

## POPULATION AND SEXUALITY: THE HOLLYWOOD CONNECTION

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[In recent volumes, the SIECUS Report has discussed the ways in which sex education is provided through parents, teachers, therapists, medical schools, church and community groups, youth agencies, disability organizations, gay/lesbian groups, and many others. This issue highlights a powerful source of sex education that has only recently become the object of research and scrutiny—the medium of television. Concerned sexuality professionals are now coming up with important questions: What can be done to ensure that the millions of viewers are exposed to accurate information and positive attitudes concerning all aspects of sexuality? How can trained and knowledgeable experts in the field exert a positive influence on television program content? Who will lobby for increased coverage of important sexual health issues?

Obviously, one issue of a journal cannot begin to answer all these questions. But surrounded as we all are by a myriad of negative and highly eroticized sexual messages on television, a description of a project which has made positive progress in finding answers can encourage others to generate effective action and reaction. Therefore, the SIECUS Report asked Norman Fleishman to describe his work on the unique TV Project, a Hollywood-based program of the Center for Population Options. Herewith his production script.—Ed.]

I returned, in the early 70s, to the “land of my birth”—Hollywood—after 15 years of social reform/population/sex education activities in other parts of the country, and found that I had come full circle. Hollywood, to me, embodied the essence of successful social reform. Films (and later on, television) had always struck me as being the high, wide road to public education. And from Euripides to Shakespeare to Tolstoy, great art has dealt with great issues and involved not the esoteric few, but the masses. (And who wants to listen to boring reformers anyway?)

At that time, I began an association with the Population Institute, later renamed the Center for Population Options, as an “ambassador” of sorts, an idea person, a facilitator and educator, sent from family planning/population/sexuality fields to the realm of movies and prime-time TV. It was an exciting,

challenging opportunity then; it still is, 10 years later, and as far as I know—as a full-time occupation—it is unique anywhere in the world. There are scads of lobbyists in political circles, spending hundreds of millions of dollars annually. In entertainment, there is just me.

Looking back at the 10 years of my work as an “outsider,” an educator-lobbyist in Hollywood, two experiences stand out. Both are related to the person who pioneered in the blending of controversial social issues with entertainment TV—Norman Lear. The first centered around the making of an episode of *All in the Family*. Michael (“Meathead”) and Gloria work through their fears and doubts, have richly textured searchings and quarrels (some of them, of course, hilarious), and conclude with Michael’s going to a hip (“Let’s boogie!”) physician for a nearly on-camera vasectomy. From my own work in starting the vasectomy clinic at Houston Planned Parenthood and co-authoring a book on the subject, I had been able to interest Lear in the challenge of dealing with a highly controversial, threatening, never-broached-on-TV subject. He made it into a fabulous slice (pun intended) of entertainment, generating both laughter and tears. We had been able to provide factual background for the writers of the show, Phil Doran and Doug Arango. Lear called and asked my wife and me to attend the dress rehearsal. We came out of the show stunned—and thrilled. Up we went to the third floor at Tandem, where Lear had been watching on his monitor. He was still pondering the tube, speechless, when we arrived. We all hugged! He had put a lot of his own ideas into the show and was delighted with the outcome. He found that the script, dealing as it did with something dramatic and important between people, brought out new depths in his actors. The show, a brilliantly done one-act play, would go into tens of millions of homes in a week or two. Considering all my years of work, concern, and struggle to educate about vasectomy, and now in the presence of a consummate artist to have it all made real (and poignant, and funny!) for the whole country in just a few short minutes—well, all I could do was hug him again.

The other pivotal experience took place earlier, in 1973, when I was still director of Los Angeles Planned Parenthood. A

Lear show, *Maude*, had aired a two-part episode, at the outset of which Maude herself becomes pregnant (in her early forties). After her usual explosive, outrageous, and wildly comic outpourings—and some searing, existential, loving dialogue with her husband—Maude opts for termination of the pregnancy. The two shows, no doubt the most controversial in TV history, provoked hundreds of newspaper articles and brought Lear and his sponsors a ton of mail. He appealed to me to do some public education on the "pro" side, particularly in behalf of freedom of expression. I did this, and decided to set up an "Evening with Norman Lear" at the UCLA Chancellor's residence, inviting major figures from other media as well as from the entertainment field. The point was to safeguard TV as a forum for presenting important social controversy. That meeting, attended by a range of entertainers and high-ranking media executives, including the editor of the *Los Angeles Times*, explored issues of censorship, network policy, the effects of TV, and so forth, in a profound yet intimate manner. And it formed the pattern for a series of over 50 "social seminars"—in homes of industry leaders—that have taken place in the past 10 years.

It should be mentioned here that the TV industry had already been perceived as crucial to public education by Methodist minister and population activist Rodney Shaw, who set up the Population Institute. I had consulted with the Institute while still at Planned Parenthood, and then began to run its Hollywood office in 1974. The early years of this TV Project, as it is called, featured cash prizes for the best TV dramas and comedies dealing with population-related themes such as con-

traception, women's rights, and ecological/demographic issues. The larger banquets gradually evolved into smaller and more personal gatherings in homes of local community leaders. In recent years, the Project has been under the auspices of the Center for Population Options. What follows is an assortment of scenes from representative gatherings.

**Event 1:** Scene—home of husband-wife team of successful writer-producers; six tables set for dinner. The hosts have invited 35 of their colleagues, including writers, producers, and network executives, to meet and hear from Dr. Michael Carrera, sex educator. A few, because of our special invitation, have brought their teenagers along. There is wine and casual conversation first, for these people are so busy they often don't get to share relaxed talk with each other. As soon as everyone arrives, Dr. Carrera holds forth for 15 minutes—introductory remarks to provide "thought for food." As we eat, he table-hops. After dessert, the hostess introduces me and I "present" Michael. During his hour-long talk, the guests are spellbound by his relevant data, sharp insight, perspective, and humor. Questions tumble forth.

**Flashback:** In the beginning, of course, it was difficult to meet even unemployed producers and writers, much less ask to use their homes! One learns to be persistent. Dr. Carrera's hosts had come to several previous events and we had gotten to know them and be a resource for them.)

**P.S.** The next day, one of the previous night's guests, Larry Gelbart (co-creator of TV's *M\*A\*S\*H*, writer of *Tootsie* and many other films), called and said he had gone right out and bought two copies of Mike's book, *Sex: The Facts, the Acts, and Your Feelings*. When I recently talked to Mr. Gelbart, congratulating him on *Tootsie* and recalling his "sex education" at our evening together, he said that he gets great pleasure translating insights and truths such as Mike's into drama.

**Event 2:** Scene—home of another husband-wife producing/writing team; among their credits is the creation of a long-running TV series which deals realistically with adolescence and single parenthood. The week before this gathering, I had been invited by a cable company to view a marvelous series on sex education produced by one of the invited guests and to select, if I wished, some segments to show at the event. I culled a remarkable 15 minutes from three of them—on masturbation, oral sex, and premature ejaculation. The format used candid interviews with both men and women by a sex educator/counselor. The tone was poignant, frank, and wholesome. With this presentation, plus brief "keynote" comments on the topic "TV Sex RX" given by several people chosen from among the entertainers, we had a good base for the ensuing discussion.

**Flashback:** TV creators, especially the better ones, have had to deal with immense frustration in treating sexuality. In both commercials and programming, TV is filled with images exploiting the female form, with sexual innuendos and a downgrading of the status of women; any serious, wholesome portrayal of sexuality is usually subdued or eliminated altogether by network executives or censors. At one point the writer of *James at Fifteen* was asked by the network to have James celebrate his sixteenth birthday by losing his virginity. He reluctantly agreed, but when he wanted to include a reference to a prophylactic, the network vetoed it and even forbade the use of any euphemism (such as "responsibility"). Conversely, they demanded that the two young people exhibit remorse and guilt. The writer, an outstanding and sensitive artist, quit television over the incident.)

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**Event 3:** The scene—home of TV producer Norman Lear and his wife, Frances, writer and owner of a company which places female executives. The topic was abortion. The speakers were Donald Collins and Dr. Leonard Laufe, reporting on the international scene, and Robert W. McCoy on the domestic scene, and their sharing of recent “front line” experiences in the field was frightening and impassioned. This was a very important meeting, especially since it came just prior to the Moral Majority’s heavy attack on the right to choose.

**Event 4:** The scene—a producer’s home, high in the Hollywood Hills. The audience, primarily women writers and producers. (In the past six years, the number of women producers has increased significantly.) The topic, “Images of Woman on TV.” The speaker, Alan Alda. A few minutes before we are scheduled to begin, he takes me out on the balcony. “What do you want me to say?” My reply, thankfully is lost in the noise of the traffic below. Alda nods, walks back in, faces the crowd of 75 sitting-standing-leaning women and says, “I am personally turned on by emancipated women and turned off by shows that create suspense with the use of women in jeopardy.” He was sensational!

**Event 5:** The scene—an Emmy-winning producer’s home. The speaker, Dr. Sol Gordon. Flashbulbs popping. (The *Los Angeles Times* was at that time doing a story on the TV Project; two more have since appeared on the front page of its View section.) One hundred people crowded together for a buffet supper and a chance to view a slide show on media handling of teen sexuality and to let Sol into their hearts through laughter. Through this presentation and those of subsequent visits, his energetic, original approach has altered the consciousness of hundreds of creative people. He generates a powerful ripple effect.

**Event 6:** The scene—home of a cable TV executive and commercial producer and feature writer. The speaker, writer Jane O’Reilly (*The Girl I Left Behind*). The topic, reproductive freedom. This particular meeting developed more of a “sizzle” than any other meeting I have ever had. Through a combination of the hosts, the speaker, and the audience, the chemistry was there. After this event, I never again doubted that a meeting has the power to catalyze and transform.

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**(Flashback:** Joanna Lee had had a remarkable experience which demonstrated the power of TV. She had read in a newspaper item that VD education was illegal in the California schools. So she wrote an episode for the TV series *Room 222*, focusing on this topic. A member of the state legislature saw the show, was impressed, and introduced a bill permitting teachers to inform students about VD, and it was passed!)

**Event 8:** The scene—Beverly Wilshire Hotel Ballroom, with 850 people. The speaker, Margaret Mead. The introducer, Fay Kanin, award-winning writer for TV, film, and theatre, and current president (for the third year) of the Academy of Motion Picture Arts and Sciences. Dr. Mead acknowledged the creative community: “You have the world in your hands. The most dramatic moment in my life was the time I saw the little blue ball, Earth, photographed from outer space. Hold that image, that little blue ball, in your creative consciousness and write with it as your touchstone and inspiration!”

**(Flashback:** As I stood up that night to introduce our master of ceremonies, Carl Reiner, I gazed on a sea of faces—representing to me the most influential people in the world—and I recalled my own childhood in Hollywood: nine years old, shining shoes at Hollywood and Vine, and spending the nickels and dimes to go to the movies; then selling papers and still going to movies, sometimes three in one day. And I thought of two films that struck populations in many countries with immense force, *The Grapes of Wrath* and *How Green Was My Valley*. I remembered the early films that dealt with racial injustice (particularly *The Ox-Bow Incident*) and I knew why Senator Joseph McCarthy, when he had virtually the whole world to attack, chose to attack those in the film industry who didn’t agree with him. He launched his “crusade” against entertainers. I believe we can draw a crucial lesson from this, everywhere in the world: The most gripping and “alive” communicational vehicle is entertainment; it is shaping the consciousness of mankind.)

**Event 9:** Recently, when the American Public Health Association meetings were held in Los Angeles, we set up an evening at the home of an MGM vice-president where approximately half the audience was from family planning/public health and half from entertainment. The scene—120 people jammed into an enormous living room, hanging from the stairway and peeking over the piano. The format for the speakers: a representative from family planning states a problem or recounts an experience and an entertainment person responds.

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its golden age, said: "Yes, there are good shows, not enough, but there are some. Do you write to a producer—or a network executive—when you see a good show? Probably not. You should! I hear your concerns and these are your airways. Be responsible for supporting the best possible programming. What could be more important?"

**(Final Flashback:** Diana and I were married for three and a half years before we had a TV set. Like our friends, we considered it a vast wasteland and "chewing-gum-for-the-eyes." When Diana's parents won a set in a lottery, she carted it home after a visit, toting it through the railway station late one night, and plunked it on a table at home. We hadn't turned it on yet next morning when a neighbor knocked on the door and said, "Kennedy's been shot." We didn't move from the tube for three days straight. That was our introduction, mourning as a nation, en masse. Suddenly we saw we had been out of touch with the mainstream by not watching. And we have come to see it as a force—as an extraordinary creator of community feeling in this world of traffic tie-ups, supermarket lines, and alienation. To cite "Anonymous," the future will not be created by Republicans, Democrats, or even Independents,

but by NBC, ABC, and CBS. My answer to terrifying problems has always been education, and what educational tool can compare to TV in terms of cost, effect, and numbers of students?)

**P.S.** In his *American Film* article, "Can Movies Kill?" (August 1982), Peter Koper wrote: "Twenty-eight people died from playing Russian Roulette—apparently after watching *The Deer Hunter*." The most recent survey of TV viewing habits in the U.S. shows that the average home has one or more sets turned on almost seven hours a day and the viewing time has increased during each of the past five years. McLuhan wrote: "Children of the television age intuitively recognize classrooms as in interruption of their education." Cumulatively we are watching billions of hours a year. That is colossal. But so is the fact that 1.3 million teens got pregnant last year. So is the million-figure incidence of serious child abuse. So is the prospect of nuclear devastation. We can't tell people what to do, we can't make them do what we think is right, even supposing we knew. But we can engage them and entertain them and bring these realities closer to home. And we can place the crucial issues of our time in the most powerful, evocative context that exists—the television screen.

## DO YOU KNOW THAT...

### NFSEW 1983

For the ninth consecutive year, the week of October 5-11 has been set aside to celebrate National Family Sexuality Education Week, the week that highlights parents as the primary sexuality educators of their children. An innovation for 1983 has been the formation of a Steering Committee made up of representatives of various pertinent organizations and agencies who will work together to sponsor special events for this year's celebration. And for those who want ideas about planning activities for their community's participation, the *Guidebook for National Family Sexuality Education Week* is available, for \$6.50, from: Planned Parenthood Federation of America, Department of Education, 810 Seventh Avenue, New York, NY 10019. Information about the Steering Committee's plans may be obtained from the coordinator, Sheila Essig, at the above address.

### Conference on Child Abuse

The Sixth National Conference on Child Abuse and Neglect will be held in Baltimore, Md., September 25-28, 1983. For detailed information, contact: National Center on Child Abuse and Neglect, Department of Health and Human Services, Administration for Children, Youth and Families, Washington, DC 20201.

### Sex Research

The Ninth Annual Meeting of the International Academy of Sex Research will be held November 22-26, 1983, at Harriman, N.Y. For detailed information, write to: Dr. Heino F. L. Meyer-Bahlburg, Department of Psychiatry, Columbia University, 722 West 168th Street, New York, NY 10032.

### Sex and Disability Service

The Sex and Disability Information and Referral Service has recently been instituted, cosponsored by United Cerebral Palsy Association of San Francisco and the Department of Psychiatry of the University of California at San Francisco. Its activities will involve: developing a referral bureau and manual; disseminating information regarding sexuality and disability; compiling a national directory of available consultants, peer counselors, and guest speakers; and updating resource listings. For further information, write to: Denise Sherer, Coordinator, 814 Mission Street, Second Floor, San Francisco, CA 94103.

### SIECCONN Conference

On June 1, 1983, the Sex Information and Education Council of Connecticut (SIECCONN) will hold its annual Spring Conference at Southern Connecticut State University in New Haven. Entitled "Connecticut Update: Conference on Human Sexuality By and For Practitioners in Educational and Clinical Settings," the program will have as its keynote speaker Dr. Peter Scales, Education Director, Planned Parenthood Federation of America. SIECCONN is an affiliate of SIECUS.

### Summer 1983 Institute

On July 17-22, the Program in Human Sexuality at the University of Minnesota will present a one-week, intensive workshop for chemical dependency counseling professionals in the area of chemical dependence and family intimacy. Topics covered will include assessment and treatment of sexuality and intimacy dysfunction, family sexual abuse, and the connections between chemical dependence and family intimacy problems. For further information, contact: Coordinator, CDFI Summer Institute, Program in Human Sexuality, University of Minnesota, 2630 University Avenue SE, Minneapolis, MN 55414.

# SPEAKING OUT

## Sex on Television: A Case for Involvement

David Lloyd Green, MSW  
Director of Education  
Health Care of Southeastern Massachusetts, Inc.  
Abington, Mass.

Sex on television. . . . It's controversial, entertaining, and guaranteed to attract a large viewing audience. Children watch with interest, yet are often confused by a bombardment of mixed messages. And parents are increasingly voicing their concern that television may be having a negative impact on their children's sexual attitudes and behavior. Television executives savor the uproar and continue to feed the public what it "wants."

Several years ago I realized that I was not effectively dealing with the issue of sex on television. Like most sexuality educators with whom I have spoken, I would spend minimal time discussing this issue in the classroom. Usually I would talk about *Three's Company* or *General Hospital* and ask participants for their impressions. But I had a vague sense that these brief, intellectual discussions about a visual medium were having little or no impact. In my search for relevant educational materials, I discovered that there were few techniques or resources available that educators could use to help people understand, and more importantly, deal with sex on TV. The few ideas I did find were developed by "critical viewing skill" organizations, and always as part of a multi-issue program. I found nothing created by human sexuality professionals.

In the meantime, newspaper articles, radio talk shows, and television news programs were finding this controversial topic newsworthy as it began developing into an issue of great concern to many religious and parent organizations. When the media sought comments and possible solutions, "experts" popped up from groups like The Moral Majority and Action for Children's Television. Professional sexuality organizations and educators were strangely silent.

I am intrigued by the question of why the field of human sexuality has not taken a more active role in helping families cope with sex on television. When I initially began the development of *Communivision* (a concept using television as a spring-board for discussions about sexual issues), I believed that I had stumbled upon a real void in the field of sexuality education—a void that needed to be filled. I assumed that other educators across the country would share my excitement and begin a dialogue on the issue. Unfortunately, I have found a lack of interest, a reluctance, almost an aversion on the part of sexuality educators to deal with this subject.

In an attempt to understand this lack of interest, I have come up with some possible explanations. One obvious reason is that sexuality educators are constantly confronted with the reality of time limitations. Given a four-session parent group

workshop, should "television" be a discussion priority? If an educator has 10 sessions with a freshman health class, what percentage of time should be spent dealing with TV? Another reality is that sexuality educators, like most people, have no desire to change their personal relationship with the TV set. The last thing hard-working professionals want to do when they watch TV after an eight-hour day is to have to "analyze, point out, and discuss." Television is for entertainment, and that means to be amused, kept in suspense, or just be allowed to sit and vegetate. A not so obvious reason may be the educator's attitude toward the value of television. Many professionals will not, or cannot, admit to watching, let alone enjoying TV. It continues to be fashionable to think of TV as mindless junk food. A sense of guilt tends to surface when such people talk about it: "I don't watch much television, except maybe *60 Minutes* or *Masterpiece Theatre*."

Whatever the reasons may be for not having dealt with sex on television in the past, recent evidence now clearly indicates the need for greater involvement by sexuality professionals. Television has become one of the most powerful educators in America today. By the time the average child graduates from high school, he/she will have watched over 15,000 hours of television (compared to 11,000 hours spent in the classroom). In fact, children devote more time to watching TV than to any other activity—except sleeping. It has now been documented that children both learn from and imitate behavior they see on TV. More significantly, The Project on Human Sexual Development found in its Cleveland study that a majority of parents believe that TV is second only to themselves as the primary sexuality educator of their children.

What can be done to help parents face this realistic and pervasive issue? Special interest groups have focused on the negative aspects of televised sexuality and have advised accordingly: unplug the set, pre-screen your children's programs, boycott products that sponsor offensive programming. While these approaches have proven useful for some, they are impractical for the majority of parents. Many parents are uncomfortable with censorship, while others find it frustrating, if not impossible, to screen what their children watch. These approaches also overlook television's positive potential: serving as a catalyst for parent/child communication.

Television can be a convenient, non-threatening vehicle for initiating family discussions on the full range of sexual issues—from sex-roles and body image to sexual communica-

tion, relationships, and sexual activity. Once parents and children are taught how to identify the blatant and subtle ways sexuality is dealt with, for example, on such programs as *Magnum P.I.* and NFL football games, and in designer jeans commercials, using this medium for discussion can become as natural and rewarding as citing an interesting article read in the morning newspaper.

There are two ways in which professionals can generate an interest in this constructive use of television in the field of sexuality education. One approach is to conduct workshops for both parents and children, using a TV set in the classroom, and turning it on and off to allow participants to practice "active viewing" and discussion skills. Another approach is to develop a media action campaign. While, generally speaking, it is often difficult to gain access to the media, sex on television remains a topical and marketable issue, and network programmers are recognizing the value of involving human sexu-

ality professionals in their productions. By participating on radio and TV talk shows, which in turn generate newspaper and magazine articles, the educator is using the media to teach important concepts to a major portion of the population who do not attend workshops. The educator is also providing constructive leadership in an area cluttered with over-night experts in sexuality.

Whether television is good or bad is not the issue; it is an integral part of American family life and needs to be recognized as such. Because of the significant role this medium plays in the development of sexual values, attitudes, and possibly behavior, educators must begin to treat it as a priority in sexuality education.

[For information on David Green's newly published guidebook for parents, *Communivision: Using Television to Discuss Sexuality*, see below—Ed.]

## DO YOU KNOW THAT . . .

### Lesbian and Gay Aging

The Second National Conference on Lesbian and Gay Aging will be held June 24-25, 1983, in San Francisco. Those interested in participating should contact the National Association of Lesbian and Gay Gerontologists, 1290 Sutter Street, Suite 8, San Francisco, CA 94109.

### Sexology on Cable TV

*The News According to Playboy*, a new series being inaugurated on national cable television, is designed to present "responsible TV treatment of trends and events in the field of sexology." Its hour-long programs, covering sex research, sex education, and sex therapy, will include interviews, debates, bulletins, and reviews of new resource material. Those interested in receiving more information about this series should write to its research director, Alex Gross, at Playboy Productions NYC, P.O. Box 660, Cooper Station, New York, NY 10276.

### Resources to Write for . . .

**New Methods for Puberty Education** (1983) is a highly recommended 175-page manual for teachers of family life, health, and sex education in grades 4-9. It provides: lesson plans to help young people adjust to the body changes that occur during puberty; suggestions for sessions on menstruation that can serve as follow-ups to films; new strategies for reaching boys; detailed step-by-step plans for teaching about hormones, acne, body-care products, growth rates, and media messages; a plan for an evening program with parents; worksheets that can be reproduced and distributed to students; and 20 pages of resource listings. This unusually creative and innovative manual was developed and written by Carolyn Cooperman and Chuck Rhoades after three years of work with elementary and middle-school teachers, students, and parents. It is available for \$20.00 (plus \$3.00 postage and handling) from: Planned Parenthood of Northwest New Jersey, 195 Speedwell Avenue, Morristown, NJ 07960.

**Communivision: Using Television to Discuss Sexuality**, a guidebook by David Lloyd Green, encourages parents to become more actively involved in helping their children understand that television is a medium for both entertaining and teaching, and suggests that they look for constructive and positive ways to use its potential for strengthening family communication. The booklet describes how sexual messages are transmitted on all types of television programs, a discussion which is followed up with many creative suggestions on how to analyze, critique, and discuss these messages. This unique 1982 resource is available for \$1.95 (plus 15% postage and handling) from: ETR Associates, 1700 Mission Street, P.O. Box 8506, Santa Cruz, CA 95061-8506. Bulk rates are available.

**Good Vibrations: The Complete Guide to Vibrators** by Joani Blank is a completely revised edition of a work originally published in 1975. It includes a history of vibrators, a description of the wide variety currently available, and material on vibrator use by men, women, and couples. Illustrations by Marcia Quackenbush enhance this 44-page book, which can be ordered for \$5.50 (including postage and handling) from: Down There Press, P.O. Box 2086, Burlingame, CA 94010.

**Single Life: Unmarried Adults in Social Context** (1981), edited by Peter J. Stein, is a compilation of articles about the issues and lifestyles of single people of all ages (and sexual preferences), including the never marrieds, and the separated, divorced, or widowed. The discussions deal with emotional and physical health, aging, friendships, sexuality, parenting, jobs, and living arrangements. Also included are references for further reading and a chart of marital statistics in the U.S. This book costs \$8.95 and is available from: St. Martin's Press, 175 Fifth Avenue, New York, NY 10010.

**Sex Education Coalition News**, Vol. 4, No. 3, October 1982, is devoted to providing information helpful in putting together proposals for funding. Included are: articles on proposal architecture by Jane Quinn of Girls Club of America, and on translating ideas into dollars by Judith Senderowitz of the Center for Population Options; perspectives from private and federal grantors; and a bibliography of recommended reading for proposal writers. To order this very useful issue, send \$1.50 to: Sex Education Coalition of Metropolitan Washington, Friendship Station, Box 39133, Washington, DC 20016.

# RESEARCH NOTES

"Research Notes" is prepared by Elizabeth Rice Allgeier, PhD, Psychology Department, Bowling Green State University, Bowling Green, Ohio.

## Violent Erotica and the Victimization of Women

I was recently asked by the hostess of a Canadian talk show to comment on the possible consequences of exposure to erotic films on Canadian cable television. Before I spoke, I listened to the comments of several people who had called the station to voice their opinions on the matter. The callers were incensed over public availability of erotic material. One young woman who said that she was 17 years old remarked that she had seen dirty books and movies and that such materials should be banned, because "sex is dirty."

Most of the people I know who are employed in the areas of sex education, therapy, and research do not share that view of sexually explicit material, tending instead to perceive erotic material as potentially educational and/or entertaining. To support their point of view, they point to the general findings of the 1970 Commission on Obscenity and Pornography. The Commission concluded that people do become aroused while viewing erotic material, but that it either has no effect on their subsequent behavior or that it is associated with a temporary increase in the likelihood that observers will express themselves sexually in whatever manner they normally do so. Based on such findings, the Commission recommended that there should be no legislative interference with the rights of adults who wish to do so to read, obtain, or view explicit sexual materials. Nonetheless, the Supreme Court's 1957 *Roth v. United States* decision stands: Although Justice Stewart acknowledged that he could not define pornography, he maintained that he knew it when he saw it. The Court took the position that material may be censored if it is judged obscene. The Court determined that material was obscene if it met three criteria: (1) it must be offensive to contemporary community standards; (2) the dominant theme of the work must appeal to prurient interest in sex; and (3) the work must be devoid of serious literary, artistic, political, or scientific value.

Both the Commission's findings and the Supreme Court's ruling raise a number of questions. To begin with, it is not clear how the three criteria outlined by the Court can be operationally defined. How does one go about determining the standard of a community? In our pluralistic society, is it possible to define a single standard held by all, or almost all, members of a community? This is a problem on which my colleagues, Kirk Smith, Steve Yachanin, Jennifer Myers, and I are currently working. A similar problem exists regarding the determination of prurient interest. My dictionary (Funk & Wagnalls, 1977) defines *prurient* as: impure in thought and desire; lewd; having lustful cravings or desires; longing, desirous. Like inquisitive 13-year-olds, my colleagues and I spent the better part of an afternoon looking up various words contained in the definition of *prurient*, and although it was fun, it was also fruitless because

we kept being referred back to words we had already looked up. In any event, members of our society vary in their perception of whether or not particular erotic stimuli are obscene. Although some do view sexual desire and arousal, *per se*, and material that elicits it as "dirty," (witness the 17-year-old caller to the talk show), others of us see such appetites and desires as not only an important part of the bond we feel with our partners, but also a necessary emotion for the maintenance of the species.

Finally, it is also difficult to determine, except at the extremes, when a work is devoid of serious (what's that?) literary, artistic, political, or scientific value. Consider the movie *Taxi*, which may be judged to have one or more of these values. But John Hinckley's defense attorneys claimed that this movie incited him to violence against the president in order to demonstrate his attraction toward actress Jodie Foster, who starred in the movie.

That point brings me to one aspect of the Commission's findings that has concerned me. Regardless of whether or not the movie *Taxi*, even with its serious artistic and literary value, actually contributed to John Hinckley's aggressive behavior, one of the findings of the Commission was that exposure to erotica may be associated with a slight increase in the likelihood that observers will express themselves in whatever manner they normally do so. That seems harmless enough to those of us who perceive sexual expression in neutral or even positive ways. If a married person's typical mode of sexual expression—coitus with a consenting partner, or masturbation—is increased, so what? Some individuals, however, include coercive and aggressive sexual expression in their repertoire. Will exposure to erotica increase the likelihood that they will engage in violent sexual behavior? So far, research has not provided a conclusive answer to that question, and given ethical constraints on conducting research in this area, it is likely to be some time before the kind of experimental work that could lead to such a causal inference can be conducted.

In the meantime, several groups of scientists have been conducting analogue research in the attempt to gain more of an understanding of the relationship of exposure to erotica, and in particular, violent erotica, to the increasingly common phenomenon of sexual assault in our society. Some of their results may be a source of consternation to those of us who are concerned with the protection of First Amendment rights to freedom of expression and who, at the same time, believe that society has an appropriate stake in protecting the rights of individuals from coercive invasion. Taken as a whole, research findings by Neil Malamuth, Ed Donnerstein, Wendy Stock, Gene Abel, and their colleagues suggest that under some con-

ditions and with some individuals, exposure to violent erotic material may contribute to aggression against women. Before discussing further the ramifications of this conclusion, I will summarize some of the work done by these researchers.

In an extensive series of studies, Neil Malamuth and his colleagues have exposed male volunteers to slides and tapes read by women involving coercive or consensual sexual interaction. Prior to the presentation of these erotic materials, the men are asked to indicate the extent to which they would be likely to commit rape. In various college student samples, Malamuth (1981) has found that roughly a third of the men ("force-oriented") indicate some likelihood that they would commit rape if they could be sure of not getting caught. Roughly two-thirds of the men (called "nonforce-oriented") indicate that they would not commit rape even if they could be sure of not getting caught. These force- and nonforce-oriented men have been exposed to consensual or coercive sexual stimuli in which a woman is depicted as wandering along a deserted road where she is approached by a man. She faints, he carries her to his car, she awakens, and they have coitus. In one version of this basic story, the woman clearly consents to the act. In another version, she is tied up and forced to have sex. Males find both versions arousing, as indicated by measures of their genital responses and by their own reports of arousal. However, force-oriented men report having more arousal fantasies after exposure to the rape depiction than after exposure to mutually consenting coitus. In contrast, nonforce-oriented men have more arousing fantasies in response to the consenting than they do to the coercive sexual interaction. Further, when the victim's negative reaction is emphasized, nonforce-oriented men do not find the erotica arousing, whereas force-oriented men continue to be aroused (Malamuth, 1981).

What about the kind of violent erotica that depicts a positive reaction on the part of the victim? As Donnerstein (in press) has pointed out, this type of reaction on the part of victims of assault is quite common in the violent erotica media. Further, convicted rapists fail to perceive their assault as coercive on the grounds that their victims desired intercourse and enjoyed the sexual attentions of the rapist (Gager & Schurr, 1976). Since exposure to violent erotica increases sexual arousal and negative attitudes regarding both rape and women (Malamuth, in press; Malamuth & Donnerstein, 1982), Donnerstein reasoned that aggressive behavior against women should also be increased, particularly when a woman is depicted as having a positive reaction to sexual assault. To test this hypothesis, Donnerstein and Berkowitz (1981) paired males with a female confederate who either angered the volunteer or treated him in a neutral manner. Volunteers were then shown one of four films of the sort described above including a neutral version, a version which involved consensual interaction, a third version in which the victim had a negative reaction to forced sex, and a fourth in which the victim's reaction was positive. After viewing one of these films, volunteers were given an opportunity to administer electric shocks to the female confederate. For those volunteers who had been angered, exposure to both the positive and negative versions of the victim's reaction to forced sex increased aggression. Even the non-angered men, however, became more aggressive following exposure to the positive reaction version of the film.

In a further study, Donnerstein (1983) compared levels of aggression following exposure to a nonaggressive erotic film, a nonerotic aggressive film, and a film that contained both erotic and aggressive components. Little aggression was expressed by

men exposed to the nonaggressive erotic film, but both of the films containing aggressive components resulted in increased aggressive behavior on the part of volunteers, with the aggressive/erotic film producing the highest levels of aggression. This aggressive response appears to be limited to female targets: Donnerstein (in press) found that male targets who anger a volunteer prior to exposure to the different versions of the films are not the recipients of greater aggression. Donnerstein suggests that violent erotica featuring females as victims strengthens the association of women with violence and this association may be a critical component in the facilitation of aggression against women.

In the studies reviewed so far, "normal" college student males served as volunteers. Sceptics could question the extent to which findings with these samples might generalize to people who actually commit rape. Research by Abel and his colleagues (Abel et al., 1977; 1978; 1981) indicates that rapists may be differentiated from nonrapists in their response to consensual and coercive erotic material. Rapists are equally aroused by both kinds of erotic stimuli; in contrast, nonrapists are less aroused by violent erotica than by consensual interactions. These differential responses have also been found when diagnosing and treating child molesters on the basis of reactions to erotic materials using child-versus-adult stimulus persons.

Thus far, we have considered only the responses of men to violent erotica. As noted earlier, rapists tend to believe that women desire and enjoy their sexual assaults. Research by Stock (1982) sheds some light on this issue. Stock exposed women to the depictions used by Malamuth which she describes as containing a number of erotic cues even in the coercive sex version. Suggesting that actual rapes are noticeably lacking in erotic cues, at least from the victim's standpoint, she exposed another group of volunteers to a "realistic" rape depiction. Like their male counterparts in the Malamuth and Donnerstein studies, Stock's female volunteers found both the consenting and coercive depictions arousing. Women, however, did not respond with arousal to the realistic rape depictions, in contrast to the beliefs of rapists that they do.

Because of space limitations, I am leaving out discussion of a number of other potential contributing factors to the phenomenon of acceptance of aggression against women, such as the demeaning and inaccurate belief that men, once aroused, are incapable of controlling their passion, which in turn justifies the belief that attractive women are responsible for eliciting their own victimization. Traditional gender role socialization has also been recently implicated in cultural contributions to assault in that women may be trained to believe that, regardless of their feelings, they should initially appear to be reluctant to have sex. Men's training, on the other hand, emphasizes that men should take responsibility for sexual approaches to the point of pushing an apparently reluctant woman to concede (after all, they also know that she is supposed to resist, at least initially, their attempts at sexual intimacy). In support of the part gender-role training plays in contributing to attitudes that may support assaultive behavior, Check and Malamuth (in press) have found that individuals who hold traditional gender-role attitudes are equally aroused by coercive and consenting sex depictions, whereas more egalitarian people are more aroused by consenting than coercive sex. Further, "traditionals" perceive rape victims as responding more favorably to coerced sex than to those holding more egalitarian gender-role attitudes. Finally, Check and Malamuth found that tradi-

*Continued on page 10*

# IN MY OPINION . . . Mary S Calderone

Mary S. Calderone, MD, formerly President of SIECUS, is now Adjunct Professor in the New York University Human Sexuality Program. She is co-author, with James W. Ramey, of *Talking With Your Child About Sex* and, with Eric W. Johnson, of *The Family Book About Sexuality*.



recognize. One such phenomenon recently observed is the fetal erection of the penis. Depending upon one's point of view, such a discovery must be of varied significance.

We have been hearing about the concept of fetal erection for some time now, but it has remained in the "so what, everybody knows that" category simply because so few of us had access to its living proof—as recorded in an ultra-sound picture such as the one presented on this page which shows this erection in a 29-week-old fetus. This remarkable sonograph has been generously supplied to me by Deborah Alley, RP, RPMS, senior ultra-sound technician in the Department of Radiology at the Norfolk General Hospital, Norfolk, Virginia, and I am very grateful for this contribution.

Staring at this actual proof and suddenly absorbing the fact that such intrauterine erection is a real and universal aspect of the human experience, so great has been my wonderment that I want to share with everyone my own logical interpretation of its meaning.

The primary message seems to me a simple one: Each of the human body systems begins its characteristic functioning during pre-natal life, except for the reproductive system which remains on "hold" until the approach of puberty. Thus, the fetus ingests the amniotic fluid surrounding it and this is then processed by the digestive and urinary systems. Deborah Alley writes: "We can watch the baby's bladder empty and fill again with a 30-minute interval. . . . We often see the fetus void which presents as a steady stream of echoes flowing out through the penis." The heart beating and the blood circulating are probably the earliest signs of fetal body functions easily observed, though there is also the general metabolic activity that results in growth, and the movements of the musculo-skeletal system. The fetus's reactions to loud sound or bright light directed at the sheltering abdominal wall are also well known.

As to the sexual response system, I'm informed that pre-natal penile erection is cyclical on a pretty regular basis, just as it will continue to be throughout the rest of that individual's life. What of the baby girl? No direct observation before birth has been possible up to this time, whether of clitoral erection or vaginal lubrication, but Langfeldt (1980) has shown that

## Fetal Erection and Its Message to Us

Presented before the Sixth World Congress of Sexology  
May 25, 1983, Washington, D.C.

As technology evolves, from time to time recognition becomes possible of a naturally occurring phenomenon that clearly must have been happening for eons, and whose existence is of far more significance than one initially may

these are evident from birth onward, to continue cyclically throughout her life. All of this makes possible the central finding that the human sexual response system functions literally during the entire life span. Of course, as with other body systems, functioning in utero and during the first days of life is reflex in nature. But Brazelton (1981) has demonstrated how surprisingly early and how quickly a newborn learns control of a number of body reactions and functions. In fact, "everybody knows" (though not everybody has observed) that infants of both sexes are often highly successful in learning, in the first weeks or months of life, that a pleasurable experience can be set in motion simply by pressing the thighs together. For want of an age-related term, we call it orgasm, and infant girls appear to be quite enthusiastic about this accomplishment. Certainly by the time a baby gains enough control of its hands to begin exploration of what is nearest and dearest to it—its own body—the sexual pleasure center thereof has already been identified, from then on to be enjoyed as much as the surrounding culture will allow.

And this is often not a great deal—or not at all. Given our present apprehensive and fearful attitudes, interference with this naturally occurring phenomenon is the order of the day with most parents (and even with a goodly number of professional people) who take for granted that to permit is to condone, something that at all costs must not be allowed to happen. Providing reassurance that masturbation is harmless is generally in vain. Some people grudgingly concede that "It's okay, but only if you don't do it too much." But what is too much? Who are we to say, especially as we know that the body's natural refractory periods take over as safeguards? However, when we interfere, that is, when we try to come between the child and his/her body, the negative results may not be seen until much later. Therefore, parents need to be made aware of the importance to the child's future of the evolution of—rather than the suppression of—the child's sexuality. They should be instructed that they are not simply bringing up their child, but someone's future husband or wife, and a possible parent of their own grandchild. Do they really want to pass on to the next generation the damaging chain of negative sexual conditionings that they themselves have undoubtedly experienced?

What is needed is to teach them that sexuality is a marvelous natural phenomenon, to be developed in the same way as the child's inborn human capacity to talk or to walk, and that their role should relate only to teaching the child the appropriateness of privacy, place, and person—in a word, socialization. Parents can be helped to comprehension of this if they will only recognize that, from the very beginning of its life, a child's

sexuality is an integral part of its being—that it is meant to function *along with*, rather than apart from, its mind and body, with each inherently influencing and being influenced by the other two. And if this realization is reflected in the parents' attitudes and actions, the child will start off on a positive path: "I know my body is good. The feelings it has and the things it does and what it produces are all good. I am learning where, when, and how it is okay to let these things happen. I am in charge of my body."

The serenity that comes from loving and being loved, trusting and being trusted, provides a secure basis for moving ahead through life's changes. In my opinion, any crippling interference with children's normal body functions is a form of emotional as well as physical abuse. If child development can come to include the development of appropriate use of all human endowments, including sexuality, we may just possibly begin to note fewer of the signs and symptoms of psychosocial dislocations that are presently all around us. Descartes said, "I think, therefore I am." But, well before they reach that stage, the infant and young child are saying to us, without words, "I feel, therefore I am."

Look well at the face of the three-year-old person at right in whom I see all of the foregoing epitomized.



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#### Violent Erotica, Continued from page 8

tional men report greater likelihood of committing assault (if assured that they wouldn't be caught) than do more egalitarian men.

As noted at the beginning of this column, we do not yet have conclusive evidence regarding the effect of violent erotica on the commission of aggressive acts against women. On the strength of the data obtained so far, however, New Zealand has passed laws restricting access to violent erotic material (Malamuth, personal communication, March 4, 1983; *New Zealand Herald*, March 24, 1982; *Auckland Star*, April 7, 1982). I believe that it is premature to enact legislation, but the laboratories of the scientists described in this column are busy with further data collection and analyses in the hope of gaining greater understanding of the relationship of exposure to violent erotica to subsequent coercive sexual behavior. Hopefully, further results will be available when Malamuth, Donnerstein, Stock, and Abel present their plenary session on violent erotica at the national meeting of the Society for the Scientific Study of Sex in Chicago next November. In the meantime, many of us continue to attempt to deal with the rational and emotional quandary suggested by their results so far, and in particular, with the question of which public policy implications, if any, would represent appropriate responses to research findings in this area.

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## DO YOU KNOW THAT . . .

#### Resource to Write for . . .

**Short Term Relationship Counseling: A Self Instructional Manual for Use in Family Planning Clinics** by Terry Beresford has been published in a revised (1982) edition. A chapter on "Reflecting Feelings" has been added, along with expanded notes on pregnancy, abortion, and contraceptive counseling. To order this fine 150-page manual, send \$8.50 (plus 15% postage and handling) to: Planned Parenthood of Maryland, 610 North Howard Street, Baltimore, MD, 21201. Bulk rates are also available.

# AUDIO-VISUALS FOR SEXUALITY PROFESSIONALS

## A SELECTED BIBLIOGRAPHY

This annotated listing, prepared by Leigh Hallingby, MSW, MS, SIECUS librarian, and Sara Avni, library intern, is intended for sex educators, counselors, and therapists to help them in selecting audio-visual materials in the major topical areas. The selection is based primarily on reviews published in the *SIECUS Report* over the past five years. Other AVs were included either to augment certain categories or because they are unique and of exceptional quality.

While the citations were chosen on the basis of quality, space restrictions have made it impossible to include every excellent AV resource currently available. It is suggested, therefore, that readers who want a broader selection should request catalogs from the individual distributors whose addresses are provided at the end of the bibliography.

All the AVs listed are in color unless otherwise noted, and all those for which format information is not included are available as 16 mm films. Most distributors also offer their films in one or more video formats, usually at a lower purchase price than for the 16 mm.

For those professionals who have not yet worked extensively with AVs, the following suggestions may be helpful: (1) Plan ahead. Popular AVs are often booked for weeks or even months in advance. (2) If possible, include an allowance for AV use in your budget. The average cost of renting a film now runs from \$25 to \$75. (3) Check into local sources that may provide access to AV materials on a free-loan basis or at low rates, such as public, college, and university libraries, and Planned Parenthood affiliates. (4) Remember that AV distributors function primarily through mail and phone orders, and that geographical location is therefore no deterrent in obtaining the resources. The mailing costs are generally added to the fee. (5) Always preview an AV resource before showing it to the intended audience. This is especially important for those films which include explicit sexual material.

Single copies of this bibliography may be obtained from SIECUS for \$1.50 and a stamped, self-addressed, business-size envelope for each list requested. In bulk they are: 75¢ each for 5-49 copies; 50¢ each (plus \$3.00 for postage and handling) for 50 copies or more.

Please note that SIECUS does not distribute any of these audio-visual materials.

### ADOLESCENT PREGNANCY AND PARENTHOOD

#### HIS BABY, TOO: PROBLEMS OF TEENAGE PREGNANCY

Focuses on the rights and responsibilities of the young father-to-be, as well as his legal and moral obligations. Case studies presented are an effective vehicle for exploring the options available to teenage couples facing an unplanned pregnancy. Open-ended questions successfully involve viewer in making difficult decisions. Rights regarding adoption, marriage, child support, and visitation are also covered.

*Sunburst Communications* (1980); 3 filmstrips with cassettes. Price, \$129

#### A MATTER OF RESPECT

This film explores from the male viewpoint the case study of Angela and Tommy, urban teenagers who must deal with her pregnancy. Includes interviews, discussion among pregnant teenagers in a school-age mother project and among teenage males in a Planned Parenthood program, and excerpts from a talk by the Rev. Jesse Jackson to an adolescent audience. Film is open-ended, and a 12-page leader's guide provides suggestions for discussion.

*Blackside* (1980), 18 min. Price, \$195; rental, \$35

#### PRISONERS OF CHANCE

Based on real characters, this film dramatizes the lifestyles of several teenagers who have become parents: Maureen, an articulate young black woman who had many problems and thought having a baby would improve

her life; Lynn, who no longer sees the baby's father and lives with her mother, with whom she struggles over parenting responsibilities; and Rick and Anna, who married during her pregnancy and opted to separate two years later due to emotional and financial strain. One of the best films on teenage parenting. Available in captioned version.

*Filmfair Communications* (1979), 23 min. Price, \$430; rental, \$35

#### TEEN MOTHER

A 19-year-old shares her experiences of pregnancy and of the interaction which she as a single parent has with her infant son. Enacted sequences depict the personal problems, the difficulties with parents, and the range of "choices" adolescents are forced to face as a result of pregnancy and parenthood. Negative experiences are offset to a degree by narrator's look "on the brighter side."

*Mobius International* (1981), 24 min. Price, \$550 (film), \$475 (video); rental, \$50

#### TEENAGE FATHER

This drama is so realistically acted that it seems like a documentary, and it is in fact based on interviews with real-life teenagers involved in unwanted pregnancies. Covers various pregnancy options, relationships with peers and parents, and legal rights of adolescent parents. Won 1979 Academy Award. Highly recommended.

*Children's Home Society of California* (1978), 30 min. Price, \$395; rental, \$35.

#### THE TEENAGE MOTHER: A BROKEN DREAM

This is a well-edited, concise documentary about a 15-year-old single mother. Includes filmed interviews with Mary, her mother, and the director of a special school for pregnant girls. Mary's unrealistic hopes for herself, the

baby, and the baby's father bring to life all the harsh realities of adolescent pregnancy. *Carousel Films* (1979), 15 min. Price, \$300

#### WE WERE JUST TOO YOUNG

This stark documentary begins two years after the birth of a baby to Janice and John, now 17 and 20. The couple has separated, partly because of John's history of physically abusing Janice. There are glimpses into the attitudes and feelings of family members and friends, who are not very supportive of the young couple. Both John and Janice regret having had a baby so early in their lives, and their continuing immaturity makes their decision seem all the more self-defeating.

*MTI Teleprograms* (1979), 30 min. Price, \$450 (film), \$400 (video); rental \$70

#### WHEN TEENS GET PREGNANT

Five adolescents share their hopes, expectations, worries, and the details of the precipitating experiences that brought them to the Brigham and Women's Hospital in Boston to have their babies. The five are a marvelous microcosm to illustrate the issues pregnant teenagers must cope with.

*Polymorph Films*, 19 min. Price, \$395; rental, \$40

### ADOLESCENT SEXUALITY

#### ADRIANNE'S MAN BOYS DON'T DO THAT FRIENDS OF CARL WAYNE'S DECISION WHAT'S TO UNDERSTAND?

Five trigger films, each of which sets up a situation and leaves the resolution up to the

audience. Situations realistically and believably presented and production values excellent. In the order listed above, the films deal with: whether a 15-year-old girl should be dating a man in his 20s; sex-role stereotyping; marriage and divorce; parental opposition to a 17-year-old boy's plans to marry his pregnant girlfriend; and a teenage couple's decision-making and communication concerning sexual intercourse.

*Memphis Planned Parenthood* (1979), 4-6 min. each. Price, \$75 for first film and \$65 for each additional film purchased; \$285 for entire set.

#### THE DATE

After elaborate preparations for a romantic evening, Laurie drives off with Rob to a friend's apartment. He is under pressure to "score," and she wants some reassurance of love as the price of consent. An argument ensues, and Laurie reveals her feelings and fears and asks him to do the same, which he does. Realizing they are afraid of the same things, Rob and Laurie find themselves on the verge of a new, deeper relationship.

*Focus International* (1977), 20 min. Price, \$360 (film), \$330 (video); rental, \$40

#### GROWING UP YOUNG

Four brief vignettes—all centering on adolescent sexuality and the decisions it imposes—are acted out to stimulate discussion by teenagers. Two of the vignettes involve adolescent pregnancy. Emphasis throughout is on the need to make responsible decisions and free oneself from peer pressures. Friendship and open communication are presented as essentials in building boy-girl relationships.

*Perennial Education* (1980), 22 min. Price, \$360; rental, \$42

#### MAKING DECISIONS ABOUT SEX

Eight California teenagers, ranging in age from 15 to 19, express their very disparate opinions and feelings about having intercourse. Although the interview and voice-over format is familiar, what is special about this program is the spontaneity and sincerity of the viewpoints of these young people, and the unstaged natural sequences which place these teenagers in work, recreational, and family settings.

*Churchill Films* (1981), 25 min. Price, \$420 (film), \$315 (video); rental, \$40

#### OK TO SAY NO: THE CASE FOR WAITING

Part I shows 16-year-old Vicki learning that sexual relations do not necessarily lead to a closer personal relationship, and coming to understand that she is not emotionally ready for sex. In Part II, Paul, a young black, is pressured by peers into having sexual relations, resulting in demands from his girlfriend that are not compatible with his other goals. Part III stresses the positive feelings Donna has about living according to her moral and religious beliefs, which involve her remaining a virgin until marriage. The message that absti-

nence is an appropriate decision for teenagers comes across effectively.

*Sunburst Communications, Focus International*, (1980), 3 filmstrips with cassettes, 30 min. Price, \$129; rental, \$25

#### PROMISES A TENDER BALANCE

Designed as trigger films, these are not meant to stand on their own but to be used only along with the comprehensive discussion guide that accompanies each. Basic purpose of this package is to encourage thoughtful adolescent sexual behavior and to promote saying "no" as an alternative to advanced sexual activity. *Promises* takes viewers through different stages of a romantic relationship by showing Caucasian, Black, and Hispanic couples dealing with different aspects of dating in a high school setting. *A Tender Balance* takes place the day after a school dance and follows one of the couples as they interact with their parents about issues related to adolescent sexuality. Field tested with teens and well produced, these films are an excellent resource for educators working with adolescents.

*ODN Productions, Calif.* (1982). *Promises*, 14 min. *A Tender Balance*, 17 min. Price, \$275 each if sold separately, \$250 each if sold together; rental, \$30 each

#### RUNNING MY WAY

Story of ups and downs of relationship of Lisa, a runner, and her boyfriend Tony, who coaches her, as they cope with the pressure of society, the example of friends, the expectations of parents, and their own desires. The cards are stacked slightly in favor of "abstinence for now," although the film ends with no definitive resolution. Excellent resource for stimulating discussion and opening channels of communication between peers, and between teenagers and parents.

*Children's Home Society of California* (1981), 28 min. Price, \$395; rental, \$40; free loan in California

#### SAYING "NO"

Based on hundreds of interviews with women, this film presents the issues that are vital to consider in making the decision to have or not to have sexual intercourse. The women's sharing of information about how they made their decisions and how they feel about them provides strong and much-needed support for young women who do not wish to participate in sexual intercourse in a time when social pressures imply that "everyone is doing it."

*Perennial Education*, 17 min. Price, \$306; rental, \$34

#### THRESHOLD

Divided into four parts: Male and Female Puberty; Sexuality; Sexual Responsibility; and Conception, Pregnancy, Birth. In each section an attempt is made to flout myths and to provide information in a non-threatening way. Biological processes are handled by means of graphics, but most of the visuals are high-quality, ethnically varied photographs.

Overall positive, reassuring quality. *Stanfield House* (1981), four filmstrips with cassettes. Price, \$55 each, \$200 for entire series.

#### WHAT CAN A GUY DO?

Three couples—white, black, and Hispanic—are followed from the time each discovers the possibility of pregnancy through their experiences in coping with this difficult situation. Interspersed are presentations of a cross-section of high school students who respond to the questions, "How did you learn about birth control?" and "Whose responsibility is birth control?" Angel Martinez role-models an understanding adult in a family planning agency for this film, which should help male adolescents overcome personal and social barriers to getting information about birth control.

*Serious Business Company* (1980), 15 min. Price, \$258 (film), \$218 (video); rental, \$32.50

## AGING

#### A RIPPLE OF TIME

This explicit film, which has now become a classic, shows that sexuality is by no means the exclusive province of the young. Interludes of conversation alternate with leisurely and active lovemaking to paint a beautiful and moving picture of mature sexuality. The couple, ages 50 and 63, engage in several positions, some with a vibrator. Their affection for each other shows in their obvious delight and enjoyment.

*Multi Media Resource Center* (1974), 24 min. Price, \$330; rental, \$50

#### ROSE BY ANY OTHER NAME

Rose, a 79-year-old woman living in a long-term-care facility, has developed an intimate relationship with a male resident and quietly finds her way into his room at night. When she is discovered in bed with him by the nurses, the administration and her family try to stop their behavior. The poignant presentation of Rose's situation provides an excellent springboard for frank discussion of older people's need for touch, affection, love, and dignity.

*Adelphi University Center on Aging, Focus International* (1979), 15 min. Price, \$295; rental, \$40

## BISEXUALITY

#### AFTER THE GAME

Nicole and Diana, both in their early 20s, are close friends and have reached a crucial

moment in their relationship. As they discuss a man with whom they have both been involved at different times, they become appreciative of the warm and loving friendship they share and begin to verbalize their feelings of sexual attraction for one another. Film has an open ending and should facilitate discussion of same-sex friendships and sexual relationships.

*Focus International, Iris Films, Multi Media Resource Center (1979), 19 min. Price, \$310-\$400; rental, \$40-\$50*

#### BOTH/AND

A group of nude people discuss how they came to call themselves bisexual, how they have dealt with feelings surrounding monogamy and jealousy, rejection by both heterosexuals and homosexuals, and the difference and openness that bisexuality has brought to their relationships. Interspersed with the discussion are scenes of group sexual activity. *Multi Media Resource Center (1975), 15 min. Price, \$260; rental, \$40*

#### KINSEY THREE: THE BISEXUAL EXPERIENCE

Split-screen process combines visuals, narration, and music to examine the lifestyle and feelings of a bisexual male. Program portrays his day-to-day life and explicit sexual relationships with a male and female partner. Shares his personal history and explains his philosophy of bisexual life. Excellent starting point for opening discussion on this and other alternative lifestyles.

*Focus International, Multi Media Resource Center (1976), 100 slides with cassette, 15 min. Price, \$150; rental, \$25*

## CONTRACEPTION AND ABORTION

#### CONDOM SENSE

Using dramatic sketches, comedy sequences, and scenes in family planning centers, men's groups, and sexuality classes, this creative film promotes condoms as a practical, inexpensive form of birth control. Excellent for use in promoting honest communication between the sexes about birth control. While frank and realistic, it is never explicit. Comes with valuable usage guide. *Perennial Education (1981), 25 min. Price \$450; rental, \$45*

#### HOPE IS NOT A METHOD-II

An update of the 1972 version, this film provides objective information about seven types of contraception: withdrawal, rhythm, foam, condom, diaphragm, pill, and IUD. Also discusses vasectomy, tubal ligation, and abortion. Available in Spanish. *Perennial Education (1977), 17 min. Price, \$276; rental, \$33*

#### LOVE CAREFULLY

In straightforward, simple terminology, the film presents information about the pill, IUD, diaphragm, condoms, foam, withdrawal, natural family planning, abortion, and voluntary sterilization for men and women. Detailed animation used to present various methods and describe how they work.

*Perennial Education (1977), 17 min. Price, \$276; rental, \$33*

#### SO MANY VOICES

Through interviews with people personally affected by the abortion issue, examines human implications of both sides. Members of right-to-choose and anti-abortion groups, as well as members of the public, state their cases, and relate abortion to such issues as rape and amniocentesis. Ed Asner and Tammy Grimes host this film produced by the National Abortion Rights Action League.

*Phoenix Films (1982), 30 min. Price, \$450 (film), \$275 (video); rental, \$50*

#### TAKING CHANCES

Sequences of spontaneous sharing of opinions and feelings in a youth discussion group are interspersed with dramatic vignettes that further explore the barriers to responsible use of contraception among sexually active teenagers. Well-produced, using humor to balance presentation of a serious social issue. Only drawback is a stereotypical view of adolescent males.

*Mobius International (1979), 22 min. Price, \$525 (film), \$450 (video); rental, \$50*

#### TEENAGE BIRTH CONTROL: WHY DOESN'T IT WORK?

Jamie believes that she is pregnant and regrets not having used birth control. She considers six of the most common reasons teenagers cite for failing to use birth control, pointing out the inherent fallacies in each. When she finds out she is not pregnant, she and her boyfriend seek information about contraception from a counselor. Up-to-date facts about each method are presented. *Sunburst Communications, Focus International, (1980), 2 filmstrips with cassettes and teacher's guide. Price, \$89-\$99; rental, \$25*

## FEMALE SEXUAL HEALTH

#### CRAMPS

Combines creatively presented dramatic sequences with the spontaneous interaction in a women's discussion group and factual information from Dr. Penny Budoff. Effectively squelches the "it's all in your head" notion of causality and through animation demonstrates how anti-prostaglandin medication works. Despite the seriousness of its

message, the film is lively and upbeat.

*Mobius International (1982), 26 min. Price, \$550 (film), \$475 (video); rental, \$50*

#### GRAND OPENING

Emphasizes the great variety in sizes and shapes of female genitalia and associations between slang and correct terms for various body parts. Also illustrates the insertion of tampons and the use of the speculum and contraceptive devices. The sequence making comparisons of the vulva to the shapes of many flowers and fruits, and the inclusion of a birth at the end of the program serve as beautiful reminders of the reproductive function of a woman's body. Companion piece to *Exhibition*.

*Focus International, Multi Media Resource Center (1980), two-part program in filmstrips or slides, with cassettes; Part I, 8 min.; Part II, 10 min. Price, \$120 (filmstrips), \$190 (slides); rental, \$25 (filmstrips), \$30 (slides)*

#### YOUR PELVIC AND BREAST EXAMINATION

A sensitive film showing how a young woman performs a self-examination of her breasts and also showing the complete details of a pelvic examination conducted by a nurse practitioner. The articulate young woman is able to ask questions in a very natural manner. Captioned version also available. *Perennial Education (1975), 12 min. Price, \$199; rental, \$23*

## FERTILITY

#### ONE, TWO, THREE—ZERO FERTILITY

A skillful blend of interviews both with medical personnel and with couples experiencing fertility problems, and of film clips showing ovaries, uterus, and live sperm. Describes various reasons for infertility in both women and men and what can be done to overcome barriers to parenthood, including surgery, hormone treatment, artificial insemination, and adoption. Generates real emotional impact when one couple ultimately experiences successful pregnancy.

*Filmmakers Library (1981), 28 min. Price, \$425 (film), \$375 (video); rental, \$45*

#### TRYING TIMES: CRISIS IN FERTILITY

Besides giving information about infertility, this film also shows what science is doing to help couples who want to have children and what agencies like Planned Parenthood are doing to counsel infertile couples. Stressful nature of tests is made clear, as is strain childlessness imposes on many marriages. Reviews possible adoption alternatives.

*Fanlight Productions (1980), 33 min. Price, \$520 (film), \$450 (video); rental, \$45*

## HOMOSEXUALITY

### GREETINGS FROM WASHINGTON D.C.

A boisterous documentary recording the 1979 march of 100,000 lesbians and gay men, along with supportive friends, in the nation's capital on behalf of gay rights. Presents a colorful panorama of individuals and groups from all over the country, including interviews with a cross section of gay people, as well as with some detractors.

*Iris Films* (1981), 28 min. Price, \$450; rental, \$60

### THE INVISIBLE MINORITY: HOMOSEXUALS IN OUR SOCIETY

Looks at society's attitudes toward homosexuals through the eyes of lesbians and gay men, and answers questions most frequently asked about homosexuality. A fine basic resource.

*Focus International* (1983, revised, abridged), filmstrip with audio cassette. Price unavailable at press time.

### MICHAEL, A GAY SON

An enacted case study about "coming out." Michael, who is in his mid-20s, gets advice from a gay support group, and together they share a variety of the experiences involved in telling their parents of their homosexuality. When Michael meets with his own family, his sister is the only one who is supportive. In a moving session, a family therapist who joins them enables the family members to bring out what Michael's homosexuality means to them.

*Filmakers Library* (1981), 28 min. Price, \$450 (film), \$400 (video); rental, \$45

### NICK AND JON

Explicit study of a beginning relationship between two men. They comment on their experiences in coming out as gay, relationships, meeting new partners, lifestyles, and sexual likes and dislikes. Their first sex includes humor and affection as they spend the afternoon in bed giving each other sexual pleasure. Course of the future relationship is left open-ended.

*Multi Media Resource Center* (1976), 20 min. Price, \$310; rental, \$45

### PINK TRIANGLES

A film about prejudice against and persecution of lesbians and gay men. Includes history of Nazi imprisonment of homosexuals, startlingly homophobic statements from New Right spokespeople, a Gay Speakers Bureau discussion about homosexuality with a group of high school students, perspectives of parents who have confronted their feelings about their children's homosexuality, and ideas of educators, authors, and gay activists.

*Cambridge Documentary Films* (1982), 35 min. Price, \$500; rental, \$50

### SHARING THE SECRET: SELECTED GAY STORIES

Out of 50 interviews with homosexual men, five people were selected to create film portraits of a cross section of the gay community. The feature length of this movie allows time to explore character in more depth than usual in educational films. The men share with unusual honesty what it means to them to be gay in today's society, and in doing so will help audiences put stereotypes of male homosexuality into proper perspective.

*Ifex Films* (1981), 84 min. Rental rates vary according to audience size: classroom (under 50 persons), \$100; 50-100 persons, \$150; over 200, \$200

### WE ARE OURSELVES

Entertaining and explicitly sexual film about two thoughtful and independent women who have followed their individual desires to seek a fulfilling and creative lifestyle together. An impressively honest film about one lesbian couple among many.

*Multi Media Resource Center* (1976), 15 min. Price, \$260; rental, \$40

### WHO HAPPEN TO BE GAY

This ABC Television documentary profiles six professional men and women, each of whom is a mature, productive individual for whom homosexuality is only one part of his/her life. Provides good gay role-models and shatters some of the myths about homosexuality. An excellent film for audiences whose consciousness about homosexuality is just starting to be raised.

*Direct Cinema Limited* (1978), 23 min. Price, \$390; rental, \$30

### WORD IS OUT

Two versions available. In the longer version, 26 lesbians and gay men talk about their lives as homosexuals—how old they were when they first became aware of their gayness, what their adjustments have been like, how their families have reacted, the means tried on some of them to effect a "cure," and what they are doing now. Ages, personalities, and life situations are highly varied; charm, humor, bravery, and strength are most impressive. Shorter version highlights representative material.

*New Yorker Films* (1978), long version, 130 min. Rental, \$150. Short version, 45 min. Price, \$695; rental, \$125

## MALE SEXUAL HEALTH

### DAVID—SEXUAL SELF-HELP AND SELF-PLEASURING

The objectives of this unique film are to: model confident and positive feelings about sexual health care; demonstrate specific self-examination techniques for men; help males integrate the genitals and anus into a positive total body image; and present a healthy pic-

ture of male autoerotic play. Film is accompanied by three brochures: "Testicular Self-Examination," "Facts on Testicular Cancer," and "Facts on Prostate Cancer." *David Steven Enterprises* (1982), 12 min. Price, \$225; rental, \$35

### EXHIBITION: THE MALE GENITALS

In both life and art, shows male genitalia (including flaccid, erect, urinating, and ejaculating penis) in all their variety of sizes, shapes, colors, and functions. Accompanying musical score and use of humor create light, relaxed mood. Companion piece to *Grand Opening*.

*Focus International, Multi Media Resource Center* (1977), two-part program in filmstrips or 250 slides with cassette. Part I, 7 min.; Part II, 9 min. Price, \$120 (filmstrips), \$190 (slides); rental, \$25 (filmstrips), \$30 (slides)

## MARRIAGE AND FAMILY

### CHILLYSMITH FARM

This award-winning film, 10 years in the making, is a remarkable document of family love and devotion, focused on the most basic events in life—death and birth. Memorably captures a four-generational family's experience with Gramp's death at home. Continues to record the family as Gramp's wife, Nan, ages and dies peacefully at home, among those she loves. When Dee and Mark Jury expect another child, they decide to make this a shared experience for the family as well. Beautifully done, providing food for thought about family values, communication, and family living from birth to death. Highly recommended.

*Filmakers Library* (1981), 55 min. Price, \$750 (film), \$650 (video); rental, \$75

### NEW RELATIONS

This sensitive and gentle film is the autobiographical study of a man who becomes a father in his mid-30s. He and his wife agree that he will take on the major responsibilities for child care. As his son reaches his first birthday he frankly explores the costs and rewards of that decision. While it is a sobering look at the responsibilities of parenthood, it provides a reassuring example of the growth and enrichment that can also be an integral aspect of parenting.

*Fanlight Productions* (1980), 34 min. Price, \$520 (film), \$450 (video); rental, \$45

### NOT TOGETHER NOW

Actual case history of a marriage gone stale. An intelligent, attractive young couple with three children share their feelings about why they were attracted to each other, why they chose to marry, and what happened during the course of their lives together. They speak without rancor or vindictiveness. Gives insight into the dynamics of marriage and

what it's like to be left alone afterwards. *Polymorph Films*, 25 min. Price, \$425; rental, \$40

#### **WELCOME TO PARENTHOOD**

A series of straightforward interviews with new mothers and fathers. The harsher realities of parenthood are not glossed over—the necessity for personal sacrifices, feelings of inadequacy, heavy financial and psychological demands, and the idea that "life will never be the same." But the rewards can also be enormous. *Filmakers Library* (1981), 16 min. Price, \$350 (film), \$300 (video); rental, \$40

## **MASTURBATION**

#### **FEMALE MASTURBATION**

A straightforward presentation of female self-pleasuring. A woman experiences stimulation with her hands and with an electric vibrator. The appearance of nipple erection, skin flush, muscle tension, and orgasmic response provides evidence of sexual excitement and gratification. Utilizes a simple bedroom setting with which most viewers will easily identify.

*Focus International* (1980), 6 min. Price, \$125; rental, \$25

#### **MALE MASTURBATION**

A short, explicit film, without any attempt to create mood or atmosphere, which straightforwardly presents a typical sequence of male masturbation from arousal patterns through manual manipulation to ejaculation and resolution. Captures nipple erection, contraction and elevation of the testicles, and some of the skeletal muscle spasms that usually accompany male masturbation.

*Focus International* (1976), 6 min. Price, \$125; rental, \$25

#### **MASTURBATION: MEN**

Four men between the ages of 20 and 50 candidly talk about their masturbation and the role it plays in their lives. Each is filmed in his home in what is a typical masturbation session for him, and each relates his earliest experiences and how these affected his attitudes toward self-pleasuring. The men also share their fantasies.

*Multi Media Resource Center* (1979), 18 min. Price, \$300; rental, \$40

#### **A MASTURBATORY STORY**

Presented in an intriguing format as a motion picture composed of a series of still pictures of a young adult who enacts the typical male trials and tribulations in learning about autoerotic pleasure. Narration is in the form of a rhyming song with guitar accompaniment. Humorous, light-hearted approach and non-explicit visuals should make

this film appropriate for a wide variety of groups.

*Perennial Education* (1978), 15 min. Price, \$249; rental \$29

#### **SELF-LOVING**

Groups of women are filmed in both urban and rural settings as they talk about self-pleasuring. They discuss candidly and with humor their appreciation for the role masturbation played in developing their total sexuality. Covers early childhood experiences, fantasies, use of vibrators, and current orgasmic experience. No explicit sequences.

*Multi Media Resource Center* (1976), 34 min. Price, \$440; rental, \$60

series covers nine areas: parts of the body, male and female puberty, social behavior, reproduction, contraception, sexually transmitted diseases, marriage, and parenting. Can be used as one unit or selectively, according to the level of understanding and specific needs of each individual or group. Very useful for those working with this special population.

*Stanfield Film Associates* (1980, 2nd edition), 9-part series of 350 slides with narrative. Price, \$330; with EASE curriculum, \$395; individual sets, \$43.50

## **PARENT-CHILD COMMUNICATION**

#### **A FAMILY TALKS ABOUT SEX**

Shows how a family discusses sex over a period of 15 years as children grow from infancy to college age. Young parents answer their children's sex-related questions and teach proper terminology. At later stages the family talks about puberty, pregnancy, menstruation, contraception, and marriage.

*Perennial Education* (1978), 28 min. Price, \$360; rental, \$42

#### **LOVING PARENTS**

Overriding intent of this film is to trigger discussion among parents and it succeeds beautifully. Four real-life situations (such as a child walking in on his/her parents embracing in bed) are dramatized. Each ends without resolution and is followed by a group of parents (representing a wide cross-section) responding to and discussing the issues raised. Their honesty is most appealing and should be an inspiration to other parents.

*Texture Films* (1978), 24 min. Price, \$425; rental, \$55

#### **MOTHER MAY I?**

Focuses on a few days in the life of a middle-class teenager during which she thinks she is pregnant. Her parents, who become suspicious, discuss their own roles and responsibilities in dealing with their children's sexuality. Film ends on positive note with girl not pregnant and parents knocking on her door to initiate a family talk.

*Churchill Films* (1982), 28 min. Price, \$450 (film), \$340 (video); rental, \$50

## **PHYSICAL DISABILITY**

#### **ACTIVE PARTNERS**

A moving explicit film which sensitively portrays the interaction of a disabled quadri-

plegic male and his female partner in a "day-in-the-life" format. While he has no sensation below his shoulders and must use a urethral catheter for bladder drainage, he and his partner have a mutually satisfying sexual relationship. Both individuals talk about their experience together and their observations illustrate why good communication and a sense of humor are essential elements in their (or any) partnership.

*Multi Media Resource Center (1979), 18 min. Price, \$300; rental, \$40*

### **CHOICES: IN SEXUALITY WITH PHYSICAL DISABILITY**

A two-part film in which disabled people (spinal cord injury, ostomy, and cerebral palsy) and their partners relate and depict their experiences. Part I deals with considering one's sexual self, fears of rejection, and establishment of relationships. Part II, which includes explicit sexual activity, covers struggles with specific problems such as incontinence, diminished and lost sensation, arousal, positions, and communication. Some solutions are presented. A beautifully realized set of films.

*Mercury Productions (1982); Part I, 20 min.; Part II, 40 min. Part II cannot be distributed separately from Part I. Part I: price, \$300; rental, \$60. Parts I & II: Price, \$875; rental, \$160*

### **LIKE OTHER PEOPLE**

A moving film dealing with the sexual, emotional, and social needs of the physically handicapped. The two main characters are cerebral palsy people who, in their own words, make a plea to humanity to understand that they have the same desire for love and intimacy that all people do. Despite being 10 years old, it is definitely recommended.

*Perennial Education (1973), 37 min. Price, \$442; rental, \$52*

### **A NIGHT OUT**

Designed for viewing by deaf and hearing-impaired teenagers, this film concerns being raped in a dating situation. Everyone in the cast communicates by sign language. After a pleasant evening at the movies, Tom and Julie go to his older brother's apartment where Tom attempts to force Julie to have sexual intercourse with him. The program ends with her fighting him off, and there is much material for discussion.

*ODN Productions, N.Y. (1981), 9 min. Price, \$180; rental, \$40*

### **NO LESS A WOMAN**

Examines situations of single and married women who are attempting to recover from the far-reaching effects of mastectomy. Their problems in giving and accepting love, as well as their fears and fantasies, are frankly presented.

*Multi Media Resource Center (1981), 23 min. Price, \$325; rental, \$47*

### **SARA NEEDHAM: A SPECIAL PERSON**

Sara Needham was born with no legs and only one complete arm. In the first section of

this self-narrated autobiographical profile, Sara describes her disability, her early childhood years, her social relationships as a young adult, and her subsequent marriage. In Part II, the focus is on the quality of her life at the present time, the issues and situations which confront her on a daily basis. In Part III, Sara and her husband discuss the intimacies of their relationship and their bond of caring and loving. She also discusses the importance of the natural opportunities for developing as an adolescent in social activities and sexual experiences.

*Focus International (1981), 3-part sound/slide program. Part I, 12 min.; part II, 10 min.; Part III, 9 min. Price, \$185; rental, \$30*

### **SOCIAL AND SEXUAL ASPECTS OF LIVING FOR THE HEARING IMPAIRED**

Developed by Winifred Kempson, the package includes a stimulating narrative with questions for discussion meant to be signed by the teacher. Subject areas covered by the captioned slides are: parts of the body, male and female puberty, social behavior, human reproduction, contraception, sexually transmitted diseases, marriage, and parenthood. A useful and unique resource.

*Stanfield Film Associates (1980); 9-part series of 350 slides with narrative, \$395 complete; individual sets, \$43.50*

## **PUBERTY**

### **AM I NORMAL?**

In situation comedy style, we follow Jimmy and his two buddies through a series of episodes that provide general information about sex, as well as on penis size, erections, wet dreams, and masturbation. Deals with issues of embarrassment involved in communicating about sex, difficulty in finding accurate information, peer pressures, and sex-role stereotypes. Message is that pursuit of authoritative sex information is legitimate and that adults can be found who are willing to discuss sexual matters with young people. Highly recommended. Companion film: *Dear Diary*. *New Day Film, Focus International (1979), 24 min. Price, \$432; rental, \$52*

### **ANATOMY AND ATTITUDES: UNDERSTANDING SEXUALITY**

A three-part program for early adolescents designed to provide information on male and female sexual anatomy, to develop a vocabulary of precise and accurate sexual terminology, and to correct some common myths and misconceptions, as well as to look at how attitudes about sexuality are formed. Script is excellent and photography crisp and sensitive. Teacher's guide included.

*Sunburst Communications, Focus International, (1981), 3 filmstrips with cassettes, 40 min. Price, \$119-\$129; rental, \$25*

### **BOY TO MAN GIRL TO WOMAN**

These two films, which are among the most widely used sex education films, describe the

changes in boys and girls during puberty—the growth spurt, skin changes, masculine and feminine physique, endocrine glands, and secondary sex characteristics. Each film explains the reproductive system of the other sex. Personal health, hygiene, and emotional aspects of adolescence are also discussed. Both available in Spanish.

*Churchill Films (1976, revised editions). Boy to Man, 14 min. Price, \$255; rental, \$40. Girl to Woman, 17 min. Price, \$295; rental, \$40*

### **DEAR DIARY**

Highlights the trials, tribulations, and joys of three adolescent girls. Information about body changes, menstruation, and maturation presented tastefully, with humor and reassurance. Like its companion, *Am I Normal?* it is presented in situation comedy format.

*New Day Films (1981), 25 min. Price, \$432; rental, \$52*

### **EUGENIE**

A delightful, haunting, and provocative film in which we meet a 12-year-old girl who is grappling with the sometimes frightening, sometimes exciting, often confusing rites of passage to womanhood. Eugenie, who lives with her divorced mother and younger sister, is influenced by a teenage babysitter, and is both attracted to and repelled by her mother's boyfriend. Film beautifully captures her awkward movement from childhood toward her fragmented picture of womanhood.

*Phoenix Films (1977), 16 min. Price, \$295 (film, \$195 (video); rental, \$30*

### **HUMAN GROWTH III**

Presentation of adolescent sexual development as a natural part of human growth; narrated by students, and interspersed with an animated presentation. Concepts discussed include: differences between boys and girls in rate of physical and sexual maturation, glands which control physical and sexual activity, male and female sex organs, menstruation, fertilization, pregnancy, and birth. Includes brief live-birth sequence.

*Perennial Education (1976), 20 min. price, \$332; rental, \$39*

### **IN BETWEEN**

Three characters, all in early adolescence, appear throughout the three parts of this film which deals with the privileges and problems associated with growing up and reaching puberty. Part I deals with feelings of frustration generated by rules set by Mark and DeeDee's parents, rules felt to be restrictive compared with lenient ones for Susan. Part II looks at changing body image and problems that must be dealt with when pre-adolescents look older or younger than their actual ages. In Part III Mark and DeeDee try to help Susan out of an awkward and possibly traumatizing dating situation without jeopardizing their own interests. Excellent accompanying curriculum entitled *In Between: A Family Life Education Curriculum for Early Adolescents (Ages 10-14)* available for \$18.

*Memphis Planned Parenthood (1981), 3 parts, 6-7 min. each. Price, \$245*

## **INTO WOMANHOOD INTO MANHOOD**

*Into Womanhood* explains menstruation and helps prepare girls for their first period. *Into Manhood* helps boys understand ejaculation and the various situations in which it may take place. Both use live models as well as drawings and convey a positive view of body functions as natural and as legitimate topics for discussion. Each includes a written script for teacher to read and adapt to specific classroom groups. Also available in captioned version. *Stanfield House* (1978), filmstrip or slides, 30 min. Price, \$80 each

## **REPRODUCTION: PREGNANCY AND BIRTH**

### **BREASTFEEDING: A SPECIAL CLOSENESS**

This film with its companion teaching guide explores issues involved in choosing to breast-feed one's baby, such as arrangement of work schedules, the father's role, mobility, nutrition, bonding, and the benefits of breast-feeding. Features families and single parents of different ethnic groups and shows how parents incorporate a nursing infant into their daily life.

*Motion, Inc.* (1980), 23 min. Price, \$350; rental, \$40

### **DAUGHTERS OF TIME**

Three very personable and appealing nurse-midwives share their feelings about their work and take viewers along on their daily rounds. Sister Angela Murdaugh works in a rural Texas community with an alternative birth center. Marion McCartney, a partner in a privately owned home-birthing service in Maryland, discusses her fight to keep her hospital delivery privileges. Linda Viera, in Colorado, works in a private practice with an obstetrician performing deliveries in a hospital birthing room.

*New Day Films* (1981), 29 min. Price, \$457; rental, \$57

### **FERTILIZATION AND BIRTH**

Provides information on animal and human reproductive systems and functions. Animated and intended for children in grades one through three.

*Perennial Education* (1978), 10 min. Price, \$166; rental, \$20

### **FIVE WOMEN, FIVE BIRTHS**

Consists of a series of black-and-white still photographs with narration by five women in their own words describing what the birth experience meant to each of them. Included are a hospital birth where the woman is permitted to determine which procedures she wants to follow, a home birth with midwife and another with doctor, a cesarean due to

breech position, and a breech presentation which results in a spontaneous, unmedicated vaginal birth. Handbook includes film narrative and questions for discussion.

*Focus International, Multi Media Resource Center* (1978), B/W, 29 min. Price, \$395-\$430; rental, \$45

### **HAVE A HEALTHY BABY: LABOR AND DELIVERY**

Combines authoritative information (with animation sequences clearly explaining the physiology and process of birth) with emotional impact as two couples are followed through the experience of labor and delivery. Both husbands are involved in every aspect of the birth process. One delivery is difficult, and this is honestly presented. The other mother has a normal delivery, and the tension, humor, apprehension, pain, and finally the joy are beautifully captured. Also available in Spanish.

*Churchill Films* (1978), 29 min. Price \$435 (film), \$325 (video); rental, \$50

### **HUMAN AND ANIMAL BEGINNINGS**

Live-action photography has been combined with animation to show similarities and differences in the early development of animals and humans. The second edition also follows a mother and father to the hospital for the birth of their baby and contains a live birth sequence. Geared toward elementary grades.

*Perennial Education* (1980, 2nd edition), 15 min. Price, \$216; rental, \$25

### **LEARNING TO BREASTFEED**

Various new mothers are shown as they attempt to nurse their babies for the first time, and babies' responses are presented. Includes a sequence set in a hospital class on breast-feeding for pre- and post-partum women. Also shows how fathers can be involved. Recognizes that breast-feeding can be difficult for some women.

*Polymorph Films* (1979), 22 min. Price, \$395; rental, \$40

### **MIDWIFE: WITH WOMAN**

Film begins by tracing the history of midwifery in America. Includes interviews with families, nurses, and physicians, addressing such issues as: the differences in training and perspective between obstetrician and nurse-midwife, the desire of families for greater physical and emotional involvement in the childbirth experience, and an approach to pregnancy and childbirth which is oriented toward wellness rather than disease.

*Fanlight Productions* (1982), 28 min. Price, \$480 (film), \$420 (video); rental, \$45

### **NICHOLAS AND THE BABY**

A unique childbirth film designed for use with children ages 4-12 and their parents. Presented from pre-schooler Nicholas's point of view, and he and his mother, father, and a friend do the narrated sequences. The makers of this award-winning film have captured spontaneous, intimate, and very special moments between Nicholas, his parents, and

finally his newly arrived baby sister. Comes with excellent Parent/Teacher Study Guide. *Centre Productions* (1980), 23 min. Price, \$350 (film), \$275 (video); rental, \$35 (film)

## **PREGNANT FATHERS**

The basic themes stressed are that: fathers need support during the pregnancy period just as mothers do; fathers have the potential to be as nurturant as mothers; fathers are relevant and significant in the lives of their babies. A father is depicted in his relationship with his wife and young son, and in his participation in preparatory classes with other expectant parents. Camera then records actual birth and its profound impact on the father.

*Anzalone Foundation*, 28 min. Price, \$375; rental, \$35

## **SEX ROLES**

### **GENDER**

This provocative and artistically produced film begins with a dramatic and intriguing pantomime in which a beautiful woman disrobes and reveals that he is a beautiful man, Logan Carter. Pantomime is accompanied by Charles Aznavour singing "What Makes a Man a Man?" This is followed by a forceful soliloquy by Logan Carter in which the anger, sorrow, and struggle for acceptance of one who cross-dresses is presented.

*Focus International* (1980), 7 min. Price, \$100; rental, \$25

### **HAPPY TO BE ME**

This documentary-style film is based on a survey of more than 600 students (K-12) from one of New York City's public school districts, representing a wide variety of socioeconomic and ethnic backgrounds. The results of this research on attitudes about sex roles are presented through brief portions of filmed interviews with young people ages 5-18. The effect is at times depressing and at times refreshing. An accompanying guide provides the statistics on the 14 basic questions in the interview schedule, broken down by sex and age. In combination, film and guide are an excellent resource.

*Arthur Mokin Productions* (1979), 25 min. Price, \$425; rental, \$40

### **KILLING US SOFTLY: ADVERTISING'S IMAGE OF WOMEN**

A powerful film of a slide presentation accompanied by Jean Kilborne's lecture on how the media traps women (and men) within stereotyped gender roles. She combines knowledge, insight, and outrage with a keen sense of humor that keeps the audience with her throughout. An excellent stimulant to discussion of stereotyping, gender roles, body image, and sexuality.

*Cambridge Documentary Films* (1979), 30 min. Price, \$450 (film), \$395 (video); rental, \$46

## MAKING POINTS

A woman TV reporter interviews a group of boys while they are playing basketball, about their plans for the future. The viewer gradually becomes aware of the topsy-turvyness of their answers ("I'd like a really good job—legal secretary"), and at the film's end learns that the boys are actually actors giving lines from a series of interviews conducted with teenage girls. A clever role reversal which effectively shows the pervasiveness of sexism. Direct Cinema Ltd. (1981), 11 min. Price, \$250; rental, \$20.

## MEN IN EARLY CHILDHOOD EDUCATION

Presents a fascinating multi-ethnic, multi-racial, cross-generational group of men who share their reasons for entering the field, the reactions of female colleagues and the children's parents, the satisfactions they have found, and the problems they face as pioneers in a vocation that has traditionally been associated with women only. This thought-provoking documentary frankly advocates early childhood education as a vocation for men.

Davidson Films (1982), 24 min. Price, \$370 (film), \$325 (video); rental, \$40.

## WHO YOU ARE AND WHAT YOU ARE: UNDERSTANDING SEX ROLES

A revised, updated version of *Masculinity and Femininity* (1969). Part 1 provides an overview of sex-role development and how gender roles are established by manipulation, channeling, verbal appellation, and activity exposure. Part 2 presents four men who give their personal definitions of masculinity. Parts 3 and 4 offer the female vantage point and the role conflicts faced by women in society today. Individuals selected to present their views are a stimulating group of people of different ages and racial and ethnic backgrounds, with traditional and nontraditional viewpoints.

Guidance Associates (1982), 40 min. Four filmstrips with cassettes; also available in slide and video formats. Price, \$149.50 (filmstrip), \$169.50 (slides), \$149.50 (video).

## WOMEN AND SEXUALITY: A CENTURY OF CHANGE

A consciousness-raising film which examines the intersection between the sexual revolution and the women's movement. Documents Victorian views about women, their sex roles, and sexuality through the use of pictorial materials and revealing quotations. Also shows the contrast between the surface propriety of the time and what actually pertained underneath. Past attitudes toward women are compared with present views as beautifully articulated in the personal comments of four women of today.

Altana (1983), 36 min. Price, \$500; rental, \$65.

## YOU IRRESISTIBLE YOU

Explores the increasing number of products now available to men which promise to make them irresistible to women. Viewer is shown a bewildering array of male cosmetics,

tanning aids, stereos, and water beds. A light-hearted springboard to serious consideration of the male sex role and male sexuality. Benchmark Films (1975), 11 min. Price, \$215; rental, \$25.

## SEXUAL ABUSE

### ACQUAINTANCE RAPE SERIES

The underlying philosophy of the program is that rape is a serious issue for both men and women and that a focus on blame or guilt is unproductive. While the males are depicted as the aggressors, the curriculum is definitely not anti-male. The emphasis is on prevention through development of better communication. The four trigger films and accompanying materials make this a program of exceptional value. In *The Party Game* Kathy's need for affirmation of her attractiveness and Mark's desire for quick sex involve them in a confrontation resulting in violence. In *Just One of the Boys* the concept is dramatized that peer pressure and labeling contribute to acquaintance rape. Mike is put into a dilemma of whether to join his buddies in sexually attacking Josie or to abstain and risk losing face. *The End of the Road* presents a somewhat happier situation illustrating how assertiveness can prevent acquaintance rape. The concept of *The Date* is that behavior associated with traditional sex roles increases the probability of acquaintances rape.

MTI Teleprograms, ODN Productions, N.Y. (1978), 4 films, 6-10 min. each; 4 teacher guides; student fact sheets (30 per film); 7 discussion posters; and 16 role-playing cards. Price: entire set, \$595 (film), \$540 (video); individually purchased, \$160 (film), \$145 (video); rental, \$125 entire set

### INCEST: THE VICTIM NOBODY BELIEVES

Three articulate women very openly share their experiences of growing up in a household where their fathers forced them into incestuous relationships. All three convey the confusion, isolation, and guilt they struggled with in childhood and adolescence, how it affected their feelings about their mothers and their siblings, and how eventually they were able to halt the relationship.

MTI Teleprograms (1976), 23 min. Price, \$475 (film), \$430 (video); rental, \$70.

### NO MORE SECRETS

While spending a pleasant afternoon at play, two little girls and two little boys talk about frightening experiences they have had with family members. The abusive experiences are cleverly but explicitly shown by means of a combination of cut-out cartoon figures against live backgrounds, effectively removing the threatening and sensational aspects of such situations. Designed for viewing in classrooms by elementary grade children, this film attempts to help children identify sexual abuse, learn how to say "no," and confide in

someone who can help. A teacher's guide is included.

ODN Productions, N.Y. (1982), 13 min. Price, \$300; rental, \$60.

## RAPE: ESCAPE WITHOUT VIOLENCE

This film about rape prevention is narrated by a rape survivor who discusses nonviolent techniques for stopping a rapist. Encourages women to have a realistic awareness of rape and stresses that many rapists are intimidated by a woman with assertive body language. Also dispels many myths about rape.

Perennial Education (1979), 18 min. Price, \$298; rental, \$35.

## THIS FILM IS ABOUT RAPE

Includes interviews with a number of women who were rape survivors, as well as with some rapists. Offers numerous suggestions for avoiding situations where rape could take place and various assertive techniques for self-defense. Some very sympathetic, objective testimony is given by professionals who work with both survivors and rapists. An excellent 76-page manual accompanies the film.

MTI Teleprograms (1980), 30 min. Price, \$475 (film), \$430 (video); rental, \$70.

## WHY MEN RAPE

Ten convicted rapists, now in prisons or psychiatric hospitals, talk about the lack of self-esteem (stemming from many failures in school and at home) which caused them to hate and fear women. Various young people in a rap group also discuss their own attitudes toward sex. The general consensus is that there should be more open discussion of sex in the family and elsewhere. There is much discussable material here for high school age and up.

Learning Corporation of America (1980), 40 min. Price, \$600 (film), \$450 (video); rental, \$50.

## SEXUAL DYSFUNCTION AND THERAPY

### BECOMING ORGASMIC: A SEXUAL GROWTH PROGRAM FOR WOMEN

First film, *Self Discovery*, shows a woman looking at her body, exploring her genitals, and discovering areas of her body that give her pleasure. Simultaneously she shares fears and hesitations about what she is doing. In *Pleasuring*, the woman continues to explore ways of pleasuring herself by experimenting with techniques including erotic body movement exercises. *Sharing* introduces the woman's male partner in whose presence the woman pleasures herself and then guides him as he learns to pleasure her effectively. Shows intercourse with concurrent manual stimulation.

Focus International (1976); Film I, 16 min.; Film II, 18 min.; Film III, 18 min. Price, \$320 each, \$850 together; rental, \$50 each, \$140 together.

## **DIAGNOSING ERECTILE PROBLEMS TREATING ERECTILE PROBLEMS**

Film I opens as a family physician interviews a patient who presents erectile problems. Patient is referred to a specialist who conducts history and assessment interview focusing on psychological factors. Detailed physical examination and series of tests follow. Physician conducts supportive dialogue with patient throughout. In Film II, couple discusses anxiety related to sexual performance, and communication problems become evident. Along with its focus on sexual fantasy and relaxation training, the therapy includes giving and receiving sexual pleasure without an erection, demonstration of "teasing technique," insertion of flaccid penis into vagina, and intercourse with erect penis.

*Focus International* (1981), 20 min. each. Price, \$385 each, \$695 together; rental, \$60 each, \$110 together

## **MASSAGE**

At its most basic level, this film is a skillfully demonstrated pictorial anatomy of massage for those seeking expertise in the art. Also conveys the simple fact that touching is one of the most basic and intimate modes of communication. Dramatically underscores several important educational and therapeutic messages: that the total body is a reservoir of pleasure, that intimacy need not be genital, and that giving is as pleasurable as receiving. *Multi Media Resource Center* (1973), 48 min. Price, \$550; rental, \$80

well, and be aware of any changes. A female gynecologist explains pelvic examination. Syphilis, gonorrhea, and herpes are discussed. Shows viewer how to locate professional help anywhere in the USA. *Perennial Education* (1978), 17 min. Price, \$287; rental, \$34

## **MARSHA AND HARRY**

Presents a humorous look at the joys and tribulations of first-time sexual intercourse. Marsha and Harry are personified as vulva and penis puppets which are modifications of the latex genital models produced by Jim Jackson. They discuss their fears and anxieties and confront the awkwardness of foam and condom contraceptives. A good desensitizer and ice-breaker.

*Focus International* (1982), 10 min. Price, \$225; rental, \$30

## **OTHER TOPICS**

### **BREAKING THE LANGUAGE BARRIER: SEXUAL SLANG**

Revision of an earlier set. Definitions provided for 15 anatomical and 21 behavioral terms. In each case, the initial frame, which provides a straightforward definition of the term, is followed by a second frame carrying the slang words most widely used as synonyms. Delightful cartoons illustrate the content. Creates an active learning experience for all group members.

*Focus International, Multi Media Resource Center* (1977); 74 slides, no sound, discussion guide. Price, \$80; rental, \$25

### **EXPRESSIONS OF LOVE**

Within the context of a loving relationship, this beautiful film presents one heterosexual couple's sexual pattern. Explicitly models a wide variety of sexual pleasuring between two somewhat idealized partners. A voice-over narration emphasizes significant aspects and points out factors that enhance their sexual experience and keep the relationship exciting and spontaneous.

*Multi Media Resource Center* (1981), 32 min. Price, \$440; rental, \$60

### **HARD WORK**

Revolves around the Hooker's Convention in Washington, D.C., and covers a five-day period of meetings, press conferences, a congressional cocktail party, the Hooker's Ball, and a sunrise walk around the White House. Margo St. James, founder of COYOTE (Call Off Your Old Tired Ethics), argues for removing prostitution from criminal law and having it regulated by civil law. A somewhat overlong but compelling film.

*MTI Teleprograms* (1978), 29 min. Price, \$395 (film), \$360 (video); rental, \$60

### **THE LOVE TAPES**

In locations such as museums and malls, a booth was set up containing a video camera and TV screen which allowed one person at a time to sit and talk in privacy for three minutes on their feelings about love. The individuals are surprisingly spontaneous and their feelings and emotions come through in a most effective cinema verité manner as they discuss the power of love, "ideal" love, the search for love, the lack of love, and being worthy of love.

*Filmmakers Library* (1981), video only, B/W, 30 min. Price, \$250

## **RESPONDING**

A well wrought film showing two people looking, touching, and responding sexually to each other. The images flow and merge in such a way that there is no interruption as one person replaces another in the interaction. Thus a scene of a woman and a man becomes one of two men or two women engaging in the same behavior. Viewers will recognize that the ability to respond sensually/sexually to another human depends on the appropriateness and effectiveness of that other person as a partner and not on her/his sex.

*Focus International* (1980), 6 min. Price, \$125; rental, \$25

## **SEASONS OF SEXUALITY**

An excellent introductory film to set the subject of sexuality in the broader context of the family and the life cycle. Captures some effective interaction in a public park as a diverse group of people play, picnic, and relax. Wide variety of topics covered can stimulate discussion on nudity, privacy, fantasy, body image, masturbation, touch, values, and decision making. Appropriate for all ages and types of groups. Captioned version also available.

*Perennial Education* (1980), 14 min. Price, \$249; rental, \$29

### **SEXUAL ANATOMY AND PHYSIOLOGY: MALE AND FEMALE**

Part I, Female Anatomy (80 frames, 15 min.), examines the sexual response capacities of the individual parts of the female genitalia plus the breasts and entire skin surface. Part II, Male Anatomy (57 frames, 13 min.), reviews the sexual physiology of the penis, scrotum, and testes, as well as of orgasm, and resolution.

*Focus International* (1976), slides or filmstrips with audio cassettes, 43 min. Price, \$130 (filmstrip), \$185 (slides); rental, \$25 (filmstrip), \$35 (slides)

### **VISA: VISUAL INVENTORY OF SEXUAL ATTITUDES**

A tool for assessing sexual attitudes (and experience) within groups on a purely anonymous basis. Depicts 42 male and 40 female behaviors. Group members respond to each by marking multiple choices indicating their own feelings and experiences. Explicit nature of slides provides atmosphere for desensitization and values clarification.

*Focus International, Multi Media Resource Center* (1977); 92 slides, no sound, inventory sheet and manual included; ca. 25 min. Price, \$190-\$200; rental, \$30

## **SEXUALLY TRANSMITTED DISEASES**

### **SEXUALLY TRANSMITTED DISEASES: CAUSES, PREVENTION, AND CURE**

Aimed at teenagers, this program describes the causes, transmission, prevention, and, where possible, cures for sexually transmitted diseases. Part 1 defines the diseases, gives statistics on their prevalence, and stresses the social issues related to efforts to control them. Parts 2, 3, and 4 deal with herpes, gonorrhea, and syphilis respectively. Part 5 describes other STDs and Part 6 describes treatment, possible precautions, and a typical visit to a public health clinic.

*Guidance Associates* (1982), 66 min. Six filmstrips with cassettes; also available in slide and video formats. Price, \$199.50 (filmstrip), \$219.50 (slides), \$149.50 (video)

## **VD AND WOMEN**

Five women of different ages give information about sexually transmitted diseases. A young woman's sexual anatomy is identified, following which she is given commonsense advice: to look at her body, get to know it

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## THREE-DIMENSIONAL RESOURCES

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### EFFIE DOLLS

Handmade 18" male and female rag dolls that come in both Caucasian and Black complexions. The male doll is complete with genitals and condom. Female doll comes with a sanitary belt and pad useful for menstrual education. She is available in both a non-pregnant and pregnant version. The latter includes baby with umbilical cord and placenta. Dolls were intentionally designed not to be physically beautiful.

*Mrs. Judith Franing. Price, \$50 a pair*

### GENDER DOLLS

Handmade of strong double-knit cloth, filled with polyester fiber, with details

embroidered on. Typically proportional, including body hair and genitals. Adult male penis becomes erect and adults can simulate copulation. Adult female gives birth. *Jim Jackson and Company. Prices: \$150 each for adult female and male; \$60 each for child female and male; \$20 each for infant female and male*

### MODELS OF HUMAN GENITAL ANATOMY

These three-dimensional lifesize replicas of male and female genitalia are made from soft, flesh-colored latex. Available painted, unpainted, or with synthetic pubic hair, they are sophisticated, functional, and remarkably lifelike. On the female models, the vagina will accommodate a speculum or the erect penis model; the uterus will accommodate an IUD; and the urethra allows for insertion of a catheter. Male models available with flaccid or erect penis. Anus and rectal lining accommodate digital examination of the prostate gland.

Also available are cross-sectional cut-away models of the genitals and another set which depicts a pregnant uterus with embryo just implanted, embryo at six weeks, and fetus at 12 and 24 weeks. Modifications of skin tone and other special needs can be custom ordered. These are a superb resource well worth the investment.

*Jim Jackson and Company. Send for catalog for complete price information.*

### TEACH-A-BODIES

Handmade rag dolls. The adult is 22" long. Males come with moustache, body hair, and exchangeable (circumcised and uncircumcised) penises. Females come with a sanitary napkin and belt, tampon, and baby with umbilical cord. Child dolls are 17" long. Each set available in Caucasian and Black.

*Teach-A-Bodies. Prices: Adult dolls, \$65 a pair, \$75 a pair with clothes; child dolls, \$50 a pair, \$60 pair with clothes.*

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## DISTRIBUTORS

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Adelphi University Center  
on Aging  
Garden City, NY 11530

Altana  
155 West 68th Street  
New York, NY 10023

Joseph J. Anzalone Foundation  
P.O. Box 5206  
Santa Cruz, CA 95063

Benchmark Films  
145 Scarborough Road  
Briarcliff Manor, NY 10510

Blackside Films, Inc.  
238 Huntington Avenue  
Boston, MA 02115

Cambridge Documentary Films  
P.O. Box 385  
Cambridge, MA 02139

Carousel Film and Video  
241 East 34th Street, Room 304  
New York, NY 10016

Centre Productions, Inc.  
1327 Spruce Street, Suite #3  
Boulder, CO 80302

Children's Home Society of  
California  
5429 McConnell Avenue  
Los Angeles, CA 90066

Churchill Films  
662 North Robertson Boulevard  
Los Angeles, CA 90069-9990

Davidson Films  
850 O'Neill Avenue  
Belmont, CA 94002

David Steven Enterprises  
27 Harvey Drive  
Summit, NJ 07901

Direct Cinema Limited  
P.O. Box 315  
Franklin Lakes, NJ 07417

Fanlight Productions  
P.O. Box 226  
Cambridge, MA 02238

Filmakers Library  
133 East 58th Street, Suite 703A  
New York, NY 10022

Filmfair Communications  
P.O. Box 1728  
Studio City, CA 91604

Focus International  
333 West 52nd Street  
New York, NY 10019

Mrs. Judith Franing  
4912 48th Avenue  
Moline, IL 61265

Guidance Associates  
Communications Park  
Box 3000  
Mt. Kisco, NY 10549

Ifex Films  
159 West 53rd Street  
New York, NY 10019

Iris Films  
P.O. Box 5353  
Berkeley, CA 94705

Jim Jackson and Company  
33 Richdale Avenue  
Cambridge, MA 02140

Learning Corporation of America  
1350 Avenue of the Americas  
New York, NY 10019

Memphis Planned Parenthood  
Association  
1407 Union Avenue  
Memphis, TN 38104

Mercury Productions  
17 West 45th Street  
New York, NY 10036

Mobius International  
P.O. Box 315  
Franklin Lakes, NJ 07417

Arthur Mokin Productions, Inc.  
2900 McBride Lane  
Santa Rosa, CA 95401

Motion, Inc.  
3138 Highland Place, NW  
Washington, DC 20008

MTI Teleprograms, Inc.  
3710 Commercial Avenue  
Northbrook, IL 60062

Multi Media Resource Center  
1525 Franklin Street  
San Francisco, CA 94109

New Day Films  
P.O. Box 315  
Franklin Lakes, NJ 07417

New Yorker Films  
16 West 61st Street  
New York, NY 10023

ODN Productions (Calif.)  
1454 6th Street  
Berkeley, CA 94710

ODN Productions (N.Y.)  
74 Varick Street, Suite 304  
New York, NY 10013

Perennial Education  
477 Roger Williams  
P.O. Box 855 Ravinia  
Highland Park, IL 60035

Phoenix Films  
468 Park Avenue South  
New York, NY 10016

Polymorph Films  
118 South Street  
Boston, MA 02111

Pyramid Film and Video  
P.O. Box 1048  
Santa Monica, CA 90406

Serious Business Company  
P.O. Box 315  
Franklin Lakes, NJ 07417

Stanfield Film Associates  
P.O. Box 1983  
Santa Monica, CA 90406

Stanfield House  
12381 Wilshire Boulevard,  
Suite 203  
Los Angeles, CA 90025

Sunburst  
39 Washington Avenue  
Pleasantville, NY 10570

Teach-A-Bodies  
2544 Boyd Street  
Fort Worth, TX 76109

Texture Films, Inc.  
1600 Broadway  
New York, NY 10019

# BOOK REVIEWS

**Infantile Origins of Sexual Identity.**  
Herman Roiphe and Eleanor Galenson.  
New York: International Universities  
Press, 1981 (301 pp.; \$26.50).

Reviewed by Floyd M. Martinson, PhD,  
Research Professor of Sociology, Gustavus Adolphus College, St. Peter, Minn.

The studies reported on in this book focus on attempts to correlate the development of the human infant along each of several axes: separation-individuation, libidinal phase, emergent aggression, and ego structuralization. The authors were particularly interested in the relationship between instinctual-phase development, self-object differentiation, and other aspects of ego development.

Roiphe, Galenson, and associates studied 66 infants and their families between September 1968 and July 1975. A nursery was especially equipped to study infants and their mothers during the second year of life. Home visit observations were added in the fourth year of the study. Information about the infants' first year of life was gathered in interviews with parents. The infants, half males and half females, were 10 to 13 months of age when they entered the nursery. Each mother/infant pair was observed at least twice a week by one or more members of the staff. Over half of the sample were normal infants, that is, they had experienced no especially traumatizing experiences during the first year of life. The remainder were selected for study because of some unusual occurrence in their first-year history—a physical disability, a premature birth, a failure to thrive, inadequate parenting, etc.

The book contains separate chapters or portions of chapters on 11 of the infants. Two chosen for special analysis had had normal first-year experiences. Others were selected because they were characterized by the authors as having experienced preoedipal castration reaction, an early genital phase, early sexual development and object

loss, precocious symbolic functioning, a congenital defect, a narcissistic mother, a depressed mother, delayed genital arousal, or disturbance in sexual identity.

The authors set an almost impossible task for themselves as, in each of the above cases, using a sample of one infant, they attempt to show correlates in development along the various developmental axes and to show causal relationships between them. This results in a great deal of inference from often less than adequate observational and interview data. The reader is required to have a great deal of faith in the authors' ability to observe, to interpret what is observed, and a great deal of faith in the psychoanalytic descriptive and analytical concepts they employed.

The authors frequently introduce statements of causal connection with expressions such as "We think . . .," "We believe . . .," "It seems . . ." Two examples will suffice: In discussing an incident when Kate (characterized by the authors as especially troubled by preoedipal castration anxiety) broke a large brown crayon and tried to put it together again, the authors state, "It seems safe to infer . . . that Kate was making an effort to actively repair the narcissistic injury consequent to the passive confrontation with her castration" (p. 12); and in the second instance, they note that "Jody's curious and evocative verbalization, 'Caca, dada, bye-bye,' seems to betray . . . concern about the lack of a penis—that is, a stool has acquired the additional significance of the father's phallus" (pp. 161-162).

The authors' frustration with their data and methodology comes through, and they state: "It is an unfortunate limitation of the observational method that children so young have limited verbal capacity. Accordingly, the meaning . . . must remain open to question." The infants' inability to speak is but one of a number of problems in ascertaining relationships, causal and otherwise, when using an observation and inter-

view method with a sample size of one individual. These findings on single cases have to be suggestive at best.

Some findings and general conclusions based on observation and interview of all 66 infants and parent pairs are worthy of note: (1) A ubiquitous early genital-zone arousal appeared regularly between 15 and 24 months of age, reflected in a significantly increased frequency and intensity of genital manipulation including organized masturbatory activity. (2) A large number of infants developed at some time in the first year of life a profound, protracted, painful true constipation. (3) The average age of penile discovery preceded the girls' initial genital discovery by one to three months. (4) Toward the end of the second year, new intentional penile grasping was often accompanied by definite evidence of pleasurable nonerotic effect. (5) Sometime between the 15th and 19th month in the nontraumatized infants, the heightened genital sensitivity began to serve as a source of focused pleasure which was far more intense than the earlier forms of genital self-stimulation had provided. (6) In the boys, masturbation was largely manual and the testicles were often included in the self-stimulation. The infant frequently made affectional gestures and touched the mother's body during or subsequent to the genital self-stimulation. (7) In the girls, the new genital self-stimulation consisted of manual, repetitive rubbing, squeezing, and pinching of the labia at the area of the mons and clitoris, along with open affectionate behavior toward the mother. (8) After the first few weeks, the affectionate behavior in both sexes was replaced by an inward gaze and a self-absorbed look during genital play, appearing to indicate a fantasy feeling-state as a concomitant of genital self-stimulation, making of it true masturbation.

In addition, the authors found an unanticipated paucity of overt castra-

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

tion reaction in the boys' discovery of the anatomical differences between males and females. On the other hand, they claim to have found very mild to moderately severe castration reactions in all but three of 25 randomly selected girls. It was these boy-girl differences in reaction to the awareness of genital differences that seemed, above all, to mark the divergent paths each sex would take in the development of a sense of sexual identity. The authors agree with Freud that penis envy and the feminine castration complex exert crucial influences upon feminine development, but believe that these occur earlier than Freud had anticipated.

Not all psychoanalysts, and certainly not all researchers dealing with infant sexuality, find the castration anxiety concept to be a valuable and powerful conceptual tool in ascertaining the causes of differentiation in male and female gender and sexual identity. This book will therefore have its greatest appeal to researchers and therapists embracing a psychoanalytic perspective on infantile development. PR

**Rape in Marriage.** Diana E. H. Russell. New York: Macmillan Publishing Co., 1982 (412 pp.; \$16.95).

Reviewed by Eileen M. Glancy, MSW, Director, Sex Offender Services, Hampshire County House of Correction, Northampton, Mass.

During the past decade, a great deal of effort has been made to increase our understanding of sexual assault. Within this same time frame, progress has been made in the study of family violence. *Rape in Marriage* is one of the first studies to address the previously ignored issue of sexual assault against women within a marital relationship.

The most critical finding in Russell's study is that "a minimum of 14% of American women who have ever been married have been raped by a husband or ex-husband." The research design, and specific information on the sample selection (930 women in the San Francisco area), screening for interviewers, and interviewing procedures are explicitly described early in the book. The author provides concise definitions of all relevant terms and organizes typologies of the offense and the offender. While this section is more scholastically oriented than other portions of the book, Russell demonstrates here a sensi-

tive perception of the subject, thereby amplifying an emotional element of the research methodology.

The chief issue involved within marital rape concerns the "consequences of the unequal power relationship between husband and wife." By including excerpts of interviews with the victims, this abuse of power is "personalized." The cases are presented in separate categories, based on the degree of force used. In later chapters, additional differentiations are made between victims of wife beating, both beating and rape, and rape only. The style in which the interviewers' questions and the victims' responses are presented provides a powerful impact as the reader is faced with the degradation, humiliation, and loss of identity suffered by these women. According to the study, the common denominator in operation is the structural arrangement in the marriage, whereby "the husband is the primary breadwinner, and the wife is the primary homemaker and rearer of children." The economic imbalance provides men with the belief that "their wives do not have the right to refuse their sexual advances." Russell describes our society in patriarchal terms, and states that the primary cause of violence in our country is related to defining masculinity in terms of violence and the existing power imbalance.

In regard to the perpetrators of marital rape, there are severe shortcomings in the research, one being that there are no interviews with offenders to provide symmetry to the study. Russell's criticism of Dr. A. Nicholas Groth's work with offenders evidences her misunderstanding of the role of power in cases of sexual assault. Groth's study indicated that offenders typically perceive women in powerful positions, derived from intellectual and emotional superiority. These men believe that the only way in which they may exert their power is through physical and/or sexual domination. This clearly contradicts Russell's thesis of male superiority. While one may agree that in our society there do appear to be some inherent imbalances between men and women, it is simplistic to view them in the light of division of labor. There has been a recent emergence of women's independence which has lessened the economic dependency on men. As a result, one must view the difference of power between men and women according to the nature and use of that power. Such a clarification could have been derived from interviews with

"offender-husbands" and would have provided greater validity to Russell's research.

Another major flaw is the vehemence of the author's feminist perspective which permeates the book. She makes the inference that the relatively small percentage of men who have never raped their wives "may never have been denied sex by their wives." One could conclude, then, that all men view sex in relation to how much power is needed to force women to submit to their advances. But certainly there are husbands who describe their sexual relationship with their wives in sincere and sensitive terms, with a goal of mutual fulfillment rather than domination and control. This observation does not appear anywhere in the book, with the result that there is a considerable disparity of attention to the motivational factors involved in marital rape.

In spite of these flaws, this sensitively written work is a definitive first step toward recognition of this type of violence. Such a landmark study may give impetus to the further study of marital rape with particular attention to the perpetrators of the behavior. A, PR

**The Extramarital Connection: Sex, Intimacy, and Identity.** Lynn Atwater. New York: Irvington Publishers, 1982 (263 pp.; \$15.95).

Reviewed by David L. Weis, PhD, Assistant Professor, Home Economics Department, Cook College, Rutgers University, New Brunswick, N.J.

This book is the latest in a rash of popular publications about extramarital sexuality. While it is not perfect, it is considerably better than most sex books directed at the general public, and it does contribute to our growing understanding of female sexuality. Much of what makes this book so worthwhile stems directly from the inadequacies of previous research. In her own thorough citations of previous work on extramarital sexuality (ES), Atwater notes that most of the literature has focused narrowly on the incidence of ES, on the personality of persons who have experienced it, on the negative consequences of such behavior, and on its impact on marriage. In this report of her research on ES among females, Atwater has explored new areas. She focuses on the social factors involved and on the process of extra-marital relationships, and, most important-

ly, she explores the meaning of ES to women—the motives, feelings, rewards, and underlying costs, and how these influence sexual identity and the non-sexual aspects of the self. The book also includes a discussion of the discrepancy between ES behavior and attitudes, an investigation of “open marriage” contracts, an exploration of lesbian ES relationships, and an insightful analysis of what Atwater calls the “myth of the rigid penis.”

Basically the book reports the results of a set of interviews with 50 women, all of whom have been involved in extramarital relationships, some with only one partner, others with several. (The methodology and sampling are thoroughly discussed in an appendix.) The quoted transcripts from the interviews consistently indicate the satisfaction and joy the vast majority of these women found in their ES relationships. Chief among the rewards mentioned are an increased sense of autonomy/self-esteem and an enjoyment of “expressive” intimacy.

One of the more intriguing and valuable sections of this work is the analysis of the stages through which women move from a goal of sexual exclusivity within marriage to actual ES involvement. Other findings: Unhappy marriage was not a primary motive for most of these women; oral sex played a prominent role in their ES experiences; many chose younger partners; three-quarters said that they felt no regrets; and, finally, two-thirds indicated that they were likely to pursue ES experiences in the future. As Atwater correctly suggests, many of these findings will force a reconsideration of many of our stereotypes about ES involvement.

Atwater will no doubt be accused by some of reflecting an advocacy of ES. She has certainly avoided the negative bias shown by most others who work in this area. At the least, her work will serve to counterbalance the condemnations seen in other works. There are, however, more serious criticisms. One concerns her tendency to attribute her results to the sexual freedom and militant feminism of the 1960s and 1970s. In my opinion, this represents a stereotyped and insufficient view of social change in twentieth-century America. Her work also tends to exaggerate the differences in male and female sexuality. This can be seen in several places, most noticeably in the last chapter where she speaks of resocializing men, and suggests that men have a vested interest in

perpetuating impersonal sexuality. Many of us (males) would not agree. In fact, Atwater herself presents evidence that many of the women in this study discovered that at least some men are fully capable of caring and expressive relationships.

Because of the relatively small sample enjoyed in this research, it is important to view the findings with some caution. However, readers will find this work to be a highly readable and provocative analysis of a growing social concern.

A, PR

**Coming Out Right: A Handbook for the Gay Male.** Wes Muchmore and William Hanson. Boston: Alyson Publications, 1982 (200 pp.; \$5.95).

Reviewed by Robert O. Hawkins, Jr., MEd, PhD cand., Associate Professor and Associate Dean, School of Allied Health Professions, Health Sciences Center, State University of New York at Stony Brook, N.Y.

This book is a practical, well-written source of basic information for the gay male who is new to the world of gay men. It also contains some helpful hints for those who have been involved in a gay relationship over a period of time, but who have not followed any of the apparently more common gay lifestyles—for example, the man who may have fallen in love and lived with only one other man in a somewhat insulated, monandrous relationship, and now finds himself, for whatever reason, without his former partner. In addition to the text, the book also contains a useful list of suggested readings and resources.

The initial chapter on coming out contains appropriate cautions as well as samples of discrete signals that can be used in attempting to tell someone else that one is gay without actually announcing it in the opening sentence. This is followed by a chapter on bars—how to find them, what to do in them, what to wear, how to cruise, and how to drink (advice that could benefit many gay men). The section on gay baths covers in very practical terms what to do as well as what not to do in this environment, and this is followed by a discussion of cruising places, where to find them, and the dangers involved.

Lest the gay man reading this book begin to feel that being gay is simply a sex issue, the next chapter discusses, albeit quite briefly, several alternative

ways to meet and be with other gay men on a social basis, such as through rap groups, religious and various other interest-centered groups, and through ads in gay newspapers. Because the book assumes a certain amount of naïveté on the part of the reader, this section might well have gone beyond merely giving some of the translations of ad abbreviations and included some helpful hints about using or answering personal ads, such as getting a post office box or using mail-forwarding service and meeting initially on neutral ground.

The chapters on first experience and first love, while brief, manage to hit the highlights very well. The caution to begin with an experienced, considerate partner in a “secure and comfortable place” where you have plenty of time is excellent advice. Since, unfortunately, it usually does not happen that way, the authors could have added a sentence or two to indicate that even if one missed this type of experience the first time around, it is still the best option to consider for future relationships.

While the chapter on “The Older Gay Man” has some excellent practical advice, the fact that less than one page of the chapter is devoted to “the positive side” of aging points up the book’s focus on the idea (which is reflected in its cover illustration) that youth and/or a youthful appearance are important qualities in gay male culture. There is no mention of organizations such as Senior Action in a Gay Environment (SAGE), and one of the references in the “Bibliography and Sources” section for this chapter is a book on cosmetic surgery. With the U.S. population, and consequently the gay population, becoming one in which the percentage of older people is increasing, there could have been more emphasis placed on the needs of this age group.

In their chapter on “The Underage Gay,” the authors state: “The underage homosexual suffers the most from the discrimination against gay people. Unfair, you say? Yes, it is.” They emphasize here the need to focus more attention on the plight of the gay person who is under 18.

The next chapter, on “Gay Minorities,” accurately speaks to sadomasochism, transvestism, effeminism, and pedophilia. There are many other gay minorities, however, that were omitted—for example, interracial couples, especially black and white; the physically or mentally disabled; the gay trans-

sexual; and the gay man who remains married. It is unclear why the authors chose to include or omit various minorities. One could guess that inclusion was based on visibility such as in the case of the transvestite, or on media reaction such as with man-boy lovers. But the others exist and, unfortunately, this book is not going to be nearly as helpful for them.

The excellent chapters on employment, medical problems, and recreational drug use provide some very practical advice. Since it is impossible to cover all situations, the authors have obviously chosen to address what appear to be the most common. For example, they have elected to omit any discussion of Acquired Immune Deficiency (AID) and, while they mention that some men may be life-time carriers of type B hepatitis, they offer no suggestions for what those men should or could do about it. A simple suggestion to make certain that a potential sex partner had antibodies would have been appropriate. Selecting a physician and accepting responsibility for monitoring one's own health care are very important aspects of the gay man's life. The book is too general on both points. And the authors' assumption that a gay physician would be better than a nongay one needs to be considered with caution. Being gay does not necessarily provide one with the knowledge necessary to work successfully with gay clients.

The next three chapters, "The Police," "Friends, Roommates, Lovers," and "Looking Ahead," focus on gay men and the law. The excellent chapter on potential interaction with the police contains suggestions which should be heeded in order to assure protection of basic individual rights if one is stopped by the police. The chapter on people who live together presents several practical considerations, including a sample written agreement that should prove helpful for many people who share living space, and also emphasizes that separate housing is an advised arrangement "at the beginning of a serious relationship," a worthy point often omitted in similar discussions. The section on life insurance and wills is generally appropriate and accurate. There are two points that I would have added. First, a will should be reviewed periodically and altered several times to insure that the major aspects of the will are both current and clear. If a testator's primary beneficiary is to be his lover, then changing other parts of the will in periodic updates over

several years can establish the fact that he was not "unduly influenced" at a single moment in time. Second, all relatives should be named in the will and, if possible, some token left to each of them, even if it is the sum of one dollar. This helps to avoid the possibility of having relatives contest the will on the grounds that the testator "forgot" to mention them.

Two observations: The book's stated purpose is to help "the man who is in the process of coming out" avoid many of the mistakes that come from trying to follow nongay rules in a gay environment or function without any guidelines. This means that the book is focused primarily on the potentially troublesome areas. If the man is attempting to deal with self-esteem issues, reading about all the possible dangers has the potential of adding to those self-esteem concerns. Secondly, the book is written basically for the gay man who is white, able-bodied, and between the ages of 18 and 30. For people who fit this description, it is an excellent source of information that will certainly aid in the process of coming out, helping to accomplish this with fewer mistakes, less trauma, and perhaps even more pride than was possible before. For others it needs to be supplemented. I would also recommend this book to anyone, regardless of orientation, who is working with gay male clients, since it provides a great deal of helpful and illuminating information on the varied aspects of contemporary gay life. **A, PR**

in nursing care, regardless of the patient's presenting health concerns. Most importantly the text discusses the impact of the nurse's socio-sexual values and attitudes on nursing care delivery so that the nurse-reader will be better able to work with patients who have value systems and behaviors different from hers.

The text is divided into sections addressing topics such as sexual function, body image, sex roles, and new approaches to socio-sexual problems arising as a result of hospitalization, illness, or disability. The authors knowledgeably summarize extensive clinical data in a readable and useable fashion. For example, one very positive feature of the book is the information describing basic anatomy, sexual functioning and developmental concerns. The authors' emphasis on normal individual differences (illustrated by pictures and discussion of commonly asked questions), as well as on specific issues that arise as a result of illness, is also quite instructive.

A strong feature is the extensive annotated reference section at the end of each chapter. These suggested readings are divided into topic areas and separated according to their appropriateness for professionals, patients, or the lay public. Some chapters even have special resource sections which list audio-visual materials and information about groups, organizations, and specialized journals helpful in planning patient care.

Another definite asset to this book is the graduated series of Learning Experiences (LE's) developed for each chapter. These involve the readers in an active process of learning by doing, helping them to clarify their values and build skills in effective nurse/patient interactions concerning sex-related problems so as to become more comfortable and informed on sexual issues encountered in health and illness. These learning experiences can be done alone, with another person, or in small groups.

The text would definitely be useful to the nurse in any clinical practice not only because of its practical and clear presentation of information and intervention, but also because of its emphasis on the importance of maintaining a proactive stance on sexuality. Since the authors particularly stress the ways in which the nurse's own sexual values, attitudes, and feelings affect the interventions planned and implemented with patients, this book would be es-

**Sexuality: Nursing Assessment and Intervention.** Sydney Siemens, and Rose C. Brandzel. Philadelphia: J. B. Lippincott Company, 1982 (481 pp.; \$14.75).

Reviewed by Sharna L. Striar, RN, PhD, AASECT-certified sex educator; Assistant Professor, Psychiatric-Mental Health Nursing, University of Michigan, Ann Arbor, Michigan; with Betsy Davidson, RN, BSN, Graduate Student in Psychiatric-Mental Health Nursing at the University of Michigan.

*Sexuality: Nursing Assessment and Intervention* provides clinical information about human sexuality in terms of both normal development and specific health care issues. Throughout the book, the authors discuss sexuality and sexual expression positively, stating that it is a vital part of everyone's life and therefore must be acknowledged and addressed

pecially good for nursing students. Although written for nurses, the text would also be a valuable basic resource for any health care professional because of its attention to sexuality as a primary health consideration, its resource listings, and the specific clinical information it provides. Indeed, Siemens and Brandzel have written a text that is a valuable addition to the nursing literature on sexuality. PR

**Incest: Understanding and Treatment.**  
Domeena C. Renshaw. Boston: Little, Brown and Co., 1982 (178 pp.; \$17.95).

Reviewed by Suzanne M. Sgroi, MD, Co-Director, Saint Joseph College Institute for the Treatment and Control of Child Sexual Abuse, West Hartford, Conn.

Domeena C. Renshaw, MD, Professor of Psychiatry at Loyola University's Stretch School of Medicine in Chicago, has written for professionals a thoughtful and provocative book on incest in which she appeals for better understanding and less prejudgment of contemporary incest behavior. She supports these requests with a chapter entitled "Anthropological Perspective on Incest" (by Francis X. Grollig) and with a well-written and extensive chapter on "Family Aspects of Incest." The latter chapter identifies the need to re-examine incest mores in the light of the changes that have occurred in American families in the second half of the twentieth century. For example, the high rates of separation, divorce, and remarriage have resulted in increasingly larger numbers of amalgamated families in which step-parents and step-siblings cannot be expected automatically to adopt new roles and observe expected role boundaries without conscious education of all family members and considerable efforts exerted by both remarried parents to set and enforce appropriate limits. Renshaw points out that desexualization of affection is necessary learned behavior among new family members and that role confusion and failure to observe new role boundaries (including sexual activity among step-relatives) may have a different meaning in amalgamated families as compared to nuclear families. This insight and her clinical suggestions for the problem are a valuable contribution to the field.

Renshaw also appeals for more

standardized laws among the 50 states regarding incest behavior and for society to adopt a more enlightened, humane response when incest statutes are transgressed. The need for standardized legal definitions, sanctions, and penalties is obvious. Most thoughtful people will also agree that harshly punitive penalties for incest behavior and stigmatization of all family members, especially when force or threat of force is absent, are not helpful and simply aggravate the situation. However, I think that the book does not explore adequately the distinctions between incest behavior between consenting adults and sexual abuse of children within families. Renshaw appears to view all non-violent incest behavior between adults and children as sexualization of affection among family members rather than as child abuse. She further appears to equate a child's cooperation with sexual advances by an adult (or older child) within the family with consent to sexual activity. Both premises deserve further exploration for the following reasons.

First, when children are engaged in

sexual activity by adults (or by older children), the behavior invariably involves abuse of power. When force or threat of force is employed, the inherent aggression is obvious. Even when non-violent strategies are used to engage the child in sexual activity (e.g., enticement, deception, entrapment), abuse of power is still taking place. We are indebted to A. Nicholas Groth and Ann W. Burgess for their studies of motivational intent of sexual offenders against children. Sexual activity with a child answers a host of non-sexual needs for the adult—primarily needs for power and control and dominance. It is true that non-violent child molesters engage in sexual behaviors with children that could be described as sexualized affection. Child rapists, by contrast, overpower their victims, and their behavior does not involve any type of affection. Either way, the child may not consent to the activity. He or she is being sexually abused because a child's subordinate position, incomplete cognitive and emotional maturation, and cultural expectation that adults will protect rather than exploit him or her all preclude consent.

Renshaw indicates that it is not appropriate to assume that all children are severely traumatized by incest behavior. In three chapters which address the treatment of incest, she decries the common practice of imposing one's own conflicted feelings and fears upon the client and appeals to professionals to examine and purge their prejudices and learn techniques of working constructively with cases. She also points out that automatic societal responses of fear and hostility toward incest participants, and inflexible case-management practices of forced separation of family members in all cases are unnecessarily punitive. I agree. However, I found myself disagreeing with her interpretations of most of the case examples that were presented to illustrate these points.

For example, on pages 106–108 she presents a case involving a 20-year-old woman who is in her junior year of college. This young woman had assumed a maternal role in her family of origin at age 13 after her mother died suddenly. She cooked and kept house for her father and three brothers throughout her high school years, maintaining good grades in school but engaging in no peer social activities. Five months after her mother's death, her father "came into her bed and had

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intercourse with her without saying a word." Thereafter, her father and three older brothers all had intercourse with her "from time to time." The incest behavior did not stop until she left for college. She presented to the author in 1965 with an acute anxiety attack after reading for the first time about criminal incest behavior in an abnormal psychology textbook. After calming down, the young woman stated that she had been unaware that her sexual behavior with father and brothers was "wrong." Dr. Renshaw concludes that the client's lack of feelings of victimization (prior to reading the textbook) indicates that she was not traumatized by her incest experiences. I disagree. It is probable that this young woman's panic attack occurred because she suddenly became aware of the enormity of her personal situation which involved systematic sexual exploitation by four male family members over a period of five years when she was alone, unprotected, and entirely naive. I believe that the impact issues for this client include abuse of power, betrayal of trust, and confusion regarding family role relationships, as well as issues of guilt and fear of physical and emotional damage. It is improbable that a 20-year-old college junior in 1983 would be ignorant of society's attitude toward the incest experiences described; even in 1965, the client's ignorance until she read the telling paragraph in the textbook could also be interpreted as studied unawareness based on massive denial. I would expect this young woman also to need assistance with values clarification, decision-making, and recognition of exploitative behavior. Without clinical help, she would be highly vulnerable to future victimization experiences and at high risk for marrying a man who could be expected to abuse her or her children. It is unlikely that she will avoid being victimized by others if she does not recognize exploitative behavior.

Renshaw further concludes that this case presents no other child protection issues. Again, I disagree. What about the father and three older brothers? Are we expected to believe that the client of record was and will continue to be the only victim? The likelihood is far greater that she was one of many child victims: that father was re-married (probably to a woman who already had young children by another marriage) and that his sons carried on the family tradition by sexually abusing their own children. I further speculate that father will

sexually abuse his grandchildren if he has access to them. Lastly, any or all of these men may also have been sexually abusive to children outside their own family.

When (if ever) will sexual abuse of children cease to be a serious problem in our society? Many gaps in our knowledge and capacity for case management exist. However, humane response to incest behavior must include recognition of abuse of power; and treatment must include accountability, limit-setting, and monitoring as well as attention to child protection issues. *Incest: Understanding and Treatment* presents some useful clinical insights and is best read in conjunction with works that address these other issues as well. PR

**Abortion: The Moral Issues,** Edward Batchelor, Jr., ed. New York: Pilgrim Press, 1982 (246 pp.; \$8.95).

**The Religious Case for Abortion: Protestant, Catholic, and Jewish Perspectives.** Hamilton Gregory, ed. Published by Madison & Polk, P.O. Box 8447, Asheville, N.C. 28814, 1983 (86 pp.; \$9.95).

Reviewed by Letha Dawson Scanzoni, professional writer in social issues and religion, Greensboro, N.C.; author of *Sex Is a Parent Affair* (Bantam Books, revised edition, 1982); coauthor of *Is the Homosexual My Neighbor?* (Harper & Row, 1978).

Sex educators, counselors, religious leaders, health professionals, and other concerned persons will welcome these two complementary books which bring together an array of valuable historical information and ethical and theological reflection on the topic of abortion.

Religious ethicist Edward Batchelor, Jr. earlier compiled a useful book of readings showing Roman Catholic, Protestant, and Jewish thought on the ethics of homosexuality (see *SIECUS Report* review, September 1981). Here, he takes us into the reasoning processes of Catholic and Protestant theologians, ethicists, and other scholars as they grapple with the moral issues surrounding abortion. (A perspective specifically written from the standpoint of Judaism is not represented in this present volume, although several writers refer in passing to Jewish thought on the subject.)

In contrast to his book on homosexuality, Batchelor's anthology on abortion

apparently did not lend itself to a neat classification schema for categorizing the various positions held. Repeatedly here, the writers refer to the complexities and ambiguities that emerge as thoughtful and compassionate persons ponder the abortion question and find that, far from being one question, it consists of many questions and no easy answers. Even the either/or terminology of pro-life versus pro-choice may at times seem overly simplistic in designating the struggles of conscience characterizing many of the writers.

"Those of us who favor availability of choice are at a disadvantage concerning semantics," writes attorney Sarah Ragle Weddington. "Those who oppose availability of choice emphasize being pro-life. All of us would affirm the sanctity of life, the joy of life, the value of life. The points on which we divide include the definition of human life, the weighing of concerns for the pregnant woman and for the fertilized ovum, and the implications of constitutional law."

The first section of Batchelor's book is devoted to "The Voice of Women," and includes the essay by Weddington, who argued the historic *Roe v. Wade* case before the U.S. Supreme Court which resulted in overturning antiabortion laws on the basis of a woman's right to privacy. In this same section is an article by the late anthropologist Margaret Mead, published only a few weeks before the historic 1973 Supreme Court ruling. Mead contends that questions surrounding abortion are intricately tied to other life-and-death and quality-of-life issues and she does not hesitate to confront inconsistencies in the abortion debate. "Those who draw such appealing pictures of unborn infants," she wrote, "should face their willingness to compel our young men to go to war and to pour napalm on the children of the people we have declared, by fiat, to be our enemies." Another of the "voices of women" is that of philosophy professor Lisa Newton, who argues that to ponder the justifiability of abortion as an ethical issue is not necessarily to see it as a religious issue.

In the following four sections of Batchelor's book, we hear only the voices of men—although Batchelor does not title any of the sections in this way. These sections lay down "rules for debate," examine "the state of the question," present "the case for change," and show "abortion as a socioethical issue."

"Where issues are urgent and disputants have enormous personal stakes

and investments, there is a tendency to draw sharp lines very quickly and begin the shootout," writes Richard McCormick as he presents ten points to keep in mind in discussing abortion with someone who disagrees with one's position. His final point is "to incorporate the woman's perspective"; but unfortunately his tone becomes quite patronizing toward women. I felt he broke some of his own rules in the language used.

A particularly insightful essay is Gregory Baum's "Abortion: An Ecumenical Dilemma," in which he urges his fellow Roman Catholics not to "adopt a tone of voice as if their position is beyond challenge," nor to dismiss certain Protestant thinkers as being unprincipled and unconcerned about God's will. "The dilemma," he writes, "is that there are Christians who think a liberal position on abortion is more in keeping with God's will than the traditional one." He provides a useful analysis of historical and cultural background factors that have given rise to different religious attitudes on abortion. Describing two basic paradigms—or models—for approaching human sexuality, Baum shows how religious persons operating out of one model will see abortion as something quite different from the way persons influenced by the other model will see it. Further light on rules for debate is provided in a study document (not a policy statement) drawn up by the Commission on Faith and Order of the National Council of Churches of Christ in the U.S.A.

In answering "What Does Theology Say About Abortion?" J. Robert Nelson sees human experience as an essential part of theological formulations and suggests that two meanings of the word *life* (as seen in the Greek terms, *bios* and *zoe*) must be considered where abortion is seen as a conflict of life with life.

Daniel Callahan's brief overview and critique of the Roman Catholic position is one of the best articles in the book. He is troubled to sometimes see an attitude that elevates principles above persons. Callahan's explanation and discussion of the "principle of double effect" and direct and indirect abortion are helpful for understanding Catholic theological thought on abortion.

While acknowledging complexities, Protestant ethicist Paul Ramsey and theologian Karl Barth take a rather cautious approach in discussing "The Morality of Abortion" and "The Protection of Life," respectively.

In rethinking religious arguments

against abortion, James Kraus opens the section of the book entitled "The Case for Change" by sharing his own struggles of conscience. He concludes that "it may be possible to justify abortion in some instances precisely for the sake of a greater reverence for life." Pointing out that arguments against abortion are the same ones used not so very long ago to forbid even the rhythm method of birth control, Kraus argues that "if it is a terrible thing to play God by terminating physical life, it is also a terrible thing, in another sense, to play God by imposing as a divine absolute a prohibition that may cause immense suffering both to individuals and society."

An essay by Roman Catholic philosopher Joseph Donceel on "mediate versus immediate animation" traces Catholic teachings over history concerning the time the human soul enters the human body. Many readers may be surprised to learn that Saint Thomas Aquinas, whose "natural law" emphasis so greatly influenced the Church's moral theology, did not believe the fertilized ovum becomes a human being at the moment of conception, nor did he consider abortion in the earliest weeks to be murder.

Warning against oversimplification and sloganeering, Catholic moral theologian Charles Curran argues that there is room for questioning, dissent, and change in the accepted Catholic teaching on abortion and describes the current ferment in scholarly circles as ethicists and theologians reexamine and debate that teaching. From a Protestant perspective, theologian Helmut Thielicke rather agonizingly and almost reluctantly concludes that "the only help we can get from a theological ethics is that it may help us see what the alternatives are and thus prepare the material for our decision."

Part Five of Batchelor's book moves away from abstract reasoning to focus on "abortion as a socioethico issue." Joseph Fletcher, known for his writings on situation ethics, points out the futility of debating a True Believer "whose dogmatism rules out any kind of pragmatic or responsible judgment about down-to-earth cases." Another essay by Charles Curran treats Christian morality and civil law, giving enlightening historical and analytical background for understanding Catholic teachings on the nature and functions of law and the state.

Protestant ethicist Roger Shinn illuminates the task of making "personal

decisions and social policies in a pluralist society." He reminds us that "one part of any morality, in situations of moral conflict, is the grace to recognize that people who oppose us may be acting out of a moral concern as authentic as ours." Aware that many persons on the religious and political right have failed to heed Shinn's advice, Paul Simmons, who teaches Christian ethics at a Southern Baptist theological seminary, warns of a kind of "neo-fascism" among certain militant fundamentalists engaged in anti-abortion crusades. He is concerned about "a mind-set or temperament—a certain style of religious mentality or perspective characterized by an arrogance that considers itself normative on all matters of theology and morals." Simmons counters this movement by setting forth a persuasive and biblically based "theological response to fundamentalism on the abortion issue."

Batchelor concludes his book with two critiques, both by Protestant seminary professors of ethics. James Gustafson urges moving beyond imposing universalized judgments from the outside in ways that abstract and isolate a particular pregnancy from the total context of a particular woman's life. "The position of personal responsibility that physicians, mothers, and others have is different from that of the writer of a manual of moral theology, or of a priest who judges the moral rectitude of others and determines the penance that is to be required," says Gustafson (italics his).

Batchelor is no doubt attempting to show us that he is keenly aware of the special stake women have in the abortion debate and would agree with Roger Shinn's statement that "[a woman] is not the sole cause of her pregnancy; but she is solely pregnant." Thus, *Abortion: The Moral Issues* ends, as it began, with the voice of a woman. Beverly Wildung Harrison wraps up the anthology by proposing a "theology of pro-choice: a feminist perspective." Harrison says the problem is "that Christian theology celebrates the power of human freedom to shape and determine the quality of human life except when the issue of procreative choice arises." She is deeply concerned about the desperation many women feel when faced with an unwanted pregnancy (the usual category of pregnancy where abortion becomes an issue), and she is troubled by societal and religious

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# AUDIO-VISUAL REVIEWS

These reviews were written by Deryck D. Calderwood, PhD, Director, Human Sexuality Program, New York University; chairperson, SIECUS Board of Directors.

This series of reviews will be my last as audio-visual reviewer for the *SIECUS Report*. It has been a rewarding task over the past years and I am pleased that my final reviews include films that are superior examples of the visual resources available to educators today.

For some time I have been promoting the advantages of having film reviews done by a panel of persons involved in education at various age levels and in various educational settings. A group consensus—or a majority and a minority report—will, I believe, be more effective and unbiased than the reactions of a single individual. Beginning with the next issue, therefore, the audio-visual reviews will take on a new format.

**Choices: In Sexuality With Physical Disability.** 16 mm, color. Part I, 20 min.; Part II, 40 min. (Also available in  $\frac{3}{4}$  or  $\frac{1}{2}$  video cassettes). Part I: price, \$300; rental, \$60. Parts I & II: price, \$875; rental, \$160. Part II cannot be distributed separately. Mercury Productions, 17 West 45th Street, New York, NY 10036.

*Choices* deals primarily with sexual expression after traumatic injury. With the exception of a couple who have cerebral palsy, the people shown (paraplegics, a woman with an ileostomy, and a quadriplegic) are dealing with their return to the sense that they are sexual beings again after accident or surgery. In Part I, which contains no sexually explicit scenes, the individuals frankly describe their concerns about finding partners, their fear of rejection, the changed concept of self, their need for basic information about their disability, and the limits of their ability to function sexually. While this could have been a depressing exercise in self-pity, one is immediately struck by the healthy and optimistic attitudes presented by these bright, attractive, articu-

late people who have faced their problems and are now functioning sexually again.

In Part II, the same individuals, with the exception of a paraplegic man and his wife, are involved in nude and sexually explicit scenes which model behavior for others with similar disabilities and provide clear understanding for anyone involved with the disabled as family, friend, or educator. These explicit scenes are necessary in order to comprehend the complexities and details involved, for which narrative alone is not adequate. We see for ourselves the stoma and how the woman with an ileostomy handles the bag in preparation for intercourse. If early on we accept the catheter and bag of the quadriplegic male as we watch the film of his love-making, we can emotionally and intellectually accept his clinical paraphernalia as no more than a minor difference in a partner. The paraplegic couple use the spasms triggered by intercourse to advantage in moving the woman to orgasm. Because these people are able to talk honestly and frankly with one another, the problems of incontinence are manageable for these couples whether only one person or both partners are disabled. The attendant working with the cerebral palsy couple shows how she positions the partners and leaves them to their own pace in foreplay and intercourse without destroying their sense of privacy or her own sense of propriety. These sequences give us a real sense of a "first-hand" experience that is not usually achieved by film.

The most vital message of the film is not only applicable to the disabled. The film models for every couple involved in sexual activity together the crucial role of honest communication. How many able-bodied partners can frankly discuss their private masturbation needs and practices? How many can verbally share throughout their love-making what feels good for them—and what does not? Clearly the disabilities made communication necessary, but the group of personable, articulate people one meets in this film have truly mastered the art of sharing and they demonstrate its value for all of us.

The film makers involved in this production have achieved high standards in all the aspects of educational film making with the result that viewers are genuinely enriched.

**Teens Having Babies.** 16 mm, color, 20 min. Price, \$395; rental, \$40. Polymorph Films, 118 South Street, Boston, MA 02111.

This film accepts the fact that adolescents get pregnant and have babies. We follow several young women through prenatal care and childbirth. Directed at young mothers-to-be, the presentation models a pattern of complete physical, social, and psychological service and support. The initial visit for examination and the taking of a medical history and subsequent visits for routine check-up are shown. A nutritionist explains the weight gain to expect, what foods are helpful to mother and baby, and the dangers of smoking and drug use. A social worker explains her services. Nurses and attendants are both supportive and helpful, and treat the young women with respect. Childbirth classes, which include the fathers or the person who will be with the mother during delivery, are shown and they provide the opportunity for education about the birth process, as well as practical preparation for the event. Finally, the camera stays with an adolescent couple throughout the delivery of their baby. The services depicted may be idealized, but the film sets a standard for teens in the range of services and the professional treatment they can expect. The examination scenes and the birth sequence are explicit but are handled professionally. This will be a useful film for those working directly with pregnant teenagers and a helpful resource in family-life classes.

**Intimacy.** Video only, color, 34 min. Price, \$200; rental, \$30. Multi Media Resource Center, 1525 Franklin Street, San Francisco, CA 94109.

This is a straightforward, videotaped

lecture which is part of the workshop which Roger Mellot has presented with very positive reaction in various parts of the country. It is not a dry, academic talk but a spontaneous, humorous, friendly, seemingly informal presentation. In it he presents a pyramid theory of intimacy (an inverted version of Broderick's "funnel" concept of relationships in dating and courtship), involving seven levels. The base of the pyramid is hand-holding and the levels proceed up through kissing, petting, nudity, foreplay, and intercourse, to the peak of orgasm. At each level, Mellot uses anecdotes, examples, and some audience participation in a creative way to help us recognize how stereotypical and programmed our courtship procedure usually is. He emphasizes how we strive always to reach the peak in our sexual intimacy and see activity at the lower levels as more or less wasted time. He encourages exploration of the lower levels—hand holding, kissing—as meaningful rather than trivial expressions of intimacy. He also describes the process known as sensate focus and its use in intimate relationships. That time passes quickly as you watch this presentation is a real credit to the way in which Mellot keeps your interest high throughout. A few examples of how the pyramid theory applies to same-sex couples would make this a more universal resource. From high school up, this presentation will have appeal.

**Promises.** 16 mm, color, 14 min. **A Tender Balance.** 16 mm, color, 17 min. Price, \$275 each if sold separately, \$250 each if sold together; rental, \$30 each. ODN Productions, 1454 6th Street, Berkeley, CA 94710.

I am tempted to review these companion resources as "well developed study guides accompanied by films" in order to emphasize the point that the two should be inseparable. "Trigger" films are made to be open-ended and without neat dramatic resolutions to problems—they are designed to trigger" or stimulate thoughtful discussion. Too often the discussion is limited or ineffective because of poor planning and lack of time. If used as recommended, such will not be the case for these films; there is a comprehensive discussion guide for each and two hours or two class periods are suggested to allow sufficient time for dialogue among the students. The basic purpose of these films is to encourage thoughtful behavior about sexuality and to promote saying "no" to sexual intercourse as an alternative to advanced sexual activity. In addition to giving tips to discussion leaders on how to prepare in advance, the guides provide a suggested format with discussion questions, and a methodology for re-examining old ideas, improving communication, and developing consensus in decision making. The *Promises* guide has a section on learning assertiveness and choosing alter-

natives which includes suggestions for role-play activities. The *Tender Balance* guide includes techniques for supporting parents as sexual educators. Each guide has ideas for summary activities.

*Promises* takes the viewers through different stages of a romantic relationship by showing a Caucasian, a Black, and a Hispanic couple dealing with different aspects of dating. Their situations are interwoven into high school and social settings familiar to most adolescents. The focus is on peer relationships. A *Tender Balance* takes place the day after a school dance and shows teenagers Mike and Barbara as they interact with their parents. It provides opportunity for father-son, father-daughter, mother-son, and mother-daughter sequences, as well as interaction between the siblings and the parents. The parents are fairly traditional in their sex-role portrayal, but this issue is fuel for discussion, along with family issues relating to sexuality.

The scripts have been field-tested with high school students, so the situations and dialogue ring true. Professional actors add to the credibility of the episodes and the film is well produced. The combined excellence of the discussion guides and the professional quality of the films with their presentation of realistic "slice of life" episodes make for a stimulating educational experience for adolescents and parents alike. It is an ideal package for educators working with teens.

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attitudes and injustices which have proven harmful to women over history. She writes that "to equate a biologic process with full normative humanity is crass biologic reductionism, and such reductionism is never practiced in religious ethics except where women's lives and well-being are involved." She is convinced that the "Holy Crusade quality of present teaching on abortion is new in Christianity" and believes it derives from cultural shifts requiring a rethinking of attitudes toward women and sexuality.

Batchelor's book is lengthy and scholarly, cannot be skimmed quickly, and will appeal mostly to professionals. In contrast, Hamilton Gregory has put together a slim little book unambiguously intended to show "the religious case for abortion." The tone is more polemic than Batchelor's book,

and the style is geared to easy reading. Though somewhat overpriced, Gregory's book would lend itself well to group discussions on abortion. Or counselors might recommend it to clients who are struggling with questions and guilt over abortion and who need to know that more than one religious viewpoint exists.

Gregory's book is divided into two parts, one dealing with religious views and the other with abortion experiences. The opening essay by Baptist scholar Graham Spurgeon, "Is Abortion Murder?" is an excellent statement of a pro-choice position presented in a question-answer format. Gregory then devotes one brief chapter each to summarizing Jewish, Roman Catholic, and Protestant perspectives from representatives of each of these major faiths who believe that abortion can be a viable option and that it does not have to be

considered incompatible with religious commitment. A list of pro-choice religious groups is provided, along with a physician's testimony, a warning against right-wing tactics, and a section of quotes by religious leaders and others favoring freedom of choice.

The "experience" section of the book presents gripping first-person accounts by (1) a young mother who, before safe, legal abortions were available, was brutally raped and had to have a "back-alley" abortion; (2) another young mother who thanks God she could have an abortion for reasons of physical and emotional health; and (3) a father who tells of arranging for an abortion for his daughter who was impregnated during a violent gang-rape by kidnappers.

These two books combined bring together a wealth of useful information that might otherwise be missed. **A, PR**

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