

THE SOCIAL STUDY OF PEDERASTY: IN SEARCH OF A LITERATURE BASE

An Annotated Bibliography of Sources in English

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Introduction

Pederasty is an old and continuing social issue characterized by much talk and little knowledge. Scientific references to pederasty are typically found as footnotes to studies of male homosexuality, while studies directly treating the men or boys involved in pederasty are almost nonexistent in the literature. The ubiquitous emotionalism surrounding the issue both clouds the writing that does exist and discourages further inquiry, leaving the basis for public opinion and policy squarely in the court of assumption, prejudice, and established procedure.

With an eye to future study and elaboration, it is the purpose of this annotated bibliography briefly to outline the literature base currently known to this author. Although the author's own field is developmental psychology, material from other disciplines is summarized. The afterword suggests future directions for the study of pederasty. Literature has been included that meets one or more of the following criteria:

1. Any article or book that deals primarily with pederasty;
2. Any mention of pederasty in the context of furthering social or psychological knowledge of the subject;
3. Studies and commentaries dealing with child-adult sexuality in general that may have relevance to pederasty;
4. General writings in social science disciplines, such as developmental and educational psychology, with possible implications for the study of pederasty.

Pederasty is defined here as an intimate social or socio-sexual relationship of an ongoing nature between an adult male and a youth whose developmental

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stage falls between a year or so before puberty through mid-adolescence, roughly ages 11 or 12 through 16 or 17.

Unlike earlier simplistic and overgeneralized treatments of pederasty, recent literature addresses new issues with encouraging regularity and careful attention to objectivity. Some of these are: the incidence and apparent "normality" of preadolescent and adolescent sexual behavior; the presence of a full sexual response, including orgasm, in preadolescents; the probability that the erotic significance of sexual behavior comes to different individuals at different stages of development; the fine line between appropriate sexual awareness or information and overstimulation; the idea that psychopathology need not automatically be assumed in the presence of variant sexual behavior in adults, especially when more general neuroses or psychoses are absent; the notion that a wide range of variation is not only possible, but common in human societies as well as in infrahuman anthropoids, and that sexual behavior may be "unusual" only when one mode is practiced to the exclusion of all others.

1.0 History and Literature

Most of the history and literature of pederasty is similar to, if not synonymous with, the history and literature of homosexuality in general, both because of the over-broad use of the term *pederasty* and because in most pre-Victorian societies no such phase of life as adolescence existed. In such societies the end of childhood was also the beginning of adulthood, usually with rites of passage occurring roughly at the onset of puberty. The following articles deal with the historical and literary aspects of pederasty.

- 1.1 Crew, L. (Ed.). *The gay academic*. Palm Springs, CA: ETC Publications, 1978.

This collection of articles from a diversity of disciplines is an effective effort to give gay authors, as well as authors writing on gay-related subjects, their deserved place in the academic literature. Though references to pederasty are few, some important points are made: e.g., the assertion of the rights of young people regarding access to information about homosexuality (Barbara Gittings, "Combating the lies in the libraries," pp. 116-117); the survey of older-younger homosexuality in the writings of Gide (Karla Jay, "Male homosexuality and lesbianism in the works of Proust and Gide," pp. 232-236); and the elucidation of the pederastic essay of the Victorian literary figure, Sir Richard Burton (Stephan Wayne Foster, "The annotated Burton," pp. 92-103). Another contributor, Laurence J. Rosán ("Philosophies of homophobia and homophilia"), states in a footnote that, provided every relationship is purely voluntary, his philosophical constructs regarding the "naturism" of homosexuality "would seem to be equally applicable to certain more specialized phenom-

ena in the gay life, such as transvestitism [sic], pederasty and sado-masochism" (p. 279). John Kyper ("Coming out: Toward a social analysis"), in his section on Gay Mythology, skillfully avoids categorical censure of pederasty, preferring to differentiate positive older-younger homosexual relationships from coercive child molesting and murder (pp. 392-400).

- 1.2 Dover, K. J. *Greek homosexuality*. Cambridge, MA: Harvard University Press, 1978.

Proclaiming in the preface that he feels "fortunate in not experiencing moral shock or disgust at any genital act whatsoever, provided that it is welcome and agreeable to all the participants" (p. viii), Dover presents an exhaustive synthesis of ancient literature, art, and archaeology that describes authoritatively the nature, importance, and scope of homosexuality in Greek culture of the 6th through the 4th centuries. Through comparisons of homosexual and heterosexual erotica with other sources, he argues that older-younger male relationships of the teacher-lover type were held in high regard, even considered a duty and an honor, while many other forms of sexual behavior were restricted and stigmatized. There is some indication that Dover is describing an ideal situation rather than the actual behavior of most ancient Greek males; however, the book represents a major effort to discredit overzealous myths, both pro- and anti-homosexual, about the Greeks.

- 1.3 Eglinton, J. Z. *Greek love*. New York: Oliver Layton Press, 1964.
(British edition: London: Neville Spearman, 1971.)

This remarkable book presents an integrated view of the history, practice, sociology, psychology, and ethics of boylove from the point of view of contemporary Western society. Considerable case material is presented to support the author's position that "Greek Love" (i.e., a responsible sexual/social relationship between an older and a younger male) is possible and, though viewed by many as a social problem, might be a potential *solution* for such social problems as truancy, gangs, and youthful alienation (1964, pp. 78-79).

- 1.4 Rossman, P. Literature on pederasty. *Journal of Sex Research*, 1973, 9(4), 307-312.

This article presents an overview of all types of contemporary literature dealing with pederasty, from novels to films, from fictional pornography to autobiography, including books mainly concerned with pederasty as well as works in which pederasty is only part of the focus. The intent is not to evaluate or analyze, but to include as many references as possible in a brief summary of modern pederastic literature. The material could easily be expanded many times over, though it fulfills the author's stated objective to list "types

of sources of data which should be examined in a more comprehensive study" (p. 307).

- 1.5 (Slocum, E. M., Anonymous editor). *Men and boys: An anthology*. New York: Coltsfoot Press, 1978.

In addition to being valuable as a verbatim reprint of the first collection (1924) of pederastic verse published in America, this edition contains a lengthy, comprehensive, and informative introduction by Timothy d'Arch Smith, which illuminates American pederastic writing as clearly as his *Love in earnest* did with regard to England (see 1.6 below).

- 1.6 Smith, Timothy d'Arch. *Love in earnest: Some notes on the lives and writings of English "Uranian" poets from 1889-1930*. London: Routledge and Kegan Paul, 1970.

It is difficult to imagine a more thorough and objective scholarly account of this necessarily obscure "movement" of pederastic poets and writers. Covering a 40-year period beginning in late Victorian England, the author discusses the literary output, love interests, careers, and social "difficulties" of this loosely interconnected and most diverse group of men, whose primary shared interest was the artistic expression, in varying degrees of erudition and subtlety, of their love for boys.

- 1.7 Taylor, B. Motives for guilt-free pederasty: Some literary considerations. *Sociological Review*, 1976, 24(1), 97-114.

Through an examination of English Uranian literature (cf. Smith, 1.6 above), the author attempts to extract the positive sociological motivations for pederasty from "the writings of this neglected group of various overtly and covertly pederastic poets" (p. 101), and to contrast them with three other conceptualizations: (1) acknowledged sociological work, (2) historical accounts, and (3) pro-pederasty polemics. In covering the phenomenon of pederasty, these approaches are seen as partial at best; historical accounts are considered too generalized, polemics too biased to provide a basis for secure research, and existing sociological work too entrenched in the practice of using incarcerated and clinical samples to describe a total population. This last, the author suggests, represents the study of "failed pederasts" (p. 98, emphasis Taylor's).

- 1.8 Ungaretti, J. R. Pederasty, heroism and the family in classical Greece. *Journal of Homosexuality*, 1978, 3(3), 291-300.

Through discussion of the literary concept of heroism, and especially the ideal warrior/hero as found in Homer and other literature, Ungaretti presents pederasty (older lover and younger beloved) as an integral part of Greek cul-

ture that is supported and delimited by traditional values and goals reflected in that literature. The Greek family is seen as serving primarily to produce and rear children in a stable environment (p. 296). The male's enjoyment of emotion and sexual fulfillment, and the transmission of culture through "intellectual companionship," are described as potentially burdensome to marriage. Consequently, "pederasty functioned as a part of a larger system of emotional and sexual outlets institutionalized by the Greeks" (pp. 296-297). The Greek pederastic model of love, though perhaps weakening by the classical period, is seen as an influence on later Greek and even Roman literature (p. 300).

- 1.9 Vanggaard, T. *Phallos: A symbol and its history in the male world*. New York: International Universities Press, 1972.

In addition to the historically oriented Chapter 1 ("Paiderastia"—see Verstraete, 1.10 below, for complete summary), this English translation provides a valuable insight into the practice and study of pederasty in modern Danish society: Chapter 2, "Men and Boys in the Present Day," pp. 50-58. The author states that while only a subgroup of homosexuals have relationships with boys, "any boy, no matter how normal and well-adjusted in his family and society, may be found to be engaged in a paiderastic relationship" (p. 53) often without adverse effect on later adjustment. The reasons for boys being attracted to men are summarized, and several Danish literary sources are reviewed.

- 1.10 Verstraete, B. C. Homosexuality in ancient Greek and Roman civilization: A critical bibliography. *Journal of Homosexuality*, 1977, 3(1), 79-89.

The author brings together for the non-classicist over 30 references of the last few decades that attempt to use ancient source materials to clarify the phenomenon of homosexuality in the ancient world. Many references, if not most, refer to homosexuality in the ancient world, especially Greece, as predominantly an older-younger male situation. The difference between this and adult peer homosexuality, when present in the original sources, is well documented.

2.0 Pederasty in Psychological Theory and Research

The study of pederasty must ultimately be seen as an extension of the study of sexuality in general, especially as sexuality parallels and overlaps the social context (see 3.0). It has been suggested that the socialization process leaves most people with some vestige of pederastic interest that serves to preserve the continuity of culture through care for the young (see Kraemer, 3.1.6 below). Freud's publication in 1905 of his views on infantile and child sexuality and Havelock Ellis' lifelong work to liberate many forms of sexuality (notably masturbation) from stereotypes of sin and sickness, began the slow and arduous

The 1941 study paralleled the 1937 report, this time with 15 children referred because of homosexual manifestations. Five of the 15 had been involved with adults and ranged in age from 5-13.

The 1952 study reported a follow-up on the subjects of the two previous studies, now in adulthood or late adolescence. Adjustment ranged from acceptable to seriously maladaptive, but in no case was later adjustment necessarily attributable to childhood sexual experience. Rather, the authors reported that in many cases the sexual activity may have resulted from other developmental inadequacies for which the child was attempting to compensate.

- 2.2.2 Daher, D. Sexual identity confusion in late adolescence: Therapy and values. *Psychotherapy: Research, Theory and Practice*, 1977, 14(1), 12-17.

A theoretical article dealing with counseling of adolescents who are experiencing sexual confusion and who fear homosexual impulses in themselves. The author stresses the importance of discussing homosexual fears, as well as of informing the client that sexual response exists on a continuum and that only rare individuals are exclusively heterosexual or homosexual. The value of a complete discussion of the sexual history of the client, including same-sex urges and the importance of the genital or non-genital expression of those urges, is emphasized. Later maturation toward the opposite sex is facilitated by non-genital, same-sex sharing in early adolescence or, if missed then, even in later adolescence. (Though man-boy relationships may be implied here as well as peer relationships, neither is specified.) Same-sex genital involvement is not necessarily indicative of later homosexuality. Daher regards morality as the ability to be attentive to the needs of one's partner, whether of the same or opposite sex. Development of such ability is facilitated by value-neutral questioning and exploration, which often includes genital experience; on the other hand, this ability may be damaged by denial or suppression of feelings and urges until after adolescence.

- 2.2.3 Glasser, M. Homosexuality in adolescence. *British Journal of Medical Psychology*, 1977, 50, 217-225.

A theoretical/descriptive article in which homosexuality in adolescence is seen as part of a period of development, and therefore as different from adult homosexuality. Whether later adult orientation becomes homosexual or heterosexual, homosexual behavior in adolescence usually marks a narcissistic stage of shifting from parental dependence to self-reliance. During this transition, important same-sex others become models who "assist in the process of self-discovery. . . . Overt homosexual activities are common in early adolescence, and like masturbation, they may make a progressive contribution to the adolescent's development" (p. 218).

The author makes a questionable distinction between “normal” and “pathological” (p. 218) adolescent homosexuality, saying that some boys “flounder at this stage and come to grief in the form of homosexuality” (p. 219), while others exhibit a strong heterosexual interest in their homosexual activity. Glasser states that the normal homosexual activity of adolescence never includes acts with adult men, as normal boys regard adult homosexuals with “disgust and antagonism” (p. 218). This ignorance of contradictory data is a serious flaw in Glasser’s theoretical framework, probably attributable to his view that homosexuality is a sickness. Homosexuality is seen as a form of regression, and the pederast (p. 219) is described as a type of homosexual who has regressed to (or fixated at) the narcissistic stage and is attracted to pubescent or pre-pubescent boys who are “the irresistibly attractive boy he would like to be” (p. 219). The author’s superficial understanding of recent sexuality research is exemplified by his preoccupation with stereotypes and is all the more lamentable given his competent conceptualizations of general adolescent development.

- 2.2.4 Groth, A. N., Burgess, A., Birnbaum, H. J., and Gary, T. S. A study of the child molester: Myths and realities. *LAE Journal of the American Criminal Justice Association*, Winter/Spring 1978, 41(1), 17-22.

The purpose of this article is to examine the characteristics of court-referred convicted child molesters in light of popular misconceptions. A discussion of child victims is included. Subjects were 148 males referred by Massachusetts courts for sexual involvement with males and/or females under 15. Offenders ranged in age from 14-73 years of age; 71% were under 35. The study is weakened by its small sample and by the fact that only adults who were prosecuted and convicted are included. These problems are recognized by the authors, who distinguish between undiscovered molesters and these convicted subjects “who can be regarded as falling within the more dangerous spectrum of sexual assailants” (pp. 21-22). From interviews with subjects and study of their clinical case records, the authors conclude the following: Offenders against children are more likely to be young, are rarely complete strangers (only 29% were unknown to their victims), are generally of average intelligence, are neither alcoholic nor drug addicted, are not psychotic (95%), and are more likely to choose female victims (51% chose only females, 28% only males, 21% both). Forty-nine percent preferred children exclusively, while 51% were involved with adults as well. Eighty-three percent were exclusively heterosexual in their relationships with adults. Those who were involved only with children were described as being so through choice, not lack of alternative adult gratification. The reasons for this choice were described by the offenders “less in terms of sexual needs and more in regard to feelings of intimacy, competency and adequacy” (p. 19). A minority (24%) used physical force of varying degrees, and

another 17% used non-physical intimidation. "Only a small number (18%) of the subjects exhibited an increase of force over time" (p. 19). With regard to the ages of their victims, the choices of child offenders were age-specific: 14% selected partners under 5, 46% between 6 and 11, and 33% between 12 and 15. "Only 11 (7%) of the offenders selected victims of various ages" (p. 21). The possibility of psychological trauma is mentioned but not elaborated upon; treatment intervention programs are recommended for dealing with offenders as a possible alternative to incarceration.

(Note: This article is part of a series of articles that report the findings of ongoing research at the Massachusetts Center for the Diagnosis and Treatment of Sexually Dangerous Persons. Other references include: Burgess, Groth, Holmstrom, and Sgroi. *The sexual assault of children and adolescents*. Lexington, KY: D. C. Heath and Co. (Lexington Books), 1978; Cohen, Groth, and Siegel. The clinical prediction of dangerousness. *Crime and Delinquency*, 1978, 24, 28-39; Groth and Burgess, Motivational intent in the sexual assault of children. *Criminal Justice and Behavior*, 1977, 4, 253-264; Groth and Cohen. Aggressive sex offenders: Diagnosis and treatment. In A. W. Burgess and A. Lazare (Eds.), *Community mental health: Target populations*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. See also Groth and Birnbaum, 3.1.4 below.)

- 2.2.5 Ingram, Fr. M. Sociological aspects: The participating victim (Part I) and Pedophilia: The participating victim (Part II). *British Journal of Sexual Medicine*, Part I: January 1979, 6, 22-26; Part II: February 1979, 6, 24-26, 60.

The purpose of this article is to report on the author's experience in pastoral counseling with persons involved in child-adult sexual contacts. It contains a description of characteristics of participants and of the sexual situations in which they became involved. Ingram pays particular attention to recent suggestions in the literature that "the legal distinction between assailant and victim is not always appropriate. . .and that a child may willingly participate in or even initiate sexual contact" (I, p. 22). Subjects were 74 prepubescent boys, ages 6 to 14, who were involved in sexual contacts with adults. Of the 37 identified adults, 11 gave information directly to the author. Unlike many such studies, subjects were often not involved in court proceedings. While the conclusions regarding the children were relatively supportable, considering that the information came from the children themselves at a time when their sexual involvement with the adults was relatively recent, conclusions regarding the adults are weakened by the small sample and by the author's dependence on the reports of the children and third-party observers. The author notes the bias caused by the fact that most of his subjects came from problem homes or already had problems requiring his counseling.

The results included the finding that most men were known to the children and their families; excluding the pickups of four prostitutes or promiscuous boys in the sample, only two men were strangers. The men who were counseled by the author "showed a striking similarity of family background to that of the children" and were characterized by Ingram as "men who loved children, and in most cases were doing a great deal of valuable work in the community" (I, pp. 25-26). The author considers that the reaction of parents and police often compounds "the harm done by the original assault" (II, p. 24), and he contrasts this with the more restrained family reactions found in some of the cases. Most sexual activities were found to be mutual and consisted of affection or mutual masturbation.

In initiating sexual contact, "both adult and child were blurring the distinctions between permitting, participating and inviting" the activity (II, p. 26); however, the overwhelming majority of cases known to the author involve the consent of the child, whom Ingram terms a "participating victim" (II, p. 26). The author notes the presence of "meaningful relationships between a loving man and an unhappy child" (II, p. 26) but states they are probably sexually meaningful only to the adult. The child, on the other hand, receives emotional gratification and affection, which in part accounts for the finding that of 63 boys who reported "love-making" as a part of the relationship, 60 "kept up a loving relationship with the same man for a period greater than three months—in some cases for several years" (II, p. 26). Though the author certainly does not advocate such contacts, he finds no evidence that children were "worse off for the activity; many, no doubt, may be better off for a relationship with a loving adult outside the family Counseling should replace legal procedures wherever possible" (II, p. 26).

2.2.6 Landis, J. T. Experiences of 500 children with adult sexual deviation. *Psychiatric Quarterly Supplement*, 1956, 30, 91-109.

This article presents a survey of men and women who as children had sexual contact with adults. The intent is to provide comparisons of non-clinical samples with previous samples limited to court referrals and patients in therapy. Subjects were 1800 university students responding to a questionnaire. One hundred forty men and 360 women reported that as children they had sexual experience with adults. These were compared with 450 controls not reporting such experience. The typical problems of retrospective recall and student samples weaken this study. The article is phenomenologically descriptive as opposed to analytical. (Results reviewed here are limited to the males in the study.) The 140 men reported 215 separate experiences between the ages of 4 and early adulthood (19 or above), with the peak of incidence (21%) between the ages of 13 and 14. Most of the reported child-adult contacts were homosexual and "became increasingly so as the boys reached 15 years of age and older" (p.

95). Estimates of the age of the offender placed 77.6% in the 16-40 age range. Reported reactions of the boys were as follows (based on 215 experiences): "Interested, 6.4%; surprised, but not frightened, 32.9%; frightened, 25.7%; shocked, 12.9%; emotionally upset, 7.2%; other 13.7%" (p. 98). Eighty-one percent of the boys "encountered the deviate when alone" (p. 98) and took the following action (based on 249 reactions reported): "Left the scene, 42.6%; actively resisted (fought, ran, etc.), 28.5%; called for help, 2.4%; passively or actively accepted the approach, 20.4%; other, 5.3%" (p. 98). Relatively few boys (16.5%) told their parents. Sixty-eight percent reported no shock, and another 10% took "little or no time" to recover. Nineteen percent thought temporary emotional damage had resulted while 81% reported no such damage (p. 100).

The author concludes that "in general, the great majority of the victims seem to recover rather soon and to acquire few permanent wrong attitudes from the experience" (p. 108). Those involved with persons in or close to their families (30.5%) reported somewhat more negative effects than those involved with strangers (68%).

2.2.7 Merrill, L. A summary of findings in a study of sexualism among a group of one hundred delinquent boys. *Journal of Delinquency (Journal of Juvenile Research)*, 1918, 3(6), 255-267.

A report of medical findings relating to sexualism among delinquent boys in an attempt to describe "erotic motivation in the irregular behavior of boyhood" (p. 256). Subjects were part of an unselected group of 100 boys brought before the juvenile court who were interviewed and examined by the author. The 71 subjects found to have sexual histories ranged in age from 8-18 (65% were between 11 and 13). Problems include the small sample and the fact that subjects were exclusively court referrals. While conclusions are generalized only to misbehaving boys, many such boys are not seen in juvenile courts. Descriptive data in this article seem supportable, but the author's conclusions are weakened by many unproven assumptions.

Detailed descriptions are given of masturbatory and other sexual activities of this group. Of the 31 subjects reporting fellatio, all began such activity during prepubescence; 17 were involved with pubescent boys (4 before they were 6 years old) and 3 were involved with men. Five of these 31 who were between 12 and 14 years of age, "after a year and more of association with playmates" began "to solicit men with whom they consorted for financial considerations" (p. 259). Seven of the 71 subjects reported a preponderant interest in heterosexual relationships.

The offense that brought 2 subjects to the court's attention was their involvement with men, whom they had sought by "choice based upon other experiences they had had with boys and men" (p. 261). The 28 whose offense was described

as "nomadism, loitering and indolence" (p. 260) had histories that "abounded in homosexuality with other boys and homeless men" (p. 262).

2.2.8 Ramsey, G. V. The sexual development of boys. *American Journal of Psychology*, 1943, 56(2), 217-233.

Ramsey, G. V. Factors in sex life of 291 boys. (Doctoral dissertation, Indiana University, 1941.) Privately printed, 1950.

A dissertation study of boys' physical development, sexual activity, and acquisition of sex information. Subjects were 291 boys, aged 10-20, with 48.8% aged 13 and 14 (including a 100% sample of the male populations of the 7th and 8th grades of one junior high school). References to pederasty are problematical, both because they are subjective reports and because they deal with sensitive issues in the context of "normal" sexuality; only occasional data are pertinent to this bibliography. Less than 1% of the homosexual relationships reported involved adults and older adolescents. Thirty-five of the 261 reporting homosexual involvement had been approached by adult males (3 approaches were made to preadolescents and none to boys younger than 11). Physical force was never reported. The usual age of the men as recalled by the boys "was from 30-40 years and practically all types of men were involved in these contacts" (1950, p. 86). Seventy-five percent of the men were strangers; 25% were known to the boy to some degree. "Eight of the [35] boys who had been approached by adult males had accepted the proposal and had completed a homosexual relationship with the adult" (1950, p. 86; comparable references in 1943, pp. 230-231). The author, noting the reluctance of subjects to report socially disapproved behavior, states that the "data. . .represent a minimum of sexual activities of the group" (1950, p. 14).

2.2.9 Sorensen, R. C. *Adolescent sexuality in contemporary America*. New York: The World Publishing Company/Times Mirror, 1973.

This book reports the responses of 411 American adolescents to a questionnaire surveying a wide range of sexual variables. Respondents were 13-19 years of age and came from 2,042 randomly selected households in 200 sample areas of the United States. The study is seriously flawed in that the subjects were those whose parents gave permission and who were willing to respond. Nonetheless, Sorensen presents this sample as representative of the 27.1 million adolescents (p. 27) in the U.S. population in 1973. Of the 152 boys reporting homosexual experience, 29% stated that their first partner was an older adolescent; 8% said their first partner was an adult. Of all boys surveyed, 12% stated it was possible they would have sexual relations with a man for money; an additional 5% were unsure about such a possibility. Other results were unrelated to pederasty.

- 2.2.10 Spada, J. *The Spada report*. New York: The New American Library/Times Mirror (A Signet Book), 1979.

Using detailed quotes as well as closed-ended questionnaire responses, Spada explores adult gay men and their relationship with adult society, gay and straight; however, a few accounts of "first experience or first meaningful experiences" relate to the study of pederasty (pp. 35-42). Of the 13 reports involving sexual experiences with adults, 5 were initiated by the younger partner. In three cases, the initiating partner was not specified. In the remaining 5 cases, the adult was the initiator. Reactions varied from disgust (1) and fear (2) to pleasure (5) and gratitude/love (5) for "helping me deal with myself at that tender age" (p. 36) or for causing the respondent to "seek love and affection rather than mere sex in my later life" (p. 37).

- 2.2.11 Symonds, M. Homosexuality in adolescence. *Pennsylvania Psychiatric Quarterly*, 1969, 9(2), 15-24.

Subjects were 14 adolescent homosexuals, 9 male and 5 female (ages unspecified), seen during a 10-year period. In addition, 30 others whose parents feared they were or might become homosexual were observed. Observations are not systematically reported; the author states his belief that persistent homosexual behavior is "neurotic" (p. 15). Reports seem mostly impressionistic and are presented in case-history format with commentary. The life situations and attitudes of adolescents and their parents are described. Included is a description of the type of boy who turns to a man outside his family for emotional closeness and nurturance. He cannot turn to his father because he fears rejection, and he avoids his mother because her unrealistic expectations of men are stifling to him, "so he turns instead to a man, usually an older man, who remarkably fills the concept of a man that his mother wants for herself: clean, intelligent, sensitive, artistic, understanding, forthright, calm, protecting, soothing, always available" (p. 22). The author cites differences between transitory and continuing homosexual behavior (to him the latter is pathological) and states that "voluntary participation in a homosexual act with an adult," along with repeated acts with peers or homosexual acts without guilt or remorse, constitutes sexual behavior "beyond acceptable bounds" (p. 16).

- 2.2.12 Swanson, D. W. Adult sexual abuse of children. *Diseases of the Nervous System*, 1968, 29(10), 677-683.

A description of the perpetrators and circumstances surrounding the sexual abuse of children by adults. Subjects were an unselected sample of 25 Caucasian men, 18-67 years of age, who had sexually abused children under 14. Problems of small sample and court-referred samples are present. Eighty-eight percent of the children were females, 12% males; 40% were less than 10 years old, and 60% were between 10 and 14. Adults are described as ranging "from the

relatively intact individual to individuals with chronic forms of sociopathy, neurosis, schizophrenia or organic brain disease" (p. 681). Offenders vary from those who prefer children exclusively to those who become involved with children only as substitutes for a preferred, but unavailable, adult sex object. Pederasty as such is not discussed separately; most material deals with heterosexual pedophilia.

2.2.13 Virkkunen, M. Victim-precipitated pedophilia offences. *British Journal of Criminology*, 1975, 15(2), 175-180.

This article reports an examination of pedophilia cases in Helsinki (1951-72) to determine if the victim had precipitated the situation by his/her own behavior, i.e., whether the child was actively seductive and/or continued to make visits after previous sexual acts with the same person. Sixty-four cases were found, of which 31 involved victim-initiation; the remaining 33 were used as controls. Of the 31 subjects, 17 were females, 14 males. Problems include retrospective recall and small sample. Subjects were compared with controls on many variables including intelligence, previous criminality, method of seduction, and so on.

2.3 *Direct Studies of Pederasts and their Partners Outside Clinical or Institutional Settings*

2.3.1 Rossman, P. The pederasts. *Society*, March 1973, 10, 28-32.

Rossman, P. *Sexual experience between men and boys: Exploring the pederast underground*. New York: Association Press (YMCA), 1976.

The 1973 article presents the author's experience as a counselor and interviewer of over 1,000 pederasts (defined only as "men who were erotically attracted to young boys," p. 29) and over 300 boys involved with such men. He describes his initial involvement in the study in the 1960s and traces the development of his work from obtaining information from pornography distributors to contacting large numbers of pederasts themselves. Descriptions of the psychological and social processes affecting these men and boys are given. These descriptions are expanded in the 1976 book, which more specifically defines pederasty as sexual attraction and involvement between a male over 18 and a boy between 12 (or puberty) and 16 years of age. Pederasty is differentiated from homosexuality, and several types of pederasts are described. Rossman details the motives, fantasies, and activities of the men and boys and estimates the incidence of pederasty in America. This work represents the only large-scale contact with pederasts outside an institutional setting reported in the literature, and the author makes valuable application of his knowledge in suggestions for further research and in recommendations for reformulating legal and social attitudes.

- 2.3.2 Tindall, R. H. The male adolescent involved with a pederast becomes an adult. *Journal of Homosexuality*, 1978, 3(4), 373-382.

A report of the author's experience as a psychologist dealing with school-age populations. Nine boys from a pool of 200 cases were observed by the author from puberty to manhood after having had "lengthy sexual affairs" (p. 382) with a male older than themselves. None of the 200 was referred for sex offenses or through a court. The nine cases chosen represent those on which the most complete data were available and annual follow-up was possible. All subjects were between 13 and 15 years of age at first referral. The extremely small sample constitutes a problem, though Tindall presents the material as case reports and carefully explains the limitations of the study. In the brief but detailed case reports, which include reasons for referral and details of later sexual and emotional careers, none of the nine subjects (all Caucasian and all but one average to above average intelligence) described himself as a homosexual adult, and "all developed into adults with sexual patterns considered acceptable by the culture" (p. 380). Subjects other than the nine reported here were described by the author as moving in the same general direction. Sexual arousal was reported as a mutual experience, part of a deep friendship involving modeling behavior on the part of the boy and a fatherly attitude on the part of the man. At least three of the nine boys reportedly were seeking just such a relationship.

The author offers suggestions to professionals who counsel adolescents (including a caveat against premature application of the label "homosexual") and makes recommendations regarding both further research and the importance of bringing law and public awareness more in line with reality.

2.4 Studies Not Treating Pederasty

The following citations are included as major studies that deal significantly with homosexuality, but do not include any study of pederasty as such. They are included as a possible source of ideas for future research design in studies of pederasty (see 6.0 below).

- 2.4.1 Bell, A. P. and Weinberg, M. S. *Homosexualities: A study of diversity among men and women*. New York: Simon and Schuster, 1978.
- 2.4.2 Bieber, I., Dain, H. J., Dince, P. R., Drellich, M. G., Grand, H. G., Gundlach, R. H., Kremer, M. W., Rifkin, A. H., Wilber, C. B., and Bieber, T. B. *Homosexuality: A psychoanalytic study*. New York: Basic Books, 1962.
- 2.4.3 Masters, W. and Johnson, V. *Homosexuality in perspective*. Boston: Little, Brown and Company, 1979.

- 2.4.4 Weinberg, M. S. and Williams, C. J. *Male homosexuals: Their problems and adaptations*. New York: Oxford University Press, 1974.

3.0 Pederasty in the Social Context

The uneasy symbiosis between the public and scientific communities can be both a powerful influence on, and reaction against, research on sexuality. Non-threatening findings are accepted, while controversial results are often vigorously resisted. Many scientists (e.g., Kinsey et al. 1948—2.1.3 above—p. 4 *et passim*) have commented on the disparity between laws designed to protect custom on the one hand, and the realities of individual preferences and life-styles on the other. These issues profoundly affect the social study of pederasty (and still, to some extent, the study of homosexuality as well).

Press reports that sensationalize “sex rings” and mass murders of young males (while molestation of female children is much more common) are indicative of society’s attitudes, though the current popular and scientific literature contains everything from the assumption of mental illness in both partners in pederasty to suggestions that adolescent males may be helped by sexual relations with older partners. Central to the development of the literature in the past decade has been the clarification of terms and the delineation of the specific issues to be addressed. These include: the source of trauma; separate treatment of homosexuality and pederasty; definition of terms such as child (sexual) abuse, misuse, sexual use, and the like; awareness of developmental differences in childhood, adolescence (youth), and adulthood with a resulting clarification of such issues as the “age of consent.”

3.1 General Social Commentaries

All of the following comment to one degree or another on the general social phenomenon of childhood sexual involvement. Since extensive summaries are outside the limits of this bibliography, notations in this section are intended only to list the contributions of each author or group of authors to increased specificity, delineation, and definition of terms and concepts.

- 3.1.1 Brant, R. S. T. and Tisza, V. B. The sexually misused child. *American Journal of Orthopsychiatry*, 1977, 47(1), 80-90.

The authors present case studies to illustrate their approach in a hospital referral setting to cases of child sexual abuse. Brant and Tisza prefer to distinguish sexual abuse from “sexual misuse,” which they define as “exposure of a child to sexual stimulation inappropriate for the child’s age, level of psychosexual development and role in the family” (p. 81). Criteria for determining what is inappropriate stimulation are not absolute, but rather “may

documents the progressive enlightenment of scientists and the public regarding once-taboo activities and preferences. The systematic study during the early part of this century of masturbation and its effects has facilitated, for instance, a transformation from the Victorian belief in masturbation's sinfulness and medical danger to the current general acceptance of the practice and even its encouragement by some authorities as a facilitator of healthy development (e.g., Green, p. 100 in 4.7 below). More recently, the once-stringent taboos on homosexuality and pre-marital heterosexual intercourse have been relaxed, with both approaching the value-neutral status of alternative life-styles. Several authors noted below predict that as overpopulation for the first time in history makes recreational sex an option and excessive procreational sex a liability, the near future will see a decrease in the cultural rigidity that has traditionally limited sex to those situations which produce offspring. Now that the objective study of all forms of sexuality seems inevitable, it is important for any meaningful study of pederasty to carefully consider data-based research in developmental psychology, sociology, anthropology, and related fields.

4.1 *American Journal of Psychotherapy*, July 1976 30(3).

Papers on the subject of changing sexual behavior in a changing society are presented in this journal issue, including:

Lesse, S. Factors influencing sexual behavior in our future society. (pp. 366-384).

Lesse predicts a more group-oriented society with less emphasis on family and on marriage based on "love" (pp. 368-369). A trend toward the psycho-social unisex concept and increase in the equality of women is noted, and the author postulates that "recreational sex will probably be separated completely from romantic and procreational sex" (p. 373). This will take place through sexual education motivated by the movement toward sexual freedom, and this education "is likely to begin at the earliest stage of sexual awareness" (p. 376).

Biegel, H. G. Changing sexual problems in adults. (pp. 422-432).

The author regards as a step in the right direction "the collective disregard of nonsensical restrictions in matters sexual and the fight for the change of legislation against harmless deviance" (p. 425). Noting recent reform activity in the Netherlands and in Washington, the author comments that "the acceptance of homosexuality as a different but normal orientation has stirred hopes for pedophilia and pederasty" (p. 428). Biegel appears to regard such a movement as a problem only because "there is no reliable information on how children are affected in their later life if they have been sexually used by adults" (p. 428).

Mathis, J. L. Adolescent sexuality and societal change. (pp. 433-440).

Mathis notes confusion in experts' opinions regarding increased and earlier adolescent sexual behavior. Adults are seen as uncomfortable, even jealous, about adolescent sexual activity, in part because they may be realizing that their own sexual inhibitions may have been unnecessary. Author discusses various positions regarding appropriateness and effects of adolescent involvement in quasi-adult sexual relationships and cautions against measuring "the consequences of behavior in the present society by the yardstick of the past" (p. 439). He also notes the importance of the finding that "much of overt sexual behavior [in adolescents] was not sexually motivated" (p. 438).

4.2 Erikson, E. *Identity, youth and crisis*. New York; W. W. Norton, 1968.

This author's contributions to developmental psychology cannot be overlooked, especially his theory of stages in the development of identity in adolescence. He feels that identity is well on its way before true intimacy may become part of a person's experience, though sexual "intimacies" often precede "true and mutual psychosocial intimacy with another person" (p. 135). Thus, in general, sexual activity after the stage in which true intimacy becomes possible differs from the sexual activity previous to that stage. Understanding this stage sequence is essential to any study of child/adolescent development.

4.3 O'Carroll, T. *Pedophilia: The radical case*. London: Peter Owen, 1980.

This is a difficult book to categorize. The author, within the framework of a radical-political advocacy of pedophilia, presents a wide range of sociological, psychological, historical, and personal material in support of his claims. O'Carroll is an educator and writer, not a scientist, though his early acknowledgement of this fact and his apparently thorough understanding of the limitations that could result lend credibility to his arguments even though some may disagree with his ultimate positions. In any case, there is no question as to the value of this work simply as a resource for students of pedophilia. After describing his own experience and interests as a pedophile, the author looks at almost every conceivable issue, question, and controversy surrounding both heterosexual and homosexual pedophilia. Using over four hundred references, O'Carroll thoroughly documents each of his carefully considered arguments.

Among the contributions of this book is its delineation of issues and terminology in such areas as childhood sexuality, the nature and behavior of the adults and children involved in pedophilia, the function and necessity of overt sexuality itself, the nature of "consent," the issue of power in pedophilic (and other) relationships, children's rights, and the presence of children in explicitly sexual photographs and films.

O'Carroll is a member of the Pedophile Information Exchange (see 3.4.1 above) in London, but his discussions of changes in the law, the incidence and history of pedophilia, and the emergence of pedophile organizations include not only Britain but the United States and other countries. O'Carroll consistently goes beyond describing problems by offering potential solutions, either his own or PIE's (often they are the same, since the author helped formulate PIE's policy).

- 4.4 Simon, W. and Gagnon, J. H. Psychosexual development. In J. H. Gagnon and W. Simon (Eds.), *The sexual scene* (2nd ed.). New Brunswick, NJ: Transaction Books, 1973.

In their chapter on "Psychosexual Development," the authors stress that biological aspects affecting sexuality can be overpowered completely by socio-cultural influences. Because the child lacks the "complex set of feelings characteristic of adult sexuality" (p. 30), they point out the dangerous fallacy of regarding childhood behavior as "sexual" merely because it "appears sexual to adults." Sexuality is experienced first as simply physical pleasure and later becomes imbued with emotional responses and social values which make no sense to the child before puberty (see pp. 32-35). Consequently, the authors believe (p. 33) that preadolescent sexual contact with an adult holds relatively little long-term meaning for the child, and they raise the possibility that negative effects of "falling victim to adult sexuality" (p. 33) may be due to the strong reactions of those around the child. The period of adolescence is discussed as a time of transition and social learning and the much higher capacity of boys than girls to become sexually aroused is discussed. This difference contributes to the adolescent male's interest in masturbation and is seen by the authors as possibly leading "to a capacity for detached sex activity—activity whose only sustaining motive is sexual" (p. 38). Boys are seen as sexually functional but poorly equipped for intense, emotional relationships and "romantic love" (p. 42), a situation at odds with that for girls and which results in considerable confusion and tension.

- 4.5 Klebanow, S. Developmental readiness and dependence in adolescent sexuality. In E. T. Adelson (Ed.), *Sexuality and psychoanalysis*. New York: Brunner/Mazel, 1975.

The author describes the problems associated with entry into mature adult heterosexual commitments too early, i.e., when the adolescent has not yet passed the developmental stage of identity formation and innocuous sexual experimentation without commitment. Premature quasi-love heterosexual relationships are seen as potentially limiting the capacity for human relatedness.

- 4.6 Kohlberg, L. and Mayer, R. Development as the aim of education. *Harvard Educational Review*, 1972, 42(4), 449-496.

This article explains development in the context of educational psychology, though many points clearly apply to general psychosexual development. Stage theory is discussed both in terms of cognitive and moral development; a central point is the concept that stages are encountered in invariant sequence with mastery of one level necessary for entry into the next. Early stages are simpler than later ones, and passage upward is seen not as inevitable, but as a result of each stage becoming inadequate to handle increasingly complex demands. Some people, however, never reach higher stages because of inadequate stimulation and lack of a foundation for "upward" movement.

The interactionist position of these authors is different from theoretical positions that regard stage development as automatic and age-specific, and different also from those behavioristic positions which propose that learning occurs only in response to outside stimuli.

- 4.7 Oremland, E. K. and Oremland, J. D. (Eds.). *The sexual and gender development of young children: The role of the educator*. Cambridge, MA: Ballinger Publishers, 1977.

Thirty-nine authors present varying perspectives on psychosexual development in the context of educational theory and practice, as well as the larger world of the child's experience. Albert J. Solnit ("Sexual and Gender Development in the Context of Family, School and Society," pp. 3-10) explores appropriate and excessive stimulation related to the child's stage of development and ability to understand information. John Money ("The 'Givens' from a Different Point of View: The Lessons from Intersexuality for a Theory of Gender Identity," pp. 27-33) states that sex differences in behavior are not biological, but are the product of cultural history, and that society has no need to continue maximizing sex differences in behavior. Morris Peltz ("Sexual and Gender Development in the Latency Years," pp. 51-64) describes the importance of same-sex relationships and modeling behavior in "latency," roughly ages 5-10, which he divides into early gender vigilance and later gender exploration. George C. Kaplan ("The Early Pubertal Student," pp. 65-72) discusses the 6th to 8th grade students' tendency to model an "ego-ideal," often a teacher. Floyd Martinson ("Eroticism in Childhood: A Sociological Perspective," pp. 73-82) describes the process of sexual awakening as first autoerotic awareness, then awareness of other persons as erotic. He states that "more and more authorities on child development are accepting intimate and even sexual encounters as a normal and perhaps conducive part of the maturational process. . . . The rewards of affectional intimacy outweigh the dangers of early eroticization. The normal child can accept and live with his eroticism" (p. 81).

Richard Green ("Atypical Sexual Identity: The 'Feminine' Boy and 'Masculine' Girl," pp. 97-101) poses the provocative question of why heterosocial peer groups during latency years typically predict later homosexual partner preference, and vice versa. He also suggests later that the absence of masturbation may be indicative of abnormality. Bennett Meger ("Child Rearing Research in the Communes: The Extension of Adult Sexual Behavior to Children," pp. 159-163) reviews studies of communal living in which children experienced sexual behavior when they felt ready, without apparent negative effects. Ronald D. Lee ("Homosexuality: An Integral Part of Human Sexuality," pp. 229-231) proposes that educators recognize the desirability and naturalness of sexual feelings at any age and that we create environments that facilitate free expression of love through sexuality with any consenting person of either sex. In so doing, he feels the culture will benefit and we will know more fully the meaning of the nature of women and men. John Money ("The Tide of Change," pp. 281-284) emphasizes the importance of infantile sexuality and suggests we can learn a lesson from other primates and anthropology if we "reinstate the natural legitimacy of coital rehearsal in the play of young children" (p. 283). He sees change in sex attitudes as an inevitable tide of history.

4.8 Sadock, B. J., Kaplan, H. I., and Freedman, A. M. *The sexual experience*. Baltimore: Williams and Wilkins, 1976.

This textbook discusses sexuality from sociological, psychological, and historical perspectives with various authors contributing chapters in their fields of expertise. Harold Lief ("Introduction to Sexuality," pp. 1-6) comments on the differences in contemporary approaches to sexuality, including the recognition by professionals of a much wider range of normal sexual behavior in the context of a society that considers "yesterday's perversion [to be] today's deviation and tomorrow's variation. . . . Normal functioning, that is what society judges to be normal, has shifted from reproductive sex to relational sex and is now moving toward the sanctioning of recreational sex (physical pleasure accompanied by no more than affection)" (p. 3). Daniel Offer and William Simon ("Stages of Sexual Development," pp. 128-141) make a point of using the term "alternate sexual routes" in place of the previously used term, "deviant sexual development" (p. 132). They quote literature that tends to view sexuality as being not an urgent biological drive, but a relatively diffuse and unfocused biological potential that is given direction (and amplified or attenuated) by environmental influences (p. 140). Gordon D. Jensen ("Adolescent Sexuality," pp. 142-155) describes the wide range of sexual behavior that is relatively normal for adolescents, concluding that the adolescent is better off accepting his sexuality and becoming aware of its consequences than denying it (p. 150). He stresses as well the importance of the achievement of intimacy in adolescence, after which time it may be impossible to attain (p. 151). In another article ("Cross-Cultural Studies and Animal

Studies of Sex," pp. 289-302), Jensen gives a broader perspective on sexual problem areas by citing examples in primate and other human cultural patterns. Noting the apparent naturalness of childhood sexual behavior, he suggests that "suppression of infantile and childhood sexuality, as presently practiced in our society, can be harmful for eventual sexual adjustment" (p. 291). Current trends in the United States are mentioned, in which Jensen sees behaviors formerly called perversions or deviations now being less moralistically referred to as "variations." Behavior patterns included in this liberal trend are homosexuality, pederasty, pedophilia, voyeurism, exhibitionism, bestiality, transvestism, and fetishism (pp. 292-293).

4.9 Yates, A. *Sex without shame: Encouraging the child's healthy sexual development*. New York: William Morrow and Co., 1978.

Based on her psychiatric practice as well as her experience as a parent of 13 children, the author, in this book of advice for parents, presents a general description of our culture's anti-sexual history and the general effects on children of sexual denial and counter-conditioning. This is followed by eight chapters on enriching the child's sexual response and possible results of such enrichment. According to the author, parents should accept and encourage eroticism (p. 135), and "children need to learn behavior which will serve them in good stead as adults," including sexual behavior (p. 205). She clearly marks the difference between exploitation, such as that perpetrated by pornographers, and enhancing eroticism (p. 205), and describes the difference between responsible sex and that which is used to degrade through venting anger and proving power (p. 208). She believes our different social structure makes outdated the suppression of childhood eroticism (p. 205), and describes her notions of "normal" sex play (pp. 206-207). She emphasizes the importance of masturbation by the end of preadolescence ("If the child is not yet masturbating, he should be," p. 211) as well as the importance of free experimentation without commitment in middle adolescence, ages 14-16 (pp. 221-222). The author feels that adult homosexuality is not a desirable outcome, but that parents should neither overreact nor underreact. "If sex were condoned from childhood, early adolescent homosexual liaisons would be less important. Children's sex play would follow an uninterrupted continuum, gradually evolving into heterosexual coitus" (p. 218).

5.0 Sources of Further Research and Information

5.1 Gay Academic Union

Box 480, Lenox Hill Station

New York, New York 10021

Publishes book reviews in "Gay Books Bulletin."

5.2 Institute for Sex Research Information Service

416 Morrison Hall

Indiana University

Bloomington, Indiana 47405

Extensive bibliographies, copy service, and library.

5.3 National Gay Archives

1654 North Hudson Avenue

Hollywood, California 90028

Library and clipping files.

5.4 Studiegroep Pedofilie

Elcker—K

Volkshogeschool

Consciencestraat 46

B—2000 Antwerp, Belgium

Sixty-two page reference library lists many references in languages other than English.

6.0 Afterword

Research on the subject of pederasty is both possible and meaningful in our changing society. Legal constraints on the behavior make research difficult, but there are states in the United States in which the age of consent is low enough (14 or 16 in some states) that studies could be carried out; also, there are some countries in the world in which pederasty is customary, if not legal, making research there somewhat more feasible.

Pederasty research might begin by replicating some of the major studies on homosexuality that did not include pederasty in their design (see 2.4 above, and other studies *passim*). Homosexuality and pederasty are not the same, but they are similar in that they are both sexual orientations that have been proscribed in society.

Of course, study of the children involved in pederasty may be the key factor, though certainly a difficult proposition because of society's sensitivity. Given the durability of the phenomenon of pederasty, however, its study may prove to be widely valuable, with potential applicability to general developmental theory, interpersonal relatedness, and our understanding of the formation of identity through intimacy.

7.0 Additional References

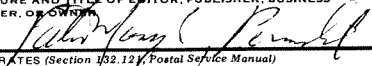
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- Young, *Gay and Proud*. Boston: Alyson Publications, Inc., 1980.

8.0 Addenda

These three recent books, important to the social study of pederasty, were published too late to be included in the body of this bibliography. Readers are encouraged, however, to examine these noteworthy additions to the literature.

- Constantine, L. L., & Martinson, F. M. (Eds.). *Children and sex: New findings new perspectives*. Boston: Little, Brown, and Co., 1981.
- Sandfort, T. *The sexual aspect of paedophile relationships: The experience of twenty-five boys*. Amsterdam: Pan/Spartacus, 1982.
- Taylor, B. (Ed.). *Perspectives on paedophilia*. London: Batesford Academic and Educational Publishers, 1981.
- Tsang, D. (Ed.). *The age taboo: Gay male sexuality, power and consent*. Boston: Alyson Publications, 1981.
- Wilson, P. *The man they called a monster: Sexual experiences between men and boys*. Australia, Cassell. 1981.

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1. TITLE OF PUBLICATION JOURNAL OF HOMOSEXUALITY		A. PUBLICATION NO. 0 0 9 1 8 3 6 9	
3. FREQUENCY OF ISSUE Quarterly		2. DATE OF FILING March 9, 1982	
4. LOCATION OF KNOWN OFFICE OF PUBLICATION (Street, City, County, State and ZIP Code) (Not printers) 28 E. 22 St., New York, NY 10010		B. ANNUAL SUBSCRIPTION PRICE \$28/\$48/\$65	
5. LOCATION OF THE HEADQUARTERS OR GENERAL BUSINESS OFFICES OF THE PUBLISHERS (Not printers) 28 E. 22 St., New York, NY 10010			
6. NAMES AND COMPLETE ADDRESSES OF PUBLISHER, EDITOR, AND MANAGING EDITOR			
PUBLISHER (Name and Address) The Haworth Press, Inc., 28 E. 22 St., New York, NY 10010			
EDITOR (Name and Address) John P. De Cecco, Center for Homosexual Education, Evaluation and Research, Psychology Building, Rm. 503, San Francisco State U., San Francisco, CA 94132			
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