Mothering Little Men from Mars

One of the greatest privileges of my life—right after saying "yes" to Jesus and "I do" to my husband—has been mothering my two sons, now 20 and 22.

Several years ago, my husband Ray and I started researching gender differences and discovered the truths in John Gray's mega-bestseller, *Men are From Mars, Women are From Venus*. It didn't take long for us to realize that we didn't have gender-free *children*; we had little men from Mars! And then I started realizing why I sometimes unnecessarily frustrated my kids and why we didn't connect all the time—because I'm from Venus and they're from Mars, and there is a HUGE gender gap between masculine and feminine! John Gray didn't discover it; God created it, with great delight and a big smile on His face.

For example, boys, being male, are wired to be **self-reliant**. They act like they get extra brownie points for doing something on their own. One of my son Curt's first whole sentences was, "***I*** do it!" For boys, accepting help is perceived as weakness. For us relationally-oriented ladies, offering and accepting help is a way to make a heart-connection with another person. So when I would say, "Let Mommy help you," they would be offended and I never knew why. If I could do it over again, I would tell them, "Let's see if you can do it on your own. If it doesn't work, I'll be glad to help."

One of the most powerful lessons I've learned about mothering boys is that the male mind is linear, life is handled only one piece at a time. This impacts both their thinking and activity.

Males tend to think on one thing at a time. I now know that

when my husband or sons are reading, it’s not safe to start a conversation until I get their attention and they’re looking at me. I used to frustrate the dickens out of my sons on soccer game days when they were dressed in their soccer uniforms, their soccer bags were packed, they had their game face on, and there were 15 minutes left before we had to leave. And I, being the ever-efficient one, would try to get them to use that time wisely to clean up the living room or fold laundry. They never, ever, cooperated willingly! And now I know why. I’d love to go back and change that part of mothering.

This linear approach also has a major impact on their activity. They are created to **do one thing at a time** before moving on to the next event. If I wanted their attention while they were watching TV, I would have to physically stand in front of the screen to break their attention and have them look at me. I, on the other hand, am a natural multi-tasker, because if mothers couldn’t do more than one thing at a time, humanity wouldn’t last more than one generation. So I would have conversations with my boys or direct homework while doing the dishes or cooking or a multitude of other things. I finally realized that because my kids can’t multi-task, they never believed that I was actually paying attention to them if my hands were busy.

Knowing this, I have learned that when they start to tell me something, I put down whatever I’m doing, turn my body to face them squarely, and give them my full physical attention. It’s been wonderful to see the difference; they now *feel* I am truly listening. I’ve shared this insight with several of my friends, who report that it’s made a major difference with the boys in their homes as well. Their girls never gave it a thought, because girls intuitively know you can wash dishes and talk at the same time!

Where girls are more verbal, boys are usually **more physical**. I have a friend who wanted her boys to always move quietly and

slowly like girls, and had a “no rough-housing” rule in the house. This is the fast track to killing a boy’s heart, because boys were made to wrestle and tumble and be loud. This isn’t a design defect. It’s the way God was pleased to make them. While it’s not good to break lamps, of course, boys need to be able to MOVE while their moms smile and let them be who they were made to be.

Another thing I’d go back and change is trying to pry conversations out of my sons. I didn’t understand that females naturally generate three times as many words as males, and we talk to build community and knit hearts together. Boys and **men talk for one reason: to convey facts and information**. If they don’t have anything to convey, they don’t talk. A wise counselor finally explained to me that if I waited for my sons to initiate conversations on their timetable, I would get what my heart longed for. I also learned that one of my son’s love languages is physical touch, and if I would go in at the beginning or the end of the day and silently rub his back, he would often start talking. It’s amazing what meaningful conversations can happen at bedtime when the kids are trying to forestall sleep!

John Gray says, and it’s my experience as well, that a **man’s primary need is to be *respected***. It starts when they’re very small boys. When a boy’s mother shows him respect, especially when it’s backed by a father’s respect, that fills boys’ “respect buckets.” Because they are made in the image of God, that alone makes them infinitely valuable and precious and worthy of great respect and dignity. I showed them respect by giving them significant choices, and honoring those choices. It started with choosing their clothes and making various school-related choices, and grew into choices like room colors and what sports they would pursue. I showed them respect by listening to them and not interrupting, by not being sarcastic, and by not saying shaming and condemning things. My son has commented that it’s important to remember that kids

are “little MEN from Mars,” and not talk down to them as inferior beings simply because they are not adults. He is glad we didn’t do it, but it really bothers him when he sees grown-ups do it to kids.

One last thing I’ve learned lately is the importance of supporting and cherishing our children’s gender to help them grow into healthy adults. Little **boys need to know that being a boy is a good thing**, and of course the same holds true for girls. After sharing this with a group of mothers of preschoolers, one friend took her little boy for a walk down to the lake. Along the way she said, “Parker, let’s look for frogs and toads. Mommy is so glad God made you a little boy so you could like yucky things like frogs and toads.” When they got back to the house, his grandmother asked, “So how was your walk?” and Parker said, “Mommy’s glad that I’m a boy because I like yucky things like frogs and toads.”

When my first son was born, my mother told me that mothers and sons, and fathers and daughters, have a very special relationship. She was so very right, and I thank the Lord for His good, *so* very good, gift of my sons.

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Boys Are From Mars, Girls Are From Venus: Raising Gender-Healthy Children

Sue Bohlin begins with the concepts from John Gray’s best-

seller and applies them to understanding and supporting our child's gender to develop a healthy self understanding. Recognizing the wide variation among children, she is still able to apply biblical truth from a Christian perspective to give sound advice on this important topic.

Gender Differences

John Gray's best-seller *Men Are From Mars, Women Are From Venus*{1} woke up millions of people to the truth that men and women are different, and different is good. The politically correct lie that gender is a culturally bound social construct was shown to be just that, a lie, because life doesn't work that way.

In this article I look at gender differences in boys and girls, examining the importance of supporting our children's gender to encourage a healthy self-concept as a possible means of preventing the development of homosexuality. (While I by no means wish to oversimplify this very complex subject, there are nonetheless patterns that show up in many people who experience same-sex attraction.{2})

(Disclaimer: I do realize I am painting these gender differences in broad strokes. Not every boy and not every girl will follow along these lines. However, these generalizations are true for the vast majority of children, as well as adults.)

Boys get their sense of self from achievement. They're wired to be self-reliant. One of my son's first whole sentences was, "Me do it!" They think they get extra brownie points for doing things on their own. For boys, asking for help means admitting defeat, and being offering help means being disrespected. When I used to say, "Let Mommy help you" to my two sons, they would be offended and I never knew why. If I could do it over again, I would tell them, "Let's see if you can do it on your own. If it doesn't work, I'll be glad to help."

Girls, on the other hand, get their sense of self from relationships. Most everything is about people, and asking for help is a way to build a bridge to other people. When a girl is offered help, she often feels loved and valued. So when a Daddy from Mars lets his little girl struggle on her own, because that's what a boy would appreciate, she can feel hurt and abandoned.

Boys are very linear in their thinking; they focus on one thing at a time. Girls are usually multi-taskers, able to juggle several things at once. Both of these are strengths. I finally learned to show respect for my boys' one-thing-at-a-time kind of thinking by giving them my full attention when they were talking to me. Although *I* knew that I could focus on them even if my hands were busy, they didn't think I was really listening. It's also important for men to realize that girls can do more than one thing at a time without being disrespectful, like simultaneously embroider and truly listen to someone talk.

Boys, being linear, tend to focus on a goal, whereas girls can enjoy the process as well. I frustrated my kids so many times when they'd be dressed and ready for a soccer game and I'd think, "We've got 10 minutes before we have to leave! Let's get the living room vacuumed!" They would be focused on the goal of playing soccer and I'd drive them crazy with my emphasis on the process of running a household.

Boys tend to be competitive and girls cooperative. That makes sense since boys get their sense of self from achieving, and girls get their sense of self from relationships. There has been a definite anti-male bias in many of our schools over the past several years where competition is seen as evil and hurtful, so it's been removed whenever possible. This means educational policy has been directed *against* boys' very nature.{3} They often achieve more through competition, even friendly competition, and that includes building relationships. Boys (and men) bond best with other guys

shoulder-to-shoulder, engaged in a competition or a common task. Girls (and women) bond best face-to-face. We need to support these differences for each gender to be who God made them to be.

Boys are action-oriented. Many little boys naturally throw themselves into a chair rather than sit in it. They are naturally active, which frustrates both parents and teachers, but the solution is not to drug them or try to turn them into girls. We need to change our expectations of what makes for acceptable levels of activity in boys, and provide safe channels for all that energy.

Where boys are primarily action-oriented, girls are primarily verbal. This verbal nature of females is not a design flaw; God, who defines Himself as "the Word" in the Bible, imparted that part of His own nature to girls and women. Girls' very wordiness is what allows them to connect with other people, to be the relational beings that God intended.

These differences really show up when kids get hostile. Boys will often get physical when they're mad or frustrated. The testosterone that flows through boys' bodies is part of their physical hostility, and it needs to be respected. This very same tendency to hit or kick when angered is usually channeled into the glory of adult masculinity where a man will fight to protect his family or his country.

When girls get hostile, they use their tongues. It's not true that "sticks and stones can hurt my bones but names will never hurt me." Unfortunately, more long-term damage can be inflicted with hurtful words than by hitting or kicking. That's why it's so important to teach girls what Proverbs teaches about the destructive power of the tongue,{4} and to work at using their verbal skills to uplift and encourage and nurture.

Follow God’s Rules for Marriage and Family

Although there is no one-size-fits-all explanation for why homosexuality develops, many who struggle with same-gender attraction can identify unhealthy patterns of relating in their families as they were growing up.

One of the ways that the development of a homosexual identity can be prevented is by following God’s rules for marriage and the family.{5}

First, Both husband and wife have clearly defined roles. Children need to see that mothers and fathers are not interchangeable, and there are distinct roles that men and women fulfill. They need to know that a man shows his masculinity by protecting and providing for his family, using his strength to serve them and not hurt them. They need to see the beauty of femininity expressed in their mother’s nurturing and intuitive capabilities.

Second, The father is an involved leader, and is warm and affectionate toward his children. All children, but most especially boys, long for their dads’ acceptance, praise and physical affection. When boys don’t get it, it creates an emotional void of a sense of intimate connection with a man, and a boy can grow up not comfortable with being male.

Third, The mother loves and nurtures her family without being controlling. Girls need their mothers to show them that being a female is a good and lovely gift from God, and boys need their mothers to love and respect them without smothering.

Fourth, The father loves the mother. In showing love for his wife, the father creates the climate in which a little girl can believe it is safe and good to be a woman, and men can be trusted. When a boy sees his father loving his mother, cherishing and protecting her, he sees a man going beyond

himself, the glory of masculine strength. He sees that being a man is a good and wonderful gift from God.

Fifth, The mother shows respect for the father. For the daughter, her mother's esteem for her father again shows that men are to be trusted, that women can enjoy and celebrate men. The mother's view of the father can become her view of him—and her view of men in general. Many lesbians deeply believe that men are idiots or brutes, worthless and repulsive, and something desperately sad shaped that belief.

If a boy's mother treats his father with love and respect, it says being a man is a good thing. But a weak father who accepts contempt, or a mean father who fights back, can both lead the boy to choose to identify with his mother and against his father. This just confuses his developing gender identity.

Following God's command to love wisely and well usually produces emotionally healthy kids.

Affirm Children's Gender

A wise person once said that it's easier to build a healthy child than repair an adult. The best way to build emotionally healthy children who accept and enjoy their gender is for us as parents (and grandparents and teachers) to affirm boys in their masculinity and girls in their femininity.

Boys and girls are definitely created differently from conception, and we should support those God-ordained differences. Boys who are typically active boy need to hear words of affirmation and acceptance for what makes them boys. A friend of mine recently took her little boy for a walk down to the lake. Along the way she said, "Parker, let's look for frogs and toads. Mommy is so glad God made you a little boy so you could like yucky things like frogs and toads." When they got back to the house, his grandmother asked, "So how was your walk?" and Parker said, "Mommy's glad that I'm a boy because I

like yucky things like frogs and toads!”

Boys who are NOT typically boy, those who prefer quieter pursuits like reading and music and the performing arts, especially need to be supported in their masculinity. These boys can grow up to be the King Davids in our world, and we need them! I should also point out that these sensitive, quieter types, when cherished in their masculinity, grow up to be the best kind of husbands, and men with a shepherd’s heart. All boys need to hear their parents affirm their existence with comments like “I’m so glad God made you a boy” and “You’re going to make a fine man when you grow up.” They need to hear that a boy can be a good strong male whether or not they play sports and like rough stuff.

Feminine little girls need to be admired and cherished for their girlishness. A little girl in a new dress can be praised by her mother and friends all day long, but she won’t really believe she’s beautiful until her daddy tells her she is. And girls need to hear the “b” word—they they are beautiful. It’s a part of the feminine heart. Not every girl or woman is beauty-pageant material, but there are many kinds of beauty, and we all need to hear that we are beautiful. Girls who aren’t typically girly, the tomboys and “jockettes,” especially need to be appreciated for their particular expression of femininity by praising and encouraging them. They need to know that one can be a soft, feminine lady AND a strong leader or a great athlete.

Every child’s heart longs to hear “I’m so glad you’re you, and I love you just the way you are.”

Understanding Gender Differences

I think it’s crucial for us as adults to understand gender differences in children and support them with a sense of humor, not condemnation.

One of my friends tells of an elaborate classroom Christmas craft where the kids were to fill socks with rice, tie them off and decorate them to be snowmen—a craft created by mothers of girls. The boys filled the socks with rice, tied them off and gleefully announced, “Look! A snow worm!”

I remember hearing another friend informing her young boys, “We don’t roughhouse. We play quietly and gently.” She didn’t mean to, but she was trying to teach her boys to be girls. NOT a good plan!

Those who experience same-gender attraction, especially men, are usually uncomfortable and insecure in their masculinity or femininity. Homosexuality isn’t primarily a sexual issue, but an emotional one, and it often starts with not being comfortable or confident in the gender God chose for us. So it’s important to be on the lookout for signs that children might be struggling with their gender identity and may be vulnerable to developing a homosexual identity later:

- Kids who don’t fit in.
- Kids who lack a close relationship with their father, especially boys.
- Kids who wear clothes and play with toys associated with the other gender.
- Boys who are TOO good, everyone seeing them as “the good little boy.”
- Poor peer relationships, not bonding with other children their same sex, often lonely.
- Kids who are bullied and shamed by other kids.

In closing, let me give three suggestions for raising emotionally healthy children with a strong sense of gender:

- Cultivate warm, affectionate, respectful relationships—between husband and wife, and between parents and children. A hurtful relationship with the same-sex parent, whether real or just perceived, is the number one

contributor to the later development of homosexuality.{6} Both boys and girls, but especially boys, need a daddy's approval, acceptance and affection. Girls develop problems with gender identity from not being protected and cherished. They need to be encouraged toward feminine things with a close and loving relationship with Mom.

•Cherish and support your child's gender. Understand the God-designed differences and tell them how special it is to be a boy or a girl.

•When you see patterns of inappropriate gender behavior, lovingly correct it. For instance, boys don't wear girls' clothes or makeup or jewelry. And boys don't play with Barbies the way girls do. However, it's OK to play with Barbies the way BOYS would! That would include physical aggression and sound effects as well as nurturing behavior.

God knew what He was doing when he chose each child's gender, and we would be wise to support His choice.

Notes

1. Gray, John. *Men Are From Mars, Women Are From Venus*. New York: HarperCollins Publishers, 1992.
2. For example, see *Portraits of Freedom*, Bob Davies [Downers Grove: InterVarsity Press, 2001], 9-10. Also, I highly recommend Don Schmierer's excellent book *An Ounce of Prevention: Preventing the Homosexual Condition in Today's Youth* [Word, 1998].
3. Please see my colleague Don Closson's article on the Probe Web site, "The Feminization of American Schools" at www.probe.org/the-feminization-of-american-schools/.
4. E.g., Prov. 18:21, 21:23, 25:23, 26:28.
5. I am indebted to Scott Lively's insight in his online book, *Seven Steps to Recruit-Proof Your Child* at www.defendthefamily.com/pfrc/books/sevensteps/Chapter5/index.html.

6. Lecture by Dr. Joseph Nicolosi, “Prevention of Male Homosexuality,” Focus on the Family’s *Love Won Out* conference, May 6, 2000, Dallas, Texas.

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The Feminization of American Schools

There is growing recognition that American school-age boys are not doing well. In fact, many of our sons are experiencing significant problems both inside and outside of the classroom. This is ironic since educators have been concerned primarily about girls since a 1990 report released by the American Association of University Women claimed that girls are the ones being shortchanged in school.

However, recent statistics reveal that from the elementary years and beyond, girls get better grades than boys and generally fare better in school.{1} Although girls have all but eliminated the much-discussed math and science gap with boys, boys’ scores in reading and writing have been on the decline for years. At the end of eighth grade, boys are held back 50 percent more often, and girls are twice as likely to say that they want to pursue a professional career.{2} Boys are twice as likely to be labeled “learning disabled” and in some schools are ten times more likely to be diagnosed with learning disorders such as ADD. Boys now make up two thirds of our special education classes and account for 71 percent of all school suspensions.{3} There is also evidence that boys suffer from low self-esteem and lack confidence as learners.{4}

As high school seniors, girls have higher educational goals than boys, are more likely to enroll in college, and once there, are more likely to complete a bachelor's degree in five years.{5} The majority of those receiving master's degrees are now women and the percentage of males seeking professional degrees is declining every year.{6} Boys are not faring much better outside the classroom either. Boys are three times more likely to be a victim of a violent crime and between four to six times more likely to commit suicide.{7}

While there is little controversy that a problem exists, widely divergent causes and solutions are being offered. Dr. William Pollack, who among other things is a faculty member of the Harvard Medical School and a founding member of the Society for the Psychological Study of Men and Masculinity of the American Psychological Association, has written a book titled *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. He argues that a false masculinity is being forced on our boys, one that disconnects them from themselves. In a very general sense, our boys need to get back in touch with who they really are. Christina Hoff Sommers, a W. H. Brady Fellow at the American Enterprise Institute, takes an opposing view. She believes that our boys suffer from a school environment that favors feminine traits and that attempts to squeeze boys into an androgynous mold from which they naturally rebel.

Although both of these authors could be wrong, they most certainly cannot both be right. In this article we will consider the arguments and attempt to discover what needs to be done to help our boys.

Losing the Inner Boy

One popular viewpoint among feminists contends that boys are suffering from masculinity myths which, when enforced, work to squeeze them into a gender straightjacket. According to this theory, outmoded notions about masculinity cause parents to push boys away from their mothers too soon, resulting in a

life long sense of anxiety and permanent damage to self-esteem. This is the viewpoint of Harvard professor William Pollack in his book *Real Boys: Rescuing Our Sons from the Myths of Boyhood*.

What are these masculine myths that Dr. Pollack feels are so dangerous? The first myth is that nature wins out over nurture, in other words, that boys will be boys. The assumption here is that testosterone is more powerful in shaping behavior than relationships and training are. The second myth is that boys *should* be boys. This dangerous myth supports the idea that boys should learn to be tough and never exhibit feminine traits. Myth number three is that boys are toxic. Where girls have a civilizing effect on the environment, boys are by nature dangerous and potentially damaging to those around them.

When these myths are used as a guide to raising boys, Dr. Pollack believes that we damage our children. In our desire to make boys into tough, competitive men, they lose touch with who they really are, their "inner boy," and as a result they become angry, dysfunctional adult males likely to abuse their wives and neglect their children.

Much of what Dr. Pollack says about boys rings true. He wants us to raise boys who are able to be empathetic, compassionate, and to appreciate the full spectrum of human behavior. Unfortunately, he defines gender roles so broadly that he leaves us with few discernable boundaries. It appears that Dr. Pollack would agree with feminist Gloria Steinem who recently advocated that "we need to raise boys like we raise girls."{8}

According to Dr. Pollack homosexuality is no longer controversial. It is normal. And much of the damage done to young boys is the result of homophobia. Unfortunately, what he considers to be the strongest scientific evidence for the biological roots of homosexuality is a study done in the 1950's.{9} He ignores recent research that greatly reduces the

strength of his argument.

The only guideline that seems to matter to professor Pollack is whether or not a specific behavior makes a boy happy. Happiness is all that counts, even if a boy feels that happiness lies in the homosexual lifestyle, or in a promiscuous heterosexual one. Humanistic psychology really doesn't have much else to go on. The biblical concept that a holy God might have created male and female with distinct roles in mind does not enter into the picture.

Therefore, let us consider a response to the popular ideas of Dr. Pollack.

The Androgynous Zone

The 1990's brought to bear a number of powerful ideas on the way schools look at and treat boys. Carol Gilligan, Harvard's first professor of gender studies, wrote a book in the early '80s that described how young girls lose their self-esteem when they reach adolescence. The American Association of University Women built on her work in the early 90s by releasing a survey that announced that girls were victims of a "male-voiced" culture and, as a result, lose self-esteem when they reach the age of twelve or thirteen. Successful lobbying of Congress resulted in passage of the Gender Equity Act in 1994 that categorized girls as an under-served population, placing them on par with other oppressed minorities.

Since then teachers and administrators have been deluged with gender equity materials and conferences sponsored by the Department of Education. However, what really panicked school administrators was a 1999 Supreme Court decision that applied sexual harassment laws to school children. The decision resulted from a lawsuit by the family of a ten-year-old Monroe, Georgia, girl because of the school's failure to prevent her harassment by a ten-year-old boy. With the threat of expensive lawsuits over their heads, principals could not

refuse to inject gender politics into their schools.

An example of the kind of information being disseminated can be gleaned from statements made by the director of the Women's Educational Equity Act Publishing Center, Katherine Hanson. Hanson has argued that four million women are beaten to death every year in America, that violence is the leading cause of death among women, and that the leading cause of injury among women is being beaten by a man at home.{10} These would be shocking statistics if they were true. Actually, one million women die in this country each year with the leading cause of death being heart disease, followed by cancer.{11} Homicide is far down the list, after suicide.{12}

Why do gender equity leaders feel the need to exaggerate the abuse of women in our society? It is because they want to establish a radical retraining of America's boys. Feminists like Dr. Nancy Marshall of the Wellesley College Center for Research on Women believe that gender is a totally learned concept. She states that "when babies are born, they do not know about gender."{13} In other words, little boys have to learn what it means to be a boy. She believes that this happens between the ages of two to seven. In a slide show presented by Ms. Marshall, she explained that "a young mind is like Jell-O: you learn to fill it up with all the good stuff before it sets."{14} The good stuff constitutes the feminization of boys. To make her point, she returned several times to the image of a pre-school boy dressed up in high heels and a dress.

Gender Politics in the Classroom

Gender crusaders believe that if they can influence little boys early enough, they can make them more like little girls. Feminist philosopher Sandra Lee Bartky writes that human beings are born bisexual and through conditioning are "transformed into male and female gender personalities."{15} William Pollack, a Harvard psychologist, argues that by doing

away with traditional male stereotypes the next generation of boys "will be able to safely stay in the doll corner as long as they wish, without being taunted."{16} Age appropriate doll playing by boys is not a problem. Yet it becomes one when it is the center of an attempt to redefine what it means to be male.

The Department of Education supported the writing of a model curriculum for day care providers called *Creating Sex-Fair Family Day Care*.{17} It seems that the main goal of the curriculum is, again, to get boys to play with dolls. Of its ten photographs, two are of boys with dolls. Instructors are warned to "avoid highly feminine dolls such as Barbie or highly masculine dolls such as G.I. Joe."{18} They also urge instructors to monitor the children's fantasy play. If gender stereotypes are acted out, adults should be ready to intervene. According to the authors, without gender neutral child rearing, "we cannot fulfill our dreams of equality for all people."{19}

A teacher in San Francisco is going one step further. She has transformed her classroom into a woman-centered community of learners. All the images in the classroom are of women, and as one feminist noted "perhaps for the first time, boys are the ones looking through the window."{20} While each student is required toperform a dramatic dialogue in the author's voice, the boys are forced to do works by women. One little boy attempts to lip-synch a song by blues singer Etta James, and when the other boys giggle they are chastised for their insensitivity.{21} During a history class the girls are encouraged to discuss how boys are sexual predators. The teacher is excited to see how angry the girls are getting. Although one boy tries to defend his gender, another admits to an interviewer, "I couldn't really defend myself, because it's true. Men are pigs, you know?"{22}

Schools are denying the very behavior that makes little boys boys. In Southern California, a mother was stunned to find out

that her son was disciplined for running and jumping over a bench at recess.{23} Studies in England have shown that boys benefit from competition in school. However, in deference to the female tendency to learn more in cooperative groups, competition of all types is being purged from the schoolhouse. Sixty percent of American high schools no longer use class rankings or announce valedictorians.{24} Referring to the hostility towards honor rolls, one principal has stated, "It flies in the face of the philosophy of not making it so competitive for those little kids…We even frown on spelling bees."{25}

Biblical Masculinity

Feminists argue that we only have two models of masculinity to pick from. On the one hand, we have the self-centered, win-at-all-costs, barbaric, macho mentality portrayed by the stereotypical high school football coach. They contend that this model produces boys who beat, rape, and generally oppress women. It is also blamed for the bloodshed on high school campuses in Colorado, Arkansas, and elsewhere. The other model, the one offered by feminists, calls for a "profound revolution," one that will change the way society constructs young males.{26} It hopes to eliminate stereotypical boyish behavior such as roughhousing and aggressive competition. In fact, they hope the future will look more like the Philadelphia school which has "replaced the traditional recess with 'socialized recesses,' in which children are assigned structured activities and carefully monitored" so that gender stereotypes are extinguished.{27}

I would like to endorse a third model of masculinity. This biblical model defines mature masculinity as "a sense of benevolent responsibility to lead, provide for and protect women in ways appropriate to a man's differing relationships" with the opposite sex.{28} This biblical model assumes a number of things to be true about gender. First of all, God

created men and women to complement each other. Both are equally valuable to God and His kingdom, but each have different God-given roles. Second, it looks to the servant leadership model depicted by Christ's role as head of the church, for which He suffered and died.

Boys who embrace this ideal of mature masculinity would not stand by and allow women to be abused physically or sexually, as has recently occurred in a Central Park celebration. Nor would they personally take advantage of a woman without violating their own definition of what it means to be a man.

This picture of masculinity allows men to be nurturing and sensitive. It doesn't prohibit them from being chefs or nurses. It does define, in an ultimate sense, how a man is to perceive a woman. He is to treat all women, starting with his mother, as worthy of being honored and protected. When men's competitive, physically active natures are focused on this purpose, women will find our society a much safer place in which to dwell.

It will be an uphill battle to restore this kind of thinking in our schools, especially when the trend is going in the opposite direction. However, as parents we have considerable influence on our boys and young men. A biblical ethic should be communicated clearly and often as our boys grow older, and specifically when they begin to have significant relationships with girls. To allow the feminist model to dominate will result in frustrated boys who are stymied in their God-given role to lead, provide for, and protect the women in their lives.

Re-engineering boys in the name of egalitarianism will not only fail, but do damage to countless normal children in our schools.

Notes

1. William Pollack, *Real Boys: Rescuing Our Sons from the*

Myths of Boyhood, (New York: Henry Holt and Company, 1998), 15.
2. Ibid.
3. Ibid.
4. Ibid., xxiii
5. “Education Week” (Vol. XIX, #34, May 3, 2000), 1.
6. Pollack, 15.
7. Ibid.
8. Christina Hoff Sommers, *The War Against Boys*, (New York: Simon & Schuster, 1999), 44.
9. Pollack, 214.
10. Ibid., 48.
11. Ibid., 49.
12. Ibid.
13. bid., 74.
14. Ibid.
15. Ibid., 86.
16.Ibid.
17. Ibid., 76.
18. Ibid., 77.
19. Ibid.
20. Ibid., 81.
21. Ibid., 82.
22. Ibid., 83.
23. Ibid., 94.
24. Ibid., 169.
25. Ibid.
26. Ibid., 85.
27. Ibid., 95.
28.John Piper and Wayne Grudem, *Recovering Biblical Manhood & Womanhood*, (Wheaton, IL: Crossway Books, 1991), 36.

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