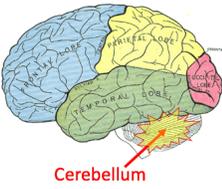
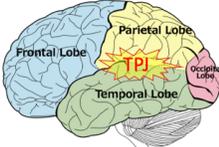
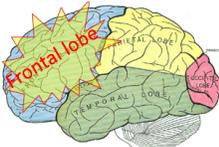
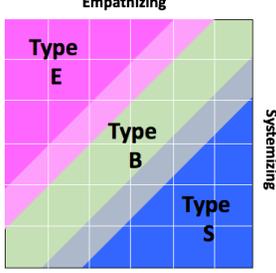
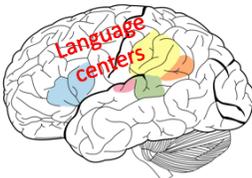
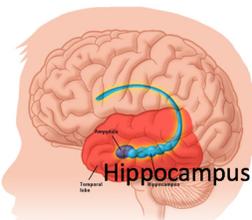
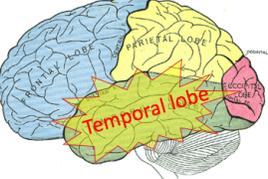
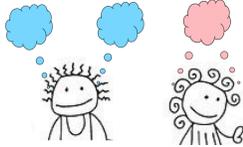


Are We Making Jack a Dull Boy?

Males are...				
<p>“Boys think that academic disengagement is a sign of masculinity. The less you can do in school, the less connected you are, the less interested you are, the more manly you are.”</p> <p style="text-align: right; font-size: small;">- Michael Kimmel, Sociologist, Gender Studies</p>				
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>“Gender differences begin as tiny seeds ... (and) blossom only under the hot sun of our highly gendered society.”</p> <p style="text-align: right; font-size: small;">- Lise Eliot, Ph.D.</p> </div> </div> <p>“We found children at a very early age—from the most conservative to the most liberal societies—quickly internalize this myth that girls are vulnerable and boys are strong and independent.”</p> <p style="text-align: right; font-size: small;">- Robert Blum, Oct 2017, Johns Hopkins University</p>				
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>"Girls and boys are as different from the neck up as they are from the neck down. ...I've come to believe that the brain is the most genderized part of the body." (JoAnn Deak)</p> </div> </div>				
				
<p>Physical</p> <ul style="list-style-type: none"> Big, heavy, stable Active: expressive in unrestrained way <div style="display: flex; align-items: center; margin-top: 10px;">  <div style="margin-left: 10px;"> <p>Controls action. More blood flow in boys. Hard to remain still.</p> </div> </div> <ul style="list-style-type: none"> Fine muscle development slow. Frustrating. Also related to speech. 		<p>Rough & Tumble Play</p>	<p>Fighting</p>	<p>Bullying</p>
<p>Friendly play Laughing, relaxed 2+ taking turns Equal power Limited force No audience</p>		<p>Inflict injury Tense, rigid, tears 2 – no turn taking Power varies Uncontrolled force Draws audience</p>	<p>Hurt, humiliate Sad, scornful 2 or 3+ vs. 1 Unequal power Uncontrolled force Seeks audience</p>	

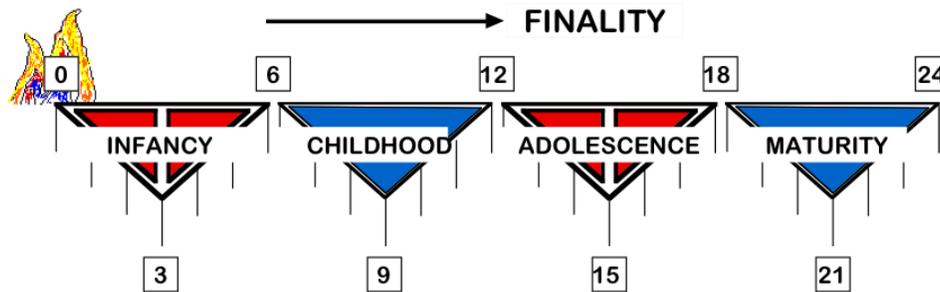
<p>Attachment</p> <ul style="list-style-type: none"> • Less eye contact; less connected in boys. • Attachment behavior ⇒ Attachment state 	<p>“Disruptive and underachieving boys were insecurely attached; high achieving boys all had strong attachments.</p> <p>“Securely attached boys need little in the way of "mother nurture" at school, whilst insecurely attached boys need considerably more attention than any teacher or school is likely to be able to provide.”</p> <p>- M. Ashley, <i>Caring for the Boys</i></p>
<p>Social</p>  <p>Temporal Parietal Junction processes social information. Poor facial expression recognition.</p> <ul style="list-style-type: none"> • Less estrogen and oxytocin, “chemicals of connection” • Simon Baron-Cohen, “The Essential Difference” • More dopamine, “the craving neurochemical”  <p>Impulse control. Poor self-talk impedes suppression of behavior.</p>	 <p>- Simon Baron-Cohen</p>
<p>Cognitive</p>  <p>Develop later, less in boys.</p> <ul style="list-style-type: none"> • Anterior Cingulate Cortex: controls high-level functions, executive functioning. Less grey matter in boys. • Boys’ rest state in quite inactive. 	
<p>Academic</p>  <p>Transfers new information to long-term memory. Smaller volume in boys.</p>  <p>Hearing, selective listening, comprehension, tone of voice. Smaller in boys</p>	<p>“The world has gotten more verbal; boys have not.” (Richard Whitmire, <i>Why Boys Fail</i>)</p> <p>“There is an entire subset of boys who are not ready for circle time, for rigid transitions, for following complex directions or listening to a lot of talk until well past their sixth birthdays.” (Anthony Rao, <i>The Way of Boys</i>)</p>

 <p>Hearing lateralized in boys.</p> <ul style="list-style-type: none"> • More white matter (info transfer, spatial skills) • Less grey matter (processing, verbal skills, multi-tasking) • Smaller corpus callosum (cross-talk, multi-tasking) • Smaller Anterior commissure (memory, emotion, speech and hearing) • Larger amygdala (responds to fear and danger with adrenaline and cortisol) 																			
<p>Emotional</p> <ul style="list-style-type: none"> • Needier: longer to learn self-calming skills; startle, cry, and grimace more; more irritable, more easily distressed; harder to soothe • More aggressive and territorial (testosterone & vasopressin) 																			
<p>Moral</p> <ul style="list-style-type: none"> • Morality of Justice is dominant: rules, laws, right & wrong 	<p>“For boys, fairness is less about equality and more about clarity.” - Abigail Norfleet James, <i>Teaching the Male Brain</i></p>																		
<p>Identity</p> <ul style="list-style-type: none"> • "Gender expectations are socially constructed, ruthlessly enforced and powerful." Joseph Tobin, Ph.D., <table border="1" data-bbox="154 1098 831 1409"> <thead> <tr> <th>School</th> <th>Home</th> </tr> </thead> <tbody> <tr> <td>Docile</td> <td>Robust</td> </tr> <tr> <td>Obedient</td> <td>Energetic</td> </tr> <tr> <td>Quiet</td> <td>Assertive</td> </tr> <tr> <td>Still</td> <td>Emotionally neutral</td> </tr> <tr> <td>Orderly</td> <td>Risk-taking</td> </tr> <tr> <td>Neat</td> <td>Independent</td> </tr> <tr> <td>Cooperative</td> <td></td> </tr> <tr> <td>Careful</td> <td></td> </tr> </tbody> </table> <p>- Gilbert and Gilbert, <i>Masculinity Goes to School</i></p>	School	Home	Docile	Robust	Obedient	Energetic	Quiet	Assertive	Still	Emotionally neutral	Orderly	Risk-taking	Neat	Independent	Cooperative		Careful		<p>Masculinity Tests</p> <ol style="list-style-type: none"> 1. Prove you are not feminine. 2. Prove you are strong. 3. Prove you can endure pain and hardship. <p>Effect</p> <ol style="list-style-type: none"> 1. Hidden feelings 2. Hidden intelligence 3. Hidden compassion
School	Home																		
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Obedient	Energetic																		
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<p>“When did girl-behavior become the gold standard?” - Michael Thompson, <i>It’s A Boy</i></p> <p>“In what ways are we disapproving of boys’ interests in our classrooms?” - Joseph Tobin, Ph.D.</p>																			
<p><u>School</u></p> <ul style="list-style-type: none"> • The average boy is less mature than the average girl. • Schools have changed, not boys. • Early education is 80% language-based. • Boys have trouble sitting still. • Boys learn best by touching and moving. • Most teachers are women, and they prefer girls’ interests. 	<p><u>Making it worse</u></p> <ul style="list-style-type: none"> • Boys resist female authority. • Active boys get in trouble. • Fathers are rarely engaged. • Media males are action figures, or doofuses. 																		

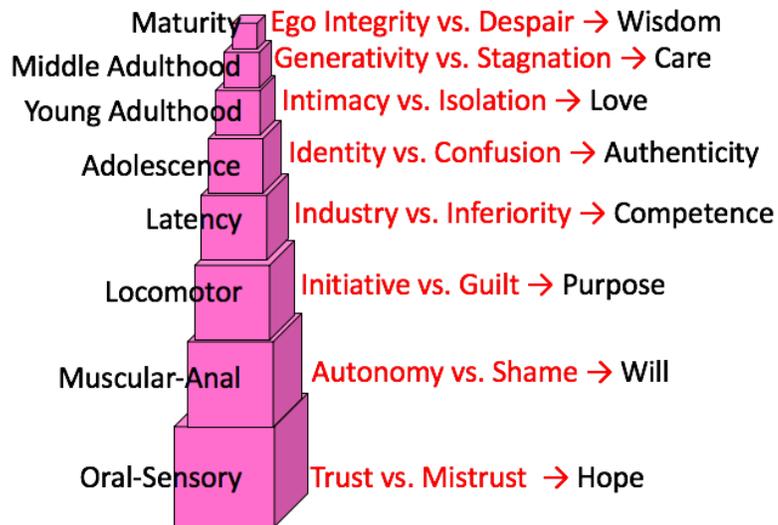
What to do...

- Let them play.
- Enable boys to learn and solve problems physically.
- Let boys make their own reading and writing choices.
- Read aloud.
- Have a sense of humor about boys' humor.
- Be clear and firm about limits, but never shame boys.
- Ask short, direct questions when problem-solving.
- Be encouraging.

Montessori's Planes of Development "The Constructive Rhythm of Life"



Erikson's Eight Psychosocial Stages



The Montessori Male:

The Montessori outcome is an optimistic, intrinsically motivated boy who sets goals for himself with confidence that he has the ability and persistence to succeed; a young man with an inner life, who fully expresses his personality, his preferences, and his values.