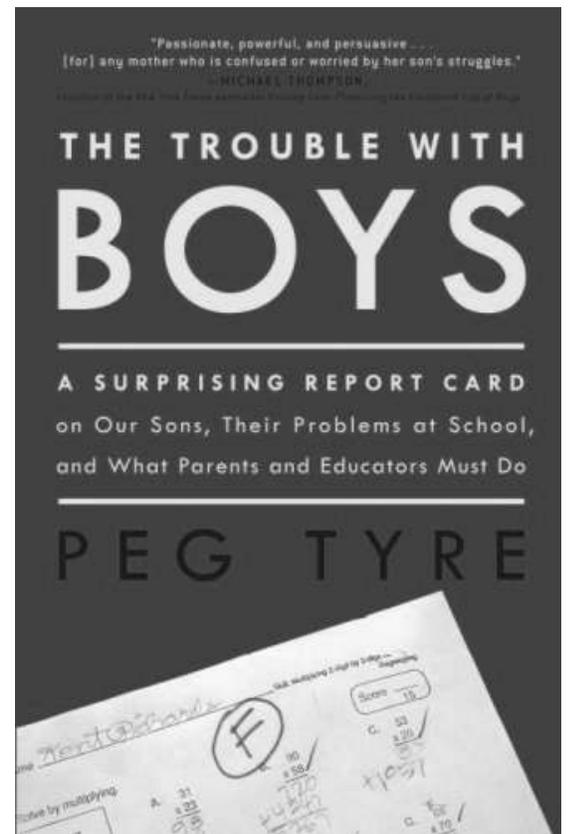
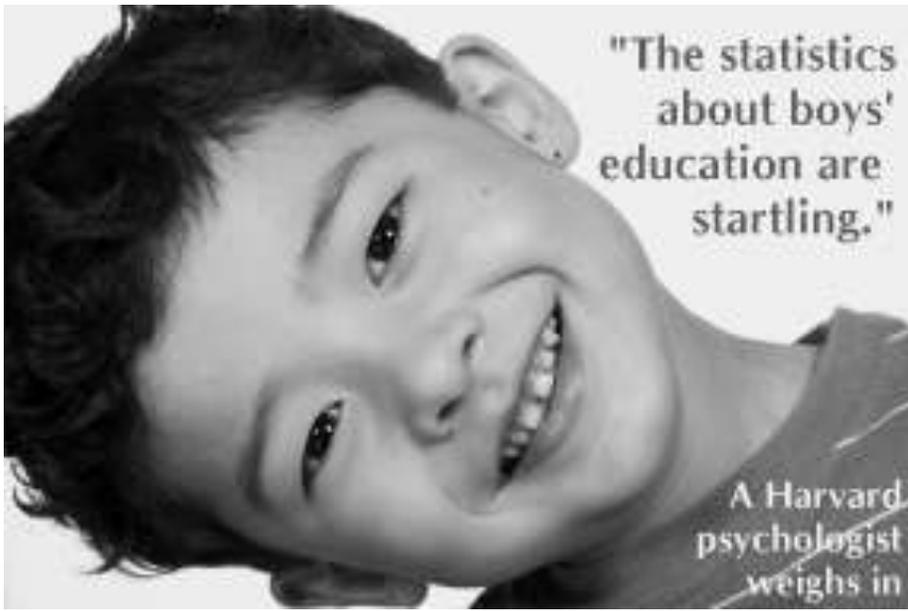


Dr. ALBERT FERRER

**From the crisis of boyhood
Towards a recovery of boyhood
Within a new paradigm**



The World Crisis of Boys' Education.



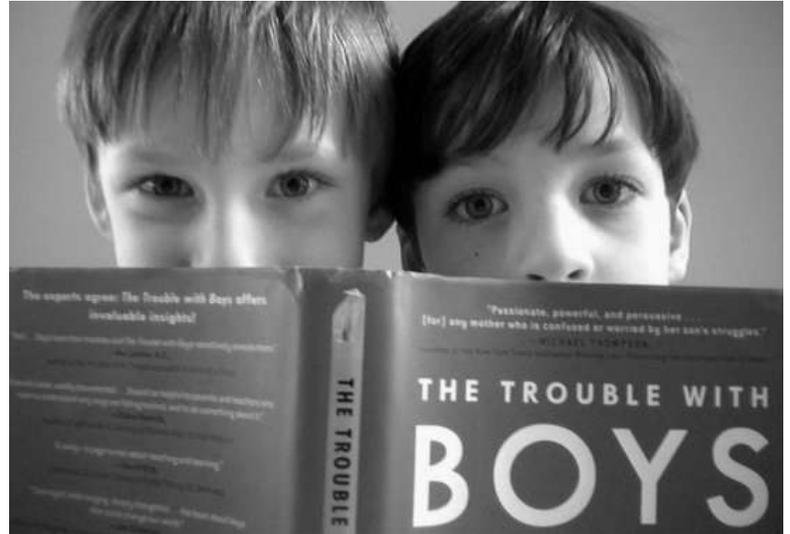
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THE CRISIS OF BOYS' EDUCATION AND THE ALIENATION OF BOYHOOD.

Startling facts

Evidenced by all data in all industrialized countries
in America, Europe, Australasia and Japan;
And already manifesting in Asian/ developing countries like India.

The author of this short essay is a man that has paid in India from his own pocket for the education of three girls till university and MBA while he has stopped several forced marriages. Obviously he has also paid for boys –something that many women never do, they only pay for girls-.



When the author of these pages about the crisis of boyhood paid for the education of several girls –together with several boys-, he also stopped the marriage of a young girl and paid instead for her education, and he still supported another girl who was harassed and beaten by her family to force her to follow their pre-arranged marriage, and again he paid for her whole degree in college; obviously, he has also fought against physical punishment of children in Indian schools.

If the despise of girls and women was not fair, the same in reverse terms against boys and men is not fair either and will not bring about anything good. The evidence is here around us, but the ego is still blind. This is the major reason why this world lies in such a mess. Ladies and gentlemen: **paradigm and consciousness shift.**

The expression of this essay and all our writings can be limited and imperfect. But the matter as such is very serious, and if humanity must have any future ahead it will have to address all the issues herewith put forward and all the issues conveyed by the fundamental matter of a paradigm/ consciousness shift.

In the horizon of this paradigm shift, we collect data from social life to help our fellow beings to open eyes –if they wish- and realize what has happened -that many still do not see-: **from a sociological observation to a philosophical reflection.**

In this process we often use **the same kind of argument than women's movements but in relation to the male gender now:** then you may become aware of the new trends today.

Women's movements have attached the greatest importance to visual/ symbolical issues, language, customs, culture, social practice, etc, even in daily life. Take the same matter but in relation to masculinity, then you will realize how the pendulum has already gone to the opposite extreme; what has been criticized has been repeated just in opposite terms. From sociological observation to philosophical reflection.

THE CRISIS OF BOYS' EDUCATION AND THE ALIENATION OF BOYHOOD.

When various forms of prejudice or injustice arise, humanity is in general terms blind to them and sticks to them without any awareness. The first voices inviting fellow beings to open eyes are ridiculed, ignored and even aggressed –at least verbally-. This happened with the first women who struggled for their dignity and it is now happening with the first men and also women who denounce the new reality of post-modern societies: from the first suffragettes till now the situation has been reversed to some extent since the pendulum has been brought –as usual in human history- to the opposite extreme; the old mental state has been replicated just in a reverse way, and the new unbalance has fallen upon the historical self-alienation of the male gender that has banned from the very dawn of modernity love and human values from the male society.

All this becomes striking with **the new unprecedented crisis of boys' education and alienation of boyhood within a new anti-male culture** that already reaches extreme forms perfectly tolerated just as misogynist culture was endorsed in the past. But many are blind to the new developments and through the inertia of their unilateral bias they only see the remains of past male domination –that was also a male alienation-. Cannot they see that after several decades of replicating the same state of mind just in a reverse way the pendulum has already been brought to the other extreme?

Humanity does not realize yet that the average state of consciousness has not changed but repeats the same old patterns in new ways only. New generations of emancipated “radiating” women –as pretended- within a boy crisis and a self-alienated masculinity will never have peace on Earth and will have to learn the lesson of interdependence and harmony of the whole.

This, genuine harmony or the middle path still constitute the major challenge for humanity; it implies **a new paradigm –essentially holistic- and a higher state of consciousness-**. Humanity will only have future on Earth if it is capable of this consciousness/ paradigm shift. Otherwise, it will continue to block its own evolution while heading for a collapse, incapable of addressing and solving the problems that it blindly perpetuates and worsens amidst void pretensions and illusory solutions.



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?

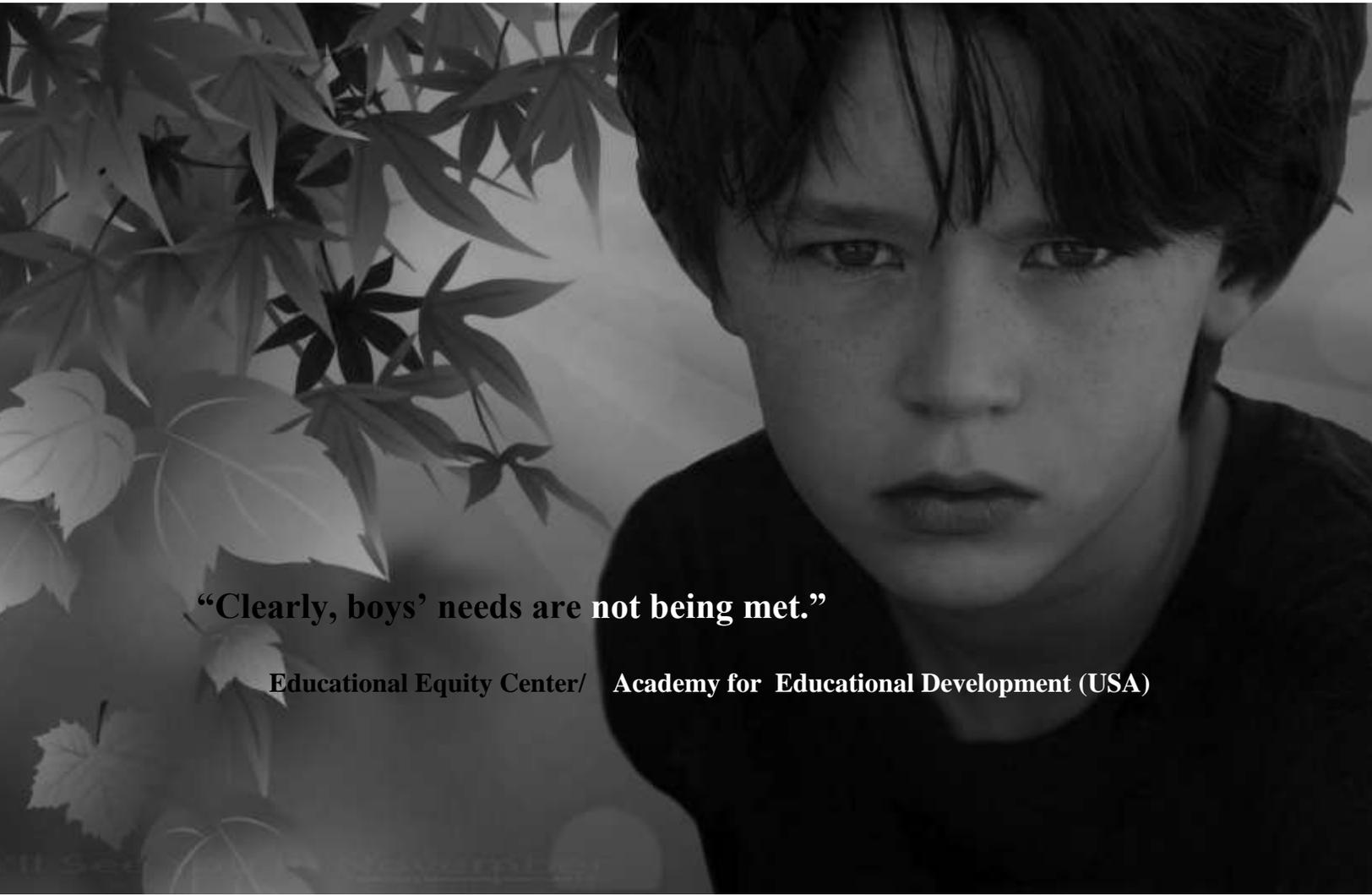
With a world boy crisis –and hence a crisis of masculinity- “emancipated” women claiming about them exclusively will never have peace on Earth and will have to learn the lesson of the interdependence of everything and the harmony of the whole, whereas the present boy crisis together with all the male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

From historical, social and cultural instances which are sociologically representative of mainstream culture and the prevailing mindset, hence manifesting meaningful social trends, we will draw here **philosophical reflections which are fundamental for the future of humanity in the horizon of a consciousness and paradigm shift.**

Women's movements have attached the greatest importance to this kind of meaningful cultural/ social facts as a reflection of the predominating patterns to be changed, but they have operated in unilateral, reductionistic terms, openly neglecting the male gender and boyhood. The time has come to address the forgotten gender, the male, with its world boy crisis and deep male troubles and alienation.

The philosopher can even use instances from daily life manifesting the prevailing cultural and social trends in order to outline **an anthropological philosophy,** that is: **a philosophy of the human condition, a philosophy of consciousness** unveiling the fundamental matter of **the paradigm, a philosophy of humanity** that is ultimately a philosophy of humaneness, totally discarded by the intrinsic dehumanization and alienation of the modern world as we show in this essay.





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

Educational Equity Center/ Academy for Educational Development (USA)

**“In schools it is boys
Who are in trouble,
And special programmes for boys
Are needed.”**

**The boy crisis in education.
University of Sydney.**



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

On December 9th 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.”

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

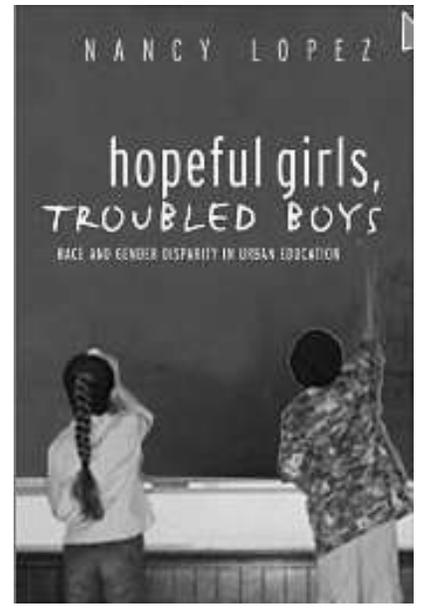
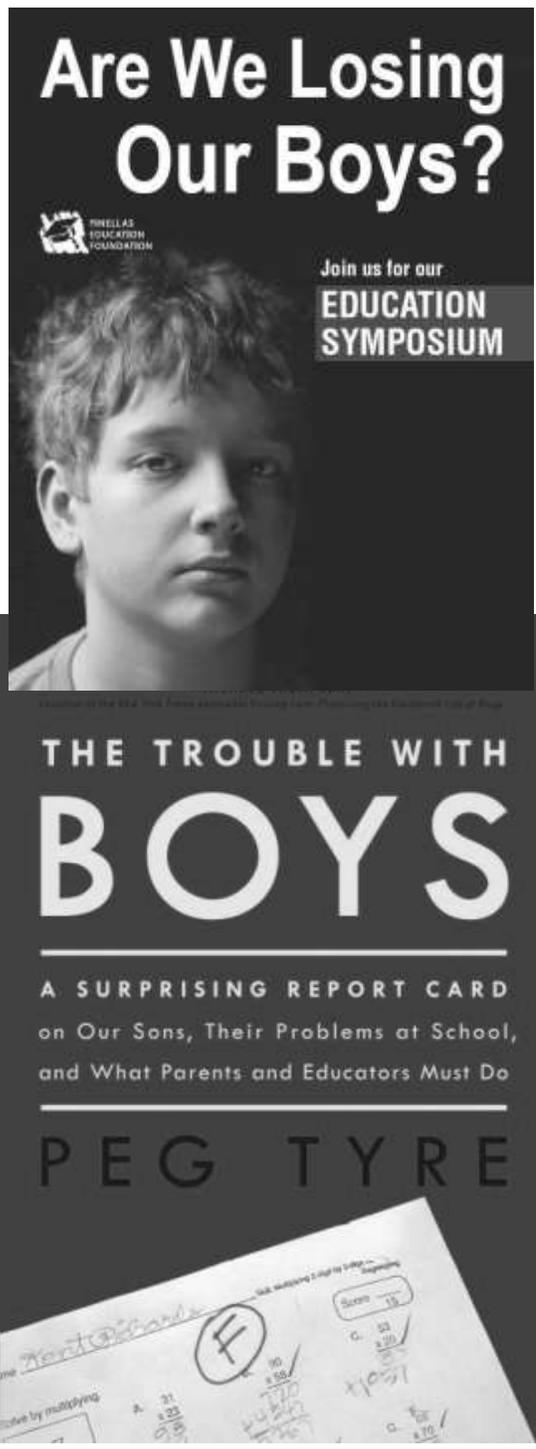
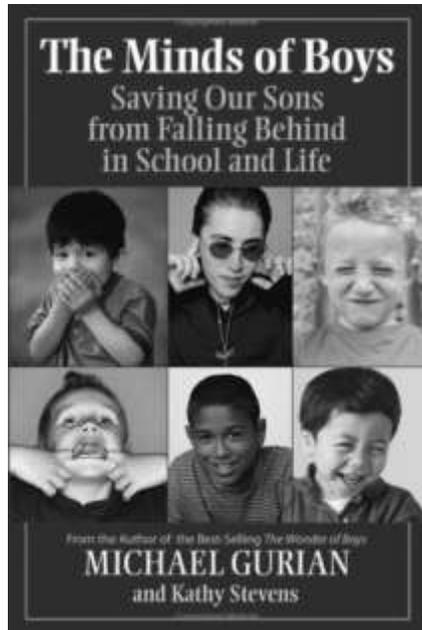
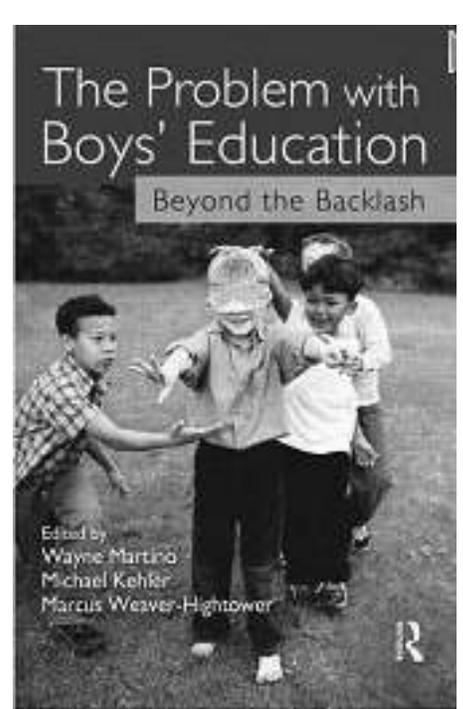
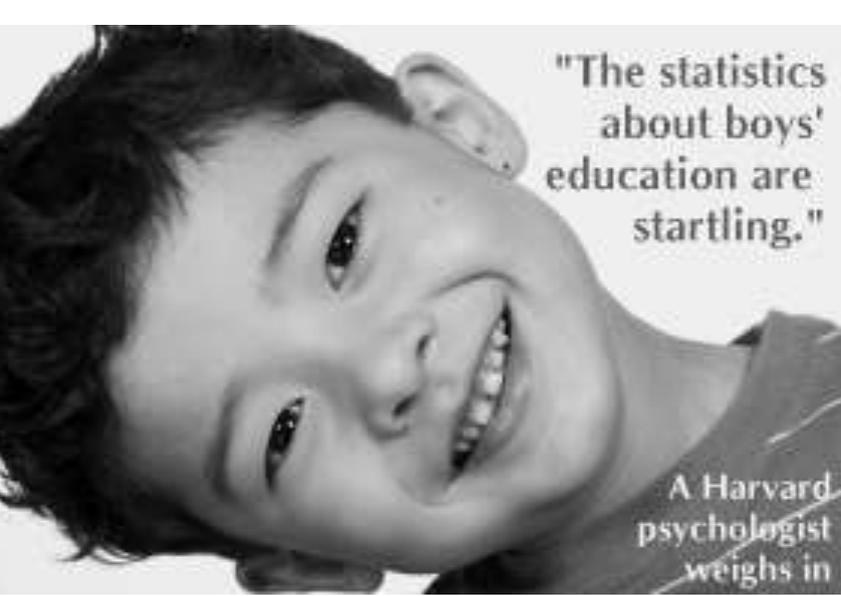
The boy crisis in education and society.

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.

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.

Facing 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.

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 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.



In February 2012, a 15-year-old boy stabbed his teacher to death in St Mary's Anglo Indian Higher Secondary School in Chennai. **What became so common in the USA first, and later developed in Europe, is now coming to India and Asia.**

Two years before, in July 2010, a 9th standard boy killed his classmate in Saket, South Delhi.

In February 2012 again, threatened by his economics teacher, a 16-year-old boy committed suicide by hanging himself at his own school campus in Udumalpet, Tirupur District.

We could fill several pages with **innumerable cases of all sorts of boys' alienation and violence** increasing in the modern world. Everybody knows that, in spite of a certain imitation of male patterns, girls do not show this kind of alienation and violence to such an extent.

Some day, mankind will address this crucial issue and ask WHY? In order to implement **adequate strategies towards a recovery of boyhood** in a vision of human/ spiritual values and harmony of the whole while obviously taking care of girls too.



William Pollack, well-known psychologist at **Harvard Medical School, in the USA**, has summarized this new concern in a few words: Boys are suffering; boys are failing irrespective of ethnic or economic strata because schools are boy-uncentred –they are girl-centred after decades of focusing exclusively on girls and women-.

Crossing the Atlantic, **in the United Kingdom**, the principal of one of the most prestigious schools in the world, Eton, has similarly warned that: Boys are being failed by the British education system because it has become too focused on girls; we do not support and nurture boys. The UK Government has acknowledged the same.

In Spain also, recent reports –even at the governmental level- are concluding that coeducation has largely favoured girls to the detriment of boys, who are massively performing much lower than girls, to such an extent that nobody can deny it anymore.

In France, sociologists such as **J.-L. Auduc, Ch. Baudelot, R. Establet and M. Fize** warn the society and the government about the heavy problems concerning boys, who manifest around 75%/ 80% of all pedagogic and social troubles.

At the antipodes of the planet, both **the Government and the Parliament of Australia** have conducted inquiries, research and programmes to tackle the problems of boys' education. The Australian Government's Parliamentary Inquiry Report has been seen as a first attempt of "recuperative masculinity politics".

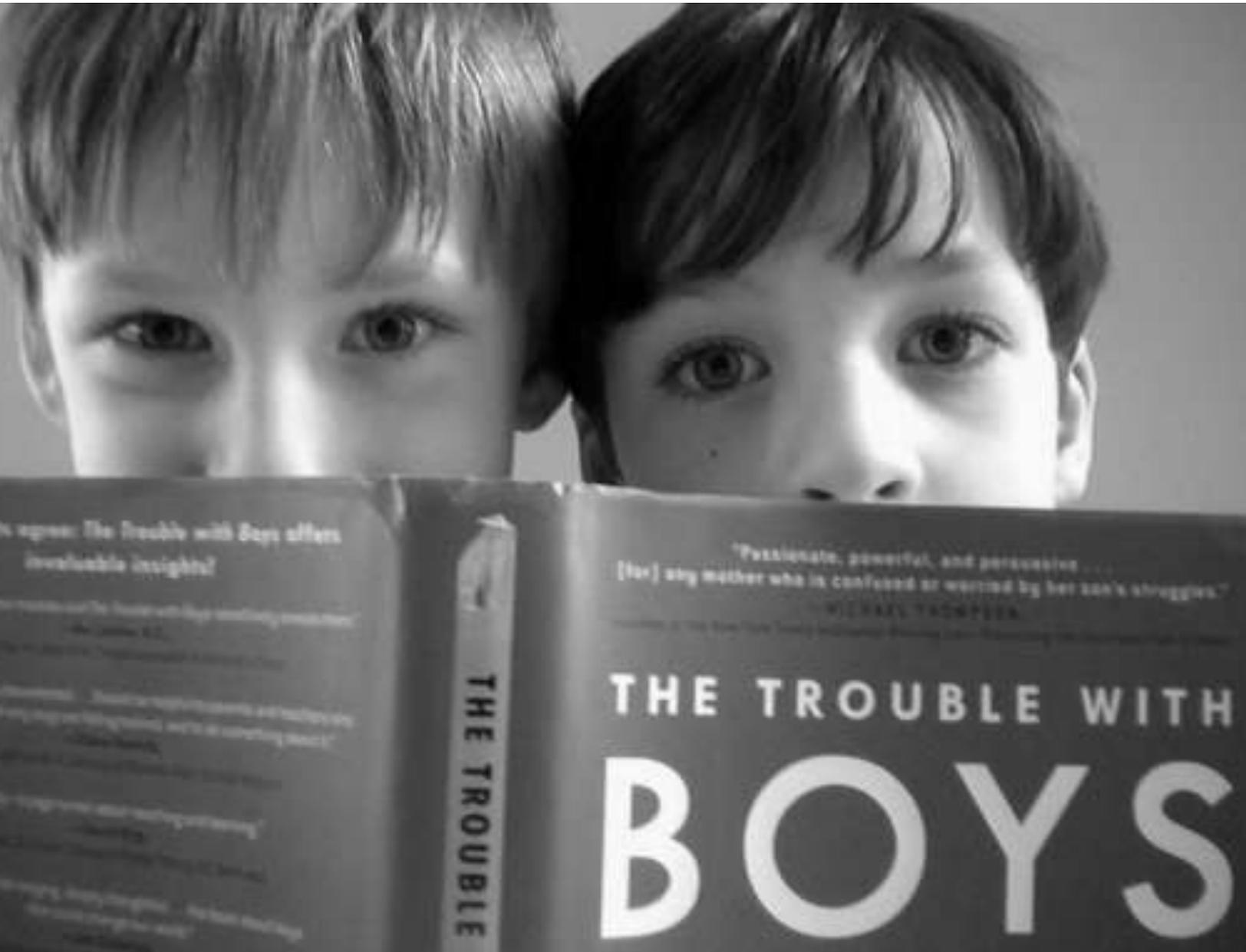
In the province of Cordoba, **in Argentina**, Montserrat Boys' School was considered as one of the top in the country, forming eminent intellectuals and scholars. After introducing coeducation, all the reports demonstrate that the standards of boys have dramatically fallen down. There are thousands of cases like Montserrat Boys' School all around the Western World.

This is only a brief sample of all the materials that could be quoted. After postmodern society has brought the pendulum to the other extreme with visible consequences, awareness is slowly increasing in the whole of the industrialized world. Still, when the figures of boys' trouble were already glaring, government funds were still provided for girls equity, when the only inequity girls experienced was to do better than boys on most indicators of academic excellence. Still, some deeply-rooted bias refused to acknowledge the reality and objective startling figures all around the world, which ultimately expresses despise towards the male gender.

Several initiatives have been started, like the **IBSC** (International Boys' Schools Coalition), and other settings for boys' schools and boys' education, which furnish all the needed information on the topic. In parallel to that, the world famous **Gates Foundation** provides the needed attention to the troubles of boyhood that cannot be ignored anymore, and the **Gurian Institute in Colorado, U.S.**, trains professionals and parents about boys' and girls' different needs and learning styles.

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

Albert Einstein.



Scholarly research has been produced in the whole of the industrialized world amongst OECD countries, Showing common basic tendencies all around the so-called “developed” world:



- Three-quarters of the students who are diagnosed with behavioural problems are boys.
- Three-quarters of the students who create discipline problems are boys.
- Three-quarters of the students who are diagnosed with learning disabilities are boys.
- Boys are twice as likely to have a language/ reading problem as compared to girls.
- Three-quarters of children with hyperactivity disorders are boys.
- In a total of 35 industrialized countries, girls outperformed boys in special tests.
- In the UK girls have outperformed boys at GCSE and A level for 25 years.
- In general, boys score much lower than girls in reading and writing tests.
- Boys earn as much as 80% of Ds and Fs -in the Anglo-Saxon systems-.
- Around three-quarters of drop outs in higher secondary school are boys.
- Boys constitute only around 40% of college students –girls around 60%-.
- In the U.S.A., the percentage of male undergraduate students dropped 14 % from 1970 to 2000 –from 58% to 44%-, and the widening gap continues.
- In industrialized countries, women constitute up to two thirds of the new generations in many professions like doctors or magistrates –men may reach one third-.

At the same time see school and university web-sites all around the world; there is a massive and striking visual discrimination of boys and over-emphasis of girls –whereas this constituted precisely a stronghold of women’s movements; now it is happening in reverse terms-.

When US sociologists ask many boys why they do not like schools, a common answer is that schools are places for girls, not for them. Even major public figures such as Senator Hillary Clinton have raised the alarm, but the social response is still insufficient.

In the last years, India and Asian countries start reproducing the same evils than the Western world.

In general terms: academic failure, learning difficulties, alienation, anti-social behaviour and violence affect boys much more than girls, while girls behave better and get more seats in higher education in comparison with boys and better marks in general terms. WHY?

Boys will deserve attention? –After so many decades focusing exclusively on girls-. Today, boys not girls are being left behind. Today, boys are in trouble. And yet, the social response is insufficient and many refuse to acknowledge it and care about it, which only perpetuates the problem.

The crisis of boyhood is inseparable from general issues concerning masculinity in anthropological terms, and also negative images and patterns concerning the male gender in the culture of the last decades. Boys do not have positive role models of their own gender in mainstream culture.

An objective look at the facts.

The facts about girls:

- Girls surpass boys in reading.
- Girls surpass boys in writing.
- Girls surpass boys in the arts.
- Girls get better grades and more honours than boys.
- Girls are more engaged in school.
- Girls are more engaged in extra-curricular activities outside school.
- Girls have higher aspirations than boys.
- Girls are more likely to graduate from higher secondary school and from college.
- Today there are more girls than boys in college and university.



The facts about boys:

- More boys repeat a grade.
- Boys are more likely to be suspended or expelled from school.
- More boys leave school at an earlier stage or drop out of school.
- More boys need special education.
- More boys smoke, drink and take drugs.
- More boys suffer from low esteem and emotional problems.
- More boys commit suicide and acts of violence or hooliganism.
- More boys perform all sorts of antisocial or violent behaviour.
- More boys become incarcerated.

The marginal advantage of boys in maths and science looks rather pale in front of a general dull scenario for the male gender as compared to girls.

Can anybody deny that there is a real crisis of boyhood today? Those who still deny it are just replicating in a reverse way the same kind of bias and despise they denounce while they perpetuate the same old state of consciousness.

“Girl behaviour becomes the gold standard. Boys are treated like defective girls. “**Dr. Michael Thompson**, renowned U.S. psychologist and educational consultant specialized in the boy crisis and boys’ growing process. Another author from the U.S., **M. Gurian**, therapist, educator and expert on the boy crisis, has observed that the deeper drives of boyhood present in human history for thousands of years or even longer have been totally overlooked and neglected by the culture and society of the last decades with its unilateral focus on girls exclusively; hence the world crisis of boys’ education. **What started in Western countries many years back is already happening and increasing in Asian countries like India.** Some awareness has been arising in Western countries in the last years, but it is still limited. When the figures were already showing a crisis of boys’ education, governments were still funding programmes for girls as they did decades back; but now, it is boys not girls that are left behind. The pendulum has gone from one extreme to the other –as usual in human history-. When will we realize it? When will we do something about it?



AUGUST 8, 2007

Betrayal in Iraq

Five U.S. soldiers murdered. Were they set up by our Iraqi allies? A *TIME* investigation



Islands of Life: Why Icebergs Are Hot



No More Ms. Nice Gal: TV's New Antiheroines

TIME

The Myth About Boys

Experts say boys are in trouble. Here's why they've got it wrong

BY DAVID VON DREHLE



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.

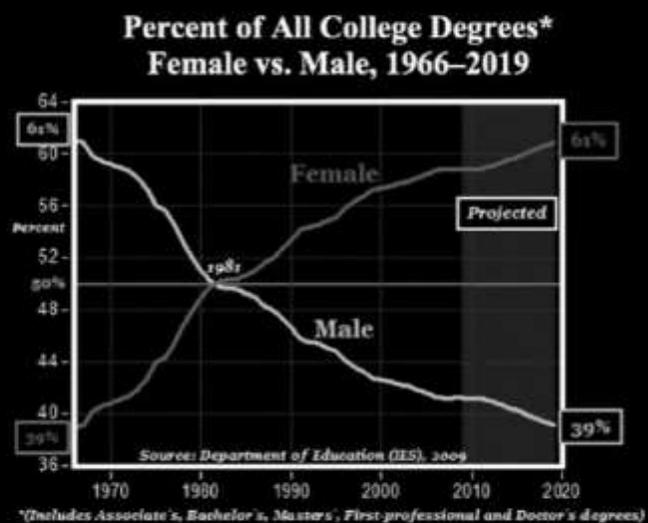
Till when will human civilization be blind?

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.

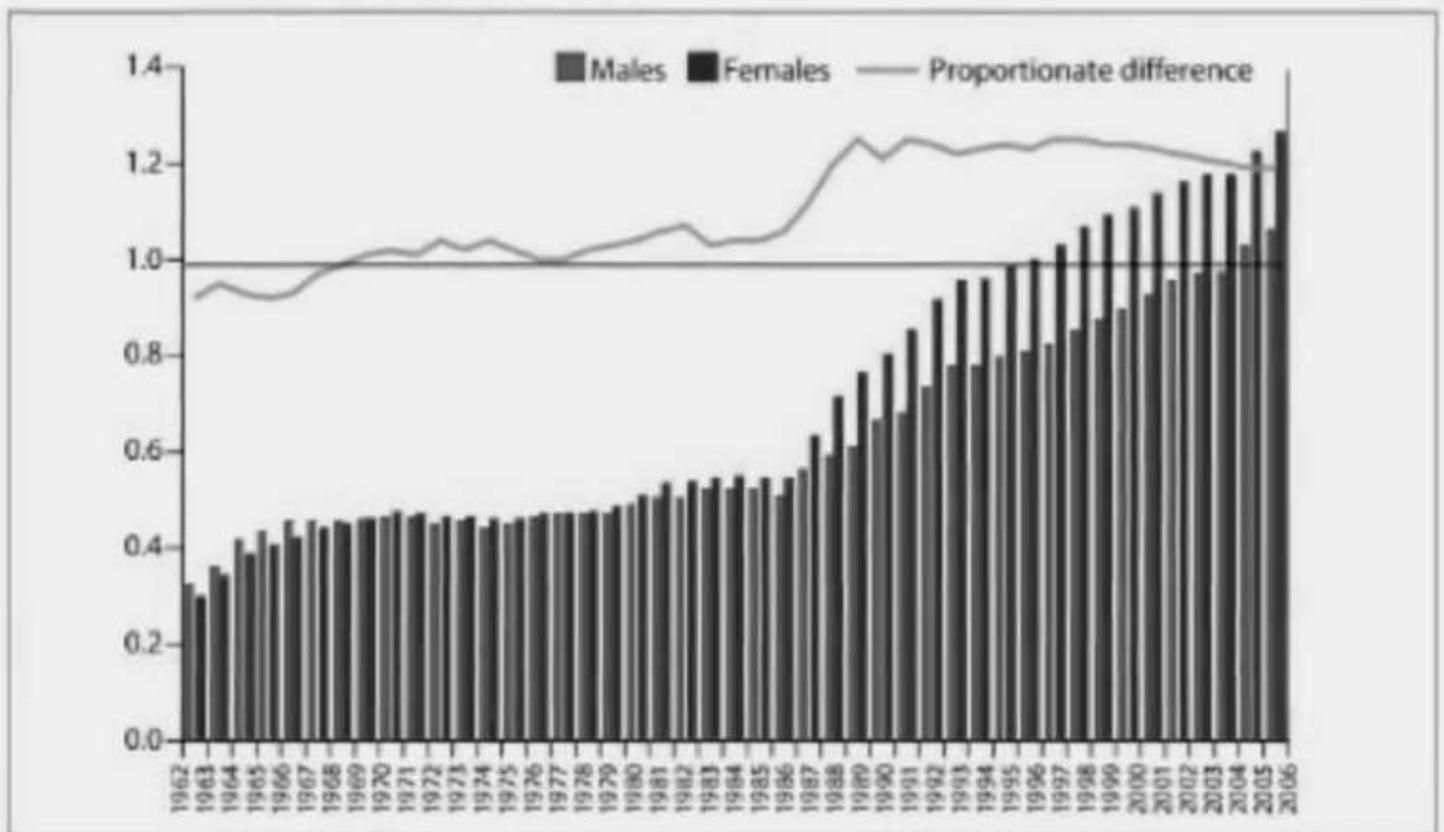


Many experts in the USA and all around the world agree on the main causes for a global boy crisis all around the world as never seen before in human history: (the boys' crisis becoming a men's crisis in one generation)

- 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



➤ **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.

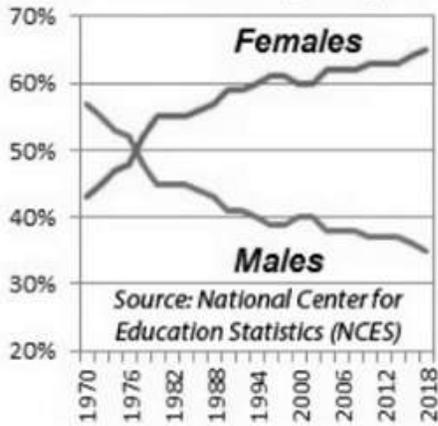
- Postmodern societies integrated women into the workplace but totally forgot to integrate men into the family, the school and even all sectors dealing with human care.

- 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.

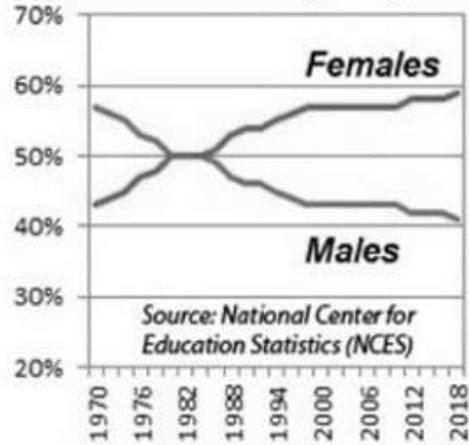
- **Postmodern societies are paying a huge bill for completely forgetting boyhood and the male gender.** The antisocial and self-destructive behaviour rampant in our societies due to this oblivion of boyhood and masculinity costs billions of euros to all developed nations –and also to developing countries 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?**

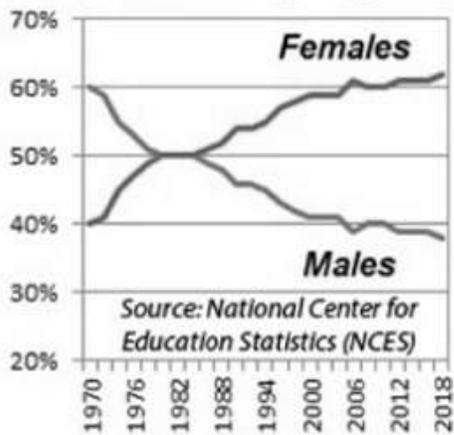
**Associates Degrees by Sex
1970 to 2018 (Projected)**



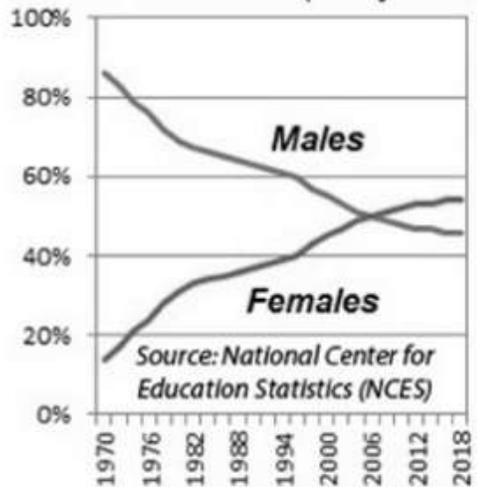
**Bachelors Degrees by Sex
1970 to 2018 (Projected)**



**Masters Degrees by Sex
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**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

Published On: Sep 30 2013 11:38:47 PM EDT | Updated On: Oct 01 2013 11:32:35 AM EDT

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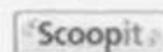
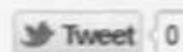
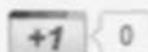
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THE WAR ON BOYS

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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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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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After previous initiatives, our Educational Project tries **to answer to this crucial question: WHY are boys massively failing and misbehaving?**

It also tries to offer a sound solution for this major problem of our time in a vision of harmony of the whole.

A major reason why boys are disadvantaged and left behind is due to the feminisation of the curriculum within a feminised school that visually overemphasizes girls and neglects boys –see school webs- with much more female than male teachers –whereas boys need male role models apart from the father and complementary to him in order to grow up in a balanced way-. During the 80s and 90s the status quo in schools was attacked by feminists and left-wing academics as patriarchal and male-dominated. Even the greatest works of human culture were questioned. Although some patterns of past male domination had to be certainly revised, the reaction went too far to the other extreme –as usual in human history, as it happened with the French Revolution or the Chinese Cultural Revolution-. In this pendulum of human condition going from one extreme to another, the highest culture was discarded and the male gender as such became suspicious through an unconscious confusion between masculinity and male domination. Boys could only feel unconsciously lost in this anti-male culture developed in the 80s and 90s till today.

This extreme reaction and the new biases of this anti-male culture must be revised in the near future; no harmony will evolve from this, only more disharmony. There was certainly some kind of male domination, but not only that; at the same time, there were other forms of social injustice and profound problems related to the male gender too –like violence and alienation- that must be faced one day. Moreover, the reaction has brought the pendulum to the other extreme –as usual- and this requires a reorientation for the future –knowing that the common ego shouts at the bias of others without observing its own bias-.

Even the way teachers taught changed to favour girls to the disadvantage of boys in a general policy of positive discrimination of girls –against boys-. Quite often, teachers no longer stood at the front of the class and taught, preferring instead to have students work in groups on open-ended tasks, learning relying more and more on verbal skills and self-directed learning.

While there may have been some justification for the above changes, an unintended consequence has been the crisis of boys' education, since boys tend to respond better to structured activity, defined objectives and instructions, short-term challenging tasks and visual, logical analytical approaches to learning. They do not respond as well as girls to merely verbal linguistic approaches.

The typical pedagogy of large mixed classrooms –sitting quietly- is more suitable for girls' psychology than for boys', for which girls become the gold standard in mixed classrooms and boys “defective girls” –gathering most of Ds and Fs-. In all-male settings, boys cannot be –negatively- compared to girls and can more easily be themselves and enhance their self-esteem.

Renowned child psychologists such as M. Thompson conclude that the current co-educated set up is better suited for the neurological and psychological development of girls, which has been to the detriment of boys -hence manifesting all the forms of boys' failure and disruptive behaviour-.

Apart from anthropological issues such as the fundamental role of the Gurukula and its underlying initiation for boys, there has been increasing research and publication about the differences between boys and girls in the educational process (divulged by organizations such as **IBSC**, authors such as **M. Gurian**, and a number of academic papers and governmental reports such as the Australian report “Boys. Getting it Right”).

In this horizon, it has been proved that there are noticeable differences between boys and girls even at the biological/ neurological levels, which obviously has a direct translation in the field of education.

- It is not possible to deny anymore that there are important brain and physiological differences between the two genders that affect the pedagogic practice.
- For instance, in relation to what is known as navigational tasks: in the female brain, these tasks are assigned to the cerebral cortex (the section of the brain that also processes language); while in men, the hippocampus handles this kind of tasks (the hippocampus is one of the oldest parts of the brain, responsible for long-term memories, but with few connections with the cortex).
- This basic brain difference has important consequences in the teaching of maths – especially, geometry, algebra and number theory-. Boys can easily focus on the properties of numbers, while girls require a real-world application.
- Emotional activity is processed differently in boys’ and girls’ brains. In the female gender, through adolescence, the brain activity related to emotion shifts to be processed in the same area of the brain involved with reasoning (the cerebral cortex); while in the male gender, brain emotional activity has no connection with the area of the brain dealing with reasoning, since elder boys continue to process emotional activity in the amygdala – like young boys-. (The amygdala is one of the oldest parts of the brain, with no direct connection to the cerebral cortex). That is why girls will be more easily interested by the characters’ feelings in literature, while boys will be more attracted by action, real-life events and adventures.
- Boys develop gross motor skills faster than girls do –like running or jumping-.
- However, boys develop fine motor skills later than girls do –like gripping a pencil, hence writing, or cutting with scissors-; this constitutes a basic biological factor that must be considered by the educational system in kindergarten and primary school.
- Boys also develop language skills later than girls do, which means that reading and writing may be more delicate in the early stages of schooling for boys.
- Boys develop spatial skills earlier than girls do, which means that boys can more easily record information about the environment and the position of things, for which boys may be encouraged to build, explore and manipulate things.

- According to these brain differences, books with stories involving emotions and psychological insights will not be so suitable for boys, who will prefer to read about real events, how things work, or, in fiction, enthralling figures and wondrous adventures.
- Neuroscience has observed that the pleasure centre of the brain lights up more for boys when they take risks as compared to girls.
- Boys are kinaesthetic learners, which means that they learn very well by manipulating, building and making things move; for this, all the educational toys involving construction and movement are specially appropriate for boys.
- A more energetic and mobile teaching style is more suitable for boys, keeping them focused; unlike girls, boys respond better when they are kept on their toes.
- Boys tend to overestimate their abilities and performances—unlike girls—, for which boys need to be challenged externally in order to improve.
- Boys do not hear as well as girls do, which means that the pedagogic space must take into account this biological difference -instead of piling up so many boys at the back of the class-room with a female teacher speaking softly-.
- Since the advent of quantum physics and the development of new physics and other disciplines like sophrology, it is scientifically acknowledged that matter is but a form of energy –inseparable from consciousness-. In parallel to that, medical colleges and hospitals have officially recognized the validity of energetic therapies, like acupuncture, Reiki, etc. On the other hand, when collective meditation is performed seriously, men must sit on one side and women on the other. The reason is that we are not only matter and mind, but also this energetic structure and dynamism that is now scientifically apprehended. From the energetic point of view, just as the male and the female brain work in different ways, the female and the male energies are also different enough, which suggests separate spaces of meditation for both genders.
- The wisdom of the East and the millenary traditions of energetic work in countries like India or China, today officially approved in the West, manifest even deeper dimensions when facing the anthropological differences between the two genders. How could education ignore these real differences, until the deepest levels, and force an artificial co education that only responds to ideological principles? (While it becomes empirically evident that this artificial coeducation, politically imposed, has not worked, especially for boys.)

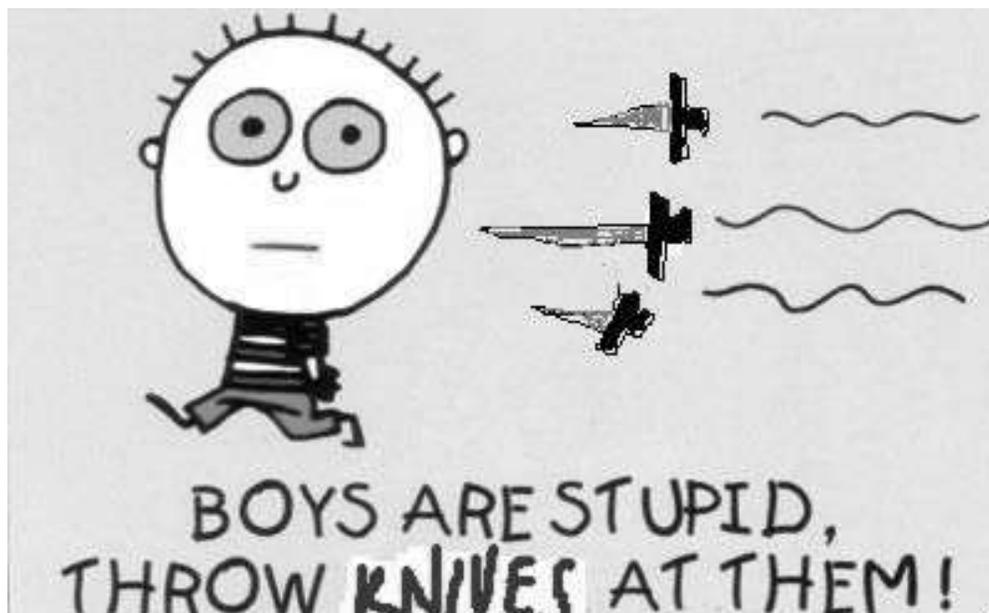
Supplementary differences in learning styles.

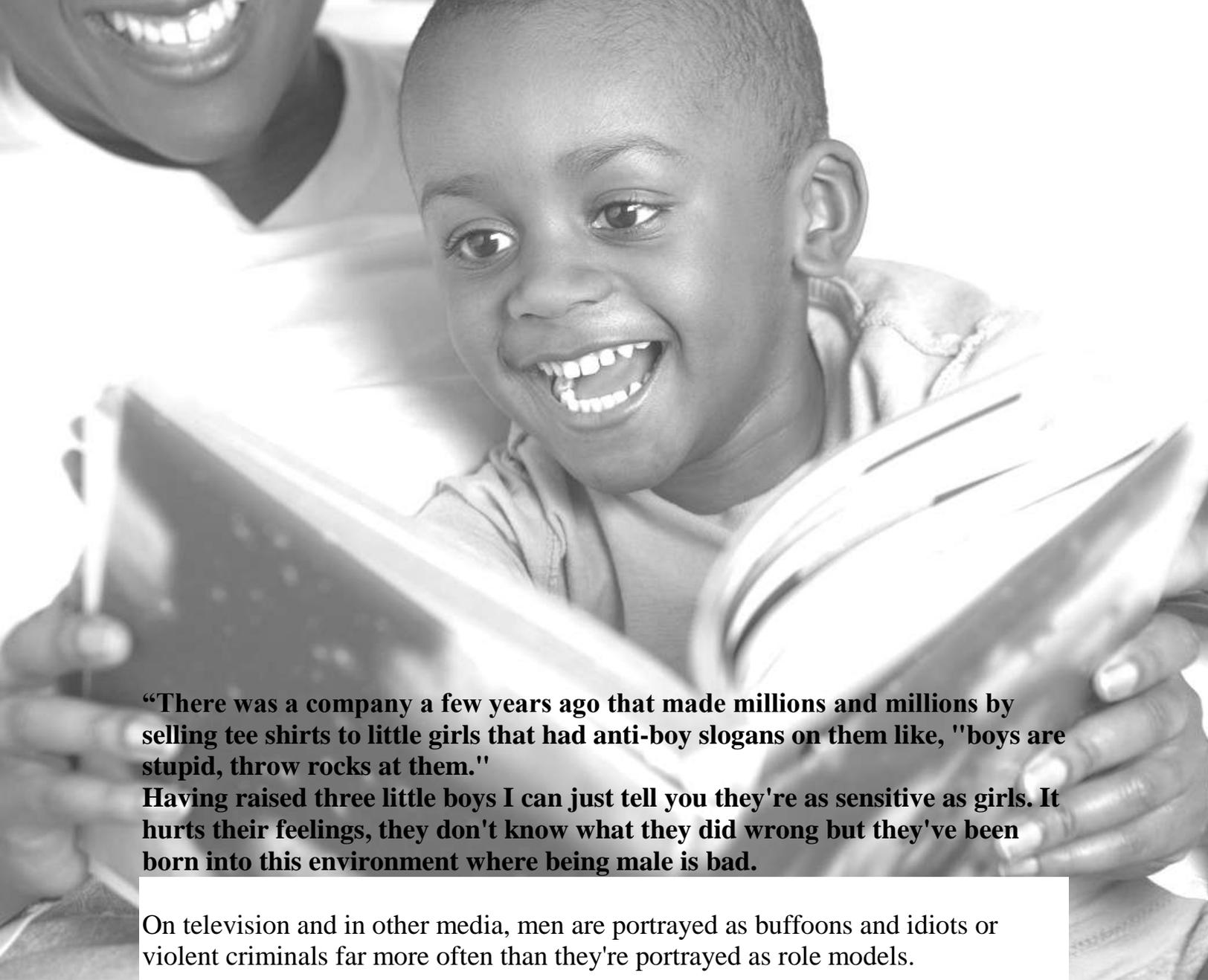
- Boys require a more physical and active style of learning.
- An increased verbal element in the academic syllabi has favoured girls over boys. In general terms, the syllabi now are more suited for girls.
- In co-educated schools the endorsement of artistic activities by boys has clearly fallen down, whereas in all-male schools the artistic disciplines are more likely to flourish amongst boys.
- In boys' schools, male teachers can more easily act as role models for boys, something crucial in the development of boys and dramatically dismissed in co-educated schools. The anthropological evidence –which is massive- has been totally overlooked. Even common sense makes people realize that boys need male role models to grow up, which has been largely forgotten.
- At the same time, boys' schools or settings better develop genuine male bonding than co-educated schools or settings, something again crucial in the development of boys as gender identity but totally neglected by coeducation. Once more, the anthropological evidence has been ignored; we are paying for it with the crisis of boys' education and the alienation of boyhood with so many forms of violence and antisocial or self-destructive behaviour.

We could give plenty of examples manifesting **the cultural neglect of boys and the negative culture of masculinity produced in the last decades.**

For instance, advertisements on Spanish Television repeatedly spread the message about the value of women –how brave, strong, free and valuable are women-. Absolutely nothing about the value of men, as if they did not exist or they did not have any value at all –whereas they do appear all the time to be object of criticism or accusation-.

How could boys' performance in schools and behaviour in social life be unaffected by the general cultural background?





“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.”

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

Barbara Sprung, co-director of the Educational 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.

Anybody with common sense may seriously ask what will come out from all this. In the human condition and in human history nothing can be deprived of consequences. Human blindness and bias can deny the problems but the denial will only worsen the problems themselves –as it has always happened-. In the USA many adult men amongst the new generations refuse to get married to women; as usual, what started in the USA is already coming to Europe, and from Europe it will come to Asia and the rest of the world. In parallel to that, an increasing number of boys in the USA and in Europe rebel against their mothers and finally leave them and settle with their fathers –who were often discriminated in separation/ divorce-. **If humanity does not tackle the world boy crisis nothing good will come out from this oblivion, and we will all suffer from it –women too-.**

Researchers have long agreed that girls show better performance than boys in terms of language abilities whereas boys have better spatial skills.

Now, scientific research from different institutions such as North Western University, the University of Haifa, Virginia Tech., the National Institute of Health in Bethesda, Maryland, US, etc, provides a biological/ neurological basis that accounts for these differences, and that has been summarized by scholars such as Dr L. Sax.

However, everything cannot be reduced to neuroscience; its last findings are consistent with much older evidence produced by cultural anthropology through human history –without forgetting a deeper philosophical perspective-.

The most significant difference between boys and girls at the neurological level is not in brain structure, which is the same, but rather in the sequence of development and in the functioning of the various brain regions. As Dr. Natalya Kuindzhi from the Russian Academy of Medicine has concluded, the need for segregate education stems from real different rates of mental and emotional development between girls and boys.

These findings do have major implications for teaching children, and hence provide scientific support for single sex classrooms or schools.

- Average intelligence is the same for both sexes.
- However, there are more boys or men at the highest and lowest extremes (which counterbalance each other giving the same average than for girls or women).
- There are no basic differences in what boys and girls can learn;
- But there are big differences in how they can learn and how they can be taught.

Since boys' and girls' brains develop and function differently, it is empirically observable that boys mature faster in some areas while girls mature faster in other areas.

A sensible pedagogic system cannot just mix boys and girls without taking into account these real and significant differences. If we teach the same subjects and contents in the same chronological sequence and in the same pedagogic way, it is inevitable to create unnecessary problems to both girls and boys, though the historical experience of coeducation has affected boys much more than girls: the crisis of boys' education that cannot be denied anymore and that must be faced with a reorientation of the educational process.

- Neuroscience or physiology do not explain the present disparity between girls and boys in academic achievement. The biological differences observed by the last scientific findings confirm the existence of anthropological idiosyncrasies that were well known before this recent scientific observation.
- What causes the dramatic present disparity is obviously the educational system itself – with its massive unquestioned coeducation that has not worked for boys-.
- The new experiments segregating the two genders again in a new spirit show positive results everywhere, and suggest for the future of humanity a new separation that does not want the past girls' inequity but wants to redress the present boys' inequity.

Regarding language, the neurological differences between boys and girls cannot be overlooked and do have pedagogic implications.

- Boys and girls rely on different parts of the brain when performing language tasks.
- Areas of the brain associated with language work harder in girls than in boys during language tasks; girls show greater activation in these areas than boys.
- Language processing is more sensory in boys and more abstract in girls –implying brain areas associated with abstract thinking-.
- For boys, accurate performance depends when reading words on how hard visual areas of the brain work. In hearing words boys’ performance depends on how hard auditory areas of the brain work.

These biological differences should inform teaching methods, which means that boys and girls cannot be mixed since they must be taught differently.

- Given boys’ sensory approach, boys should be evaluated on knowledge gained from lectures via oral tests;
- And on knowledge gained by reading via written tests.
- For girls, whose language processing appears to be more abstract, these different testing methods could be less necessary.

In terms of left and right hemispheres development, noticeable differences have also been observed between the two genders.

Right-hemisphere brain development dominates in pre-schoolers. By the time children first go to school, first-graders manifest differences according to gender:

- While girls display significant left-brain development –logical thinking-,
- Boys continue to be dominated by right-brain activity –creativity and imagination-.
- In general, the patterns of brain activity mature faster in girls than in boys.

How can coeducation still ignore it? To do so will only reinforce boys’ trouble and failure in language skills as it has been massively happening in the last decades, since boys have been expected to behave as girls in the co-educated context. Young boys see information holistically rather than in detail –as girls do-. Boys can more easily do creative work, while girls can do better in detailed work. For boys, the idea is more important than petty norms, freedom more important than established rules. Boys’ brains are more suited to pictures, symbols, abstractions and spatial-mechanical thought. So, boys perform better in maths, physics or philosophy. Instead, girls work better within a system and follow guidelines more easily; they can also work with detailed issues more happily. For this, girls have better met the expectations of traditional schooling in the coeducational world, while boys more strongly require a more holistic pedagogy –adapted to their anthropology-.

Let us see in more detail **the major neurological differences between the boys and the girls' brain** that will help us understand the differences in growing up between both genders and the deepest drives of boyhood ignored in the culture of the last decades.

(This constitutes a sample among the hundred neurological differences tracked over by neuroscience between the male and the female brains).

- Boys' brains have more grey matter while girls' brains have more white matter. Grey matter is a kind of neurotransmitter that localizes and compartmentalizes, keeping brain activity in a single place rather than spreading activity to other parts of the brain. White matter, on the contrary, networks brain activity to different parts of the brain.
- Therefore, the boy's and man's brain tends to compartmentalize its brain activity into fewer brain centres than the female brain does.
- In opposition, different parts of the female brain may easily work simultaneously in ways that the male brain does not.

- There is 15/ 20 % more neural activity in a girl's brain than a boy's at a given time.
- Girls and women have a higher number of nerve fibres in their skin as boys and men. This means that pressure receptors on the skin and pain receptors in the brain are less sensitive in the male brain than in the female.
- The boy's brain shuts off, that is, enters a rest state, more times per day than a girl's brain does. This has clear implications in terms of paying attention in the classroom, completing tasks, becoming bored, and even having a conversation.
- In the male brain, especially in the right hemisphere, there are more neural centres than in the female studying the movement of objects and the physical space.
- Hence, boys' education must allow them to use cubes, balls, stones and all sorts of objects, and also to manipulate and build things, something that appears to be less crucial for girls.

- For thousands or maybe millions of years humanity knew that the boy's and the girl's energies are different. Only the last decades of coeducation have dogmatically denied it on pure ideological grounds. Today neuroscience has proved that there is a deep neurological reason for it.
- As we have seen above, emotional activity is processed differently in boys' and girls' brains. Through adolescence, the girl's brain activity related to emotion shifts to be processed in the same area dealing with reasoning (the cerebral cortex); while boys' emotional activity has no connection with the area of the brain involving reasoning, since elder boys continue to process emotional activity in the amygdala.
- As we said above, this explains why girls will be interested by the characters' feelings in literature, while boys will be more attracted by action and adventures –the deep drives underlined by M. Gurian-.

- This neurological basis also explains why boys need hitting of each other as a bonding mechanism to express affection and nurture affectionate relationships, either with friends or adults –father, uncle, teacher, scout leader or other men-. That is why jabbing at one another, bantering, etc, are typical male ways of creating bonds and expressing love, ways that are so different from girl’s patterns and the female world.
- It is obvious enough that co-educated spaces –especially in areas such as scouting- tend to repress these male ways of bonding, which can only nurture alienation on the long-term as it has already happened, which in turn fosters all the forms of boys’ violence and anti-social behaviour that we must face in all industrialized societies. The post-modern age has gone too far in eliminating all intra-generic spaces and bonds, dramatically replaced by an overwhelming abuse of mixing everywhere, never allowing the growing human being to interact in depth within the same gender –something crucially needed in the growing process-.
- Another neurological difference accounts for something fundamental in the pedagogic treatment of boys. The boy’s hippocampus (a major memory centre in the brain) is less active than that of the girl, especially during emotional and relational experiences. This implies that boys may not recall parts of their developmental journey that girls will more easily bring back. This means that boys can feel insecure and lost more easily than girls, which may nurture alienated behaviour more easily too –as we can see in our world today-.
- For this fundamental reason, boys need much more than girls the guidance of the adult – especially in the same gender-. That is why all the educational traditions of mankind emphasized the importance of the Gurukula and the role of the Guru or mentor for boys – as stressed in this Project-. The denial of this basic fact, today better apprehended through neuroscience, has only promoted all sorts of alienated and antisocial behaviour in boys through a crisis of boys’ upbringing that is unique in human history.

It is obvious that there are biological factors that may encourage within certain socio-cultural contexts aggressiveness and violence –this is what has been too often done till now-. Millions of years of hunting and thousands of years of wars have created some undeniable inertia. But as mystical philosophy would remind, the Light of lights shines in all, girls and boys, men and women, and there are biological factors that incline the male gender towards positive tendencies such as creativity and freedom.

The bias of XXth century coeducation and its inherent neglect of boys and men’s troubles have only nurtured the lowest tendencies of the male gender. A new holistic pedagogy in a new holistic paradigm must encourage the highest nature of boys and men –and obviously girls and women too-. The XXth century bias forgot boys, whereas a new world will not be made by girls or women only, but by all, with the male gender too in its highest and purest potential –not the lowest as it has been too often till now-.

Furthermore, the last scientific findings have evidenced **biochemical differences between the two genders, that enhance the already visible neurological differences accounting for anthropological idiosyncrasies.**

- Boys have between ten and twenty times more testosterone than girls. Being testosterone a risk-taking chemical, we find here further scientific confirmation of the deep drives outlined by specialists such as M. Gurian.
- This explains why boys have massively practised much more than girls activities such as scouting, mountaineering, and all sorts of outdoor activities that imply risk-taking and the sense of adventure.
- The educational world must understand these biological differences hardwired into boys for millions rather than thousands of years, and allow them to be expressed in controlled or pedagogic ways instead of denying or suppressing, as it has been too often done in the last decades, nurturing as a reaction all the alienation and antisocial behaviour that we know well enough.
- Another biochemical factor accounts for further differences between boys and girls' energies, while enhancing the neurological disparities that already explain the anthropological idiosyncrasies. Oxytocin is known as the bonding chemical. Not surprisingly, boys have less of this bonding chemical than girls do.
- This means that girls can bond easily with many people, while boys find it more difficult to create bonds, especially of a stable or deep sort. Hence, boys need more help and guidance in bonding, and they also need more opportunities such as team games or mentoring systems. That is why scouting or similar movements like the Boys' Brigade or the German Wandervogel have been so successful and so well appreciated at a pedagogic level.
- Boys have less serotonin than girls do, a chemical that calms us down.
- This explains why boys are more impulsive than girls, and have more trouble to control themselves, something that a sensible pedagogic process must take into account.

The differences between the male and the female brains in terms of neurological connections.

Repercussions in the educational field: the need for separate educational spaces and special attention to be given to boys.

We have quoted above in the section devoted to Psychology and Neuroscience the neurological research recently directed by **R. Verma** within the frame of the **University of Pennsylvania in the USA**. According to empirical results:

- The male brain shows more connections within each brain hemisphere; only in the cerebellum, responsible for psychomotor tasks, men manifest more connections between the two hemispheres.
- In general terms, the female brain shows more connections between the two brain hemispheres.

The differences are still not visible in early childhood, but they gradually manifest from puberty on –in spite of the still predominating school system based on coeducation-.

The ideology prevailing in the last decades has tended to overlook any anthropological difference between the two genders, and has therefore imposed a standardized pedagogy for both irrespective of any real differences, while it has overstressed the fate of girls and openly neglected that of boys for many years. This new unbalance that has brought the pendulum from one extreme to another one has produced a profound crisis of boys' education never seen before.

A more humanistic kind of education will not deny the real anthropological differences anymore, and will not continue to neglect boys either.

In the horizon of a needed Hemisphere Synchronization, boys and girls will require separate complementary spaces of education that can take into account and adequately work out the real anthropological differences till now so openly overlooked.

Regarding the male gender, the educational process will have to be especially vigilant and offer boys the needed tools so that they can build more neurological connections between the two hemispheres, which does not happen so easily in the male brain according to empirical research.



Conclusion.

“Boy psychology is not just socialized but also hardwired into our sons.”
“Every boy is driven from deep within to try to become (in our metaphorical language) a magical boy, an adolescent seeker, and an adult hero.”

M. Gurian, a renowned U.S. therapist and educator, concludes: “I believe these drives (which we can under-nurture if we don’t understand them) to be central to human development: basic drives towards purpose that have been building in male genetics and the male psyche for almost a million years”.

The traditions of spiritual philosophy go even further by suggesting metaphysical differences between the two genders: the male being an embodiment of the Light of Consciousness, and the female Vibration/ Energy, knowing that the yin also contains the yang, and the yang the yin: Shiva/ Shakti in the Indian tradition.

Mainstream co-education in the last century has totally ignored these deep drives of the male growing process, hence producing an alienation of boyhood and a crisis of boys’ education without precedent in human history.

Co-education has been an ideology –a political ideology- without any scientific, anthropological or philosophical ground. The deep drives that M. Gurian identifies can easily be traced back through social and cultural history, and they become quite evident in anthropology. Now, neuroscience has provided scientific confirmation.

For how much time the ideology of co-education will continue to ignore massive evidence showing that the growing process of boys and girls are different enough to require separate educational spaces? (Which can obviously be compatible with some time for meeting and sharing and some common activities.)

For how much time the present civilization will continue to ignore the troubles and issues of boys –or the male gender- and exclusively focus on the female?

In the last years, the number of single-gender classrooms or schools has increased in the U.S.A., and legislative amendments have allowed government schools to offer separate education for girls and boys.

In this new context, some of the most successful all-boys classrooms in the U.S. have been those that allow boys to move around, with desks that can be raised or lowered for instance, hence permitting boys to lie on the floor, sit or stand up, which clearly corresponds to the boy’s energy as evidenced through cultural anthropology and recently corroborated by scientific studies, especially in the field of neuroscience.

In some pioneering schools in **Russia**, similar experiments in the classroom structure have proved to be very successful too.

It is evident that children suffer from stress and physical problems when they are deprived of the opportunity to move. Sitting for long periods in artificial postures behind uncomfortable desks has been one of the structural flaws of modern schooling, and this is even more harmful for boys than girls due to the specific energy and brain functioning of boys.



The experiments implemented by the University of Missouri between 1998 and 2000 are also well known. (There are similar experiments all around the world).

Under the University's supervision, teachers from 6 school districts were trained on gender-specific learning styles, so that teachers became aware about the different ways through which boys and girls learn. The teachers used these new skills in their schools. In all of them, there was a general improvement among students, in particular among boys, who could overcome the problems they are facing everywhere.

There are solutions to this unique crisis of boys' education and boyhood.

- First of all, the crisis has obviously arisen with the massive imposition of “feminized” coeducation; hence, any solution must question this XXth century ideology that was always anthropologically and pedagogically groundless –it was purely a political ideology-. The dramatic results –for boys- have come out.
- Secondly, human society must certainly care of girls and the dignity and potential of the female gender; but without forgetting boys or men. The culture of the last decades has ignored boys; the present crisis of boyhood might warn humanity about the pendulum of human history –from one extreme to another-, and it might also remind humanity that social harmony will never unfold from a discourse exclusively focused on one gender but rather from both in a holistic vision.

- On September, 11th 2014, the national celebrations in Barcelona remembering the French/Castilian aggression of 1714 while claiming the independence of Catalonia were very special; around 1 800 000 Catalans formed a gigantic V (for Victory) through two major avenues.

However, the peak of the celebrations was not so special; rather, it repeated all the prejudice and neglect against boys in contemporary culture; at some point, a youth played the role of a voter in the independence referendum planned for November 9th and not allowed by the authoritarian Spanish Government –unlike the UK allowing the Scottish referendum-. Was this youth symbolically voting a boy? Just impossible today; it was obviously a girl. Boys are massively despised in public events everywhere; girls are chosen now for any function. Can the crisis of boys' education be disconnected from this cultural disdain against boys?

- Two days after, on September 13th, the old prestigious newspaper from Barcelona, La Vanguardia, reproduced on the back an interview which promoted special programmes for women towards a new generation of “radiating women”; nothing about men. Do we want a world of “radiating women” amidst alienated men and boys failing at school?





Solutions to the crisis of boys' education and the alienation of boyhood.



1. The solution begins by recognizing the facts, unquestionable with the startling data produced in ALL industrialized countries, showing that:

- The myth of the shortchanged girl belongs to the past; hence legislations such as the U.S. “Women’s Educational Equity Act” are totally outdated. The old motto about “How Schools Shortchanged Girls” is not valid anymore.
- We can no longer conceal the objective massive fact that girls equal or surpass boys on nearly all indicators of academic excellence, While too many boys fall behind in all respects.

The new reality is about girls’ achievements and boys’ failure and struggles. The facts are so evident that mainstream media and governmental authorities have started acknowledging them and requesting solutions. Still, we know very well that human condition always presents inertia from the past, whereas some blind minds stick to their own bias and deny any fact whatever manifest it may be. Nonetheless, the denial of this unique crisis of boys’ education and alienation of boyhood will only worsen the situation and undermine a harmonious future for our societies. The future will not be built by women only; it can only be built by women and men together.

In parallel to that, social actors, public authorities and the general public must realize that **our societies have produced a culture in the last decades that has not only forgotten boys, but even worse, that has lowered their self-esteem while massively spreading a negative image of masculinity.** The catastrophe –affecting the new generations of boys- has manifested in striking ways many years back. **All ancient cultures produced positive patterns of boyhood** –and manhood, and womanhood too-. To start with, the Divine itself was presented as a Boy – the Puer Aeternus, like Krishna or Subramanyam in India, an Archetype especially studied by C.G. Jung-. Still modern writers such as J. Verne presented positive models for boys. The last post-modern decades have so much over-emphasized girls that boys have been forgotten and neglected –within a general negative cultural image of masculinity-.

Do we want to build in the future a harmonious society with successful girls only – amidst a mass of alienated boys being left behind-? Will we continue to massively talk about women’s rights only while ignoring the troubles of boys and the problems of the male gender – serious enough with all the sorts of antisocial behaviour, alienation and violence that we already have-? **Or do we want a better world with social harmony and the harmony of the two genders?** Humanity must realize that women’s claims –originally legitimate- have basically put forward social/ economic/ political issues –for them only and from the old paradigm, hence from the same state of consciousness they criticized just in a reverse way-; which means that boyhood and the male gender were just overlooked –even despised-, hence the present boy crisis and the deep troubles of the male gender still ignored. Humanity must realize that the deepest anthropological issues have been ignored, which is typical of the present technocratic civilization and its inherent human alienation.



Facing the crisis of boys' education in Australia.

- **The House of Representatives/ Standing Committee on Education and Training (Parliament of Australia)** conducted an inquiry in 2002 into the education of boys in Australian schools.

The Inquiry resulted in **several initiatives:**

- As a response to the Inquiry's findings, the Boys' Education Lighthouse Schools (BELS) Programme was implemented in two stages over 2003-2005. The programme provided funding to over 550 schools to help improve boys' educational outcomes.
- The Final Report of Boys' Education Lighthouse Schools (BELS)/ Stage Two provided a detailed analysis and discussion of the key findings and experiences of the 550 schools.
- Success for boys based upon BELS was continued throughout successive years.

- **The Australian Government has sponsored various research projects concerning boys' education.**

- To start with, the Australian Government/ Department of Education, Employment and Workplace Relations requested the research report quoted above addressing the educational crisis and needs of boys.
- The Australian Government was also the major sponsor of the 5th Biennial "Working with Boys. Building Fine Men", held on July, 4-6th 2007 at the University of Newcastle.

Educational Consultants Bret Burkholder and Ed. Leitner, founders of Boys' Hearts and Boys' Minds (U.S.A./ California);

Conclude that we must make schools more boy-friendly instead of giving boys more and more Ritalin to make them behave in a system that is not suited to them.

(While Ritalin has serious long-term side-effects stunting physical and mental growth).

Till now teachers and administrators did not pay enough attention to the boys' educational crisis and needs. It is time to face the challenge.



2. The second strategy requires innovative policies that allow **single sex classrooms or schools to offer a more suitable pedagogic context for boys –and girls too-**.

In this horizon, different experts and organizations have requested governmental authorities **in the U.S. to legally permit government schools to offer single-sex classrooms**, so that parents can have the choice between the old co-educated schools where the boys' crisis has arisen or new single-sex schools or classrooms that overcome the crisis through adequate pedagogies for boys and girls respectively -taking into account the anthropological differences in learning and offering boys a more positive environment than the old co-educated schools-.

At this point of history, **we must dare to say** what many minds sticking to the past and to past biases are reluctant to acknowledge in spite of the startling evidence: **the crisis of boys' education, unique in history, evidences that co-education has not worked, especially for boys.**

The last scientific findings, especially in **neuroscience**, confirm that there are enough biological/neurological differences between boys and girls to pedagogically support single-sex classrooms or schools again –in a new spirit however-.

Now we can more easily realize that **co-education was an ideology –a political ideology in fact-** with no grounds, that denied the real anthropological differences in the process of growing up.

This denial has produced the present catastrophe of boys –not only an unprecedented crisis of boys' education but also a deeper alienation of boyhood nurturing all sorts of anti-social behaviour that are well known and not easily tackled-.

Scouting is another pedagogic proposal that can be deeply positive towards a recovery of boyhood. Its success was already noticeable at the beginning of the XXth century all around the world, and it was obvious that it represented a positive environment to adequately canalize boys' energies.

But scouting was demolished by the massive imposition of coeducation everywhere –even in sports-. While becoming co-educated, scouting lost its original intention, its horizon of initiation and male bonding –so important for boys- and its potential as a pedagogic strategy deeply suitable for boys. Scouting may become again with its initial spirit a wonderful educational space complementary to school to re-orientate boyhood towards a more positive future.

In the field of the arts, **Boys' Choirs may be another educational space deeply positive towards a recovery of boyhood.** Apart from their intrinsic musical value, Boys' Choirs offer like scouting a tremendous potential to adequately canalize boys' energies through positive paths.

Once more, coeducation also brought its dogma into choirs, destroying Boys' Choirs and transforming them into mixed groups. In the whole Western world, there is a recent trend to recover Boys' Choirs not only for their intrinsic musical value but also for their huge pedagogic potential towards a recovery of boyhood –as the French film “Les Choristes” popularized so well-.



More and more voices request a new separation of girls and boys, not in the state of mind of the past but in a new awareness and with a new pedagogic spirit, which means acknowledging the anthropological differences in learning and caring about all –boys too, not only girls, within the harmony of the whole-.

Denying the anthropological differences in learning through universally imposed an unquestioned co-education can be seen as another example of the artificial character of modernity, inseparable from denying the holistic multidimensional nature of the Cosmos through the reductionistic materialism of the Newtonian world view. In all the cases, modernity has operated a tabula rasa in relation to reality.

In our educational Project, not only we put forward a general theory and practice of integral education in coherence with the new holistic paradigm, but **we also propose a new pedagogic formula beyond the crisis of boys' education, that instead of yearning for the past aspires to a better future and harmony in the frame of the new paradigm.**

- From 2001 on, **Senator Hillary Clinton**, a woman and one of the major figures of the Democrat Party in the U.S., defended the right for government schools to offer single-sex classrooms as private schools can do.
- From then, the number of government schools in the U.S. offering single-sex education has rapidly increased under the auspices of the **National Association for Single-Sex Public Education** chaired by **Dr. L. Sax**.
- **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, called for schools to separate boys and girls with new formulae. Her request was precisely based on the real anthropological differences in growing up that science and neuroscience have confirmed in the last years.
- **In Russia**, several experts such as **Prof. Vladimir Bazarny** or **Dr Natalya Kuindzhi** have highly recommended that girls and boys should be taught and study separately since they perceive the same information and learn in different ways.
- In some pioneering schools such as the **Harmonia Lyceum in Zheleznogorsk**, Siberia, and in 2000 schools following Prof. Bazarny, the separation of boys and girls has proved to be one of the keys for a new pedagogic success.

In virtually all the cases where new segregated class-rooms have been implemented, either in the U.S., the U.K., Germany, Russia or anywhere in the world, the academic and general performance of boys has clearly improved, the crisis and alienation of boyhood hence showing a tendency towards a net recovery.

Successful single-sex classrooms or schools have **a positive effect on student achievement for both boys and girls.**

- Girls classrooms or schools can overcome old stereotypes and help them attain higher achievement in maths and science.
- Boys' classrooms or schools can overcome the present crisis of boyhood, enhance their self-esteem, and help them attain higher achievement in language (reading and writing) and also in arts or civics.

For a clear and impressive review of the research on single-sex classrooms or schools, we can see: **Peterek Emily**, "Sex in the Middle School.", "Florida League of Middle Schools Journal", vol. 9. For instance:

- In a three-year study in the mid-2000s, researchers at **Florida's Stetson University** compared the performance of single-sex and co-educated classes at an elementary school. When the children took the Florida Comprehensive Assessment Test, the results were striking: only 59% of girls in co-educated classes were scored as proficient, while 75% of girls in single-sex ones achieved proficiency. Even more striking results for boys: 37% of boys in coeducational classes scored proficient, compared with 86% of boys in the all-boys classes.
- In 2000, Mr. Benjamin Wright, the Principal of **The Thurgood Marshall Elementary School in Seattle, U.S.**, separated the school into all-boy and all-girl classes. Before these changes, only 10% of boys met the minimum standards in reading. After the new separation, 66% achieved the standards, while girls also improved. The new separation also ameliorated discipline and enhanced a more positive relationship between boys in terms of camaraderie.
- **The Brighter Choice Charter School in Albany, New York**, was the first charter school in the U.S. to adopt single-sex classrooms under the same roof. With the new separation, all standards have improved, especially for boys –who were doing very badly- but also for girls –who were already doing better-. Only after the separation the school has achieved Adequate Yearly Progress and has been considered in good standing according to the New York Department of Education.

There are hundreds and even thousands of similar examples all around the world. For how much time do we want to deny the facts and stick to the inertia and bias from the past?

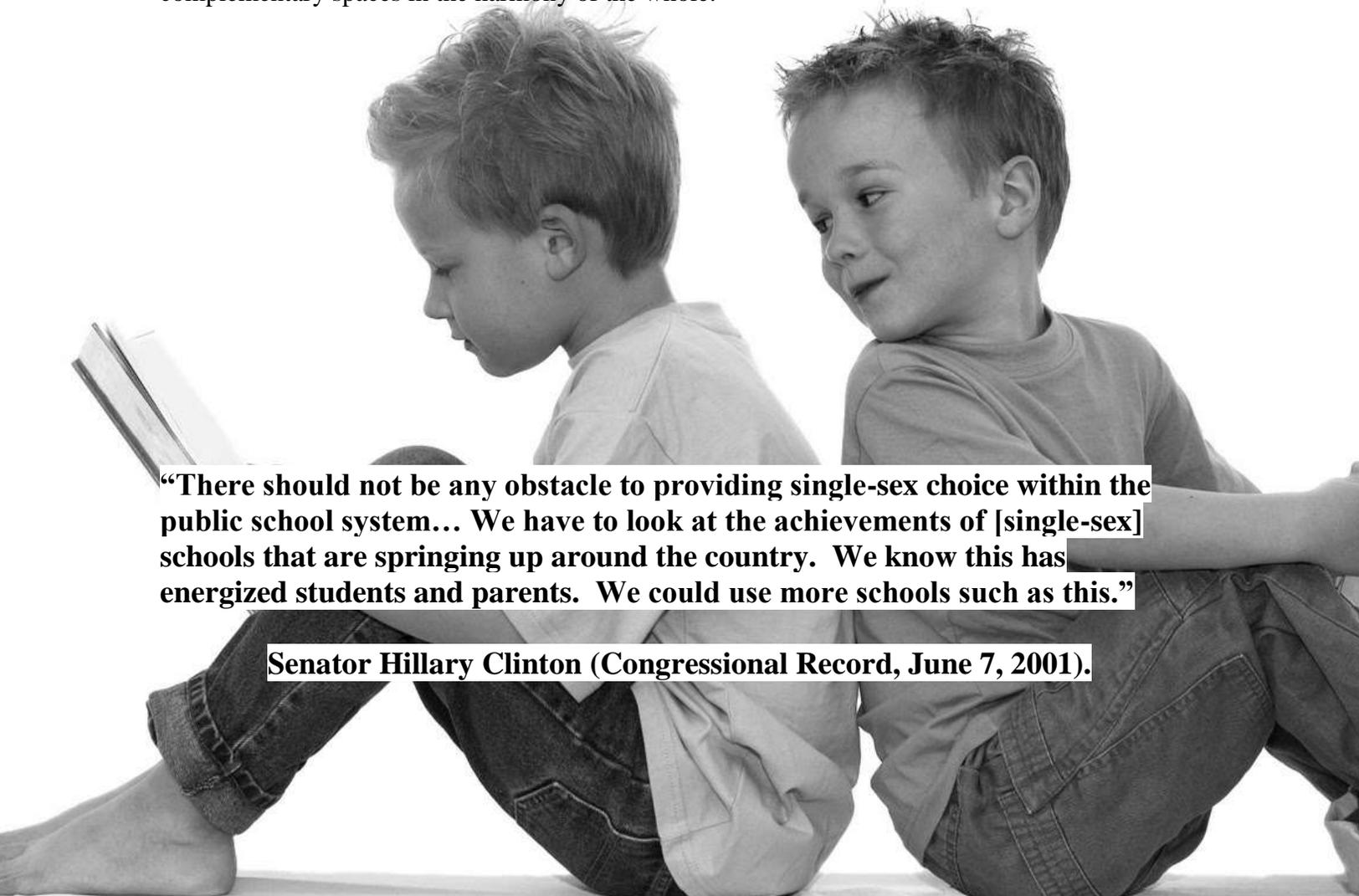
How much more evidence at all levels do we need to acknowledge the facts and redress the present scenario towards a recovery of boyhood in harmony with girls' achievement?

The new holistic paradigm comprises all and seeks for the realization of all; girls and women certainly, but boys and men too—whereas the last trends of the XXth century exclusively focused on girls and women, and ultimately neglected or even despised boys and men-.

- Humanity needs a global harmony that will not come from the outdated ideologies of the XXth century, all of them limited and biased, neither from blind inertia from the past.
- The needed harmony will stem from new ideas and a new aperture of mind, from this new holistic paradigm that is inseparable from the transformation of each and everyone, since the new paradigm is not a mental concept but a state of being, a higher state of consciousness and vibration.

Integral education will be the pedagogy of the new paradigm, **and this holistic education will not be co-educated anymore like the last co-educated version of the modern materialistic paradigm.**

The new education of the future will again separate boys and girls, not on the basis of XIXth century clichés, but on the grounds of the real anthropological differences that offer complementary spaces in the harmony of the whole.



“There should not be any obstacle to providing single-sex choice within the public school system... We have to look at the achievements of [single-sex] schools that are springing up around the country. We know this has energized students and parents. We could use more schools such as this.”

Senator Hillary Clinton (Congressional Record, June 7, 2001).

In general terms, the typical scenario of the post-modern school –sit down, be quiet and listen- is more typically female and more suitable for girls; **boys need to combine much more than girls the silent sitting in the class-room with physical exercise, going around, direct relation with things, and doing, touching, manipulating, building or exploring.**

In strictly biological terms, boys are more energetic and active than girls; that is why, they may take more risk, have more accidents, and become more easily hyper-active. **A sensible educational system will take into account the real differences between the two genders and the specific tendencies of each.** In boys' schools, in particular, it is important to allocate more breaks during the day, allowing boys to release their energy through physical exercise, sport, games, wandering around, etc, which will help them to concentrate better in the class-room.

Even in **the ancient Gurukula of India**, thousands of years back, the master would request the boys to cut wood in the forest before the meta-physical teachings or meditation. Undoubtedly, this practice had a clear dimension of service, inviting the students to respect their teacher and thank him for the care and education he was providing. But the ancestral wisdom of mankind also knew that boys need to release their bursting energy in order to canalize it towards study and spiritual life.

We must also become aware of **the excessive over-protection** created in the last decades together with a **lack of limits sometimes through misunderstood freedom.** Both trends, apparently contradictory, have coexisted in Western countries, and both of them are pedagogically questionable –especially for boys-.

All children and boys in particular do need some limits to grow up, but also some space of autonomy or freedom; they must be protected, but without repressing or asphyxiating: **the middle path is always the solution**, avoiding extreme positions through a loving guidance towards maturity and self-realization.

Single-sex spaces may also be convenient in the field of arts.

To start with, **the modern world has ruined the dance of boys** –except for a minuscule minority of professionals, still scorned by many spheres of society-; while in all ancient and traditional cultures, boys' dance was as important as girls'. We can remember the guidelines of **Plato** for education in “The Republic” and “The Laws”, suggesting that dance, not only for girls but also for boys, is fundamental in order to feel and experience the very Rhythm of the Being. This is not at all the situation depicted in the renowned film “Billy Elliot”, directed by **S. Daldry**, which realistically shows all the prejudice against boys' dance in modern societies till today. **It has been proved that boys must be with other boys to enjoy dance.**

To put another striking example, **in the Fine Arts School of Paris**, founded by Leonardo da Vinci with his pupils –boys-, there is an overwhelming presence of girls, compared to the smaller and shrinking number of boys. **Can we deny that absolute co-education has produced a massive withdrawal of boys from art?** (After the contribution of the male gender to the history of art.)



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.

Although we can provide scientific/ neurobiological evidence about the differences between boys' and girls' learning styles, we should not forget the inputs of anthropology through human history, and we should not dismiss the philosophical perspective; neuroscience or the brain cannot tell the whole story.

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,

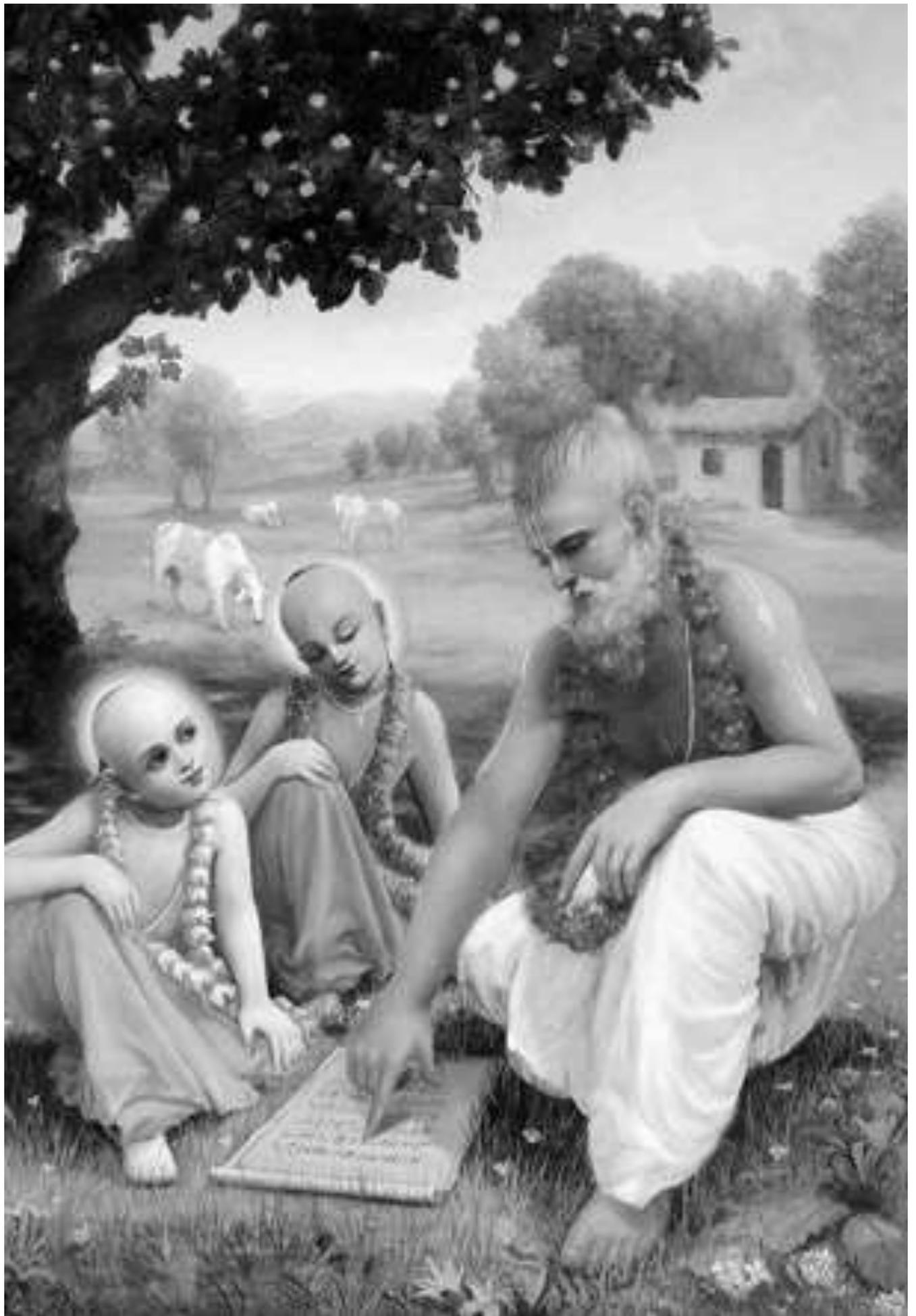
within a general crisis of positive models of masculinity. This is the result of several decades without addressing the issues of boyhood and masculinity.

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.

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 around 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, like 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 with peers-.

Our civilization overlooks 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/ divorce- while real mentors do not exist. It is well-known in clinical psychology and psychiatry that the overruling mother with absent father - and non-existing mentor- constitutes one of the deepest roots of mental disorders and behavioural problems within the male gender.

In general terms boys grow up with a dramatic lack of positive role models within their own gender in society and culture, while in personal biographies many boys grow up with a lack of loving guidance from father and mentors in their personal process of growing up. All this ultimately nurtures alienation and violence within the male gender, which we have massively had till now. How many more jails for men do we want to build in “developed” societies? (Anybody knows that male jails strikingly outnumber female jails.) Many psychologists/ anthropologists have said that male 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 but also mentors-.

The wisdom of India –unfortunately forgotten in India itself- may recall an extraordinary statement that contains an anthropological depth: **mata/ pitar/ guru/ deva**; through the growing process of boys there is a crucial succession of needed role models that naturally come up in that particular order: mother, father, mentor and finally God. More than ever post-modern societies have forgotten this fundamental anthropology; the role of fathers -in general and towards their sons in particular- has been downgraded –see separation/ divorce- whereas mentors have disappeared from society and education –regarding God, He was dead long time back as Nietzsche said in pathologically materialistic societies like the modern Western world-. The outcome of this historical alienation is there around us. Just observe how boys are failing and misbehaving all around the world. What about massive adult male violence and alienation?

“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.). ¹

¹ “Defending All-Male Education. A New Cultural Moment for a Renewed Debate.” (Fordham Urban Law Journal, vol.¹ 29, Issue 2, 2001.)

This new kind of separated education, acknowledging the anthropological differences in learning within the same campus and compatible with inter-generic links and spaces for sharing and relation, is what we defend in our educational Project.

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. In our Project we stress that Sai International Schools will come back to the profound spirit of the Gurukula towards a recovery of boyhood within the harmony of the whole.

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:

- 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 co-education 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 co-education. 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.

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 co-education 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 co-education 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 Sathya Sai Baba has taught, and the Romantics already understood, **love is the most important human value,** the first quality of God, the foundation of everything. Modern civilization has banned love, affection, tenderness, 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.

- **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 (...)"

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 more fully;

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. "



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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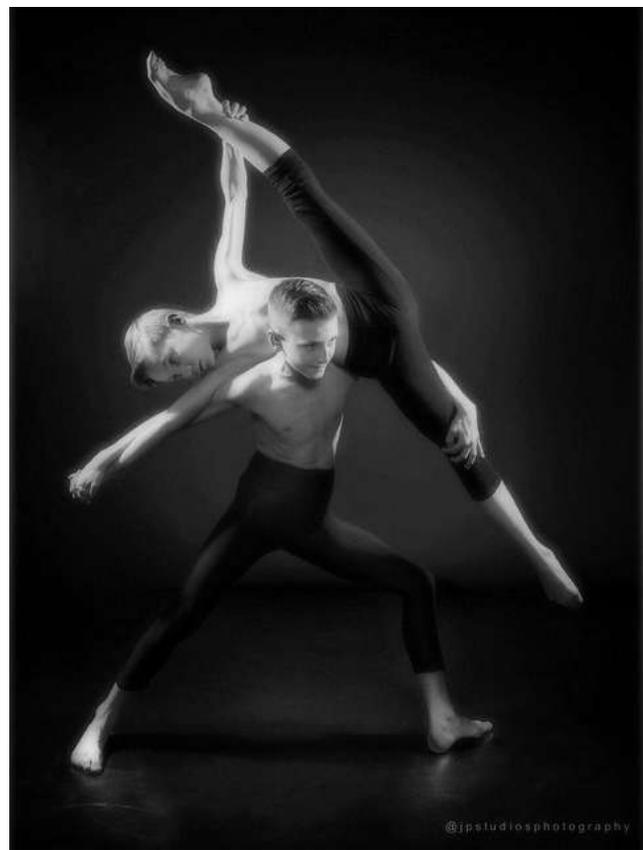
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The forgotten gender: men and boys.

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.

<https://www.youtube.com/watch?v=3MHC66LNBIA>

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

<https://www.youtube.com/watch?v=kYPgoEK6iPo>

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https://www.youtube.com/watch?v=BSRTZ_q4RX8

<https://www.youtube.com/watch?v=2qoRZhlSep4>

<https://www.youtube.com/watch?v=JJfeu2IG0M>

<https://www.youtube.com/watch?v=hLJHR0MpKos>

More astonishing documentaries or lectures ignored by mainstream culture that expose and analyze the profound world crisis of boyhood.

<https://www.youtube.com/watch?v=bvajdK61PVA>

<https://www.youtube.com/watch?v=nMLaXr1sFZc>

<https://www.youtube.com/watch?v=OFpYj0E-yb4>

<https://www.youtube.com/watch?v=sPSSPBye12Y>

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

<https://www.youtube.com/watch?v=8tsfO01hFQc>

<https://www.youtube.com/watch?v=7yz0BbPZgpQ>

<https://www.youtube.com/watch?v=sgAu1i6aChs>

<https://www.youtube.com/watch?v=Qi1oN1icAYc>

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

<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.





“The highest form of human intelligence
Is to observe yourself without judgement.”

“To transform the world, we must begin with ourselves.”

J. Krishnamurti.



“You are the master, you are the Guru.”

J. Krishnamurti.



“Domination exists because of inward poverty.”

“It is the sense of affection, that warmth of love, which alone
can bring about a new state, a new culture.”

J. Krishnamurti.



“Regulations have become more important than the warmth of affection.

When there is love, the problem is simple.”

J. Krishnamurti.