

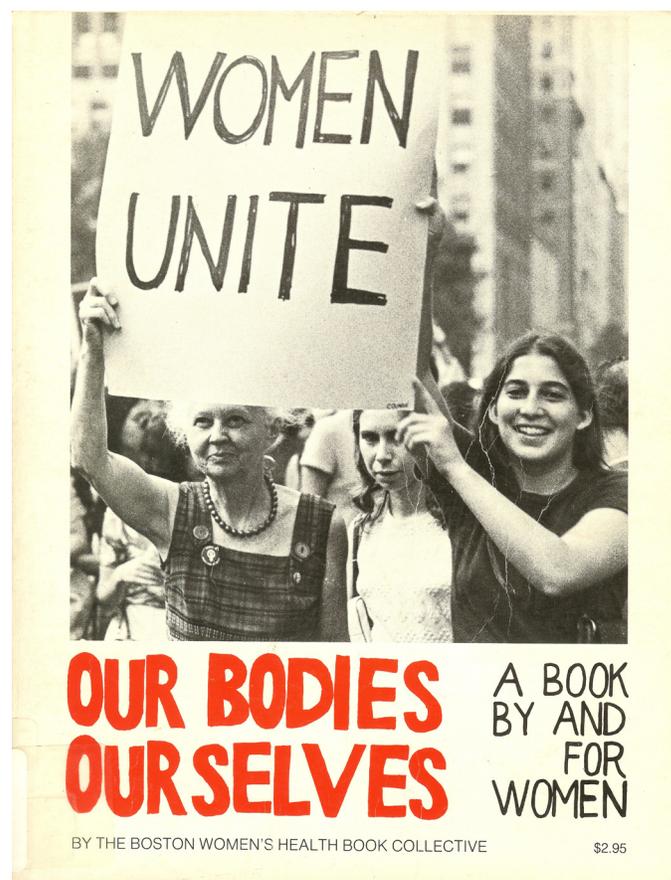
# Our Bodies, Ourselves

## A Book By and For Women

In the spring of 1969, a group of us met at a women's conference in Boston. The conference was one of the first gatherings of women meeting specifically to talk with other women. For many of us it was the first time we had joined together with other women to talk and think about our lives and what we could do about them. At one point, we took part in a small discussion group on "women and their bodies." Not wanting the discussion to end, some of us decided to keep on meeting as a group after the conference.

In the beginning we called ourselves "the doctors group." We had all experienced similar feelings of frustration and anger toward specific doctors and the medical maze in general, and initially we wanted to do something about those doctors who were condescending, paternalistic, judgmental and noninformative. As we talked and shared our experiences with one another, we realized just how much we had to learn about our bodies. So we decided on a summer project: to research those topics which we felt were particularly pertinent to learning about our bodies, to discuss in the group what we had learned, then to write papers individually or in groups of two or three, and finally to present the results in the fall as a course for women on women and their bodies.

As we developed the course we realized more and more that we really were capable of collecting, understanding, and evaluating medical information. Together we evaluated our reading of books and journals, our talks with doctors and friends who were medical students. We found we could



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discuss, question, and argue with each other in a new spirit of cooperation rather than competition. We were equally struck by how important it was for us to be able to open up with one another and share our feelings about our bodies. The process of talking was as crucial as the facts themselves. Over time the facts and feelings melted together in ways that touched us very deeply, and that is reflected in the changing titles of the course and then the book, from *Women and Their Bodies* to *Women and Our Bodies* to, finally, *Our Bodies, Ourselves*.

When we gave the course we met in any available free space we could get: in day schools, in nursery schools, in churches, in our homes. We wanted the course to stimulate the same kind of talking and sharing that we who had prepared the course had experienced. We had something to say, but we had a lot to learn as well; we did not want a traditional teacher-student relationship. At the end of ten to twelve sessions, we found that many women felt both eager and competent to get together in small groups and share what they had learned with other women. We saw it as a never-ending process always involving more and more women.

After the first teaching of the course, we decided to revise our initial papers and mimeograph them so that other women could have copies as the course expanded. Eventually we got them printed and bound together in an inexpensive edition published by the New England Free Press. It was fascinating and very exciting for us to see what a constant demand there was for our book. It came out in several editions, a larger number being printed each time, and the time from one printing to the next becoming shorter. The growing volume of requests began to strain the staff of the New England Free Press. Since our book was clearly speaking to many people, we wanted to reach beyond the audience who lived in the area or who were acquainted with the New England Free Press. For wider distribution it made sense to publish our book commercially.

From the very beginning of working together, we have felt exhilarated and energized by our new knowledge. Finding

out about our bodies and our bodies' needs, starting to take control over that area of our lives, has released for us an energy that has overflowed into our work, our friendships, our relationships with men and women, and for some of us to our marriages and our parenthood. In trying to figure out why this has had such a life-changing effect on us, we have come up with several important ways in which this kind of body education has been liberating for us and may be a starting point for the liberation of many other women.

First, we learned what we learned both from professional sources – textbooks, medical journals, doctors, nurses – and from our own experiences. The facts were important, and we did careful research to get the information we had not had in the past. As we brought the facts to one another we learned a good deal, but in sharing our personal experiences relating to those facts we learned still more. Once we had learned what the “experts” had to tell us, we found that we still had a lot to teach and to learn from one another. For instance, many of us had “learned” about the menstrual cycle in science or biology classes – we had perhaps even memorized the names of the menstrual hormones and what they did. But most of us did not remember much of what we had learned. This time when we read in a text that the onset of menstruation is a normal and universal occurrence in young girls from ages ten to eighteen, we started to talk about our first menstrual periods. We found that, for many of us, beginning to menstruate had not felt normal at all, but scary, embarrassing, mysterious. We realized that what we had been told about menstruation and what we had not been told – even the tone of voice it had been told in – had all had an effect on our feelings about being female. Similarly, the information from enlightened texts describing masturbation as a normal, common sexual activity did not really become our own until we began to pull up from inside ourselves and share what we had never before expressed: the confusion and shame we had been made to feel, and often still felt, about touching our bodies in a sexual way.

Learning about our bodies in this way is an exciting kind of learning, where information and feelings are allowed to interact. It makes the difference between rote memorization and relevant learning, between fragmented pieces of a puzzle and the integrated picture, between abstractions and real knowledge. We discovered that people don't learn very much when they are just passive recipients of information. We found that each individual's response to information was valid and useful, and that by sharing our responses we could develop a base on which to be critical of what the experts tell us. Whatever we need to learn now, in whatever area of our lives, we know more how to go about it.

A second important result of this kind of learning is that we are better prepared to evaluate the institutions that are supposed to meet our health needs – the hospitals, clinics, doctors, medical schools, nursing schools, public health departments, Medicaid bureaucracies and so on. For some of us it was the first time we had looked critically, and with strength, at the existing institutions serving us. The experience of learning just how little control we had over our lives and bodies, the coming together out of isolation to learn from each other in order to define what we needed, and the experience of supporting one another in demanding the changes that grew out of our developing critique – all were crucial and formative political experiences for us. We have felt our potential power as a force for political and social change.

The learning we have done while working on *Our Bodies, Ourselves* has been a good basis for growth in other areas of life for still another reason. For women throughout the centuries, ignorance about our bodies has had one major consequence: pregnancy. Until very recently pregnancies were all but inevitable, and biology was our destiny: because our bodies are designed to get pregnant and give birth and lactate, that is what all or most of us did. The courageous and dedicated work begun by people like Margaret Sanger, to spread and make available birth control methods that women could use, freed us from the traditional lifetime of pregnancies. But the

societal expectation that a woman, above all else, will have babies does not die easily. When we first started talking to each other about this, we found that old expectations had nudged most of us into a fairly rigid role of wife-and-motherhood from the moment we were born female. Even in 1969, when we first started the work that led to this book, we found that many of us were still getting pregnant when we didn't want to. It was not until we researched carefully and learned more about our reproductive systems, about birth control methods and abortion, about laws governing birth control and abortion, and not until we put all this information together with what it meant to us to be female, that we began to feel we could truly set out to control whether and when we would have babies.

This knowledge has freed many of us from the constant energy-draining anxiety about becoming pregnant. It has made our pregnancies better because they no longer happen to us, but we actively choose them and enthusiastically participate in them. It has made our parenthood better because it is our choice rather than our destiny. This knowledge has freed us from playing the role of mother if it is not a role that fits us. It has given us a sense of a larger life space to work in, an invigorating and challenging sense of time and room to discover the energies and talents that are in us, to do the work we want to do. And one of the things we most want to do is to help make this freedom of choice, this life span, available to every woman. This is why people in the women's movement have been so active in fighting against the inhumane legal restrictions, the imperfections of available contraceptives, the poor sex education, the highly priced and poorly administered health care that keep too many women from having this crucial control over their bodies.

There is a fourth reason why knowledge about our bodies has generated so much new energy. For us, body education is core education. Our bodies are the physical bases from which we move out into the world; ignorance, uncertainty – even, at worst, shame – about our physical selves create in

us an alienation from ourselves that keeps us from being the whole people that we could be. Picture a woman trying to do work and to enter into equal and satisfying relationships with other people when she feels physically weak because she has never tried to be strong; when she drains her energy trying to change her face, her figure, her hair, her smells, to match some ideal norm set by magazines, movies and TV, when she feels confused and ashamed of the menstrual blood that every month appears from some dark place in her body; when her internal body processes are a mystery to her and surface only to cause her trouble (an unplanned pregnancy, cervical cancer); when she does not understand or enjoy sex and concentrates her sexual drives into aimless romantic fantasies, perverting and misusing a potential energy because she has been brought up to deny it. Learning to understand, accept, and be responsible for our physical selves, we are freed of some of these preoccupations and can start to use our untapped energies. Our image of ourselves is on a firmer base, we can be better friends and better lovers, better people, more self-confident, more autonomous, stronger and more whole.

Norma, Pam, Judy, Nancy, Paula, Ruth, Wilma, Esther, Jane, Wendy, and Joan.

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