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SEXUALITY IN THE MEDIA

REPORT

SEXUALITY IN THE MEDIA: PART 2

JUNE/JULY 1996

SIECUS

REPORT

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Contents

ARTICLES

6

- SEXUALITY ADVICE ON THE RADIO:
AN OVERVIEW IN THE UNITED STATES AND AROUND THE WORLD
By Judith Kuriansky, Ph.D.
WHTZ Radio and The Center for Marital and Family Therapy
New York, NY

10

- ADVERTISING, SEXUALITY, AND SEXISM:
A SLIDE SHOW SPOTLIGHTS GENDER ISSUES
By Robert Jensen, Ph.D.
Department of Journalism
University of Texas
Austin, TX

14

- WHAT'S OLD, WHAT'S NEW: SEXUALITY ON THE SOAPS
By Bradley S. Greenberg, Ph.D. and Rick Busselle, M.A.
Department of Telecommunication
Michigan State University
East Lansing, MI

17

- NICE WORK IF YOU CAN GET IT:
MAKING THE MOST OF YOUR MESSAGES IN THE MEDIA
PART 2: GETTING INTO PRINT
By Gina Ogden, Ph.D.
Sexuality Educator and Author
Cambridge, MA

ALSO IN THIS ISSUE...

FROM THE PRESIDENT	
SEX, LIES, AND POLITICAL EXTREMISTS	
By Debra W. Haffner, M.P.H.	2
FROM THE EDITOR	
WE HAVE A RESPONSIBILITY	
TO DIALOGUE WITH THE MEDIA	
By Mac Edwards	5
REVIEWS	20
HIV/AIDS: A SIECUS ANNOTATED BIBLIOGRAPHY OF AVAILABLE PRINT MATERIALS	21

FROM THE PRESIDENT

SEX, LIES, AND POLITICAL EXTREMISTS
Debra W. Haffner, M.P.H.

This past January, I received more than 30,000 letters as a result of a distortion campaign by the religious political extremist organization Concerned Women for America (CWA).

Most of these letters contained this message:

As a pro-family American, I am offended by the sex education agenda your organization wants to force on every child and school in America. I have asked my U.S. Representative in Congress to investigate if SIECUS receives any federal or state funds, either directly or indirectly. I do not want any of my tax dollars going to you. No child in public school should be made to participate in SIECUS-designed programs that blatantly promote promiscuity, homosexuality, masturbation, abortion, pedophilia, and incest. I support Concerned Women for America's national education campaign to help parents and grandparents protect their children from your insidious "open sex" philosophy.

Shocked as I was by this campaign, I was truly alarmed by the hate-filled handwritten notes scrawled across the form letters. I was warned: "You will be destroyed" and "God has a place for you in the lake of fire." SIECUS programs were called "immoral and against the laws of God" and the "downfall of our blessed country." Many letters ended with ominous messages.

Not content with its manufactured campaign of hate, CWA then sent copies of each of these letters to members of Congress, asking them to "protect our children from SIECUS's influence." During the past few months, we have heard from more than 200 Congressional offices, asking for more information.

In March, CWA then took its anti-SIECUS distortion campaign to all 50 states. It published a pamphlet titled *Sex Education in American Schools: An Evaluation of the Sex Information and Education Council of the United States* and mailed it with a cover memo to every governor and to every state Department of Education.

This letter from CWA President Beverley LaHaye stated:

The fact is, there is a monopoly on American sex education. Over the past three decades the Sex

Information and Education Council of the United States (SIECUS) has become the primary source of sex education materials for public schools. But what SIECUS advocates is destroying America's youth. So, Concerned Women for America (CWA) is encouraging every state governor and secretary of education to find out about SIECUS, what they teach and why.¹

The pamphlet included outright lies as well as distortions, and malintended misrepresentations. It began with this out-and-out lie: "SIECUS was founded at the Kinsey Institute in 1964. It was specifically created to teach and promote the sexual theories of Dr. Alfred C. Kinsey..." It ends by blaming SIECUS for many of the nation's problems, and says "the impact on SIECUS-type sex education on America's children, teenagers, and young adults has been catastrophic." Accompanying charts, which presumably demonstrate SIECUS's influence, showed increased divorce rates, aggravated assault arrests, rape arrests, birth rates, STD rates, pregnancy rates, cohabitation rates, and declining verbal and math SAT scores. In between, it said SIECUS bases its work on such alleged Kinsey theories as "sex can and should be commonly shared with anyone and anything," "all cultural and historic sexual taboos and laws are passé," and "adult-child sex or incest is one appropriate aspect of human sexuality."²

"...I am
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CWA recently expanded its anti-SIECUS mail campaign. A letter from the CWA Legislative Action Committee this March began this way: "I urge you to support H.R. 2749. Congress must uncover the truth behind the sex education that the Kinsey Institute and SIECUS are forcing on our children."³ In the same mailing, Ms. LaHaye said: "I shared the shocking facts on how SIECUS is using Kinsey's 'research' to promote promiscuity, homosexuality, and even pedophilia among our nation's youth." An accompanying letter from U.S. Representative Steve Stockman (R-TX) explicitly tied his proposed bill to SIECUS and asked supporters to help him "save taxpayers' money by cutting off all federal funds for Kinseyan-based human sexuality teachings, including the sex education programs and publications distributed to schools by the Sex Information and Education Council of the United States."⁴

CWA is not the only political extremist organization targeting SIECUS:

- Focus on the Family is distributing its publication titled *SIECUS: You Won't Believe What They Want To Teach Your Kids*. It says in part: "SIECUS literature—from the beginning to the present—makes clear that the Council regards traditional prohibitions regarding sexuality as anachronistic, and further, as anathema to healthy sexual and personal development and fulfillment.... SIECUS's consistently radical positions on a wide array of issues—from its advocacy of abortion on demand without restriction to its promotion of homosexuality to its mixed message regarding incest and pedophilia and its value-free, avant garde, and ultimately disastrous, approach to sexuality education."⁵
- The Family Research Council is trying to link SIECUS to the 1948 Kinsey Report on men, specifically one table on childhood sexual response. It asserts that this table "shaped most sex education programs" and that "this research is central to current thought on sex education for our children today."⁶ U.S. Rep. Stockman has adapted this campaign's theme into his bill—H.R. 2749—mentioned above.

Needless to say, these campaigns have affected all of us at SIECUS. In my 21 years as a sexuality educator, I have never received so much hate mail nor experienced such opposition. We have tried to look at this attention as an opportunity to educate people about SIECUS and its goals. As a result, we have sent information about SIECUS (along with information about sexuality education) to every member of the U.S. House of Representatives as well as to the governor and chief school officer of every state.

The responses have been very gratifying. We have heard from many governors and commissioners of education thanking us for our work in support of young people. We have also heard from numerous state legislators and Congressional staff saying they are glad SIECUS exists. We have also heard from many of you urging us to remain steadfast in our commitment and dedication. All of this has buoyed us beyond measure.

In reflecting on the past nine months, I am most horrified because the attacks are based on outright lies. I am well aware that SIECUS takes positions on many controversial issues. We speak out clearly and strongly for comprehensive school-based sexuality education, the right of adults to have access to sexually explicit materials, and the right of individuals to live in accordance with their sexual orientation without prejudice and discrimination and with full civil rights. We are proud of our positions on these and other issues while also recognizing that people of good faith and integrity disagree with us. In fact, we feel public discourse—and debate—is important. A hallmark of SIECUS beliefs is that "in a pluralistic society like the United States,

people should respect and accept the diversity of values and beliefs about sexuality that exist in a community."⁷

I was tempted several times in the past months to call Beverley LaHaye to tell her how deeply offended I am by CWA's hate campaign. I wanted to ask her if she meant to mislead her own supporters and if she wouldn't rather engage in dialogue based on fact and not innuendo. I wanted to say that her information is just plain wrong. At the very least, I wanted her to know that:

- **SIECUS was founded eight years after Alfred Kinsey died, and SIECUS's founding was not connected to the Kinsey Institute.** Modern sexuality education is not based on 50-year-old reports. In fact, like most sexuality educators today, I had never heard of Table 34 until I read about it in Judith Reisman's 1990 book, *Kinsey, Sex, and Fraud*.
- **SIECUS abhors sexual exploitation of any kind.** Our position statements are unequivocal: "Coerced and exploitative sexual acts and behaviors such as rape, incest, sexual relations between adults and children, sexual abuse, and sexual harassment are always reprehensible."⁸

I have come to the conclusion, however, that it is probably impossible to have reasonable discussions when one side consistently resorts to lies and distortions. Somehow, I don't think a phone call would make a difference.

Of course, these attacks are not new to SIECUS. In June 1968, then executive director Mary S. Calderone wrote: "On some occasions, SIECUS has been a target for attacks from people who are uninformed as well as uninclined to seek out the truths of the situation." A year later, the lead article in the *SIECUS Newsletter*, was Dr. Calderone's "Sex Education and the American Democratic Process," which addressed the "anti-democratic forces...now at work to interfere with the process by which communities can arrive at their own decisions by due process. These forces are now out in the open, clearly self-identified. But even if they were not so self-identified, Americans who can remember back a few years would recognize them by the evidence of the same tactics used previously: dissemination of hate, fear, lies, character assassination, for a chain reaction of purposes leading to the ultimate one: discredit SIECUS and you discredit sex education; discredit sex education, and you discredit the local school authorities who spoke for it; discredit the local school authorities and what do you have at the next school board election? Take-over of control by those who started the chain reaction."⁹

She went on to give encouragement to SIECUS members which remains the same today: "Physicians, clergymen, business leaders, parents must stand up and be counted—not on behalf of SIECUS which must act on its own behalf—but on behalf of the programs that their own educators have

designed and judged are needed by their own children. What is at stake is the right of the majority of the American people to hear the truth and to decide for themselves the course of action they want, in an atmosphere of rational consideration rather than a rabble-rousing stampede.”¹⁰

I am deeply troubled by another aspect of these campaigns. CWA claims to work to “keep the voices of Christian parents alive in protecting innocent, unsuspecting children from sex education programs.”¹¹ Numerous pieces of the hate mail I received invoked scriptural references. As a religious person, I am deeply offended by those who choose to speak for all Christians or other people of faith. I attend church weekly, assist in our Sunday school, and read the Bible for inspiration. Indeed, as I received the hate mail, I marked a Post-it—Matthew 5:11—near my phone. This passage gives support to people when others “utter all kinds of evil...falsely” in the name of religion. It is against my religious and ethical principles to use lies and distortions to promote my beliefs. That is why I believe we must join together to combat religious political extremist organizations and their influence.

As you read this, I will be leaving SIECUS for a six-month sabbatical to pursue theological studies. I have been appointed a research fellow at the Yale Divinity School where I will research scriptural and Judeo-Christian historical support for educating people of all ages about sexuality. When I return, I look forward to sharing with you—on these very pages—the lessons that I learn.

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SIECUS PRESIDENT DEBRA HAFFNER TO SERVE AS FELLOW AT YALE DIVINITY SCHOOL

Debra W. Haffner, M.P.H., president of SIECUS, will take a six-month sabbatical starting July 1 to serve as a research fellow at the Yale Divinity School in New Haven, CT.

The SIECUS Board of Directors has named Joseph DiNorcia, M.B.A., as acting executive director during

that period. He currently serves the agency as associate executive director.

As a fellow, Debra will research scriptural and Judeo-Christian historical support for educating people of all ages about sexuality.

FROM THE EDITOR

WE HAVE A RESPONSIBILITY TO DIALOGUE WITH THE MEDIA

Mac Edwards

Whatever you think about the media's contributions regarding sexuality information and education, it is only through ongoing dialogue that change can be effected.

Whatever your opinion, you need to let them know what you think about the shows they produce, the stories they publish, and the ads they carry.

OVERVIEW OF CURRENT MEDIA PORTRAYALS

Both this issue and the previous issue of the *SIECUS Report—Sexuality in the Media: Parts 1 and 2*—were designed to give you an overview of the visual, audio, and print media, primarily in the United States, in terms of the roles they play and the responsibilities they have.

The articles indicate that:

- prime-time television has 25 instances of sexual behavior for every one instance of preventive behavior or comment.
- daytime talk shows often highlight controversy and confrontation over information.
- the movies most popular with adolescents contain as many as 15 instances of sexual intercourse in less than two hours.
- call-in radio is becoming increasingly popular as a source of information on sexuality issues.
- over 25 percent of women aged 30 to 49 rely exclusively on magazines for information about birth control.
- the news media—with an interest in maintaining the status quo—have remained remarkably consistent in subject matter and point of view over the last three or four decades.
- gays and lesbians—virtually invisible in the media two decades ago—now find their increased visibility often limited by narrowly focused stereotypes of villains and victims.
- soap operas, which attract over 35 million regular viewers, average 6.6 sexual incidents per hour as compared to about half that number 10 years ago.
- advertisements continue to have sexual—even erotic—themes to grab attention and increase ratings.

*"What is needed
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RECOMMENDATIONS FOR REALISTIC, ACCURATE IMAGES

In conjunction with the publication of these two *SIECUS Reports*, 42 members of the National Coalition to Support Sexuality Education (NCSSE) have launched a campaign to recommend ways that the media can better meet their responsibilities to inform and educate.

A Fact Sheet titled *Media Recommendations for More Realistic, Accurate Images Concerning Sexuality* (published in its entirety in the April-May issue) was just mailed to over 200 key media executives responsible for film, television, radio, books and magazines, advertisements, and on-line computer services.

Some of the recommendations focus on:

- dialogue which shows true communication between children, their parents, and trusted adults.
- situations which show planned mature relationships as opposed to spur-of-the-moment responses to passion.
- situations where unprotected sexual encounters result in negative repercussions.
- articulate responsible characters with whom teenagers can identify.

"What is needed are more realistic and accurate *images* concerning sexuality—not just warnings that unhealthy depictions are going to be shown or no depictions of sexuality at all," said SIECUS President Debra Haffner in announcing the start of the program. "The best way to use the power of the media...is...to provide Americans—especially young Americans—with the information and models...they so desperately need to improve their responsible sexual decision making."

This initial effort is just the beginning of a program that will include ongoing responses to media portrayals. Much of this work will involve you, our readers. SIECUS asks that you call or write when you see, read, or hear something that needs a response. It is this one-on-one approach that will truly make a difference in how the media portrays sexuality.

SEXUALITY ADVICE ON THE RADIO: AN OVERVIEW IN THE UNITED STATES AND AROUND THE WORLD

Judith Kuriansky, Ph.D.

WHTZ Radio and The Center for Marital and Family Therapy
New York, NY

The role of the commercial media in disseminating information and advice about sexuality issues is becoming increasingly widespread. In particular, radio call-in shows hosted by trained professionals are popping up around the world. Yet, controversy about these shows is also increasing.

HISTORY OF RADIO ADVICE SHOWS

Advice columns first surfaced in the late 1800s with the *Farmer's Almanac*, and proliferated in this century with newspaper advisors like Miss Lonelyhearts, Dear Abby, and Ann Landers. Experts such as Dr. Joyce Brothers began appearing on radio talk shows in the early 1960s to give advice to callers. In the 1980s, these guest appearances expanded to full-scale programs, with pioneers like psychologist Toni Grant launching a network show and many other professionals starting local shows. By the mid 1980s, approximately 40 programs attracted over 20 million listeners.

In response to the proliferation of the shows, a group of radio hosts and other psychologists formed the Association for Media Psychology (AMP) as a division of the American Psychological Association (APA). The APA itself revised its ethical standards to approve such advice-giving. Thus, mass education through talk radio was firmly established.

While sexual issues were addressed on these shows, their mandate was more broad-based—with topics ranging from depression to workaholism, from marital problems to childrearing. The first radio show focusing exclusively on sexual advice was hosted by the now internationally known sexuality educator, Dr. Ruth Westheimer, whose media career started with a 15-minute Sunday night edition that was eventually expanded to two hours.

In the mid 1980s, many of these advice shows were replaced by other shows dealing with business issues or political and sports commentary. The trend has been reversed in recent years with advice shows once again growing in popularity around the world. *Love Line*, which is syndicated from Montreal on Monday night, is the top-rated show in the English radio network. *Sunday Night Sex*

Show is a long-running program syndicated out of Toronto. *Pillow Talk with Dr. Feelgood* is syndicated in major Australian cities. A call-in program on reproductive health education was broadcast in India for 26 weeks by the Population Foundation of India. *The Love Line* was launched in Kuwait in 1994 on a station run by the Ministry of Information. *Secret Whispers* is heard after midnight in Shanghai, China, and *Life Hotline* was broadcast in Beijing in 1995 with two hosts and guests fielding calls on frank topics ranging from masturbation to homosexuality.

GOALS OF SHOWS

The goal of radio call-in shows offering advice on sexuality issues is to address callers' questions about love, sexuality, and relationships. Positive benefits—similar to the benefits of sexuality education classes or courses—include discussing sexuality in a positive, accepting tone; providing accurate information on sexual health; offering information and advice to help callers clarify their own values, attitudes, and behavior; and helping callers develop self-esteem and skills in decision making, interpersonal relationships, and communication. In addition, there are other advantages: offering callers anonymity so they can express their worries, anxieties, and problems without shame, fear, or embarrassment, and providing vicarious learning to listeners.

As the host of a nationally syndicated radio call-in show called *Love Phones*, I encourage the three Rs: *respect* (for oneself and others), *responsibility* (about insuring sexual health and preventing unwanted pregnancy and STDs), and the *right to say yes or no*.

“Discussion increases knowledge and delays intercourse rather than promoting promiscuity.”

TYPES OF QUESTIONS

Call-in radio programs take questions from listeners on a variety of topics of personal concern—from relationships to stress to sexuality—offering advice as well as the latest research developments on mental health issues. On any given night, calls range from a teen asking whether a specific sexual activity can cause pregnancy to a young woman wondering if she should leave an abusive boyfriend, to a couple needing to reenergize their relationship after the birth of their first child,

to divorced parents wanting to know how to find love or how to answer a child's questions.

The most frequent questions reported by the Montreal show were about orgasm and erection problems.¹ The Hong Kong Sex Hotline revealed that 60 percent of female callers inquired about sexual dissatisfaction while male callers inquired about such diverse concerns as dysfunction, normality of sexual behaviors, and problems with partners. Callers' concerns varied with age: Those under 21 years of age asked questions about sexual growth, masturbation, and nocturnal emissions, while those over 21 years of age asked about sexual dysfunctions (premature ejaculations and erectile problems) and sexual desire.²

A sample of 300 callers to my *Love Phones* call-in show revealed an even distribution of males and females, with the most frequent questions being about the normality of sexual behaviors, dating problems, and rejection. Other popular topics included body concerns and sexual dysfunctions.³ A survey of questions sent by fax indicated that 25 percent were about sexual and emotional conflicts, nearly 20 percent were physiological questions, and nearly 10 percent were about masturbation. Other topics included problems with orgasm and erection, confusion about homosexuality, and questions about STDs and HIV.⁴ Younger people have more questions about saying no to sexual relations while older people have more questions about the frequency and intensity of the drive. Some callers start out with a sexual question that evolves into a discussion about a deeper psychological problem such as depression or abuse.

PROFESSIONAL RESPONSIBILITY

It is important for radio advice shows to maintain their integrity since many callers frequently have serious problems that could benefit from—or even demand—professional assessment or attention. The Association of Media Psychology of the American Psychological Association has a mandate for quality psychological information disseminated to the public through all media (as well as for providing networking opportunities for those working in the field).

To maintain high standards, hosts of advice shows dealing with sexuality issues should have professional credentials, including degrees, licenses, and experience in the mental and sexual health fields. The importance of qualified self-help providers was emphasized by respondents to one random phone survey.⁵ An extensive understanding of psychological dynamics is required in order to deal with the complicated issues behind even the straightforward or simple questions.

In keeping with professional standards, staffs of call-in shows must provide follow-up service. This requires devel-

oping and maintaining an extensive network of organizations and professionals.

SOME RESEARCH AVAILABLE, MORE NEEDED

Since media psychology is a field that has developed literally within the past 15 years and since it is not under the purview of educational institutions but rather profit-making media businesses, research endeavors are few.

One early survey of callers in Australia found that over 70 percent of the 100 respondents turned to the radio to solve their problems even though many had access to other sources such as family and friends.⁶

Callers to my previous call-in show at WABC Radio in New York were interviewed three times—before, immediately after, and three-months after going on air—by graduate students conducting an independent study. Callers ranged from seven to 91 years of age, half were married, one-third were professionals, and half listened every night. Results showed that the majority felt helped by the short interaction on the phone, while a significant number of both men and women felt less lonely or depressed, and nearly eight out of 10 claimed an increase in the general quality of their lives. The follow-up interview showed that the majority maintained their gains and contacted referrals offered to them.⁷

This study provided a companion to a survey of random people in California and New York shopping malls.⁸ Eighty-five percent of the respondents saw the value of call-in shows for information applying to their lives, hearing problems of others, and learning about psychology. Ninety-five percent thought such shows were worth airing.

In a more recent study, graduate students interviewed a sample of over 100 teenage callers to my advice show, assessing the impact of sexuality discussions on their attitudes about sexual relations and safe sexual behaviors, and about the relationship of talking about and actually having sexual relations. Results showed that increased listening to the show did not encourage sexual activity but did make sexually active individuals take precautions and resist peer pressure. The amount of time listening to the program correlated positively with self-reported sexual knowledge, safe sexual behavior, and general psychological well-being.⁹

A subsequent pilot study on a sample of listeners showed that learning takes place during the show with listeners finding solutions to their problems by identifying and following along with various callers discussing similar problems of their own on the air.¹⁰

Other research is sparse. One analysis of call-in show hosts noted the issue of professional responsibility as well as limitations due to caller screening and commercial interruptions.¹¹ A report from Radio Television Hong Kong

described the impact of radio hot-line programs combined with series and dramas. Thousands of viewers were divided between those who considered the programs valuable as supplements to sexuality education and those who criticized explicit scenes, topics, or moral judgements.¹²

WORKING WITH SCHOOLS AND COMMUNITIES

With sexuality education in schools currently the subject of increased scrutiny and controversy, it is critically important to examine the sources of information available to young people. While surveys show that most young people get their information from peers, most professionals agree that parents should serve as the primary sexuality educators of their children. I have personally made many efforts on my radio program to encourage young people to talk to their parents, and for parents and their children to listen to the radio together to spark discussions. In addition, I have encouraged such communication during talks at high schools, colleges, and with parent-child and youth groups. Expanded efforts—coordinated between media psychologists and schools, parents, and other educational groups—can only prove to be extremely valuable.

CONTROVERSIES

Protestors of sexuality in the media have primarily focused on television. Organized efforts began over a decade ago when a Detroit homemaker tried to get advertisers to withdraw their support of *Married with Children* because of its references to sexuality issues. Special interest groups have since undertaken similar, larger-scale efforts. Members of Congress have also fueled advocacy efforts. Several major advertisers have responded, and some television talk shows have toned down their sexuality topics.

Critics of radio call-in advice shows—both from the professional and private sectors—have complained from the start about the effect on young listeners' sexual behavior, about the entertainment value of such shows, and about the difficulty of providing psychological help in such a short time.¹³ While most of the opposition claims that shows of this kind encourage sexual relations, studies from the United States, England, Brazil, Argentina, and Colombia indicate that sexuality education on these call-in advice programs has exactly the opposite effect: discussion of this kind increases knowledge and delays intercourse rather than promoting promiscuity.¹⁴ As Montreal psychiatrist and radio advice host, Pierre Assalian, insists, "There is no relationship between information and permission for promiscuity."¹⁵ Supporters further point out that these shows air within the federally regulated "safe harbor" hours.

CONCLUSIONS

Disseminating responsible advice on sexuality issues over the radio can prove a highly effective and useful educational tool, especially in these times of stress, dysfunction, and dissatisfaction for all age groups. This kind of information has proved valuable to both callers and listeners, and provides a valuable public service to men and women of all ages, and particularly young people. More research is needed on the techniques and long-term results of these shows to further measure their impact and establish their efficacy. In addition, efforts are needed to foster networking among these programs in countries around the world, and to encourage their collaboration with policymakers as well as school and community groups to maximize the usefulness and impact of public discussions of this kind that touch on such an important part of people's lives.

ABOUT THE AUTHOR

Judy Kuriansky, Ph.D., is a clinical psychologist and certified sexuality therapist as well as the author of *Generation Sex*. Her show, *Love Phones*, is broadcast live weeknights from 10 o'clock and is syndicated nationally and simulcast in Japan.

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ADVERTISING, SEXUALITY, AND SEXISM: A SLIDE SHOW SPOTLIGHTS GENDER ISSUES

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Participants in my classes and workshops about sexuality and the media often make comparisons between pornographic materials and advertising. Why pick on the sexually explicit, some ask, when mainstream advertising is so similar?

There are lots of reasons to “pick on” the intentional eroticization of domination and submission.¹ But the point is well taken. Misogyny is obvious in advertisements even if it is not as intense. The pornographic continuum in American culture is definitely alive and well in mainstream media—particularly in advertisements.

These discussions sparked me to develop a slide show about gender and sexuality in advertising for classes and public presentations to illustrate how the feminist critique helps us understand not only contemporary advertising in the United States but also the larger patriarchal sexual system.

MEDIA, GENDER, AND CULTURE

I introduce my slide show by making a few basic assertions about gender and the role of media in contemporary culture:

- **Advertisers do not have exceptional powers to influence people.** They are taken seriously because they take their image-making seriously enough to spend billions of dollars each producing and circulating their messages.
- **Advertisers did not invent sexism.** But some advertisers (as well as some producers of television programs, movies, and erotica) keep sexist images and ideas in circulation, and help maintain a male dominant system.
- **There is no conspiracy among the producers of media products to produce oppressive images of women.** Advertisers simply use codes and conventions that have developed over time, drawing on an existing ideology that is institutionalized (and replicated through widely accepted institutions and practices).
- **Photographs, like any form of human communication, require interpretation, and people's readings of advertisements may differ.** One person may suggest that a photograph carries a certain meaning. Another may read it differently. Both can be right. The goal is a conversation about meaning, not an imposition of a definitive judgment about meaning.

- **The meaning of any single image is formed in part by that image's place in a wider system.** Advertisements, like any cultural artifact, must be analyzed in context. Images of women, men, and sexuality are viewed in a patriarchal world. The wider cultural meaning of sexuality and gender is crucial to understanding any single image.²

I conclude my introduction by making it clear that the slide show is based on a feminist critique, which asserts that cultural aspects of sexuality are a key site for the dominance of males and the subordination of females (which is part of a larger system of social, political, and economic subordination³). The most important components are compulsory heterosexuality, the eroticization of domination and submission, the normalization of aggression, and the sexualization/objectification of women.

CODES AND CONVENTIONS FOR DEPICTING WOMEN

The thesis of my slide show—which is based on an analysis of images from a variety of news and opinion, fashion, lifestyle, and women's magazines—is not that every representation of women in advertising is sexist, but that there are ways in which women are depicted that men are not. There is a pattern to the way in which gender and sexuality are represented; all images don't fit the pattern, but the pattern exists.

The show moves from the subtle to the more blatant, beginning with an analysis of codes and conventions of advertising photography borrowed in part from Erving Goffman⁴ and informed by the work of Jean Kilbourne⁵:

- *the feminine touch:* women touching themselves in a delicate manner that can suggest fragility, daintiness, or sexiness;
- *unstable and/or vulnerable positions:* women standing on one foot with the knee bent and/or with arms above their heads;
- *subordinate or provocative body positions:* women on their knees or lying down;
- *facial expressions:* women striking the sultry, seductive look or the staring-off-into-space look of psychological withdrawal.

The slides themselves also show how women are placed within the frame of the photograph, often constructed as objects to be viewed, either by men in the photograph or implicitly by the reader. They also show more blatant ways in which women's bodies are used in advertisements as little more than props for selling products. Witness the common photograph of a half-naked woman posing provocatively to sell jeans, cars, alcohol, and a host of other products.

The show also includes slides of men in advertisements to remind the audience that the photographic conventions commonly used to depict women are rarely used for men. In fact, the images of men convey strength, competence, and control. These gender differences are made clear through slides of pairs of advertisements for the same product or company, one showing a woman and one showing a man. The routine objectification and sexualization of women provide a stark contrast to the depictions of men. The slides go on to illustrate the more explicit sexualization of women, including standard pornographic depictions of them as animal-like, as nymphomaniacs, as prudish (requiring male prodding to be sexual), or as physically controlled (by men). In many of these slides, women are in various stages of undress or in positions that suggest sexual availability.

These depictions of gender and sexuality often go unnoticed; the patterns are commonplace and often invisible unless viewed with a critical eye. Here are some detailed examples from the slide show:

- An advertisement for Johnnie Walker Red liquor shows two men in casual clothing sitting on a sand dune, talking about a woman not in the frame. The caption reads, "She looks even better when she's walking toward you. And she drinks Johnnie Walker Red." The men are the sexual subjects who watch an object, the woman off camera. Her prime attribute, in addition to her choice of alcohol, is her appearance. In another advertisement in the same series, two women in long dresses sit at a bar, giggling, with their faces partly obscured as they lean toward each other. The cut of the dresses allows their legs to be prominently displayed. The caption reads, "He's not married or anything. And he drinks Johnnie Walker Red." Here, the women again are the sexual objects, posed in a manner that displays their bodies. The man's body is not discussed; his prime attribute is that he is available for marriage.
- In an advertisement for Jordache clothing, three men clown around with a woman in a convertible sports car. The woman is reclining in the back seat with her legs up over the front seat. One of the men sits behind her on top of the back seat, holding her arms above and behind her

head. The other two men sit on the top of the windshield looking down. The positions of the people are important. The woman's legs are spread and she is restrained from behind. She appears to be laughing, although sunglasses make it hard to read her expression. The men are laughing or grinning. She looks off into the distance while the men gaze directly at her. While this is not a picture of a gang rape, the position of the participants in a gang rape might look very similar. The role and status of each person in the advertisement is cued by expression, body position, and position within the frame.

- The main photo in an advertisement for Lagerfeld, "the sexy new men's fragrance," shows a man photographing a woman who holds a towel around herself, her breasts nearly exposed. She has the standard sultry expression. Three smaller photos at the bottom of the advertisement show her running through the room, still wrapped in the towel, as if she is being pursued; fully dressed and applying makeup in front of a mirror with the man watching; and cornered by the man as his arms pin her against the wall. The themes of pursuit, voyeurism, and the threat of violence give the advertisement, in the words of a woman who saw the slide show, a "creepy feel." Though these images are not overtly violent and do not depict sexual activity, they are encoded with male dominance, female submission, sex as conquest, and sex as the acquisition of pleasure.
- The slide show concludes with a series of close-ups of women's facial expressions, some taken from advertisements and some from pornography. The first time through the slides, I don't label the source of the image. The second time, I reveal the magazine in which each appeared (*Cosmopolitan*, *Vanity Fair*, and *The New York Times Magazine*; and *Playboy* and *Gallery*). This leads to a discussion of the pornographic continuum: mainstream advertisements don't look exactly like sexually explicit pornography, but they often draw on the same concept of women as objects to be used for sex. So, the sultry facial expression that conveys sexuality works just as well in an advertisement as in a pornographic magazine.

MAKING SENSE OF THE IMAGES

Two responses to this slide show are common.

First, some women get angry. Seeing these advertisements in a critical framework sparks a recognition of the way the images have affected their lives. Women talk about being tired of men treating them as sexual objects and about spending their lives trying to achieve a certain beauty standard.⁶

Second, others—both male and female—suggest that I am reading too much into the advertisements or, if my reading of them is sensible, that I am making too big of a deal out of it. They say: sexual attraction is normal; men like to look at women; women like for men to look at them. In short, it's no big deal, so lighten up. My response is that the issue is not whether human beings are sexual but how a society constructs the meaning of sexuality and channels sexual desire. Specific sexual practices and ideas about what is sexy are not "natural" but are cultural constructions open to critique and challenge.

Another point often raised is that men's sexuality and men's bodies increasingly are being exploited in advertisements, especially by such companies as Calvin Klein. While that is true, the slide show is based on a pattern, not a few rogue images. Some advertisers are using men in non-traditional ways, but such depictions are not the norm. Also important is the societal context in which those images appear. If men and women do not have the same power in society, similar depictions of men and women will not necessarily mean the same thing or have the same effect. In patriarchy, men in the world are not sexual objects, and the objectification of them in advertisements does not change that. Beyond that, I point out that a radical feminist critique of sexuality helps us understand why treating men like women in this context is not progress. Objectifying men and commodifying male sexuality does not lead us away from a patriarchal sexual system that eroticizes domi-

nation and submission. Nor does it help us move toward the eroticization of equality.

This slide show offers a critique of our existing sexual ethic. I ask people not just to accept an analysis of particular images in advertisements, but to ask difficult questions about their own sexuality and how it has been shaped by a patriarchal society.⁷ That is a question that this society is generally not comfortable answering, but one that people cannot afford to ignore.

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SEXUALITY AND TELEVISION ADVERTISING: AN HISTORICAL PERSPECTIVE

Click. A group of women taking a "Diet Coke break" gather to eye a bare-chested construction worker hunk.

Click again. A chimp chooses two female chimps and two Little Caesar's pizzas.

Click again. A young man hijacks his older female boss for a joyride in a Volkswagen Passat.

It's voyeurism, favorite fantasies, and beefcake—all using sex to sell: an appeal that started with the advent of television itself and continues today despite current conservatism and the fear of sexually transmitted diseases (STDs).

And it is not surprising. Sexual themes grab attention and increase ratings—from news to soap operas, from tabloids to dramas.

Beer is one category that led the way for using sexual themes to sell. A black-and-white spot in the 1950s showed a tired husband growing perky after drinking a Pabst beer, chasing his wife around the room, and disrobing. Color television ushered in many more scenes of booze-inspired partying with barely clothed women. Car spots also pioneered the sexy sell, with models like Catherine Deneuve and Farrah Fawcett draped over the hood or stroking the wheel and seat suggestively.

All-too-hot spots reached an all-time high in 1980 when then-15-year-old Brooke Shields panted that nothing came between her and her Calvins. Though some versions of the ad were banned from television, and the ad agency eventually resigned as a result of protests, jeans sales doubled and Klein's company growth skyrocketed from that point on.¹ Madison Avenue was sold on shock appeal and provocative poses.

The sexy sells also sparked outrage from consumer, religious, and special interest groups who complained to networks and advertisers about declining morality and children's exposure to sexual topics.² The controversy hit the courts when a group of female employees sued Stroh's brewery for sexual harassment and named the company's "Swedish Bikini Team" campaign (featuring buxom, blond, bikini-clad women) as contributing to a "hostile work environment." The spots were pulled, the "Bikini Team" was retired, and the case was settled for an undisclosed amount, although the judge ruled that the ad was not admissible evidence.³

Just last year, the Federal Bureau of Investigation (FBI) investigated a new Calvin Klein advertisement featuring an underage teen stripping for a photographer. Civil liberties lawyers argued that the situation did not constitute child sexual abuse. Meanwhile, the jeans once again flew off the

racks to prove to advertisers that such controversy pays off.⁴

The ploy also worked recently for Candies hiking boots. A furor erupted over the censorship of scenes of a nude couple straddling a chair, and the company received more free exposure than paid air time.⁵

Benetton is one company that distinctively eschews both censorship and commercialism, with photographer Oliviero Toscani's controversial and confrontational images of 56 penises, a hermaphrodite, and a person dying from AIDS.⁶

What is acceptable on American television is often tame compared to other parts of the world where full frontal nudity sells everything from shock absorbers to sardines. In a Danish television spot, a newspaper is draped over a man's

erect penis as he spies on ladies in the neighboring steam room. Skin is "in" in Brazil where one spot shows a woman wearing a wrist watch and nothing else. France's successful Perrier bottled water campaign (banned in the United States) shows a woman's hand suggestively caressing a bottle of the spring water as it uncorks and bursts.

Cloaking sexuality in romance is one way out of controversy. The Taster's Choice soap-opera-like spots follow a handsome neighbor invited in for coffee, and whatever else. Humor also relieves the anxiety of sexual suggestion. In another ad, Annie Potts (of *Designing Women* fame) is lifted into a hunk's arms while extolling the virtues of large popcorn kernels.

Television advertising frequently results in confrontations among creative, social, and religious forces. But sex will always sell. As Candies' Chief Executive Officer Neil Cole says, "In 30 to 60 seconds, to keep people from going to the refrigerator, you have to astound them. And sex does."

—Judy Kuriansky, Ph.D.

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WHAT'S OLD, WHAT'S NEW: SEXUALITY ON THE SOAPS

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Seventeen percent of the 3,000 adult respondents to a recent national survey said they were regular viewers of daytime soap operas. This translates into an estimated national viewing audience of 30 million adults (33 to 35 million when teenagers under 18 are included).

Extended analysis of this same survey reveals that these self-identified regular viewers were disproportionately less educated, had lower incomes, and were minorities and women (particularly non-working women).

What messages are these regular viewers receiving about sexuality? This article documents the presence of sexual activity in the soaps in the mid-1980s and compares it with the mid-1990s. It also identifies sexual activity on the soaps that was either nonexistent or not examined a decade ago.

50 HOURS OF SOAPS

The television sample for this survey consisted of 50 hours of soap operas—ten 60-minute episodes of five different shows. These episodes were videotaped in August and September of 1994. Three soaps—*General Hospital*, *All My Children*, and *One Life to Live*—were part of a 1985 study and provided the opportunity to investigate changes over the past decade. Two soaps, *The Young and the Restless* and *Days of Our Lives* were also added to the survey because of their strong viewership.

Coders were trained to recognize and document each incident related to seven sexual situations: (1) prostitution, (2) rape, (3) homosexuality, (4) intercourse between married people, (5) intercourse between people not married to each other, (6) petting, and (7) long kissing. A miscellaneous category documented other sexually related subjects, such as abortion or contraception.

The majority of sexual activity in soaps is talked about—not acted out—and, therefore, not seen. Coders documented whether an act was presented visually (viewers see it), verbally (viewers do not see it), or both.

Soap opera characters often talk about the sexual relations of others. For verbal acts, coders documented whether a participant (a character who participated in the act) or a nonparticipant (a commentator) referred to the sexual inci-

dent. The character's gender, age, race, marital status, attitude toward sexual relations, and who initiated the activity also were documented.

MORE FREQUENT SEXUAL ACTS

In the 50-hour sample of programming, there were 333 incidents of sexual or sexually related situations—an average of 6.6 acts portrayed or referenced in each soap hour.

The three soaps analyzed a decade apart showed a 35 percent increase in sexual activity. The frequency of sexual acts climbed from 3.7 per hour in 1985 to five in 1994. One soap, *One Life to Live*, was responsible for much of this increase. It portrayed nearly 2.5 more acts per hour in 1994 than a decade earlier. *All My Children* and *General Hospital* increased .9 and .6 acts per hour over the same period. The two new soaps, *Young and the Restless* and *Days of Our Lives*, contained more sexual activity than all the others, with an average of seven and 11 acts per hour, respectively.

The most frequent sexual activity in both decades was intercourse between two heterosexual people not married to each other. There were 120 instances (2.4 times per hour) in the 1994 sample. The next most frequent was rape, which was discussed 1.4 times per hour or 71 total times. (Two rape story lines accounted for all 71 references.) Long kissing was seen 1.1 times per hour. Intercourse between married couples was shown or referred to .72 times per hour. Prostitution and petting were infrequent. Homosexual acts or references did not occur at all in the sample.

There were two noticeable differences between 1985 and 1994 in the three soaps in both studies. Rape references increased from one per 10 episodes to more than one per episode. Intercourse between unmarried partners increased from 1.56 to 1.83 per hour, or one more act every four hours.

SEXUAL DEMOGRAPHICS

It is clear that soaps inform us with dialogue much more often than they show us with pictures. Of the 333 incidents, 225 were verbal. Viewers heard about sex twice as often as they saw it. This includes all sexual activity except long kissing,

"The three soaps
showed a
35 percent
increase in
sexual activity."

which was shown 57 times in our sample (1.1 times per hour), but never talked about. Intercourse between unmarried individuals was portrayed visually 32 times (.64 times per hour) but talked about 88 times (1.8 times per hour).

Other sexual situations were rarely shown: seven visual portrayals, each of married couples having sexual relations or petting; three portrayals of rape (the same incident recalled visually three times); and one act of prostitution.

Among the heterosexual participants involved in any sexual activity, 29 percent were not married; 21 percent were married to each other; 21 percent had never been married; 9 percent were divorced or widowed; and 8 percent were married to someone else. Coders could not identify the marital status of the remainder.

Those who participated in sexual relations fit into the following demographics: 87 percent were caucasian, 10 percent were African American; 12 percent were teenagers; 31 percent were in their twenties; 28 percent were in their thirties; 23 percent were in their forties; and four percent were 50 or older. Half expressd positive attitudes toward their sexual relations; 20 percent were observably negative; the rest were noncommittal.

Married couples having intercourse were overwhelmingly positive about their relationships; all husbands were positive, two wives were negative. Husbands were generally older than their wives: 54 percent of the husbands were in their forties compared to 23 percent of their wives. The initiation of sex was evenly divided.

Those having intercourse out of wedlock were also lopsided in age—with men distinctly older. Attitudes were more ambiguous: 46 percent of the men and 40 percent of the women were positive; 14 percent of the men and 18 percent of the women were negative; half of both genders expressed no attitude. When the instigator was identified (half the time), initiation was again evenly split between males and females. Approximately 12 percent of the women and 15 percent of the men were having sexual relations with an individual married to someone else.

A substantial portion of the sexual relationships involved discussions by nonparticipants. Their attitudes were substantially more negative than those of the participants. Compared with 50 percent of participants who were positive and 20 percent who were negative, only 12 percent of nonparticipants were positive about the acts they discussed and 59 percent were negative.

NEW ISSUES ON THE SOAPS

Several sexuality-related issues not dealt with in earlier studies emerged from this more recent analysis of soaps.

Date Rape. Rape was a nonevent in the 1985 soaps sample but a major player with a different political face in the 1994 sample. The buzz term became “date rape” as

Americans faced growing evidence of the incidence of sexual assault between two persons who were not strangers to each other. Public discussion has focused primarily on its occurrence among young people, including adolescents.

Two soaps in the new sample had ongoing story lines, which dealt with date rape of teenagers. On *One Life to Live*, three fraternity brothers had gang-raped a female coed; the current story involved their group therapy after they were convicted and punished. Viewers witnessed remorse and guilt from two of the males. The pain of the victim was frequently relived in the episodes. On *Days of Our Lives*, a teenage boy was holding his potential victim hostage and tormenting her, having raped her sister some time earlier. The current hostage was eventually freed without being raped. The sample episodes ended with the accused rapist verbally menacing both sisters and telling his original victim that he would testify he never had sexual relations with her.

Thus, rape on the soaps is unlikely to deal with “stranger rape,” in as much as it does not provide an opportunity to examine the individual characters and their relationships—a mainstay of the soaps. So long as “date rape” remains high in the media agenda of social issues, it is anticipated that more soaps will develop parallel story lines. These are being done with considerable sensitivity to the victim’s pain, and with eventual punishment for the assailant.

Safe Sex. Although the origin of the term “safe sex” is unclear, it was as much a zero entry in 1985 as seat belts were in an action series. Yet, this significantly changed by 1994:

- There was a lengthy, multiscene discussion between a mother and her teen daughter about the merits and detriments of having sexual relations with a boyfriend. This was a meaty discussion of the issue and provided a worthy model for other soaps.
- Across all 50 episodes, there were five specific references to safe sex and/or contraception.
- One specific mention of AIDS was found in these 50 episodes, and contraction of HIV was from drug use, not sexual activity.

PREGNANCY

In the summer of 1994, 20 of the 50 surveyed episodes had one or more story lines about pregnancy. In all, there were 15 different pregnancies in this time period (with three to five per soap) and 61 “incidents” in which pregnancy was discussed or referenced. Pregnancy was a dominant theme and discussion topic across the soaps, except for *Days of Our Lives*, which was barren.

Readers should recall that pregnancy references/acts were coded within sexual intercourse. Of 120 coded situations

within the category "sexual intercourse between unmarried individuals," 19 percent were discussions of pregnancy. ("I am pregnant." "I want to have a baby." "Getting pregnant is our number-one priority." "When I was pregnant...")

The pregnancy story lines were seldom commonplace and sometimes bizarre. For example:

Story line 1: A woman is newly pregnant but unsure which of two men is the father. She is married to neither of them. (*General Hospital*)

Story line 2: A pregnant woman is convinced that her baby will be blind. (*Young and the Restless*)

Story line 3: A husband wants his wife to become pregnant; she wants to wait; she gets pregnant. (*Young and the Restless*)

Story line 4: A woman is carrying the fetus of another woman, having undergone in vitro fertilization. (*Days of Our Lives*)

One-sixth of the pregnancy portrayals were positive toward the pregnancy, one-third were negative, and the remainder mixed.

Six of the total number of pregnancies were planned, seven clearly were unplanned, and the remainder were equivocal. Two-thirds of the incidents involved pregnant women, and the remainder involved women either planning to get pregnant or involved in births; this sample had no miscarriages or abortions. In almost all instances, paternity was clearly identified. Half the parents were planning to marry each other; one-fourth were not married to each other, and the remainder could not be determined by the coders.

Given the centrality of pregnancy to most soap operas, it seems curious that half the pregnancies were a surprise. On the other hand, this may account for the fact that only one in six pregnancies were clearly happy ones. Soaps have moved from frequent story lines about "Who's the father?" to "Will the parents get married?"

JUST SAY NO

At face value, the survey results affirm the dominant emphasis on unmarried intercourse in these stories with an average of 2.4 acts/references each hour in the 1994 five-soap sample. Ignoring the one in five acts in the previously discussed pregnancy incidents, the remainder dealt with lustier sexual encounters which were far from uniform in their attitudes. The survey found that 35 percent of intercourse between unmarried individuals was discussed positively, 29 percent was mixed and 36 percent was discussed in a distinctly negative way. This is a very diverse set of reactions. Sexual intercourse is not uniformly seen as a good or fun thing to do; as

many say no as say okay, and intercourse between unmarried individuals receives significantly more disapproval than intercourse between married individuals. Illustrations from the sample soaps include this dialogue:

- "Charlie stop it. I have to get this done or I will never get to bed at a decent hour."
- "You're not disappointed that we didn't...um."
- "I love being with you, and I would love to make love to you, but I'm not as ready as I thought I was. Are you mad?"
- "You found out that (she) wasn't going to sleep with you and yet you're still interested...relationships are a lot more than just sex."
- "We were in the pickup...things started getting heavy...next thing I knew she whipped out a condom...I could not go through with it...It didn't feel right. I wasn't ready and I don't think she was either."

CONCLUSION

Sexuality on the soaps in the 1990s is fraught with myriad sexual situations: relationships with no consequences, relationships with consequences, and a good deal of "no sex, thank you."

The shows appear to provide the traditional lusty sexual relationships for older viewers who have come to expect a goodly amount of cavorting and fidelity-testing from their favorite characters. That is what was dominant in the 1970s and 1980s. Today, in their efforts to attract younger viewers, the soaps are extending sexual activity to much younger characters. At the same time, the stories are dealing more frequently with the young viewers' concern about such issues as date rape, pregnancy, and learning to say no to sexual relations.

Which message is stronger remains to be assessed.

Author's note: The coding for this survey was hierarchical. For example, if kissing and/or petting preceded sexual intercourse, only the sexual intercourse was coded. If a rape occurred, it was not coded as sexual intercourse. Thus, these data underestimate some of the sexual activities.

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NICE WORK IF YOU CAN GET IT:
MAKING THE MOST OF YOUR MESSAGES
IN THE MEDIA
PART 2: GETTING INTO PRINT

Gina Ogden, Ph.D.

Sexuality Educator and Author
Cambridge, MA

Even in this electronic age, print remains a vital medium through which sexuality professionals can convey both facts and values to the public. Every time you use the press to communicate accurate, timely, sex-positive information, you help counteract the kinds of sensational or narrow-minded stories that too often shape our national attitude about human sexuality.

Conducting an effective interview for newspapers and magazines involves many of the same skills necessary for appearances on radio and television.¹ Although you may have a better chance to develop complex ideas with a journalist than with a talk-show host, you still have to know how to transmit your thoughts with clarity and energy so that the journalist can serve as an accurate and enthusiastic channel.

These guidelines for conducting print interviews are drawn from sexologists as well as feature editors and free-

lancers currently working in the popular press and the news media.²

**GUIDELINES
FOR PRINT INTERVIEWS**

This is a rundown of the kinds of print media in which you are more likely to appear as a sexuality expert.

Newspapers. The perspective and the circulation of a newspaper can vary widely depending on the paper, its ownership, and its editorial slant. A conservative daily differs from a liberal weekly tabloid. Even within a single publication, the *Living Arts* section differs from *Today in Science*. Each reporter may also have a different perspective, especially where sexual issues are concerned. If you are not familiar with the paper, ask the reporter to describe its point of view before you begin your interview.

WHEN THE ANSWER IS YOUR OWN ARTICLE OR BOOK

By far, the most effective way to get your ideas to the general public is to write your own articles and books. Bear in mind that your message has to be an attention-grabber. The magazine market is highly competitive, and an estimated 55,000 new books are published every year.¹

If you intend to write an article: a one-page query letter to a specific editor is the way to approach a magazine or newspaper.

If you intend to write a book: a marketing proposal, a book outline, and two sample chapters are the way to approach both an agent and a publishing house.

RESOURCES

For information on putting your ideas into an article:

- *Freelance Writing for Magazines and Newspapers* by M. Yudkin (published by Harper and Row, New York, NY, 1988).
- *The National Writers Union Guide to Freelance Rates and Standard Practice* (published by the National Writers Union, New York, NY, 1995).

For information on putting your ideas into a book:

- *How to Write a Book Proposal* by G. Larsen (published by Writers Digest Books, Cincinnati, OH, 1990).
- *How to Get Happily Published* by J. Applebaum (published by Harper Reference, New York, NY, 1992).
- *The Writer's Workbook* by J. Applebaum and F. Janovic (published by Pushcart Press, Wainscott, NY, 1991).

For information on how to get your messages into print, please contact:

Gina Ogden, Chair

National Writers Union Book Collaborative
Box 443, Cambridge, MA 02140.
Phone: 617/491-0603.

REFERENCE

1. A. McClellan, "Let the Author Beware," *Women's Review of Books*, 13, no. 5 (1996): pp. 28-9.

News Magazines. These big, national weeklies are after the new, the hot, the scientific breakthrough—or whatever you can frame as new, hot, or a scientific breakthrough.

Glossy Magazines. Some of these monthlies or bimonthlies have enormous general circulations. Others are aimed at specialized audiences interested in health, fitness, adolescence, aging—and even sexuality. They are always after pithy quotes to illustrate their articles. Once you are on their list, they will call you regularly.

Professional Magazines and Newsletters. These have smaller circulations with an extremely targeted readership—social workers, nurses, physicians, family therapists, sexologists. They are likely to present a much more thoughtful and complex reporting of your subject than publications with a general audience.

Alternative Press, including 'Zines. These are the publications designed specifically for individuals with a certain viewpoint or background. Their relatively small circulation is compensated for by a targeted readership—for whom they seek specific information with a particular bias.

PREPARING FOR THE INTERVIEW

Most newspaper and magazine interviews are conducted by phone from the comfort of your home or office. If you're on the road with a book tour or are otherwise in the public eye, a reporter may attend your event or come to you. However the interview occurs, you should expect the reporter to come without warning. Prepare in advance.

Have Clear Goals and Expectations. Whether you are promoting a book, commenting on research, or acting as a general resource, you should have a clear idea of why you are doing the interview and what you hope to gain from it. This will help you to focus your remarks.

Decide on Your Message. A good technique is to prepare a checklist of your most important points and practice saying them—in a well-constructed sentence. This way, you won't get caught either speechless or babbling when a major daily newspaper suddenly calls for your take on sexuality for the new millennium.

Develop the Art of the Sound Bite. This is as true for print interviews as it is for radio and television. If you can embed your major points in interesting, topical, thought-provoking phrases, you are on your way to making a journalist very happy—and to ensuring that your words will appear in print. Journalists need quotes, especially memorable ones.

Decide How (and If) You Will Answer Personal Questions. Unless your personal lifestyle is part of your message, you should exercise discretion. (It is possible to indicate your sexual values without telling the story of your life to a reporter.) If you do decide to use yourself as an example, work out in advance exactly how you will present your story to make the impact you want.

Use Professional Ethics. As in radio and television appearances, maintain confidentiality for your clients and personal responsibility for your ideas. As a professional, you are free to state your opinions as long as you do not state them as facts, and to build a case for them, as long as you maintain respect for those who disagree with you.

DURING THE INTERVIEW

Bear in mind that the journalist is your translator and that everything you say to a journalist has the potential to appear in print. You have little control over what the reporter will write, but the more personal contact you make with the reporter—that is, the more you come across as a human being and not a disembodied expert—the more likely you will find your whole message reported in print.

Give Yourself Time to Get Your Act Together. When a journalist calls, ask what the article is about. Then, unless you're already prepared, ask her or him to call back in ten minutes, or an hour, or whatever time you need.

Take Charge from the Outset. Treat the beginning of a print interview like a preinterview for a television show. If you are not familiar with the publication and the journalist, here are some things worth determining before you start talking:

- Who is the primary audience?
- What is the point of the article?
- What is the journalist's point of view on your subject?
- What is the magazine's or newspaper's point of view? It may differ from the journalist's. And it will always prevail.
- How many other experts are being interviewed for the article? Who are they? You may know their work and won't want to duplicate their comments.
- How will the interview further the causes that you champion?

Make Contact with the Journalist. Enter into a dialogue. Give more than facts. If it's your style, lighten up and laugh a little. You don't want to joke and tap dance your way through a serious interview, but a hearty sense of humor can help dispel any discomfort a journalist may have about a sexual subject. A friendly and relaxed manner will help both of you feel more comfortable.

Present Your Material as Fresh and New. This is especially true for news media, but also applies to magazines. Understand that your material is now old news if it is related to something that was a big story a year ago. Even an expert news reporter can't make it a big story again. But, if you cleverly tie your material to today's events, you might find it's a hot topic in a glossy magazine.

Use Everyday Language and Use Examples. Professional jargon is often meaningless or useless to a journalist—even one who is writing for a professional reader-

ship. Don't overload the journalist with theoretical material. Remember that this is an interview not a dissertation defense. Illustrate your concepts with stories. Your familiarity with the publication will help you offer stories that are appropriate for the readership.

Assert Yourself. If you find that the reporter is bringing up an idea that was originally yours, say so—distinctly and pleasantly. Journalists may not know the entire history of the field.

Listen. Even though you are in the position of information-giver, you must understand the points your interviewer wants to make, even if you have to stop the interview and clarify them. If you have fantasies that you can change the direction of the article, remember that the journalist may be on assignment to produce a piece with a certain bias.

Organize Yourself. Keep notes on the journalist's questions and your replies. This will help you to keep your remarks on track. If there's a point you want to make—even though it doesn't seem to fit—say so, and ask if it's okay to digress.

Be Patient. Bear in mind that most journalists are giving you their best shot and that most are intelligent, hard-working, and idealistic—just like you—and that freelancing is a labor-intensive industry that nets about six cents an hour.

Package Your Information. Offer to fax materials if this seems appropriate. (Make them accurate and pithy.) Journalists often write under pressure and welcome written facts—especially if they fit on a single page. Ask what other kinds of material might be useful. A journalist may welcome a press release or clips of interviews by other journalists.

Send a Photo. If you don't already have a 5-by-7, black-and-white head shot of yourself, find a professional (emphasis on *professional*) photographer to take one. It doesn't need to cost a fortune. Nor do extra copies. The more you order, the less each will cost.

A publication doing a feature story on you may ask for a photo. It's a good idea to send one even if you're not the featured expert. If there's space, the publication may use it anyway. Sometimes, a publication will send a photographer to your home or office for a full photo shoot. Always get the photographer's name so you can track down a copy later.

"Off the Record." *Rule One:* Don't ever go off the record. That is, don't ever say anything to a journalist that you don't want to see in print. *Rule Two:* If you blurt out something you wish you hadn't said, say up front that what you just blurted is not for print. Most journalists are honorable, and, unless you're a high-profile political figure in an election year, they are honestly not trying to trip you up. Remember, though, that they can ethically use anything you say on the record.

Spell Your Name. Spell your name, and say exactly how you want to see it—Ph.D., sexuality therapist, author of *Nice Work If You Can Get It*. Also say whether or not you want your location mentioned in the article.

If Necessary, Set a Time Limit. If the interview extends beyond your limit, wind it down as you might an audience or classroom discussion: "I'll have to stop in a couple of minutes" or "I have time for one more question." Concentrate on quality rather than quantity. A lengthy interview does not always mean you'll be extensively quoted in the article.

WHEN THE INTERVIEW IS OVER

Ask for Fact-Checking. Fact-checking occurs automatically with some publications. Ask (but don't demand) that the journalist or fact-checker call you and read the quotes scheduled for the article. Convey the notion that you care deeply about your subject and that you're willing to check the quotes because sexual subjects are sometimes misunderstood.

Ask for a Tearsheet. Better still, ask for a copy of the issue. Journalists will usually make a note for their editor. But remember that magazines or newspapers won't always follow through, especially if your quote is printed months after the interview. If you know the title of the article, you can track down a copy yourself. Otherwise, you may have to rely on your long-lost college roommate from Peoria running across it in a dentist's office and mailing it to you.

Keep Records. Write down the journalist's name and phone number as well as the name of the magazine or newspaper, the date you were interviewed, and the intended date of publication.

Try Not to Take Disappointments to Heart. When you have given a 45-minute interview on a day packed with too many appointments, and six months later you read a half-sentence mention or a quote out of context, remember that the journalist does not have total control over the final copy. Newspapers and magazines change and cut copy for a variety of reasons, most of which have nothing to do with you. Just be happy they spelled your name right.

REFERENCES

1. G. Ogden, "Nice Work If You can Get It: Making the Most of Your Messages in the Media," *SIECUS Report*, 24, no. 4 (1996): 15-19.
2. B. Carpenter, staff writer, *U.S. News and World Report*, personal communication, Jan. 17, 1996; A. Cunningham, freelance writer, *Redbook*, personal communication, Jan. 17, 1996; M.A. Williams, editor, *Contemporary Sexuality*, personal communication, Jan. 18, 1996.

Jenny's Locket

By Christine Simpson

Pearl Press
Nazareth, PA 18064
610/759-7526
\$5.95

Jenny's Locket is a terrific book about a girl who has an uncle with AIDS. Jenny is shocked to find out her favorite uncle, Paul, is dying of AIDS. She had known since kindergarten that he had HIV but didn't realize that it was going to get this bad.

Jenny loved to do all sorts of things with her uncle before he got sick. During this time, she learned about HIV and AIDS: how you get it, what happens to your body when you get it, and many other facts.

A True Story

Jenny's Locket is a true story even though it was written not by 11-year-old Jenny but by her mother. The story is about many things: love, fear, confusion, rejection, and hope. At first, Jenny is ashamed of her uncle's disease. She is scared that her friends will think less of her or reject her. Then she realizes that it is not her fault, and that she should stick up for her uncle and always stand by his side.

The facts that are explained in this book include how you get HIV/AIDS (sexual intercourse and sharing needles) and how you cannot get it (sharing a bathroom or drink). The book also shows that people with HIV/AIDS can still do a lot of things and enjoy life.

I think that *Jenny's Locket* could have gone into more detail about HIV/AIDS. It focused a lot on Jenny's experience. I think it was good to do this, but I think it could have focused more on the the disease.

This is a great story for people from nine years old to adulthood. I think it is a really great book for teachers to use in classrooms. If they used this book, it would really make kids want to learn more.

I really enjoyed this book and hope that you do, too.

Reviewed by Meghan Fryer, age 12.

Lessons for Lifeguards: Working with Teens When the Topic Is Hope

Michael Carrera, Ph.D.

Donkey Press
P.O. Box 20583
New York, NY 10021-0071
212/744-0063

\$15.00 (postage and handling included)

With the plethora of information concerning teenagers and every single thing about their lives, *Lessons for Lifeguards* is a breath of fresh air.

Both practical and passionate, author Michael Carrera articulates what many youth workers know: that "unorthodox and daring prevention interventions are essential because orthodox approaches have clearly failed." That unorthodox approach to which Dr. Carrera refers is simple: adults "must do anything and everything to save a teen's life, just as a parent would be singular in his or her devotion to save a child."

All in One Place

Well known to many as an inspirational speaker and thinker, Dr. Carrera translates ideas that have brought audiences to tears and to their feet. It is wonderful to have it all in one place! The book is a series of short essays in four chapters: *Where We Are Today; Metaphors for Working with Teens; A Philosophy to Work By; and A New Vision: Attitudes and Practices. A Glossary of Concepts* is also included.

Within these pages are words of inspiration that are often spiritual in nature. In fact, he credits a speech entitled "Meditations on Caring" by Father Henri Nouwen and the book *The Spiritual Life of Children* by Robert Coles as sources of personal inspiration. Still, he is ever the pragmatist—interested in programs that tend to the whole child and wary of quick fixes in the forms of traditional educational approaches.

Therefore, he pushes the reader to examine the ways which s/he works with

teens. Dr. Carrera talks honestly about his first 25 years as an educator. In the essay "It's About Desire" he describes the "vague feeling of discomfort about what [he] was able to truly accomplish. [He] always felt that, whether in schools or a community center, young people were close enough...to touch, and yet still essentially out of...reach."

Admit Shortcomings

Dr. Carrera dared himself to think in the unorthodox manner he encourages in others—to admit shortcomings despite being a well-liked teacher and to realize failure despite professional accolades and success. After much soul-searching, he came to understand that no amount of "teaching" would change the difficult social environment with which young people struggle. By making himself so vulnerable, he, the revered educator, makes it okay, imperative really, to subject oneself to the same careful scrutiny and then to do something to make a difference.

With the support of the Children's Aid Society, Dr. Carrera was able to create a program that offers a broad range of truly responsive services. He uses the metaphor of working on a construction site with an ample range of tools. (This program was described in the August/September 1995 *SIECUS Report*).

Above all else, *Lessons for Lifeguards* offers youth workers encouragement and support for the honorable and vital task of caring for young people.

With the larger culture feeling chaotic and the task of implementing meaningful programs becoming more complicated, adults who truly care about young people face serious challenges. For this, Dr. Carrera criticizes, rants, and raves—always keeping his eyes on the prize, and always tempering these ideas with love and encouragement.

This reviewer has spoken with many youth workers who feel battle-weary with their work. *Lessons for Lifeguards* is just what the doctor ordered.

Reviewed by Carolyn Patierno, SIECUS director of program services.

A SIECUS Annotated Bibliography of Available Print Materials

Numerous resources—including books, curricula, and other materials—are published each year about the HIV/AIDS pandemic. This bibliography includes the most relevant of new publications that SIECUS has reviewed. Various target audiences are represented, although most books are appropriate for more than one audience. This bibliography supplements SIECUS's 1995 bibliography on HIV/AIDS, which is also available.

SIECUS does not sell or distribute any of these publications. They are, however, available for use at its Mary S. Calderone Library. Individuals interested in purchasing copies should contact the publishers.

Copies of these bibliographies are available for purchase from the SIECUS Publications Department. Costs are: 1-4 copies, \$2.00 each; 5-49 copies, \$1.75 each; 50-100 copies, \$1.50 each; 100 or more copies, \$1.25 each. SIECUS is located at 130 West 42nd Street, Suite 350, New York, NY 10036. Phone: 212/819-9770. Fax: 212/819-9776. E-mail: SIECUS@siecus.org.

This bibliography was written and compiled by Evan Harris, Carolyn Patierno, and Stacie Renfro of the SIECUS staff.

ABOUT AND FOR CHILDREN AND FAMILIES

Ginger's Book: An AIDS Primer

Tomas Rodriguez Gaspar

This is a photo essay with text in both Spanish and English. The reader meets the Lofton-Croteau family, which is the home of two dads (Steven and Roger) and their four children (all orphaned or abandoned at birth by a parent who died of AIDS or an AIDS-related illness). This particular story is Ginger's, her home life and, later, her illness and death. Gentle, respectful, and loving, Ginger's sibling's understand that they will remember—and dream about—her. Although the preface indicates this book is for children, it appears more appropriate for adults who want to learn about—and then share with others—this extraordinary story of love and warmth. 1995, 55 pp., \$2.00 postage and handling.

Into the Light Press, 146 E. 35th Street, Suite 1D, New York, NY 10016; 212/689-9030.

Jenny's Locket

Christine Simpson

This is a true story told by an 11-year-old girl who learns that her favorite uncle is in the final stages of AIDS. Long aware that her Uncle Paul had HIV, she did not face the reality of his impending death until he was critically ill. Her life is turned upside down partly because her uncle is

dying and partly because she fears rejection if people discover the truth. The book is Jenny's personal story about coping with AIDS—and discrimination. It is a tribute to her courage that she shared her feelings in this book. 1994, 58 pp., \$5.95.

Pearl Press, Nazareth, PA 18064; 610/759-7526.

Tiger Flowers

Patricia Quinlan

This book is about a young boy, Joel, and his Uncle Michael, who is living with AIDS. It tells the story of Michael's illness and subsequent death and how Joel handles the loss. Beautiful illustrations highlight the emotional tenderness of the story. It is for children ages five to eight. 1994, 28 pp., \$13.99.

Penguin U.S.A., P.O. Box 120, Bergenfield, NJ 07621; 201/387-0600.

You Can Call Me Willy: A Story for Children about AIDS

Joan C. Verniero

Willy is an eight-year-old living with AIDS. This book encourages compassion and understanding. It also eases children's fears about the disease. HIV-negative children will learn that Willy has the same needs as they do. HIV-positive children will take heart in how well Willy deals with hard situations at school and with friends. It is for children ages five to eight. 1995, 28 pp., \$8.95.

Magination Press, 19 Union Square West, 8th Floor, New York, NY 10003; 212/924-3344.

ABOUT AND FOR WOMEN

AIDS: Setting A Feminist Agenda

Lesley Doyal, Jennie Naidoo
and Tamsin Wilton, editors

This book identifies implications of the HIV/AIDS epidemic for women in Britain and presents an overview from a feminist perspective. Topics include: the discourse used to control/protect the female body; constructions of masculinity and femininity; and areas for development (prostitutes, lesbians, women with learning disabilities, and drug users). 1994, 208 pp., \$24.95.

Taylor and Francis Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007; 215/785-5800 or 800/821-8312.

Last Served? Gendering the HIV Pandemic

Cindy Patton

This book makes clear how different ways of asking and answering questions about women and HIV are grounded in already existing ways of thinking about gender and sexual relationships. The author suggests that the new visibility of women with HIV will not change the underlying assumptions which have made women symbols of sexual purity and a magnet for blame during the pandemic's first decade. 1994, 163 pp., \$20.95.

Taylor and Francis, Inc., 1900 Frost Road, Suite 101, Bristol, PA 19007; 215/785-5800 or 800/821-8312.

The Woman's HIV Sourcebook: A Guide to Better Health and Well-Being

*Patricia Kloser and Jane MacLean Craig,
editors*

Women who are HIV positive—as well as their friends and families—will find valuable information on how the disease progresses in women and how it is treated; how HIV affects pregnancy; how the quality and length of life are increased; how legal difficulties and personal affairs are handled (including child custody and wills). This book is written in an accessible, well-organized style of use to HIV-positive women, their loved ones, and their caretakers. 1994, 170 pp., \$12.95.

Taylor Publishing Company, 1550 West Mockingbird Lane, Dallas, TX 75235; 214/819-8100 or 800/677-2800.

Working With Women and AIDS: Medical, Social, and Counseling Issues

*Judy Bury, Val Morrison, and
Sheena McLachlan, Editors*

This resource is designed to help and inform professionals working with women who have AIDS. It includes sections on contraception and pregnancy, prostitution, education and counseling, and the feelings and needs of women with AIDS. Each article is carefully referenced. 1992, 153 pp., \$16.95. *Routledge, 29 W. 35th Street, New York, NY 10001; 212/244-3336.*

FOR CARE PROVIDERS AND EDUCATORS

AIDS, Communication, and Empowerment

Roger Myrick

This book offers a critical, historical analysis of public health communication about HIV/AIDS; the ways this communication makes sense historically and culturally; and the implications such messages have for the marginal group most stigmatized as

a consequence of these messages. It allows for a rethinking of ways such groups can take control of their own education on public health issues. It provides valuable insights and information for scholars, professionals, readers interested in the relationship among language, power, and marginal identity, and for classes in gay and lesbian studies, health communication, or political communication. 1996, 141 pp., \$22.95. *Harrington Park Press, 10 Alice Street, Binghamton, NY 13904-1580. Phone: 800/342-9678. Fax: 800/895-0582.*

AIDS: Crisis In Professional Ethics

Elliot D. Cohen and Michael Davis, editors

This collection of original essays carefully examines the difficult moral choices the AIDS pandemic has presented for many professionals—including physicians, nurses, teachers, school administrators, and psychotherapists. These passages are designed to help them understand the legal and ethical issues involved in reconsidering policies and standards of conduct as well as in balancing their personal and professional ethics. This book is for those interested in an academic approach to the issues surrounding HIV and AIDS. 1994, 276 pp., \$22.95.

Temple University Press, 1601 N. Broad Street, University Service Building, Room 305, Philadelphia 19122; 215/204/8787 or 800/447-1656.

Changing HIV Risk Behavior: Practical Strategies

Jeffrey A. Kelly

This book tells professionals how to help people make changes in behavior to reduce risk for HIV infection. It outlines strategies for effectively assisting individuals in changing HIV risk behavior. Chapters include: "Behavioral Skill Acquisition Model for Risk Reduction Counseling"; "Intervention Settings"; "Risk Assessment"; "Sexual Assertiveness Training," and "Pride, Self-Esteem, and Empowerment as Contexts of Community Change." 1995, 159 pp., \$26.95. *The Guilford Press, 72 Spring Street, New York, NY 10012; 212/431-9800 or 800/365-7006.*

Children, Families, and HIV/AIDS, Psychosocial and Therapeutic Issues

*Nancy Boyd-Franklin, Gloria L. Steiner,
and Mary G. Boland, editors*

This book focuses on psychosocial and therapeutic issues surrounding children and families affected by HIV/AIDS. It uses a family-focused approach to providing assistance and includes important information on cultural sensitivity in working with African-American, Latino, and Haitian families. The authors describe many methods (including family, individual, and group treatment as well as hypnotherapeutic techniques) for nonpharmacologic pain management. Including numerous case studies that bring the issues to life, this book serves as a valuable resource for professionals. 1995, 334 pp., \$24.95.

The Guilford Press, 72 Spring Street, New York, NY 10012; 212/431-9800 or 800/365-7006.

Coping When A Parent Has AIDS

Barbara Hermie Draimin, DSW

This book offers a forthright treatment of the many concerns of children whose parents or other family members are living with HIV or AIDS. Topics include transmitting the disease, talking to people, seeking advice, dealing with hospitals, and saying good-bye. The author writes in a supportive, reassuring, and encouraging tone. A glossary and list of hotlines are included. 1993, 138 pp., \$15.95. *The Rosen Publishing Group, Inc., 29 E. 21st Street, New York, NY 10010; 212/777-3017 or 800/237-9932.*

Forgotten Children Of the AIDS Epidemic

*Shelley Geballe, Janice Gruendel,
and Warren Anidman, editors*

This book looks at the issues facing children whose parents and siblings are dying of AIDS: what they experience, how they are affected, how they meet their emotional needs, how they find second families, and how they counter stigmas. It

includes illuminating artwork and stories of the children and their caretakers—always in their own words. Sensitive and practical, the book contains an action agenda and resource directory for policymakers, parents, and those who work with children in both formal and informal settings. 1995, 283 pp., \$12.00.

Yale University Press, 302 Temple Street, New Haven, CT 06511; 203/432-0904.

The Grief Recovery Handbook: A Step-by-Step Program for Moving Beyond Loss

John W. James and Frank Cherry

Although not specifically about AIDS, this book is a relevant and encouraging step-by-step guide for people who are grieving. The authors illustrate very clearly what grief is and how it is possible to recover and regain a sense of life and spontaneity. It includes a useful section on the mythology of grief. 1989, 175 pp., \$11.00.

Harper Perennial, 10 E. 53rd Street, New York, NY 10022; 212/207-7000 or 800/242-7737.

History of AIDS: Emergence and Origin of a Modern Pandemic

Mirko D. Grmek

Originally published in French, this book was recently translated into English and made available in the United States. Including both a history of the disease and the public's perceptions of it, this book traces AIDS from its appearance in approximately 1980. It examines specific cases as they relate to the spread of the disease worldwide. The book includes an extensive bibliography. 1990, 279 pp., \$16.95.

Princeton University Press, 41 William Street, Princeton, NJ 08540; 800/777-4726.

HIV Disease: Lesbians, Gays, and the Social Services

*Gary Lloyd and Mary Ann Kuszelewicz,
editors*

This collection of articles explores the impact of HIV on gay men and lesbians

from a social services perspective. The introductory chapter, "AIDS and Homophobia/Heterosexism" examines barriers and challenges to providing service to gay men and lesbians. A section on "Special Populations" looks at HIV/AIDS from the perspectives of lesbians, African-American men, and Latinos. This section also includes a literature review. Other chapters look at the role of AIDS service organizations in providing education and helping reduce risky behavior. 1995, 194 pp., \$17.95.

Harrington Park Press, 10 Alice Street, Binghamton, NY 13904-1580; 800/342-9678.

HIV/AIDS and Sexuality

Michael W. Ross, Ph.D., M.P.H.

This book looks at HIV-positive individuals and the impact of infection on their sexuality. It describes both those who are infected and those who are concerned with infection. It also provides clinical perspective and treatment approaches. 1995, 206 pp., \$19.95.

Harrington Park Press, 10 Alice Street, Binghamton, NY 13904-1580; 800-342-9678.

In the Shadow of the Epidemic: Being HIV Negative In the Age of AIDS

Walt Odets

This book addresses the concerns of HIV-negative gay men. It is essential to the well-being—both psychological and biological—of gay communities living with HIV and AIDS. The book looks at the mental impact of the AIDS epidemic, examines loss and mourning, and looks closely at relationships, sexuality, and survival. The author, a clinical psychologist, uses case studies from his practice to illustrate the ideas in the book. 1995, 314 pp., \$14.95.

Duke University Press, Box 90660, Durham, NC 27708; 919/687-3600.

Living With AIDS

Stephen R. Graubard, editor

These essays cover AIDS from a number of viewpoints: sociological and historical;

cultural; clinical; educational; political, and international. They look beyond AIDS as a health care problem and examine its effect on different populations worldwide as well as ethical and moral issues, public attitudes, and individual responses. The book includes a primer on epidemiology for readers not familiar with its importance in the study of AIDS. 1991, 463 pp., \$21.00.

The MIT Press, Massachusetts Institute of Technology, 55 Hayward Street, Cambridge, MA 02142; 800/356-0343.

Practices of Freedom: Selected Writings On HIV/AIDS

Simon Watney

This collection of articles appeared originally and separately in other publications including the *Village Voice*, *Screen*, and *Art Forum*. Arranged chronologically from 1986, the essays give AIDS a place among other crucial contemporary issues. Through a wide range of topics including AIDS and the media, safer sex, community issues, and sexual politics, AIDS is framed in an historical and cultural context. 1994, 286 pp., \$15.95.

Duke University Press, Box 90660; Durham, NC 27708-0660; 919/687-3600.

The Second Decade Of AIDS: A Mental Health Practice Handbook

*Walt Odets, Ph.D. and Michael Shernoff,
CSW, ACSW, editors*

This handbook provides a broad theoretical discussion of issues for mental health providers and others who work with people with AIDS (PWAs). Chapters include: "Therapeutic Challenges in Counseling African-American Gay Men with HIV/AIDS"; "Family Therapy Interventions with Inner-City Families Affected by AIDS"; "Counseling Children Who Have a Parent with AIDS or Who Have Lost a Parent to AIDS"; and "Ethical Standards in Counseling Sexually Active Clients with HIV." 1995, 313 pp., \$19.95.

Hatherleigh Press, 420 E. 51st Street, New York, NY 10022; 212/355-0882.

Sex, Death, and the Education of Children: Our Passion for Ignorance In the Age of AIDS

Jonathan G. Silin

Part of the *Politics of Identity and Education* series published by Teachers College Press, this book examines issues related to teaching children about HIV. Through a thoughtful analysis, the publication examines why educators do not always address HIV and other social issues in the elementary school classroom, and what this implies in a broader social context. Discussions include social and political considerations, curriculum development issues, and obstacles to HIV education. 1995, 248 pp., \$18.95.

Teachers College Press, P.O. Box 20, Williston, VT 05495; 800/488-2665.

Sometimes My Heart Goes Numb: Love and Caregiving In a Time of AIDS

*Charles Garfield with Cindy Spring
and Doris Ober*

This book is a guide for people who want to know how to: say the right thing, set healthy limits, encourage someone's fight for life, be there for someone ready to die, identify the needs of caregivers, and implement self-care strategies to avoid burnout and "compassion fatigue." It includes the personal stories of 20 health care providers and caregivers. A glossary of terms is included. 1995, 316 pp., \$22.00. *The Charles Garfield Group, 3756 Grand Avenue, Suite 405, Oakland, CA 94610; 510/272-9500.*

What Everyone Can Do to Fight AIDS

Anne Garwood and Ben Melnick

This book provides basic information on AIDS, and stresses the importance of

information and education. It encourages readers to get involved with community organizations and other volunteer work, and offers concrete suggestions on how to do it. Each chapter concludes with a list of resources for more information. Profits from this book benefit Project Open Hand, Meals With Love For People With AIDS. 1995, 193 pp., \$14.00.

Jossey-Bass Publishers, 350 Sansum Street, San Francisco, CA 94104; 415/433-1767.

CURRICULA

Be Proud! Be Responsible! Strategies to Empower Youth to Reduce Their Risk for AIDS

Loretta Sweet Jemmot, Ph.D., R.N., F.A.A.N.

John B. Jemmot, III, Ph.D.

Konstance McCaffree, Ph.D.

This curriculum is for youth ages 13 to 18 who attend inner-city schools and community-based programs and who need information on HIV, and other STDs. Topics include transmission and prevention information; beliefs about safe sex; skills to reduce risky behaviors; and self-efficacy and confidence in using taught skills. Evaluation demonstrated the programs' ability to reduce risk behaviors. 1996. \$95.00 per copy, plus shipping and handling.

Select Media, 60 Warren Street, Fifth Floor, New York, NY 10007. Phone: 212/732-4437. Fax: 212/732-4439.

Becoming A Responsible Teen: An HIV Risk Reduction Intervention for African-American Adolescents

Janet S. St. Lawrence, Ph.D.

This curriculum was developed and evaluated in cooperation with Jackson-Hinds Comprehensive Health Center, a community-based organization in Jackson, MS. The curriculum is based upon a

research intervention called BART ("Becoming a Responsible Teen") that was funded by the National Institute of Mental Health. The skill training is credited with helping adolescents learn to lower their risk of unwanted pregnancies and STDs, including HIV. The kit is designed for quick and inexpensive duplication. It was recently selected by the Centers for Disease Control (CDC) as a "Model Program at Work." The CDC is in the process of publishing a new version. Cost information on that version is not currently available. 1995; free as long as supplies last.

Dr. Janet S. St. Lawrence, Community Health Program, Jackson State University, 2310 Highway 80 West, Suite 3130, Jackson, MS 39204.

Get Real About AIDS

*Comprehensive Health
Education Foundation (CHEF)*

This curriculum, originally published as *Here's Looking at AIDS and You*, is now leaner and more focused. It is divided into three primary components: *information*; *skills*; and *vulnerability and personal impact*. Information focuses on functional knowledge (what students need to know); skills focus on expressing limits to others so that students can avoid risky situations; vulnerability and personal impact focus on making the information and skills meaningful to students so that they know AIDS affects them personally. The two key messages in the curriculum are: (1) "AIDS is a serious disease but it is not easy to get"; and (2) "For young people, abstinence from sex and from drugs is the only sure way to prevent HIV infection." The curriculum is divided into three grade levels: grades 4-6 (upper elementary school); 6-9 (middle school and junior high school), and 9-12 (high school). 1995; \$495.00 per grade-level kit (including videos, posters, games, and handouts).

AGC Educational Media, 1560 Sherman Avenue, Suite 100, Evanston, IL 60201. Phone: 800/323-2433.