

# 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 to perform 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. Ibid., 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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## Feminist Myths

As someone who works in the media, I am well aware that certain myths get started and have a life of their own. A number of these myths are promoted and disseminated by feminists and can be found in the book *Who Stole Feminism?* The author, Christina Hoff Sommers, though a feminist, has been concerned for some time about the prominence of these myths and does a masterful job tracing down the origin of each and setting the record straight. If you want more information on

any of these, I would recommend you obtain her well-documented book.

## Myth of the Extent of Anorexia Nervosa

In her book *Revolution from Within*, Gloria Steinem informed her readers that “in this country alone...about 150,000 females die of anorexia each year.” To put this dramatic statistic in perspective, this is more than three times the annual number of fatalities from car accidents for the total population. The only problem with the statistic is that it is absolutely false.

Lest you think that this was a mere typographical error, consider the following. The statistic also appears in the feminist best- seller *The Beauty Myth* by Naomi Wolf. “How,” she asks, “would America react to the mass self-immolation by hunger of its favorite sons?” While admitting that “nothing justifies comparison with the Holocaust,” she nevertheless makes just such a comparison. “When confronted with a vast number of emaciated bodies starved not by nature but by men, one must notice a certain resemblance.”

What was the source of this statistic? Ms. Wolf got her figures from *Fasting Girls: The Emergence of Anorexia Nervosa as a Modern Disease* by Joan Brumberg, a historian and former director of women’s studies at Cornell University. It turns out that she misquoted the American Anorexia and Bulimia Association which had stated that there are 150,000 to 200,000 sufferers (not fatalities) of anorexia nervosa. The actual figure is many orders of magnitude lower. According to the National Center for Health Statistics, there were 70 deaths from anorexia in 1990. Even 70 deaths is tragic, but 70 deaths out of population of over 100 million women can hardly be considered a holocaust.

Apparently Naomi Wolf plans to revise her figures in an updated version of *The Beauty Myth*, but the figure is now

widely accepted as true. Ann Landers repeated it in her 1992 column by stating that “every year, 150,000 American women die from complications associated with anorexia and bulimia.” The false statistic has also made it into college textbooks. A women’s studies text, aptly titled *The Knowledge Explosion*, contains the erroneous figure in its preface.

## Myth of Amount of Domestic Violence

On November 1992, Deborah Louis, president of the National Women’s Studies Association, sent a message to the Women’s Studies Electronic Bulletin Board. It read, “According to [the] last March of Dimes report, domestic violence (vs. pregnant women) is now responsible for more birth defects than all other causes combined.” On February 23, 1993, Patricia Ireland, president of the National Organization for Women, said on the Charlie Rose program that “battery of pregnant women is the number one cause of birth defects in this country.”

Certainly unsettling data. But again, the biggest problem is that the statistic is absolutely false. The March of Dimes never published the study and did not know of any research that corroborated the statement.

Nevertheless, journalists willingly recited the erroneous statistic. The *Boston Globe* reported that “domestic violence is the leading cause of birth defects, more than all other medical causes combined, according to a March of Dimes study.” The *Dallas Morning News* reported that “the March of Dimes has concluded that the battering of women during pregnancy causes more birth defects than all the diseases put together for which children are usually immunized.”

When *Time* magazine published essentially the same article, the rumor started spinning out of control. Concerned citizens and legislators called the March of Dimes for the study. Eventually the error was traced to Sarah Buel, a founder of

the domestic violence advocacy project at Harvard Law School. She misunderstood a statement made by a nurse who noted that a March of Dimes study showed that more women are screened for birth defects than they are for domestic battery. The nurse never said anything about battery causing birth defects.

Although we could merely chalk this error up to a misunderstanding, it is disturbing that so many newspapers and magazines reported it uncritically. Battery causing birth defects? More than genetic disorders like spina bifida, Downs syndrome, Tay-Sachs, sickle-cell anemia? More than alcohol, crack, or AIDS? Where was the press in checking the facts? Why are feminist myths so easily repeated in the press?

## **Myth of Increased Domestic Battery on Super Bowl Sunday**

In January 1993 newspaper and television networks reported an alarming statistic. They stated that the incidence of domestic violence tended to rise by 40 percent on Super Bowl Sunday. NBC, which was broadcasting the game, made a special plea for men to stay calm. Feminists called for emergency preparations in anticipation of the expected increase in violence.

Feminists also used the occasion to link maleness and violence against women. Nancy Isaac, a Harvard School of Public Health research associate specializing in domestic violence, told the Boston Globe: "It's a day for men to revel in their maleness and unfortunately, for a lot of men that includes being violent toward women if they want to be."

Nearly every journalist accepted the 40 percent figure—except for Ken Ringle at the *Washington Post*. He checked the facts and was able to expose the myth, but not before millions of Americans were indoctrinated with the feminist myth of male aggression during Super Bowl Sunday.

# Myth Concerning Percent of Women Raped

The Justice Department says that 8 percent of all American women will be victims of rape or attempted rape in their lifetime. Feminist legal scholar Catherine MacKinnon, however, claims that rape happens to almost half of all women at least once in their lives.

Who is right? Obviously, the difference between these two statistics stems from a number of factors ranging from under-reporting to very different definitions of rape. The Justice Department figure is obviously low since it is based on the number of cases reported to the police, and rape is the most under-reported of crimes.

The feminist figures are artificially high because they use very broad definitions of rape and let the questioner rather than the victim decide whether there was a rape or not. The two most frequently cited studies are the 1985 *Ms.* magazine study and the 1992 National Women's Study. The *Ms.* magazine study of 3,000 college students gave a statistic of about 1 in 4 for women who have been raped or victim of an attempted rape. However, the study used very broad definitions of rape which sometimes included kissing, fondling, and other activities that few people would call rape. In fact, only 27 percent of those women counted as having been raped actually labeled themselves as rape victims. Also, 42 percent of those counted as rape victims went on to have sex with their "attackers" on a later occasion.

The National Women's Study released a figure of 1 in 8 women who have been raped. Again the surveyors used extremely broad, expanded definitions of rape that allowed the surveyor to decide if a woman had been raped or not.

The statistics for "date rape" and rape on campus have also been exaggerated. Camille Paglia warns that "date rape has swelled into a catastrophic cosmic event, like an asteroid

threatening the earth in a fifties science-fiction film." Contrast this with the date- rape hype on most college campuses that includes rallies, marches, and date-rape counseling groups.

Peter Hellman, writing for New York magazine on the subject of rape on campus, was surprised to find that campus police logs at Columbia University showed no evidence of rape on campus. Only two rapes were reported to the Columbia campus police, and in both cases, the charges were dropped for lack of evidence. Hellman checked figures for other campuses and found fewer than .5 rapes per campus. He also found that public monies were being spent disproportionately on campus rape programs while community rape programs were scrambling for dollars.

The high rape numbers serve gender feminists by promoting the belief that American culture is sexist and misogynist. They also help liberal politicians by providing justification for additional funding for social services. Senator Joseph Biden introduced the Violence Against Women Act to "raise the consciousness of the American public." He argues that violence against women is much like racial violence and calls for civil as well as criminal remedies.

## **Myth Concerning Female Self-esteem**

In 1991, newspapers around the country proclaimed that the self- esteem of teenage girls was falling. The *New York Times* announced, "Little girls lose their self-esteem on way to adolescence, study finds."

The study was commissioned by the American Association of University Women (AAUW) to measure self-esteem of girls and boys between the ages of nine and fifteen. Their poll seemed to show that between the ages of eleven and sixteen, girls experience a dramatic drop in self-esteem, which in turn significantly affects their ability to learn and to achieve.

The report made headlines around the country and led to hundreds of conferences and community action projects.

Here is how the AAUW summarized the results of the survey in their brochure: In a crucial measure of self-esteem, 60 percent of elementary school girls and 69 percent of elementary school boys say they are “happy the way I am.” But, by high school, girls’ self-esteem falls 31 points to only 29 percent, while boys’ self-esteem falls only 23 points to 46 percent.

Girls are less likely than boys to say they are “pretty good at a lot of things.” Less than a third of girls express this confidence, compared to almost half the boys. A 10-point gender gap in confidence in their abilities increases to 19 points in high school.

It turns out that the report didn’t even define the term self-esteem, or even promote an informal discussion of what the authors meant by it. Other researchers suspect that the apparent gap in self-esteem may merely reflect a gap in expressiveness. Girls and women are more aware of their feelings and more articulate in expressing them, and so they are more candid about their negative emotions in self-reports than males are.

When asked if they are “good at a lot of things,” boys more often answered, “all the time,” whereas girls, being more reflective, gave more nuanced answers (“some of the time” or “usually”). Although the surveyors decided that the girls’ response showed poor self-esteem, it may merely reflect a “maturity gap” between boys and girls. Boys, lacking maturity, reflectiveness, and humility, are more likely to answer the question as “always true.”

## **Myth of Discrimination Against Females in**

# School

An American Association of University Women (AAUW) report argued that schools and teachers were biased against girls in the classroom. *The Wellesley Report*, published in 1992, argued that there was a gender bias in education. The *Boston Globe* proclaimed that “from the very first days in school, American girls face a drum-fire of gender bias, ranging from sexual harassment to discrimination in the curriculum to lack of attention from teachers, according to a survey released today in Washington.” The release of this study was again followed by great media attention and the convening of conferences. It also provided the intellectual ammunition for the “Gender Equity in Education” bill introduced in 1993 by Patricia Schroeder, Susan Molinari, and others. It would have established a permanent and well-funded gender equity bureaucracy.

Are women really being damaged by our school system? Today 55 percent of college students are female, and women receive 52 percent of the bachelor’s degrees. Yes, girls seem somewhat behind in math and science, but those math and science test differentials are small compared with the large differentials favoring girls in reading and writing.

The study also assumed that teachers’ verbal interactions with students indicated how much they valued them. The surveyors therefore deduced that teachers valued boys more than girls. However, teachers often give more attention to boys because they are more immature and require the teacher to keep them in line. Most girls, being more mature, don’t want the attention or verbal discipline and need less negative attention to get their work done.

## Myth of Huge Gender Wage Gap

A major rallying cry during the debates on comparable worth was that women make 59 cents for every dollar men do. The



figure is now 71 cents. But if you factor in age, length of time in the workplace, and type of job, the wage gap is much smaller for younger women. Those with children tend to make slightly less than those without children, but it's closer to 90 cents.

Feminists argue that the pay gap is a vivid illustration of discrimination. Economists argue that it's due to shorter work weeks and less workplace experience. It is no doubt also due to the kind of jobs women choose. Women generally prefer clean, safe places with predictable hours and less stress. The more dangerous, dirty, and high-pressure jobs generally appeal to men. This is reflected in salary differences.

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