

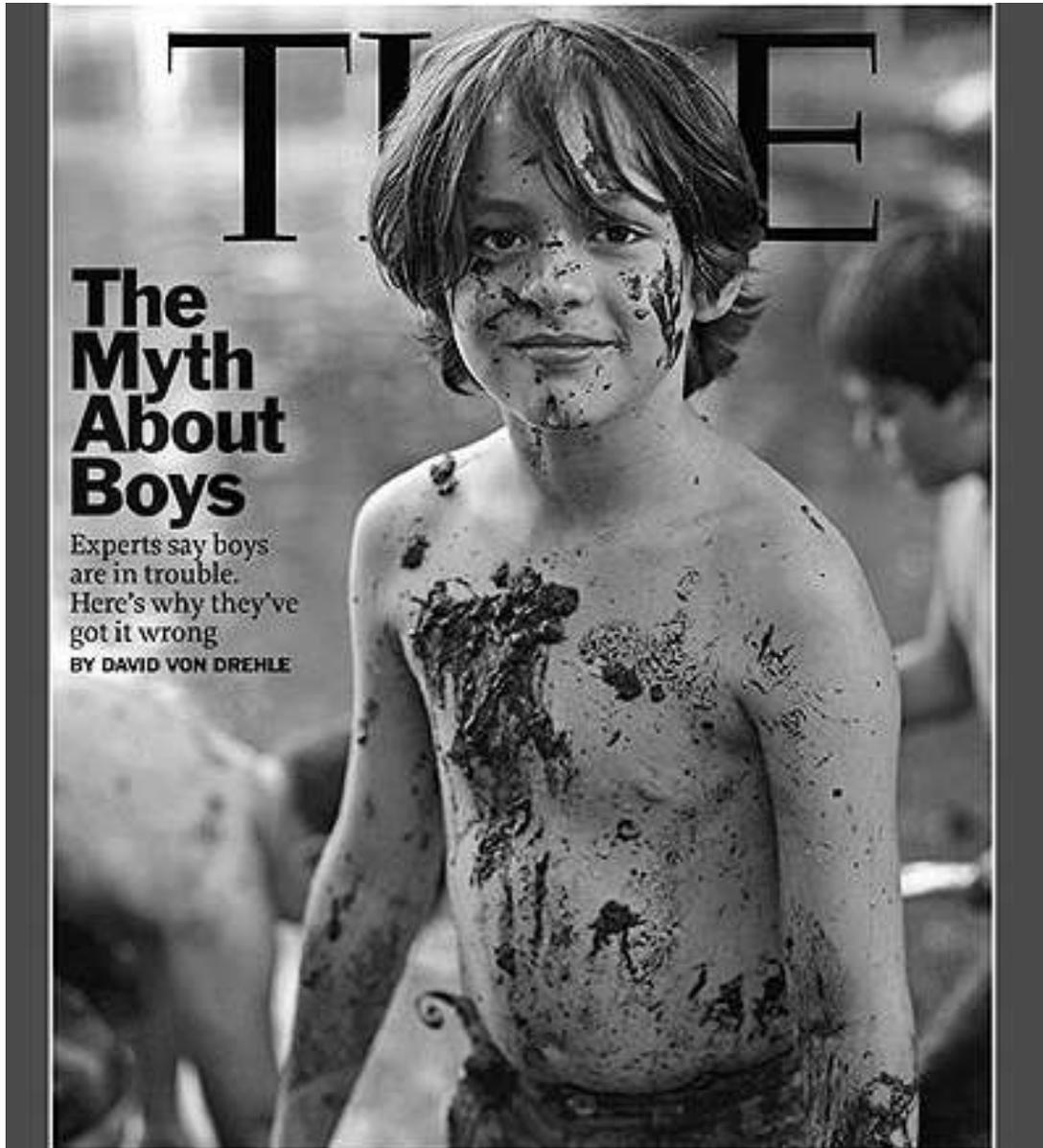
# THE END OF MEN

AND THE RISE OF WOMEN

HANNA ROSIN

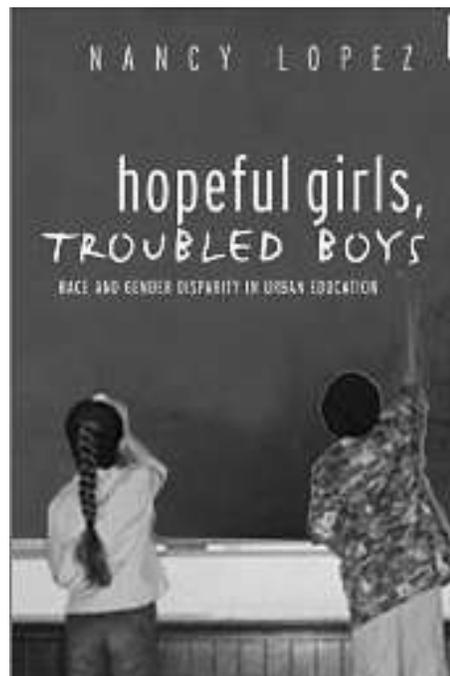
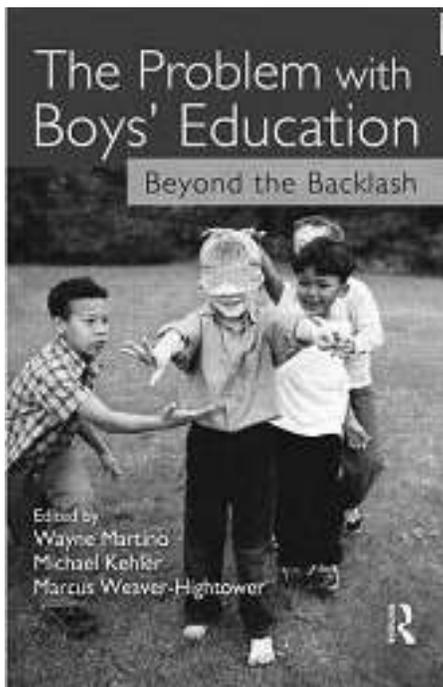
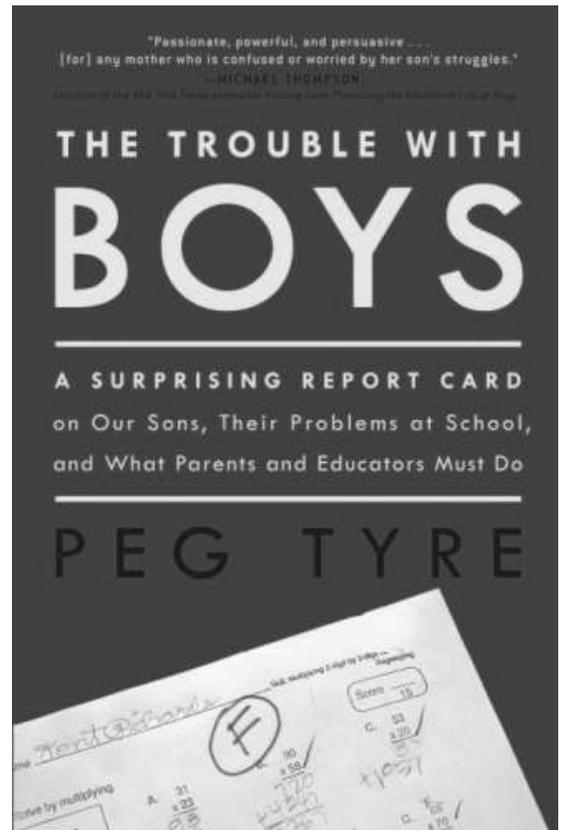
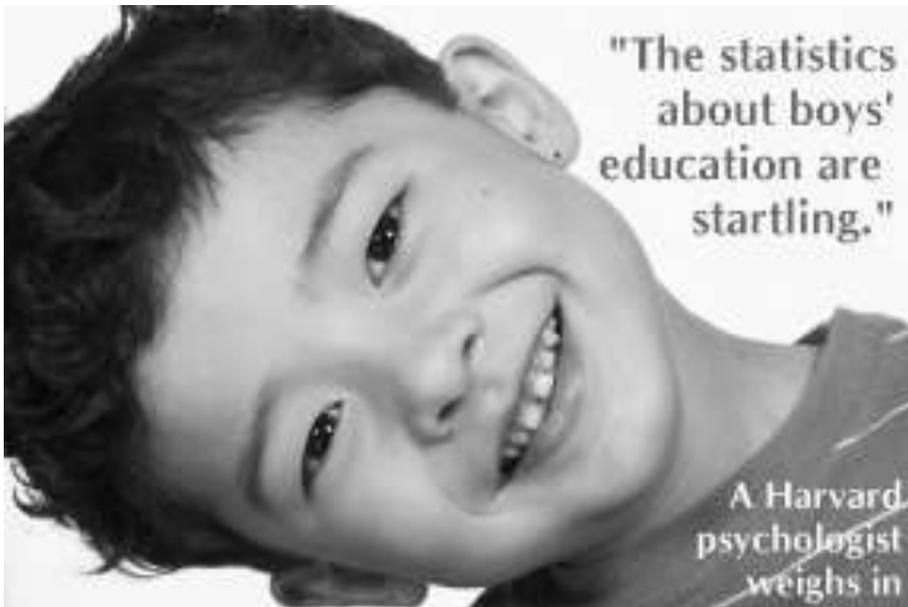
**The forgotten gender: boys (and men).**

## **The World Crisis of Boyhood And Boys' Education.**

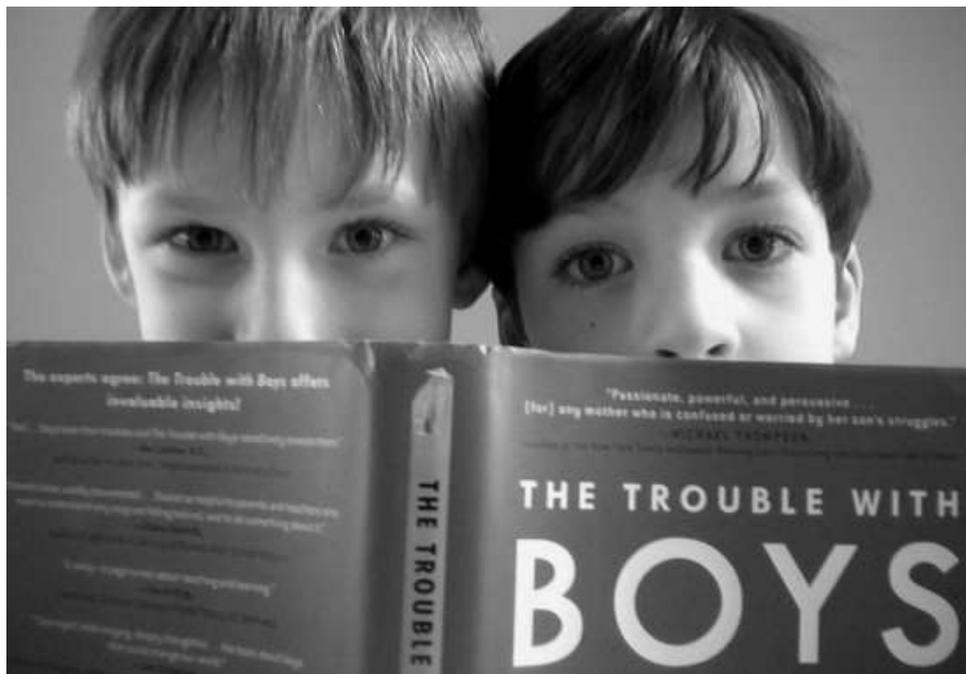


**Prof. Dr. Albert Ferrer**

There is a deep world crisis of boys' education and boyhood in general whereas the social and political response is still insufficient or virtually non existing, which means that boys do not matter and have no value at all. The data are alarming and there are manifold international reports from Parliaments and Governments all around the world; still mainstream culture, public authorities and private institutions do not address the boy crisis which continues and even worsens. As British educational authorities have recognized, we do not tackle the boy crisis if it persists.



## THE WORLD CRISIS OF BOYHOOD AND BOYS' EDUCATION



**Education in human values or integral education will never work within a feminized co-educated school with few male teachers that denies the anthropological drives of boyhood while structurally nurturing a global boy crisis. The school system must address the deeper drives of boyhood, and only this will solve the global boy crisis; only this will make value/ integral education really work for boys –and also for girls-.**

**There is today a sharp incoherence between two contradictory phenomena:** the pretension to introduce values into the curriculum and the oblivion of boyhood –overlooking the boy crisis and dismissing boys' anthropology, which implies disdain against boyhood-.

**Value/ integral education must start at the structural level:** the organization of the educational process and the school. And here, educational authorities and professionals must become aware of all the troubles that this feminized co-educated school has created for boys- while denying the very anthropology of boys' growing process-.

**Value/ integral education must start by treating human beings with humaneness, not alienating them.** The deepest philosophy of Europe has analyzed the profound human -and especially male- alienation inherent to modernity. The alienation of boyhood has still worsened in the last decades, producing a global boy crisis never seen before.

**The denial of boyhood's anthropology lies at the core of this alienation.** US psychiatrists claim for the return of male mentors for boys. Many experts all around the world warn that boys do not have positive role models of their own gender. All ancient and indigenous cultures knew the crucial role of the initiation for boys. Lord Baden-Powell learnt it in Africa, and from this awareness he created Boy Scouts –which is a modern form of initiation with mentors-.

**Education will have to raise the issue of boyhood again.**

Stop The World

I Wanna Get Off



**The U.S. Department of Education released a comprehensive report in July 2000 called "Trends in Educational Equity of Girls and Women",**

that radically questioned the conventional belief that girls were short-changed in the nation's schools. With all the overemphasis in the previous decades about girls' discrimination, even the statisticians who put the data together were surprised by what they showed.

As the study's director, Thomas Snyder, recognized:

**"We did not realize women were doing so well. And boys so badly."**

\*\*\*\*

From 2001 on, **Senator Hillary Clinton**, a woman and one of the major figures of the Democrat Party in the U.S.,

Warned about **the crisis of boys' education**

And defended the right for government schools **to offer single-sex classrooms** as private schools can do to offer sound remedies to the boy crisis and an alternative to the problems generated by co-education.

\*\*\*\*

**In Australia**, documents such as "Gender Equity: A Framework for Australian Schools" (1997) still argued in favour of positive discrimination for girls, the assumption being that society was male-dominated and that women were oppressed and disadvantaged.

**But from 2000 onwards**, what has increasingly manifested in Australia and all around the world with startling data is

**a crisis of boys' education;**

the figures are striking in all industrialized countries and already start indicating the same boy crisis in developing countries.

When some biased minds were still denying the obvious and worrying reality of the crisis of boys' education,  
**the official marks in British public exams in 2013/ 2014 were showing a further decrease in boys' performance,**  
and therefore an aggravation of the already startling gap between boys and girls.

**In the United Kingdom, government reports such as "2020 Vision"**

have warned that **the poor standards achieved by boys** remain extremely persistent and alarming,  
**for which boys should be taught separately** to stop them falling further behind girls –as part of an overall reappraisal of the educational system-.

British experts have admitted that the present flaws will persist if we continue to do more of the same; a new approach is required –which this educational Project tries to offer-.

\*\*\*\*

**In September 2013, the Education Minister of Germany, MS Annette Schavan,** again a woman, warned about **the crisis of boys' education** in Germany –as well as around the world-, and called for **schools to separate boys and girls with new formulae.**

Her request was based on the real anthropological differences in growing up that psychology and neuroscience have confirmed in the last years.

\*\*\*\*

**On December 9<sup>th</sup> 2013, the prestigious newspaper from Barcelona, La Vanguardia,** published an article with a meaningful title: **"Boys: the subject left behind"**, below which this renowned newspaper evidenced the serious crisis of boys' education in Catalonia/ Spain within the global boy crisis all around the world, in all OECD countries first and later in developing countries too. La Vanguardia warned that the boy crisis is not only a pedagogic problem but also a cultural or anthropological issue, since the culture of the last decades is not providing positive models for boys and manifests a deeper crisis of masculinity in anthropological and cultural terms.

**"In schools it is girls who are doing better, boys who are in trouble –and special programmes for boys are needed."**

**“In schools it is boys**

**Who are in trouble,**

**And special programmes for boys**

**Are needed.”**

**The boy crisis in education.**

**University of Sydney.**



On the occasion of the world day for women, lazy teachers take advantage  
Of it –of any occasion by the way- to do strike, close the schools down  
And keep students at home –one extra holiday for them-.

Apart from teachers’ laziness,

This shocking fact summarizes all the blindness  
Of this world –not only in relation to gender but in general terms-:

Schools close down and do strike for women

Whereas all around the world girls are performing very well

**AND IT IS BOYS WHO ARE DRAMATICALLY UNDERACHIEVING  
AND MANIFESTING MANIFOLD SERIOUS PROBLEMS.**

**Schools should do strike to awaken people’s and governments’ conscience  
About the worrying boy crisis worldwide.**

**There should not be one world day for boys -and men-?**

**To raise all the profound troubles of manhood –self-destructive and anti-  
social behaviour- towards a positive transformation.**

**On the occasion of the world day for women, some renowned newspapers published special headlines proclaiming that the future of humanity lies in the hands of women.**

This aberration, typical of the “infinite stupidity of humanity” –as Albert Einstein said-, can be immediately debunked by a simple yet terrible question: -What about men?

Hence, what are you telling the boys of this world? Are you telling all the boys around the globe that their gender is nothing and has no contribution to bring to the future of humanity?

This aberration is ethically immoral, legally unconstitutional and pedagogically harmful to boys by throwing their self-esteem and dignity down.

It is obvious to anybody who still keeps some basic common sense that the future of humanity must be built by both genders together within an integral vision of harmony and unity.

Then, how is it possible that mainstream culture publishes this new anti-male culture, this profound disdain against half of humanity –the forgotten gender today, the male-?

**This new fashionable anti-male culture lies at the deepest roots of the world boy crisis – together with the problems inherent to a feminized co-educated school that obviously does not nurture boys and does not respond to the anthropological drives of boyhood-.**

It is obvious that a new better world can only be built through a paradigm shift and a shift in consciousness –towards an integral, not unilateral, humanistic, more ethical and more spiritual consciousness-.

It is also obvious that this amazing anti-male culture belongs to the old primitive mindset – unilateral, egoistic, ultimately stupid, replicating what it criticizes just in reverse terms-.

Then how is it possible that mainstream culture divulges this kind of statements that should be banned for constitutional discrimination –of the male gender- whereas softer statements against the female gender do create sharp reactions-? Who is interested in all this foolishness?

**Humanity urgently needs a global awakening out from the present blindness towards a consciousness and paradigm shift.**

**In a better world, boys and men will also deserve a day for them: to tackle the profound world crisis of boyhood and address the deep troubles of manhood.**

There is a woman in jail for fifteen men. Nothing happens with masculinity?

Meanwhile, in some schools female teachers force boys to get dressed like girls for Carnival – which implies in depth the denial of their own identity and, as many educational experts have warned, the establishment of girls as the new golden gender and boys like defective girls-. The world boy crisis has not only educational but also cultural/ social roots.

Anthropologists such as E. Badinter would warn these teachers that **boyhood is essentially initiatory and the “via difficilior”** for the fundamental fact that boys are men who come from women –mothers- for which the role of fathers, mentors and positive role models of their own gender becomes crucial. Many anthropologists, psychologists and psychiatrists would warn these teachers not to blindly play with these issues. **In fact, psychiatrists in the USA claim for a return of the male mentor for boys.**

**Meanwhile, our societies have reached an extreme point where the fundamental things and common sense have been lost.**



**“Clearly, boys’ needs are not being met.”**

**Educational Equity Center/ Academy for Educational Development**

Before women’s demonstrations shouting at their rights and emancipation,

We may ask them a terrible question

-not about their husbands, of course, many may have divorced-

But rather **ABOUT THEIR SONS!**

All these women who vehemently shout at their rights

Are aware of the profound problems of their own sons?

**(A world boy crisis that is not only educational but also global.)**

Most of women obviously do not care for the world boy crisis,  
Because the whole society and governments blindly overlook it;

Which means that they do not care for their own sons!

This is the extreme egoism and blindness that the postmodern ego  
Has reached amidst all the illusive discourses in society.

Needless to say, men do not care for boys either,

Which means that they do not care for themselves, for their own gender,

Because they are deeply alienated –since the dawn of modernity-.

**All this foolishness is what is heading for a collapse of civilization.**

**The ecological/ climatic catastrophe has its roots in culture and consciousness.**



- **The new anti-male culture that has become socially predominant has built up a whole discourse that is like the worst male disdain against women in opposite terms: it finds now biological/ anthropological evidence “proving” all the bad tendencies of the male gender in front of all the –obviously- good tendencies of the female gender.** Apart from the immoral nature of this anti-male culture, we must respond that it is unscientific and groundless, because the negative tendencies of the male gender are not anthropological but sociological; it is the culture and society that are devastating the anthropology of boyhood and masculinity while feeding all the negative patterns and behaviours instead of positively nurturing boys and men and positively channelling male energies. We put forward the whole matter in various essays.
- **The postmodern world has deeply ruined boyhood/ masculinity because two social phenomena have converged establishing a profound anti-male culture never seen before in human history:** first, the aggravation of the typically modern self-alienation of males; and second, the rise of unilateral, biased women’s movements that replicate what they criticize in reverse terms while inevitably producing a new anti-male ethos amidst vehement claims of a strictly political nature that deny reality as such; **hence the global boy crisis as a problem of civilization.**

**The United Nations finds that boys have fallen behind girls in every one of the largest 70 developed nations.**

**All PISA Reports of the last decades have been dealing with the startling figures of the world boy crisis.**

There must be something common to these 70 nations, something global, that explains this international boy crisis:

A feminized co-educated school that never existed before in human history, that has been created in the last decades for the first time, and that obviously does not respond to the anthropology of boyhood. This, the anthropology of boyhood, must have been devastated all around the globe by postmodern civilization; that is why the boy crisis is deep and global.

Moreover, unilateral claims for women have established a structural oblivion and neglect of boys –and males- and even a new anti-male culture never seen before the advent of these unilateral claims with all its bias –the bias of the ego-.

**The simple fact that the boy crisis is largely ignored –like men’s troubles- already constitutes a disdain against boyhood and masculinity in ethical terms, and an unconstitutional discrimination in legal terms –by using the language of women’s movements-. To ignore all this has a cost of billions of euros due to boys’ and men’s anti-social and self-destructive behaviour, failure and alienation –and a huge human cost too-.**

**In the USA: 700% increase in prison population –MALE- in the last 30 years. One women in jail for 15 men. And the ratio increases.**

**Still, these 70 most developed nations and the entire human civilization persist to ignore the global boy crisis and the serious male troubles all around the globe.**

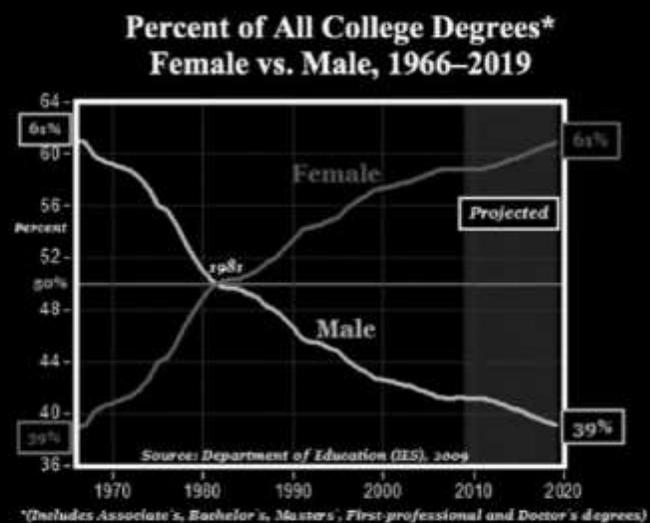
**Till when will human civilization be blind?**

Is there somebody interested in all this alienation and violence?

Down: source: “The importances of having a White House Council on Boys and Men.”

## 1. EDUCATION

Female college students and female college graduates now far outnumber their male counterparts, a trend that shows no sign of leveling off.

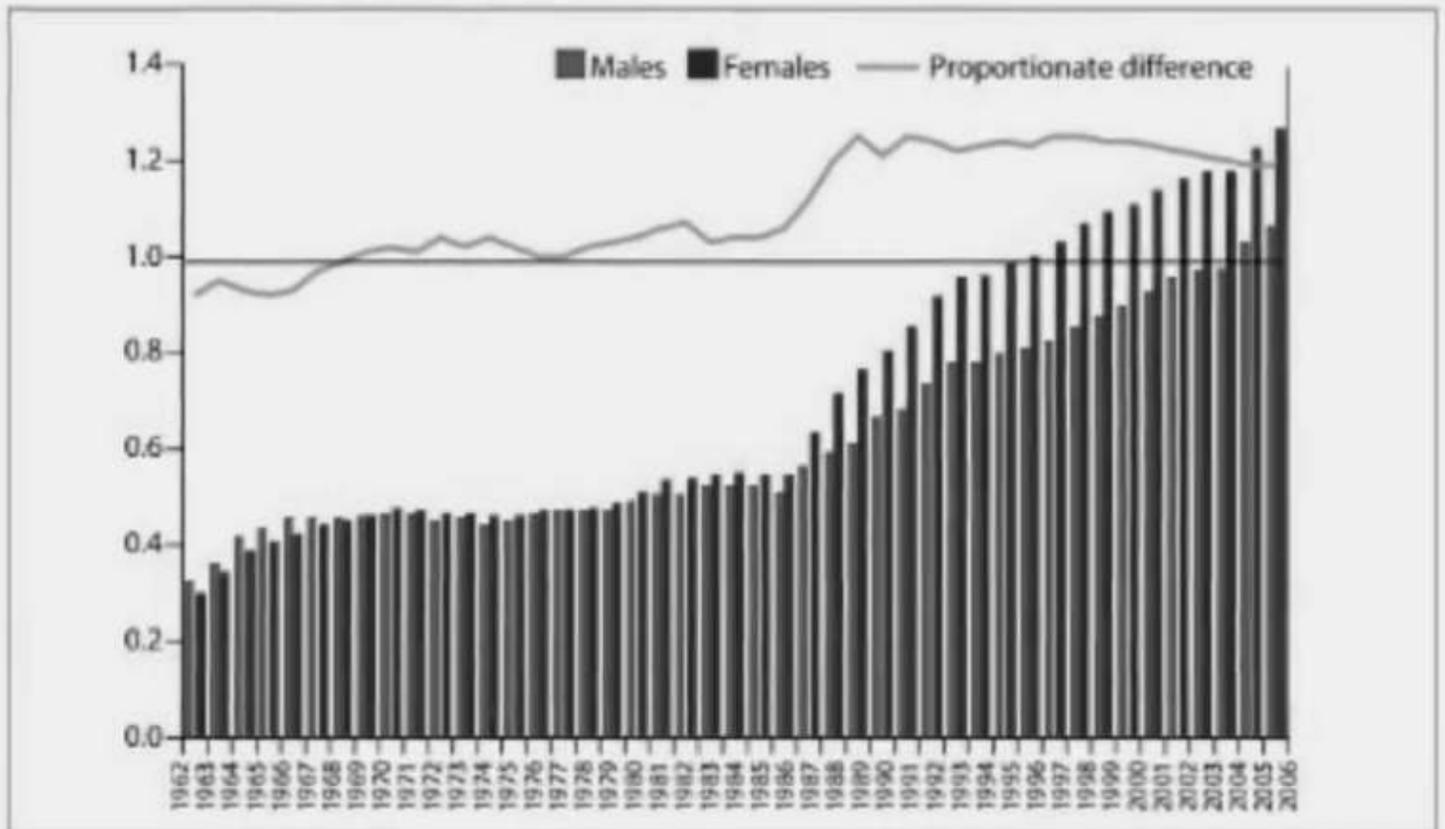


**Many experts in the USA and all around the world agree on the main causes for a global boy crisis all around the world as never seen before in human history: (the boys' crisis becoming a men's crisis in one generation)**

- 1. Father-deprived boyhood: deprived of father, male mentors, positive male role models, love within their own gender, and the initiatory dimension of boyhood in anthropological terms, ultimately deprived of their own identity, which feeds frustration, Alienation and antisocial/ self-destructive behaviour.**
- 2. The feminized co-educated school with few male teachers that does not acknowledge boys' anthropology and psychology, does not understand them and does not nurture them.**
- 3. The dramatic lack of positive patterns of masculinity in the society and mainstream culture, with new trends establishing an openly and astounding anti-male culture within a society unilaterally and vehemently centred on women and girls only.**

Down: source: "Examining Male Underachievement in Education."

**Figure 7-1 Gender Difference at O-level/GCSE and Proportionate Differences in Female/Male Achievement**





**In this and other essays we bring enough evidence to open eyes and operate a turnabout in education and civilization.** It is not a matter to provide more details within the present academic obsession for minuscule formalities within a blind imitation of prevailing scientism and technocracy.

**The evidence is astounding.** Now political agents, educational authorities and the whole society are free to realize it or to stick to all the mistakes and evils from the last decades and perpetuate or still worsen all the problems.

Women's movements did not demonstrate anything with petty scholarly formalities; it has been a political force that has imposed itself –as all predominating social forces–.

**All the fundamental issues put forward in this and other essays are strongly grounded and supported. The evidence is striking; the philosophical reflection is appealing.**

**It is not a matter of personal opinion.** It is a claim about the reality dramatically denied; hence all the errors artificially imposed and all the problems that have been produced.

**From here there must be a social and political awareness that redresses the direction of education and human civilization.** The future of humanity and a paradigm shift are here at stake. A better world cannot be done with women only; what about males?

With a world boy crisis –and hence a crisis of masculinity- “emancipated” women claiming about them exclusively will never have peace on Earth and will have to learn the lesson of the interdependence of everything and the harmony of the whole, whereas the present boy crisis together with all the male troubles that are ignored will create sooner or later a male revolt that has in fact already started in the US and in Europe.

➤ **Why has there been a request for the President of the USA to create a White House Council on Boys and Men?**

“By almost every benchmark, boys across the nation and in every demographic group are falling behind.” (Newsweek, “The Trouble with Boys”.)

After several decades of gender discourses and policies completely unilateral, exclusively centred on girls and women while completely neglecting boys and males –the forgotten gender-, a new reality has been created that never existed before in human history:

**A world crisis of boyhood –educational and general- amidst profound troubles of masculinity.**

- For the first time in the history of the USA, we have now the first generation of boys who will have less education than their fathers. The same phenomenon is manifesting in all industrialized countries, and it even starts to manifest in developing countries such as India, China, etc.
- Female college students and graduates now far outnumber boys in the whole world; we are reaching 40% of men in university versus 60% of women.
- In the school system, boys lag behind girls on all academic measures. **Though the figures slightly vary according to nations, the USA becomes paradigmatic.**
- Boys massively receive lower grades than girls.
- Boys receive 70% of Ds and Fs on report cards.
- Boys massively score lower than girls on all measures of writing skills.
- Boys massively outnumber girls in all remedial classes.
- Boys are 2 to 3 times more likely to be placed in special education classes.
- 75% of children diagnosed with learning disabilities are boys.
- Two boys are held back in grade for each girl held back.
- Boys make up 80% of behavioural disorders diagnoses.
- 80% of children diagnosed with emotional disturbance are boys.
- 80% of school children on Ritalin are boys.
- Boys make up 80% of school disciplinary referrals.
- 80% of students expelled from school are boys.

In front of this dismal scenario, women demonstrate for their rights on the international day for women, and schools close down to celebrate women’s day: whereas it is boys who are massively underachieving and manifesting all problems.

**For how long will civilization be blind to this dramatic reality?**

**Sociologically**, a world ignoring this boyhood-and male- catastrophe will be a hell – see already the state of the world around-.

**Ethically**, it is enough to recall the great philosopher, Kant: ethics is universal –not unilateral, not only for women, but for males too-. Boys –and men- also deserve attention some day. Egoism is not emancipation –which is universal, not unilateral-.

As Dr N. Johnson has underlined (“Literacy and the Male Brain”), the school system is obviously favouring girls to the detriment of boys, who massively underachieve across all social sectors in all industrialized and also developing nations all around the globe.

**The boy crisis is deep and global; it strikingly manifests that something has gone wrong in relation to the male gender in the last decades all around the world.**

- Many boys spend their boyhood in female-run homes and feminized schools with few male teachers: without fathers, without male mentors, without male role models, which is tantamount to **denying their male identity**, which in its turn can only feed frustration, alienation and all the rampant evils of the male gender in this world in terms of anti-social and self-destructive behaviour.
- In many industrialized countries, a third of boys are raised in father-absent homes – whereas boys crucially need the father and male mentors for basic anthropological reasons of gender identity.
- As anthropologists recall: unlike girls, **boys are males that come from a women – mother- which makes the building of boys’ own identity more difficult and hazardous –it is enough to observe all the troubles of boyhood and manhood-**.
- Many experts have been repeating in the last decades that **jails are places for father-deprived boys**: deprived from fathers, mentors, male role models and ultimately their own identity, deprived from positive patterns and love within their own gender, which can only engender alienation and all the evils we face and deplore.
- On the other hand, anthropologists warn that **boyhood is essentially initiatory**, the history of humanity makes it crystal clear, which means that boys crucially need from 8 and even more from 10 onwards the role model –positive and loving- of the father and mentors. **Can we ban the most fundamental human value, love, from the growing process of boys within their own gender and identity?**  
**To deny the fundamental anthropological drives of boyhood is equal to devastate boyhood**, which then manifests through all the dramatic troubles and evils of boyhood and manhood in this world. Anthropologists and historians have realized that all this anti-social and self-destructive behaviour does not exist or is marginal in ancient and indigenous societies that recognized these deeper drives of boyhood.
- In parallel to that, USA psychiatrists claim for the return of mentors for boys.
- In New York City, the Eagle Academy for Young Men has implemented a mentoring programme through which every boy takes a male mentor in the area. The impact of the mentoring programme has been “beyond profound” in the words of David C. Banks, Principal. All the African American boys of this area have improved academically and in general terms when accompanied by an elder male mentor.
- In general terms, boys with father involvement do better in all areas, and boys with good mentors –apart from the father- also show positive changes for better, more self-confidence and self-esteem. **Human societies knew this for thousands of years, only our postmodern societies are dramatically overlooking basic anthropology.**

“Boys get unfairly labelled as morally defective, hyperactive, undisciplined, or “problem children”, when quite often the problem is not with the boys, but with the families, extended families, or social environments, which do not understand their specific needs as human beings and as boys.” Dr M. Gurian (“The Good Son”.)

- In the USA and other industrialized countries **the boy crisis is already manifesting as a male crisis at the adult stage** -in terms of unemployment for instance-.
- In parallel to that, in many industrialized countries two thirds in the new generations of academic professions such as magistrates or physicians are women, men only one third.
- This is obviously a direct translation of women visibly outnumbering men in college/ university for the last 40 years; **inevitably, some day this outnumbering at the educational level should be translated into an outnumbering at the professional level.**
- 92% of workplace deaths are men. But there are no special policies for this.
- In the 1920s US males lived 1 year less than women; now they live 5 years less. And still governmental offices for boys’ and men’s health are non-existent.
  
- Furthermore, we should not forget **all the social evils manifested by men much more than women such as:** hooliganism, violence, rape, delinquency and crime, alcoholism, drug-addiction, suicide, etc-.
- There is one woman in jail for 12 to 15 men! But governments, societies and the whole postmodern civilization are still incapable of realizing that there is a world boy crisis and profound troubles of the male gender.
- 90% of adolescents in correctional facilities are boys.
- 80% of children and adolescents who commit suicide are boys.
  
- Postmodern societies integrated women into the workplace but totally forgot to integrate men into the family, the school and even all sectors dealing with human care.
  
- A society so concerned to have police-women –even as military personnel- that does not care at all to have only 25% of males in the schools system can only be regarded as a deeply sick society. We are paying a high price for it with all the troubles of boyhood and manhood that are still not addressed.
  
- **Postmodern societies are paying a huge bill for completely forgetting boyhood and the male gender.** The antisocial and self-destructive behaviour rampant in our societies due to this oblivion of boyhood and masculinity costs billions of euros to all developed nations –and also to developing countries now-, apart from the human cost that cannot be calculated in monetary terms.

- **Before women’s demonstrations for the international day of women, the postmodern world must ask itself if it can carry on with this dramatic oblivion of boyhood and masculinity.**
- **Reality is interdependent**, and women will have to learn through suffering the lesson of interdependence and the harmony of the whole: “emancipated” women shouting at their rights amidst a mass of troubled boys left behind and a catastrophic masculinity will never have peace on Earth. Meanwhile, all evils are rampant.
- **Moreover, ethical arguments** will remind us that ethical principles are universal, not unilateral; if they apply to women they must also apply to men and boys.
- **In postmodern societies**, the streets and malls massively show images of women only, voices on the phone or apps are female voices only, all books have special chapters on women only, cultural life thrives with lectures on women only, advertisements and programmes enhance the value of women only.
- Meanwhile, **mainstream newspapers** write that the future is in the hands of women, which is telling boys that their gender has nothing to contribute to humanity. Meanwhile, **official textbooks in India** write that women are better than men.
- In which world are boys growing up today? Where is the value of the male gender in the postmodern world for the new generations of boys?
- Again, let us remember:
  - 80% of children and adolescents who commit suicide are boys.
  - Boys make up 80% of behavioural disorders diagnoses.
  - 80% of children diagnosed with emotional disturbance are boys.
  - 80% of school children on Ritalin are boys.
  - Boys make up 80% of school disciplinary referrals.
  - 80% of students expelled from school are boys.
- Meanwhile, these are the trends in countries like India: -Educate the girl. (Boys are even not mentioned); or they still say: -Girl = to boy. (But not: Boy = to girl).
- Whereas the global boy crisis already manifests in India and all developing countries amidst profound and dramatic troubles of manhood in general terms.
- **But India, the developing world and the developed nations, the whole human civilization, is still ignoring the global boy crisis amidst all the rampant evils of the male gender in terms of alienation, antisocial and self-destructive behaviour.**
- Meanwhile, the world boy crisis persists and worsens amidst all the dramatic troubles of manhood; **which shows how deep is the male alienation inherent to modernity** –as European philosophy has studied in depth-. Why males cannot react in relation to the boy crisis and their own gender troubles? Who is interested in all this alienation?
- As the British Government acknowledged in the “2020 Vision” Report, there is something that societies do not see yet, and hence do not address. **For how long will human civilization continue to be blind?**





**“Clearly, boys’ needs are not being met.”**

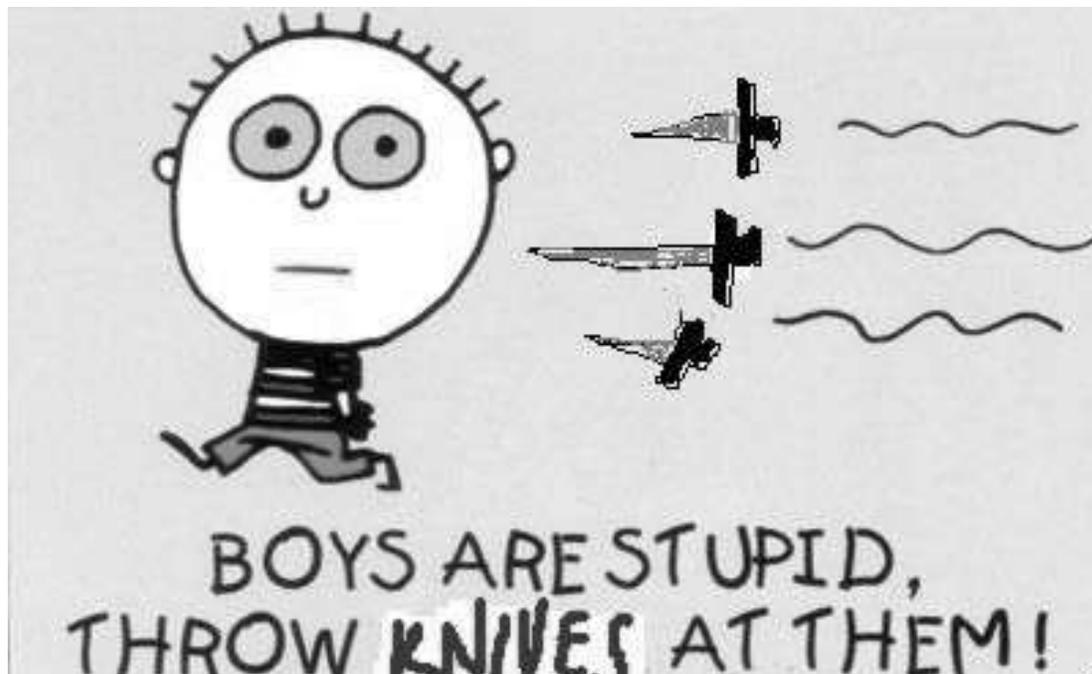
Barbara Sprung, co-director of the Education Equity Center at the Academy for Educational Development. (U.S.A.)

**“Addressing the Educational Needs of Boys. Research Report”.**  
**(11/ 2002).**

**For the Australian Government/ Department of Education, Employment and Workplace Relations.**

Authors: Profs. B. Lingard, W. Martino, M. Mills and M. Bahr.  
The University of Queensland/ Murdoch University.

**The Research Report investigates the factors affecting the educational performance of boys and how boys’ needs can be addressed in the school context towards recuperative masculinity politics.**



**“In schools it is boys who are in trouble,  
and special programmes for boys are needed.”**

Prof. R.W. Connell, University of Sydney.

**The boy crisis in education and society.**

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A gender gap exists in education all around the world. A higher proportion of girls than boys go on to higher education, girls receive higher grades than boys, amongst whom there is a greater risk of being diagnosed with behavioural problems requiring remedial intervention.

**The boy crisis manifests not only structural problems within the present school system but also negative cultural patterns affecting boyhood and the male gender in the culture of the last decades.** A political imposition of ideological coeducation has denied the anthropological differences in learning and produced a feminized co-educated school with few male teachers where boys underachieve. Girls/ women have become the new golden gender in the cultural trends of the last decades that have neglected and even despised boyhood/ masculinity –the evidence is there around us if we want to see it- under the historical self-alienation of the male gender from the dawn of modernity –banning human values from the male society for the sake of competitiveness, toughness and ultimately violence within a paradigm based on domination-.

**Our civilization is concerned about having police women but not about the lack of male teachers in the educational system.** Boys dramatically lack male role models, male teachers and even fathers (cf separation/ divorce) while it is anthropologically evident that they do need them especially after 7/ 8 and even more after 10/ 11. Even peers’ relations, equally important for gender identity, have gone down.

**These are some of the findings of various reports such as "Boys and School: A Background Paper on the Boy Crisis" (July 2010) authored by Professor Michael Kimmel for the Government of Sweden/ Ministry of Education and Research/ Delegation for Gender Equality in Schools.**



## **The New Gender Gap. Exploring the Boy Crisis in Education.**

**On January 28–29, 2011, a two-day event was held in Berlin, hosted by the Robert Bosch Foundation in partnership with the Canadian Council on Learning (CCL).**

The purpose of this event was to bring together a select group of international experts in the field of education and gender.

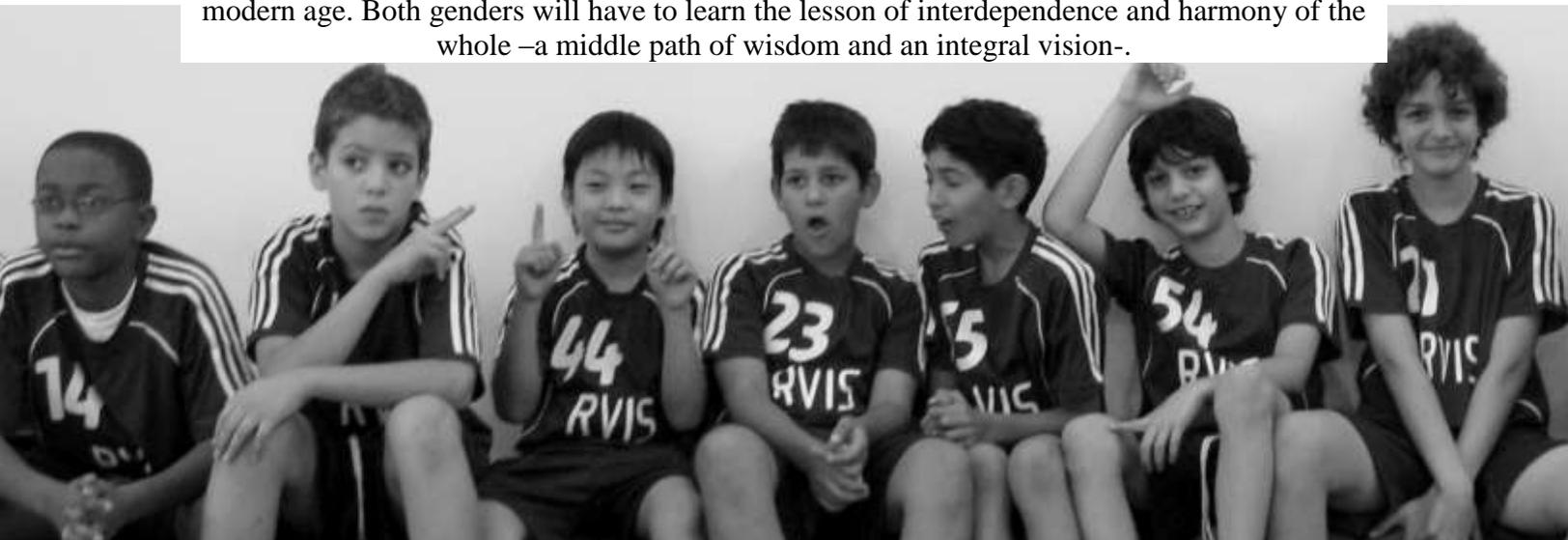
**At this third International Dialogue, CCL presented its new report that was also the focus of this year’s discussion: “The New Gender Gap. Exploring the Boy Crisis in Education”.**

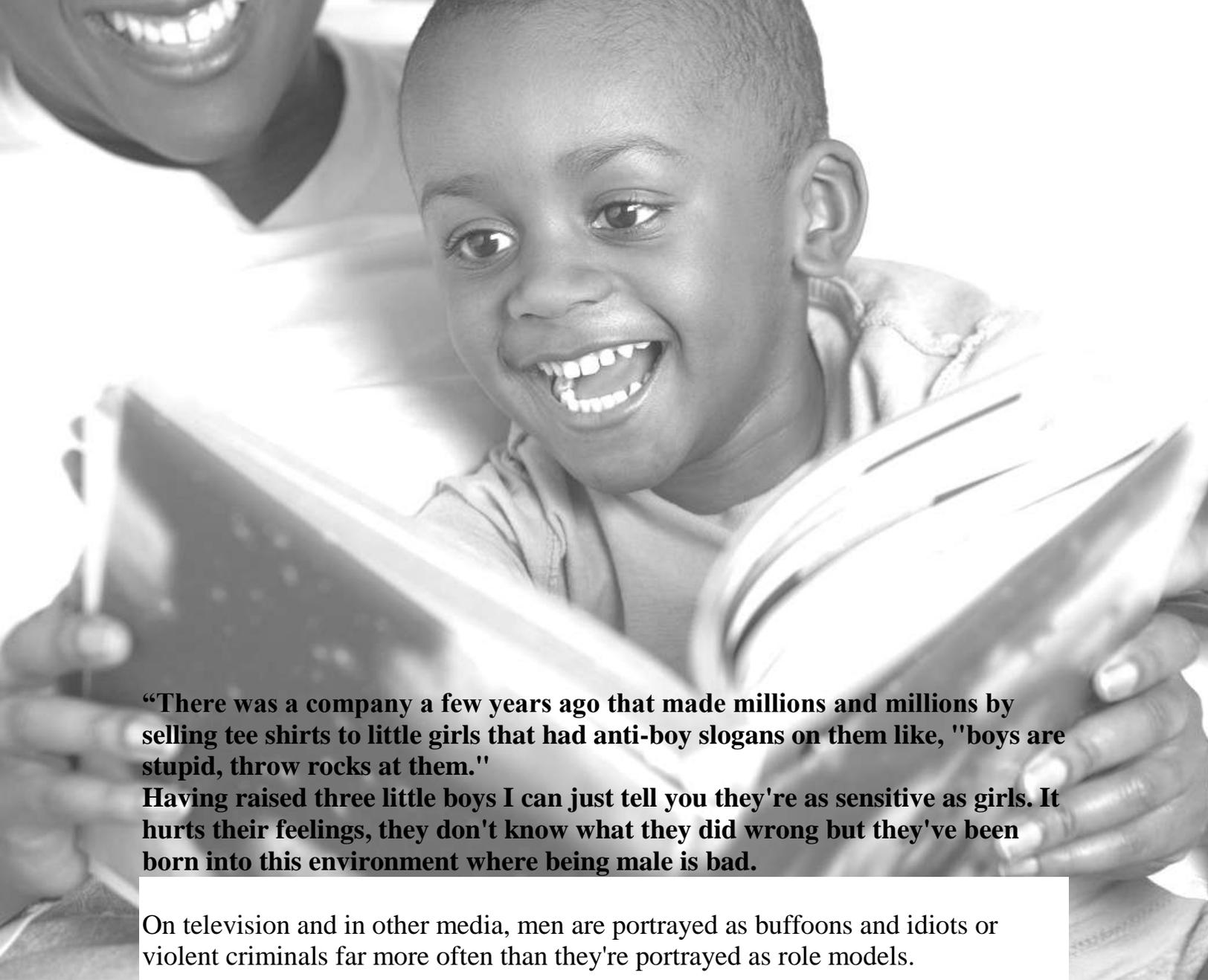
Recently the issue of the boy gap in education or boy crisis in general has been the subject of increasing attention across a number of OECD countries. The boy gap or crisis starts manifesting in Asian countries like India.

International findings suggest that boys, as a group, are falling behind girls from many academic indicators, and are more likely to have behavioural difficulties or drop out of school completely together with various forms of alienation, hooliganism and violence. At the same time, boys become the new minority in college/ university with an overwhelming and increasing presence of girls -while women dominate a growing number of social or professional sectors amongst the new generations-.

In light of this, during the two-day event, participating researchers, practitioners and policy-makers from Canada, the U.S., the U.K., Germany, Austria, Switzerland and Australia, discussed practical approaches to facilitating improvements in the education and general behaviour of boys.

The policies of the last decades –exclusively centred on girls and women while openly neglecting boys/ masculinity- have not brought harmony at all but new forms of unbalance and even a new discrimination against boyhood or the male gender; this would be obvious if we had kept common sense and an integral vision, but common sense has been totally lost and an integral vision totally discarded by the new women’s discourses as unilateral and selfish as the past male discourses. The new gap –against boyhood and masculinity now- is not being redressed yet; our civilization is laying down the foundations for a deeply unbalanced culture and society –against males now- that will manifest even more acute problems in one generation only. “Radiating women” –as some programmes pretend- among underachieving troubled males will never have peace on Earth and will have to realize one day that they have done exactly what they criticized just in a reverse way. And the new generations of men will have to realize what the present have been unable to acknowledge: that the male gender has deeply alienated itself in the modern age. Both genders will have to learn the lesson of interdependence and harmony of the whole –a middle path of wisdom and an integral vision-.





**“There was a company a few years ago that made millions and millions by selling tee shirts to little girls that had anti-boy slogans on them like, "boys are stupid, throw rocks at them."**

**Having raised three little boys I can just tell you they're as sensitive as girls. It hurts their feelings, they don't know what they did wrong but they've been born into this environment where being male is bad.**

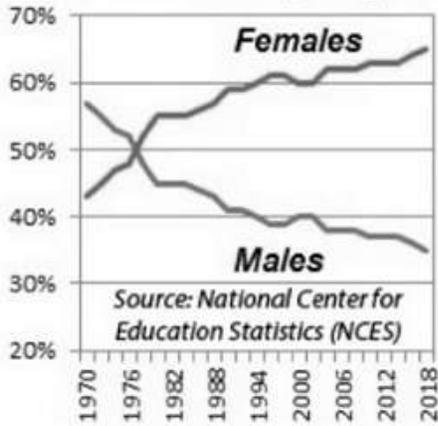
On television and in other media, men are portrayed as buffoons and idiots or violent criminals far more often than they're portrayed as role models.

**The culture at large is extremely anti-male these days. This has been building for twenty or thirty years. And it's finally reached a point where guys can't do anything right.**

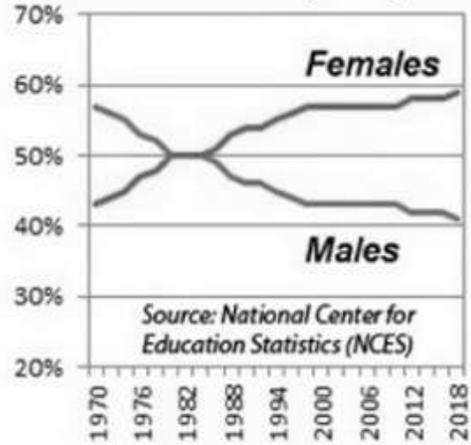
**If you look at the statistics, boys are falling way behind girls in education, women get more college degrees than men, etc., etc. So if you follow these trends out and project - you don't see a very positive picture in the long run.”**

Kathleen Parker,  
author of the book “Save the Males. Why Men Matter, Why Women Should Care.”

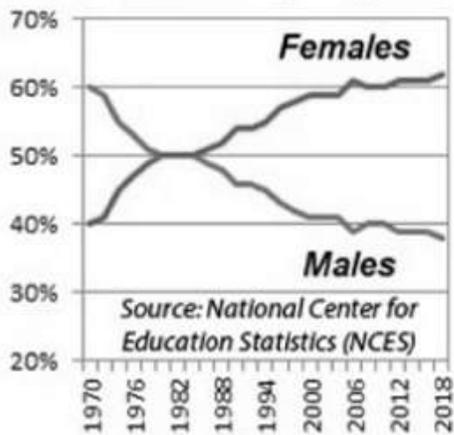
**Associates Degrees by Sex 1970 to 2018 (Projected)**



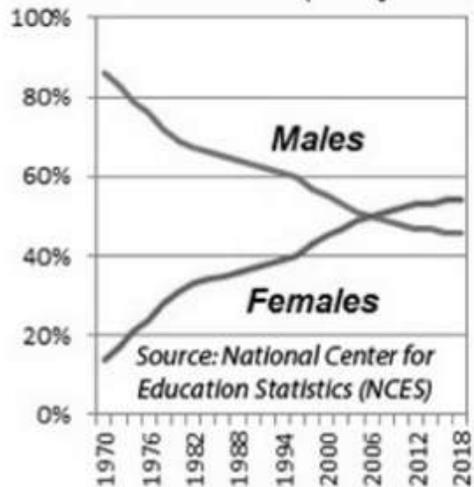
**Bachelors Degrees by Sex 1970 to 2018 (Projected)**



**Masters Degrees by Sex 1970 to 2018 (Projected)**



**Doctorate Degrees by Sex 1970 to 2018 (Projected)**



**THE WORLD BOY CRISIS**

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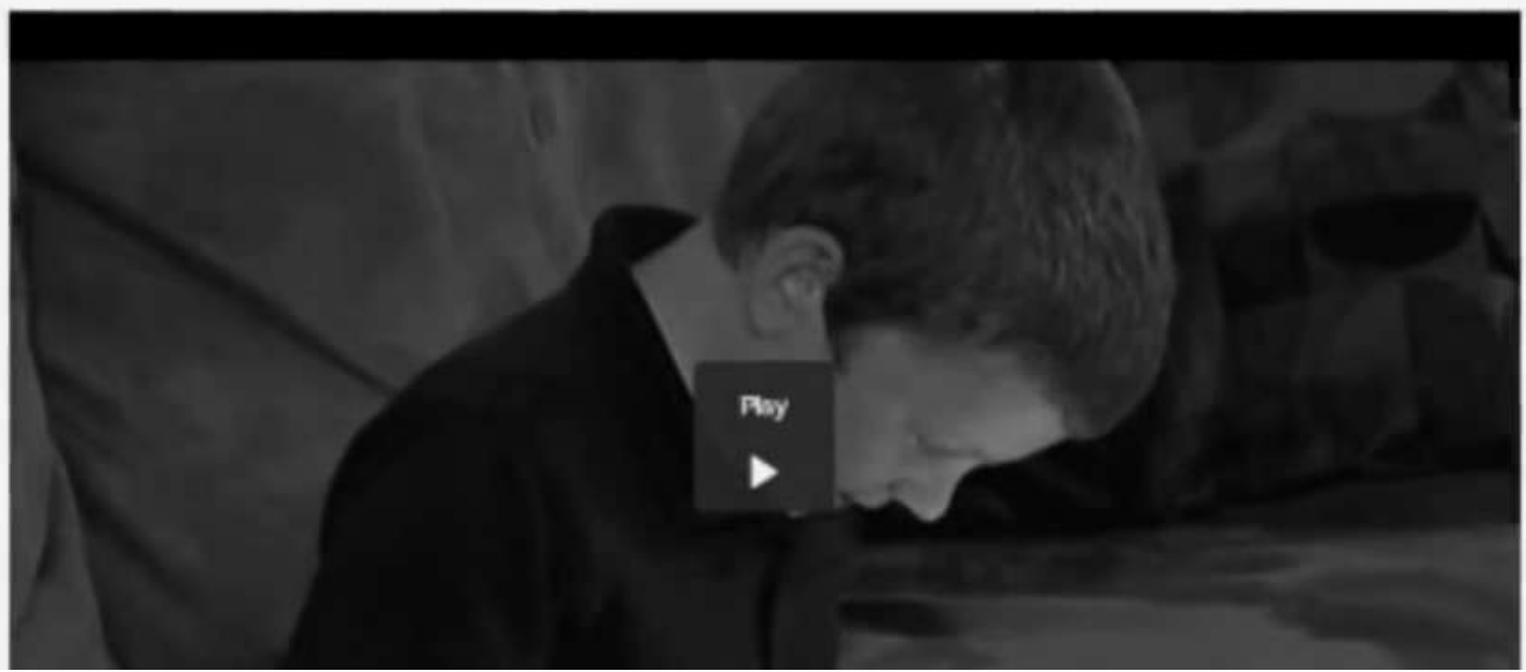
# Boy suspended after using finger as pretend gun

## Mother fighting for removal of suspension from son's record

Author: Amaka Ubaka, Reporter, [aubaka@wkmg.com](mailto:aubaka@wkmg.com)

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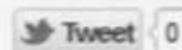
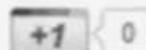
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### THE WAR ON BOYS

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## **Boys education failure continues to be ignored**

Friday, 30 May 2008, 1:15 pm

Press Release: United Future NZ Party

Friday, 30 May 2008

Boys education failure continues to be ignored

United Future deputy leader Judy Turner says that the education gap between girls and boys demands immediate action. Her comments follow a report showing that boys are behind at every level in reading and writing, and that more needs to be done to provide a male-friendly learning environment.

The report found:

**Civilization has come to a unilateral extreme point in the last years -as usual in human history, from one extreme point to the opposite-. In this new reality -unique in history-, to address the word boy crisis together with the deep troubles of manhood has been sharply marginalized, and to defend the dignity of boys and men has been accused of male domination; which means that the male gender is the forgotten gender -equity is unilateral-, and there has been a dramatic confusion between masculinity and male domination -just as communism made the confusion between market economy and exploitation-. The same mistakes are blindly repeated; the ego, the common mindset, has not changed yet. What humanity urgently needs is a paradigm and consciousness shift.**

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## Editorial/Opinion

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Posted 8/28/2003 8:26 PM

### Girls get extra school help while boys get Ritalin

At last June's graduation at Franklin High School just outside of Milwaukee, three of the four students who tied for valedictorian were girls. Among the National Honor Society members, 76% were girls. And girls comprised 85% of the students on Franklin's 4.0 honor roll.

The superintendent of schools for this upper-middle-class suburb, Gerald Freitag, investigated those numbers after the parents of a boy filed a complaint. He found that the skewed performances by gender at Franklin pretty much mirror the imbalances across the state — and the nation.

This week, teachers at the middle school feeding into Franklin received training on how to reach out to boys. And high school teachers will continue the gender-sensitivity classes they began last school year.

But reversing the trend will not be easy. In classrooms nationwide, girls are pulling ahead of boys academically. Recent federal testing data show that what starts out as a modest gap in elementary-level reading scores turns into a yawning divide by high school. In 12th grade, 44% of girls rate as proficient readers on federal tests, compared with 28% of boys. And while boys still score slightly higher on federal math and science exams, their advantage is slipping.

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- **The anthropology of boyhood; dramatically denied by the modern world, and even more by postmodern societies. Hence the alienation of boyhood and the boy crisis.**

**In the words of the anthropologist E. Badinter: ("XY, The Masculine Identity.")**

"The virile evolution is truly the "via difficilior" –the more difficult way-. From the conception of an XY to the attainment of adult masculinity there is a path planted with obstacles. (...) Since the difficulties of masculine identity have been made evident, no one holds that man is the strong sex anymore. On the contrary, it is defined as the weaker sex, victim of numerous weaknesses, both psychic and physical. (...)

The difficulties of masculinity are evident, especially now in our countries (...)"

The boy is a male that comes from a woman/ mother; that is why the growing process of boys is more delicate and crucially requires the initiation by men –with the master/ disciple ethos in pedagogic terms-. This fundamental anthropology has been acknowledged through the whole human history except contemporary civilization; its denial has produced structural and pathological evils in the male gender –which are rampant in our world today-.

**Modern culture, however, has destroyed the initiatory process and pedagogic love,** replacing them with the dichotomy between minority and majority of age within a global alienation; anthropologically, this is a nonsense, which, in its infantilization and overprotection of the growing boy that is being formed, produces the profound disorientation and the rebellious and even violent character of the current "adolescents" – and this is more acute in boys than girls, although it affects everyone-. The breakdown of initiation - in its deep anthropological sense - has had two consequences in modern society: first, the alienation and violence of boys, with a whole range of diverse manifestations; secondly, the dualist segregation and mutual incomprehension between youths and adults.

**The French indologist, Alain Daniélou, said bluntly: ("Shiva et Dionysos".)**

"Juvenile delinquency does not exist there where pedagogic love is the norm."

"Deprived of its rights and responsibilities in gerontophile societies, adolescence can lead to dangerous frustrations that will manifest throughout life with an antisocial, insensitive and inhuman behavior." (A. Daniélou, "La sculpture érotique hindoue".)

**Human civilization will have to seriously consider these issues again,** which have been recognized not by some but by the vast majority of cultures in human history - albeit with the normal limits of each culture-. The dogmatic denial that characterizes the modern world has produced extreme violence and alienation.

**The most important thing is not the concrete cultural forms of each society, but the anthropological signification of all this.** The recognition of these realities should not make us forget the limits and conditioning inherent to the human condition that occurred in all societies.

**It can be stated that the initiatory rites of transition from childhood to adulthood always have some common characteristics:**

**in the first place**, the young boy's segregation from his habitual social space and the social role he had exercised until then;

**second**, the catharsis, that is, the purification, the closing of a previous cycle and the opening towards a new stage, in order to live with more plenitude;

**third**, reintegration into the community, but with a new role, and therefore with different and expanded rights and duties. Through the symbolic death of the child, the boy is reborn to a new and fuller life, acquiring a new being: the Man in the full sense of the word -biological, psychological, social and even spiritual-.

**In all the initiatory cultures of humanity, it is clear that for the construction of one's identity the initiation must always be practised in intra-generic terms;** only then can the relationship with the other gender be conveniently addressed. This also helps to reduce tensions between members of the same gender -especially important in the male gender-, and to foster affective bonds instead of conflicts.

**In the words of the anthropologist E. Badinter:** ("XY, The Masculine Identity".)

"We now know that the male sex, which is characterized by the Y chromosome, is transmitted by the father, who is the genitor or any other man (even a group of men) embodying the image of the father, who must complete the process of male differentiation (...) men have used different methods to get boys to become men, "real" men, whether they are initiation rites, pedagogic love or confrontation with their peers (...)

Almost always elder boys or other adult men are responsible for the masculinization of the youngest. Initiated by a mentor or by a group of older men, the young boy enters the world of men thanks to others who are not his father. He has chosen for a long time to abstain and keep distance. "

**E. Badinter concludes that:** (Op. Cit.)

"As our industrial societies move away more and more from African solutions or rituals (...) certain American psychoanalysts claim for the return of the old institution of the male mentor, the wise counsellor who guides the boy and allows him to benefit from his own experience. "

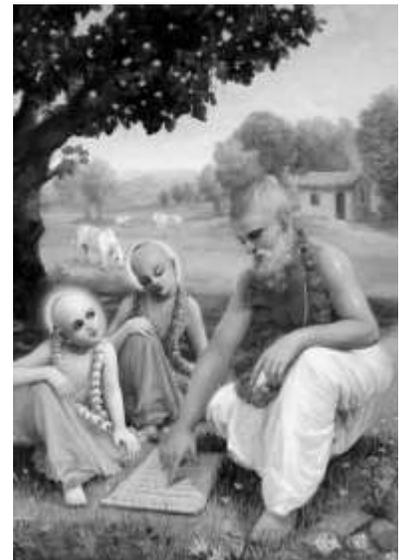
It has been recently acknowledged by educational research that **boys –especially after 8/10- learn best with other boys and a male teacher in a master/ pupil relationship (the Gurukula)**, rather than with mixed groups in one big class-room.

**A survey commissioned by the Training and Development Agency for Schools in the United Kingdom concluded that:**

- male teachers are crucial role models for boys;
- boys find male school teachers more approachable and an inspiration to work harder;
- boys are also more likely to approach male teachers for personal problems, issues concerning puberty, or problems about bullying.

**But according to the Higher Education Statistics Agency, only 23% of those qualifying to become teachers in 2006/ 2007 were men,** manifesting, therefore, a widening gulf between the numbers of men and women gaining teaching qualifications and being ready to teach in schools. In conclusion, there is a dramatic contradiction in industrialized countries between the need of male teachers and role models for boys and the absence of male teachers in the school system within a general crisis of positive models of masculinity.

**This is the result of several decades without addressing the issues of boyhood and masculinity.** Even in Asian countries like India we can find this pedagogic and anthropological bias. Quite visibly, modern India has forgotten its own admirable tradition, where the Gurukula played a major role, and it has just imitated the negative trends followed by the West without being aware of the troubles manifested there.



**Modern civilization has devastated boyhood within a profound self-alienation of the male gender.** Both the role of the father and that of mentors –equally important- have been diminished, which means that boys have been denied their right to have role models of their own gender and get love and attention within their own gender. Mystics always said that God is love; can we realize that God has been thrown out from the male gender? Which has nurtured more violence, alienation and conflict than ever in human history.

**In front of the problems produced by coeducation –especially for boys- it is necessary to underline the deepest significance of the Gurukula** –not only in India but virtually in all former civilizations-; remembering that this community of the master with a small group of disciples was founded on mutual respect, love and communion, and free inquiry with eagerness to learn. **Even in European Renaissance, the Jesuits** perfectly understood this anthropological and pedagogic fact; by implementing an intelligent system of tutors with small groups of boys, they run some of the best schools of Europe, where many among the greatest minds were shaped, such as Descartes or Voltaire.

**In New York City, the Eagle Academy for Young Men has implemented a mentoring programme through which every boy takes a male mentor in the area.** The impact of the mentoring programme has been “beyond profound” in the words of David C. Banks, Principal. All the African American boys of this area of New York have improved academically and in general terms when accompanied by an elder male mentor. The positive male mentor is obviously complementary to a positive fatherhood –after the mother’s role, which will always continue but cannot suppress the need for the growing boy of the father and the male mentor together with peers-.



Our civilization denies the fundamental right of boys to have male role models in their process of growing up and to experience love, the most essential human value, within their own gender. Overruling mothers ultimately deny the male identity of their sons when the father’s role is diminished –especially in case of separation- while real mentors do not exist. Boys grow up with a lack of male role models and love within their own gender; love is already absent from male relationships, whereas women express much more affection among them. All this only nurtures alienation and violence within the male gender.

How many more jails for men do we want to build in “developed” societies? Many psychologists/ anthropologists have said that jails are places for father-deprived boys –father meaning in more general terms positive role models within the male gender, not only the blood father-.

**“Boys can be especially tribal as they enter adolescence, and their physical development cries out for male mentors and guides. To have an all-male school work, the school needs to be rich in tradition and ritual. The school needs to be a sacred place. Wabash College, for example, is full of traditions promoting male bonding while channelling male energy into spirited and constructive purposes. Separation also creates and encourages a special bonding between members of the same sex. This is especially important today, when males are often not encouraged to articulate and express the full range of their human emotions and needs.”**

**Prof. S.H. Webb (Wabash College, Indiana, U.S.A.).** “Defending All-Male Education. A New Cultural Moment for a Renewed Debate.” (Fordham Urban Law Journal, vol. 29, Issue 2, 2001.)

As the history of mankind has proved through millennia, boys learn best –especially after 8/ 10- in a master-apprentice atmosphere –the Gurukula in India- under the mentorship of a positive male figure. They do not learn so well in a big co-educated class with a female teacher. There are anthropological issues concerning gender identity, coming of age and boyhood that have been totally overlooked by the culture of the last decades –focusing on girls exclusively while openly neglecting boys, with political arguments that have denied anthropology and reality-. Needless to say, the intra-generic dimension in the growing process must be interconnected with the complementary inter-generic domain.

Even if boys’ settings seem to be more suitable for the education of boys, while girls’ settings may also be suitable for girls, boys’ schools can create partnerships with girls’ schools for common activities of all sorts –arts, community service, etc-.

Moreover, boys’ and girls’ schools can share the same campus and gardens, and even, boys’ and girls’ classrooms can be arranged under the same roof.

**From the beginning of human history, it has been evident that boys after 8 learn best in small groups of boys with a male teacher;** the whole history of civilization has been built upon this basic reality, in all cultures of mankind. This kind of Gurukula pedagogy with an initiation atmosphere has not thousands of years –from Ancient civilizations- but millions –with the initiation culture built around hunting through human evolution-. **Only the final stage of modernity has denied it, ending up in a unique crisis of boys’ education and alienation of boyhood.**

**India** is one of the few countries in the world to still keep alive a genuine tradition of **initiation for boys**: the ancient and celebrated **Upanayana**. In fact, there has been in the last years a certain revival of the Upanayana, that prominent spiritual masters such as Sathya Sai Baba have encouraged, together with illustrious institutions such as the Ramakrishna Mission.

**The Buddhist countries of Indo-China** also preserve a beautiful tradition of initiation for boys, called **Shinpyu in Myanmar**. The Buddhist initiation involves two parts clearly differentiated:

- **the lay ceremony**, when the boy is treated like a prince –reminding that all men can be kings, a surprisingly democratic principle in a traditional society-;
- **and the strictly spiritual component**, when the boy becomes a novice in the monastery for a while –apart from the boys who are permanently novices together with the monks-.

The Buddhist initiation for boys is paradigmatic. **In general, initiation has always presented two complementary facets in the history of mankind:**

- **The anthropological initiation**, both for boys and girls, but clearly more important for boys than for girls, through which the child acquires a new status that will bring him under proper guidance and care towards full adulthood; it is essentially a formative and educational process, during which the boy is accompanied by men towards a mature manhood; here, the **Gurukula** proves to be the most suitable pedagogy for boys.
- **And the spiritual initiation**, both for children and adults, even though it is usually more elaborated for adults, either to enter a specific spiritual fellowship, or just to help the person to undertake a step forward in his or her spiritual evolution; here, there can be many different kinds of ceremonies and practices, especially in traditions such as Tantric Hinduism or Tibetan Buddhism.



**Scouting stands as a flagrant example of the modern destruction of initiation,** precisely because it was started by **Lord Baden-Powell as a modern form of initiation** – anthropologically so fundamental for boys, something that constitutes a classical and well-known topic in anthropology and cultural studies-. Since initiation requires -in anthropological terms- a single-sex setting by definition, we can realize how obtuse it has been to impose coeducation even in scouting; while **scouting –like boys’ choirs- constitute an excellent instrument of recuperative masculinity politics** –to use the language incorporated not only in scholarship but even in the political arena, where the concern about manhood and boyhood starts arising, at least in some places-.

**The fate of Boys’ Choirs constitutes another striking example that manifests the dogmatic character and the political nature of coeducation.** Girls have the same right to sing than boys, of course; but it is a biological and musical fact that the voices of boys between 7 and 15 are special and unique, more precious than the ones of girls of the same age. The voices of girls are young women’s voices, while the voices of boys are not young men’s voices, but something like a third gender that, instead of following the adult male patterns, follows the female, but in a particular way, very pure, that is especially suitable for sacred music. **Therefore,** mixing girls in a Boys’ Choir has nothing to do with music; it is a political argument. Musically it is absurd. And thrusting politics upon art is very dangerous; the Soviet Union did, with catastrophic consequences for art. **Here, the deep parallelism between feminism and communism within the same typically modern frame of mind becomes quite visible.**

**The same kind of political dogmatism has pushed coeducation even into sports,** which is still more aberrant, manifesting that in the post-modern age Western societies have lost even common sense. We could finally ask: the peremptoriness of coeducation will not leave one single space for boys –even not toilets-? In fact, the ill will in the last decades against single-sex spaces has brought the authorities in some places to make dressing rooms mixed. The hostility towards single-sex spaces and the dogmatism of coeducation have certainly reached extreme aspects. Again, the pendulum going to the opposite extreme –like in China, where the pendulum shifted from the traditional imperial society to the madness of the Cultural Revolution-.

Anybody who has a minimum acquaintance with anthropology knows **how important single-sex spaces and intra-generic bonds are, especially during puberty and adolescence, for the construction of a mature and healthy gender identity. This does not nullify the relationship between the two genders in interdependence; both kinds of relationship are complementary.** At the same time, it is well-known in anthropology and psychology that, without forgetting the role of the mother, **the boy after 7 or 8, and even more after 10 or 11, has special need of positive male figures as role models –not only the father-;** hence, the importance of the Guru in the traditional Indian society, or the male teacher, tutor, scout leader, etc, in the modern age, something that is connected with the issue of **initiation.**

**But anthropology, like common sense, have been thrown overboard by the last developments of modernity. By doing so, the post-modern world has neglected both the forms and the contents of something as crucial as initiation. We are convinced that the typically modern juvenile alienation –affecting boys more than girls- is inseparable from the dismantling of initiation.** Youths without any kind of initiation, without constructive relationships with their peers of the same sex, without positive adult figures of the same sex guiding them, can only get lost, and in the vacuum generated by a false and misunderstood discourse on freedom, they escape from the void through all kinds of alienated and anti-social behaviour.



**We do not defend certain out-dated ceremonies of initiation related to past societies. What we defend is the profound meaning involved in initiation, which can be built today or in the future through new social and cultural patterns.**

But the arrogance of modernity has often confused form and content, and in an immoderate will to change everything, it has destroyed everything –like in the madness of the Reign of Terror of the French Revolution, or in the delirium of the Chinese Cultural Revolution-.

The time has probably come to read again those **classics of anthropology and cultural history** that the dominant trends in society have totally ignored, **such as:** Ph. Aries, E. Badinter, A. Cardin, G. Corneau, M. Eliade, V. Elwin, M. Foucault, A. van Gennep, L. Gernet, G.R. Gillis, D.D. Gilmore, R. Guenon, G.H. Herdt, H. Jeanmaire, L. Jung, Levi and Schmitt, L. de Mause, S. Moscovici, G.L. Mosse, A. Muhr, R. Pandey, R.C. Prasad, Rabotteau and Soltan, Rajbali Pandey, G. Roheim, Satyasangananda, S. Stevenson, K. Thomson, V.W.F. Turner, Vernant and Vidal-Naquet, etc.

If we observe with anthropological insight archaic and ancient cultures, we can notice some fundamental common patterns, like the treatment of **friendship as a social institution** –as important as marriage or family-, or the capital role of **initiation** –especially for boys-; obviously, both facets have been brushed off by modern civilization. It is interesting to note that, in many human societies, the initiation of boys was for adult men no less than a social duty –as the military service would be in modern nations-.

**The comparison between virtually all archaic and ancient cultures and modern civilization draws a conclusion that until now has not been faced seriously enough, but will have to be addressed some day –in fact, it is already starting-: the historical/ anthropological neglect of boys by men, producing the alienation of boyhood and all the forms of anti-social behaviour that we know so well. The competitiveness inherent to modernity could only aggravate things.**

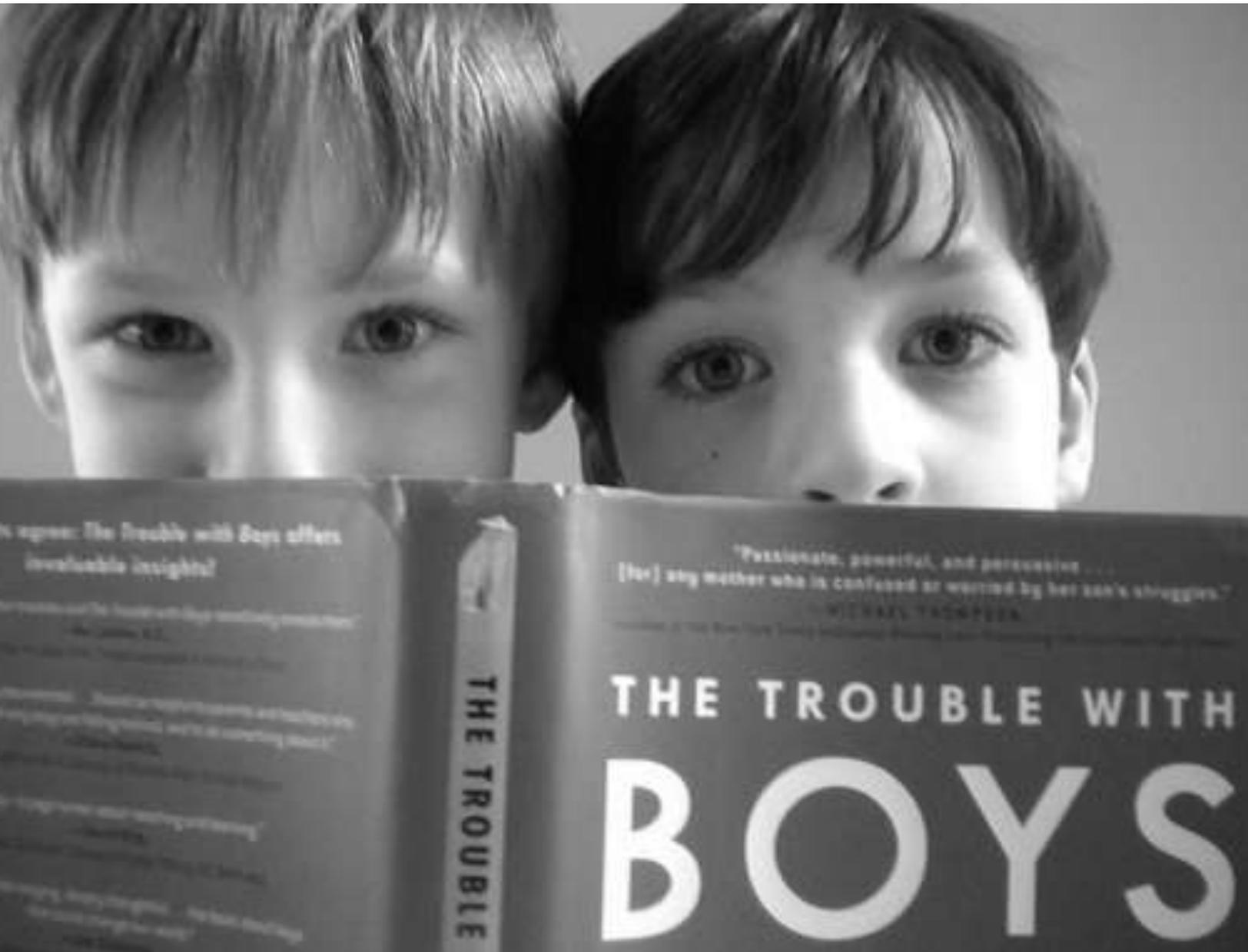
As spiritual masters have taught, and the Romantics clearly understood, **love is the most important human value, the first quality of God, the foundation of everything. Modern civilization has banned love from male bonds, installing instead competitiveness, toughness, violence and alienation, with the results we can see around us.** Human civilization will have to address some day this fundamental matter.





**“You can never solve a problem  
On the level on which it was created.”**

**Albert Einstein.**



**The incipient awareness about the problems of boys' education and boyhood in general has already generated some studies and publications.**

This kind of bibliography will develop in the near future, together with specific literature for girls' education. We enclose below a short sample of this new research and publication. (In parallel to the new growing field of men's studies.)

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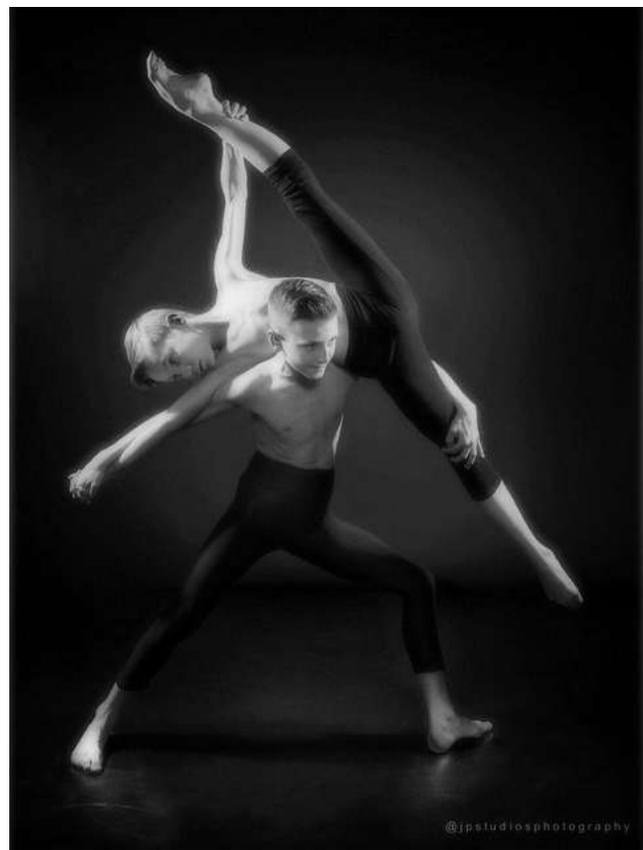
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## **The forgotten gender: men and boys.**

**Astonishing documentaries or lectures showing what mainstream culture ignores about the male gender: its troubles and the contempt against it from unilateral biased discourses exclusively centred on women only and from a new anti-male culture.**

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<https://www.youtube.com/watch?v=NGSfsTktOB0>





**Above: the beauty, the goodness, the pure love, the shining smile of an Indian boy -not modern or “postmodern” yet, still human radiating humaneness-.**

**Below: monstrous USA teenagers brutally scorning and despising an old Native American man who is crying in front of these horrible “kids”: monsters of the dehumanized, alienated “postmodern” world, with all its hypocrite discourses on democracy and human rights. What has happened from the Indian boy to the US teenagers? The whole tragedy of modernity lies here.**

