

A SURFEIT OF COLLEGE-LEVEL SEX TEXTS

Haskell R. Coplin, Ph.D.
Professor of Psychology
Amherst College
Amherst, Massachusetts

A SIECUS study in the early seventies reported the meteoric rise of college-level courses in human sexuality. Since World War II "sexuality" has been included as a subtopic of such courses as mental hygiene and marriage and the family, but only during the past dozen years has the subject been taught in independent courses called "human sexuality" or some variant thereof. And popular too! Again and again when the subject is offered for credit in colleges and universities throughout the country it quickly climbs to the number one spot in enrollment among elective courses.

As sexuality became more and more acceptable as a field of serious inquiry, investigators from many diverse disciplines began to influence the shape the new field would finally take: Kinsey, the biologist, gave human sexuality the scientific legitimacy of biological research (and a lingering legacy of treating sex in terms of "outlets"); psychiatrists, gynecologists, urologists, and other medical specialists cast it further in a clinical mold, with the sometimes unfortunate outcome of overemphasizing and generalizing from pathology; experimental psychologists spread the welcoming blanket of behaviorism with its emphasis on conditioning and learning as an antidote to nativism; sociologists and anthropologists stressed the role of institutions and cultures; educators, religious and secular counselors, and several other disciplines in the academic arena added still more disparate ideas and approaches. The formation of organizations specifically in the sex field—SSSS (Society for the Scientific Study of Sex) in 1957, SIECUS in 1964, and AASEC (American Association of Sex Educators and Counselors) in 1967—provided a focus for the identification of human sexuality as a life as well as a pedagogic entity. And one of the most seminal influences was produced by the interface between psychoendocrinologists and the students of sex-role behavior, for it was their contributions that informed the new understanding of gender identity differentiation and development.

The first generation of organizers of human sexuality courses came to the new subject from these various disciplines and professional orientations and their first efforts tended to produce a patchwork of readings and research reports seasoned with homilies and garnished with personal anecdote. Aside from the classic Kinsey studies and Ford's and Beach's *Patterns of Sexual Behavior*, only a few landmark

books and articles were of sufficient academic merit to grace the pages of a course syllabus. Then, ten years ago all that changed. As the trickle of research reports, articles, and books on sexuality turned into a flood, the early adventurers into the field of college sex education such as J. L. McCary began to write textbooks and compile books of readings. Today, the newcomer contemplating the organization of a course in human sexuality can select a basic text and supplementary anthology from over a hundred entries in the field!

John Gagnon has stated that "there are many human sexualities" as there are many ways of being human, and, we might add, there are many ways to teach *about* human sexuality. Course structure ranges from large lecture courses organized around reading assignments with no discussion sections to small intimate groups using encounter methods, from well-organized multimedia presentations of many areas utilizing distinguished professionals as resource persons to small, informal, in-depth study groups concentrating on a few timely and significant topics. Even when the presentation method is the same, "Human Sexuality" taught in the Department of Anthropology is a very different course from the one taught in the medical school.

The task of reviewing textbooks in the field of human sexuality is fraught with special difficulties because there is no unified paradigm that people from different disciplines can share: one person's orthodoxy is another's heresy! Thus, it may be that "excellence" is a matter of skillfully orchestrating the contributions of the diverse disciplines. Faced with dozens of candidates we decided to conduct a guided tour (the guide is a clinical psychologist/academician) of a relatively small number of entries selected because they represent different points on the spectrum of disciplines in the broad field of human sexuality. Thus, many good texts were not included, though it is true that all that were selected for review were deemed "acceptable" and worthy of serious consideration depending on the specific requirements of a particular individual. Three categories were selected for consideration: basic textbooks designed to "carry the load" of information required for a comprehensive coverage of the field; edited books of readings selected to supplement a textbook; and texts that were augmented by selected readings. An attempt was made to be more descriptive than

Continued on page 12

SPEAKING OUT

Of Dade County, Homosexuals, and Rights

[The following letter was sent to the New York Times and published in the June 15, 1977, edition. —Ed.]

The refusal of the Miami community to retain on its books an ordinance that would have guaranteed ordinary human rights to people who are homosexual is a prime example of the triumph of ignorance over scientific fact. No, Virginia, hadn't you heard? The earth does *not* revolve around the sun as Mr. Galileo was almost executed for saying. Surely you had heard, Virginia, that the sun revolves around the earth, and that truth is now triumphant in Miami, where homosexuals rape and seduce children? In all other cities the statistics are that it's heterosexuals who do most of the raping and seducing. Even the *Times* falls into semantic traps: The report by B. Drummond Ayres, Jr., spoke of the "5 or 10 percent of the population that practices homosexuality." One does not *practice* homosexuality, one *is* homosexual. Does anyone "practice" heterosexuality?

The Anita Bryants rave piously against "homosexual acts." Now there are sexual acts engaged in by people who are homosexual, but just a little honest research informs us that, with one exception, these are the very same sexual acts that are engaged in all the time by people who are heterosexual. Indeed, if the thousands of nice, married heterosexual couples who happen to live in a certain 32 of our 50 states were to be detected in these acts so customary to their lives, they might be arrested and imprisoned for felony. That is, if there were enough law officers, judges and juries, and prison personnel left outside the walls to put and keep them there.

It is now generally accepted that homosexuality and heterosexuality both are determined or programmed in the very early childhood years by as yet unidentifiable events. Thus no one can *choose* to be either heterosexual or homosexual, neither of which states depends upon sexual acts but is specifically a state of being. Furthermore, no one who was programmed by five years of age to be heterosexual can be seduced to become homosexual, any more than the reverse. Think of the efforts that have been made through the ages by heterosexuals to seduce homosexuals. It doesn't work either way. And ask any psychiatrist if he really believes that 10 percent of our population could be "cured" of its homosexuality. First we'd have to learn by what process we might "cure" heterosexuality.

So much for the triumph of ignorance, and of the

unreasoning fears that are generated by ignorance. The damage is not alone to the homosexual community, but to all of us, including the Anita Bryants themselves who use the name of Christ to cover their un-Christian zealotry. The damage is also to our children, who must continue to grow up in a world that is dominated by lies—many of them deliberately and maliciously concocted—and by unnecessary fears and irrational hates. I wonder how the children and young people of Dade County feel about being "saved" by such witch-hunting, hate-mongering tactics.

Our shame should really be that this is a country that requires such protective ordinances in the first place.

Mary S. Calderone, M.D.

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Editor—Mary S. Calderone, M.D.

Managing Editor—Frederick E. Bidgood, M.A.

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SPEAKING OUT

Statement on Antidiscrimination Regarding Sexual Orientation

John Money, Ph.D.

[Dr. Money is Professor of Medical Psychology, Department of Psychiatry and Behavioral Sciences, and Associate Professor of Pediatrics, The Johns Hopkins University and Hospital, Baltimore, Maryland. The following statement was prepared for the House Judiciary Committee, House of Delegates, Annapolis, Maryland, in February 1976 in support of HB1004. —Ed.]

It is morally wrong to legislate in public the criteria by which the sexual lives of the citizens of Maryland should be conducted intimately and by mutual consent in private. It is also a civic danger to legislate the standards of private, consenting sexual morality with respect, for example, to employability. Why? Because of the normal variability of erotic practice between consenting adults. Normal variability is so great that the criteria of normalcy for 20% of the population could easily be legislated as the criteria by which to put the remaining 80% in prison. Thus, it is actually possible that a majority of Marylanders could be legislated into prison by reason of copulating with a partner already legally married, or of the wrong legal age, or through the wrong legal orifice, or of the wrong legal sex.

The special issue of HB1004 is the issue of sexual orientation with respect of employability in or by the state, which means, in blunt language: Should only self-avowed heterosexuals be employed, or should those who declare themselves bisexual or homosexual also be employed?

There is an ideological and a statistical way of confronting this issue. The ideological way ignores statistics. It ignores everyday people, and the phenomena of what they are, in favor of moral or legal dictates of what they ought to be (regardless of their capacity to change). The statistical way is the way of arithmetic and averages.

Statistically, the most conservative estimate, based on self-disclosure, is that 3% of the population is, in terms of erotic partner, exclusively homosexual. That means, in the population of Maryland, that 120,000 people would be unemployable, during the working years of their lives, if legislatively discriminated against because of their sexual orientation. The actual figure could be as high as 200,000, with men more frequently represented than women. These figures are for people who are not heterosexual during any period of their lives.

Primarily heterosexual people who have an admitted homosexual experience at some point in their lives after puberty constitute an estimated one-third of the population, at least. That means that an estimated 1,300,000 people would

become unemployable if Maryland law made it necessary to discriminate against them sexually. That is to say, 2 out of every 3 people in the state might, sooner or later, become obliged to support the 3rd, should he/she be legislated into jail or onto welfare because of sexual unemployability, despite his/her capacity to work. Many of these "sexual unemployables" would be at the highest level of education, politics, government, business, industry, and the professions, for homosexuality, heterosexuality, and bisexuality are found at all levels of society.

Medical science has not yet found the formula to explain, predict, or control a person's sexual orientation, whether it be homosexual, bisexual, or heterosexual. Heredity appears not to be a direct determinant, though it may have an indirect influence. The disposition toward one sexual orientation or the other does appear to be inborn, however, as a result of the influence of sex hormones on the development of sexual pathways in the brain. A hormonal error can occur in either the mother or the baby itself, and so cause the brain to be masculinized in an unborn daughter, or demasculinized in an unborn son. In either case, the child will, after birth, be predisposed (though not preordained) to develop psychosexually as a bisexual or homosexual, rather than as a heterosexual. Usually the scales are tipped one way or the other as the result of rearing experiences, some of them very subtle. There is an analogy here with native language, insofar as one's native language can be established only if the brain develops properly before birth, and if, after birth, the social environment provides adequate linguistic stimulation.

There is an analogy also with handedness. Some people are left-handed, some ambidextrous, and some right-handed. The cause is not fully explainable, though there does appear to be an innate plus a learned component. The same applies to homosexuality, bisexuality, and heterosexuality. It used to be fashionable for schoolteachers to punish left-handed children in an effort to make them right-handed. Today it is still fashionable to punish homosexual (and bisexual) people, as in job discrimination. The punishment is ineffectual, for it is not possible to force a change from homosexuality to bisexuality, any more than it is possible to force a heterosexual person into becoming a homosexual.

Homosexual and bisexual people are not a danger to society any more than are heterosexuals. The vast majority lead useful, productive lives, practicing their personal sexual preference as privately as heterosexuals do theirs. The protection of their privacy should be legal. The nobility of the law requires it.

WHERE THE ACTION IS

Course Work Is Not Enough

Philip M. Sarrel, M.D., and Lorna J. Sarrel, M.S.S.W.
Co-Directors, Yale Sexuality Program
Yale University
New Haven, CT

The most recent study by Zelnik and Kantner, reporting findings from 1976, states that in sex education, "... as in other areas of education, the transfer of knowledge in formal settings may be likened to carrying water in a basket."¹ Their pessimism derives from the indeed gloomy statistic that only 41 percent of unmarried 15- to 19-year-olds have a correct notion of when in their menstrual cycle they are more likely to conceive. Among blacks, only 23.5 percent have the correct information. Among teenagers who had a "sex education" course the figures were only slightly better.² We are concerned that these statistics may be used as an argument for giving up on sex education. We would counter this argument with an aphorism we recall but whose origin (can anyone help?) we can't seem to locate. "Education is a fine thing; it's never been tried."

Obviously the approach to sex education must be very carefully attuned to the group one is educating. Our own experience has been predominantly in a university setting—Yale. Yet, even here, among a textbook- and lecture hall-oriented presumed intelligentsia, education in a "formal setting" alone would be woefully short of the mark for two reasons: (1) it is difficult to "teach" affect-laden material effectively, and (2) the hard facts about contraception, V.D., sexual function, pregnancy, and abortion are necessary but not sufficient.

On the premise that people have different ways of learning, the Yale Sexuality Program has tried to supply a wide array of resources. At present there are the following: (1) a noncredit course in human sexuality for undergraduates which consists of lectures and student-led small-group discussion; (2) tapes of these lectures which are available to students; (3) a sex counseling service; (4) a booklet distributed to all new students—"Sex at Yale"; (5) a gynecology service which has trained student assistants manning telephones to answer questions; (6) a student-to-student counseling service, available evenings; (7) a gay alliance which holds discussion groups; (8) a women's center; (9) a variety of specialized courses for graduate students, medical students, nursing students, and physician-assistant students; and (10) discussion groups for freshmen in their colleges (dorms).

The students who elect to take the noncredit course in sexuality are a self-selected group whose preferred mode of approach to sex is by way of knowledge. *Before* they take the course they already have *more* information but *less* sexual experience than a control group of students who do not take the course. Although we have not done personality inventories, we think it is fair to characterize the course partici-

pants as somewhat cautious in their approach to sex. They want to know as much as possible in order to take care of themselves. One young man who had registered for the course appeared at the doorstep of the Sex Counseling Service, saying this was an emergency. He was about to have intercourse for the first time and since the course hadn't begun he thought he'd better "check things out" with us!

Other students prefer to learn about sex by way of the taped lectures which they can hear in private. In one year 300 students listened to all or part of the series. Others use their peers in the student-counseling service or their roommates as their primary resources.

Beyond this issue of how best to transmit *information* so that it will actually be learned is the issue of the psychology of sex. Unless it is meant to be simply an academic exercise, sex education must include feelings and take into consideration the level of psychosexual development of the students. College students are at a stage of life when they are coming to terms with their sexuality. Life experiences and the emotional reaction to those experiences will have a lasting impact on the student's sexual behavior, sexual response, and feelings about him- or herself as a sexual being. Sex education for this age group should certainly aim at helping young people to understand themselves and their relationships, and prepare them to understand and cope a bit better with the experiences they have had or are likely to have—masturbation, intercourse, sexual dysfunction, conflict, the social pressures regarding sex, parental attitudes, contraception, possible pregnancy and/or abortion, pelvic examinations, etc.

We can't actually prove what impact the Yale program has had. We do know that only 10 to 20 undergraduates become pregnant in a year. We know this is a low figure, but it is hard to obtain accurate data from other schools for comparison. There is almost no V.D. on the campus. Five hundred consecutive cultures were done in 1971–1973 and none were positive. More than 15,000 blood tests for syphilis, routinely done for all students, have been negative.

We also know that over 3,000 students have chosen to come to the Sex Counseling Service in the last eight years. If a thoughtful, adult attitude toward sexuality is a measure of health, then it would seem fair to say that a climate has been created on the campus which tends to favor sexual health. This, we believe, is the right goal.

A recent *New York Times* article put it very well: "... adult 'problem-solvers,' who tend to forget the bittersweet ambiguities of adolescence, imagine the risk [of pregnancy] can be eliminated. It can be, of course, but only when

teenagers are prepared to accept the implications of their own sexuality."³

This is the question sex educators should be trying to answer—How can we best help young people to "accept the implications of their own sexuality"? What a task! How to impart patience, self-acceptance, wisdom, a sense of direction, hopefulness, the capacity to love, an understanding of one's own body and an ability to take pleasure in it, and a sense of responsibility for others, awareness of one's own values, confidence in one's own sexuality.

The Sexuality Program at Yale—a combined approach in which sex education in the classroom is integrated with counseling services which relate to students individually and in couples—has been described in another SIECUS publication.⁴ Obviously, the task of promoting the development of a healthy sexuality is an almost impossible challenge, but a necessary one, and we have seen that many of the basic issues listed above can be dealt with in a productive way through such a comprehensive approach.

Notes

1. Melvin Zelnik, and John F. Kantner, "Sexual and Contraceptive Experience of Young Unmarried Women in the United States, 1976 and 1971," *Family Planning Perspectives* 9, no. 2 (March-April 1977), p. 59.
2. Ibid.
3. Joseph Lelyveld, "The New Sexual Revolution," *New York Times Magazine*, July 3, 1977, p. 39.
4. Lorna J. Sarrel, "Sex Counseling on a College Campus," *SIECUS Report* 1, no. 3 (January 1973), p. 1.

SIECUS Report

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SIECUS Report is a highly informative publication on human sexuality. It covers sex education, sex research, sex counseling, and is regarded by libraries and professionals as a basic resource in the field.

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DO YOU KNOW THAT...

House Passes Anti-Gay Amendments

During the last week of June, the U.S. House of Representatives passed two anti-gay amendments to appropriations bills. The first action, on the appropriations bill for the Department of Housing and Urban Development (HUD), rescinded HUD's new regulations which would have permitted gay (and other unmarried) couples who "have evidenced a stable family relationship" to live in public housing units subsidized by the federal government. The amendment restricts this housing to "blood-related families."

The second amendment, a rider to the appropriations bill for the Legal Services Administration, which provides legal assistance to the poor, forbids the use of federal funds in any "legal disputes or controversies on homosexuality or so-called gay rights." The amendment was passed without debate.

Sex Counseling Program

A two-weekend, 50-hour course for members of the health and helping professions, "Introduction to Sex Counseling Principles," is being offered October 14-16 and 21-23, 1977, by the Human Sexuality Program of the University of California's School of Medicine, San Francisco. Including both didactic and experiential training, the course will involve demonstrations, group interaction, audio-visual presentations, and practicum experience, and is a prerequisite for all extended training programs in sex counseling offered by the Human Sexuality Program. Enrollment is limited and advance registration is required. Medical students and medical house staff are eligible for tuition subsidies from NIMH. For further information, write to: Human Sexuality Program, 350 Parnassus Avenue, Suite 700, San Francisco, CA 94143 (telephone: 415/666-4787).

Resources to Write for . . .

The International Directory of Genetic Services, fifth edition, has just been published by the National Foundation—March of Dimes. Twenty-six types of services are listed, ranging from cytogenetics (with 584 centers) and genetic counseling (with 564), through cancer genetics (152 centers), psychiatric genetics (78), and dental genetics (54). The computer breakdown has made possible arrangements of the listings in three different ways: (1) as a simple directory of genetic units arranged by geographic location and zip code, with complete addresses, telephone numbers, and name of director; (2) by directors, with unit code number, country, and genetic services rendered; and (3) by genetic services rendered, by country and unit code numbers. For further information, write: Professional Education Department, National Foundation—March of Dimes, 1275 Mamaroneck Avenue, White Plains, NY 10605.

JOURNAL REVIEWS

AMERICAN JOURNAL OF NURSING

(American Journal of Nursing, 10 Columbus Circle, New York, NY 10019)

Reviewed by Ethelrine Shaw, Assistant Professor, School of Nursing, Ohio State University, Columbus; member, SIECUS Advisory Panel.

Volume 77, No. 4, April 1977

All About Sex . . . After a Coronary. Nancy Salles Puksta, B.S.N., LT. (J.G).

Post coronary patients in a counseling program are advised about the resumption of sexual activity. Included in counseling sessions are (1) myths about cardiac disease and sexuality, (2) precautions for postcoronary patients, and (3) recommended coital positions for sexual activity. The author reports two exercise-training programs preparatory to the resumption of sexual activity. Also included is a table on "Cardiovascular Response During Sexual Activity and Stair Climbing in Men." The men in the study were of varying ages and comparisons were made with similar activities among healthy men.

The article is specific and would be helpful to health care professionals in acute health care settings as well as the community. Although partners are a part of the counseling sessions, more emphasis should have been placed upon their involvement in the program.

All About Sex . . . After Middle Age. Dennyse Stanford, R.N., M.S.N.

Myths related to sexual response and aging are clearly delineated in this article. Biologic changes in males and females are contrasted (Masters and Johnson) and specific suggestions are

offered for resolution of some problems. Reasons for loss of sexual responsiveness, such as boredom, fatigue, or overindulgence in food or drink, are described. Tact in assessing present sexual functioning is considered to be the most essential step in counseling older persons.

All About Sex Education for Students. Sara E. Nelson, R.N., M.Ed.

A nurse educator describes student nurse encumbrances to the utilization of nursing process with patients needing sex education. Much of the problem relates to student attitudes and devaluation of sexuality as a component of nursing care. Within the clinical area the nurse educator encourages openness and creates an environment in which the student feels free to share biases and fears. The author urges nurse educators to become knowledgeable about sexual needs and problems of patients and to assist students as they clarify their values and attitudes.

All About Sex . . . Despite Dialysis. Bonita Watson Hickman, R.N., M.S.N.

This brief article describes a course entitled "Sexual Adjustment and the Nephrology Patient." The course was conducted with fifteen patients on home dialysis and their partners. A head nurse, a social worker, and a psychiatric nurse presented three 60-minute group sessions and offered individual counseling for specific problems. Most patients admitted that there were changes in sexual activity requiring adjustments. All agreed the course was needed and helpful. Course discussions included (1) human sexual response, (2) misconceptions, (3) effects of androgens, long-term dialysis, and

anti-hypertensives, and (4) reproductive potential.

Reviewer Comments

Although none of these articles represents all the professional nurse needs to know about sex in these three special situations, the articles do represent an outstanding effort to position sex education and counseling within the framework of nursing process. This positioning is crucial to further developing the role and function of the nurse in human sexuality in health and illness. The articles are very relevant for nursing education and research as well as nursing practice.

For the nurse educator, the major implication is that core content about human sexuality should be identified and built into the curriculum in a fashion similar to other basic areas of content. Appropriate university courses about human sexuality should be required in order to augment the nursing core. Having specific content would assure (1) an aware and knowledgeable faculty and (2) a progressive process of student education.

For the nurse researcher, the major implication is the need for scientific study of the role and function of the nurse in human sexuality in health and in illness. Although much has been studied about human sexual response and sexual dysfunction during the life cycle, there yet remains much to be studied about sexuality and illness.

For the nurse practitioner, the major implication is the importance of continuing to explore expressed needs, concerns, and problems of patients as a most important part of the nursing care plan.

The nurse authors of these articles are to be commended for their contributions to nursing.

BOOK REVIEWS

Human Sexuality in Four Perspectives. Frank A. Beach (ed.). Baltimore: Johns Hopkins University Press, 1976 (330 pp.; \$15.00).

Reviewed by Paul Gebhard, Ph.D., Director, Institute for Sex Research, Bloomington, IN.

The four perspectives are dealt with by authorities of international repute. The *developmental* perspective is presented by Diamond in an excellent sociobiological essay; by Money, who deals with gender and hermaphroditism; and by Kagan, who concerns himself with human male-female psychological differentiation in infancy and childhood. The *sociological* perspective is given by Davenport in a comprehensive anthropological compendium which not only emphasizes the diversity of normative behavior, but shakes some conventional beliefs as to the range of normality and the power of behavioral conditioning; by Hoffman, who focuses on homosexuality in the U.S.A. and in the process demolishes much psychoanalytic theory; and by Stoller, who lists the more common sexual deviations or paraphilias.

The book then resumes its biological theme with the third perspective: *neurophysiology*. In this section, Whalen and Beach present masterful chapters on the brain and hormonal control. These are logically followed by Melges's and Hamburg's psychiatric evaluation of the effects of hormonal change in women. The final perspective, the *evolutionary*, is given by Beach with frequent reference to Davenport (who has taken Ford's place as the spokesman for the human animal).

The book is clearly and concisely

written despite the inescapable complexity of its subject matter, and brings the reader up to date as to research in those aspects of neurophysiology, animal behavior, anthropology, and psychology which comprise the foundation of human sexual attitudes and behavior. It should be an invaluable education for those (unfortunately numerous) social scientists and clinicians who overlook the powerful role played in our sexuality by our physiology, mammalian heritage, and genetically determined behavior. It should be in the library of any professional who deals with human sexuality. It should appear on every Women's Studies bibliography. Lastly, it should be assigned reading in the increasingly numerous college-level sex education courses. **A, PR**

Interpersonal Sexuality. David F. Shope. Philadelphia: W. B. Saunders Company, 1975 (344 pp.; \$7.50).

Reviewed by Haskell R. Coplin, Ph.D., Professor of Psychology, Amherst College, Amherst, MA; member, SIECUS Board.

In marked contrast to a dozen years ago when few good textbooks on human sexuality were available, we now have a wide array of texts that approach the subject from various perspectives and with different emphases. This one puts "relationships" in the central position. The book begins with "theories of sexuality and role-taking, progressing through relationships in general and through marriage, with its accompanying role adjustments, continuing as though children had been added to the marriage, and

concluding with a discussion of sexual morality and atypical sexual behavior." Issues of anatomy and physiology, contraceptives, and venereal disease are briefly reviewed in a fifteen-page appendix.

The educator who takes an interpersonal-relations approach to human sexuality will find a staunch ally in this text. The book presents a balanced and creative approach to the major issues of human sexuality, and its sophisticated treatment of male and female sexuality, masculinity and femininity, and variations in sexual patterning is refreshing. Chapter organization is clear and well-organized, with summaries that include generalizations that can be drawn from the material presented. The writing style is both colorful and provocative and would be highly adaptable as a basic text for those human sexuality courses which stress interpersonal aspects of pair interaction.

An added feature that may find enthusiastic acceptance among educators who choose to incorporate "laboratory" exercises in the teaching format is an instructor's laboratory manual to accompany the text. In addition to the usual text-related examination questions organized by chapters, there are well-designed individual and group exercises to accompany the various chapters. A pre- and post-test of attitudes and information about sexuality is included, as well as structured exercises based on the "concepts" of the various areas covered in the text. These exercises, though uneven in quality and applicability, are a rich resource of ideas for activating group processes that facilitate emotional growth and understanding of human sexuality.

Interpersonal Sexuality is one of the best texts of its genre and should merit

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.

the serious consideration of anyone who conducts college-level courses in sex education. Professional sex educators will also find many provocative ideas and innovative resource materials in this well-researched book.

A, PR

Becoming Orgasmic: A Sexual Growth Program for Women. Julia Heiman, Leslie LoPiccolo, and Joseph LoPiccolo. Englewood Cliffs, N.J.: Prentice-Hall, 1976 (219 pp.; \$8.95 hardcover, \$3.95 paper).

Reviewed by Linda S. Hodes, M.S.W., Private therapeutic practice, Downer's Grove, IL.

The authors have delivered what they promised in the title, plus a bit more. In addition to a detailed growth program for women who are either preorgasmic or less orgasmic than they wish, there are four chapters where male partners are invited to participate and to increase their own sexual pleasure as well as their partners'. From the first chapter, which deals with expectations, fears, and suggestions on how to use the book, the authors give step-by-step information and instruction on exploring one's body, sexual attitudes, sex history and feelings; on self-pleasuring, sensate focus, kegeling, and masturbation techniques. The reader is instructed to spend as many days or weeks as she needs to get comfortable with the material in each chapter before going on to the next. There is continuing and ongoing permission for the reader to experience whatever she experiences, to experiment and to grow, and to see orgasm as a part, rather than the goal, of sexuality and sexual experience.

What makes the book interesting is the considerable care and detailed attention given to discussion of the many blocks which might be encountered by the reader. The authors state that they have developed this program while doing sex counseling at two universities since 1969, and they have incorporated many of the difficulties encountered by their clients into the exercises and discussions in this book. They seem to have made a real attempt to provide the therapist/client, teacher/student dialogue which is an important part of most growth and therapeutic situations. What is missing,

of course, is the human relationship which cannot be printed onto any page, and in the end the effectiveness of this effort can only be evaluated by those who actually use the book. I think it likely that women who are willing to become orgasmic and to increase their sexual pleasure on their own will find this a useful one.

The illustrations have a nice feel to them and I wish there were more, for one picture can give more permission and information than can 500 words. Unfortunately, too, the models are young and attractive, the women full-breasted and slender, the men muscled and with a full head of hair. I look forward to the day when illustrations and films in the field of sexuality will truly illustrate what we preach in print and spoken word—"sex is good for everybody."

The attention paid to the reader's sexual history is useful and well done, though increasing evidence of frequency of incestuous contacts during early years suggests that this aspect of sexual history should have been included. I found the authors' occasional use of the word "try," as in "try to relax," unfortunate in its option of nonsuccess. I liked much better their permission phrases such as "let yourself relax," or just "relax." Inclusion of material on progressive relaxation techniques, aging, anal and oral sex, and the squeeze technique all contribute to the thoroughness of the book. I found the brief section on initiation and refusal of sexual contact to be top-notch, particularly in its emphasis on nonverbal communication and reverse role-playing. This is an area too often ignored, even by sex therapists.

The final pages dealing with continuing on with sexual growth, together with a useful annotated bibliography, are disappointing only in the several pages relating to finding a therapist, if that is an option chosen by the reader. In their effort to warn readers about the inconsistent licensing laws and the existence of untrained and sometimes unprincipled people who represent themselves as therapists, the authors suggest that the reader consider only psychologists and psychiatrists. Sexual dysfunction therapy is a new and specialized field which unfortunately has not yet managed to regulate and accredit itself on a national level. In the past psychiatrists and psychologists have been identifiable as among those

who did inadequate and sometimes oppressive sexual therapy—many of us have known women whose previous "therapy" consisted of being told that they had not yet worked through the Oedipal conflict, or just needed to accept their femininity, or that they were truly frigid and should go ahead and please their husbands anyway. Thus I find it unfortunate that the authors emphasize turning to psychiatrists and psychologists while omitting physicians, M.S.W.s, the clergy, and the many others who might have had excellent training in sex therapy. I would like them to have counseled their readers to contact universities, colleges, and medical schools in search of those trained in sex therapy. I would also like to have seen them make strong mention of the fine work being done in sexuality groups for women. I think that a group of women, with or without a trained leader, might do wonderful things using this book as their base, and I wish that the authors had suggested this and given a selected bibliography just for this purpose. A, PR

Marriage Contracts & Couple Therapy. Clifford J. Sager, M.D. New York: Brunner/Mazel, 1976 (335 pp.; \$15.00).

Reviewed by Daniel H. Labby, M.D., Professor of Psychiatry and Medicine, Health Sciences Center, University of Oregon/Portland; and member, SIECUS Advisory Panel.

It is a special pleasure to be asked to review a book rich in common sense and wisdom that also successfully unifies the most prominent and workable conceptual schemes within the field of marital therapy, particularly when it is in the same field of expertise claimed by the reviewer! It is hard to fault this solid contribution by Dr. Clifford Sager, representing as it does his lifelong steady, serious thinking in the front lines of the counselor's office, face to face with malfunctioning marriage relationships.

From the introduction, Dr. Sager's stated purpose is: "(1) to offer a series of hypotheses that will contribute to an understanding of why people behave as they do in marriage—and in other committed relationships; (2) to offer an approach to therapy that is based on those hypotheses, and (3) to clarify the mistaken idea that marital therapy is a

modality valuable only for the treatment of marital problems and is not indicated for treating individual distress. *The central concept is that each partner in a marriage brings to it an individual, unwritten contract, a series of expectations and promises, conscious and unconscious.* These individual contracts may be modified during their marriage but will remain separate unless the two partners are fortunate enough to arrive at a single joint contract that is 'felt' and agreed to at all levels of awareness, or unless they work toward a single contract with professional help."

In twelve chapters covering well over 300 pages, Dr. Sager then goes on to outline in careful detail the formulation of contracts and the risks involved when perceptions become misperceptions, and richly illustrates all of this with actual transcriptions of sessions with couples in therapy. The first three chapters are concerned with the concept of marriage contracts, the individual contract, and the interactional contract, and in an impressive exploration of how one ferrets out individual needs for each member of the relationship and blends them into an interactional contract, managing all of this through three levels of awareness: first, conscious and verbalized; second, conscious but not verbalized; and third, beyond awareness. In doing so, Dr. Sager illustrates his extraordinary therapeutic versatility, showing a wide range of management and therapeutic skills ranging from insights derived at levels of psychodynamic understanding to those that are employed through behavioral conditioning or pure guidance and management.

Several case reports are used at strategic intervals throughout the book to illustrate fully the formation and operation of the contract in therapy—all based upon preliminary diagnostic explorations that sort out basic behavioral profiles. Using clear, simple language, Dr. Sager indicates how these profiles are arrived at and how they operate when various partnership combinations function:

How two partners relate to each other depends on several factors: their individual contracts; their interactional contracts and mechanism of defense, and how the latter affects their mates; the drive, energy, and purpose they have to win in marital contest; the amount and quality of their love, affection, and consideration for each other; their desire to maintain their relationship and to

make it work; their physical health; influences outside the couple, including their family systems; and a host of other variables.

He describes individually seven behavioral profiles (the equal partner, the romantic partner, the parental partner, the childlike partner, the rational partner, the companion partner, and the parallel partner). He then describes the functional advantages and disadvantages when random profiles are matched in a marital relationship. I found this to provide workable and rewarding views of the opportunities for harmony or disharmony when assorted personalities attempt to form growth-promoting, creative, emotionally fulfilling partnership combinations. This approach is further explored in Chapter 8 to indicate combinations of partner profiles which may result in relationships being congruent, complementary, or in conflict with the terms of their agreed-upon marital contract.

At this point the book takes a strong turn toward the therapeutic. Dr. Sager's "Therapeutic Principles and Techniques" (all of Chapter 9) resonate with the carefully laid groundwork of the previous 180 pages of descriptive interactional marital dynamics. Chapter 10, "Sex in Marriage," is especially recommended for its clarity and its stunning display of the manner in which sex functions in relationships both in and out of marriage. The book concludes with specific case examples of "Couples in Transition, in Concrete, and in Flight," all treated with the application of the contractual approach.

At the end of the volume Dr. Sager finally describes, in Chapter 12, how the contractual and therapeutic principles that he has presented "have validity for any situation that involves two committed people or an individual and an organization." There are suggestions for the use of this approach in family therapy and a final plea for improved education and prevention with the hope that young people who are not now taught what is truly involved in an intimate person-to-person relationship (marriage or living together) may have a better opportunity, particularly if their own parents' marriage may not have been a viable model, to think about what they themselves may want. It is his suggestion that we move toward a broad educational program of preparation for living together in mar-

riage that might begin in the first year of high school, and that the concepts of this volume might be among the sources for such a program.

Two appendices review the book in outline with specific worksheets and directions for the use of his therapeutic approach. A current and valuable bibliography is presented for each chapter, and there is a short but workable index.

It is difficult to conceive of anyone in the caring professions who would not profit from careful reading of this volume, particularly those educators and counselors with a special interest in malfunctioning and disharmonious interpersonal relationships. It should also be an admirable textbook for undergraduate and graduate students in the counseling field. **A, PR**

Exploring Sex Differences. Barbara Lloyd and John Archer (eds.). New York: Academic Press, 1976 (280 pp.; \$11.00).

Reviewed by John Money, Ph.D., Department of Psychiatry and Behavioral Sciences, The Johns Hopkins University and Hospital, Baltimore, MD.

There is an African saying from Nigeria that women who wear high heels attract the attention of men because they walk with the wobble of a camel. This aphoristic bit of mockery can itself be used to make a mockery of many would-be serious attempts at a behavioral science of sex differences. Thus one may argue a genetic hypothesis, namely, that women have smaller feet than men and also that they innately defer to men, and, therefore, hobble with their feet in high heels (just as Chinese women used to bind their feet) in order to increase their natural deference to men by being less vigorous and mobile, as well as sexually more appealing.

One may argue also an endocrine hypothesis, namely, that it is lack of androgen and the presence of estrogen that is responsible for the smaller structure of the bones of the extremities in women, and for the larger size of the bones of the pelvis. Moreover, it is estrogen in the woman that is responsible for the fat padding of the female buttocks, making them more wobbly than those of the male, especially in

relation to the changed center of gravity induced by the protuberance of the breasts.

Of course, the proponents of social learning will step in at this point and argue that there are cultures in which high heels are not worn and buttocks are not wobbled. Moreover, what about men in Texas? Do they wear high heels because they are effeminate, or do they sway their buttocks when they strut, because they wear high-heeled cowboy boots?

Barbara Lloyd, in her introductory chapter to *Exploring Sex Differences*, sounds a sensible warning against a simple-minded reduction of the issues to heredity versus environment; and John Archer, in his admirable concluding overview, wisely enjoins against attributing early infantile sex differences to biology simply because they are early, and against juxtaposing biology and social learning. There is, after all, a biology of learning which other, but not all, contributors to this symposium volume are rather too prone to discount in their deference to evolution and to the natural sciences as the ultimate determinants of reality.

Such deference leads to some pretty weird hypotheses as to the nature and etiology of nonerotic sex differences. It is more appropriate in the present state of knowledge simply to admit that the science of sex differences is still at the phenomenological and descriptive stage. Moreover, many of the experimentally observed phenomena are desperately in need of replication under more refined conditions of experimental design.

The fact is that our society has for millennia been obsessed with sex difference, not with similarity between the sexes. This book, by its very title, is prejudiced in favor of differences. It does offer a review of differences that have been investigated cross-culturally and experimentally, the latter in birds, small mammals, rhesus monkeys, and human beings, especially schoolchildren and college students. Don't look here, however, for eternal verities from which to deduce social and political policy. Don't look even for terminological verity regarding the usage of sex and gender. These terms get hopelessly gobbledygooked in constructions like "the development of sex-role identity"; "the individual's sexual gender"; "the child actively rejects the conception of biology dictating sex-role iden-

tity, and focuses on the subjective personality which governs human behavior"; and the connection between cultural stereotypes about males and females (gender) and the physiological basis for discrimination (sex).

Exploring Sex Differences is photo-offset from typescript. It should be of value primarily as an encyclopedic catalogue of research, and as a text to stimulate discussion among advanced scholars who want to define the issues, while patiently awaiting the answers science still cannot provide. **A, PR**

The Black Male in America: Perspectives on His Status in Contemporary Society. Doris Y. Wilkinson and Ronald L. Taylor (eds.). Chicago: Nelson-Hall, 1977 (375 pp.; \$17.50 cloth, \$6.95 paper).

Reviewed by Jacquelyne Johnson Jackson, Ph.D., Associate Professor of Medical Sociology, Duke University, Durham, NC.

The editors describe their work, which "focuses upon the social positions and role enactments of African American males," as a "synthesis of substantively related materials with the purpose of offering a realistic and contemporary examination of the American black male." Its uniqueness, they contend, lies in its interdisciplinary approach. Subdivided into four parts ("Socialization to the Black Male Role," "Stigmatization: Systematic Branding," "The Issue of Interracial Mating," and "Roles and Statuses in Post-Industrial Society"), each preceded by an introductory essay, the work contains twenty articles. Most of the articles are reprints of publications between 1965 and 1971. Almost none are interdisciplinary, nor is the work itself an interdisciplinary synthesis of the social statuses of modern American black males.

Unfortunately, the editors permitted considerable overlap between the selections, most of which contain insufficient empirical data or findings representative only of a small portion of American black males. Some of the articles merely perpetuate prevailing myths, while others offer fresh and welcomed viewpoints. But the general absence of comparative data about other groups, such as black females and white males, increases the reader's difficulty in determining from this work

the current status of American black males. In fact, it is impossible to determine that status from this work. The introductory essays are void of critical and comparative analyses of the selections, and of the major issues contained within those selections. A synthesis of the hodgepodge would have been helpful.

Considerable space is devoted to interracial mating, but the content is not novel. Traditional arguments about the motivations for interracial mating of black men and white women are presented, typically with a theme of exploitation or hostility. Surely, however, as James Blackwell, one of the contributors, wisely observed, interracial mating choices are "influenced by innumerable factors and those choices are highly personal in a democratic and open society."

The editors should be commended for recognizing the need for a synthesized work about American black males. While this is not that work, they have opened the door for concentrated studies about black males. College instructors will probably not find the work useful in their courses due to the overlap, the need for theoretical and methodological buttressing, and the cost, but college professors themselves can benefit by informing themselves or informing themselves anew of major issues swirling around the socioeconomic and sexual statuses of American black males. **PR**

Sexuality Today and Tomorrow. Sol Gordon and Roger Libby (eds.). North Scituate, Mass.: Duxbury Press, 1976 (435 pp.; \$7.95).

Reviewed by Gilbert M. Shimmel, Ed.D., M.P.H., Professor and Director, Community Health Education Program, School of Health Sciences, Hunter College, New York, NY; member, SIECUS Board.

This book of readings is a collection of articles of various length selected from a wide range of well-known authors. They are presented under five headings: "The Visibility of Changing Sex Roles and Sexual Behavior," "The Politics of Socio-Sexual Issues," "Variations in Sexual Expression," "Social Ethics and Personal Morals," and "The Future of Sexuality." The groupings

and the availability in one publication of articles from a wide range of journals makes this a valuable addition to a professional library.

There is, however, a caveat which applies to this book as, indeed, it does to all books of readings. In a book bearing a 1976 publication date, one may be misled into expecting recent and up-to-date articles. Several of the articles included here are five or more years old and were originally based on references back to the sixties or older. On some topics the time of writing does not affect the value of the piece. There are, however, such areas as obscenity and pornography, adolescent sexual behavior, changing sex roles, legal aspects of sexuality, abortion, changing lifestyles, etc., in which the recent rate of change has been so rapid that anything written five years ago carries only historical interest. Perhaps the title should be changed to *Sexuality Yesterday and Today*. **PR**

Love, Sex, and Sex Roles. Constantina Safilios-Rothschild. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977 (147 pp.; \$3.95).

Reviewed by Linda Steichen Hodes, M.S.W., in private practice of psychotherapy, Downer's Grove, IL.

Sociologist Safilios-Rothschild has written a useful and interesting book which focuses on analyzing "sexuality in the context of different relationships as well as in the context of sex roles." The author, who herself has made the "journey" from a girlhood in Greece to adulthood in the United States, sees our society as one in rapid transition as far as sexual roles and relationships are concerned. She uses her personal and professional knowledge of Greek, Italian, and Arab cultures to good advantage by taking us out of our own frame of reference sufficiently so that we can better view ourselves. In fact these added bits of information, often found in the footnotes, were among the most interesting parts of the book for me and I advise the reader not to miss a footnote! For seeing other societies enables us to become aware that what we accept as "given" may indeed not be so but may be socialization, and that therefore we have options. Many of us may remember Margaret Mead's

studies as among our first consciousness-raisers as far as sex roles go. To raise our consciousness in the sexual area is to become aware of our own conditionings, to increase our options, and to expand our repertoire of available feelings, behaviors, and ways of relating and coping.

The main body of the book is dedicated to an exposition of current ways that men and women relate to each other in middle-class America—how men and women value and "market" themselves, how each sex "objectifies" the other and uses sexuality to bargain for power and position within relationships. Safilios-Rothschild is a women's libber in the better sense that she is a men's libber too. Her discussion of the dehumanization and rigidification which both men and women experience in their love, sex, work, friendship, and intimate relationships together is grounded in past histories of several cultures.

In the last two chapters she carries her discussion into speculation about trends, new questions, and new answers for the future. She posits that sexuality will become increasingly free of its instrumentality as a primary bargaining unit in respect to love, commitment, marriage, and power, and that greater reciprocity will develop between the sexes in the responsibilities as well as the enjoyments of sexuality, and in all rights. Because of this, new relationships and genuine closeness and intimate friendships can develop between men and women, relationships which will enrich and nurture people instead of defining them. New questions then arise, such as what happens on the dependence/interdependence/interdependence continuum when we love passionately and sexually?

The author concludes that as we re-define love and marriage we can and should "face the fact that neither may last forever; that potentially they may take place several times in a lifespan . . . we do not have to diminish our commitment to the marital relationship. We will only relax our levels of expectation." This does in fact seem to be what is happening today, even though "till death do us part" still is heard in most marriage ceremonies—which she sees as among several relationship styles to emerge in the future.

Any sexual dysfunction therapist who has not stepped back and done some

thinking about what has been going on, what is going on, and what may be going on in the future, between men and women, will find value in reading this book. I would also recommend it to high school, college, and adult study groups, for the kinds of thinking and discussion it should stimulate can only be beneficial to readers and to society. **A, PR**

Behavior and Adaptation in Late Life, second edition. Ewald W. Busse, M.D., and Eric Pfeiffer, M.D. Boston: Little, Brown, 1977 (382 pp.; \$17.50).

Reviewed by Shura Saul, Ed.D., Coordinator, Kingsbridge Heights Nursing Home, Bronx, NY.

This second edition is an updated version of an earlier book by the same authors and contributors. It brings together some basic information which, in the editors' view, has a bearing on how people adapt to growing old. The book is both multidisciplinary, described as a type of group research involving investigators from different disciplines working in parallel; and interdisciplinary, which is defined as a team effort representing at least two different disciplines accepting mutual responsibility for jointly defined goals. Such an approach to the subject is an important one, as understanding aging requires the acceptance of the convergence of many facets of life during the later years.

The book is a valuable and useful resource for the range of significant material on the subject. This includes essays on theories of aging; sociological, economic, and public policy issues; health, housing, sexual behavior, and concerns about death; as well as psychiatric disorders, intelligence and cognition, and some discussion about the brain and its pathologies. The human services are represented in discussions of institutional care, nursing, social work, and geropsychiatry.

The serious student and interested reader will find this material of considerable value. It is a rich resource, offered with sensitivity and caring for the aging population. References and viewpoints express the most current philosophies, findings, and practice offerings in the field. In this sense, it is relevant to the needs of the practitioner as well as the academician. **PR**

College Sex Texts, Continued from page 1

evaluative, to give a sense of the style and perspective of the books rather than to dwell on "quality" of material. With so much to choose from, the hope is that a superficial preview will aid in narrowing the field to a few finalists that could then be examined in depth.

The vast number of books of a more specialized nature that are vital to the reading list and the reference shelf are not discussed here (e.g., Money and Ehrhardt, *Man & Woman: Boy & Girl*; Boston Women's Health Collective, *Our Bodies Ourselves*). Nor have we attempted to include collections of articles from one specific field (e.g., D. S. Marshall and R. C. Suggs, *Human Sexual Behavior: Variations in the Ethnographic Spectrum*) or of a single author or research group (e.g., M. S. Weinberg, *Sex Research: Studies from the Kinsey Institute*). We have also excluded from consideration the many "guides to sex on campus," those "handout" pamphlets packed with up-to-date contraceptive advice and reflections on the sexual scene on campuses. For this latter genre the Planned Parenthood Federation has produced *A Guide to Sexuality Handbooks*, which lists and annotates some 42 handbooks, mostly written for and by college students. (For a copy of this valuable 16-page pamphlet, write to: Youth and Student Affairs, Planned Parenthood Federation, 810 Seventh Avenue, New York, NY 10019; the price is \$1.00 for four copies.)

The fifteen books reviewed here are presented in alphabetical order by title within each of the three categories described.

Textbooks

Fundamentals of Human Sexuality, 2nd edition. Herant A. Katchadourian and Donald T. Lunde. New York: Holt, Rinehart and Winston, 1975 (595 pp.; \$15.00 cloth, \$9.00 paper).

The first edition of this text broke new ground by adding to a thoroughly comprehensive treatment of the traditional areas of human sexuality chapters on the "erotic" in art, literature, and film. It immediately became a front-runner and the second edition insured its continuing popularity through significant improvements, especially in the treatment of psychosexual development. The authors are psychiatrists but the treatment of sexuality is eclectic and balanced, presenting clinical and social scientific findings with equal objectivity and skill. The inclusion of a "fine arts" approach along with an extended discussion of moral and legal aspects of sexuality has made the book a strong candidate in liberal arts colleges and in departments that stress interdisciplinary approaches. Profusely illustrated, the book has appeal not only as a college textbook but as a professional's handbook and a marriage manual for adults. The chapters on "Biological Aspects of Human Sexuality" have been published separately under that title for use in courses that do not require a more comprehensive treatment. An accompanying instructor's manual includes exam items and useful hints on teaching the subject as well as suggestions of films, books, and other resources.

Human Sexualities. John H. Gagnon. Glenview, Ill.: Scott, Foresman and Company, 1977 (432 pp.; \$9.95).

The intriguing title of this new entry by one of our leading sex researchers reflects his conviction that "there is no one human sexuality, but rather a wide variety of

sexualities." Those who feel most comfortable with a social learning and developmental perspective will find this an exciting and provocative text. Central to this presentation is the concept of "sexual script," what it is, how it develops. The Who, What, Where, When, and Why of sexual experience is analyzed from a perspective which considers sexuality as a pattern of learned human conduct rather than as a force or an instinct. Replete with cross-cultural and historical examples, the book is organized around a life-cycle perspective, though the author rejects "the conventional view of human development as continuous and unfolding, with the past dominating the future." The relaxed style of the book combined with the discernment that comes from "on the scene" observation will appeal to college students. It will also reassure them with its air of understanding tolerance for all those sexual ambiguities that concern the young. Excellent graphics, an instructor's guide, and a study guide for students are additional features that increase the book's versatility.

Human Sexuality. Bernard Goldstein. New York: McGraw-Hill, Inc., 1976 (293 pp.; \$7.95).

This slim volume was designed for use as a text in "the general human sexuality course" no matter what the approach. It reflects the author's background in physiology and behavioral biology. Tightly organized, it is a scholarly presentation of summaries and critiques of the findings of recent research. Not a "how to" book, the emphasis is on a dispassionate review of the corpus of information available on human sexual interaction. More than half the chapters are on physical factors in sexual interaction and the material on anatomy and physiology of sex response, pregnancy, contraception, and genital tract infections are models of both clarity and conciseness. Psychological and sociological aspects of sexuality are given less emphasis and only a few pages are devoted to such topics as psychosexual development, interpersonal relationships, and alternative sexual lifestyles. A ten-page glossary and end-of-chapter bibliographies add to the book's attractiveness as a compact general background text.

Human Sexuality, 2nd edition. James Leslie McCary. New York: Van Nostrand Reinhold Company, 1973 (542 pp.; \$8.50).

The impending third edition (not available for this review) of this landmark textbook attests the growing maturity of the field. As one of the very first comprehensive textbooks devoted specifically to human sexuality, McCary's first edition ten years ago set the pace and the style for much of what was to come later. The eclectic approach of the book with its emphasis on accurate, up-to-date information about the physiology, psychology, and sociology of sex has earned it a place not only as a textbook but as a professional's guide to the field. An essential feature of the book is its comprehensiveness: it covers so many of the topics that different people consider necessary for the general course in human sexuality that it will find allies from all points on the professional spectrum—the physiologically oriented, the interpersonal relations advocates, the sociologically inclined.

A streamlined version of this text, *Human Sexuality, A Brief Edition*, skillfully pared the original down to 280 pages. It was designed to be used as a "supplementary text that will serve where neither a surface treatment nor an extensive

coverage is wanted." It retains the stamp of objective and mature reporting and the balance of topics that would make it an ideal selection for a course that required a less comprehensive treatment.

Interpersonal Sexuality. David F. Shope. Philadelphia: W. B. Saunders Company, 1975 (344 pp.; \$7.50).

If there were a spectrum of texts from the "genitally focused" physiological to the personal and social human interaction, this one would fall on the latter end of the continuum. Tucking away in the appendix a concise review of the anatomy and physiology of sexual functioning, contraception, and venereal infections, the book then devotes its attention to "relationship." Beginning with "theories of sexuality and role-taking, progressing through relationships in general and through marriage, with its accompanying role adjustments, continuing as though children had been added to the marriage, and concluding with sexual morality and atypical sexual behavior," the book always keeps the spotlight on the interpersonal. The writing style is colorful and provocative, and an accompanying instructor's manual is a valuable aid for educators who wish to include laboratory "exercises" that utilize group processes to facilitate affective learning.

Understanding Sexual Interaction. Joann S. DeLora and Carol A. B. Warren. Boston: Houghton Mifflin Company, 1977 (642 pp.; \$11.95).

"Interaction" is the key word in this text. Though biological-medical aspects are competently covered, the underlying theme is "understanding sexuality as a form of interaction between two or more persons, and between these persons and the specific cultural milieu in which they are located." The authors have managed to review and integrate in an engaging style a vast amount of up-to-date research findings and clinical materials, and have interlaced it with generous portions of material from their own research. Truly comprehensive in nature, the book touches base on all the major areas of human sexuality and devotes extra space to contemporary issues such as alternative sexual lifestyles, sexual ethics, and the sexual revolution. An appendix deals with "the methods and methodological problems of sex research." An instructor's guide includes over 500 multiple-choice test items.

Readings in Human Sexuality

Focus: Human Sexuality 77/78. Annual Editions. Guilford, Conn.: Dushkin Publishing Group, Inc., 1977 (210 pp.; \$5.50).

Readings in Human Sexuality: Contemporary Perspectives, 1976-77. Chad Gordon and Gayle Johnson (eds.). New York: Harper & Row, 1976 (317 pp.; \$6.50).

One way to beat the problem of obsolescence and keep abreast of newly emerging writings is to update every year or two using, hopefully, feedback from current readers to aid in evaluating and revising. These two selections of readings are similar in this respect—and in others. Both draw heavily on articles from the public press, written mainly by professionals for nonprofessional audiences.

The Annual Editions anthology exudes contemporaneity! More than half the articles are less than two years old and almost all the rest were written in the seventies. Already in its second edition, the collection uses a facsimile reproduction

format. Particular attention is given to those areas which seem to be changing so rapidly: contraceptive risks, androgyny, gender identity differentiation, abortion, and rape. Though the classic writings in the field are underrepresented, the popular flavor of many of the articles will be welcomed by teachers who want to provide easy access to recent and very readable pieces on major topics in the field.

Gordon and Johnson have selected 65 articles which they feel will "provide the reader with an integrated overview of the nature and interactions of the major cultural, social-structural, personality, language, and physiological factors that shape sexual activities of all kinds and involve all manner of participants." Their effort to balance the popularized versions with more "meaty" material from the professional literature is largely successful. A novel feature of the collection is a 101-item questionnaire on sex reprinted from *Psychology Today* which they suggest using as a pre- and postcourse measure of behavior and attitudes. Major divisions include sexuality in human life, sexual value systems, forms of sexual conduct, sexuality across the life span, sexual communications, and issues in human sexuality. Each section is introduced by an essay which skillfully reviews and ties together the articles that follow. One of the most comprehensive of reading texts, the editors have gone to considerable effort to see that all important issues are represented.

Human Sexuality: Contemporary Perspectives, 2nd edition. Eleanor S. Morrison and Vera Borosage (eds.). Palos Altos, Calif.: Mayfield Publishing Company, 1977 (504 pp.; \$5.95).

The editors of this newly updated selection teach courses in human sexuality in which "teaching and learning occur primarily in small peer groups of men and women, with a trained group facilitator." These 34 readings were chosen to be read before the group sessions to serve as a prompting script for interaction between the group members. Thus, they are "field tested" for their usefulness and relevance. The five sections, prefaced by brief critical introductions, include selections on sexual development, male and female roles in transition, perspectives on intimacy, public issues, and the problems of developing a new sexuality. Careful thought has gone into the selection of a wide range of uniformly high-quality articles, both classic and timely.

Modern Views of Human Sexual Behavior. James Leslie McCary and Donna R. Copeland (eds.). Chicago: Science Research Associates, 1976 (438 pp.; \$7.95).

Designed by the editors to be used either as a basic text or as a supplement, this selection of 54 readings touches base on most of the major topics usually covered in comprehensive courses. Beginning with male/female issues (about a third of the readings), they proceed to variations on sexuality, basic issues in marriage, sexuality in the social world (e.g., nymphomania, incest, rape, unwed pregnancy), sexuality in art, literature and culture, and looking to the future of sexuality. Each section is briefly introduced. There is a good balance between theoretical articles, reports of research, and general discussion of contemporary issues.

The Sexual Experience. Benjamin J. Sadock, Harold I. Kaplan, and Alfred M. Freedman (eds.). Baltimore: Williams and Wilkins Company, 1976 (666 pp.; \$27.50).

Many of the chapters in this encyclopedic book were derived from the editors' *Comprehensive Textbook of*

Psychiatry—II, and most were written by medical specialists. The 24 chapters cover the whole range of issues in human sexuality, and as we would expect from a medically oriented book in human sexuality there is relatively greater emphasis on anatomy and physiology, sexual development, medical aspects of sexuality, sexual variants and sexual disorders, and treatment of sexual disorders. This is clearly the most "advanced" book of readings yet compiled in the field and will find favor with those who want to emphasize the scientific and scholarly rather than the popular and less technical. The quality of the selections is uniformly high. Both the advanced level and the price will prevent this one from being a "best-seller," but it will undoubtedly find wide usage as a reference volume and on library reserve lists. Many of the authors of articles in this volume (e.g., Sussman, MacLean, Stoller, Green, Marmor, Calderone, Franzblau, and Janeway) have written definitively in their specialties, and this compilation will be most welcome to students who plan to enter the field as well as to professionals already there.

Textbooks with Readings

Exploring Human Sexuality. Donn Byrne and Lois A. Byrne (eds.). New York: Thomas Y. Crowell Company, 1977 (538 pp.; \$12.50).

Most collections of readings are not "edited" at all—merely compiled. This one is different. The Byrnes have selected 45 articles from sociology, anthropology, psychology, medicine, and history, and adapted them for non-professional readers (translating the statistical and technical, rendering the graphs readable, etc.) without compromising their value as scientific reports. Under four major headings (Introduction; Theoretical Perspective; Sexuality, Love, Marriage, and Conception; and Society and Sexuality) they have organized thirteen chapters and an epilogue which cover the major areas though emphasizing the social psychological perspective. Each reading is introduced in a manner which integrates it with the growing body of findings in the field of human sexuality. The book will have a special appeal for those who wish to teach human sexuality from a perspective that emphasizes the methods of inquiry as well as the content of the findings.

Human Sexuality: A Psychosocial Perspective. Richard Hettlinger (ed.). Belmont, Calif.: Wadsworth Publishing Company, 1975 (315 pp.; \$6.95).

The author of this textbook is a counselor and teacher with many years of experience in the college setting. That experience shows through in this wise and compassionate treatment of some of the most salient areas of human sexuality including pornography, premarital sex, recreational sex, sexual variety, sexual liberation, and the future of marriage. The teacher seeking a standard "textbook" approach (objective, comprehensive, technical, detached) will reject this one out of hand! Hettlinger sets out to develop a "philosophy of sexuality" and keeps his biases out front, even inviting the authors of appended readings to present different points of view. Designed for stimulating conversation and discussion, the book will be appealing where group discussion is the format of teaching. The "facts of life" material is tucked away in the appendix—useful but unobtrusive to the main purpose of coming to grips with the psychosocial aspects of sexual interaction.

Human Sexuality: A Text with Readings. Sam Wilson, Bryan Strong, Leah Miller Clark, and Thomas Johns (eds.). St. Paul, Minn.: West Publishing Company, 1977 (399 pp.; \$10.95).

When four people try to collaborate in writing a text and selecting the readings to accompany it there are likely to be variations in quality and style. This one manages to carry its basic style throughout. The book divides about equally into text and readings with less than 200 pages of each. What results is a compact, at times telegraphically brief, treatment of some subjects. The 87 readings, similarly, are abridged and pared to fit the format. Still, the authors/editors manage to cover a very wide range of subjects and visit many authors along the way, including Freud, Reich, Mark Twain, Shakespeare, Jung, Melville, and dozens of the familiar names in sexology. Lots of epigrams, poems, brief quotes, and illustrations are provided to accent the subjects under discussion. The text/readings will appeal to those who want to treat a wide range of topics in an overview format. A manual for instructors provides chapter outlines and objective exam questions.

The Social Psychology of Sex. Jacqueline P. Wiseman (ed.). New York: Harper & Row, 1976 (404 pp.; \$7.95).

This text-cum-readings is one of a kind. Wiseman demonstrates skillfully how a particular discipline can be focused on the broad area of sexuality to produce rich insights and syntheses that delight the student. Using the language and methods of sociology and social psychology, the author/editor couches sexuality in a framework of symbolic interactionism. The focus is almost exclusively on social behavior in the sexual realm: how people get together for sexual interaction, the many kinds of intimacy found in the world, the erotic and pleasurable aspects of sex, the relationship between sex and love, sexual stratification and the effects of ranking, and the sexual revolution. The 39 readings are predominantly from the social psychological camp and little emphasis is given to the physiological perspective. Those who want to present the subject of human sexuality with the emphasis on attitudes, emotions, and motivation to act will find here a well-planned tour through that literature.

DO YOU KNOW THAT...

New Nashville Council

A Council on Human Sexuality, Inc., has been established in Nashville, Tennessee, as a private, nonprofit organization that conducts Sexual Attitude Reassessment (SAR) workshops, educational programs on selected topics involving human sexuality, "Parent as Sex Educator" workshops, and training of small-group facilitators for SARs and leaders for marriage-enrichment events. The Council is also open to new areas of program development to meet community needs. It serves primarily Metropolitan Nashville residents, although it has enrolled individuals throughout the southeastern United States in its various programs, and acts as a resource agency for other areas. Its president, Leon Smith, is a longtime SIECUS Board member.

For further information, write: Council on Human Sexuality, Inc., P.O. Box 50143, Nashville, TN 37205.

AUDIO-VISUAL REVIEWS

Nick and Jon. 16mm, sound/color, 20 minutes. MultiMedia Resource Center, 1525 Franklin Street, San Francisco, CA 94109. Purchase: \$275; rental: \$45.

Reviewed by John Money, Ph.D., and Tony Russo, M.A., The Johns Hopkins University and Hospital, Department of Psychiatry and Behavioral Sciences, Baltimore, MD.

According to a newly emerging terminology, a sexual encounter begins with procreation (solicitation and courtship), is followed by acceptance (sexual intercourse), and leads possibly to conception (sexual reproduction).

This film begins proceptively as Nick and Jon meet at a party and are immediately attracted to one another. Judging by their body language this phase is, if anything, mimetically exaggerated. However, it does serve to lay the groundwork for something which is all too rare in sexually explicit films, namely, a genuine romantic relationship. Nick and Jon are not perseverative romantics in the Hollywood style of the thirties and forties. Nor are they robots engaged in sexual gymnastics, but they do participate in their sexual program together very well, explicitly, with sounds but not obtrusive noises, and with obvious and engrossing pleasure. The film allows the uninitiated viewer to know that homosexual lovers experience each other with the same earthy intimacy and erotic concern for one another as do heterosexual lovers. Their actions speak louder and more convincingly than their words when, voice-over, they begin to rationalize what they do. Nick and Jon need no lesson in sex, but they surely need a better grounding in the principles of persuasive argument.

Technically, the film is of superior photographic quality. The artistic direc-

tion manifests a proper understanding of the homosexual ambience in the outdoors as well as indoors, in social groups as well as in couples, and in the living room as well as the bedroom. The film represents a significant advance in the portrayal of homosexuality for sex education and human sexuality courses as compared with those most commonly available to date. It sets a standard against which to contrast the good and bad in cinematic presentations of homosexual partnerships.

The film is recommended for film libraries on sexuality and especially for the training of sex educators, counselors, and therapists. It will also be valuable as an adjunct to therapy in selected instances.

Care of the Infant—Animal and Human. 16mm, Super 8mm sound, and ¾-inch video-cassette formats. Color, 22 minutes. Perennial Education, Inc., Box 226, 1825 Willow Road, Northfield, IL 60093. Purchase: \$300.00; rental: \$30.00.

Reviewed by John Money, Ph.D., and Tony Russo, M.A., The Johns Hopkins University and Hospital, Department of Psychiatry and Behavioral Sciences, Baltimore, MD.

Photographed in North America and Africa, *Care of the Infant* compares childbirth, postnatal care, and early infant development between animals of the African bush (wildebeest, giraffe, baboon, and elephant) and contemporary human parents. The film is technically and photographically superb.

The purpose of the film is to demonstrate the overall theme of mother-infant pair bonding, prenatal care and teaching of the young—and, in the case of the elephant, foster care.

The film combines high instructional value with entertaining delight. It will appeal to audiences of wide-ranging interests. It is particularly useful to demonstrate the phenomena of attachment and loss in courses on child development, sex education and family life, comparative behavior, social psychology, and human sexuality. It will be an excellent ice-breaker to dissipate the apprehensions of an audience embarked on a human sexuality course in which sexually explicit materials will later be used.

FROM THE SIECUS CATALOG

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