rage and secondary impotence and in the woman by an attempt to "barricade" herself against involvement. He sees personal gratification as the prevailing motivation. To document these convictions, the author cites (and interprets) some student dreams, describes some individual reactions, and draws conclusions from the themes of popular novels. From these examples Hendin moves on to some rather broad generalizations; his tone is apocalyptic rather than thoughtful. He stresses "war" as a metaphor for describing the condition of our society, and explains the popularity of favorite novels, such as *Catch-22* and *Slaughterhouse-Five*, on this basis.

The author makes sweeping statements, such as, "What distinguishes this student generation is its pursuit of disengagement, detachment, fragmentation, and emotional numbness. Many

of the previous generation prized commitment at that age and sought involvement as the source of pleasure and satisfaction in life." One wonders which "generations" he has in mind. Five years ago marks the height of the "committed" generation that voiced its protest against the Vietnam War and various discriminatory social practices. The current plaint on campus is that everyone is so "committed" to academic work that they have no time for anything else. On the other hand, the generation of twenty years ago is sometimes described as the "silent" generation,—a label that is often interpreted to mean compliant, but not necessarily involved.

I am highly skeptical of all such generalizations and feel that they are more often a response to a journalistic impulse than a conclusion drawn from careful study. Furthermore, Dr. Hendin seems to contradict his own assertions in this regard by citing *Catch-22* as projecting "a vision of life in the Fifties, a system that killed body and spirit not through malice, but through selfishness, stupidity, and corruption." Yet, the generation of the Fifties is presumably his "involved" generation of twenty years ago.

Dr. Hendin's comments on sexual issues sound like a doomsday prophet. He deplores the "politicization of feeling," and "the lust for experience," and under these headings hits out at Gay Lib, bisexuality, the current state of the family, and the women's movement. He states that: "In a nation where intimacy seems stale and anger endemic, sensation is King." One is tempted to pun that Dr. Hendin's statements may be more "sensational" than anything that exists in our society. He seems to feel that there will be a breakdown in society, heralded by the undermining of the family. He comments, "'Anything goes' is a legitimate attitude for consenting adults to have toward each other, but for a culture to declare it as a credo is to miss entirely the stake all of us have in the harmony between the sexes and in the family as the irreplaceable necessity of society." His vision of doom seems powered by this feeling of threat to our survival; the result is a shrill cry of distress about the current generation, which to many of us seems neither significantly better nor worse than the last generation, and just as likely to contribute effectively to the survival of the species that con-

cerns Dr. Hendin.

I happen to work on a comparable college campus (Yale), and while not engaged in "formal" research, I have seen and worked with many students during the period to which this article refers. My impression is very different. Although there are unquestionably difficulties that arise in male-female relationships, there are also many relationships that could reasonably be called "romances," where involvement and intimacy are important aspects of the relationship, and where sexual gratification occurs but only as an integral part of the total relationship.

It is true that through encouraging women to consider a career the woman's movement has created some ambivalence and tension between couples when career demands cause geographic dislocation or role conflicts. It is also true that some women feel they cannot manage marriage and a career and rationally decide to postpone marriage, at least until the preparatory period for a career is completed. But I have also seen numerous examples from an earlier generation where marriages are breaking up because of new career goals of women, and cannot help but wonder whether this disruption might have been avoided if the woman had resolved some of her conflicts about career goals prior to marriage.

I find it difficult to accept the intimations of disaster that Hendin implies. Clearly, there are social and sexual relationships that are far from ideal and some that are selfish, and perhaps cruel. But it is difficult to believe that there were any less such flawed relationships in prior generations.

I am more inclined to agree with Gadpaille's more thoughtful approach to adolescent sexuality, which suggests that some are ready for intimate relationships early on, that these individuals appear to engage in serial monogamous relationships successfully, and that, as a group, they manage to succeed in non-sexual spheres concurrently. Others have more difficulty with sexual relationships and may drift into patterns that are unfulfilling. There is certainly evidence to support Hendin's implied point that openness about sex is no guarantee of harmonious relationships, but to grant that is not to assert that the hallmark of an entire generation is an engagement in sexual warfare as Hendin states.

# AUDIO-VISUAL REVIEWS

*Reviewed by Bruce Hathaway, SIECUS Student Intern, Department of Health Education, New York University.*

**Birth of A Family.** 16mm sound/color, 24 min., Perennial Education, Inc., 1825 Willow Rd., Northfield, IL 60093. Purchase, \$300; rental, \$30.

This film presents an introduction to prepared childbirth using an interview with a young couple who have just given birth to their first child along with scenes from their childbirth classes and scenes from the actual birth at the hospital.

The classroom scenes are helpful in dealing with some of the distinctions between prepared childbirth and natural childbirth. For example, it is explained that in most methods of prepared childbirth full medical and anesthetic services are available when needed. A plus for using this film with minorities is the wide ethnic diversity represented in the participants in the class.

The film fortunately avoids the heavy musical background and excessive sentimentality of some childbirth films. While presenting a positive impression of the prepared childbirth experience, it is realistic in showing both the agony and the ecstasy. For example, at one point in labor, the woman becomes so irritated with her discomfort that she angrily tells her husband to "cool it" with the distraction exercises and just leave her alone.

The film is edited with the interview, class and hospital scenes juxtaposed so that first we see the couple talking about early labor, then the class instructor describing the problems of this stage, and finally the woman in labor at the hospital. This editing mix is effective for the predelivery-room stages, but it breaks the continuity of the birth scene itself. The viewer is so involved in the tension of this actual birth that it is distracting to have to shift back to the scenes of classroom discussion or the interview.

The film presents the basic information on prepared childbirth with clarity and gives a positive but realistic portrayal of the experience. The delivery room scenes are explicit. It would be appropriate for late teens and adults,

and especially those parents-to-be who are interested in prepared childbirth.

**Your Pelvic and Breast Exam.** 16mm, sound/color, 12 min. Perennial Education, Inc., 1825 Willow Rd., Northfield, IL 60093. Purchase, \$175; rental, \$18.

The purpose of this film is to alleviate apprehensions about routine pelvic and breast examinations by providing basic information on why they are important for preventative health care and what is actually involved in such exams.

The film opens with several young women, including one who speaks Spanish, expressing their apprehension and confusion about pelvic and breast exams. Then a young female gynecologist who is warm, sensitive and reassuring performs these procedures. She takes time to explain each step and is conscious and considerate of the patient's emotional and physical comfort. She anticipates the patient's questions and encourages her participation in the process wherever possible. For example, she uses a mirror so that the woman can see her own cervix.

By showing these exams in explicit detail, the film does an excellent job of giving the viewer the feeling of how simple and interesting they can be. However, it needs follow-up discussion on several points. The explanation of breast self-examination is cursory and might easily give the viewer the impression that self-examination is just a matter of feeling around the breasts once a month. An explanation of self-examination using a systematic, step-by-step approach including information on when, why and what to look for is necessary if this is to be an effective preventative health exercise.

Ideally this film should be shown to young women before their own initial examinations, but the film's message and direct style make it appropriate for older audiences as well. The events in the film present an ideal model of doctor-patient rapport. Follow-up discussion should point out that not all

exams are this ideal, but that patients have the right to insist on this kind of treatment and that they should participate in their own exams by asking questions and expressing concerns.

**Edge of Adolescence.** 16mm sound/color, 17 min. Oxford Films, 1136 N. Las Palmas Ave., Hollywood, CA 90038. Purchase, \$240; rental, \$25.

What's it like to be a young adolescent? This film presents the answers in a series of group discussions with young people 13 to 15 years old and in interviews with older adolescents who reflect on the pains and joys of growing up. In an unusually relaxed and natural style these young people freely discuss their concerns about being too tall or too short, too fat or too thin, about the pressures to succeed in sports, about expressing one's emotions openly and honestly. There are both thoughtful and flippant comments on sex and masturbation, and on the difference between sex and love. The dialogue is perhaps best summarized by one young woman who says, "I want to know more about it (sex). I need to find out about myself before I'm ready for a relationship with anyone."

Both the individual interviews and the group discussions are completely free of the contrived and self-conscious feeling which so frequently characterizes interviews with young people. The discussion is so natural and spontaneous that an adolescent viewer would have no trouble identifying with many of the expressed concerns. Much credit goes to the director of this film who has done an exceptional job of capturing the feelings and opinions of youth without any "on-camera" self-consciousness.

When used with early adolescents, this film should help to reduce any anxiety about expressing personal concerns before a group. Because of its realism, the film also has potential as a training film for professionals who will work with adolescents in groups or individual counseling.

# SUMMER 1976 WORKSHOPS IN HUMAN SEXUALITY AND SEX EDUCATION

(Listed alphabetically by state)

## California

**The American Institute of Family Relations**, Los Angeles, CA.

- *17th Annual Workshop for Training Childbirth Education Instructors*. July 12-23, 3 credits.
- *29th Annual Techniques of Marriage & Family Counseling Workshop*. August 2-13, 3 credits.

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

**California State University**, Fresno, CA.

- *HS 124, Human Sexuality*. June 14-August 23, 3 credits.

**Write to:** Nathan E. Liskey, H.S.D., Health Science Department, California State University, Fresno, CA 93740.

**California State University**, Los Angeles, CA.

- *The Humanistic Behavioral Treatment of Sexual Dysfunction*. April 3-4, May 1-2, 3 credits.

**Write to:** Peter C. Madsen, Director of Community Services, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032.

## Connecticut

**Central Connecticut State College**, New Britain, CT.

- *Psychology of Women: Issue for the Seventies*. June 21-July 30, 3 credits.

**Write to:** Annie L. Cotten Huston, Assistant Professor, Department of Psychology, Central Connecticut State College, New Britain, CT 06050.

## Illinois

**Illinois State University**, Normal, IL.

- *Marriage, Sex and Drug Counseling*. June 23-August 15, 3 credits.

**Write to:** Dr. Ralph A. Meyering, Counselor Education Center, Illinois State University, Normal, IL 61761.

**Northern Illinois University**, DeKalb, IL.

- *Current & Critical Issues in Health Education: Sex Education*. June 21-August 15, 3 credits.

**Write to:** Jerald D. Floyd, Coordinator of Health Education, Field House, Northern Illinois University, DeKalb, IL 60115.

**Southern Illinois University**, Carbondale, IL.

- *Human Sexuality*. June 14-August 6, 3 credits.

**Write to:** Michael Zunich, Chairman, Department of Child & Family, Southern Illinois University, Carbondale, IL 62901.

**Western Illinois University**, Macomb, IL.

- *Sex Education in the Home-School Community*. June 14-August 6, 3 credits.

**Write to:** Dr. John Leach, Professor, Department of Health Sciences, Western Illinois University, Macomb, IL 61455.

## Indiana

**Indiana State University**, Terre Haute, IN.

- *Human Aspects of Biology*. May 17-June 4, 3 credits.
- *Human Sexuality*. June 7-July 9, 3 credits (Undergraduate).
- *Treatment of Sexual Dysfunction*. June 7-July 9, 3 credits (Graduate or Undergraduate).
- *Human Aspects of Biology*. July 12-August 13, 3 credits (Undergraduate).
- *Conversational Biology*. July 12-August 13, 3 credits (Undergraduate).

**Write to:** Dr. Harriet D. Darrow, Dean of Summer School, Indiana State University, Terre Haute, IN 47809.

**Institute for Sex Research**, Bloomington, IN.

- *Seventh Annual Summer Program in Human Sexuality*. July 21-July 30.

**Write to:** Institute for Sex Research-Summer Program, 416 Morrison Hall, Bloomington, IN 47401

**Purdue University**, W. Lafayette, IN.

- *Sex Education in Schools*. June 14-July 9, 3 credits.

**Write to:** John R. Seffrin, Ph.D., Health Education Section, Lambert Bldg., Purdue University, W. Lafayette, IN 47907.

**Valparaiso University**, Valparaiso, IN.

- *Human Sexuality*. June 14-August 4, 3 credits.

**Write to:** Carl Halter, Valparaiso University, Valparaiso, IN 46383.

## Iowa

**University of Northern Iowa**, Cedar Falls, IA.

- *Impact of Sexuality on Self Understanding*. June 3-July 2, 3 credits.
- *Parenting*. June 7-July 2, 3 credits.
- *Family Relationships*. July 6-July 30, 3 credits.

**Write to:** Dr. Marilyn Story, 216 Wright Hall, University of Northern Iowa, Cedar Falls, IA 50613.

## Kansas

**Emporia Kansas State College**, Emporia, KS.

- *Sex Education*. June 7-July 16, 3 credits (Graduate).

**Write to:** Dr. Ron Slaymaker, PE Department Emporia State, Emporia, KS 66801

## Maryland

**Institute for Child Study**, College Park, MD.

- *Changing Roles of Men and Women*. May 24-July 2, 3 credits.

**Write to:** Dr. Bonnie Tyler, Institute for Child Study, University of Maryland, College of Education, College Park, MD 20742.

**Towson State College, Towson, MD.**

- *Health Workshop: Rape in Perspective.* July 26-August 6, 3 credits.
- *Health Workshop: Sexism, Sexuality & Sensibility.* July 12-July 23, 3 credits.
- *Sex Education & Family Life.* June 21-July 23, 3 credits.
- *Human Sexuality.* July 26-August 27, 3 credits.

**Write to:** Dr. Clint E. Bruess, Professor & Chairman, Department of Health Science, Towson State College, Towson, MD 21204.

**Massachusetts**

**Boston University, Boston, MA.**

- *Seminar in Human Sexuality.* June 13-July 2, 4 credits (Graduate).
- *Seminar in Human Sexuality.* July 6-July 23, 4 credits (Graduate).
- *Sex and Family Living Education.* June 1-July 8, 4 credits.

**Write to:** Boston University, Summer Term, 725 Commonwealth Avenue, Boston, MA 02215.

**Write to:** Mr. Carl E. Willgoose, Boston University, School of Education, 704 Commonwealth Avenue, Boston, MA 02215.

**Framingham State College, Framingham, MA.**

- *Family Life & Sex Education.* July 6-August 13, 4 credits.
- *Contemporary Social Problems in Urban Society.* July 6-August 13, 4 credits.

**Write to:** Dr. Joseph R. Palladino, Dean, Division of Continuing Education & Special Programs, Framingham State College, Framingham, MA 01701.

**Harvard University Graduate School of Education, Cambridge, MA.**

- *Human Sexuality: Current Perspectives & Policy Planning.* June 28-July 23, 3 credits.

**Write to:** Summer School of Arts & Sciences and of Education, Harvard University, Holyoke Center, 1350 Massachusetts Avenue, Cambridge, MA 02138.

**University of Massachusetts, Amherst, MA.**

- *Family Psychodynamics.* June 1-July 8, 3 credits.
- *Families and Family Counseling.* August 2-August 20; 3 credits.

**Write to:** Summer School Coordinator, University of Massachusetts, Amherst, MA 01002.

**Minnesota**

**St. Cloud State University, St. Cloud, MN.**

- *Health 481-581 Human Sexuality.* June 7-July 9, 4 credits.
- *Psy 430-530 Sex Attitudes Reassessment.* June 7-July 9, 2 credits.
- *Psy 270 Psychology of Women.* June 7-July 9, 4 credits.

**Write to:** A. H. Schelske, Associate Dean, College of Education, St. Cloud State University, St. Cloud, MN 56301.

**St. John's University, Collegeville, MN.**

- *Seminar on Marriage and Family Life.* June 7-18, 3 credits.
- *Seminar on Human Sexuality and Love.* August 8-August 11, 2 credits.

**Write to:** Dr. Paul Marx, Executive Director, The Human Life Center, St. John's University, Collegeville, MN 56321.

**University of Minnesota, Minneapolis, MN.**

**DEPARTMENT OF FAMILY SOCIAL SCIENCE.**

- *1001. Dynamics of Dating, Courtship, and Marriage.* June 14-July 16, 3 credits.
- *1002. Dynamics of Dating, Courtship, and Marriage.* June 14-July 16, 3 credits.
- *1025. Parenthood.* June 14-July 16, 4 credits.
- *5001. Human Sexual Behavior.* June 14-July 16, 4 credits.
- *5025. Parenting.* June 14-July 16, 4 credits.
- *5200. Family Relationships.* June 14-July 16, 5 credits.
- *5420. Special Topics.* June 14-July 16.  
Section 1—Family Financial Management, 3-4 credits.  
Section 2—Lifestyles, 4 credits.

**DEPARTMENT OF SOCIOLOGY.**

- *3501. The Family System.* June 14-July 16, 4 credits.
- *3503. Sex, Romance, and Relationships.* July 19-August 20, 4 credits.

**ADULT, HIGHER, AND TEACHER EDUCATION.**

- *5199. Workshop: Teacher Education.* August 2-18, 6 credits.  
(topic for this offering is human sexuality).

**DIVISION OF SCHOOL HEALTH EDUCATION.**

- *5150. Family Life and Sex Education in the Secondary Schools.* July 19-August 20, 3 credits.

**DIVISION OF HOME ECONOMICS EDUCATION.**

- *5415. Workshop: Materials for Instruction.* July 6-16, 3 credits.  
(emphasis of this offering is family life).

**Write to:** Director of Summer Session, 135 Johnston Hall, University of Minnesota, Minneapolis, MN 55455.

**Missouri**

**University of Missouri, St. Louis, MO.**

- *Sex Education and the Developmentally Disabled.* April 23-24, 3 credits.

**Write to:** Dr. Richard L. Thurman, Special Education, University of Missouri, 8001 Natural Bridge Road, St. Louis, MO 63121.

**Nebraska**

**Creighton University, Omaha, NB.**

- *Human Sexuality.* May 17-June 4, 3 credits.

**Write to:** Daniel P. Murphy, Ph.D., Department of Psychology, Creighton University, Omaha, NB 68178.

**Nevada**

**University of Nevada, Reno, NV.**

- *Human Sexuality.* June 14-July 2, 3 credits (Undergraduate or Graduate).

**Write to:** Milton L. Nolin, Ph.D. Associate Professor, School of Home Economics, University of Nevada, Reno, NV 89507.

**New Jersey**

**Kean College of New Jersey, Union, NJ.**

- *Health Education. 1400 Human Sexuality.* June 28-August 5, 2 credits.
- *Health Education. 4434 (4234) Sex Education.* June 28-August 5, 3 credits.

**Write to:** Mrs. Marion L. Parsons, Director, Summer Session & Special Programs, Kean College of New Jersey, Morris Avenue, Union, NJ 07083.

**Monmouth College, W. Long Branch, NJ.**

- *Anthropology of Sex.* June 28-August 6, 3 credits.

**Write to:** Dr. Kenneth C. Streibig, Director of Summer School, Monmouth College, W. Long Branch, NJ 07764.

**Montclair State College, Upper Montclair, NJ.**

- *2001:227—Psychological Aspects of Human Sexuality.* June 28-August 6, 3 credits.
- *2001:446—Today's Woman.* June 28-August 6, 3 credits.

**Write to:** Dr. Charity Eva Runden, Executive Director, Educational Foundation for Human Sexuality, Montclair State College, Upper Montclair, NJ 07043.

## New York

### St. Lawrence University, Canton, NY.

- *Seminar in Human Sexuality for Counselors*. June 28-July 16, 3 credits.

**Write to:** Mr. Gary F. Kelly, Adjunct Assistant Professor, Education Department, St. Lawrence University, Canton, NY 13617.

### Hofstra University, Hempstead, NY.

- *Workshop in Family Counseling*. June 28-July 9, 3 credits.

**Write to:** Dr. Don-David Lusterman, School of Education, Hofstra University, Hempstead, NY 11550.

### New York University, New York, NY.

- *Human Sexuality, Marriage & Family Life Study in Japan*. June 24-August 27, 12 credits (foreign study).

**Write to:** Deryck Calderwood, Ph.D., Health Education, 53 South Bldg., New York University, New York, NY 10003.

### Syracuse University, Syracuse, NY.

- *Family Relations Workshop: Human Sexuality; Personal Values and Professional Development*. July 10-July 17, 3 credits.

**Write to:** Alison M. Deming, Director, College for Human Development, 760 Ostrom Avenue, Syracuse, NY 13210.

### Teachers College, Columbia University, New York, NY.

- *TS 3110 Human Reproduction and Sexual Development*. July 5-August 13, 3 credits.
- *TS 4107 Clinical Aspects of Human Reproduction and Sexuality*. July 5-August 13, 3 credits.

**Write to:** Dr. James Malfetti, Teachers College, Columbia University, Box 114, New York, NY 10027.

### York College-City University of New York, New York, NY.

- *Health Education 241-Sex and Sexuality*. June 16-July 29, 3 credits.

**Write to:** Dean Wallace K. Schoenberg, Director of Summer Session, York College, 150-14 Jamaica Avenue, Jamaica, NY 11451.

## North Carolina

### University of North Carolina at Greensboro, Greensboro, NC.

- *Health 560-Human Sexual Relationships*. July 7-August 13, 3 credits.
- *HEC 212-Developmental Patterns of the Family*. July 7-August 13, 3 credits.
- *HEC 412-Family Relationships*. July 7-August 13, 3 credits.

**Write to:** Mr. Robert Fox, 207 Julian Foust Bldg., University of North Carolina, Greensboro, NC 27412.

## Oklahoma

### University of Tulsa, Tulsa, OK.

- *Psy. 2033, "The Individual, Sex, and Society"*. June 7-July 30, 3 credits.

**Write to:** Dr. Irene Horton, Chairperson, Psychology Department, University of Tulsa, 600 South College, Tulsa, OK 74104.

## Oregon

### Oregon State University, Corvallis, OR.

- *Selected Topics in Family Relationships: Minority Families*. (FL 481B), June 22-July 15; 3 credits.
- *Teaching Child Development*. (FL 507A), June 22-July 15, 3 credits.
- *Programs in Early Childhood Education* (FL 507B), June 22-July 15, 3 credits.

**Write to:** Family Life Department, Oregon State University, Corvallis, OR 97331.

### Southern Oregon State College, Ashland, OR.

- *Human Sexuality-Myths and Realities*, June 14-June 18, 3 credits.
- *Human Reproduction: Basic Anatomy, Physiology & Common Clinical Pathology of the Human Reproductive System, Fetal Development and Birth*. June 21-August 27, 3 credits.

**Write to:** Dr. E. C. McGill, Director of Summer Session, Southern Oregon State College, Ashland, OR 97520.

## Pennsylvania

### Drexel University, Philadelphia, PA.

- *Human Sexuality*. June 22-July 30, 3 credits.

**Write to:** Dr. Sara Taubin, Nesbitt College, 33rd and Market, Philadelphia, PA 19104.

### E. Stroudsburg State College, F. Stroudsburg, PA.

- *Human Sexuality for Healthful Living*. May 31-June 18, 3 credits.
- *Human Sexuality for Healthful Living*. June 21-July 9, 3 credits.
- *Sex Education in Schools*. May 31-June 18, 3 credits (Graduate).

**Write to:** Dr. Carol Underwood, Human Services, E. Stroudsburg State College, E. Stroudsburg, PA 18301.

### Slippery Rock State College, Slippery Rock, PA.

- *Religion and Sexuality*. (Workshop), June 14-18, 1 credit.
- *School Age Pregnancy*. (Workshop), August 9-13, 1 credit.
- *Human Sexual Behavior*, June 7-25, August 2-20, 3 credits each.

**Write to:** Joseph C. Marks, Director of Summer School, Slippery Rock State College, Slippery Rock, PA 16057.

## South Dakota

### Northern State College, Aberdeen, SD.

- *Venereal Disease and Society*, May 10-21, 3 credits.

**Write to:** Dr. M. R. Karim, Northern State College, Aberdeen, SD 57401.

## Texas

### Abilene Christian College, Abilene, TX.

- *Human Sexuality*. June 18-July 7, 3 credits (Undergraduate).
- *Human Sexuality*. June 18-July 7, 3 credits (Graduate).

**Write to:** Edward E. Coates, Ed.D., Abilene Christian College, Box 7890, Abilene, TX 79601.

### Perkins School of Theology, Dallas, TX.

- *Sex Education in the Church*. June 28-July 2, 3 credits.
- *Training Leaders for Sex Education for Adults*. August 9-14, no credit.

**Write to:** C. Wayne Banks, Perkins School of Theology, Southern Methodist University, Dallas, TX 75275.

### Southwest Texas State University, San Marcos, TX.

- *The Psychology of Human Problems*. May 28-July 6, 3 credits.
- *The Psychology of Human Problems*. July 8-August 12, 3 credits.

**Write to:** Dr. Theron Stimmel, Chairman, Department of Psychology, Ed. 304, Southwest Texas State University, San Marcos, TX 78666.

### The University of Texas at Austin, Austin, TX.

- *HED 366 Human Sexuality*. July 16-August 15, 3 credits.

**Write to:** T. Demetri Vacalis, Ph.D., Belmont 222-University of Texas at Austin, Austin, TX 78712.

## Virginia

### Presbyterian School of Christian Education, Richmond, VA.

- *Marriage Enrichment Seminar*. July 6-10, 3 credits.
- *New Models in Religious Education*. July 11-18, 3 credits.
- *Marriage Enrichment Seminar*. July 20-July 24, 3 credits.

**Write to:** Malcolm C. McIver, Jr., Dean of the Faculty, 1205 Palmyra Avenue, Richmond, VA 23227.

**University of Richmond, Richmond, VA.**

- *Courtship, Sex, and Marriage.* (Psy. 395JU) July 19-August 20, 3 credits.

**Write to:** University of Richmond, Richmond, VA 23173.

#### **Washington**

**Central Washington State College, Ellensburg, WA.**

- *Sex Education Workshop.* June 28-July 9, 3 credits.

**Write to:** Luther Baker, Ph.D., Department Chairman, Family and Consumer Studies, Central Washington State College, Ellensburg, WA 98926.

**Eastern Washington State College, Cheney, WA.**

- *Human Sexuality.* June 21-August 15, 5 credits.
- *Sex Education for Teachers.* June 21-August 15, 3 credits.

**Write to:** Frank Rosekrans, Ph.D., Department of Psychology, Eastern Washington State College, Cheney, WA 99004.

#### **Wisconsin**

**University of Wisconsin-Superior, Superior, WI.**

- *Human Sexuality.* June 15-August 6, 3 credits.

**Write to:** Dr. Edward Dennerly, Biology Dept., University of Wisconsin-Superior, Superior, WI 54880.

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

- *Principles of Sex Education.* June 14-August 6, 3 credits.
- *Venereal Disease.* June 18-19, 1 credit.

**Write to:** Dr. Richard J. Hardy, University of Wisconsin-La Crosse, 201 Mitchell Hall, La Crosse, WI 54601.

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

- *Human Sexuality and Interpersonal Relationships.* June 15-25, 3 credits.

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

#### **District of Columbia**

**American Association of Sex Educators and Counselors, Washington, DC.**

- *The New Sex Education.* July 11-30, 3 credits.
- *Sex Therapy Skills.* July 11-30, 3 credits.
- *Advanced Studies in Human Sexuality.* July 11-30, 3 credits.

**Write to:** Dr. Patricia Schiller, American Association of Sex Educators and Counselors, 5010 Wisconsin Avenue, N.W., Suite 304, Washington, DC 20016.

### **Workshop Opportunities This Spring**

Masters and Johnson are offering a five-day workshop (May 24-29) for physicians and other qualified professionals on the treatment of sexual dysfunction. Fee \$400. Direct inquiries to: Reproductive Biology Research Foundation, 4910 Forest Park Boulevard, St. Louis, MO 63108. Telephone (314) 361-2377.

Northwestern University Medical School's Institute of Psychiatry offers a two-day Sexual Attitude Reassessment workshop on April 3-4. This workshop is designed to help professionals deal with their own attitudes and feelings concerning a range of sexual behaviors. Fee \$75. Write to: Francois E. Alouf, M.D., Institute of Psychiatry, 320 East Huron, Chicago, IL 60611. Telephone (312) 649-8050.

## **DO YOU KNOW THAT...**

### **Chinese Sex Education in New York City**

An increasing number of Chinese students who live in New York City do not read English. But, they do read Chinese and now a booklet on sex education is available in their native language. "Building a Healthy Family," the 60-page booklet, covers differences in Chinese and American family patterns, sexual development, reproduction, and family planning. Maude J. Parker, Supervisor of Family Living and Sex Education for the New York City Schools, tells us that this booklet is designed "to promote family understanding of some of the physical and social situations that developing young people and their parents will encounter in our city." For further information write to: Bureau for Health and Physical Education, 300 West 43rd Street, New York, NY 10036.

### **New Gay Bibliography Available**

The fifth edition of *A Gay Bibliography* offers a selective listing of non-fiction books, magazines, journal articles, pamphlets, and audio-visual resources that present positive views of the gay experience. Compiled by Barbara Gittings for the Task Force on Gay Liberation Social Responsibilities Round Table of the American Library Association, this bibliography will be helpful to any person interested in the topic of homosexuality. Single copies are 25¢; 6-30 copies, 15¢ each. Make checks or money orders payable to "Barbara Gittings-TFGL." Send to: Barbara Gittings, Coordinator, Box 2383, Philadelphia, PA 19103.

### **International Congress of Sexology Invites Research Papers**

Montreal is the host city for the International Congress of Sexology on October 28-31, 1976. Preliminary reports indicate that this meeting will be a major forum for scholars and others working in the growing field of sex research and human sexuality education. Internationally known sex researchers and educators who have already agreed to present a paper include: Georges Abraham, Mary S. Calderone, Anke A. Ehrhardt, Richard Green, Jacqueline Kahn-Nathan, Harold I. Lief, William H. Masters, John Money, Willy Pasini, James W. Prescott, Patricia Schiller, and John Udry.

Additional papers are invited from sex researchers for consideration on the program. If interested send by April 1, 1976, 200-400 word abstracts of your paper to: Richard Green, M.D., Department of Psychiatry and Behavioral Science, State University of New York-Stony Brook, Stony Brook, NY 11774.

Information about the program and registration is available from Professor Robert Gemme, Program Chairman, Department of Sexology, University of Quebec in Montreal, P. O. Box 8888, Montreal, Quebec, Canada H3C 3P8. Telephone: (514) 282-4999.

# WHERE THE ACTION IS

## HOW TO INVOLVE MEN IN FAMILY PLANNING— SOME ANSWERS FROM CALIFORNIA

By Derek L. Burleson, Ed.D.  
Director of Education and Research Services—SIECUS

Endless debate over who is responsible for using contraception preoccupies those providing family planning education and services. The debate intensifies when feminist groups charge that women have been exploited as guinea pigs in the contraceptive research that led to the development of the Pill and the IUD. Idealists issue platitudinous statements about the choice of contraceptive method being a mutual decision of the couple who calmly discusses the options and then rationally decides what is the best method for them.

Rather than perpetuate the debate or lament the fact that men are not really involved in family planning programs and services, three California family planning organizations joined together to sponsor two one-day conferences which examined the prevailing stereotype of the irresponsible male, unconcerned with contraception, and to consider the possibility of an inherent bias among family planning personnel toward women and against men.

The proceedings of these two meetings make fascinating reading because they deal with reality, not abstractions; they are action oriented, not philosophical musings. The three organizations (Office of Family Planning-California Department of Health, Planned Parenthood Alameda-San Francisco, and Planned Parenthood Association of Sacramento) have made a noteworthy professional contribution by publishing these proceedings so others may share in their concerns.

The following excerpts, present a few of the ideas and program suggestions found in *The Male Role in Family Planning: Conference Proceedings*.

"Male involvement in family planning encourages both men and women to be better partners, not only in family planning, but also in sexual functioning. And, by bringing men in on the decision making process, we hope to encourage greater responsibility for parent roles, as well."

"Male irresponsibility in sexual relations is a perceived norm which often continues to influence the male role within marriage. The concept of male irresponsibility is fostered by child rearing and socialization practices which emphasize virility and performance as masculine traits without recognition for male responsibility for contraception."

"Anyone who has worked in the welfare bureaucracy can attest to the often punitive action taken in regard to teenage fathers. We want these young men to assume

some responsibility for their children, but we've never taken the time, or made the effort, to involve them in the process of preventing or having children."

"The whole complex of health care services related to human reproduction is designed principally for women, and utilized primarily by women. Except for physicians, the great majority of people on the service level are women. This orientation toward women is reflected all the way from program planning right down to the type of magazines one is likely to find in clinic waiting rooms."

"In most settings where family planning education and/or services are provided, a kind of strange, Victorian atmosphere prevails, in that sex is seldom talked about. One could almost get the feeling that birth control is for preventing sex rather than pregnancies. Considering the messages most people get about sex when they are growing up—and the ignorance, confusion, and sexual unhappiness which comes as a result—it would be nice if there were some place where they could get reliable information and straight answers to their questions about sex."

"One huge problem that greatly reduces our effectiveness in working with men and boys is that we often treat sex and contraception as two separate subjects. Talks on family planning or contraception are usually talks about methods or about responsibility in some lofty moral sense, and sex is hardly mentioned at all."

"I'd like to stress the fact that most men are concerned with sexual performance. You can hook contraception in with this, by pointing out that sex is best when both partners are relaxed and not fearful; and certainly fear of pregnancy is something that may prevent one or both of them from really getting into the pleasurable aspects of sex. The equation therefore becomes: taking care of contraception leads to better sex. Few men can resist this."

To obtain a copy of the 60-page conference proceedings, *The Male Role in Family Planning*, write to: Planned Parenthood Association of Sacramento, 1507 21st Street, Suite 100, Sacramento, CA 95814. Price: \$2.50.

# BOOK REVIEWS

**The Psychology of Sex Differences.** Eleanor Emmons Maccoby and Carol Nagy Jacklin. Palo Alto: Stanford University Press, 1974 (634 pp.; \$18.95).

*Reviewed by Leonore Tiefer, Ph.D., Colorado State University, Fort Collins, CO.*

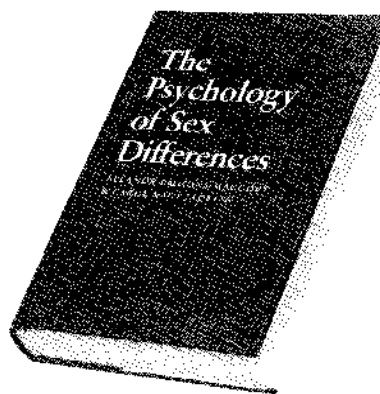
In what ways do males and females differ psychologically? Are there many or few? Do such differences manifest themselves in all test situations or only in some? Are differences in infancy still found in childhood, adolescence and adulthood? What sorts of studies have been conducted to identify sex differences? And how good are those studies?

Drs. Maccoby and Jacklin, eminent members of Stanford University's Psychology Department, set themselves the task of reviewing and evaluating the experimental and theoretical literature on psychological sex differences; they have produced an impressive reference work. In addition to surveying studies dealing with intellectual, perceptual, learning and memory, achievement, social, emotional, and activity differences between females and males, the authors discuss the theories offered to explain such differences.

The chapters are filled with tables charting the available data, and the last 232 pages of the book contain an annotated bibliography of all relevant works published since Maccoby's first, and in no way outdated, book of 1966, *The Development of Sex Differences*. The bibliography alone is almost worth the steep (\$18.95) price of the book. It will be invaluable to serious students of the psychology of sex differences.

In the final summary and commentary chapter, the authors discuss the problems involved in doing, reporting and interpreting research on sex differences. The modest differences re-

ported in the available research will destroy many popular myths about sex differences. If the final chapter is read in its entirety, the reader will come to appreciate how far removed from actual research most "lay psychology" has become. Long after the specific studies discussed in this book have been superseded, the objectivity, meticulous care, and respect for the important issues shown by these authors will stand as an example of the best that academic psychology has to offer. **PR**



## **Freedom and Growth in Marriage.**

James Leslie McCary. Santa Barbara, CA: Hamilton Publishing Company, a division of John Wiley & Sons, 1975. (420 pp.; \$12.95).

*Reviewed by Laura J. Singer, Ed.D., Marriage Counselor and Psychotherapist, New York, NY.*

Though it reads like a college text, this book is a fairly sophisticated how-to-succeed-in-marriage tome. Dr. McCary (who describes himself as the product of a happy, creative home, the co-producer of a happy, creative marriage and family, and a marriage counselor) has written a book which deals

with contemporary problems and pitfalls in a marriage, and offers suggestions as to overcoming these problems. Problem areas include dealing with conflict creatively, becoming parents, difficulties arising from interfaith or interracial marriages, differing role expectations and adjustments, and sexual difficulties. Suggestions in these areas appear along with guidelines on choosing a suitable mate, communication and freedom in marriage, and contemporary alternatives to the traditional monogamous marriage.

In the introduction, McCary states that marriage limits the autonomy and freedom of its participants, yet, paradoxically, is the only viable institution within which people can achieve deep communication and personal fulfillment. And, marriage is indispensable socially since it is the only unit available (or desirable) for the socialization of children. Having made his case for the maintenance of marriage as an institution, he goes on to state that the institution is in crisis, or at the very least in transition, and offers examples of alternative marriage forms in other cultures and in our own.

The book is quite readable and not too technical. His examples, from what I presume to be clinical situations, offer the most graphic, and often the most interesting, information. The Christianson cartoons, scattered plentifully throughout the book, are pointed and often humorous. He presents summaries of contemporary psychological theories (role playing, transactional analysis, the conflict management schema of George R. Bach), occasionally in enough detail to be used by the readers in their own situations.

If one accepts Dr. McCary's premise, that entering into a marriage contract limits personal autonomy yet provides for the possibility for interpersonal rewards and the socially indispensable family, then this book is a fairly

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

thorough description of many of today's marital problems and solutions.

A stylistic weakness is the surprisingly judgmental tone. I started counting all the "shoulds" in one representative section and gave up after finding 20 in 3 pages. His explanations of the rising divorce rate are weak, as is his discussion of incest, possibly reflecting the lack of an underlying theoretical basis. But then, it is a pragmatic book. **A, PR**

**When Children Ask About Sex: A Guide for Parents.** Joae Graham Selzer. Boston: Beacon Press, 1974 (150 pp.; \$6.95).

*Reviewed by Deryck Calderwood, Ph.D., New York University, and Martha D. Calderwood, M.A., New Jersey College of Medicine and Dentistry.*

This brief guide for parents is divided into three parts: "Questions the Very Young and Preschool Children Ask," "Questions PreTeens Ask," and "Questions Adolescents Ask." There is a brief overview of the developmental characteristics of each age. The major portion of the book is in question-and-answer format, providing parents with rather idealistic model answers for responding to their children's sex questions.

As a child psychiatrist, Selzer brings a Freudian approach to sex education: much is made of Oedipal conflicts and feelings; she is opposed to parental nudity in the home when children are young; the classical psychoanalytic view of homosexuality is presented (distant father, close binding mother and a castration complex with fear of women).

Yet, she is very accepting of masturbation as natural, and as a positive learning experience for children and youth. She also demonstrates a comfortable acceptance of slang terminology. She limits her sample questions for children and pre-pubertal youth to reproduction and human growth but she handles these very well in a warm straight-forward manner. Dr. Selzer is empathetic with parental concerns for their children but the target audience of this book seems to be a select group of well-educated parents who are probably already capable of handling sex education for their children. **P**

**Sexuality in the Movies.** Thomas R. Atkins, Editor. Bloomington: Indiana U. Press, 1975. (244 pp.; \$12.50).

*Reviewed by G. William Jones, Ph.D., Associate Professor of Film Art, Southern Methodist University, Dallas, TX.*

A few weeks ago, I was sitting in a courtroom as an "expert witness" in an obscenity trial concerning ten sexually explicit motion pictures. I was struck with the Kafkaesque nature of the scene: a score of grown people very seriously arguing about whether a series of flickering images on a screen could make people misbehave, along the lines of "monkey see, monkey do."

Such possibilities have been at issue for hundreds of years. I thought back to 1969 when I became a member of the National Commission on Obscenity and Pornography and believed that the



poor, threadbare issue would finally be laid to rest through the good offices of empirical research. Instead, the interpretation of this research has itself become a new issue, and the national attitude of spookiness about eroticism continues. The irony here is clear when we remember that this attitude was encouraged by the brickbats which ex-officials Nixon and Agnew threw at the Commission and its researchers.

To me, then, any publication which throws more light than heat upon our continuing debate about erotic materials is welcome. And this rather erudite but still enjoyable new volume does just that. Aside from one rather sappy chapter which strains to attribute the youthful appeal of monster movies to their implicit references to the adolescent "horrors" of masturbation and menstruation, the book is a collection of very illuminating, analytical surveys

of the history and sub-genres of erotic films.

The first section of the book, "Social and Cultural Perspective," presents four historical views of sex in the cinema, including censorship of movies in America and the various industry-sponsored rating boards. The most illuminating part, however, is an engaging analysis by John Baxter of what and why movies are sexually stimulating, offering such corrective points of views as "Eroticism on the screen does not, and can never reside either in themes or in documentary realism, but rather in a use of the shared fantasies evolved over decades by a collusion between filmmakers and audience."

Part Two, "Categories and Genres," offers some cogent and specifically referenced mini-monographs on a variety of themes, such as troubled sexuality in Hollywood features, variations of the sex genre, homosexuality in the movies, and sex in the contemporary European films.

Finally, Part Three, "Contemporary Landmarks," re-visits six causes célèbres for incisive analyses of how and why they were landmarks in eroticism and public response. The films are: *I Am Curious*, *Midnight Cowboy*, *Carnal Knowledge*, *Deep Throat*, *Last Tango in Paris*, and *Cries and Whispers*. The most interesting and helpful of these is the response to *Deep Throat* (subtitled "Hard to Swallow"), written very openly and tellingly by Ellen Willis.

The volume is well illustrated with frames from many of the films mentioned, but don't buy it for the pictures. It's much more of a head trip, and a good one. **A, PR**

**The First Time.** Karl Fleming & Anne Taylor Fleming. New York: Simon & Schuster. (319 pp; \$7.95).

*Reviewed by Mette Strong, Greenwich, CT., SIECUS Board Member.*

I wonder how this book will sell? I didn't want to like it and I certainly would not buy it. With the enormous tasks that face this country, who cares about the when, how and with whom of the first sexual experiences of these 28 famous men and women? Yet although trivial, the book is readable because it is candid and, more impor-

tantly, because it shows the many ways human beings struggle for identity, power and achievement.

Bobby Riggs, like many of the stars in this book, says that when he wanted women, they were not there, or he could not handle them; after becoming a tennis celebrity, they were all over him. Artie Shaw, band leader and ex-husband of Hollywood idols such as Ava Gardner and Lana Turner, claims he is conventional and that he married seven times because "one didn't do it" without being married. Art Buchwald sums up a lot of the men's attitudes in this book: "My sexual drive was very much tied up with proving myself."

For the women, the general theme is "nice girls do not do it," as Nora Ephron puts it. Although she is one of the few who had anything sexual explained to her by adults, she insists that the "penis-goes-into-the-vagina" lesson is no way of teaching human sexuality. Actress Dyan Cannon, Cary Grant's ex-wife, goes further: "I was not enjoying sex until my late thirties, and now I am making up for it. . . ." The cooler 90-year-old Alice Roosevelt Longworth says she never could take sex seriously; it was humorous, at best. "Most anatomy is rather foolish," she asserts, adding that "kissing is a revolting habit."

Loretta Lynn, country singer, had no sexual knowledge whatsoever, and no enjoyment of sex until she and her husband "discovered" the clitoris when she was 26 years old, 13 years after her first marriage. In a way, her story epitomizes the experience of many: the sad, sometimes touching, often pathetic tale of the big success who has an anguished void inside. In general, the men are highly performance oriented; the women are justifying sex by "but we were in love," as Erica John puts it when describing her "first" as a freshman at Barnard.

Many of the interviews made me feel like a Peeping Tom, a role I most emphatically do not enjoy. Mae West and Lou Rawls disgusted me. Raw humor and gutter language are bad enough to hear but worse to see in print. Nice exceptions, however, were the sincere dignity of Dr. Benjamin Spock and the personal growth achieved by Irving Wallace, who had an upbringing very contrary to his later openmindedness, and understanding with his own children. Let's hope that kind of openness will help today's youth have

healthier attitudes towards sex and sexuality.

I was far less interested in "the first time" of these celebrities than I was in reading about their varied backgrounds—sometimes bleak, sometimes colorful—and their pathetic ignorance about their own sexuality. The major impression one gets from this book is how each celebrity was tragically affected by the lack of factual information and honest adult guidance, leaving them vulnerable to heavy peer pressures in an ethically confused society. The authors have provided me with still another reason for the value of having organizations, such as SIECUS, fight against ignorance and bigotry. **A**

**Masturbation: From Infancy to Senescence.** Irwin M. Marcus, and John J. Francis, (editors). New York: International Universities Press, 1975. (502 pp.; \$22.50).

*Reviewed by Lester A. Kirkendall, Ph.D., Professor Emeritus of Family Life, Oregon State University, Corvallis, OR.*

Publicity blurbs for this book state that it will enable professionals to understand the significance of masturbation in human behavior and to integrate it within the context of human development. It does not make the grade. The first two chapters, written by the editors, provide an abstract discussion on developmental and integrative aspects of masturbation with a generally positive and accepting point of view. But they go on to say, "Psychoanalysts have devoted considerable attention to the relation of masturbation to psychopathology. The literature includes studies on symptomatology, disturbance in development, character distortions and problems in adaptation." This book, unfortunately will only perpetuate the point of view of masturbation as a pathological disorder.

Of the 22 contributors, 16 are psychoanalysts and the others have clinical backgrounds. Their discussions seemed to treat masturbation only in terms of symptomatology, disturbances and distortions, and are restricted primarily to children and adolescents. Hoping for something more

positive I turned to the index and checked items relating to individual adjustment. I found "addiction," "aggression," "ambivalence," "anger," "anxiety," "authority," "autistic," "beating fantasies," "bisexuality," "castration anxiety," "compulsive masturbation," "constipation," "crushes," listed under the first three letters of the alphabet. The entries for the remaining letters did not alter the picture. The index listing continues through "encopresis" (involuntary defecation), "pica" (compulsive eating of non-food substances, such as charcoal, feathers), "sadism" and finally to "vomiting, forced."

I thought of some possible entries that would be more positive and integrative—"affection," "caring," "ecstasy," "enjoyment," "exuberance," "independence," "intimacy," "joy," "love," "pleasure," "self-actualization," "sharing." None of these appeared in the index. Does masturbation at anytime from infancy to senescence never appear in a positive setting?

Perhaps this assessment is too harsh, but surely if the virtually universal behavior of masturbation is accepted as a developmental experience, there should be some reference to the contributions it makes to positive aspects of personality.

Fully half of the selections are clinical in nature and filled with psychoanalytical interpretations and jargon which will be of interest primarily to psychoanalysts. Chapters of interest to other students of human sexual behavior are Rene Spitz's discussion of the authoritative regulations which have historically dictated views concerning masturbation, and Dale R. Meers' selection on early and traumatic sexual experiences in the ghetto. For the literary minded, a final chapter, "'Ay, There's the Rub': Masturbation in Literature" cites numerous fictional references.

We are beginning to see both professional and autobiographical literature providing positive discussions of masturbation in psycho-sexual development throughout the life cycle. Yet, for most the topic of masturbation is still so surrounded with guilt that those who have had positive experiences with it are not able to confide their feelings to others, nor are they able to openly proclaim the value of their own experiences. **PR**

**The Behavioral Treatment of Sexual Problems—Volume 2: Intensive Therapy.** Jack S. Annon, Honolulu: Enabling Systems Inc., 444 Hobron Lane, Honolulu, HA 96815 1975. (368 pp.; \$13.50).

*Reviewed by Wardell B. Pomeroy, Ph.D., Psychotherapist, New York, N.Y., SIECUS Chairperson.*

In the September 1975 *SIECUS Report* I reviewed Volume 1 of this series. Volume 2 is a direct continuation of the author's approach, so much so that the pagination is continuous for the two volumes. In my earlier review I said, "I was a bit disappointed over a failure to mention resistance but perhaps that will be handled in Volume 2." I am pleased to report that the author has dealt with this phenomenon, and very well indeed. I found this book to be well written and scholarly. It is both a practical book with detailed explanations as to *how* various interpretations were made, and a theoretical book with explanations as to *why* the author took the route he did.

Three well formulated case studies are reported: one concerns impotence in the male and lack of orgasm in the female; another is a male homosexual; the third is a pedophilic problem. The reader is led, step-by-step, from the presenting problems to the goals agreed upon by patient and therapist. The author-therapist does not hesitate to be self critical and readily acknowledges mistakes made in the course of therapy. He offers no panaceas but says, in simple language, here is the problem, here is the way I tackled it, and here are the results. This reviewer learned a great deal more about various aspects of behavior modification than he had known before.

Chapter 13 is particularly helpful for therapists, presenting information on a long battery of tests, scales, and inventories on sexual knowledge, attitudes, fears, and behaviors. It outlines when and how to use them and provides norms for some of the scales in the appendix. Also in the appendix are items to cover in taking a sex history, a form for follow-up information on the success of treatment, and a treatise on how the author uses relaxation with his patients. All in all I would highly recommend this book (both volumes) for sex therapists and potential sex therapists. **PR**

**Friendship.** Myron Brenton. New York: Stein and Day, 1974. (214 pp.; \$6.95, \$2.95 paper).

*Reviewed by Jeshia Schnitzer, Ed.D., Rabbi, Temple Shomrei Emunah, Montclair, NJ.*

This book is a fascinating tour of the world of friendship, particularly the patterns and future of friendship in America. The author says he wants answers to "questions having to do with our friends and with ourselves, answers that would tell us something about them and about ourselves . . . how we reach out to embrace this way, in a configuration of relationships that (hopefully) makes sense in terms of the rank order of our needs. And how these relationships, each an emotional picture puzzle all its own, must harmonize with the others—lest it produce conflict, competition or disintegration."

Myron Brenton, I believe, found some of those answers. Through talks with 500 Americans he gathered a mass of information about friends and friendships. In addition, he compiled a vast store of information from the sociological literature. Then he crammed all of it into sixteen chapters that cover four categories, "Connections," "Life Cycles," "The Process," and "Trends."

The result is an encyclopedic collection of attitudes, reactions, sayings, anecdotes, experiences, myths and predictions about friendship, making it more like a reference book or an anthology than a scholarly thesis on the phenomena of friendship. The reader will have to sift the material over and over again to uncover Brenton's answers concerning the intricate manifestations of friendship.

I hope that someday Myron Brenton will pose the questions again, and then refine some of his multitudinous findings so that he can offer more conclusive answers. Yet, in all fairness, I must point out that in the last chapter, "The

American Way of Friendship," the author does come forth with the kind of conclusions that I wanted him to present in other sections of the book.

Perhaps it is enough to have within one's reach the scholarly bibliography with the textbook references, studies, and classical writings on this very special human relationship. Even without definitive analysis, that information makes this volume an invaluable tool for the teacher, counselor, philosopher or the layperson who wants to know more about friendship. **A, PR**

**Beyond Monogamy.** James R. Smith & Lynn G. Smith, Editors. Baltimore: Johns Hopkins University Press, 1974. (336 pp.; \$15., \$3.95 Paper)

*Reviewed by Diane B. Brashear, Ph.D., Sex Counselor, Indianapolis, IN., SIECUS Board Member.*

In their introduction, the editors of *Beyond Monogamy* state their thesis: monogamous heterosexuality denies sexual and interpersonal experiences to healthy individuals, and often is a form of bondage which does not allow opportunity for personal growth and development. Selected readings from the literature describe a variety of marriage styles and range from the O'Neills' "Open Marriage: A Conceptual Framework" to articles on group sex, marital sex, and communes. The book is divided into two parts: the first, a series of articles which raise some research issues; the second, a series of articles about current investigations of alternate marriage forms. Most of these articles are reprints, from journals or other sources, and are not new to this text.

The article by James W. Ramey, "Emerging Patterns of Innovative Behavior in Marriage," may aid the reader in sorting out differences among the various relationship formats. Ramey's model distinguishes swinging, communes and group marriages on the basis of degree and complexity of commitment. Commitment, then, becomes a major variable in understanding these experiences. His model also suggests that individuals and relationships may move along the commitment continuum.

This text challenges much traditional thought. In their introductory essay,

C. A. Tripp, author of *The Homosexual Matrix*, has prepared a response to Alan Bell's review of his book (See Jan. 1976 *SIECUS Report*, page 12), including a list of sources for the specific items questioned. For a copy write to: C. A. Tripp, Ph.D., South Blvd., Nyack, NY 10960.

the editors suggest that current approaches to the treatment of sexual dysfunction tend to focus on performance goals, such as orgasmic capacity. Because of this emphasis, sex therapy "is programmed fundamentally for deficiency and dysfunction and not for creative change or interpersonal transcendence." One interesting article on infidelity comes from Jessie Bernard; another on "Dropouts from Swinging" is by marriage counselor Duane Denfeld. In general, I think the editors made an attempt to balance the text and provide salient readings on the varying dimensions of sex and marriage.

While the authors may correctly fault traditional marriage for excluding the intimate friendship bonds that may provide personal growth and satisfaction, I wonder if traditional marriage isn't becoming the scapegoat for the lack of an individual's ability to form intimate, caring, committed relationships. To argue that sexual expression in alternative forms outside the traditional monogamous one may increase one's self-esteem, heighten awareness, etc., sounds almost too easy a remedy to what I think may be a more basic problem, that is, how does one human being form and maintain a relationship with another.

Implicit in some arguments for non-traditional arrangements is the suggestion that true comfort about sexuality equals the ability to experience sex relations outside of traditional marriage. My clinical observations lead me to conclude that not all individuals who seek innovative marriage styles are any more or less comfortable, any more or less inhibited than individuals seeking traditional marriage. This issue has re-

ceived little attention in either the clinical or the research domain. Given these qualifications, one fact remains: alternative marriage forms are here and they reflect a growing development in our culture. *Beyond Monogamy* carries us forward in understanding the continuing human quest for enriching human relationships. **A, PR**

**The Rights of Gay People: The Basic Guide to a Gay Person's Rights: An American Civil Liberties Union Handbook.** E. Carrington Boggan, Marilyn G. Haft, Charles Lister, John P. Rupp. New York: Avon Books, 1975. (160 pp. plus Appendix; \$1.75).

*Reviewed by John Preston, Former Editor of the Advocate, San Francisco, CA.*

Most people who deal with sexual minorities in counseling situations quickly learn that these people need very special information. A reality of life for sexual minorities (this book deals with gay people as noted in the title, and with transvestites and transsexuals) is the fact that nearly all the sex acts they perform are illegal. For them, the slightest public manifestation of any form of sexual behavior can bring legal repercussions.

Many of the problems facing sexual minorities stem directly from their feelings of powerlessness as they confront the legal system. These feelings and problems are often exacerbated by ignorance. The lesbian mother who faces a choice between her lifestyle and the custody of her children without understanding the legal processes or her own legal rights is an example

which comes to mind.

The authors have written this excellent volume to describe the rights people have when they are faced with legal action. The advice is sound, and the helpful question-and-answer format, the descriptive chapter titles, and the tables make this a valuable reference for the necessary self-education process.

The authors' concerns go far beyond the problems of legal or illegal sex acts. They delve into the rights of individuals to organize, to gain security clearances and to form family units. While the authors' libertarianism is obvious, it does not interfere with their goal of delivering the data as clearly, concisely and honestly as possible. No rhetoric clouds the information.

While the book's primary focus is on individual rights, it also serves as a fascinating guide to the antiquity and inanity of our laws, and to the progress of gay liberation and other movements in challenging them. It is always a sobering experience to read, once again, the criminal status of consenting adult behavior in most of our states.

The authors' catalog of advances made through legislation and court action documents the enormous gains achieved in such a short time. Sodomy laws have been repealed in a number of states, and numerous cities have enacted laws to protect the civil rights of gay people, and to a lesser extent, members of other sexual minorities.

The appendix includes the always valuable American Library Association's "A Gay Bibliography," as well as specific examples of legal contracts and anti-discrimination legislation for gay people, and an adequate listing of gay organizations. **PR, A**

**SIECUS** REPORT

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