

(Front Cover)

**Could they  
ALL  
have been  
WRONG?**

**Thoughts by physicians, philosophers,  
psychologists, professors, a judge, an  
attorney, and a hacker about sexually  
expressed relationships between boys  
and older males.**

**Collected and  
excerpted by  
DAVID L. RIEGEL**

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## **Journal and textbook articles by David L. Riegel:**

Effects on Boy-Attracted Pedosexual Males of Viewing Boy Erotica. (2004). *Archives of Sexual Behavior* 33 (4) 321-323.

Pedophilia, Pejoration, and Prejudice: Inquiry by Insinuation, Argument by Accusation. (2005). *Sexuality & Culture* 9 (1) 88-97.

The Real Evil Among Us. (2005). In W. J. Taverner (Ed.), *Taking Sides: Clashing Views on Controversial Issues in Human Sexuality, Ninth Edition*, 205-210. Guilford CT: McGraw-Hill/Dushkin.

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## Introduction

Whenever anyone expresses the view that there may be little or no harm in consensual sexually expressed boyhood relationships with older males, there is a predictable and acrimonious uproar, proclaiming that persons expressing such views must be ignorant, wrong, and/or have ulterior and devious motives. These negative positions are generally held and promoted by “activist groups [which] include therapists and psychiatrists, criminal-justice administrators, women's groups, sexual reformers and libertarians, and moral traditionalists and conservatives, [expressed] through the news media and popular fiction or academic and professional sources” (Jenkins, P., (1998) *Moral Panic*, New Haven CT: Yale University Press, p. 5). Assertions are made that “everybody knows” that such relationships are invariably intensely harmful, that no boy is capable of consenting to such a relationship, and a “body of evidence” is claimed as proof of all of these. In fact, these allegations originate from a small but vociferous self-serving group who call themselves “victimologists,” and there is very little credible empirical evidence to support, much less prove, their claims.

This small book is for readers who feel that the negative media hype about such relationships may be less than factual and objective, and who would like a brief and easily read overview of the opposing positive sociological, psychological, and philosophical positions. The media and their religious and political bedfellows like to pretend that such viewpoints do not even exist, and that anyone who would dare to think such thoughts is a psychopath, or, using their favorite pejoration, a “pedophile.” Some readers may be surprised to discover that

there actually are opposing arguments offered by mainstream thinkers and writers.

There is nothing new in this book. It simply reports on a sample of the numerous well qualified and impartial persons who, beginning many centuries ago and continuing right up to the present, have presented views of such relationships which disagree with the current commonly proclaimed positions. However, gaining access to the majority of these writings can be difficult, as many books had limited distribution, are now out of print, and used copies are scarce. Furthermore, scientific journals generally are available only at a few large universities or through severely restricted electronic access. Additionally, these authors' essential issues and points may be buried in long and sometimes bewildering passages loaded with obscure technical terminology.

Drawing from the most pertinent and intelligible authors, it is the purpose of this book to bring together a collection of these substantive points in an excerpted format that is authentic and cogent, as well as comprehensive to the extent possible in such a synopsis. However, these excerpts have deliberately been kept brief to make them easier to read. Due to the desire to keep the book compact and readable, self-imposed space limitations meant that many articles and authors could not be included. Therefore this collection cannot hope to be exhaustive, but it is intended to be representative of the much greater amount of similar material that exists.

The diverse writings presented in this book, from so many authors over so many centuries, and from so many backgrounds and disciplines, provide a foundation for those who wish to give serious and thoughtful consideration to the non-victimological side of the question.

Most of these writers speak of the harmlessness and even benefits of many, and perhaps the vast majority, of consensual sexually expressed relationships between boys and older males, while many others speak of the need to reexamine commonly held but unsupported negative beliefs by conducting new and extensive unbiased investigations. Given the unanimity with which they express their concerns, there are more than adequate grounds for one to question the improbable likelihood that all of these thinkers could have been wrong.

While these writers expressed ideas that were most often in direct conflict with the establishment, some of them also tended to employ the negative and pejorative language that permeated the societies in which they lived and wrote. Therefore in the source articles, and occasionally in the excerpts, one finds sexually expressed relationships between boys and older males described as “misguided,” “aberrations,” “vice,” “repulsive,” “degenerate,” etc., and participants described as “deviant,” “offender”, “victim,” etc. Readers should look beyond this superficial hyperbole to the larger and deeper thoughts which are expressed, and not pay overmuch attention to the terminology which the writer employed simply to communicate in the vernacular of his day.

The primary thrust of the articles is indicated by the title of the chapter in which they are placed, but few authors confine themselves to only one of these areas, so most often there will be considerable overlap into other categories. Some authors have different articles in more than one category, and occasionally more than one article by a given author, or articles by two or more authors, will be cited within one listing. For the benefit of those readers who wish to investigate further, the complete source information is provided within each article.



## One

### On social, political, and legal attitudes about child sexuality

#### Greece: 600 - 300 BCE

From **Percy, W.** (1996) *Pederasty and Pedagogy in Archaic Greece*. Chicago: University of Illinois Press. William Percy is a professor of history at the University of Massachusetts.

In his early twenties the young ... lover (*erastes*) took a teen-aged youth, the eromenos or beloved, to bond with and train... . Then the youth, now grown ... himself in turn took another adolescent to bond with and train. ... [N]o less a mind than Plato included pederasty among the features that distinguished ... Hellenic civilization from ... “barbarian” cultures: “[T]he barbarians ... call [pederasty] ugly, as well as philosophy ... and ... sports.” (pp. 1, 2)

The Greeks faced directly and candidly a fundamental aspect of human experience ...: men sometimes love (whether spiritually or sexually) adolescent males. ... [A]lmost all *erasti* preferred adolescents between the ages of twelve and eighteen [Ed.: Puberty in those days occurred around 14 to 16] ... [but] they would be quick to condemn our prevalent [adult male homosexuality] as extremely distasteful and even reprehensible... . [It is] important to stress ... that the Greeks we most admire almost always practiced pederasty. ... [Ed.: e.g., Pindar, Phillip and Alexander of Macedonia, Socrates, Plato, Aristotle, etc.]. (pp. 8-10)

In all of history, Athens remains the city most renowned for pederasty. Athens has also been praised for the education it afforded its youth. Nietzsche, Wilamowitz-Moellendorff, Jaeger, and Marrou, to name four great Continental scholars, all attested the preeminent excellence of Greek education. Even the Freudian George Devereux, while criticizing what he dubbed the Greeks' artificially prolonged adolescence, had to admit that they created a vibrantly intellectual youth culture: "The Greeks knew how to use for socially beneficial ends the adolescence of the adolescent. ...[T]he 'Greek Miracle'...was a successful socialization of the adolescent's creative potentialities, even in adult life." To be sure, given the absence of surviving documents, it is impossible to chart the precise impact of pederastic pedagogy on Athens' accomplishments. However, Athens did rise to grandeur only after it institutionalized pederasty. (p. 171)

The lines in *On the Education of Children* [by Plutarch, 46-120 CE] that speak about pederasty are ... pertinent... "[W]hen I think of ... the whole band of men who sanctioned affection between males, and thus guided the youth onward to learning, leadership, and virtuous conduct, I am ... inclined to emulate their example." (p. 189, 190)

Pederasty belongs with the arts as the product of the growing sophistication of society. ... Indeed, as late as ... 390 to 500 [CE] ... the pederastic love of a god-hero and a youth was celebrated unapologetically. Only with ... Christianity ... did the tradition of a thousand years finally give way. (pp. 191, 192)



## Essay on Pederasty

From **Bentham, J.**, (~1785) *Offenses Against One's Self*.  
 Jeremy Bentham (1748-1832) began to study Latin at the age of three and at twelve was sent to Queen's College to study law. However, he soon became disillusioned with the law, and especially with Blackstone, the leading authority of the day. Instead of practicing law, he decided to write about it, and he spent his life criticizing the existing law and suggesting ways for its improvement. His essay on Pederasty, however, was so radical that Bentham never found the courage to publish it in his lifetime. In it, he carefully identifies pederasty as the love of a boy by an older male, and not as what we know today as homosexuality.

I have been tormenting myself for years to find if possible a sufficient ground for treating [the participants in pederasty] with the severity with which they are treated at this time of day by all European nations: but upon the principle utility I can find none.

As to any primary mischief, it is evident that [pederasty] produces no pain in anyone. On the contrary it produces pleasure. ... The partners are both willing ... [and] if either of them be unwilling, the act is not that which we have here in view: it is an offence totally different in its nature of effects: it is a personal injury; it is a kind of rape. (p. 2)

As to any secondary mischief, it produces not any pain of apprehension. For what is there in it for any body to be afraid of? By the supposition, those only are the objects of it who choose to be so, who

find a pleasure, for so it seems they do, in being so.  
(p.3)

In Athens and in antient [sic] Rome in the most flourishing periods of the history of those capitals, regular intercourse between the sexes was scarcely much more common [than pederasty]. It was upon the same footing throughout Greece: everybody practised it; nobody was ashamed of it. ... [I]f the Gods amused themselves in this way – if Apollo loved Hyacinthus ... and the father of Gods and men could solace himself with Ganymede, it was neither an odious nor an unfrequent thing for mortal men to do so. The Gods we make, it has been well and often said, we make always after our own image. (pp. 4, 5)

The very name it went by among the Greeks may stand instead of all other proofs, [for] among the Greeks it was called Paederastia, the love of boys, not Andrerastia, the love of men. Among the Romans the act was called Paedicare because the object of it was a boy.

When the punishment [is] so severe, while the mischief of the offence is so remote and even so problematical, one cannot but suspect that the inducements which govern are not the same with those which are avowed. (p. 14)

The antipathy in question (and the appetite of malevolence that results from it) as far as it is not warranted by the essential mischievousness of the offence is grounded only in prejudice. (p. 17)

## **The Sexual Victimology of Youth**

From **Schultz, L.** (1980) *Diagnosis and Treatment: Introduction*. In *The Sexual Victimology of Youth*, L. Schultz (Ed.), Springfield IL: Charles C. Thomas. LeRoy G. Schultz is Emeritus Professor of Social Work, West Virginia University.

The effects of sexual victimization ... appear a reflection of the historical *zeitgeist* of the time. We seem to artificially create "norms" for minors and then justify departures from them as traumatic. Such fabrication is professionally unethical and possibly damaging to minors involved in sexual behaviors with others. What inappropriate trauma ideology does is pit the professional (true believer) against the child or his parents, who may feel otherwise. The risk is that a type of self-fulfilling prophecy emerges that manages to produce the problem it claims to abhor, but which it, in fact, must have in order to sustain the ideology it is based upon. ... Sexual behavior between adult and child or between two minors is neither harmful or harmless always. (p. 40)

The difficulty for some child victims centers on forcing them to take a short-lived distasteful act (in the child's mind), with few permanent consequences, and to blow it all out of proportion, forcing the child to reorient his ideas to the confused adult interpretation of the event. ... Since we are all expected to react severely to child-adult sexual encounters, such a reaction is bound to insure the unlikelihood of ... [children] escaping the difficulties produced by definition and interpretation. There is a remarkable void in the professional literature on the topic of

iatrogenesis, where the helping process is damaging or useless. ... Kinsey found in his research ... that ... children [who experienced child-adult sexuality] were more responsive sexually than the rest of the population. ... The fact of positive result ... highlights the need for open-minded research. To the extent that we put a utilitarian gloss on our disapproval of child-adult sexual encounter, we risk remaining professionally deaf to contradictory psychological evidence. (p. 41)

From **Schultz, L.** (1973) The child sex victim: social, psychological, and legal perspectives. *Child Welfare* 52, 147-157. Quoted in *Adult Sexual Interest in children* (1981) Cook, M., and Howells, K., (Eds.) New York: Academic Press, p. 227.

By far the greatest potential damage to the child's personality is caused by society and the victim's parents, as the result of (1) the need to use the victim to prosecute the offender, and (2) the need of parents to prove to themselves, family, neighborhood and society that the victim was free of voluntary participation, and that they were not failures as parents. (p. 150)

## Here There Be Dragons

From **Constantine, L. & Martinson, F.** (1981) *Child Sexuality: Here There Be Dragons*. In *Children and Sex*, Boston: Little, Brown and Company. Larry Constantine is Co-Director, New England Center for Family Process, Arlington, MA, and was formerly with Tufts University School of Medicine, Boston, MA. Floyd Martinson is Professor of Sociology at Gustavus Adolphus College, St. Peter, MN.

Although the frontiers of knowledge have been steadily advanced in the field of human sexuality, the area of the sexuality of children lies mostly in that territory at the edges of our psychological maps bearing only the legend, "Here there be dragons." As their ancestors centuries ago faced the unexplored regions of the earth with terror and fascination, so today's adults seem to fear to approach issues of child sexuality and therefore are reluctant to attempt discovery of its truths.

Yet in this little-known territory of childhood are contained the core material from which our adult sexuality is formed. Our basic sexual identity as male or female; our primary sexual orientation to the same or to the opposite sex; what arouses us sexually and what turns us off; our sexual fears and preoccupations; all these and more are fixed or first established in childhood. Despite or perhaps because of this pre-eminence of early experiences, knowledge of child sexuality remains *terra incognita* to many adults, forbidding and even frightening.

This climate of opinion and the social context profoundly shape what can be researched, and how. The subject of exploration of child sexuality is therefore much more than a scientific matter. We may need answers to questions that are not yet permitted to be asked. Present research designs may be inadequate, yet they may be all that can be done. Asked when he thought the type of research for which he and Virginia Johnson had become famous might be conducted with children, William H. Masters responded that it would not be in his lifetime. The politics of child sexuality, as determined by the responses of individuals, organizations, and institutions to proposals for scientific study, are far more likely than scientific matters to be the cause of continued ignorance about our sexual origins. (pp. 3, 4)

## Age Structures in Pedophilia

From **Mohr, J.** (1981) Age Structures in Pedophilia. In *Adult Sexual Interest in Children*, Cook, M., and Howells, K. (Eds.) New York: Academic Press. J. W. Mohr is associated with the Osgood Hall Law School, York University, Downsview, Ontario, Canada. Italics are in the original.

Research as well as public interest concerning sexual interaction between adults and children have focused ... primarily on the adult. There is a cultural assumption, if not a conspiracy, to ... present ... pedophilia in a way which excludes its treatment as an interaction phenomenon. This bias is brought about by deeply entrenched social norms which hide the very [basis] of the problem from which public anxiety, criminal prohibition, punishment, treatment and research activities flow.

[C]hildren's sexual interests as such have never been acknowledged ... [and they are] basically still treated as asexual beings... . We can thus observe all the attributes of a taboo, in which sex play between children can still be ignored or controlled by social disapproval, but in which sexual interaction between adults and children ... has to be publicly stigmatized and controlled by institutional means. (p. 41)

The difficulty for the researcher, as well as the critical analyst, is that the former is constrained in his activity since direct exploration of children's sexuality is rejected out of hand, while the latter is constrained by the absence of content in the normative structure, since the culture easily speaks of sexual *abuse* of

children but provides no basis for an examination of the sexual *use* of children. Under these condition ... research tends to isolate the phenomenon defined as deviant from its context, this is the nature of demonology.

[I]f we speak of adult sexual interest in children in the context of ... Western societies, we can only come to a deviant definition since there is no room in the normative structure for this form of behavior. Once a phenomenon is defined as deviant ... the majority of our data will come from ... the criminal justice and psychological adjustment systems. Since “adult interest in children” cannot be seen as *prima facie* deviance, the stumbling block is obviously in the word sexual.

[T]he definition of “sexual” is highly amorphous, if present at all. The need for a definition, and thus a conscious representation, only arises when the taboo is broken and the behavior can no longer be ignored. (pp. 42, 43)

In general [pedophilic behavior] represents the form of sexual exploration among children. (p. 44)

The quality of interaction [of children] with adults is ... similar to that between children and is rarely aggressive or obtained by force. The interaction is nevertheless seen as highly problematic and characterized as deviant and criminal. Looking at the nature of most incidents it is difficult to understand why this should be, ... This anxiety and the demonology to which it gives rise is not accounted for by pedophilic incidents themselves. (p. 51)



## Understanding Childhood Sexuality

From **Plummer, K.** (1991) *Understanding Childhood Sexualities*. In *Male Intergenerational Intimacy*. New York: Harrington Park Press. Ken Plummer is Lecturer in Sociology at the University of Essex, Colchester, UK.

Over the past decade paedophilia and child sexual abuse have increasingly been transformed into a public issue ... [and] have rarely been out of the public eye. As homosexuality has become slightly less open to sustained moral panic, the new pariah of 'child molester' has become the latest folk devil to orchestrate anxieties over the political, moral, and interpersonal life of western societies. (p. 231)

Each side in this debate has produced its own ... literature – one organized around the symbol of 'child sexual abuse' ... and the other around the symbol of 'child love'... . Child sexual abuse uses the rhetoric of rape, exploitation, violence, power and seduction... . In contrast, child love uses the rhetoric of love, consent, joy, willingness and choice ... it would seem that both cannot be right. (p. 232)

Such ... constructs help to polarize debates rather than clarify them because they each rest upon a limited and limiting view of ... childhood sexuality. Where one stands in the current moral panic over children and sexuality is likely to be directly linked to these constructions. (p. 233)

[T]he assumption is made that children are indeed sexual creatures. But such an assumption, perhaps increasingly widely held today, can lead in

two diametrically opposed directions. ... William Reich [MD, 1897-1957] suggested a strong version of this argument: encourage children to experience their 'natural' sexuality from the earliest of ages, and it will help them to become better, fully functioning, adults. A happy childhood sex life leads to creative, life affirming adults. ... Children's natural sexuality should not be thwarted; to do so is to cripple children in their prime. (p. 234)

There is much evidence ... on the irrefutable existence ... for something that can be called 'sexual' by young children – a capacity that is often manifested in various 'sexual' behaviors. In those societies where sexuality is viewed positively and encouraged among children, nearly all boys and girls move from vague fingering of the genitals in the very early years to a systematic masturbation by the age of six or eight... . (p. 236)

## The Pattern of Sexual Politics

From **Mirkin, H.** (1999) The Pattern of Sexual Politics. *Journal of Homosexuality* 37 (2). Harris Mirkin is Associate Professor in the Department of Political Science at the University of Missouri-Kansas City. This article aroused the ire of the Missouri legislature, which cut \$100,000 from the academic's university appropriations as "punishment." But university administrators stood firmly behind his academic freedom.

[T]here is a two-phase pattern of sexual politics. The first [phase] is a battle to prevent the battle, to keep the issue from being seen as political and negotiable. ... The second phase more closely resembles traditional politics as different groups argue over rights and privileges. ... [P]edophilia is in the first [phase]. (p. 1, abstract)

This article will develop a model of sexual politics ... and then use the model to clarify the current political situation of pedophiles. ... Sexual issues ... have been [one of] the major ones that have caused a suspension or diminution of constitutional rules and of normal political and Bill of Rights protections. ... Sexual power positions are fiercely held and outcast groups ... have little political protection. (pp. 2, 3)

Essentialists, fundamentalists, and Natural Law advocates claim that their categories reflect an underlying physical or moral reality... . Social Constructionists and multi-culturalists argue that that the categories are social creations, and that realist conceptions simply protect the sexually privileged. ... [and

that] the concept of child molestation is a culture and class specific modern creation. (p. 4)

During Phase I struggles there is initially an overwhelming emotional and intellectual consensus around sex and gender issues. Sexual dissidents (deviants) are not heard by the dominant society, and are not conscious of themselves as a group that has a right to make political claims. ... [M]embers of the subordinate group begin to identify with each other and to think of themselves as oppressed rather than a evil or inferior. ... The groups talk as though they can force the dominant society to change, [but] the weak cannot simply take power from the strong... . (pp. 5,6)

At this point there is a pre-debate. Dominant groups deny that there is anything to discuss... . Dissenters are dismissed as “radical,” “crazy,” “evil,” or “cult” figures. ... The subordinate group is viewed as nihilistic, and sharp limits are placed on their speech and art on the grounds that they are disgusting, pornographic, dangerous to the social order and seductive of the innocent. ... Forbidden sexual worlds are portrayed as areas inhabited by psychopaths and criminals... . Attempts to counter negative propaganda with more realistic information ... meet with censorship, and there are continuous ideological struggles... . (p. 7)

Psychology has been the primary site for disputes about normalcy... [and] has almost always functioned as a supporter of the dominant ideology. ... [I]ssues are framed in terms of nature, and of absolute good and evil. Real discussions of pedophilia, as opposed to ritualistic condemnations, are almost non-existent. (pp. 10, 12)

## What You Can't Say

From **Graham, P.** (2004) *Hackers & Painters: Big Ideas from the Computer Age*. Sebastopol, CA: O'Reilly Media. Paul Graham, designer of the new Arc computer language, was the creator of one of the first web-based applications, and furnished the technique upon which most “spam” filters are based. He has a PhD in computer science from Harvard University and studied painting in, among other places, the *Accademia* in Florence.

It's the nature of [clothing] fashions to be invisible... . [T]here are moral fashions, too. But they're just as arbitrary and just as invisible to most people. But they're much more dangerous. ... Dressing oddly gets you laughed at. Violating moral fashions can get you fired, ostracized, imprisoned, or even killed. (p.34)

Like every other era in history, our moral map almost certainly contains mistakes. If you believe everything you're supposed to now, how can you be sure you wouldn't also have believed everything you were supposed to if you had grown up among the plantation owners of the pre-Civil War South, or in Germany in the 1930s... . Odds are you would have. (p 35)

In every period of history, there seem to have been labels that got applied to statements to shoot them down before anyone had a chance to ask if they were true or not. ... We have such labels today, of course, quite a lot of them, from the all-purpose “inappropriate” to the dreaded “divisive.” ... So [a] way to

figure out which of our taboos future generations will laugh at is to start with the labels. (p. 37)

Another way to figure out what we're getting wrong is to look at what used to be acceptable and is now unthinkable. ... By the time you get to social questions, many changes are just fashion. The age of consent fluctuates like hemlines. ... In our own time, different societies have wildly varying ideas of what's ok and what isn't. ... In one culture [a given behavior] is ok, and in another it's considered shocking. My hypothesis is that the side that's shocked is most likely to be the mistaken one.

I suspect that the only taboos that are more than taboos are the ones that are universal or nearly so. Murder, for example. But any idea that's considered harmless in a significant percentage of times and places, and yet is taboo in ours, is a good candidate for something we're mistaken about.

Kids' heads are repositories of all our taboos. It seems fitting that kids' ideas should be bright and clean. The picture we give them of the world is not merely simplified ... but sanitized as well, to suit our ideas of what kids should think. ... But one wonders, do we tell them this stuff for their sake, or for ours? ... The important thing for our purposes is that, as a result, a well brought-up teenage kid's brain is a more or less complete collection of all of our taboos – and in mint condition, because they're untainted by experience. Whatever we think that will later turn out to be ridiculous, it's almost certainly inside that head. (pp. 38-40)

## Two

### On biased, misdirected, and otherwise faulty research:

#### Introduction to Pedophilia

From **Feierman, J.** (1990) Introduction to *Pedophilia: Biosocial Dimensions*. New York: Springer-Verlag. Jay R. Feierman, is professor of psychiatry at the University of New Mexico. He is also associated with the Department of Behavioral Medicine at Presbyterian Healthcare Services in Albuquerque, NM, and has served as psychiatrist for 20 years at the Servants of the Paraclete in New Mexico.

If we were to judge the seriousness of a psychological problem by the attention that the popular media give to it, we would have to conclude that the modern world is in the midst of an epidemic of pedophilic child sexual abuse. One can scarcely go more than a few weeks in any large metropolitan area without reading about one of the community's upstanding citizens discovered to have been sexually involved with children or adolescents.

The attention that the popular media gives this topic is paralleled by the attention that it receives in the social sciences, where literally dozens of books and more than a thousand articles have been published on it in the past few years. In fact, “child sexual abuse,” along with “co-dependency” and “dysfunctional family” have become the avant-garde psychological clichés of the decade. However, most of the lay and professional literature ... is anthropocentric be-

cause the topic often is discussed as though humans were the only species in which sexual behavior between adults and nonadults is found. The writing is ethnocentric because the behavior is discussed as though it were, somehow, peculiar to Western industrialized societies. The writing is chronocentric because the behavior is discussed as though it were a recent development in the history of the human species. All of these “-centrisms” obscure the fact that the behavior is seen in other species, societies, and times and has to be understood within these broader contexts. (p. 1)

Human behavior, like human anatomy, has evolved. ... Selected behavior that leads to an increased chance to survive and reproduce is called “adaptive behavior.” ... Because of our current understanding of the evolutionary process, the biosocial perspective systematically asks the question, **Is** or **was** a particular behavior adaptive? It is legitimate to ask that question regarding ... adult human sexual behavior with children and adolescents.

Many social scientists would argue that the determinants of adult human sexual behavior with children and adolescents simply are culturally transmitted across generations by social learning. ... This volume ... [will develop] the thesis that aspects of this behavior result from an interaction of genetic and nongenetic determinants and that in many instances there is strong support that some of the genetic determinants were subjected to positive selective pressures or were the by-products of selective pressures in our evolutionary past. ... [which] suggests why there is a proclivity towards the behavior... (p. 2)



## The Expert Witness

From **Dawes, R.** (1994) *House of Cards: Psychology and Psychotherapy Built on Myth*. New York: Free Press. Robyn Dawes is University Professor in the Department of Social and Decision Sciences at Carnegie-Mellon University. His *Rational Choice* won the 1990 William James award. Italics are in the original.

But the worst ... of all is ... to make up one's own psychological theories, to make up one's own tests, and present the "results" of one's fantasies in a legal setting as an "expert" witness. ... in the area of ... child sexual abuse. [This] began with a gross overestimation of the incidence of child sexual abuse ... [and] has been reinforced by ... definitional ambiguity ... [of] any sexual contact before age eighteen with an [older] person ... no matter how brief. Meanwhile, when the general public hears of child abuse, they think of forced intercourse... . (p. 155)

The next step in the creation of the child abuse fantasy has been to assert that "children never lie" (except, of course, when they deny being abused). ... There is, of course, no evidence that children never lie, ... The implication is that ... children ... cannot be persuaded that important events occurred in their lives when they actually didn't. ... In the area of child abuse, experiences that presumed victims have "re-called" include being parachuted from airplanes and molested on the way down, ... It is simply not true that people *either* lie *or* tell exactly what occurred *or* forget. ... [Rather,] recall is an active search process involving reconstruction of the past, and ... the process leading to this result is anything but a simple

reactivation of the actual past. ... [P]sychologists ... could not make confident statements about what occurred in their client's past on the basis of what these clients have been guided to recall. (pp. 156, 157)

[E]xperts go on to provide lists of "symptoms" of sexual abuse that children may display. [Ed.: A list of 48 supposed "symptoms" follows, including such things as "excessive day-dreaming," "fear of being left alone," "sleepwalking," etc.] This list includes, of course, virtually every behavior about which parents may be concerned ... and even a few ... about which most parents are not concerned, ... [T]his list bears a remarkable resemblance to lists of supposed symptoms of masturbation that were proposed around the turn of the century ... [and] also reflects a remarkably incorrect belief that perfectly normal boys ... have no interest in sex. (pp. 157-159)

[T]he child who is suspected to be a victim is often asked to play with "anatomically detailed dolls" (ADDs)... . Again there is no scientific evidence that doll play has any validity in determining whether a child has been sexually abused. ... [In a study], mental health professionals *failed* to distinguish between abused (for certain) and nonabused children. ... [P]erfectly normal children often play with the dolls in ways the "experts" believe are diagnostic of abuse, ... [D]oll play, however, actually only distinguishes between the suspected and the non-suspected. (pp 159-161)

## Science as Social Advocacy

From **Okami, P.** (1994) "Slippage" in Research on Child Sexual Abuse: Science as Social Advocacy. In *The Handbook of Forensic Sexology*, J. Krivacska & J. Money (Eds.) Amherst, NY: Prometheus Books. Paul Okami is a Professor in the Department of Psychology at the University of California, Los Angeles. His published articles in various scientific journals and books go back at least to 1990.

In the field of human sexuality there has recently occurred a particularly massive "slippage" of legal, moral, and socio-political constructs and definitional criteria into scientific research... . Indeed, some current sex research appears to serve less a social inquiry than a social advocacy function. This trend has hampered the development of sound professional consensus and the establishment of a coherent data base in many research areas. (p. 559)

Nevertheless, two mandates of science are to describe and classify phenomena. It is doubtful whether incidents such as [the verbal proposition of one 17-year-old by another 17-year-old] belong in the same category as ... the coerced sexual penetration of an eight-year-old child by an adult. Slippage of legal definitions of "child" and moral or sex-political definitions of "sexual abuse" thus compromise the validity of [one researcher's] finding by creating a unitary category of pathology ("child sexual abuse") from a heterogeneous group of behaviors that were variable in type and degree of pathology. (p. 561)

[A] child may be defined as “a person below the age of puberty” and child sexual abuse as “physical intrusions of a sexual nature by an adult or older adolescent that are perceived by the child ... as unwanted or unpleasant or otherwise abusive.” Although the ... definition is not ideal, ... it is still preferable from a scientific point of view to definitions that create a unitary category of pathology from a group of [widely different] behaviors. (p. 562)

Compounding these definitional problems is the tendency of researchers ... to use the term “abnormal” in the absence of empirically derived baseline norms. ... [B]ehaviors considered by these researchers to be “abnormal” (i.e., “abusive”) includes types of childhood behaviors ... that occur quite commonly throughout the world ... [and] are tolerated more often than not crossculturally. ... [T]here is certainly no evidence to suggest that such behaviors are in any way “abnormal.” (p. 564, 565)

Exaggerated claims of prevalence or [effects] of child sexual abuse encourage adult overreaction to the discovery of childhood sexual behavior such as masturbation or sexual rehearsal play. Overreaction and other negative messages typically imparted to American children about their own sexuality have been identified repeatedly as correlates of adult psychological or sexual dysfunctions. (p. 568)

[C]laims of ... sexual abuse have also contributed to a recent ... abandonment ... of physical affection toward children... . [whereas] physical affection and parental warmth have been identified as critical factors in childhood development. (p. 568, 569)

## Is Pedophilia a Mental Disorder?

From **Green, R.** (2002) Is Pedophilia a Mental Disorder? *Archives of Sexual Behavior*, 31 (6). Richard Green, MD, JD, is associated with the Imperial school of Medicine, Gender Identity Clinic, Department of Psychiatry, Charing Cross Hospital, London, England, and with the Institute of Criminology, University of Cambridge, Cambridge, England

Among the Siwans (Siwa Valley, North Africa), ... all men and boys engage in anal intercourse. Males are singled out as peculiar if they did not do so. ... Among the Aranda ... (Central Australia) pederasty is a recognized custom. ... Among the Etoro of New Guinea, from about the age of 10 years boys would have regular oral sex with older men, swallowing the semen to facilitate growth. ... These [and several other] cross-cultural examples are not cited to argue for similar practices in Los Angeles or London. But are we to conclude that all adults engaged in these practices were mentally ill? If arguably they were not pedophiles, but following cultural or religious tradition, why is frequent sex with a child not a mental illness under those circumstances? (pp. 467, 468)

For skeptics of the relevance of these cited exotic examples, for three centuries [until about 1880] the age of sexual consent in England was 10. This was not in some loin cloth clad tribe living on the side of a volcano, but the nation that for six centuries was already graduating students from Oxford and Cambridge. (p. 468)

[The] ... study of ... pedophiles is hampered by sample bias. Nearly all studies involve prisoners or those convicted of a criminal offense. These are doubtful representatives of all pedophiles who have contact with children and certainly not representative of pedophiles who confine their eroticism to fantasy and so do not break the law. [The convicted offenders in the studies] are a small fraction of all offenders, the most flagrant and repetitive in offending, most socially disadvantaged, and least able to persuade criminal justice authorities to let them off. (p. 468)

A unique study [done in the early 1980s] ... evaluated nonprisoner, non-patient pedophiles. ... [T]he most striking thing about [the results of this study] is how normal the paedophiles appear to be according to their scores on these major personality dimensions – particularly the two that are clinically relevant [i.e., neuroticism and psychoticism]. ... [I]ntroversion [which was higher] in itself is not usually thought of as pathological. (p. 469)

Sexual arousal patterns to children are subjectively reported and physiologically demonstrable in a substantial minority of “normal” people. Historically, they have been common and accepted in varying cultures at varying times. ... The question is: Do they constitute a mental illness? Not unless we declare a lot of people in many cultures and in much of the past to be mentally ill. (pp. 470, 471)

### Three

#### **On the use of inflammatory and pejorative language:**

#### **A Continuum Model of Participants and Experiences**

From **Nelson, J.** (1989) Intergenerational Sexual Contact: A Continuum Model of Participants and Experiences. *Journal of Sex Education & Therapy*. 15 (1). Joan A. Nelson, EdD, is a sex educator and clinical sexologist in private practice in San Francisco. Her published research deals with the phenomenon of intergenerational sexuality.

Intergenerational sexual contact has been conceptually limited to a problem-oriented, victim/violence model that often neglects participants' perceptions and other variable situational factors. Most operational definitions include only unwanted or problematic experiences or samples taken entirely from disturbed populations.

Impartial scientific models, which seek to understand the world as it really is, must assume that any event can occur ... including ... all types of childhood sexual experience with adults. (p. 3)

The visionary adult gives the child love that is not conditional upon sex, and participates in sexual contact ... in response to a child's attempts to acquire practical knowledge. Many visionaries believe the troubles that characterize our times are rooted in childhood sexual expression that prohibits age-free expression of sexual affection. (p. 4)

The continuum model of intergenerational sexual contact ... must allow for all kinds of children, including informed, consenting, and initiating participants. Such a balanced typology supercedes the unscientific belief that all children who consent and initiate do so because they are powerless. (p. 5)

## RECOMMENDATIONS

In the face of age-old taboos and the horrors of child abuse, it is hard for educators, research designers, and other shapers of social policy to be nonjudgmental about intergenerational sex. Nevertheless, as scientists we must recognize this larger field of inquiry and not limit the conceptual base to inferences belonging to the victimology model. ... Noncondemnatory terms are recommended... .

*Intergenerational Sexuality.* One terminology distinction that is easy to establish is that between incest, sexual abuse, and intergenerational sex. Incest is not always between child and adult. Intergenerational sex is not always between relatives. And neither phenomenon is always abusive in character. ... [I]ntergenerational sexuality is ... the term of choice...

*Sexual Experience.* The words abuse, victimization, molestation, assault, and exploitation have been used as sweeping terms for all expressions of intergenerational sex. To be scientifically objective ... the continuum model suggests that the inclusive, noncondemnatory term sexual experience be used... .

*Participant.* The third recommended term, participant, recognizes the full continuum... . (pp. 8, 9)



## Sociopolitical Biases

From **Okami, P.** (1990) Sociopolitical Biases in the Contemporary Scientific Literature on Adult Human Sexual Behavior with Children and Adolescents. In *Pedophilia: Biosocial Dimensions*, J. Feierman (Ed.) New York: Springer-Verlag. Paul Okami is a Professor in the Department of Psychology at the University of California, Los Angeles.

The group ... associated with [victimology-based] writings ... includes researchers and clinicians as well as political activists and popular writers [and] characteristically employs polemical devices and research methods that blur the line between social science and social criticism. Most ... view themselves not only as social scientists but as social critics. An assumption of moral purpose, sometimes bordering on self-righteousness, emerges from ... their work. ... Highly subjective and untested assumptions regarding childhood experience and human sexuality abound in these writings. (p. 91)

[R]esearchers ... who may wish to establish a relative degree of objectivity in this difficult field and avoid the rhetorical excesses ... often are attacked by victimologists... . Through personal attacks, the victimological paradigm is ... promoted as the ... only theoretical structure that can explain the “truth” about ... sexual abuse. ... [A] substantial body of research exists whose data contradict ... victimological approaches ... [but] virtually no in-depth critiques of the victimological paradigm ... have appeared ... [for] few authors look forward to being branded “condoner of child molestation.” (p. 92)

[T]here is evidence to suggest that the current moral crusade against abuse does, in fact, bear a great deal in common with Victorian beliefs, values, and sexual ideology. ... The Victorian idealization of children as sexless innocents is clearly apparent in victimologists' repeated, unsubstantiated assertions that children are by definition incapable either of desiring or voluntarily cooperating in a sexual interaction with an adult. (pp. 94, 96)

Many cultural feminist and victimological writers ... assume the existence of a clear line of demarcation between erotic feelings and affectional feelings and without substantiation suggest that, in the case of adult/nonadult relationships, these feelings are mutually exclusive.

Assumptions such as these, and the consequent exclusive use of negatively loaded terminology such as "abuse," "assault," "attack," "molestation," "exploitation," or "victimization" to refer generically to all adult human sexual behavior with children and adolescents, confound attempts to understand such interactions and may reflect ... a serious conflict of interest between scientific inquiry on the one hand and enforcement of social norms or propagation of political ideology on the other. (pp. 98, 99)

[T]he transmission to children and adolescents of fearful and negative messages about sex ... may well constitute a form of sexual abuse affecting a great many more children than are victimized in the traditional sense. (p. 113)

### Unclear and Value Laden Terminology

From **Jones, G.** (1991) *The Study of Intergenerational Intimacy in North America: Beyond Politics and Pedophilia*. In *Male Intergenerational Intimacy*, New York: Harrington Park Press. Dr. Gerald P. Jones was Affiliated Scholar in the Institute for the Study of Women and Men in Society at the University of Southern California from 1986 to 1990.

[A] distinction often lacking in child sexual abuse studies is that between various behaviors which “abuse” or “pedophilia” is thought to include. ... [When] such terms are poorly defined and over-generalized to include too wide a range of behaviors, scientific precision is lost. ... It is apparent that when a single study can encompass [many highly diverse behaviors], the use of a single umbrella term such as “child sexual abuse” is ill-advised. ... [Furthermore] terms are often used in value-laden and prejudicial ways. (p. 283)

If studies of child sexual abuse were limited to behavior meeting a strict definition of the term, then such terms as “assault” or “molester” would be acceptable, when clearly defined. Even in such studies, however, if the parameters are clear and issues are accurately defined, the use of less value-laden terms might serve objectivity better. Terms such as ... “sexual assault victim” and “assailant” could be replaced by the more neutral “child” and “adult.” It is difficult to imagine that the literature in other scholarly disciplines would tolerate such a moralistic or emotional tone.

In summary, the evidence presented in this section underscores the necessity for serious researchers to insist that emotion-charged and substandard scholarship be exposed wherever it appears. Writers who neglect to define “child” when talking about child sexual behavior and abuse or to distinguish between child and adolescent should be questioned. Researchers whose samples are biased, whose conclusions are over-broad and emotional, or whose “research” consists mostly of secondary sources and focuses on extreme, lurid, non-representative and intentionally shocking case material should be challenged. (p. 284) [Ed.: Jones cites 14 examples of such “emotion-charged and substandard scholarship” in the paragraph from which the above is excerpted.]

Effective public policy in a free society is only possible when the best information is available for decision making. Regardless of trends in popular culture, social science need to rise above special-interest research, attain the highest standards, and provide that information. The limited concepts [which victimologists consider] appropriate for the child sexual abuse research tradition should be augmented and expanded into the more inclusive study of intergenerational intimacy. (p. 289)

### Biased Terminology Effects

From **Rind, B.** and **Bauserman, R.** (1993) Biased Terminology Effects and Biased Information Processing in Research on Adult-Nonadult Sexual Interactions: An Empirical Investigation. *Journal of Sex Research*. 30 (3). Bruce Rind, PhD, is an Adjunct Professor in the Department of Psychology at Temple University. Robert Bauserman, at the time this article was published, was associated with the Department of Psychology at Syracuse University. Subjects of this research experiment were 80 undergraduate students at a university.

“Child sexual abuse” ... is a catch-all term for any sort of adult-nonadult sexual contact. Other terms frequently used ... include “sexual exploitation,” “molestation,” and “victimization,” ... [T]he use of such terms is often based not on effects upon the child, but upon age discrepancy and community standards about what is an exploitative sexual relationship.

The terms used to describe the younger individual involved are equally negative in their implications. ... [He] is variously labeled a “victim,” “molested child,” “sexually exploited child,” or “survivor.” Again, these labels are frequently employed without reference to the issue of the effects on the younger individuals or to their own characterization of their experience. ... Similarly, negative terms have been frequently used without qualification to describe the older individuals involved in these contacts. ... [i.e.,] “offender,” “aggressor,” “assailant,” “exploiter,” and “perpetrator.”

Recently, some authors have begun to question the indiscriminate use of terms suggesting victimization and harm in describing all such contacts. ... [R]esearchers often fail to distinguish between “abuse” as some type of harm to the child or adolescent and “abuse” as a violation of social norms. This is problematic ... because it is not scientifically sound to assume that violations of the social norms lead to harm for the child or adolescent. (p. 260)

[Some have]...suggested an alternative terminology for describing adult-nonadult sexual contacts. The need for this alternate terminology ... is indicated by reviews of empirical investigations which have demonstrated that the reactions of nonadults to their sexual contacts with adults are not exclusively negative. ... Recommended changes included the use of ... [terms such as] “sexual experience” ... [and] “participant.” ... [It was] argued that these neutral terms should be used in describing specific cases unless and until negative terms are shown empirically to be appropriate. (p. 261)

Results ... showed that the students’ impressions of both specific and general cases of sexual contacts between male adolescents and adult males were negatively biased by negative terms... . This finding indicates that, by describing specific cases of adult-nonadult sexual relationships with negative terms, researchers can give their readers the impression that ... these relationships are abusive even when the evidence ... pointed to neutral or even positive outcomes... . It is also important to note that the biasing effects ... seemed to occur without the awareness of the students. (p. 266)

## Four

### On the harassment of legitimate researchers

#### Publisher's Introduction

From **Global Academic Press**, (1987) Publisher's Introduction to *Boys on their Contacts with Men* by Sandfort. Elmhurst, NY: Global Academic Press.

Theo Sandfort was, in 1987, a social psychologist and Assistant Professor in the Department of Clinical Psychology at Utrecht University in the Netherlands, and is currently an Associate Professor of Clinical Psychiatry at Columbia University in New York City.

The response of the American psychological and psychiatric professions to Sandfort's work was interesting. David Mrazek ... elected not to discuss the research itself with any seriousness but in *Contemporary Psychology* (30 (1)), the book review journal of the American Psychological Association, restricted himself to moral condemnation: Sandfort should never have investigated this phenomenon because in doing so he was "rationalizing" a "criminal activity" (an extraordinary position for a scientist to take about sexological research) ... it was in part "sponsored by an organized group of pedophiles," a statement that must have surprised the Dutch government which had provided all but a minuscule part of the funding!

David Finkelhor has built his public reputation around the burgeoning "child sex-abuse" issue... . In the October 1984 issue of *Forum* magazine, Finkelhor wrote that ... the boys were not being honest with the

researcher; his own research showed that “most kids react negatively” to sexual encounters with adults (actually, Finkelhor’s own research, despite its near-fatal skew, showed that less than 40% of his males who, as boys, had had sexual encounters with males thought of them as traumatic experiences!); finally, no boy can really give consent to having sex with an adult because of the inherent asymmetry of power, an assertion which American commentators are fond of making and which lands them deep in semantic and politico-philosophical quicksand.

Masters, Johnson, & Kolodny ... didn’t seem to have been very well acquainted with Sandfort’s work, yet felt free to criticize it in ... their ... college textbook *Human Sexuality* ... the authors went on to say that Dr. Sandfort interviewed his boys in the presence of the pedophile... . As Sandfort makes abundantly clear in all of his professional reports, none of the boys were interviewed in the presence of the pedophile. ... [The same authors assert] that the boys “were so intimidated by the pedophile that they were afraid to say anything against him.” Nothing could be further from the truth ... [as seen in] the text of the book itself

Sandfort's work, then, seemed to have touched a sensitive nerve in America. It challenged some rather basic premises upon which a number of well publicized careers had been built. If his work could not be totally ignored, at least it could be misrepresented and morally condemned in professional circles. (pp. 8-10)



### **The Pedophilia Smear**

From **Bullough, V.** (ca. 1999) *The Pedophilia Smear* is a compilation of various speeches given by Dr. Bullough, who has, by personal communication, given his approval for the document which is currently posted on the Internet at <http://www.shfri.net/bullough/pedsmeat.html> Vern Bullough, PhD, DSci, RN, was the founder of the Center for Sex Research at California State University in Northridge, and served as Dean, Faculty of Natural and Social Science, State University College at Buffalo, NY. He was awarded the title of Distinguished Professor of History and Social Sciences, and is now a State University of New York Distinguished Professor Emeritus. He was also awarded an honorary Doctor of Science for his research into sexuality.

In June 1998, Bruce Rind, Philip Tromovitch, and Robert Bauserman published a meta-analysis of 59 studies dealing with child sexual abuse based on college samples... . They reported that ... the negative effects of child/adult sexual interaction were neither pervasive nor typically intense, and males were less harmed than females. ... A year earlier Rind and Tromovitch reached similar conclusions about child sexual abuse using a national probability sample. ... the two studies led to a firestorm of controversy which eventually resulted in a congressional resolution condemning them.

In August 1998 the Center for Sex Research at California State University in Northridge held a world conference on pornography. ... That conference also resulted in a storm of controversy, and ultimately in a state legislative investigation that charged the confer-

ence with encouraging pedophilia. ... Such accusations arose, I believe, from a deliberate policy to arouse public opinion against sex research. ... [T]hose most hostile to change ... adopt several tactics ...[and] their most effective weapon is to seize on hot-button issues that revolve around children.

The result [of the above policy] was a twentieth-century witch trial of hundreds associated with the child care industry. So pervasive was the belief in widespread child abuse that anyone who challenged it was accused of being a child abuser. ... Although most of those charged ... were eventually acquitted, many served long terms in jail. ... This was the ... atmosphere when Rind ... published their meta-analysis ... and the Northridge conference was held.

Researches into pedophilia thus have few sources to rely on – either the accounts of convicted pedophiles or the memories of children actually or allegedly sexually abused. The former are not particularly reliable, and the latter have often been manipulated by a therapist.

The only remaining source is the recollected memories of adults or near-adults... [which] furnished the data for ... Rind... . Yet even their use of this second-hand data rendered them controversial. Their mere scholarly interest in pedophilia opened them to the charge of being pro-pedophilia... .

Such irresponsible charges make headlines. ... [but] will never turn the United State back to its mythical past. [Ed.: As an Internet document, there are no page numbers.]

## When Worlds Collide

From **Lilienfeld, S.** (2002) When Worlds Collide. *American Psychologist* 57(3). Scott O. Lilienfeld, PhD, is Associate Professor of Psychology, Graduate Program in Clinical Psychology with the Department of Psychology at Emory University, Atlanta, GA. He is widely known for debunking what he calls “pseudo-science,” including some of the classics like Rorschach tests and repressed memories.

**Context:** This article was written in support of academic freedom after the fracas that followed the 1998 publication of the celebrated Rind *et al.* meta-analysis in the *Psychological Bulletin*, the premier publication of the American Psychological Association (APA). The article was first accepted for publication by the APA, and then canceled because of the fear that it would engender even more adverse political reaction. After a firestorm erupted over the cancellation, a special issue of *American Psychologist* was published to discuss both the Rind paper and the reactions to it which threatened to split the APA into warring camps.

[An] issue raised by the Rind *et al.* affair concerns the vital importance of defending scientists' rights to explore controversial research questions, draw conclusions that are potentially unpopular, or both. ... [Various people] did vehemently criticize the APA's decision to publish [Rind *et al.*] ... . [T]his ... runs counter to the spirit of open scientific inquiry, which mandates that researchers be free to report any and all findings in an unencumbered fashion. This principle was upheld by the APA Council of Representatives [in 2000, who] ... unequivocally

affirmed the importance of protecting scientists' right to report controversial or unpopular finding... . I think it would be ill advised to ignore the threat to scientific freedom posed by the efforts of influential individuals in the media or political world. (p. 183)

One likely reason that Rind *et al.*'s findings were roundly denounced is that they contradicted many individuals' intuitions and convictions. ... [This] affair demonstrates that when social science research and common sense clash in the court of public opinion, common sense is often the winner. Dr. Laura's remark that any scientific findings that conflict with common sense should ... be regarded as erroneous strikes a responsive chord with much of the general public. ... [M]any ... have pointed out that science involves placing favored hypotheses in grave danger of refutation. The more cherished a claim, the more deeply it is ingrained in a belief system, the more crucial subjecting it to the risk of falsification becomes. As Carl Sagan pointed out, one must be especially cautious about accepting claims that accord with strongly held beliefs, as such claims are often found to be subjectively compelling or even intuitively obvious. ... The scientific method remains the optimal method of rooting out error and myth, ... [and] scientists must be encouraged to report findings and draw conclusions that run counter to common sense. (pp. 185, 186)

Thomas Huxley (1825-1895): "Sit down before fact as a little child, be prepared to give up every preconceived notion, follow humbly wherever and to whatever abysses nature leads, or you will learn nothing." (p. 186)

## Five

### On the prevalence and nature of mutual sexual attraction between boys and older males :

#### Pederasty is Universal

From **Schopenhauer, A.** (1819) *Die Welt als Wille und Vorstellung* (*The World as Will and Representation*) Supplements to the Fourth Book, Chapter XLIV (Metaphysics of the Love of the Sexes). Translated from the German by E. F. J. Payne (1958). Indian Hills, CO: Falcon's Wing Press. Arthur Schopenhauer (1788-1860) studied in Göttingen and Berlin, and completed his doctorate in philosophy at Jena in 1813.

Considered in itself, pederasty ... seems an act ... which would be repeated only in isolated cases at most. But if we turn to experience, we find the opposite; we see [pederasty] frequently practiced at all times and in all countries of the world, ... [I]t was generally widespread among the Greeks and Romans, and was publicly admitted and practiced unabashed. All the authors of antiquity give more than abundant proof of this. In particular, the poets one and all are full of this topic; not even the respectable Virgil is an exception. ... The philosophers also speak much more of this love than of the love of women; ... Plato seems to know of hardly any other, and likewise the Stoics, who mention it as worthy of the sage. ... Socrates speaks of pederasty as a thing blameless and even praiseworthy. ... Socrates ... speaks so exclusively of love of boys that one would imagine there were no women at all. Even Aristotle speaks of pederasty as of a usual thing, without censuring it. ... Cicero says

“Among the Greeks it was regarded as disgraceful for youths not to have lovers.” ... But even among less cultured peoples ... [pederasty] was very much in vogue. (p. 561)

If we realize all this, and think it over carefully, we see pederasty appearing at all times and in all countries in a way very far removed from that which we had at first presupposed... . Thus the universal nature and persistent ineradicability ... show that it arises ... from human nature itself; since for this reason alone could it inevitably appear always and everywhere, as a proof of the saying: “Expel nature with a pitchfork, she still comes back” (Horace, *Epist.* 1, 10, 24.) Therefore we cannot possibly escape this conclusion if we intend to proceed openly and honestly. To overlook these facts and to rest content with reviling and rebuking ... would of course be easy; this however, is not my way of settling problems, but, faithful even here to my innate disposition to investigate truth everywhere and to get to the bottom of things, I first of all acknowledge the phenomenon ... together with the inevitable conclusion to be drawn from it. (p. 562)

Thus nature knows only the physical, not the moral, there is even a decided antagonism between [nature] and morality. ... Therefore this discussion throws light on ... a truth hitherto concealed [which has] been brought to light. In spite of its strangeness, it still sheds new light on the inner essence, the spirit, and the workings of nature. Accordingly, there was here no question of moral admonition ... but of a proper understanding of the essential nature of the matter. (pp. 564, 566)

## Ubiquity of Pedophilic Tendencies

From **Stekel, W.** (1922) *Psychosexueller Infantilismus* (*Patterns of Psychosexual Infantilism*) Translated from the German by Emil Gutheil (1952) New York: Liveright Publishing Corporation. Of Polish origin, Wilhelm Stekel (1858 - 1940) initially contacted Freud in Vienna in 1902 for a short analysis. He then joined the group of Wednesday evenings where he met Alfred Adler. It is together with Adler that, following the Weimar congress, he founded the *Zentralblatt für Psychoanalyse*, whose direction they assumed. Stekel practiced a method of short analysis implying a more active participation on the part of the therapist. He is not really known to have had any disciples.

Pedophilia ... is very close to being a normal complement of our sexual drives. Nearly every one of us at some time or another is bound to discover in himself a pedophilic trend, which normally is subdued... .

The sexual appeal of children is the more astounding if we consider that our culture has for thousands of years desexualized and sanctified childhood.

I for one have been for years the recipient of many confessions by both plain and outstanding people that they had been shamefully tempted and had had “sinful” thoughts at the sight of children.

Such temptations ... tend to present themselves to the mind ... in a cloak of negation. (p. 283)

The use of the child as “sexual plaything” is demonstrably present in several primitive cultures, but we would be merely deceiving ourselves if we indulged in the supercilious belief that we have completely outgrown these “savage” ways of life. My daily contact with patients proved to me beyond doubt the phenomenal ubiquity of pedophilic tendencies. (pp. 283-284)



## Phallos

From **Vanggaard, T.** (1969) *Phallos*. New York: International Universities Press. Thorkil Vanggaard, Danish psychiatrist, became senior MD at the National Hospital in Copenhagen in 1960. Vanggaard postulates that the most common sexual orientation in males draws them in two directions – toward women and toward boys. He uses the phrase “homosexual radical” to refer to the attraction that men and boys feel for each other, but this does not include attractions or relationships between adult males. He cites data from anthropology, history, psychology, sex research and literature to support the thesis that the homosexual radical is a universal component of male psychology. He defines a “radical” as follows:

[S]omething inherent in humans, something which, in everybody and at all times, exerts a powerful pressure, and which therefore has to be dealt with either by being given discharge in some form, or by being suppressed in one way or another. (p. 16)

Nevertheless, homosexual phenomena occur in our world more frequently than is officially recognized, particularly among boys and youths. Even more essential, however, the absence of overt homosexuality in the conscious daily life of ordinary adult males does not mean that ... the homosexual radical is lacking. Beneath the threshold of consciousness it is present in any man, handled in different ways, determined by our particular pattern of civilization, unfolding its effects in disguised forms. (p. 18)

The adjective ‘unnatural’ applied to homosexual phenomena is devoid of meaning. Homosex-

uality may be called 'uncultural' when it manifests itself against the rules of a culture, as for instance the Christian and Jewish ones. (p. 52)

This [interest in the adult male genital] may be understood to be closely connected with the powerful tendency of the normal boy to select models to admire and imitate from among older boys and grown men. This tendency is an indispensable factor in the development of boys and aids them in their endeavor to acquire the desirable qualities of their elders through identifying with them. ... This type of love could be called the apprentice love. (pp. 53-54)

By the symbolic term phallus, we express the idea that ... it is a ... representation of the essence of manliness, a representation of the synthesis of every imaginable aspect of proper manhood. Thus for the boy, the phallus represents the grown man's greatness, strength, independence, courage, wisdom, [etc.], and everything else a boy may look up to in men and desire for himself. (p. 56)

For the boy, the symbolic meaning of the phallus is closely allied to physical drives, and this is the reason why he is so fascinated by the mature male genital. Because of the boy's burning wish to develop into manhood in the image of the men and youths he admires ... the boy [may] worship [the older male's] genital and treat it to his satisfaction. The boy may possibly take the initiative himself to establish a contact of this kind. (p. 57)

### Profile of the Pederast

From **Rossman, P.** (1979) *Sexual Experiences between Men and Boys*. London: Maurice Temple Smith. Parker Rossman, former dean of the Ecumenical Continuing Education Centre and Associate Professor at Yale, is an ordained clergyman. He has lectured at universities in Europe, Latin America, and Asia. As chairman of a study commission on revolutionary youth he began the investigations of sexual undergrounds which culminated in the book cited here.

If one can speak of a “typical” pederast by listing the characteristics of the majority as shown by questionnaires and psychological tests, he may be described as follows: He is in young to middle adulthood. He has an above-the-average education, a good job, and is not yet married. He became aware in his young adolescence that he was erotically attracted to boys thirteen or fourteen years old. As he has grown older he has continued to be smitten with boys of that age, one after another. ... In mid – and late – adolescence he developed a generalized fondness for the company of boys which led him to concentrate his activities in areas of interest to younger boys. ... He intended to put his sex play with boys behind him, but every now and then a younger boy he was enamored of would respond with affection and sexual gestures. One or more of these relationships – each lasting a year or more with increasing sexual involvement – would be so happy and emotionally rewarding as to set a pattern for future such relationships. When he consciously came to terms with ... [the fact of his having pederastic tendencies, his] accepting of the pederast identity involved his decision that this aspect

of his nature was the core of his experience around which he would define himself. (pp. 197, 198)

One pederast said: "I'm happily married, with fine children. I don't know what to call the secret identity I have which is known only to a few intimate friends. Pederasty is a minor aspect of my life ... [but it is] as much a part of me as a mole on my face. ... I'm pleased that my 16-year-old son sleeps with his girls, and if my younger son has sex fun with a boy friend, that is fine with me. I want my boys to have happy lives in every way, in contrast to my own childhood, which was sexually miserable. ... As I grew older ... the conviction remained that I was unique, a special sort of person, with sex tastes that were different, more varied, perhaps more enjoyable. I was never a homosexual. ... It never occurred to me as a youngster that sex with a boy was wrong or against the law. ... My decision was that I was a pederast and that I was not gay, but simply a normal man who happens to enjoy sex horseplay with boys of thirteen or so. (pp. 198, 199)

## A Provisional Picture

From **Bernard, F.** (1985) *Paedophilia: A factual report*. Rotterdam: Enclave. Dr. Frits Bernard is a Clinical Psychologist and a member of the board of directors of the Association for the Advancement of Social Scientific Sex Research, Dusseldorf; member of the German Society for Sex Research, Frankfurt/Main; member of the board of directors of the Association for Human Sexuality, Berlin; advisor of the Netherlands Association for Sexual Reform, the Hague; and member of the Association for Sexology, Utrecht.

The ... [30 subjects in this investigation carried out in 1970] came from all social classes. ... Their ages lay between 22 and 70 years. ... The [subjects] ... experienced sex with adults on the whole as positive. Only a single subject had a negative attitude to his youthful experience. ... Actually, there appeared to be no talk of traumatic influences; rather the opposite was true. It is not the actions themselves ... that lead to conflicts and problems, but the attitude of society.

The provisional ... conclusions have the following trends:

- Children can experience sexual contacts and relationships with adults as positive.
- Children are looking for love, affection and security in addition to the sexual aspects.
- [There is no evidence] of a traumatic influence nor about fears towards adults.
- Sometimes the friendship continues ..., in some cases for the rest of life.
- The attitude of society has a negative effect.

Wanted sexual relationships between children and adults can be experienced as positive, and the child can grow up to have a harmonious personality and to maintain a good social relationship with society. (pp. 23-24)

I have ... been able to collect data from [200] paedophiles... . The psychological ... picture ... does not differ from that of the population, apart from ... being continuously frustrated.

A natural cheerfulness seems to be innate in [the] paedophile. He does not become depressive quickly. ... His liberality and friendly nature is apparent again and again in psycho-diagnostic research. Sadism and masochism seem to occur extremely rarely in paedophiles. The ... image also reveals that the adaptability of a number of paedophiles is high, and that they are most persevering. It is possible that the surprisingly high proportion of paedophiles with an academic education ... may be explained by a wish to show himself and the world what he is capable of.

I have been able to see non-paedophiles who suffer an intense internal conflict when confronted with a case of paedophilia in their own circle of acquaintances. They were unable to make up their minds about it freely; the gap between theory and reality was too wide. I ... saw judges struggling with problems of this kind... .

A portrait of a paedophile? Perhaps this is an irrelevant question, because it seems on the whole that a paedophile is a person like you and me. (pp. 84-86)

## Six

### On the effects of “child pornography”

#### Kiddie Porn

From **Geiser, R.** (1979), *Hidden Victims: The Sexual Abuse of Children*. Boston: Beacon Press. Robert L. Geiser (1931 - ) took his PhD from Boston University in 1961, Phi Beta Kappa. He was a psychologist with the Tufts-New England Medical Center in Boston, MA, chief psychologist with the Nazareth Child Care Center, Boston, and began private practice of child psychology in 1979. He also served as chairman of the board of trustees of Wellesley Free Libraries in 1979-80.

Dr. Judianne Densen Gerber [psychiatrist and founder of Odyssey House in New York City] ... became, in her own words, a “raving banshee” over the issue of children ... in pornographic films... . In her testimony before the House Committee [on Sexual Exploitation of Children], Dr. Densen Gerber made the following charge. “The people who support and buy this kind of material are strengthening their pedophilic fantasies. Now when fantasies are stimulated, people go home and act out.” ... “This material produces sexual crimes against children,” [she] said. (pp. 115, 119)

Yet, in spite of this kind of evidence there are no definitive studies that demonstrate a cause and effect relationship between pornography and sex crimes. Surveys of mental health professionals show that large majorities believe that there are no harmful effects to adults from [child] pornography. It is not universally true that pornography produces sex

crimes, or that when people's fantasies are stimulated, they go home and act out. ... A case can be made for the view that pornography serves as a release valve for many people, reducing the tendency to act out. (pp.119, 120)

The Commission on Obscenity and Pornography ... studied what happened when people are exposed to erotica. For some people it led to an increase in masturbation or coital activity. For a smaller proportion of the people, this behavior was decreased by erotica. The majority of people reported no change in their sexual behavior at all. The Commission concluded that there is "no evidence that exposure to explicit sexual material plays a significant role in the causation of delinquency or criminal behavior among youth or adults." [The Report of the Commission on Obscenity and Pornography, 1970, New York: Bantam, p. 32]

If pornography causes sex crimes, one would expect that if restrictions on pornography were removed, there would be an upsurge in the incidence of sexual crimes. This has not been the case in Denmark, where the availability of explicit sexual materials has led to a decrease in the incidence of sexual crimes of all types. Of particular interest is the fact that offenses against children in Denmark also dropped sharply. The 1969 figure was only 42.6 percent of the 1958-1969 average of these crimes. This was during a time when porno was widely available in Denmark, and the year the obscenity statute was formally repealed. Free access to pornography appeared to be related to a reduction in sex crimes. (pp. 121, 122)



### Is Pornography Criminogenic?

From **Howitt, D.** (1995) Pornography and the paedophile: Is it criminogenic? *British Journal of Medical Psychology* 68. Dennis Howitt is a Senior Lecturer in Social Psychology, Department of Social Sciences, Loughborough University, UK.

The relationship between sexual fantasies and sexual offending has yet to be clearly understood. A paedophile's sexual fantasy may be rather different [from his actions]. ... The imperfect match between fantasy and action ... may be seen as everyday knowledge and very much in line with common-sense theories of fantasy as being an alternative and separate stream of our experience. The psychoanalytic view of fantasy as wish fulfillment takes a similar stance. Nevertheless, the debate on the effects of pornography and the legislation accompanying it usually neglects this. (p. 15)

[T]he public debate usually stresses the harm [pornography] causes. ... Not surprisingly, such arguments are commonly made by opponents of pornography and frequently promoted by the mass media. ... The harm thesis is usually expressed in extremely simplistic terms in which it is seen as common sense that exposure to pornography makes men commit sex crimes. (p. 16)

Questions about pornography have continued to be framed more in terms of effect than distaste for its content. Psychology has been central in the debate largely because of experimental designs which allow causal interpretations – though at the price of eco-

logical validity. ... [T]hese studies [of sex offenders] suggest fairly high levels of exposure to pornography during late childhood and adolescence as well as adulthood. However, these levels are similar to those in the general population or perhaps lower. Similarly studies of the age of onset of exposure to pornography show offenders to be no different from controls or to become involved later in adolescence. Whatever else, no clear-cut causal link has been demonstrated between amount of or earliest exposure to pornography and sex crime. (pp. 16, 17)

[R]esearch over the last three decades has produced little strong and consistent evidence of greater consumption of pornography by offenders – any difference tending to indicate that offenders use pornography less. ... The proportion of offenders blaming pornography for their offending varies [from 10 to 50%]. ... Offenders' claims about pornography's influence on them have to be tempered by the possibility of socially and psychologically self-serving motivations such as avoiding self-blame or adverse consequences within a penal or assessment setting. (pp. 17)

While pornography is a feature of the lives of a proportion of paedophiles, a simple direct causal effect ... is not supported by the case studies. (p. 24)

## The Prohibited Image

From **Mirkin, H.** (1999) *The Prohibited Image: Child Pornography and the First Amendment*. In *Porn 101: Eroticism, Pornography, and the First Amendment*, Elias, J., Elias, V., Bullough, V., Brewer, G., Douglas, J., and Jarvis, W. (Eds.), Amherst, NY: Prometheus. Harris Mirkin is Associate Professor in the Department of Political Science at the University of Missouri-Kansas City.

The justification for child pornography laws ... is that they protect the young, but ... that rationale doesn't hold up to analysis. An additional argument ... is that youths are incapable of giving consent... . [but] these justifications conflict with the simultaneous belief that these same youths will seek out pornography if they have the opportunity. The contradictions are teleologically resolved: all of these beliefs justify censorship, and lead to laws restricting the behavior of the young. ... [T]he laws seemingly designed for the protection of the young are really intended to control them. (pp. 502, 503)

The link between those who upload images [to the Internet] and those who produce them is tenuous. Even if the creator of the image is the distributor, it is not evident that the circulation of an image to anonymous downloaders is a major cause of its creation. Since neither profit nor prestige comes with anonymous distribution, it seems probable that the images are made primarily for personal enjoyment and only indirectly for circulation. The downloaders ... are so far removed from the images' creation that it is difficult to argue that they are an important causal factor on their production.

It is not obvious that reposting of old pictures put the models in new danger. In fact, it would be a difficult argument to make. But the claim has simply been assumed, not argued.

Youths' looks change, and adults would not be easily recognized in pictures taken when they were young. It is also not certain that the actors or models would be ashamed, since they might view their past as something rather glorious or cool... . The contention of people involved [in producing such images] ... is that ... most of the youths participate eagerly and willingly, and want their pictures to be taken and shown. ... [T]here has been little systematic effort to go beyond mere assertions of harm ... and the various legislatures have simply accepted the claim... . The fact that a belief is strongly held does not mean that it is true. (p. 511)

A legal fortress has been built around the social construction of the sexually innocent child, and dissenting images are prohibited. [Controverting] [e]mpirical evidence is no defense. Boys have erections and masturbate, but it is illegal to possess or display photographs of a boy ... with an erection or masturbating. Children are interested in their genitals, have sexual experiences and engage in sex play, but such images of childhood are not allowed. ... The Court's decisions [concerning child pornography] cannot be defended on the grounds the Court chooses, and cannot be defended on other grounds without running into overwhelming First Amendment problems. (pp. 511, 512)

## **Attitudes toward child porn could change**

**From various newspaper sources (1999).**

**Mary Southin** graduated from the University of British Columbia's law school in 1952, and has served on the British Columbia Court of Appeal since 1988.

**Attitudes toward child porn could change.** *Globe and Mail* (Canada) 27 April 1999, page A1, by Robert Matas (reporter for *Globe and Mail*).

A judge of the British Columbia Court of appeals says society's attitudes toward child pornography may prove as fleeting as views in an earlier age on homosexuality.

"We have to recognize that our view about these matters might change radically. Society's views may change radically over a very short period of time," Madame Justice Mary Southin said during ... an appeal of a ruling [by Mr. Justice Duncan Shaw] that legalized the possession of child pornography. ...

In response to an argument that Canada had international commitments to fight child pornography, she said she was uncomfortable "pontificating" about whether street children in countries such as Brazil should be involved in the making of pornography, especially since the children may receive some money for the pictures.

She also questioned whether ... criminalization of child pornography was effective in restricting exploitation of children. Referring to Prohibition [of

alcohol] in the United States, she said: "Look at the results. It did not stop anything. It just made it worse."

**Madame Justice Southin not known to back down.**  
*National Post* (Canada) 1 July 1999, page 4, by Susanne Hiller (reporter for *National Post*).

"[Justice Southin] is considered here to be a respected, hard-working judge who has, what I would call, a scholarly approach to the law," said Tom Woods, editor of *The Advocate*, the Vancouver law review. ... "She's a tough judge. She expects counsel to be well prepared and to perform to a high standard. She's single minded and is someone who is not afraid of ... a decision that she may anticipate being unpopular."

Judge Southin made headlines in April when she said that society's views toward child pornography may change over time, perhaps to the point where it becomes acceptable.

Her questions during the hearing shocked many in the courtroom. She asked, for example, whether teenagers who are 14 to 17 can still be considered children, and why some of the children depicted in the pornography case ... are considered exploited when it appears they posed for sexually graphic photos for profit. "Whether we like it or not, isn't it a fair assumption that they did it for the money?" she asked.

## Seven

### On the need for boys to have the freedom to exercise their own sexuality:

#### Body Pleasure and the Origins of Violence

From **Prescott, J.** (1975) Body Pleasure and the Origin of Violence. *The Futurist*, IX (2). Dr. James W. Prescott, a developmental neuropsychologist, was, in 1975, Administrator for the National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, MD. While his article does not specifically address the issue of sexually expressed boy/older male relationships, the applicability is obvious. The extensive italics are in the original.

... I have devoted a great deal of study to the ... relationship between violence and pleasure. I am now convinced that the deprivation of physical sensory pleasure is the principal root cause of violence. ... [P]leasure and violence have a reciprocal relationship, that is, *the presence of one inhibits the other*. ... As either violence or pleasure goes up, the other goes down. ... I am convinced that various abnormal social and emotional behaviors ... are caused by ... *somato-sensory deprivation*. (p. 65)

... It appears that *the beneficial effects of infant physical affection can be negated by the repression of [sex] later in life*. ... Thus, *the detrimental effects of infant ... affectional deprivation seem to be compensated for later in life by sexual body pleasure experiences during adolescence*. (p. 67)

These findings overwhelmingly support the thesis that deprivation of body pleasure ... during the formative periods of infancy, childhood, and adolescence ... are very closely related to the amount of ... interpersonal violence. (p. 68)

A society will support behaviors that are consistent with its values and social mores. US society is a competitive, aggressive, and violent society. (p. 69)

The Greek philosophical conception of the relationship between body and soul was quite different than the Judeo-Christian concept that posited a war between the body and soul. ... Aristotle did not view a state of war between body and soul, but rather envisioned a complementary relationship in which the state of the soul was dependent on the state of the body. In fact he stated that "... the care of the body ought to precede that of the soul" (*Politica*). (pp. 69,70)

If we strive to increase the pleasure in our lives this will also effect the ways we express aggression and hostility. The reciprocal relationship between pleasure and violence is such that one inhibits the other. ... This basic premise of the somatosensory pleasure ... theory provides us with the tools necessary to fashion a world of peaceful, affectionate, cooperative individuals. (p. 74)



## The Last of the Great Taboos?

From **Johnson, W.** (1977) *Childhood Sexuality: The Last of the Great Taboos? SIECUS Report* V (4). Warren R. Johnson was, in 1977, Professor of Health Education at the University of Maryland. Italics are in the original.

... [O]ur society doesn't know – and doesn't appear to want to know – much about the *realities* of childhood sexuality, we all do know what the traditional *expectations* are, of how children are supposed to behave sexually in the course of growing up. “Supposed to be” sexual behavior of the young is really a kind of tribal fiction of the great middle class that provides our basis for judging all sexually related behavior not only morally but legally.

[C]hildren are supposed to be sexless except for the clothing they wear, the toys they are expected to play with, and the public lavatories they may enter. Any deviations from this prescription are supposed to be dealt with sternly, there being something wrong with kids who deviate from innocence... . It is noteworthy that little attention tends to be paid to the question of actual consequences of the particular outlawed behavior in certain circumstances. It is the essence of taboos that behaviors are outlawed out of hand, without rhyme or reason. (p. 1)

Of course, all but the very dull children soon become aware of the adult and parental world's preoccupation – even obsession – with sex. But for themselves there is only one safe course: sex, including sex language, must – and does – go underground.

[T]he atrocities that have been visited upon children at all ages for manifesting sexual interest simply surpass belief, ... I have been profoundly impressed by this underground persecution in the “nicest” of families, and in institutions oftentimes under the direction of professional persons... . Of course, this heavy-handed diligence, while succeeding in helping to perpetuate society’s schizoid attitudes about childhood sexuality, does not work out... .

Today’s growing *acceptance* of the sexuality of the young reflects a mounting escape from the societal stereotype of nonsexuality. ... “Whether I like it or not, this is part of the child, so I may as well adjust to it and even make the best of it.” (p. 2)

[At a meeting, a] little old lady said “Sex is so good and important a part of life that if children don’t happen to discover sexual enjoyment for themselves, if we really like them we will make sure that they do. ... We don’t leave reading to chance in a reading environment – and then punish kids for doing it, do we?”

[E]vidence mounts that punitive efforts to eliminate or repress childhood sexuality are reflected in later adult life in the high toll of sexual dysfunctions... . Now ... we are in a position deliberately to construct cultural pathways ... at least partially on the basis of rational thought. [W]e can help people to see what their options are and to make choices on the basis of sound information. ... [C]hildren are sexual people, and the sexual options open to them should be ... soberly and realistically considered... . (p. 15)

### **What do we know about childhood sexuality?**

From **Calderone, M.** (1979) Parents and the Sexuality of their Children. *SIECUS Report* VIII (2). Mary S. Calderone, MD (1904-1998), was internationally recognized as a pioneer in the field of human sexuality. She was one of the founders of the Sex Information and Education Council of the United States (SIECUS), as well as Executive Director and President until 1982. She was the Medical Director for Planned Parenthood Federation of America from 1953-1964. In the New York University Department of Health Education, she taught in the Program in Human Sexuality. *Italics are in the original.*

What do we know about childhood sexuality? First of all, that it exists in every child ... from birth, even before birth. ... [B]oth boy and girl babies discover by the end of their first year that penis and clitoris are sources of pleasurable sensations when touched. Parent tend to equate puberty with the onset of sexual feelings [but] sexual responsiveness [is] present from before birth... . Thus, when the uncomprehended sexual responsiveness of childhood turns into the still uncomprehended ... sexual responsiveness of adolescence, any reasonable person should expect exactly the troubles that we now have.

The absurdities, immaturities, and helplessness of our societal postures about ... the sexuality of youth ... are highlighted by the information vacuum in which we keep our ... pre-adolescents floundering. ... [T]he prime years for receiving factual information about sexuality are between the ages of 5 and 12... . (p. 1)

Especially pervasive and far more intense is the curiosity about the [genitals] that are the sources of ... the pleasurable feelings the child is immediately aware of, ... [This curiosity] ... confounds parents and ... physicians who cannot, because they *will* not, believe that a child should “know” officially about the sexual pleasure that the smallest one already “knows” it has in actuality already been experiencing. So begins the sad game of silent denial by the parents, and of equally silent knowing by the child, which continues through childhood and adolescence, and separates the child from both parents and society.

But worse, it serves also to separate the child from itself. Imagine, if you can, something you experience often and intensely as real and present being accorded no recognition of its existence whatsoever by the world around you. Or imagine this real and intense experiencing of yourself being subjected over and over to severe, totally bewildering disapproval and punishment. *What kind of silently tormenting existential hell is this to which we consign our children from their earliest memories?* Do any ever manage to live through it with their ... sexuality undistorted? (p. 6)

From (1977) Sexual Rights, *SIECUS Report* V (5).

These many issues all began to come to a focus ... in 1977... underlining the rights of children to be sexual ... as part of their heritage. ... Slowly ... one little piece [of information] joins another and a coherent image [of the sexual rights of children] begins to assume form: the right to *know* about sexuality, the right to *be* sexual. [etc.] (p. 3)

## **The Sexual Rights of Children and Youth**

From **Kirkendall, L.** (1979) *The Sexual Rights of Children and Youth. SIECUS Report VIII* (2). Lester Kirkendall (1903-1991) was a pioneer in the field of sexuality education, receiving his doctorate from Teacher's College, Columbia University, in 1935. Kirkendall established himself as a sexuality and family life educator and was the first in the United States to teach college-level courses on human sexuality, at Oregon State University in 1960. With Mary Calderone in 1964, he was cofounder of the Sex Information and Education Council of the United States (SIECUS), which was dedicated to promoting sexuality education, supporting the study of human sexuality, and increasing sex education in schools.

Sexuality is today recognized as an integral part of the total personality structure of the human being. Sexual processes begin even before birth, and current research indicates that the foundation for lifelong sexual interaction is established in the early years of life.

Believing in the importance of a straightforward recognition of sexuality, we support the following sexual rights of children and youth. They have the right to expect that their sexuality will be respected, ... information ... will be provided, human sexuality will be recognized as an integral part of all aspects of living ... [and] their sexuality will contribute to joyous living. (p. 3)

From **Kirkendall, L.** (1985) *Sex Education in the Future. Journal of Sex Education and Therapy*, Spring/Summer 1985.

Research findings ... will change attitudes and alter the values that shape our behavior. ... This means that future sexual experiences will not be hedged about with taboos... . (p. 64)

As increased sexual freedom evolves, the most pressing need will be a consciousness-raising program for ... [those] who have long been taught to believe that youth should refrain from ... sexual experiences ... [and] there should be no acknowledgment or acceptance of the openness and diversity which has and will continue to exist in sexual decision making. ... [A]ll individuals are sexual beings from birth until death, and ... during one's lifetime there are many ways of expressing sexuality... . Sex education programs of the future will be much enlarged and will probe sexual expression deeply in infancy, childhood ... and even across ... generational lines. (p. 65)

The growing acceptance of physical pleasure in sexual acts is reflected in the terms used to describe those activities... . For a long time, they were called perversions. But as the rigid atmosphere relaxed, a perversion became an abnormality, then an abnormality became a deviancy, a deviancy became a variation, a variation became an option, an option became a choice, and now a choice has become a life-enhancing activity.

[T]aboos would be rationally examined. Then they would either be abandoned as excess baggage from the past, or regarded as restrictions, [if they in fact rested] on facts and insights derived from research. ... (p. 67)

## Challenging the Social and Sexual Barriers

From **Wilson, P.** (1981) *The Man they Called a Monster*. North Melbourne, Australia: Cassell. Paul Wilson holds degrees in both Psychology and Sociology, and has lectured in New Zealand, Great Britain, and all the Australian states. In 1974-5 he was a Fulbright Visiting Professor at the University of California, Irvine. As of 1981 he was Reader in Sociology at the University of Queensland, Brisbane, Australia. The above book concerns Clarence Osborne, who over 20 years had sexual encounters with some 2,500 young males.

In the case of paedophiles ... it is assumed that any disparities and inequities in power between the adult and the child will be exercised by the adult malevolently. In reality ... many paedophiles are ... well disposed toward their partners, and take the role of loving teachers ... or simply close friends. ... [T]he usual sexual acts simply involve ... fondling and being fondled. ... Indeed, a substantial number ... are initiated by [the younger partner]. ... (p. 121)

Today, however, it can be assumed that sex is ... a method of obtaining short-term enjoyment... . [I]t is to state the obvious that sex is in itself an enjoyable activity... . Priests, doctors, psychiatrists, and others have invested sex with magical powers ... [but] [n]o such importance was given by ... the boys to sex ... [who] saw sex as nothing more than a game... . [S]ome [came] because they thought that sex was pleasurable or, knowing that society thought it was 'naughty', they were positively influenced to try the forbidden apple. (pp. 129, 130)

[C]hildren should have the right to conduct their sexual lives with no more restrictions than adults ... [and] must be provided with all information about sex and related matters so that they are in a position to make reasonable choices... .

[The] point is very simply that how adults react and what adults say to interpret sexual acts may be much more influential, and much more crucial in the emotional and sexual development of the child than the actual sexual act in which he may have been involved. A punitive and draconian justice system that punished the paedophile, indirectly scapegoats a boy who has been involved in a sexual relationship with an older man, violates this message and does so with an impact that severely damages both the man and the boy. For the reality is that boys have come to men and will continue, for time immemorial, to come to them in order to have their sexual and emotional needs met. (p. 133)

[Clarence Osborne] has shown us that many thousands of young people in western countries feel sexually repressed, alienated from adult company, and emotionally bankrupt. ... Young boys are sexually active from a very early age and will pursue their sexuality whenever they can find an opportunity to do so; young males wish to give and receive affection in ways that we as a community have not clearly understood before; men who have relationships with boys often do so for benevolent reasons... . [I]f we don't heed the lesson that Clarence Osborne taught us, then we will continuously reinforce bigotry and prejudice and we do so at the cost of further damaging our children's welfare. (p. 134, 135)



## **Giving Legally Competent Consent**

From **American Psychological Association** (1989)  
Amicus curiae brief to the United States Supreme Court,  
Nos. 88-805, 88-1125, and 88-1309.

**Context:** This case has to do with the capacity of an adolescent to consent to abortion, based on a review of cognitive, social, and moral development. The same reasoning obviously applies to the competence of a boy to consent to sexual activity with an older male.

Developmental psychologists have built a rich body of research examining adolescents' capacities for understanding, reasoning, solving problems and making decisions... . Research consistently supports the conclusion that there is a predictable development during late childhood and early adolescence of the capacity to think rationally about increasingly complex problems and decisions. (p.18)

The concern that a minor have adequate information ... as opposed to the capacity to choose based on such information, is less a component of the adolescent's competency than of the ... legal and ethical duty to provide all material information... . (p. 18, footnote)

The specific reasoning abilities that develop during early adolescence are closely akin to the capacity to consent, and include the capacity to reason abstractly about hypothetical situations; the capacity to reason about multiple alternatives and consequences; ... and the capacity for systematic, exhaustive use of information. ... In fact, by middle ado-

lescence (age 14-15) young people develop abilities similar to adults in reasoning about moral dilemmas, understanding social rules and laws, and reasoning about interpersonal relationships and interpersonal problems... . Thus, by age 14 most adolescents have developed adult-like intellectual and social capacities including specific abilities outlined in the law as necessary for ... considering risks and benefits, and giving legally competent consent. ... [T]here are some 11-to-13 year olds who possess adult-like capabilities in these areas. (pp. 18-20)

There has been substantial empirical research testing adolescents' decisionmaking performance when faced with various types of practical problems involving ... decisions. Some of these studies specifically compare the performance of adolescents to that of adults in making such decisions. The evidence does not support the assumption ... that adolescents lack an adult's capacity to understand and reason about problems and decisions... . (p. 21)

Compare the above to the inexplicable about-face stated in the letter from Raymond Fowler, CEO of the APA to US representative Tom DeLay dated June 9, 1999:

Furthermore, it is the position of the Association that children cannot consent to sexual activity with adults. (p. 2)

### [Not] Harmful to Minors

From **Levine, J.** (2002) *Harmful to Minors*. Minneapolis: University of Minnesota Press. Judith Levine is a journalist, essayist, and author who has written about sex, gender, and families for two decades. Italics are in the original.

Squeamish or ignorant about the facts, parents appear willing to accept the pundits' [e.g., demographers, social scientists, conservative legislators, educators, public-health officials, *Time* magazine, etc.] worst conjectures about their children's sexual motives. It's as if they cannot imagine that their kids seek sex for the same reasons they do: They like or love the person they are having it with. It gives them a sense of beauty, worthiness, happiness, or power. And it feels good. (p. xxvi)

I remind you that in Western Europe, *whether* and *when* aren't the ... questions... . Sex education in those countries begins with the assumption that young people will carry on a number of sexual relationships during their teen years and initiate sex play ... long before that (which they do) and that sexual expression is a healthy and happy part of growing up. (p. xxxii)

In fact, we do have some "long term outcomes" of childhood sex. At the University of California at Los Angeles, a thorough review of the literature and a major longitudinal study of families from a child's birth to its eighteenth year found that three quarters of kids had engaged in masturbation or some kind of sex with other kids before the age of six. Was there a "pernicious influence" of such exper-

iences, a “main effect” correlating early sex play with childhood distress or later maladjustments, as many psychologists hypothesize? “No such correlations were apparent,” the California group concluded. (p. 57)

The role [of adults in a “sensual education” for children] consists of two parts. The first, active, part is to touch children lovingly, though never intrusively, throughout their childhoods, including adolescence... . [T]he second, perhaps more difficult job involves restraint – stepping back and “making a place” for children’s autonomous sensual and sexual pleasure ... without adult interference. (p. 183)

Sex is not harmful to children. It is a vehicle to self-knowledge, love, healing, creativity, adventure, and intense feelings of aliveness. There are many ways even the smallest children can partake of it. Our moral obligation to the next generation is to make a world in which every child can partake safely, a world in which the needs and desires of every child – for accomplishment, connection, meaning, and pleasure – can be marvelously fulfilled. (p. 225)

## Eight

### On the effects on boys of sexually expressed relationships with older males

#### Reactions of Children to Sexual Relations with Adults

From **Bender, L. and Blau, A.** (1937) The Reaction of Children to Sexual relations with Adults. *American Journal of Orthopsychiatry* 7. Lauretta Bender, MD, and Abram Blau, MD, were, in the mid 1930s, associated with the Psychiatric Division of the Bellvue Hospital and the New York University Medical College, New York, NY.

The most remarkable feature presented by these children who have experienced sexual relations with adults was that they showed less evidence of fear, anxiety, guilt, or psychic trauma than might be expected. On the contrary, they more frequently exhibited ... a frank, objective attitude... . At first the children often showed no guilt, but this [guilt] tended to develop as they ... were exposed to the opinions of parents and court officials. ... [This guilt] seemed ... in part a reflection of adult censure and not to carry any real conviction [on the part of] the child.

The emotional reaction of these children was in marked contrast to that manifested ... by their adult guardians, which was one of horrified anxiety and apprehensiveness regarding the future of the child. The ... reports from the court frequently remarked about [the children's] brazen poise, which was interpreted as an especially inexcusable and deplorable attitude... . (pp. 510, 511)

The occurrence of these phenomena is doubtless ... universal ... in our civilization, and ... has been encountered in other cultural systems. ... The study seems to indicate that these children ... do not deserve ... the cloak of innocence with which they have been endowed... . These children rarely acted as injured parties and often did not show any evidence of guilt, anxiety or shame. Any emotional disturbance they presented could be attributed to external restraint rather than internal guilt. ... [F]requently we considered ... that the child might have been the actual seducer rather than the one ... seduced. (pp. 513, 514)

The experience of the child in its sex relationships with adults does not seem always to have a traumatic effect. ... In our cases, the experience seems to satisfy instinctual drives, and any contrary urges (training, moral and ethical ideas, etc.) are probably suppressed by the unique mutual alliance of child and adult. (p. 516)

The sexual relationship between the child and the adult in these cases did not appear to depend solely on the adult. The child was either a passive or active partner in sex relations with the adult, and in some instances seemed to be the initiator or seducer. Nearly all of the children had conspicuously charming and attractive personalities. It cannot be stated whether their attractiveness was the cause or the effect of their experience, but it is certain that the sexual experiences did not detract from their charm. Their emotional reactions were remarkably devoid of guilt, fear, or anxiety regarding the sexual experience. There was evidence that the child derived some emotional satisfaction from the experience. (p. 517)

## Love

From **Menniger, K.** (1942) *Love against Hate* New York: Harcourt, Brace, & World. The Menninger Clinic, conceived with the idea of collecting many specialists in one center, was founded in Topeka in 1919 by Karl A. Menninger, (1893–1990). and his father, Charles F. (1862–1953). The Menninger Foundation, established for research, training, and public education in psychiatry, came into existence in 1941 and soon became a U.S. psychiatric and psychoanalytic center. At the close of World War II, Karl Menninger was instrumental in founding the Winter Veterans Administration Hospital, Topeka, which functioned as a mental hospital and as the center of the largest psychiatric training program in the world.

### Chapter 10: “Love,” :

The horror with which some parents learn of their children's interest in various forms of experimental sex play is a reflection of the ambivalence in adults' attitudes toward sexuality, especially to their own children's sexuality. Freud pointed out that parents are actually jealous of their own children, that they try as long as possible to prevent them from any theoretical or practical acquaintance with sexuality, punishing them for premature excursions into this forbidden field. It is an interesting corollary to this observation that the sexual approach of adults to children is associated with the most intense feelings of social disapproval; such episodes have not infrequently served as the basis for mob violence against the offender. The assumption is, of course, that children are irreparably ruined by such experiences.

Without intending in the least to justify or excuse such criminal behavior, I may nevertheless point out that in the cold light of scientific investigation no such devastating effects usually follow (a fact which I hope will be of some comfort to certain anguished parents). Two psychiatrists (Lauretta Bender and Abram Blau) recently made a careful follow-up study of such cases and concluded that children exposed to premature sexual experiences with adults frequently turn out to be "distinguished and unusually charming and attractive in their outward personalities."

The conclusions to be drawn from such observations need not be shocking; they simply bear out our contention that sexuality is not the evil and horrible thing it is generally conceived to be. Such experiences are traumatic to the child only when connected with deep hostilities; the furtive and desperate nature of such attacks, combined with the attitude of society toward them, tends entirely in the direction of unbearably stimulating the child's hostilities so that he conceives of sex as brutality. But when the experience actually stimulates the child erotically, it would appear from the observations of the authors cited just above that it may favor rather than inhibit the development of social capabilities and mental health in the so-called victims. (p 283 -284)



### Adolescent involvement with pederasts

From **Tindall, R.** (1978) The Male Adolescent Involved with a Pederast becomes an Adult. *Journal of Homosexuality*. 3 (4). Dr. Ralph Tindall was, as of 1978, a member of the Department of Psychology, University of South Carolina, Columbia, SC. His study concerns adolescent boys, but is also relevant to the experiences of older prepubescent boys, as it is noted in the article that some of the subjects had been sexually involved with older males before reaching puberty.

Throughout history men have had sexual relationships with adolescent boys. ... [which] for the most part ... take place without public awareness of the extent of the practice or the identities of the involved parties. ... [P]ederasty is a sensitive subject and one that has long since been driven underground in our society... . (p. 373, 374)

This is a report of a study of nine boys. ... These cases were extracted from over 200 cases spanning a 30-year period, [chosen] where the most detailed follow-up in regard to sexual practices was possible. [The ages of the subjects at the time of this study] range from 25 to 46 years... . (p. 374, 375)

In these nine cases none of the adolescents identified themselves as homosexuals. All of the boys ... with one exception, [were] of average to better than average intellectual ability. They all developed into adults with sexual patterns considered acceptable by the culture. ... A personal interview ... affirmed that none of them verbalized any homosexual desires. ... [E]arly adolescence is a period of practicing sex and

... this practice period may take many forms. Our society has been rather quick to label adolescents who have engaged in sexual behavior [with males] as homosexual. This labeling may be quite premature. (p. 380)

Many lay and professional persons have predicted dire consequences as a result of ... [pederastic] relationships... . Laws are based on protecting the adolescent from an even greater crime ... [but] homicide is very rare in [same sex] pedophilic cases. ... In writing and revising laws ... much research needs to be accomplished so that the legal structure is in line with what actually happens in human sexual behavior (pp. 380, 381).

[W]e would have to conclude that in sexual relationships between males beyond puberty where force is not involved, many have no deleterious effects. ... From the boys' reports these men apparently took a paternalistic or teacher-like interest in the boys to the extent that the boys modeled aspects of the adults' behavior other than the sexual. ... There are adolescent males who are involved with older males ... in sexual relationships that are mutually satisfactory. It further appears that such involvements may be part of adolescent sex play and should be treated as such by our society. Much research needs to be done in this area so that laws governing sexual activity may be brought more in line with reality. (pp. 381, 382)

## The Effects of Early Sexual Experiences

From **Constantine, L.** (1981). The Effects of Early Sexual Experiences. In *Children and Sex*, Constantine, L. and Martinson, F. (Eds.) Boston: Little, Brown, and Company. Larry Constantine is Co-Director, New England Center for Family Process, Arlington, MA, and was formerly with Tufts University School of Medicine, Boston, MA. This chapter is a review of some 30 previous studies.

In general. the studies reviewed suggest that the ... behavior of children who participate in ... sexual encounters with adults is not intrinsically a problem for the child but rather for parents and other adults. Sexual pursuits need not, as the anthropological literature attests, in any way interfere with other usual pursuits of childhood. (pp. 230, 231)

[R]esearch literature and clinical reports are in sufficient accord that there remains little doubt that some children do initiate sexual encounters and that many participate willingly even when they are the younger partners. Unequivocal findings on collaboration an/or mutual instigation are reported by nine studies reviewed and suggested in others. (p. 231)

[T]he following are found to account for most of the variation in outcome... : (1) The child's perception of being free to participate or not, (2) The child's prior knowledge and values concerning the sexual acts, (3) The subsequent communications of family members and others about the experience, [and] (4) The quality of relations in the child's support system. (p. 238)

Consensual participation can take the form of active cooperation, passive (reluctant or unwilling) consent, and forced (or clearly coerced) participation. Sexual encounters of children who are cooperative are generally characterized by moderate to low anxiety, those involving passive consent by moderate to high anxiety, and those involving forced sexual experiences by high anxiety or fear.

Of overwhelming importance in immediate and long-term effects is the child's perception of his or her participation as voluntary or involuntary. Other things being equal, the more mutual and voluntary the sexual experience is, as perceived by the child, the more positive the outcome will be. Passive consenters may be particularly vulnerable to negative outcomes because of the experience of being unwilling to participate but unable to resist (p. 239).

Little in the outcome research touches on the degree of sexual knowledge of the child participants, ... [but] it is reasonable to assume a role in sexual knowledge in affecting outcome. ... The anthropological literature also would seem to support the conclusion that greater sexual knowledge reduces fear and anxiety about sexual activity... .

The "worst case" situation ... is the typical American child, told that sex is bad, but not what it is, ... Negative reactions of parents ... to a child's sexual encounters, aside from their function of inducing guilt, can be ... the most psychonoxious aspect of the entire experience. (pp. 240, 241)

## Participating Victims

From **Ingram, M.** (1981) *Participating Victims: A Study of Sexual Offenses with Boys*. In *Children and Sex*, Constantine, L. and Martinson, F. (Eds.) Boston: Little, Brown, and Company. Michael Ingram was a Child Counselor in London, England, in 1979.

My first encounter with cases of boys being “indecently assaulted” puzzled me as a student of child counseling. I was asked to counsel traumatized children who had eventually a totally different reaction from that of their parents or the moral welfare committee. They regarded the experience with a certain robustness, if not relish, and that started me thinking about the problem in a new light. Thirteen years later I have collected notes on ninety-two children... . Subjects ranged in age from 6-14 years and were an average age of 9.2 years at the time of their first sexual encounter with an adult. (pp. 177, 179)

There can be no doubt that the overwhelming number of incidents that have come to my notice both in this study and in recent counseling ... involve children as “participating victims,” a fact of which neither the law, parental reaction, nor police procedures take cognizance. ... But I found at an early stage that both adult and child were blurring the distinction between permitting, participating, and inviting. (p. 184)

In 66 [of 74] cases it would appear that the boys involved actively sought affection from the man, or encouraged it when the men offered it. They nestled up close to them, sat on their knees and so on. In the cases under review, children as old as 13 behaved

as seven-year-olds behave toward me. ... Sixty of the 63 boys who indulged in love-making kept up a loving relationship with the same man for a period greater than three months – in some cases for several years... . (p. 185)

The emotional and behavioral problems in the boys whom I have counseled reveal themselves to be more related to the disturbance and neglect they experience in their homes than to their sexual experiences with men. ... Extreme parental reactions and harsh treatment at the hands of authorities often were most traumatic for the boys.

There is no doubt that children do encourage sexual activity with an adult and participate in it willingly... . Nevertheless, I do not think there is any evidence from my study that any of the children were worse off for the activity; many, no doubt, may be better off for a relationship with a loving adult outside the family. I can see how a lot of harm can come from violent reactions to the act and suggest that counseling should replace legal procedures wherever possible. (p. 186)

## Harm

From **Baurmann, M.** (1983) *Sexualität, Gewalt und psychische Folgen*. Bundeskriminalamt, Wiesbaden, Germany. Excerpts privately translated. One should note that Baurmann repeatedly uses the German word for “victim” for some persons he then identifies as not having been harmed.

Earlier, we posited that the male victims are less often harmed than female victims... .

Assessing this preliminary statement within the context of the other variables that have a very strong impact on the degree of harm and extrapolating these results to all of the male victim cases (N = 877), it becomes apparent that cases involving male declared victims rarely have characteristics that are associated with harm. ... [A]lcohol-related and threatening behavior for male victims was only 4.3% and only 5% of the boys reported violence (N = 44). When one also considers the fact that criminal sexual acts against male[s] ... are rarely as intense as those against females, it becomes clear that boys' risk of violent sexual victimization is very small. Violent offenses against male[s] ... only constituted 0.6% of all reported sexual contacts. ... Characteristics from the overall total also clearly indicate that male[s] ... are seldom harmed. None ... in the follow-up study reported harm. In discussions about this subject, one frequently hears the argument that, whereas it is true that boys are not harmed by such contexts in the general psychological sense, their psychosexual development is likely to be compromised. What is meant by this is that following such contacts, boys become homosex-

uals. The fact is ... that ... only a few cases could be said to support this so-called “seduction hypothesis.” Even today, declarations to this effect are almost always based on prejudice and arm-chair hypotheses, lacking any empirical basis whatsoever. Of the small number of male victims interviewed for this study, none made any statements along these lines. (p. 430)

[Those] harmed were exclusively female. (p. 458)

Outside of the realm of sexual violence, there is a group of criminal acts against the right to sexual self determination in which explicit violence is not employed. The victims here are predominantly children. ... Some of these children who do not feel that they suffered primary harm as a result of the sexual act ... then experience alarming reactions from their environment when the incident becomes known. Horrified parents who fear “the worst,” startled teachers with visions of sexual murder, eager police officers ... as well as district attorneys and judges who want to hold up the case as an example of the “moral decay” in our society can do serious secondary harm to children by imposing the victim and witness roles upon them. In these cases, adults will often times actually blame the child, implicitly or explicitly. The child often gets the idea that he or she is the one really on trial. In competency evaluations, they are presumed to be (potential) liars. The atmosphere at the various agencies is frequently not child-friendly, which results in an inadequate conversation regarding the incident. For many children, their ... victimization really occur later on [by these adults]. Precautions should be taken to better protect children from this. (pp. 502,503)



### **Boys on their Contacts with Men**

From **Sandfort, T.** (1987) *Boys on their Contacts with Men*. Elmhurst, NY: Global Academic Press. Theo Sandfort was, in 1987, a social psychologist and Assistant Professor in the Department of Clinical Psychology at Utrecht University in the Netherlands. He also directed research in diversity, lifestyles, and health at the Netherlands Institute of Social Sexological Research (NISSO). In his doctoral research he studied the sexual experiences of children and adolescents (both consensual and non-consensual) with peers and adults, and the impact of these experiences on sexual functioning in later life. Dr. Sandfort is currently an Associate Professor of Clinical Psychiatry at Columbia University in New York City.

The investigations which are the basis for this book were carried out in 1980 and 1981 under the auspices of The Sociological Institute of the State University, Utrecht, Netherlands. Results included, among others, publications in Dutch in 1981 and 1982, and in English in 1987. These various reports are considered seminal in the study of boy/older male relationships in that boys were interviewed with no one else present by a very open-minded and competent psychologist during the period when they were active in sexually expressed relationships with older males. Because of its importance, additional space in this current volume is being devoted to excerpts from *Boys on their Contacts with Men*.

We begin with a series of direct quotations from the boys themselves, and if the sentence structures sometime seem a bit awkward, keep in mind that these are the simple, direct, and relatively unsophisticated words of 10 to 15 year-old boys that have been translated from one language

into another. For privacy, the names of the boys and their older friends have been changed. In the book, the boys' reports are ordered by origins, acts, effects, etc. Here the responses from each boy are brought together, hence the multiple page references.

From "Erik," age 10:

I was there ... and so was Edward. He was very nice, and he had brought a car race game with him. ... Edward has good ideas. He also helps me with ... ideas. ... [W]e begin [sex] by fooling around, and stuff, [and] caressing. ... [T]here are two things that are nice about [sex]: he likes it and I like it myself. (pp. 47, 55, 69, 79)

From "Jan," aged 11:

[I met Sander] at home. He asked me to sit on his lap, and then I felt him start to rub my back, and that felt so nice, and still does! ... I often go to Sander. Play pinball machines, look at videos, play football. I go skating with him a lot; Sander and I have many hobbies together. ... I don't remember who was the first [to initiate sex]. ... [I]n the meantime I've had so much fun... . (pp. 47, 52, 67)

From "Rob," aged 12:

My brother used to go to Chris, and one day they came together to our home. I thought Chris was ... a nice guy... . So I went to Chris's ... and came back a second time, and a third time, and I kept on coming. ... [I went] absolutely on my own accord. ... I think it it's great that I can always come back ... to Chris. If I

get mad I can go out and slam the door. But then I can always return five minutes later. Chris forgets bad things... . [A] week or so after I met him ... we had [sexual] contact with each other... . I'd had no education about [sex]... . Then slowly I got the hang of it, got to know how my own feelings worked, and I liked that a lot. ... (pp. 47, 54, 65)

From "Theo," aged 13:

When I was over visiting [another friend] I met Bert and liked him. ... And then I slept once with Bert and liked it a whole lot, so I stuck with Bert. ... Well, he understands kids better, boys better. My mother does too, and my father. But I think he does even more. ... Well, ... I think it's nice so I just go and make love with him. ... [S]ometimes I want to tell somebody about [my relationship. But if I do] and he tells somebody else ... I'm really scared of that. ... (pp. 45, 53, 68, 87)

From "Bart," aged 14:

My contact with Albert, thus my relationship – that I find extremely important. We send each other letters, cards, packages and so on. I think that if you go to bed with someone, if you love someone, then you naturally do things together. ... I come for the pleasure of his company... . I feel just wonderful with Albert: here is someone who really cares about me; he knows me and I know him; we have no secrets from each other. I really wouldn't want to be without it. (p. 59)

From "Walter," aged 15:

Steven is a very fine guy. It's nice to go to Steven's. ... Steven talks about important things, something that never happens at home. Get some experience, learn to get along with people, that's what's important to me. When you really like one another sex is very nice. (p. 55)

### **Summary and Conclusions**

The boys overwhelmingly experienced their sexual contacts with the older partner as pleasant; such negative feeling as occurred had mainly to do with their social surroundings which they knew disapproved of such contacts. Bad behavior on the part of the older partner, such as misuse of his power advantage, almost never occurred, according to the boys. ... The friendships and the sex which occurred within them had no negative influence upon the boys' general sense of well-being. The ... friendships were not based on sex alone. The boys felt they received affection, love, attention, companionship, a sense of freedom and support from their older partners; they shared many activities. The importance of the older partner and the friendship varied from boy to boy, sometimes the man was just one of the boy's friends; in other instances the man occupied a central place in the boy's life. (p. 134)

The boys themselves, however, thought their friendships and the sex was nice. A number of them emphasized that outsiders shouldn't make problems about it and that they themselves ought to have the right to decide what they wanted to do and what they would do. (p. 135)

## Paedophiles Don't Hurt Children

From **Hertoft, P.** (1993) *Paedophiles Don't Hurt Children*. In *Crime Without Victims*, translated from the Danish *Forbrydelse Uden Offer* (1986) by E. Brongersma. Amsterdam: Global Academic Publishers. Preben Hertoft (1928- ), MD, was an eminent sexologist at Rigshospitalet Psykiatrisk Poliklinik, Copenhagen, Denmark, until his retirement.

In former times children were not considered to have sexual feelings and impulses. We now know, from research and observation, that these suppositions are untrue. ... [F]rom our knowledge of human behavior it should not surprise us that children who are seeking a close relationship with an adult do not necessarily feel that there is a big chasm between close mental and physical contact in the general sense, and the kind of contact which we ... label as sexual.

As far as older children are concerned, they are usually aware of what is happening, as the following example perhaps may illustrate. Bent, now an adult and married, relates:

I was twelve when I met G. I had lost a small ring, and G. helped me find it. He was about fifty years old and was a seaman. I guessed that his helpfulness might be motivated by sexual interest, for boys perceive such things quickly. All the same, he was a nice fellow and I was glad to have somebody with whom I could gossip.

I was always the one who insisted that we do something together. ... As far as sex is con-

cerned, we did a bit of everything. For me he was a comrade. ... I could talk with him about everything. I had an outlet for all those things I didn't dare talk about at home. ... We had a magnificent time together. ... I had, on the whole, a very good relationship with my parents, but I never talked to them about sex and I never told them about G.

Bent's story is not exceptional; on the contrary, it is quite typical, as we know from the many studies now published about paedophile relationships. ...[D]iscussions concerning paedophilia often ramble off into gruesome stories ... [which tell] us more about the fantasies inhabiting the heads of those who tell such stories than it does about paedophilia. (pp. 9, 10)

Research shows that the child is often an active participant in the relationship, has a positive view of the relationship both sexually and in a wider general sense, and does not feel hurt by it. Boys often continue their contact with the adult for many years after the end of the sexual activities. Usually they develop normally, will often later marry and start a family, and will, perhaps, invite their former paedophile lover into their home, etc.

We may therefore conclude that in cases of mutual consent and mutual sexual attraction, sexual activity itself seems to produce no damaging effects. It is hoped that this may put parents' minds at rest and help them to avoid being unnecessarily upset and anxious. (p. 11)

## Examination of Assumed Properties of Child Sexual Abuse

From **Rind, B., Tromovitch, P., Bauserman, R.** (1998) A Meta-Analytic Examination of Assumed Properties of Child Sexual Abuse Using College Samples. *Psychological Bulletin* 124 (1). Bruce Rind, PhD, is an Adjunct Professor in the Department of Psychology at Temple University, Philadelphia, PA. Philip Tromovitch, who was a PhD candidate in 1998, is a Professor at Tokyo Medical and Dental University, Tokyo, Japan. Robert Bauserman, PhD, is associated with the Department of Health and Mental Hygiene, State of Maryland.

**Context:** This article is probably the most hotly contested piece of scientific writing since Galileo, and was attacked by an assortment of special interest groups who even managed to inveigle the US congress into becoming involved. The polarization pitted “morality” on one side against objective science on the other, with science, unfortunately, coming in a poor second in the media. But after some six years of charges, counter-charges, and impassioned arguments, the science has not in any way been disproved.

Early in this highly technical and complex 31 page paper, the authors discussed in great detail the pros and cons of the use of value-laden and pejorative terminology such as “Child Sexual Abuse” (CSA):

With these caveats in mind regarding the scientific shortcomings of the term CSA, we have nevertheless retained it for use in the current article because of its pervasive use in the scientific literature... . (p. 23)

For men, self-reported negative effects on their current sex lives or attitudes were uncommon. ... Self-reports of lasting negative effects of a general nature for men were also uncommon. ... The overall picture that emerges from these self-reports is that (a) the vast majority of both men and women reported no negative sexual effects from their CSA experiences; (b) lasting general negative effects were uncommon for men and somewhat more common for women, although still comprising only a minority... . These findings are inconsistent with the assumption that CSA has the properties of gender equivalence, prevalence, and intensity, in terms of harmful effects. (pp. 36, 37)

Two thirds of male CSA experiences ... were reported not to have been negative at the time. Three of every eight male experiences ... were reported to have been positive at the time. (p. 42)

The results for [sexually abused] male college students, using ... this scientific conceptualization of abuse, highlight the questionable validity of ... CSA as defined and used in the studies examined... . For these male college students 37% viewed their CSA experiences as positive at the time they occurred; 42% viewed these experiences as positive when reflecting back on them ... and ... 24% to 37% viewed their CSA experiences as having a positive influence on their current sex lives. ...The positive reports of reactions and effects, along with normal adjustments for willing participants, are scientifically inconsistent with classifying these male students as having been abused. These experiences were not associated with harm, and there appears to be no scientific reason to expect such an association... . (pp. 45, 46)



## Heinz Kohut's Tutor

From **Strozier, C.** (2001) *Heinz Kohut: The making of a psychoanalyst*. New York: Farrar, Straud and Giroux. Charles B. Strozier is a professor of history at John Jay College, City University of New York. Heinz Kohut (1913-1981) was the founder of "Self Psychology," and one of the most influential psychological thinkers of the twentieth century. Kohut sometimes used the alter ego of "Mr. Z." to discuss his own childhood in Vienna, Austria in the third person.

[His father] was off making money ... [and] his mother began to develop her own life and interests. ... She was soon to open her own store... . It all left him with a great sense of loneliness... . Heinz survived the fragmentation of the family ... in no small part due to the presence of a warmhearted tutor ... [who] was mainly to be a companion. It was the spring or summer of 1924 and Heinz was ten or eleven while [his tutor, Ernst] Morawetz, a university student, was somewhere between nineteen and twenty-three. ... [He] was simply to provide extra intellectual stimulation ... [and] after school ... would take Heinz to a museum, an art gallery, or the opera, or they would read together or simply talk about interesting subjects. They developed a deep rapport [and] communicated as much nonverbally as with words. (pp. 22, 23)

As Kohut later put it:

I had this private tutor, who was a very important person in my life. He would take me to museums and swimming and concerts and we had endless intellectual conversations and played complicated intellectual games and played chess together. I

was an only child. So it was in some ways psychologically life-saving for me. I was very fond of this fellow.

Kohut describes those years with ... Morawetz as “extremely happy ones,” maybe “the happiest years of his life... .” The boy idealized the older man, who was a “spiritual leader” able to share his “almost religious” love for nature, as well as teach him about literature, art, and music.

The relationship ... was also sexualized. ... [T]hey began by kissing and hugging each other and moved to lying naked, tenderly fondling each other and sucking on each other’s penises... . [T]he relationship ended when Heinz reached sexual maturity.

Heinz probably put his experience ... into the context of the ancient Greeks, about whom he was beginning to read in depth. ... [The] relationship ... was vital, loving intimate, and deeply empathic. ... [T]he tie to the tutor was a wonderful and helpful one that sustained him... . Heinz felt that the sexualization of his relationship ... was incidental... . (pp. 24, 25)

[B]y current standards what went on sexually ... can only be legally defined as childhood sexual abuse. ... [Kohut] insisted that sexuality had not been prominent: it was an affectionate relationship. ... the lonely preadolescent idealized ... the university student who filled a huge hole in his life at just the right moment. ... This is not to defend child abuse. ... But it may well be that our sense of the exploitation of children ... leads us to miss the subtlety of love and connection... . (p. 25, 26)

### Miscellaneous (Alphabetical by Author)

From **Elders, J.** On March 29, 2002, former United States Surgeon General Joycelyn Elders appeared on Fox television's "Hannity & Colmes," and engaged in a debate with Robert Knight regarding Levine's *Harmful to Minors*.

I think some children have [sexual] encounters with adults and may not necessarily have what we measure as harmful effects.

From **Ford, C. and Beach, F.** (1951) *Patterns of Sexual Behavior*. New York: Harper & Brothers. Clellan Ford, PhD, and Frank Beach, PhD, were, in 1951, both professors at Yale University.

As far as actual sexual behavior is concerned, it develops somewhat more rapidly in certain societies than in others. Some cultures fully approve of a variety of sexual practices among young boys and girls and between adolescents of both sexes. When there is any difference in treatment, the behavior of girls is more carefully controlled than is that of boys. As long as the adult members of a society permit them to do so, immature males and females engage in practically every type of sexual behavior found in grown men and women. (p. 197)

From **Hawkins, R.** (1980) The Development of Principles Basic to Education for Sexuality. *SIECUS Report VIII* (3)

Most pedophiliacs (people who are sexually interested in minor children) ... are gentle and affectionate, and are not dangerous in the way child molesters are stereotypically considered to be. (p. 15)

From **Kincaid, R.** (1992) *Child Loving: The Erotic Child and Victorian Culture*. New York: Routledge. James R. Kincaid is Aerol Arnold Professor of English at the University of Southern California.

One has the feeling that all the counter-evidence ... in the world would not shake the ability of this tale of the molestation [of innocent children] by strangers to get itself told. Why it is told so often and with such passion is by no means clear. ... (p. 185)

The damage that can be done [to a child who is suspected of having been molested] by ... the police, judges, courtroom personnel, doctors, psychologists, [and] social workers ... is not to be underestimated. It is not here a case of “blaming the victim,” but of recognizing the dangers which are unleashed when a simplistic melodramatic formula is applied to life. (p. 207)

How do the children view the matter?... In the few cases where researchers have listened to the children, the results ... have usually been unsettling. Perhaps that is why such studies are rarely conducted... . [S]exual contacts had no negative influence upon the general sense of well-being of these boys,” ... (pp. 208, 209)

From **Meehl, P.** (1986) Psychology: Does our Heterogenous Subject Matter have any Unity? *Minnesota Psychologist*, Summer 1986. Reprinted (2004) *Minnesota Psychologist*, 53 (3). Paul Meehl (1920-2003) took his PhD from the University of Minnesota in 1945, and taught there for the rest of his life. He was known for his incisive thinking and his dislike of shoddy scholarship.

It is not a question of whether one abandons “scientific standards of proof” because one is operating in a clinical context where hard data may be hard to come by. It is more than that. It has ethical implications if I employ a diagnostic procedure which has repeatedly been shown to have negligible validity to make life and death decisions about people, and collect the patient’s or the taxpayer’s dollar for doing so.

In the research context, I sometimes have the impression that simple-minded psychologists have a hard time discovering anything interesting, whereas muddle-headed ones discover all sorts of things that are not so. The problem with the muddle-headed is ... in their often weak standards of evidence. ... I have never known a muddle-head to get well. Muddleheadedness is an incurable intellectual disease ... [and it] immunizes its victims from critical objections. You can’t make him bothered by the fact he thinks sloppily, because part of muddle-headedness consists of not knowing that one is thinking sloppily. (p. 6)

[G]etting a PhD does not cure us of bias or memory distortion or the familiar fallacies which are the origin of superstitions. ... (p. 7)

From **Ofshe, R.** (1994) *Making Monsters*. New York: Charles Scribner’s Sons. Richard Ofshe is a professor of social psychology at the University of California at Berkeley.

Recovered memory, like lobotomy, illustrates the worst of all possible medical or psychiatric mistakes. Unlike useless treatments that merely do patients no good, the practitioners of this therapy

harm patients and cause them to suffer. This need not happen. Tolerating recovered memory therapy harms us all because it diverts attention from problems that are real and may be solvable, and squanders funds dedicated to the care of people in need (pg. 303).

From **Warner, S.** (1967) *T. H. White: A biography*. New York: Viking. T. H. White (1906-1964) was a prolific British author who is best known for *The Once and Future King*, which was the basis for the 1960 Lerner-Loewe stage show *Camelot*, and the 1967 film adaptation. The following passages concern a boy who visited his seaside home for several summers, beginning when he was about 12.

I can't write about the important part of this summer, because I have fallen in love with Zed. ... I love him for being happy ... [but he] could not stand the weight of the world against such feelings – not that they are bad in themselves. It is the public opinion which makes them so. ... It has been my hideous fate to be born with an infinite capacity for love and joy with no hope of using them.

I do not believe that some sort of sexual relations with Zed would do him harm – he would probably think and call them t'rific. I do not think I could hurt him spiritually or mentally. ... I do not think that sex is evil, except when it is cruel or degrading, ... or that I am evil or could be. But the practical facts of life are an impenetrable barrier ... [T]he factual impossibilities set up by law and custom ... [and] every possible detail of what is expedient, not what is moral, offers the fox to my bosom, and I must let it gnaw. (pp. 277, 278)

## Afterword

The fundamental right of boys to their own sexuality went into decline as Christianity supplanted Greco-Roman culture in the first few centuries CE. To a greater or lesser degree these intrinsic rights have been suppressed ever since, and at present are essentially non-existent. Christianity only grudgingly allows for sex for procreative purposes, and anything other than the generative act is considered evil and sinful. While this sexophobic attitude is still the official position of religious and political right wing, in the real world sex has been almost completely liberated from such mythologies. The only exception, the “last taboo,” is the sexuality of children and, in the case of a boy seeking understanding and experience, any older male who will accept and cooperate with him in sexual exploration and play. This archaic taboo is widely and regularly circumvented in consensual but surreptitious short and long term relationships, and occasionally one of these will come to light and provide the media with a shark-like feeding frenzy.

The vast majority of people base their view of boy/older male sexuality on what they see or read in the mass media, and these media almost invariably present a very negative picture of the harm caused by a “pedophile” to a “victim.” The public then assumes that this “victimological” dogma originated from, and is actively supported by, all members of the psychological community, when in reality, as was pointed out in the introduction, this concept is the creation of only a few individuals and special interest groups. Unfortunately, victimologists have been able to tap into the hate and prejudice that is all too common in mankind, the idea that anyone who is different or belongs to a different group or has a different belief is

an enemy, and must therefore be destroyed, or at the very minimum, denigrated and subjugated. This has been the fate of Gypsies, Jews, Blacks, and just about every immigrant ethnic group in its turn. This hate was long deployed against homosexuals, still surfaces in discussions of gay civil rights, and manifested itself in the brutal murder of Matthew Shepard in Wyoming in 1998.

With the persecution of Jews, Blacks, homosexuals, etc., at least officially discouraged, this bent for hatred has been largely transferred to males who are at least to some degree attracted to boys. This group is estimated to number a minimum of eight million in the US alone, but is essentially invisible, with no political clout and few advocates. And, in the process, that same hate is visited upon boys who initiate and/or willingly participate in sex with an older male, for these boys, if found out, are subjected to a veritable hell of intrusive questioning, accusations, threats, and usually unwanted “counseling” intended to convince them that what they wanted to do was intrinsically wrong – even evil and depraved. The iatrogenic harm inherent in this persecution is well documented, and is mentioned in some of the excerpts in this volume.

There is very little – if any – credible evidence that a sexually expressed relationship between a boy and an older male is harmful **so long as it is consensual**. On the other hand, there is considerable evidence that heavy-handed interference with such a relationship more often than not is traumatic and frequently may destroy the boy. One has to wonder about a society which demonizes and punishes behaviors that have not been shown empirically to cause harm, and yet approves and encourages behaviors which are demonstrably harmful and even traumatic.



### About the Author

Dave Riegel has been an electrical contractor, airline captain, amateur archaeologist, real estate broker, and professional student. Now in his 70s, for the past several years he has been using the World Wide Web to investigate the effects on the psychosexual development of boys of relationships with older males which include a sexual component. He has developed and conducted several Internet based surveys which have proved to be valuable sources of empirical data in this sensitive and controversial area of inquiry. His writings include two previous books, *Understanding Loved Boys and Boylovers* (2000), and *Beyond Hysteria: Boy Erotica on the Internet* (2004), essays in the scientific journals *Archives of Sexual Behavior* (August 2004) and *Sexuality and Culture* (Winter 2005), an article in press for *Journal of Psychology and Human Sexuality*, and an essay for the ninth edition (2005) of the McGraw-Hill/Dushkin textbook *Taking Sides: Clashing Views on Controversial Issues in Human Sexuality*.

### **Belated acknowledgements.**

This book has not been a one-man effort. Many person have contributed suggestions about essays and their authors, and some of them have actually done the excerpting from sources to which I did not have ready access. Others have offered constructive criticisms, and one learned gentleman in particular has been my *de facto* editor, rescuing the book from many factual, technical, and logistical errors. However, every one of these allies has requested anonymity.

I sincerely wish I could give personal credit to all of these collaborators, but in today's hysterically hostile climate, to name them would be to expose them to all sorts of harassment. So, until society emerges from the current dark ages regarding boyhood sexuality, I must honor their request to remain anonymous. But I must also state that, even though they individually cannot be given due and proper credit, without their help this book might never have been written.

Therefore, to each of these friends, I now say a heartfelt "Thank You."

(back cover)

## **Could they ALL have been WRONG?**

As far as we know, in all cultures and in every age, and to one degree or another, sexuality is a phenomenon which has given rise to many diverse opinions. Today, too, not everyone everywhere holds the same positions about sexuality. Views can change very suddenly, and sometimes very radically.

This collection of thoughts and statements by 50 recognized researchers and authors is without any doubt unique. Dave Riegel has searched out and presented relevant results of sexological research and philosophical thinking over the centuries in the field of boy/older male love, probing for the reality behind the myth reigning in this field. Society struggles with a fundamental problem.

The author leads us to long forgotten names, such as Bentham, Stekel, and others, and on up to the most recent ones. In a sense this volume can be considered to be a vademecum, a concise guidebook for both the academic and the layman. The whole is carefully arranged in a logical manner that leads the reader through the various themes.

The selection of observations here presented are perhaps startling to many readers. The love of a boy and an older male certainly is a controversial topic worthy of examination and reflection, and these excerpts and statements could well form the starting point for further discussions. All child welfare workers should read this compilation, and anybody dealing with perceived sex abuse (parents, teachers, officers, etc.) could find this book very helpful.

In the end the final and crucial question emerges: *Could they all have been wrong?* It seems highly improbable.

Experience has taught us that stigmatizing and criminalizing voluntary and desired boy/older male contacts can and does cause unintended but very real and serious conflicts and trauma. If the current repressive attitude towards these relationships continues, we must ask ourselves what the negative effects will be on the generation of boys which is growing up now.

Dr. Frits Bernard, Psychologist and Sexologist