



Proposal for President Obama to Create a White House Council on Boys to Men

Who and What. A multi-partisan Commission of 30 nationally-known scholars and practitioners request that President Obama create a White House Council on Boys to Men.

Why. A nationwide crisis of boys and men already exists. The Commission identifies five components:

- **Education.** Boys are behind girls in almost every subject, especially reading and writing. Yet boy-friendly programs (e.g., recess and vocational education) are being curtailed.
- **Jobs.** Our sons are not being prepared for jobs where the jobs will be. Yet women rarely marry men in unemployment lines.
- **Fatherlessness.** A third of boys are raised in father-absent homes; yet boys and girls with significant father involvement do better in more than 25 areas.
- **Physical health.** Life expectancy has gone from one to five years less for males than for females, yet federal offices of boys and men's health are non-existent.
- **Emotional health.** Boys' suicide rate goes from equal to girls to five times girls' between ages 13 and 20, as boys feel the pressures of the male role.

Each of the five crisis components is potentially handled by a different department of the government; therefore coordination and prioritization is best handled at the White House level.

Short-Term Investment. One million dollars. **Long-Term Savings.** Savings of billions of dollars per year. For example, homes with fathers create boys who become men who pay taxes rather than cost taxpayers billions for prisons and social welfare. **Quality-of-Life Savings.** Priceless.

Timing. The mere presidential announcement of a White House Council on Boys to Men makes visible an invisible crisis. A White House *Conference* on Boys to Men to present "best practices" within one year after the Council is created.

More Information

Warren Farrell, Ph.D.
Chairman

warren@warrenfarrell.com
warren.farrell@me.com

415-259-6343
415-754-5233

March 7, 2011



Commission Members' Bios



Dr. Warren Farrell -- CHAIR

Dr. Warren Farrell's books, in 15 languages, include *Why Men Are The Way They Are*, and *Women Can't Hear What Men Don't Say* (on couples' communication). His *Father and Child Reunion* documents fathers' importance; *Why Men Earn More* facilitates women's careers; and *The Myth of Male Power* exposes male powerlessness. His forthcoming *Reinventing Boyhood* is with John Gray. Dr. Farrell has two daughters. He lives with his wife in Mill Valley, California. warrenfarrell.com



Dr. Sanford Braver

Dr. Sanford L. Braver has been a Professor of Psychology at Arizona State University since 1970. For his research on fatherhood, he has received Federal grants in excess of \$20M, and published over 100 articles and chapters, as well as the landmark book *Divorced Dads: Shattering the Myths*. His numerous awards include Vice-president Gore's Reinventing Government Award, and both the President's Award and the Research Award from the Association of Family and Conciliation Courts.



Armin Brott

Armin Brott's best-selling books have helped millions of men become the fathers they want to be—and their family needs them to be. *The Military Father: A Hands-on Guide for Deployed Dads*, is the only book that helps dads stay connected and involved before, during, and after deployment. Others include, *The Expectant Father* and *The New Father*. Armin is a dad, Marine Corps veteran, syndicated columnist, and frequent media guest. MrDad.com



Philip Cook

Journalist **Philip W. Cook** is the author of *Abused Men-The Hidden Side of Domestic Violence* (Praeger Second Edition-2009). He has received reporting awards from the Associated Press and the Professional Journalism Society. Mr. Cook has been director of news at radio stations in Texas and Oregon and director of TV news at stations in Washington and Nevada. He is an advisory board member of the National Family Violence Legislative Resource Center. nfvllrc.org.



Tom Golden

Tom Golden, LCSW is the author of a book on men's unique paths to heal titled *Swallowed by a Snake: The Gift of the Masculine Side of Healing*. Tom has given workshops on this topic in the U.S., Australia, Canada and Europe. His work has been featured in the *NY Times*, the *Washington Post*, on *CNN*, *CBS Evening News*, *ESPN*, the *NFL Channel* and others. Tom serves on the Maryland Commission for Men's Health and lives outside Washington DC. webhealing.com



Juan Gomez

Juan Gomez, of Santa Cruz Barrios Unidos, actively addresses Juvenile Justice nationally. He served on The Robert Wood Johnsons Foundation: Reclaiming Futures Initiative, where selected jurisdictions worked on enhancing juvenile treatment models. Juan provided programmatic strategies to Juvenile Detention Alternative Initiative sites (JDAI) for VERA Institutes, Youth Justice Learning Group. He's a trainer with The Council for Boys and Young Men; a gender responsive model promoting healthy male development.



Dr. John Gray

John Gray, Ph.D., is the author of 17 books, including the relationship classic, *Men are From Mars, Women are From Venus*, which *USA Today* called "the number one best-selling book of the last decade." An internationally recognized expert in the fields of communication and relationships, John Gray's unique focus is assisting men and women in understanding, respecting and appreciating their differences. John Gray lives with his wife and family in Northern California.



Dr. John Guidubaldi

Dr. John Guidubaldi is a retired Professor from John Carroll University. He attended the U.S. Naval Academy, and received a Doctorate degree in Human Development from Harvard University. He served as president of the National Association of School Psychologists. He was director of the 700-family nationwide NASP-KSU study of divorce and child adjustment and co-directed a 2000-family nationwide divorce study in China. Dr. Guidubaldi resides with his wife and four young children in Port Orange, Florida



Michael Gurian

Michael Gurian is a family therapist, child advocate, and the *New York Times* bestselling author of more than twenty-five books, including *The Minds of Boys*, *Boys and Girls Learn Differently!* and *The Wonder of Girls*. Over the last twenty years, he has advocated relentlessly for boy-friendly research in the public dialogue. The Gurian Institute has provided teacher effectiveness training to over fifty thousand teachers in two thousands schools and districts. gurianinstitute.com



Ronald K. Henry

Ronald K. Henry is the President of the Men's Health Network, a national 501(c)(3) organization dedicated to improving quality of life and to reducing premature death and disability among men and boys. The Men's Health Network works with men and boys and with the women who love them to provide education, support and services across a broad spectrum of needs at each stage of life.



Jeanette Hernandez Prenger

Jeanette Hernandez Prenger is owner and president of ECCO Select, a technology consulting company, and one of the top 500 Hispanic Businesses in the U.S.. She is Vice Chair of the United States Hispanic Chamber of Commerce and the recipient of numerous business and philanthropic awards. Jeanette serves on the local Boy Scouts Heart of America Executive Board, and has raised, with her husband, two sons in Kansas City.



Dr. Ned Holstein

Ned Holstein, MD, MS, is founder and Chairman of the Board of Fathers and Families. Ned graduated from Harvard College, obtained a Masters' degree in Psychology from MIT, then attended Mount Sinai School of Medicine. He is a nationally recognized expert in his field of medicine. He founded Fathers and Families in 1998 and served as its Executive Director in most years. He remains actively involved as Chairman of the Board. fathersandfamilies.org



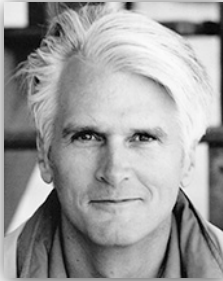
Willie Iles

Willie Iles, National Director Government & Community Relations, Boy Scouts of America, manages the functions and gives leadership as the liaison to the Chief Scout Executive of the BSA in working with the executive branch of the federal government and national community organization in the area of child advocacy, environment awareness, work force preparedness, childhood healthy living, education outreach and volunteerism. He helps coordinate community organization initiatives. He began his Scouting career in 1971.



Dr Norman Johnson

Norman Johnson, Ph.D., Vice President at ALISIAS, a public policy relations firm, has held faculty appointments at the University of Illinois at Chicago, University of Pittsburgh, Carnegie Mellon University, Florida A&M University, and the Georgia Institute of Technology. He holds a life membership in the NAACP and the 100 Black Men of Atlanta. He is the past president of the National Association of Schools of Public Affairs and Administration and the Atlanta School Board.



Jack Kammer

Jack Kammer, MSW, MBA returned to school at the age of fifty-four to earn Masters degrees in Social Work and Business Administration. He did so to document, highlight and take action on male gender issues and the social problems that arise when those issues are ignored and mishandled. He specializes in the Race + Gender effect on marginalized African-American men and boys in urban settings. believeinmen.com



Dr. Judith Kleinfeld

Dr. Judith Kleinfeld is professor of psychology at the University of Alaska and directs the Boys Project, an international consortium of scholars concerned with the issues affecting boys and young men. Her doctoral degree is from the Harvard Graduate School of Education and her bachelor's degree is from Wellesley College. She has published widely in the field of gender issues.



Dr. Calvin Mackie

Dr. Calvin Mackie is an award winning mentor, a former engineering professor, an author, an internationally renowned motivational speaker, and a successful entrepreneur. Through his national and international travels and online mentoring presence, Mackie reaches millions of youths and professionals annually. He is the Chair of Louisiana Council on the Social Statue of Black Boys and Black Men. Dr. Mackie is a devoted husband and father of two sons. calvinmackie.com



Skip Mason

Reverend Herman "Skip" Mason, Jr. author, educator, historian, and community servant is the 33rd National President of Alpha Phi Alpha Fraternity, Inc. He is a graduate of Morris Brown College and Clark Atlanta University. He serves as the College Archivist and Director of the Learning Resource Center at Morehouse College in Atlanta, Georgia. Under his leadership, the fraternity's major initiative is the "High Chair to Higher Education" project which targets boys from 4 to 17.



Michael McCormick

Michael McCormick serves as Executive Director of the American Coalition for Fathers and Children (acfc.org). ACFC is a shared parenting organization with affiliates nationwide. McCormick assists government and legislative bodies with the development of domestic relations policies and statutes. Appointed by House Speaker Michael Madigan, McCormick is currently engaged in the rewrite of the Illinois Marriage and Dissolution of Marriage Act. ACFC.org



Peter Moore

Peter Moore is editor of *Men's Health*, the world's largest men's magazine with monthly editions in 45 countries and an international readership of 23 million. He served on a NIH panel on childhood obesity, received a 2004 National Magazine Award for his story "A Tale of Three Hearts," and interviewed Senator, and then President, Obama for two separate cover stories in *Men's Health*. The latter interview, on healthcare reform, garnered half a billion media impressions. mhlife.menshealth.com



Dr. Barbara Nemko

Dr. Barbara Nemko has been the Napa County Superintendent of Schools since 1997, and was just elected to another four-year term. Before coming to Napa she was at the University of California, Davis for 12 years as project director and principal investigator for 11 California Department of Education vocational education research projects, and taught in the New York City Public School system in her early years in education.



Dr. Marty Nemko

Dr. Marty Nemko is an education reformer and career expert. *U.S. News & World Report*, where he is Contributing Editor, called him "Career Coach Extraordinaire." In *ABC-TV's* Summit on Education, he was introduced as "Education's Ralph Nader." He holds a Ph.D. in educational Psychology from U.C. Berkeley, where he subsequently taught. The author of five critically and commercially successful books on education and on career, 600+ of his published articles are on martynemko.com



Dr. William S. Pollack

Dr. William S. Pollack is Associate Clinical Professor, Harvard Medical School, Director of the Centers for Men and Young Men and President of the Real Boys® Educational Institute. Pollack served as a consultant to two U.S. Presidential administrations advising on freeing boys' from the chains of youth violence and on adult males' mentoring roles in emotionally connected/safe neighborhoods and schools. His work on boys and men's health and mental health has achieved international recognition.



Glenn Sacks

Glenn Sacks, MA is the executive Director of Fathers and Families. His columns have appeared in dozens of the largest newspapers in the United States. He has made hundreds of radio and TV appearances, and he is frequently quoted on family court reform in magazines and newspapers. He has a Masters Degree from UCLA. fathersandfamilies.org



Gavin Samms

Gavin Samms is Principal of Fulton Leadership Academy, an all-boys charter school in Atlanta. Prior roles include: Research Director for Harvard University's EdLabs where he helped launch large scale experiments designed to close the achievement gap; Director of Georgia Tech's OMED: Educational Services, where his work helped the university become the top producer of African American engineers in the country. He holds a Public Policy PhD from Harvard University, with concentrations in Economics and Education.



Dr Leonard Sax

Leonard Sax MD PhD earned his bachelor's degree in biology at MIT; he then earned a PhD in psychology, and an MD, both at the University of Pennsylvania. After completing a three-year residency in family practice, Dr. Sax practiced in Maryland for 19 years (1989 – 2008). He is the founder of the National Association for Single Sex Public Education (www.nasspe.org) and now devotes much of his time to visiting schools and leading workshops. nasspe.org



Sanders Shiver

Sanders Shiver is the Program Coordinator for The Prince George's County Public School System Even Start Family Literacy the Department of Alternative Educational Options office of Alternative Programs. Sanders Co-Chair the Prince George's County Early Childhood Interagency; a member of the National Coalition for Parent Involvement in Education, a steering committee member for the Child resource center, Judy Hoyer Family Learning, Co-Chair Early Childhood Conference.



Dr. Christina Hoff Sommers

Dr. Christina Hoff Sommers is a resident scholar at the American Enterprise Institute. Before joining AEI she was a professor of philosophy at Clark University where she specialized in moral theory. Her academic articles have appeared in publications such as *The Journal of Philosophy* and *The New England Journal of Medicine*, Sommers is the author of *Who Stole Feminism?* and *The War Against Boys*—the latter was a *New York Times* "Notable Book of the Year."



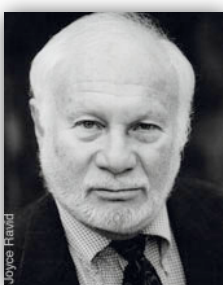
Kathy Stevens

Kathy Stevens, MPA, Executive Director of the Gurian Institute, is an international presenter/co-author of *The Minds of Boys: Saving Our Sons From Falling Behind in School and Life* and other education titles. Kathy trains professionals/parents in nature-based theory, helping them adapt curriculum and programs to help boys and girls succeed. She has designed and administered programs in education, domestic violence, juvenile corrections, teen pregnancy prevention, diversity and women's issues.



Dr. Michael Thompson

Dr. Michael Thompson is a psychologist, school consultant and the bestselling author or co-author of eight books including *Raising Cain: Protecting the Emotional Life of Boys*, *Best Friends, Worst Enemies: Understanding the Social Lives of Children*, and *It's a Boy*. He co-wrote and narrated a two-hour PBS documentary entitled *Raising Cain: Exploring the Inner Lives of America's Boys*. He has spoken to or consulted at over one thousand public, independent and international schools.



Dr. Lionel Tiger

Dr. Lionel Tiger is Darwin Professor of Anthropology at Rutgers University. He has been Co-Research Director of the H.F. Guggenheim Foundation and Chairman of the Board of Social Science of *U.S. News and World Report*. Among others, he has received awards from the Ford Foundation, the Guggenheim Foundation, and the Canada Council. Among his books are *Men in Groups* (1969) which introduced "male bonding" to the language, *Optimism: The Biology of Hope*, (1989) and *The Decline of Males* (2000).



Peg Tyre

Award winning journalist and author **Peg Tyre** wrote *The Trouble With Boys: A Surprising Report Card On Ours Sons, Their Problems at School, and What Parents and Educators Must Do*, a *New York Times* best-seller. She was a Spencer Research Fellow at The Columbia Graduate School of Journalism (09-10.) She is a keynote speaker at education conferences as well as public and private schools around the nation and in Europe. She is at work on another book.



Roland C. Warren

Roland C. Warren leads NFI in its mission to improve the well-being of children by increasing the proportion of children growing up with involved, responsible, and committed fathers. Roland leads NFI's activities, such as its award-winning public education campaign and its cutting-edge programming for fathers. Roland played football for Princeton University, and received his M.B.A. from the Wharton School of the University of Pennsylvania. Roland and his wife, Yvette, have two sons.



Tamara Woodbury

Tamara Woodbury is CEO of the Girl Scouts—Arizona Cactus-Pine Council. Known internationally for her leadership work with women and girls, she has also pioneered programming for men and has authored articles exploring masculine and feminine qualities of leadership beyond our gender assumptions and expectations. Tamara serves on the facility board of the Oxford Leadership Academy and is a Virginia G. Piper Fellow.
www.girlscoutsaz.org.

Proposal for a White House Council on Boys to Men

Executive Summary

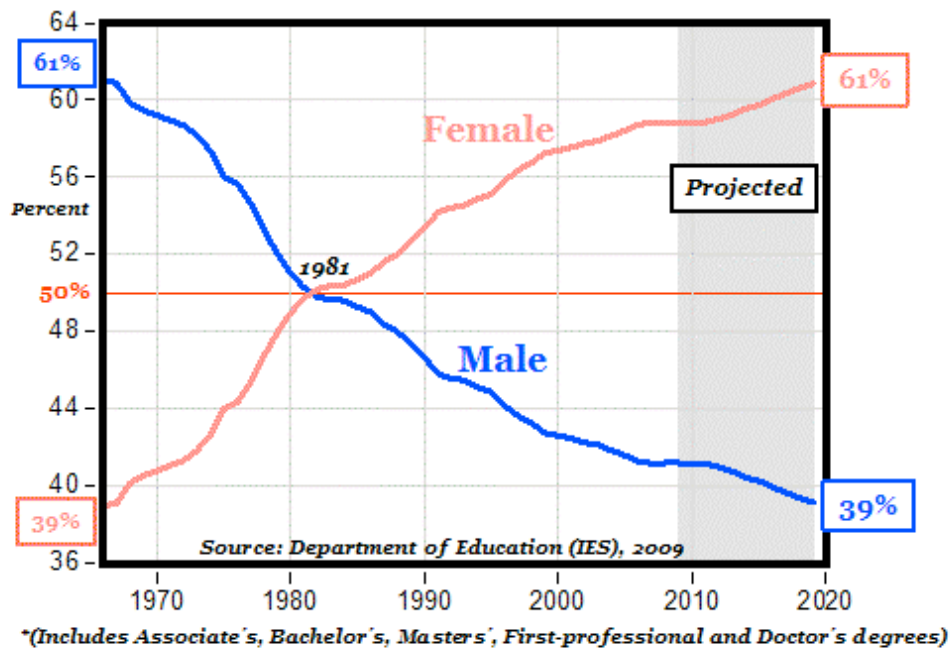
This is a proposal for President Obama to issue an Executive Order to create a White House Council on Boys to Men, parallel to his already-created White House Council on Women and Girls. The proposal is the result of an 18-month study by a Commission of thirty-four nationally-known scholars and practitioners, led by Dr. Warren Farrell.

The Commission identifies problems at a crisis level in five areas: education; emotional health; physical health; father involvement, and work. (The facts are documented in the endnotes of the body of the proposal.)

Education

Boys are more medicated and less educated. They are considerably behind girls in reading and writing, motivation, grades, and standardized test scores. More boys are dropouts and expelled. In higher education, as this graph reveals, males have gone from 61% of graduates to a projected 39%.

Percent of All College Degrees* Female vs. Male, 1966–2019



Among Hispanics and African-Americans, the male-female gap is greater. As for consequences, by his mid-30's, the African-American boy who drops out of high school has a 60% chance of having spent time in prison.

Solutions a Council might explore include more male teachers; updated teacher education; boy-friendly teaching, testing and schools; and incentives for children having both parents.

Emotional Health

Boys' suicide rate goes from equal to girls' prior to adolescence to five times girls' between 20 and 24. Among the elderly, men over 85 have a suicide rate 1300% higher than their female peers. Other symptoms of male emotional challenges range from ADHD to violence, crime and the 5 D's: depression, drinking, drugs, disobedience and delinquency. A Council might proffer such solutions as parent and professional education, communication and relationship-skill training, and encouraging mentoring and two-parent families.

Father Involvement

With one out of three children in the U.S. living in father-absent homes, the Commission examined the potential benefits of more-involved dads to single mothers, and to our children's emotional stability, academic achievement, social maturity, physical safety, and future marital success. It examines the possible impact of fathers on the reduction of social problems from poverty to unwed births and crime. It considers solutions ranging from examining the impact of paternity leave (e.g., in Sweden, 85% of fathers take paternity leave) to the potential of a male birth control pill; from legislation to create incentives for father involvement in unwed and divorced families to educating boys in school as to their value as future dads.

Physical Health

The Commission examines why the male-female life expectancy gap has grown from one year in 1920 to more than five years today. And why boys and men die earlier than girls and women from nine of the 10 leading causes of death.

The proposal cites the economic costs of neglecting boys and men's health, from the cost of emergency room use, to the cost to women (e.g., half of elderly poor women were not poor before their husband's death).

The Commission applauds the progress of the many federal offices of women's health, and suggests parallel offices for boys and men's health. Their mission might range from boys' physical health (e.g., testicular cancer; safer football) to male emotional health (e.g., military men's transition home).

Work

One of every five men 25 to 54 is not working. Half of African-American young men ages 20-24 are jobless. The areas of future job growth (e.g., health; education) are areas our daughters are preparing for; the areas for which uneducated boys have typically found jobs (e.g., manufacturing; agriculture; construction) are in decline. And the mostly-male jobs requiring more education are being outsourced overseas.

A White House Council on Boys to Men would examine the potential for restoring vocation to education, and for developing our sons' (and daughters') skills to match employers' future needs. It can expand the concept of a "man's work;" and study other countries' successes. And when men do work, it can recommend ways to increase safety (92% of workplace deaths are men).

In Conclusion

The Commission concludes that our sons face a profound crisis in education, work, and their physical and emotional health. Respected publications such as *The Atlantic* have seen the symptoms and predict "The End of Men." If the symptoms are ignored, and our sons see the "end of men" as their future, they will have little inspiration for life's journey.

Solutions may need to go beyond more fathers, mentors and male teachers. They may require a fundamental reconsideration of what it means to be a man. In the past, we taught our sons to consider themselves "real men" if they did what was healthy for society's survival—whether to risk death in war, or to build a railroad. Calling our sons heroes if they risked being disposable was often healthy for the society, but it is unhealthy for our sons.

The Council can provide leadership to sustain the respect for firefighters and soldiers that allows us to recruit protectors for our homes and country, even as we also encourage alternative paths to becoming a valued man. Leadership for the future must both question and honor traditional masculinity.

As our history of male-as-sole-breadwinner fades as downsizing and outsourcing burgeon, both sexes will need to be prepared to raise money and raise children. Our daughters have learned to do both; our sons have not.

A White House Council on Boys to Men can co-ordinate the nation's best efforts to parent, mentor, and teach each of our sons to discover who he is. It can end the era of boys and men as a national afterthought. It can provide leadership to raise young men that our daughters are proud to love.

Proposal for a White House Council on Boys to Men

Introduction

This study, resulting in the proposal to President Obama to create a White House Council on Boys to Men, was originally inspired in 2009 by a discussion between Dr. Warren Farrell and the White House Boards and Commissions Director, Joanna Martin. Shortly after, Dr. Farrell created a multi-partisan Commission of 34 prominent authors, educators, researchers and practitioners to accomplish three goals: investigate the status of boys and their journey into manhood; identify both surface and underlying problems confronting boys and men; create a blueprint toward solutions. This proposal is the result.¹

Although the Commission is diverse, we have in common at least two beliefs: first, the desire to support the progress made by our daughters in the recent past, and to continue that into the distant future. To this end, we desire for the White House Council on Boys to Men to work parallel to and co-operatively with the already-formed White House Council on Women and Girls.

Second, the Commission members share the belief that our daughters and sons are in the same boat. Therefore, if just one sex wins, both sexes lose.

The more closely our Commission investigated, the more concerned we became with the crisis our sons, fathers, and men currently face. It is a crisis as ubiquitous yet invisible today as our financial crisis was five years ago.

We will first identify the five major components of the crisis—each with potential solutions. As with the financial crisis, real answers require more than putting out fires. So we conclude by fundamentally re-thinking the journey from boy to man in the past, with an aim to preserve the best and modify the rest.

First, then, the five major components of the crisis:

1. The Education of our Sons
2. The Emotional Health of our Sons
3. Children without Dads; Dads without Children
4. The Crisis of Boys' and Men's Physical Health
5. The Future of Work, and of Boys and Men at Work

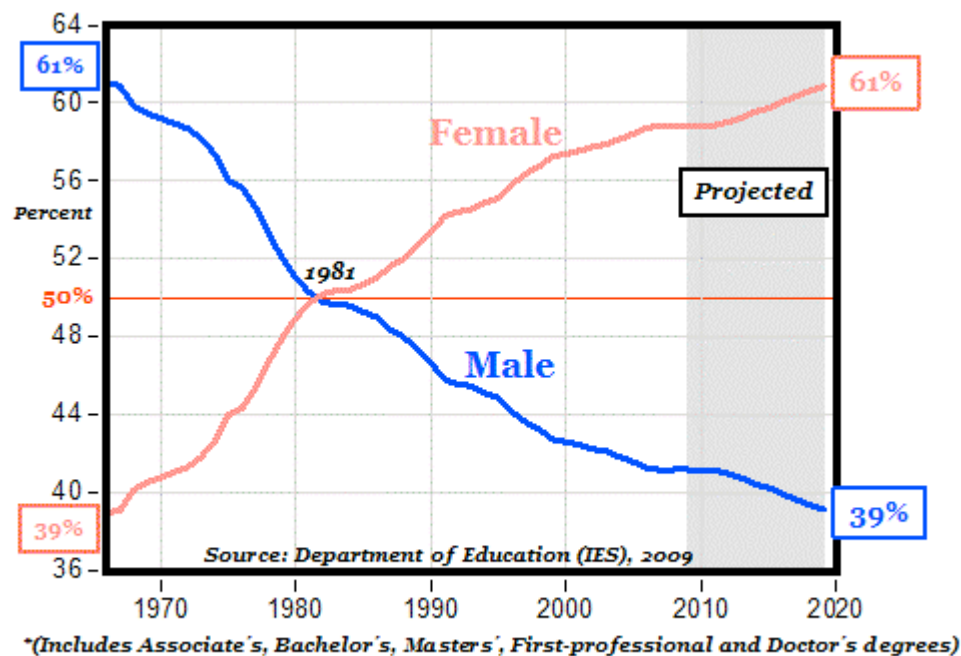
Component 1: The Education of our Sons

“There is a lot of scientific evidence that the status quo doesn’t work.”

—Arne Duncan, U.S. Secretary of Education²

American children are falling behind most G-20 nations in educational achievement,³ and U.S. boys are falling well behind girls.^{4 5} Higher educational achievements of boys and men has been a given for so long, it has been easy to miss the reversal of this trend over the last thirty years. This graph makes that reversal clear⁶...

Percent of All College Degrees* Female vs. Male, 1966–2019



The Decline of Boys' School Performance: A Statistical Snapshot

Fortunately, teacher training and efforts on behalf of girls have helped girls in almost every area—including teachers being aware of when they were catering to more assertive hand-raising by boys. Unfortunately, we have been unaware of the pendulum's swing: even a decade ago, only 19% of girls felt teachers do not listen to them—versus 31% of boys.⁷

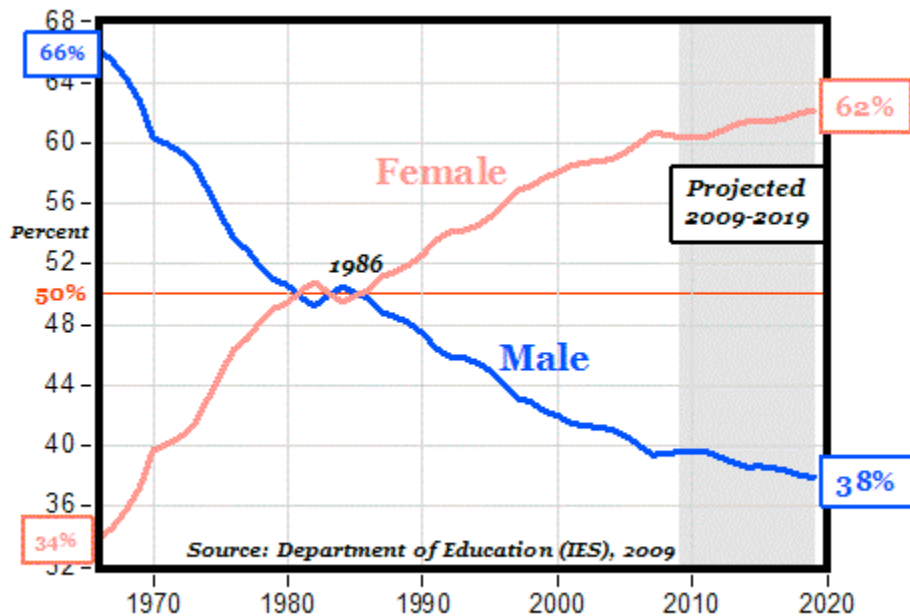
Boys increasingly face problems in reading and writing^{8 9}, motivation to be in school¹⁰, motivation to do homework after school,¹¹ grades, standardized test scores^{12 13}, violence, and criminal activity.^{14 15} More boys are dropouts,¹⁶ in special education,¹⁷ and expelled,¹⁸ despite being more medicated to mitigate those problems. Perhaps as a result of all of the above, female

college students¹⁹ and female college graduates^{20 21} now far outnumber their male counterparts—a trend that shows no sign of leveling off.

Here's the evidence...

- By the eighth grade, 41% of girls are at least “proficient” in writing; **only 20% of boys are proficient in writing.**²² In reading, 34% of girls are at least proficient, compared with 24% of boys.²³
- The number of boys who said they **didn't like school** increased by 71% since 1980, according to a University of Michigan study.²⁴
- 10% of boys **drop out** of school each year, compared to 8% of girls.²⁵
- In neighborhoods where fathers are most scarce, more than half of boys don't finish high school.²⁶
- By age 12, boys are 60% more likely than girls to have **repeated at least one grade.**²⁷
- Boys are **expelled** from school **three times** as often as girls.²⁸ Three- and four-year old boys are now being expelled from pre-school programs²⁹ (for what many experts view as normal boy behavior).³⁰
- At least twice as many boys are diagnosed with **ADHD.**³¹
- Girls are 57% of college students; boys 43%.^{32 33}
- Girls are 58% of college graduates; boys 42%.³⁴
- In the Class of 2010, boys received only **39% of the Masters' degrees.** Here is the trend³⁵...

Masters' Degrees by Gender 1966–2019



- Boys have an **82% greater risk of developing learning disabilities** compared to girls.³⁶ Reading disability (e.g., dyslexia) comprises 80-90% of these learning disabilities.³⁷
- Boys receive the majority of **D's and F's** and a minority of **A's**.^{38 39}
- Only **half** as many boys are members of the **National Honor Society**.⁴⁰
- **Boys are much less likely to participate in** student government, academic clubs, music, the performing arts, and student clubs.^{41 42}
- The **delinquency** rate of boys is almost **three** times that of girls.⁴³

Minority Boys' School Performance

- Item.** Among Hispanic boys, 25% drop out of high school (versus 18% of girls).^{44 45}
- Item.** African-American girls are twice as likely to be in college as African-American boys.⁴⁶

The Impact of Boys' Poor Educational Achievement

- Item.** The African-American boy who drops out of high school has a 72% chance of being jobless by the time he reaches his 20's.⁴⁷
- Item.** By his mid-30's, the African-American boy who drops out of high school has a 60% chance of having spent time in prison.^{48 49}

Boys without a high school diploma have experienced a 38% decline in income over the last three decades.⁵⁰ Why? For example, in the past, boys who had not graduated high school could get jobs in manufacturing or agriculture, but in the last half century, the number of employees in manufacturing dropped from 27% of all jobs to 11%,⁵¹ the number in agriculture shrank from 15% of all jobs to less than 2%. The future looks worse: half of the new jobs in the next eight years will be professional occupations requiring a post-secondary education. The exceptions are largely low-pay service jobs.⁵²

This impacts everything from our nation's daughters⁵³ to our nation's debt. For example, when boys are interested in learning, they behave better in classrooms and thus are less likely to interrupt girls' learning.⁵⁴ When young men succeed, they are more attractive to women as husbands and future dads. They give mothers options to raise money, raise children, or do some combination, rather than forcing women to raise money lest the children suffer.

It impacts our national debt because less-successful boys are likely to become less-successful men who are less likely to pay taxes, and to become instead unmarried dads⁵⁵ whose children and their mothers are more likely to be supported by taxes others pay.

And it impacts our national debt because unless boys close their achievement deficit in math, science, and literacy compared with other developed countries,^{56 57} our education dependency will look more like our oil dependency.

How a White House Council on Boys to Men Can Improve Boys' Education

The U.S. has been a world leader in addressing girls' needs.⁵⁸ A complementary effort on behalf of boys can be achieved by a White House Council on Boys to Men identifying solutions that merit broader implementation:

More male teachers. Many inner-city boys spend their early lives going from female-run homes to female-run elementary schools with mostly female teachers. Without a positive male role model they are vulnerable to being seduced by gangs' offer of a false male identity.

Especially in communities with high percentages of fatherlessness, the Council might examine the best ways to provide boys with consistent positive leadership:

- recruit male teachers;
- have some male teachers certified to become "long-term teachers"—that is, teachers assigned to a boy (especially a fatherless boy) for multi-year periods;
- bring men working in traditional male occupations into the classroom;
- have male teachers' most positive values (e.g., responsible competitiveness) and methods (physically active, interactive, project-oriented approaches to learning) be integrated into K-12 teacher training even as male teachers are learning about the positive values of female teachers.

Boy-friendly Testing. Design tests that use methods of evaluating that are outgrowths of boys' methods of learning (interactive, physically active, project-oriented, the incorporation of competitive games...).

Updated teacher education. The Council would identify teacher trainings that would help boys. For example, a study by the University of Missouri-Kansas City has codified practical strategies that work "to create boy-friendly classrooms that also help girls."⁵⁹ Teachers need to know which teaching styles, teacher characteristics, and programs have proven most effective for boys with varying challenges. For example, which programs are most effective in areas such as communication skill training, and creative ways of recruiting of male teachers (e.g., exchanges with business)? How can schools best establish mentoring and reading programs? Have cooperative ventures with the Boys' Clubs and other boy-supportive but non-sexist organizations been effective? For example, if the findings prove valid that experience with the Boy Scouts increases performance in science, reading, and math, and goal-setting,⁶⁰ then how can teachers learn from their methods?

Improved communication skills. The Achilles' heel of humans is our inability to handle personal criticism without becoming defensive. The commerce of male adolescence—the trading of wit-covered put-downs—masks our sons' pain with laughter when they are put-down. The resulting isolation is doubtless a contributor to boys' increasing suicide rate in comparison to girls each year of adolescence.

The Council needs to review the best existing school programs developing boys' communication and listening skills prior to early adolescence, when boys' raging sexual hormones and poor communication combine to leave boys feeling rejected and girls feeling

objectified. Various forms of active listening need to become as comfortable as a boys' native language prior to adolescence. When boys increase their ability to listen and be heard by their peers, the security blanket provided by a listening-functional school such as Summit Prep, (a Charter School in Redwood City, California that has a substantial percentage of students from disadvantaged backgrounds), can create emotional health even among boys coming from dysfunctional homes. Listening-functional schools must extend their training to parents so its students are not learning functional listening in school and dysfunctional listening at home.⁶¹

Boy-focused reading programs. When the U.S. discovered girls were doing worse in math and science, we re-examined everything in our math and science programs, from teachers' styles to the degree to which math problems might be worded in more girl-friendly ways. The province of Ontario, Canada is beginning to do that for boys: developing a special reading program for boys due to boys' special challenges with reading.⁶² In the U.S., a Guys Read program in Alaska features men reading funny, boy-friendly books to fourth grade boys during the lunch hour. The result? Boys otherwise known for behavior problems were writing their own children's books, and competing to read them and bragging about them.⁶³ Interactive video games that require reading skills to win are another boy-friendly approach. Outcome studies of these programs should be conducted so the most effective of them can be expanded to the communities that most need them.

Spread the lessons of charter schools. A number of charter schools are working to close gender gaps and black/white achievement gaps. Examples include the Promise Academy Charter Schools in Harlem⁶⁴ and the Eagle Academy, an early-childhood school in Washington DC.⁶⁵ The Council would review evaluations of school systems like those in Milwaukee and Washington, D.C. that offer school choice.⁶⁶ When findings are reported, such as those of the school choice program in Milwaukee for disadvantaged families, (that with half the per-student public funding there is more than a 50% higher graduation rate than in even more-advantaged public schools in Milwaukee,⁶⁷) the Council would see if those findings are accurate and applicable to schools in other cities.

Single-Sex Education. Under what conditions—and with which children during which developmental stages—does single-sex and mixed-sex education work? At least 540 public schools now use single-sex classrooms.⁶⁸ In public education, the most popular application of this option is gender-separate core classes (math, science, and language arts) in combination with other classes being gender-integrated.⁶⁹ Three key populations have shown improvement: girls in math and science, boys in behavioral areas, and boys in core classes. A recent study by Fryer and Levitt found that girls do not lag behind boys in math in countries with same-sex schooling.⁷⁰ The goal of the Council is to investigate what creates win-win education environments for both sexes, and under what conditions.

Drugs-as-Baby Sitter vs. Drugs When All Else Fails The White House Council can examine the most-likely-to-succeed options prior to prescribing Ritalin and other drugs on our sons: diet; interactive games; physical activities; projects involving building or doing; mentorship; same-sex classrooms; male teachers; training teachers in boys' psychosocial development.

Developing Evidence-Based Practices. Use research from entities such as the University of Pennsylvania's Center for the Study of Boys' and Girls' Lives⁷¹, which assesses the best educational practices, and create hybrid school/home/community projects such as the one coordinated by the Even Start Family Literacy Program in Prince George's County, Maryland⁷².

Component 2: The Emotional Health of our Sons

"Boys and girls handle stress differently. They need different approaches, different understanding and, quite often, different interventions."

—Tracey Shors, Ph.D., Department of Psychology and Neuroscience, Rutgers University⁷³

The Invisible Stepping-stones to our Sons' Suicides

- The more boys advance through adolescence, the more their suicide rate increases relative to girls:'
- prior to **age nine**, boys and girls commit suicide at **equal** rates.
- from ages **10 to 14**, boys' rate is **twice** as high⁷⁴;
- from **15 to 19**, **four** times as high⁷⁵; and
- from **20 to 24**, more than **five** times as high.^{76 77}

The more a boy is exposed to the pressures of the male role, the more he is likely to commit suicide. What are these pressures? For starters...

Item. When a relationship is not going well, boys' mental health is "more negatively affected" than girls'.⁷⁸

Why are our sons' broken hearts so invisible? We often assume that when it comes to girls, "boys just want sex." The assumption masks boys' vulnerability. And boys' methods of expressing their vulnerability—such as drinking, drugs, or speeding—lead us to focus on the behavior boys express rather than the vulnerability they suppress.⁷⁹

But it goes deeper than that. In the past forty years, we've increasingly given our daughters the option of taking sexual initiatives. Our sons are left with the expectation of taking sexual initiatives—that is, the expectation of risking sexual rejection. Our sons still hear that sex is dangerous (AIDS) and dirty (herpes, Chlamydia). Yet their hormones shout out their desire and therefore their shame at wanting it more than girls. Their expectation to initiate—especially with the girls to whom they are most attracted—is in the context of our sons being less emotionally mature than girls, knowing little about sex, and even less about girls.

In brief, we send the message that sex is dirty, and our sons should initiate the dirt. We tell the less mature sex that they should be the ones to risk sexual rejection by the girls toward whom they feel the most attracted when the girls are at the height of their beauty power. And then, if their journey through their risks of rejection succeeds, and it leads to a relationship that captures

their heart but breaks apart, his methods of acting out and our assumptions that “boys just want sex” leaves our sons with little support when they most need it.

What can make this spiral downward into suicide? In romantic relationships, boys typically put all their “emotional eggs” in the basket of women, so when a relationship sours, they may feel the “four prerequisites to suicide”:⁸⁰ 1. no one wants me; 2. no one needs me; 3. there is no hope of that changing; 4. I don’t feel I can speak to anyone who will really empathize. In combination, those unarticulated feelings and their hormones are the invisible stepping-stones to suicide.

Yet the Commission is not aware of any program focusing specifically on helping boys rearrange their stepping-stones, creating a journey to recovery.

When our sons get older, they are more likely to commit suicide during specific periods of vulnerability:

- *When unemployed.* Unemployed men commit suicide at twice the rate of employed men. Rates for employed and unemployed women are similar.⁸¹
- *After divorce,* a man is ten times as likely as a woman to commit suicide.⁸²
- *Later in life.* For example, men over 85 have a suicide rate more than 1300% higher than their female age peers^{83 84}

Overall, 80% of suicides completed are by boys and men.⁸⁵ Yet the Commission is aware of only a couple of under-funded programs for adult men.⁸⁶ The Council can develop programs to help boys and men at these vulnerable moments. One method is learning more about depression in males...

Depression. The greater frequency of boys and men’s suicide suggests parents and professionals may need to be more alert to signs of depression. If doctors were trained to see boys and men’s extreme behavior— extreme sports, reckless driving, violence, alcoholism, gambling, or addiction to sex or work—as possible reflections of the need for adrenaline and dopamine to counteract depression, we might prevent boys and men’s more extreme destructiveness. Women’s socialization to express feelings, ask for help, and accept a diagnosis of depression can be part of the solution to depression; men’s socialization to repress feelings and “tough it out” can be part of the solution—or part of the problem.

Violence and Criminality among Young Men

The majority of acts of violence-related injuries⁸⁷ and violent deaths involve boys and young men⁸⁸:

- Compared with females, boys and young men have higher death rates from violence and virtually every other type of dangerous behavior—firearms⁸⁹, drowning⁹⁰, motor vehicles⁹¹, and motorcycle deaths.
- Among 15 to 24 year olds, for every female who died from violence, six males died.^{92 93}

- Boys are more often diagnosed with conduct disorder⁹⁴, which is linked with anti-social personality disorder, aggression and violence, repetitive lying, theft, destruction of property, and conflicts with authority.⁹⁵
- Among those 17 or younger, the boy-to-girl ratio in correctional institutions is 9:1^{96, 97}. Among 18-21-year olds, the ratio grows to 14:1⁹⁸.

Such statistics can overwhelm our compassion, but each of those violent teenagers were once baby boys, and at that point, were far more capable of accepting guidance and rejecting negative influences. Maximizing early prevention programs can minimize the economic costs of criminal incarceration and investigation. The Council can help assess what is most effective.

Other solution possibilities for a White House Council on Boys to Men are:

Educating Parents and Professionals about Boys' Emotional Problems and Potential Solution. Parents, teachers, clergy, and even mental health professionals may have difficulty responding appropriately to boys' feelings because boys often act out in ways that mask their vulnerabilities. What is really bothering boys, and the most productive re-channeling of their energy, needs to become a focus of specialized training available to parents. For example, what is healthy and unhealthy male behavior at any given developmental stage? What is the impact of nutrition and physical exercise on boys' hormones and brains? What are the optimal ways a male mentor or a father's involvement can help a boy emotionally? How do we identify and help a boy with a broken heart, or a broken family? Professional education and parent-education programs such as the Harlem Children's Zone,⁹⁹ which engage whole communities in family training, should be examined and perhaps adapted to other settings.

Mentoring programs and positive male rites of passage. The Council would identify the best mentoring programs offered by faith communities; by organizations such as Stepping Stones, the Young Men's Ultimate Weekends and Family Wellness Courts in California, to the Alliance for Concerned Men in D.C.; from Big Brothers and Sisters, to Boys' Clubs and the Boy Scouts, and the Boys to Men Mentoring Network of the Mankind Project. Discovering what mentoring works best for which boys, and developing evidence-based programs, can be one of the best investments in our future.

Education and support for children of unwed or divorced parents. Because in 2010, being raised in a non-intact family often means that a boy loses his dad, and is more likely to suffer emotionally, academically, socially and in physical health, it is necessary to educate family court psychologists, social workers, legislators, and judges to help assure that dads are not unnecessarily removed from their children's lives.

Let's take a closer look at what is perhaps the least expensive and most effective solution to the problems of boys, and to men adrift...

Conclusion to Emotional Health Section

In the past, our dads learned from their dads what to do in the fields, or what to do as an apprentice. It was our dads' job to do, not to feel. The messages to our dads from their dad, mom,

church and community were both clear and unified. And for dads who could fit in, that enhanced emotional stability. Today, with so many boys raised in non-intact families, there is neither clarity nor unity; neither dad nor mentor. And that can create emotional insecurity.

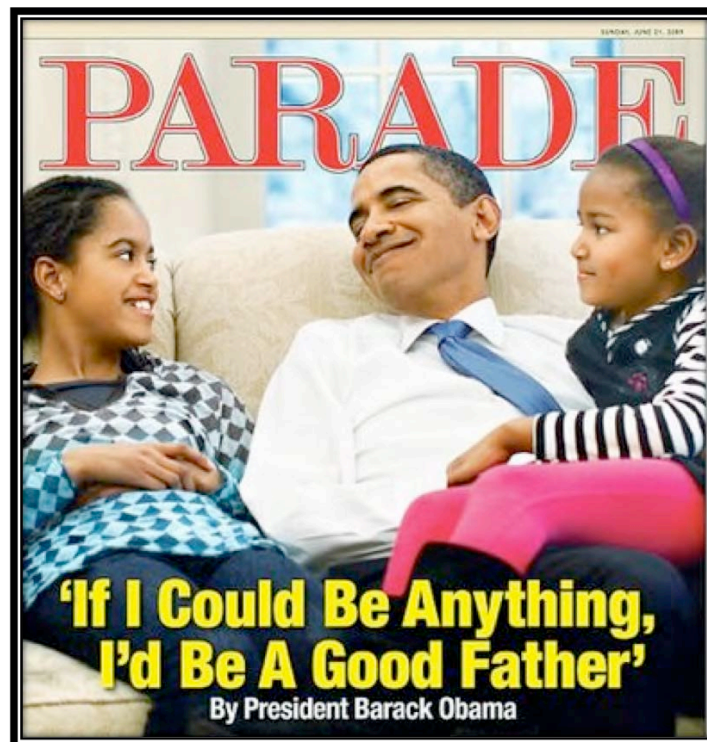
While our sons need two parent families and mentors, the messages we send our sons to prepare them for the future need not be the same as the messages of the past. Just as more of our daughters found that more flexible expectations allowed them to experience emotional fulfillment from the permission to discover who they are, so we have the opportunity to create more flexible expectations for our sons rather than the pressures of the male role that too frequently lead to emotional distress or suicide.

The Council's mandate includes helping our parents and professionals give our sons leadership that balances the ability to do with the ability to feel—to help our sons make the transition from human doing to human being.

Component 3: What's Missing When Dad's Missing?¹⁰⁰

“...I came to understand the importance of fatherhood through its absence—both in my life and in the lives of others. I came to understand that the hole a man leaves when he abandons his responsibility to his children is one that no government can fill.”

—President Obama, Fathers' Day, 2009



In *Dreams from My Father*, President Obama recounts many of the positive stories his mom shared about his dad's dreams and behaviors. When a child cannot be with his or her dad, the images the mom paints of the dad are particularly important.

- Item.** 1 out of every 3 children in America (over 24 million children) live in father-absent homes. Among African-American children, nearly 2 in 3 (64%) live in father-absent homes.¹⁰¹
- Item.** Almost 40% of American children are now born out of wedlock¹⁰²—usually meaning little or no father involvement.

Single moms often carry an unfair burden—their best mothering is frequently exhausted by the stress of 16-hour-day juggling acts. The stress on single moms was documented by the largest study ever done comparing single moms with single dads. It found that single moms were more likely to feel overwhelmed and depressed combining working outside the home with child-raising, even though they are more likely to receive financial assistance.¹⁰³ This implies that fathers are an underutilized resource for reducing stress on single moms.

We expect fathers—or the government-as-substitute father—to offer financial support, but no government program is creating incentives for what children without a dad's involvement need most: a dad's involvement. In a meta-analysis of 63 studies published in the *Journal of Marriage and the Family*, children's wellbeing was strongly correlated to how close they were to their non-resident father more than it was to his level of financial support.¹⁰⁴

A White House Council on Boys to Men can help redefine the role of the Office of Child Support Enforcement to include ombudsmen who help keep fathers and mothers equally involved—thus redefining child support to include emotional support. It can suggest legal consequences for any denial of parenting time. It can explore ways to inspire dads to emotionally engage. How can the government “inspire”? One example: incorporating in public service campaigns inspirational messages like this “Knock Knock” by Daniel Beaty <<http://www.youtube.com/watch?v=ckuAsF05z5w>>.

While the research below makes clear the many ways that children with significant father involvement benefit, what could be clearer is what is due to father involvement per se, and what is due to the correlates of father involvement, such as fully-involved dads being more likely to be older, have more income and be exceptionally motivated. And obviously, the research on the benefits of father involvement does not create a reason to involve a dad—or mom—who is prone toward child endangerment or abuse. A goal of the White House Council is to examine the research with the best answers, and suggest policies with not only the greatest benefit to our sons, but also to mothers and our daughters.¹⁰⁵



*Primate dads are known to bond with their infant children.*¹⁰⁶

Item. Kyle Pruett of Yale studied infants living with just their dads and found that in the areas of personal and social skills, they were two to six months ahead of schedule.¹⁰⁷

An Israeli study found that the more frequently a father visited the hospital of an infant who is prematurely born, the more rapidly the infant gained weight and the more quickly the infant was able to leave the hospital.¹⁰⁸ More importantly, the more the father visited, the better was the infant's social-personal development and its ability to adapt.¹⁰⁹

In a study of black infants, the more interaction the boy had with the father, the higher his mental competence and psycho-motor functioning by the age of six months.¹¹⁰ By the age of three years, psycho-motor functioning is associated with the development of a higher I.Q.¹¹¹

Dads tend to encourage children to solve problems on their own. A new longitudinal study of children from infancy to age three discovers that this approach increases children's ability to focus, be attentive and achieve goals; it also helps with impulse control and memory, and enhances the child's ability to respond effectively to new or ambiguous situations.¹¹² Collectively, these are called "executive functions"—important not only to our sons, but also to our daughters.

What Our Dads Bring to Our Children's Emotional Stability

Item. The amount of time a father spends with a child is one of the strongest predictors of empathy in adulthood."¹¹³ Probably no quality is more important to social integration—in a marriage, in a neighborhood, in a society—than empathy for those who surround us."¹¹⁴

- Item.** The more the father is involved, the more easily the child makes open, receptive, and trusting contact with new people in its life.¹¹⁵
- Item.** A June 2010 study of more than a million Swedish children aged 6 to 19 finds that both boys and girls were 54% more likely to be on ADHD medication if they were raised by a single parent. Fewer than half the cases could be explained by socioeconomic factors.¹¹⁶
- Item.** The National Center for Health Statistics reports that a child of unwed or divorced parents who lives only with her or his mother is 375% more likely to need professional treatment for emotional or behavioral problems.¹¹⁷ The child is also more likely to suffer from frequent headaches¹¹⁸ and/or bed-wetting,¹¹⁹ develop a stammer or speech defect,¹²⁰ suffer from anxiety or depression,¹²¹ and be diagnosed as hyperactive.¹²²
- Item.** Elementary school children without fathers were likely to have greater anxiety and more nightmares. They were more likely to be dependent and inattentive.¹²³
- Item.** When fathers are not involved, girls show signs of being hyperactive, headstrong, and anti-social. Both boys and girls showed signs of over-dependency on the mother.¹²⁴
- Item.** Boys who live with their fathers after divorce tend to be warmer, have a higher degree of self-esteem, be more mature, and more independent than boys who do not.¹²⁵
- Item.** The most important factor by far in preventing drug use is a close relationship with dad.¹²⁶
- Item.** Living in homes without dads is more correlated with suicide among children and teenagers than any other factor—for both sexes.¹²⁷
- Item.** Eighty percent of pre-school children admitted as psychiatric patients in two New Orleans hospitals came from homes without fathers.¹²⁸ Similar percentages emerge among fatherless children in Canada,¹²⁹ South Africa, and Finland, at ages from pre-school through teenage.¹³⁰

A White House Council on Boys to Men can identify research that helps us understand whether the increase of problems such as ADHD are due in part to the decreased influence of fathers, or to other factors.

Emotional problems become academic problems.

What Our Dads Bring to Our Children's Academic Achievement

- Item.** A U.S. Department of Education study finds that after controlling for parents' resources, (home computers, etc.) "In two-parent families, fathers' involvement...is

associated with an increased likelihood that children in the 1st through 5th grades get mostly A's." A father's impact remains significant through the 12th grade.¹³¹

- Item.** A study of boys from similar backgrounds revealed that by the third grade, the boys with fathers present scored higher on every achievement test and received higher grades.¹³²
- Item.** Elementary school children living without their dads did worse on eight out of nine academic measures.¹³³
- Item.** Students coming from father-present families score higher in math and science even when they go to weaker schools.¹³⁴
- Item.** The more years children spend with no or minimal father involvement, the fewer years of school they complete.¹³⁵

What Our Dads Bring to Our Children's Social Maturity

- Item.** Girls raised in father-absent homes tend to go to extremes in their relationships with males — being overly aggressive and flirtatious, or very withdrawn.¹³⁶ Both extremes seem to come from a lack of comfort with men.
- Item.** Elementary school children without fathers were likely to be less popular with peers, and more hostile to adults.¹³⁷
- Item.** Elementary school children living with their dads did better on 21 of 27 social competence measures in comparison to those living without dads.¹³⁸ And, perhaps as a result, they also had more playmates.¹³⁹

What Our Dads Bring to Our Children's Safety

- Item.** A community's prevalence of single-parent households is a better predictor of its rate of violent crime and burglary than its poverty level.¹⁴⁰
- Item.** Children from single-parent homes have 220% of the risk of endangerment from some type of child abuse.¹⁴¹
- Item.** Children living with their fathers were much less likely to experience feeling like victims—such as a victim of a bully.¹⁴²
- Item.** Most gang members come from homes without dads.¹⁴³ When Perry Crouch, a gang intervention specialist in South-Central Los Angeles, was asked how many of the gang members he deals with are living with their dads, he replied, "About half of one percent."¹⁴⁴

What Our Dads Bring to Our Children's Children

- Item.** In a study of inner-city Baltimore women who were teenage mothers, one-third of their daughters also became teenage mothers. But not one daughter or son who had a good relationship with her or his biological father became a parent before the age of nineteen.¹⁴⁵
- Item.** Daughters who live with only their mothers are 92% more likely to **divorce** than daughters of two-parent families.¹⁴⁶

Why None of this Implies Men are Better Fathers than Women are Mothers

None of this implies that men are better as dads than women are as moms. Why? A man who successfully challenges the traditional male role has to be highly motivated; he is to the 21st Century what a female doctor or lawyer was to the mid-20th century. He is also more likely to be older, and have more income and education.¹⁴⁷ But if it is precisely these dads who are succeeding with their children, we need to support and encourage them to do so, in addition to their traditional role as breadwinners.

The most recent research now makes clear, though, that children benefit most from living with dad a significant portion of the time—not just visiting the dad.¹⁴⁸ No one knows exactly why children do so much better with significant father involvement. But we do know two possibilities:

- Item.** Recent research documents the harmful effects of parental conflict on children.¹⁴⁹ When children live with only their moms, the parents are nine times as likely to have conflict as when children live primarily with their dads.¹⁵⁰
- Item.** Children living with their dads felt positively about moms; children living with moms were more likely to think negatively of dads.¹⁵¹

A White House Council for Boys to Men can explore programs such as Dads for Life¹⁵² or the Family Wellness Court in Santa Clara, California¹⁵³ that have been proven to work effectively with divorced parents to reduce conflict.

MBA programs and military academies such as West Point attempt to discern what creates a good leader and then train them to be the best warrior they can be. A White House Council on Boys to Men can discern what traditional contributions of a mom and dad result in the best outcome for children, and then encourage parenting programs that help single parents learn from the best of the other gender's contributions. Just as it takes the checks and balances of two parties to govern a nation, it takes the checks and balances of moms and dads to govern a family.

The Crime behind Crime

The Journal of Research in Crime and Delinquency reports that the more absent the father, the higher the rates of violent crime.¹⁵⁴

Were these associations with crime due to poverty? No. When the children in homes without fathers with more income were compared to the children in homes with fathers with less income, there was no difference in the rates of violent crime. This study is especially significant not only because it controlled for the poverty factor in this way, but because it analyzed data from 11,000 individuals in a variety of urban areas.¹⁵⁵

Perhaps the crime that scares us most is the one that targets our daughters: rape. Eighty percent of rapists who were evaluated as raping out of anger and rage came from father-absent homes.¹⁵⁶

From an economic perspective, we spend trillions of dollars each year on police to stop crimes, on detectives to investigate crimes, on lawyers to prosecute and defend criminals, and on prisons to house the allegedly guilty.

The solution is ensuring that fathers find their place in the home (whether they live there full-time or not)—not just as a wallet, but as a dad. Which is also the most cost-effective solution to crime.

The “Hole” About Which President Obama Speaks

What is the “hole” in the psyche of a boy without a dad? For a son who has never known his dad, male identity is mercurial. He feels rudderless. For a son of divorce or unwed parents who has been alienated from his dad, masculine identity is negative: breeding grounds for low self-esteem, shame and anger.

A son who is also shuttled from his mother-only home to his elementary school with female teachers and no positive male role models, may seek identity from a substitute dad: a cult leader, a military leader, or a gang leader. A boy without a father seeks a “Godfather.”

Adolescence’s sexual rejection magnifies his hurt and anger. He is tempted to disappear into a bottle, take comfort through the point of a needle, or feel some life in the adrenaline released via an X-sport. Whether via suicide, violence, war, or an accident, he forfeits his life, mutilates his body, drains his soul, disappoints his family, and taxes his nation.

Solutions-in-Waiting

Item. 85% of fathers in Sweden take paternity leave.¹⁵⁷

Paternity leave in Sweden began in 1995 with one month of parent leave reserved for fathers (at 80% of pay). If the dad doesn't take the leave, it is lost. Since then, divorce and separation rates have gone down; women's pay and shared custody have gone up. Companies such as the cell phone giant Ericsson find, "graduates used to look for big paychecks. Now they want work-life balance."¹⁵⁸ Men's happiness with their family contributes to their effectiveness at work.

If, to paraphrase President Obama, no government can fill the hole in the psyche of a boy who is without a fully involved dad, then **the best a government can do is to provide incentives for a fully-involved dad.**

Here's why...

Item. A review of the most comprehensive and controlled recent studies reports that if children cannot live with both parents together, a minimum of one-third time for each parent is necessary, and that "additional benefits continue to accrue up to and including equal (50-50) time."¹⁵⁹

Item. A meta-analysis of recent studies concludes "children in joint custody were significantly better off than those in sole custody."¹⁶⁰ More important, the same meta-analysis finds children in joint custody are "about as well off as those in which the parents remained married."¹⁶¹

We now have the research to know that if children grow up in non-intact families, that parenting plans for fit parents need to include both parents having "bedtime and waking rituals, transitions to and from school, extracurricular and recreational activities."¹⁶²

In addition to exploring the impact of dozens of countries' paternity leave laws (from Canada and Germany to Portugal and Iceland), some changes a White House Council on Boys to Men can pioneer might start with the fundamentals...

A male birth control pill. From our daughters' perspective, a male birth control pill relieves women from being the only sex to have their hormones tampered with—it allows our sons to share the responsibility. From our sons' perspective, if our son is with a woman who wishes to get married, says she is on birth control but is not, she can abort, or sue for support; our son can agree, or go to prison. A men's birth control pill gives our sons more equivalent options to our daughters. Since the pill is technologically viable, a Council can support its availability so both sexes may share responsibility for birth control.¹⁶³

Paternal Assurance. A boy who learns at some point in life that the dad he thought was his is, in reality, not his, may feel he knows neither who he is nor what his medical background is; he may become fearful of women, marriage and parenting. When a dad discovers he is raising a child that is not his, it puts that child at the risk of being abandoned. With 40% of American children now born to unmarried parents, the Council on Boys to Men must offer the best options to a ubiquitous problem.

Identify the best programs for single dads and at-home dads, and suggest incentives for their integration into high school and community college curriculums.

Just as diversity programs educate employees how to make the workplace a woman-friendly environment, a White House Council on Boys and Men might explore integrating father-involvement programs into high school curricula to educate our sons and daughters how to make the family a father-friendly environment. Or work with the PTA and schools to encourage dads to volunteer in the classroom; be more involved with their children at home; know the value of their contribution to parenting.

Propose legislation that gives incentives for all children to have as close-to-equal participation of both biological parents as possible, and that makes it illegal for either parent to purposely minimize the involvement of a fit parent.

Finance research to determine the most-effective incentives for parenting training and couples' communication training, and study the most-effective programs.¹⁶⁴

Prepare boys for the transition from military life to family life: how to retain the military-enhanced skills of discipline and boundary enforcement, while replacing the skills of objectifying in preparation to kill with the skills of loving and listening in preparation for parenting and partnering.

In Conclusion...

Nothing trumps children having both parents.¹⁶⁵ When parents are unwed, nothing trumps the children having about equal time with their mom and dad. Whether it is because children benefit from the checks and balances of both parents' different styles; or because children are the genes of both parents, (and knowing both parents means knowing themselves), is not certain.

What is certain is that in the last half century the U.S. has done a better job of integrating women into the work place than in integrating men into the family—especially into the lives of children in the non-intact family. We have valued men as wallets more than as dads.

And what is certain is that our current single-parenting environment leads to moms feeling deprived of resources, dads feeling deprived of purpose, and children feeling deprived of the full range of parenting input.

The Council can encourage federal agencies to examine how their budgets and programs can be used to support fatherhood strengthening efforts in the nonprofit and government sectors. The Council can also encourage private philanthropy, such as foundations, to invest in fatherhood work so that fathers can receive the training they need to be better dads.

A White House Council on Boys to Men can explore how to best give the resource of dad to children and moms, a sense of purpose to dads, and save the nation trillions of dollars that are the

cost of not recruiting fathers to reduce poverty and crime. It can draw up a blueprint to help our sons contribute to their families the way our daughters are contributing to the workplace.

Component 4: The Crisis of Boys and Men's Physical Health

“Being male is now the single largest demographic factor for early death. If you could make male mortality rates the same as female rates, you would do more good than curing cancer.”

—Randolph Nesse, Professor of Psychology, University of Michigan

American men die earlier of nine of the 10 leading causes of death, including heart disease, cancer, and diabetes.

Age-Adjusted Death Rates for the 10 Leading Causes of Death

	Heart	Cancer	Stroke	CLRD [†]	Accidents	<i>Alzheimer's</i>	Diabetes
Males	237.7	217.5	42.5	48	55.2	18.5	26.4
Females	154	151.3	41.3	36	25.8	24.9	19.5
	Flu/Pneumonia	Kidney	Septicemia ^{††}	Liver	Suicide	Homicide	
Males	19.3	17.8	12.1	12.7	18.4	9.6	
Females	14.2	12.5	10.2	5.9	4.7	2.5	

Sources: See note ¹⁶⁶.

Men's earlier death is not inevitable biologically. In 1920, American boys and men lived just one year less than women;¹⁶⁷ today, American boys and men live five fewer years.¹⁶⁸ **In just ninety years, the male-female life expectancy gap has grown 400%.**

Despite these male-female gaps in both health and life, there are several federal Offices of Women's Health; the only one for men is restricted to Native American Men.¹⁶⁹ A GAO analysis of gender specific research funding at NIH indicates that spending on conditions that affect females exceeds spending on conditions that affect males.¹⁷⁰

Some believe the increase in the life expectancy gap is due to fewer women dying in childbirth. Fortunately, fewer do—but the life expectancy gap has grown in the past 90 years despite the fact that men have benefited more from the decrease of war deaths than women have from the decrease of deaths in child birth.

[†] Chronic Lower Respiratory Disease

^{††} Blood infections

The visibility of boys and men's health problems is sometimes clouded by suggesting men are responsible for neglecting their own health. And there's truth to that. Men, for example, are more likely to be uninsured than women.¹⁷¹ The reasoning goes: "If they won't care for themselves, why should anybody else?" But just as we wouldn't ignore African Americans' health problems because they have high rates of smoking and drug abuse, neither should we ignore men's staggering health deficits.

When women were underrepresented in math and science, we challenged ourselves to look for the underlying reasons. And we promised in the Introduction to do that with boys and men. We will see in the Conclusion how men were rewarded for taking risks—for risking their own disposability. Among the rewards was the greater marital eligibility of a war hero, a sports hero, or a working class man who took a hazardous job to feed his family.

In brief, yes, men made choices to neglect their health, and women also selected for men with a mentality of, "when the going gets tough, the tough get going," not "when the going gets tough, the tough call a therapist." Eventually, men's weakness became their facade of strength.¹⁷² These men and women bore sons.

Whatever the underlying reasons, the first job of a White House Council on Boys to Men is to understand those reasons, and look for solutions that encompass them. Male healthcare is overdue for a full diagnostic workup and significant intervention.

The Economics of Neglecting Men's Health

It is estimated that more than 375,000 American lives would be saved in a single year if men's risk of dying was as low as women's.¹⁷³

Men's premature death not only ends their life; it also hurts women and children. For example, the U.S. Administration on Aging found that over half of elderly poor women were not poor before their husband's death.¹⁷⁴ Widowed women are at least three times as likely to live in poverty compared with married women of the same age.¹⁷⁵

When men do present to the healthcare system, it is often because of trauma, injury, or clinical crisis rather than routine health maintenance and screening. Consequently, their care is delayed, more expensive, and less effective, and may leave them with the unwarranted but understandable impression that healthcare is, in fact, catastrophic care.

It needn't be that way. In part because of Office of Women's Health efforts, more women today focus on preventive care and health maintenance, rather than the male standbys of denial followed by a panicked trip to the E.R.¹⁷⁶

To do something similar for men would not only help them and their loved ones, it would help control health care costs. For example, cancer is estimated to have cost \$243 billion in 2009.¹⁷⁷ One-third of women but 50% of men will develop cancer.¹⁷⁸ The disproportionate costs are

staggering. With better preventive care and early detection, the lower cancer costs for men will save our health care system billions.

Health of Minority Men Not a Minor Problem

The longevity gap is even more severe for minority men.¹⁷⁹ For African-American boys born in 2006, life expectancy at birth is 11 years shorter than for white females. But even the average white man has shorter life expectancy than the average black woman.¹⁸⁰

Females (White)	80.6 years
Females (Black)	76.5 years
Males (White)	75.7 years
Males (Black)	69.7 years

What a White House Council on Boys to Men Can Do

Spearhead an Office of Boys and Men's Health. A White House Council on Boys to Men can help spearhead the expansion of an Office on Indian Men's Health to an inclusive Office of Boys and Men's Health that would develop strategies to address both the emotional health issues and each of the following issues:¹⁸¹

The Life Expectancy Gap. Co-ordinate a multi-pronged effort to reduce life-expectancy gap.

Prostate cancer. One in six men will develop prostate cancer.¹⁸² African-Americans are diagnosed 60% more often than white men and are twice as likely to die from it.^{183 184} Relative to the disease's prevalence and complexity, NIH data suggests that prostate cancer is under-funded.¹⁸⁵

Testicular cancer. Testicular cancer is one of the most common cancers in boys and men 15 to 34. When detected early, it has an 87% survival rate.¹⁸⁶

Safer Football

Item. 70% of college football players anonymously report concussion-like symptoms in surveys after the season. (During the season, athletic trainers acknowledged concussions in only 6% of players.)¹⁸⁷

On the one hand, millions of boys love football—more than 3 million boys play football at the youth level (e.g., Pop Warner), and another 1.2 million play in high school. Many of life's lessons, as Robert Kennedy once said, are there for the learning in football perhaps more than any sport. On the other hand, it is precisely these millions of younger boys who are much more susceptible to serious injuries, and our culture of "big hits produce big cheers" is intensifying. Tackling with heads up is much safer than tackling head-to-head, yet a YouTube clip

<<http://www.youtube.com/watch?v=Vf-qgqLqzds>> shows 8-year-old boys still tackling with heads down.¹⁸⁸

With all its virtues, football is worthy of particular consideration for a few reasons: it plays a primal role in the definition of masculinity for boys—not only for the millions who play, but for the greater number who quietly feel like failures as they watch their male peers get their parents’ applause, their peers’ respect, and the cheerleaders’ love; the pressure many boys feel to produce victories so others can live vicariously through those victories leaves many boys emotionally unable to rationally consider their long-term good for their short-term need for approval and love “prior to the age of consent;” finally, U.S. taxpayers pay billions of dollars supporting football in high school and in state-supported colleges—and therefore support both this developmental process and risk of life-deteriorating injury.

In 2010, the danger of football began to get mainstream recognition for the first time—extending the discussion to its danger to youth and high school football.¹⁸⁹



After years of denial, the N.F.L. allowed for a survey indicating that retired players ages 30 to 49 were 19 times as likely as their general population counterparts to have memory-related diseases.¹⁹⁰ The *New York Times* reported new research finding “chronic traumatic encephalopathy—a disease caused only by head trauma that typically results in progressive cognitive decline—in the brain tissue of many deceased players.”¹⁹¹ Similarly, pro football careers are linked to concussions with higher rates of depression, mental decline and Alzheimer’s disease.

Until now, it has disproportionately been women who have taken the lead on this issue.¹⁹² A White House Council on Boys to Men can explore ways football can become a safer option on the journey from boys to men. For example, flag football is safer and could be played by almost all boys.¹⁹³ A Council can offer incentives for the development of safer artificial turfs and helmets, and introduce to high schools rules that create fewer injuries.

Military Health

“Every society rests on the death of men.”

—Oliver Wendell Holmes

A nation that serves least those who serve us best is a nation that may win a war, but at the cost of its soul.

Michelle Obama’s pro-active efforts on behalf of military families have increased awareness of their dilemmas. Let’s take a look at how our neglect of veterans’ health—especially their mental health—affects all of us...

Item. A CBS investigation found that more U.S. military were killed by suicide in one year than were killed in the war in Iraq and Afghanistan in all years combined.¹⁹⁴

Item. In Afghanistan, there is only one mental health provider for every 1,123 soldiers.¹⁹⁵

Item. Sixty percent of Vietnam combat veterans were psychiatric casualties. In 1978, over 400,000 Vietnam veterans were in prison, on parole, on probation, or awaiting trial.¹⁹⁶

A culture that believes men are disposable will honor their disposability with monuments but not care for them once they’ve served their purpose. When men who have survived physically are not taken care of emotionally, here is the degree to which they risk, for starters, homelessness...

Homelessness among veterans. In Los Angeles alone, 20,000 homeless veterans walked the streets in 1990.¹⁹⁷ Yet the Veterans Administration Center has fewer than 300 beds for them. Approximately 154,000 veterans are homeless on any given night, according to the Department of Veterans Affairs. While “Personality disorder discharges have...increased by 40% in the Army since the invasion of Iraq,” there has been a decrease in mental health workers: from 1 per 387, to 1 per 734 between 2004 and 2007.

Helping Our Sons Make the Transition from Loving their Country in War to Loving their Children at Home

Fathers returning after deployment or civilian contract work often walk into a home where the entire family has learned to function without them. They feel useless, unloved, unneeded, unappreciated, misunderstood. Moms and children have parallel feelings—that their way of loving and supporting each other is being “undermined.” Without offering extensive family counseling (including children) and couples’ communication, post-deployment becomes pre-divorce. When dads feel loved, desired and needed by their family, the effects of PTSD can be mitigated.

Many qualities our sons learn serving our country in war also serve them as parents and partners at home. For example, learning how to: adapt; serve others; deal with crises and

emergencies; lead, and follow. And qualities such as loyalty, alertness, stamina and waking up as needed any time of night are necessary to the raising of children.

Other qualities are more functional in war than in love: in war, mistrust and paranoia are functional; at home, they are dysfunctional. Re-entry programs must help our veterans' brain adapt to trusting.

War requires defining oneself as a hero by a willingness to sacrifice life; peace requires seeing heroism as supporting one's family to live life. For example, if our son is in combat, unless he is dying, he would be ridiculed for crying and asking for help because attending to self would weaken his unit; in peace, our son must reignite his capacity to express emotions—and at times cry—and teach his son that a facade of strength is weakness.

In wartime, family therapy, couples' communication training, and marital counseling distract from a focus on winning the war; returning from wartime, they're necessary tools to help the soldier and family reunite.

Re-entry programs need to provide re-training to love at least as extensive as the veteran's training to kill. This is especially true for soldiers who have faced combat. And for male soldiers. Why more so for men? We still give a lot more permission for a female veteran to cry and be emotionally distraught than for a male veteran. And preparing for war is still associated with masculinity to such a degree that only our 18 year-old sons must register for the draft or face prison and never be able to work for the government. This expectation is so internalized it is unquestioned by either sex or either party.

We need re-entry programs that train veterans to uncork emotions rather than liquor bottles; that prepare them for a home life rather than a prison life; that integrate fathers into families rather than pay the price of fatherless families.

Conclusion to the Boys and Men's Physical Health Section

The cost of men going to emergency rooms rather than seeking preventive care is in the billions of dollars. The cost of men's shorter lives, of dying earlier of nine of ten leading causes of death, and not taking care of our sons after combat? Priceless.

If we are to look more introspectively, though, at why we have several federal Offices of Women's Health and no Office of Men's Health for more than 99% of boys or men, or why we give lip service to equality and have male-only draft registration, or why 92% of workplace deaths are to men, we must muster the courage to dig beneath the symptoms...

Throughout human history, boys have learned to prove themselves men by calling it courage, duty, glory and honor to be disposable in war and at work. As long as we make this central to the definition of the transition from boyhood to manhood, our healthy sons will become unhealthy men. We will cheer for our son's team to "kill" the other team, and cry when he gets a concussion without a thought that we contributed to his concussion. If we compound this with our dependency on boys and men to disproportionately die to defend our country or to mine our

coal, we will be giving lip service to their better health and have an unconscious investment in not doing much about it.

Component 5: The Future of Work, and of Boys and Men at Work

“There’s even more prejudice against men than against women if men attempt to build careers around family responsibilities.”

—Carolyn Quadrio, M.D.¹⁹⁸

Item. One of every five men 25 to 54 isn’t working.¹⁹⁹

Item. Half of African-American young men ages 20-24 is jobless²⁰⁰

Item. Many of the jobs lost in the recession (e.g., manufacturing, construction) aren’t coming back.²⁰¹

The recession was dubbed a “mancession” because 78% of jobs lost were held by men.²⁰² According to the Bureau of Labor Statistics, men’s unemployment rate in September 2010 was 22% higher than women’s²⁰³—one of the largest gaps since the government began collecting such data. And employment for minority men and male blue-collar workers without a college education has been dropping dramatically.²⁰⁴

The future does not bode well for men’s employment. While women are more likely to hold jobs in stable sectors that are more recession-proof, like health and education (averaging 75% women²⁰⁵), men are more likely to hold jobs in sectors that are outsourced overseas—such as computer technology and Internet-based jobs. In the past, the problem was a man’s job going nowhere; in the future, the problem is men’s jobs going elsewhere.

The good news is that the fields women dominate are in growth mode: healthcare and social assistance are expected to grow by 24%; employment in public and private educational services is anticipated to grow by 12%.²⁰⁶ The bad news is that the fields men dominate are either in decline or especially vulnerable to recessions—such as construction and manufacturing.²⁰⁷

Theoretically, some would say it should make no difference whether a woman or man earns the family’s money. In reality, though, few women choose husbands reading *Men are from Mars, Women are from Venus* in the unemployment line. A man with little earning potential is less likely to find a wife, more likely to find himself divorced, and, once divorced, more likely to feel disconnected from his children. And as mentioned above, unemployed men commit suicide at twice the rate of employed men.²⁰⁸ An unemployed man is everyone’s loss.

Making Work Work: the Council’s Role

Those of our sons who might formerly have prepared for assembly line work are finding their skills are replaced not only by outsourcing but also by automation. In areas as diverse as

advanced medical devices to wind turbines, a White House Council on Boys to Men can help these boys prepare instead for the type of demand employers need for the future: “people who can operate sophisticated computerized machinery, follow complex blueprints and demonstrate higher math proficiency than was previously required of the typical assembly line worker.”²⁰⁹ A first step is restoring vocation to education.

Restoring Vocation to Education. The decrease in vocational and technical education in high schools has left many boys who are less academically inclined feeling there is nothing they are good at. With no sense of purpose, and low self-esteem, they drop out of school—and life.

Two new Obama Administration initiatives look promising: the High Growth Job Training Initiative, which is designed to prepare more people for success in advanced manufacturing, aerospace, biotechnology, energy, geospatial technology and automotive²¹⁰; and the Green Career-Technical Programs initiative, a five-state pilot program that will prepare students for careers in wind and solar energy, transportation, and waste management.²¹¹

The Council would co-ordinate these new efforts with the best of current programs such as The Green Hounds Academy at California’s Atascadero High School that prepares students for sustainability careers (while building their skills in math, science, and technology) and that of the Southern Regional Education Board’s Technology Centers That Work, where students learn academics in the context of a technology-centric career of a student’s choice.²¹²

Study Successes in Other Countries.

Item. In Japan, 23% of high school graduates study at vocational schools; 99.6% of them find employment after graduation.²¹³

Japan’s vocational schools are part of its higher education system, but many of its students enter the program without having completed high school.

Finland and Germany have also developed models that bear examining.²¹⁴ In Finland, 38% of students go to vocational school after completing their compulsory education (usually around age 17).²¹⁵

More than two million German students attend its vocational schools.²¹⁶ Germany’s program is distinctive in that students spend part of the week in school and part in an apprenticeship. It is a joint effort of government, unions, companies, and chambers of commerce. Students are paid a modest stipend.²¹⁷

The Council’s review of such programs might focus on creating a blueprint for their adaptation to U.S. culture and needs.

Expanding the Concept of Man’s Work. As the nation shifts from a manufacturing to a service/knowledge economy, health and education are growing sectors. Just as we have supported our daughters to enter STEM (science, technology, engineering, and math) careers, a White House Council can co-ordinate efforts to prepare boys in what might be called HE (health and education) careers (instead of health and education being, in effect, “she” careers). Preparing our sons to be elementary school teachers, for example, serves four purposes: our children get a

balance of male and female teachers; our sons are trained for more stable careers; our sons are trained for careers giving them more preparation to raise children; our children's families will have more confidence to exercise the flexibility of a dad raising children.

Just as "man's work" now includes more women as a result of pro-active efforts like scholarships for women in math, science and technology, so integrating men into female-dominated fields such as nursing and social work, may require parallel efforts for boys and men.²¹⁸ The Council might devote special attention to fields such as social work in which the very mission of the profession—helping families—requires equal sensitivity to both genders. A starting place would be the balancing of social work programs with equal numbers of men—especially men with leadership experience in the communities they will be serving.

"Team executive" positions.²¹⁹ "Men's work" was built on the male-as-sole-breadwinner model in which the most successful men, whether CEOs or MDs, had responsibilities they fulfilled for up to 90-hour weeks. Increasingly men want more time with their family, and many companies see that a good home life benefits work life. Companies that value these men—and their female equivalents— but that also want to compete globally, will need to re-invent the infrastructure of a top-level-executive position. For example, instead of one person handling global demands 24/7 until, as the Japanese say, he or she experiences "Karoshi" ("death by overwork"), the executive position is shared by a team of men and women, allowing each individual to work fewer hours, but the team to be "on it" globally 24/7. Technology is making this possible at the historical moment it has become both necessary and desirable: the technology to communicate and co-ordinate team leadership and division of labor worldwide on selected overlapping hours via video conferencing, smart phones, email, etc. Such innovations would need the support of educational changes such as MBA courses in "Team Executive Training"--educating teams to co- ordinate communication about one function. This will allow men and women to have a viable family life, and companies to have coverage 24/7 at a cost that can be less because more talented people will make the trade-off of less pay for "a life."

Suicide Prevention. Whether in a hazardous job or a management position, when a man is in fear of losing his job he is often in fear of a domino effect—a job loss leading to the loss of his wife's respect to the loss of his marriage and potentially the ability to see his children. When combined with his propensity to suppress these feelings rather than express them, it is apparent why unemployed men commit suicide at twice the rate of employed men.²²⁰ A White House Council can identify the best programs in progress, such as Working Minds,²²¹ to, for example, expand their mission to help MBA programs teach future managers to look under men's masks to discover the symptoms of suicide; work with Human Resource Divisions to detect the signs of depression and suicide; work with unemployment agencies to know how to handle signs of depression and suicide among unemployed men; and identify co-operative ventures with churches to help men have a safe haven and hope.

Communications Skills Programs at Work. Similar to the way in which male-dominated work places created Human Resources (HR) divisions to maximize women's potential, in the female-dominated HE (Health and Education) fields, Human Resource divisions can assist women to maximize men's potential. This is long overdue since the responsibilities of men in the workplace over centuries evolved methods of accountability (e.g., hierarchies) and communicating (sport analogies; sexual jokes as ice-breakers; wit-covered put-downs to test for humility) that, even when they served a purpose, were never properly articulated to women. The Council can provide leadership for the next generation's HR mandate to include communicating

Beyond gender dialogue is the need for both sexes to be better trained in the handling of feedback that is not positive, so fewer workers feel they are “walking on eggshells,” and there is less need for gossip as a substitute for communication. The more complex communication becomes, the nation that is the pioneer of listening to criticism non-defensively will have a global advantage.

Examining Boys’ Motivation to Work. A White House Council would examine why young men are pulling back from the very essence of what used to be male: passionate motivation to succeed at work, school and life.

Co-ordinate with Women. Since families that succeed in the future will be more likely to have both our sons and daughters able to “row on both sides of the boat” (both sexes able to raise money and raise children) there is a need to co-ordinate the efforts on behalf of girls and women with the efforts of this Council on behalf of boys and men. This includes going beyond government programs, and finding the best of what exists rather than re-inventing the wheel. For example, the program Are You Man Enough to Be a Nurse? attempts to increase the number of male nurses;²²³ and programs at IBM and Deloitte & Touche²²⁴ help both genders communicate.

If we are to care about our sons, it is to care not only about their contribution to their work, but also about their safety.

Worker Safety vs. ‘Till Death Do Us Part...

Item. 92% of workplace deaths happen to men.²²⁵

“The day before my husband was killed, he was getting his papers in order, and saying his goodbyes. He told me, ‘Every day I’m getting pressure from higher ups to do things that just aren’t safe.’”²²⁶

—The widow of a man who died on the Deepwater Horizon oil rig,
on why he believed he would die the day he died.

Each year we see the headlines: in 2010, they were “29 Miners Die in Coal Mine Accident in West Virginia,” or “11 workers die in BP Oil Rig Accident.”

The need for a White House Council on Boys to Men becomes more apparent the more we allow ourselves to be guided by the deeper lessons of these two 2010 casualties.

Start with those headlines. They read miners or workers, not men. We are introduced to the men via their roles (workers). That is, we see the men only as human doings, not human beings. We see them as a number: the BP Eleven. Few people know even the name of one of these men.

Here is what we finally (on day 45 of the spill) heard when the Today show interviewed the widow of Jason, one of the BP Eleven—on day 45 of the spill. Jason’s widow, crying, described how Jason had been getting all his paperwork in order and saying his good-byes for what he feared was his imminent death on the BP and Transocean oil rig. She told the nation how Jason

lamented that his complaints about safety were going unheeded—how, in fact, “Every day I’m getting pressure from higher ups to do things that just aren’t safe.”²²⁷

What is the result of failing to know about any of these men as human beings? Our hearts don’t open up to men’s devotion to their families that includes risking death so their family can have a better life.

What is the policy implication of caring? It was only when we learned of the lives of whales and dolphins that we cared, so we created tougher laws for their protection. Thus the officers of the Environmental Protection Agency have subpoena power; deliberate violations and document falsification that leads to the killing of whales is punishable as a felony, not a misdemeanor. In contrast, for boys and men who are miners, even deliberate violations of safety standards, and even document falsification that leads to their deaths is punishable as a misdemeanor, not as a felony.²²⁸

Let’s dig deeper. When it comes to our need for energy or lumber, for crabs or tall buildings, we want our needs and desires met cheaply. So we get men to do them, don’t pay the extra costs to make them safe, and the already-hazardous occupations of being a roofer, miner, trucker, lumberjack, or oilrig worker become more hazardous. Getting our desires fulfilled cheaply is our primary thought; the safety of our men is a national after thought.

Just as White House efforts have focused attention on our environment and on saving whales, it can now also focus on saving males.

Conclusion: the Future of our Sons and their Work

Nothing has defined men more than work. Nothing has confined men more than work. Nothing has made men more worthy of women than work. And nothing has made men’s parents more proud than their son’s success at work. Men’s work has created monuments to men. Men’s work has created straight-jackets for men.

Perhaps the most significant human accomplishment in the U.S. during the past half-century is our new awareness that defining women in one way left women confined to one way. For women, that “one way” was being a mother. We replaced that with an era of multi-option women: married women with children had more permission to work full-time; be a mom full-time; or do some combination of both. Yet one of our great accomplishments has been to retain the value of mothering, expand its flexibility (child care at work), and use technology to support women’s flexibility.

Now it is time for the parallel process to take place for our sons. Replacing the era of the one-option man (being valued only if he works full-time) with an era of multi-option men: for example, if our son is married with children, demonstrating respect if he: works full-time; fathers full-time; or does some combination of both.

One of the great accomplishments of the next era must be to retain the high value of men as workers, and also use technology to support men’s flexibility as workers.

A Council would explore the impact of imparting to our sons that pay is not about power, but that controlling his life is real power. It would help parents, mentors and teachers to guide our sons to consider, prior to our son choosing a career, that few men say on their death bed “I wish I spent more time at work;” and few of their children will go to a psychologist saying “I didn’t get enough money from my dad.” The gift of giving our sons a glimpse of life’s blueprint is the gift of fewer male mid-life crises and more life long marriages; fewer alcoholic dads, and more devoted dads.

Being a great man, like being a great woman, is creating the work-life balance that is appropriate to his personality, cognizant of the trade-offs of each decision, and true to the commitments he makes as he takes the journey from boy to man.

In Conclusion: A Fundamental Reconsideration of the Journey from Boyhood to Manhood

The crisis our sons face is both documentable and visible in the interrelated areas of education, physical health and work. It is less visible in the areas of emotional stress or fatherlessness. But what is not visible can be insidious. A goal of the White House Council is to consider all five components together, see the larger picture of how this crisis developed in response to needs of the past, and prepare our sons to participate more effectively in a considerably different future. It must be bold enough to re-invent boyhood just as we have re-invented girlhood.

Prior to the women’s movement, girls learned to row the family boat only from the right side (raise children); boys, only from the left (raise money). The women’s movement helped girls become women who could row from both sides; but without a parallel force for boys, boys became men who had still learned to row only from the left—to only raise money. The problem? If our daughters try to exercise their newfound ability to row from the left, and our sons also row only from the left, the boat goes in circles.

A family boat that goes only in circles is more likely to be sunk by the rocks of recessions. In the past, a man was a family’s breadwinner and he might be with one company for life. In the future, advanced technologies make economic change the only constant, increasing the need for a family boat with flexibility—with our sons eventually able to raise children as comfortably as our daughters now raise money.

A White House Council on Boys to Men can provide leadership to help our sons adapt to the next generation’s needs for more flexible family participation and more flexible work participation. To introduce both our sons and daughters to the trade-offs of both a traditional partnership (of each sex specializing in rowing on one side of the boat); and the trade-offs of a relationship in which both sexes feel comfortable rowing on either side of the boat.

Fortunately, just as socializing our daughters with the ability to raise money does not prevent them from raising children full-time, so socializing our sons with the ability to raise children does not prevent them from raising money full-time. And just as society benefits from many full-time mothers, so it will also benefit from men who are full-time firefighters, lumberjacks and soldiers.

When we opened options for our daughters to raise money, human resource divisions educated men (and often women) to not just force women into becoming imitation men, but to value women's unique contributions to work. As we open options for our sons to raise children, we need to work with both our sons and daughters to not just turn our sons into imitation mothers, but to value our sons' unique contributions to parenting. Since human resource divisions cannot be in every home, only the education system can communicate these understandings.

On one level, what it takes to be a man has always been about adapting—to be fighting at war one day, and loving at home the next.

On another level, in the past, virtually every society that survived did so in part by preparing its sons to be disposable: disposable in war, or disposable at work.



Twelve-year-old boys like Mohamed,²²⁹ above left, are still trained in 2010 to kill and die before the “age of consent.”

We taught our sons the way we were taught—to consider themselves “real men” if they did what was healthy for the survival of society—whether to defend the country in war, or risk death building a railroad. Fortunately, what our sons learned to do to become a man was often healthy for the society; unfortunately, it was often unhealthy for our son.²³⁰ (Whether at war, or in coalmines, death was not that healthy for our sons.) In the future, the Council can provide leadership to sustain the respect for firefighters and soldiers that allows us to recruit protectors for our homes and country, even as we also make alternative paths to becoming a valued man just as respectable.

Leadership for the future must both question and honor traditional masculinity. Most of what traditional masculinity teaches a boy to do is a virtue which, when taken to its extreme, becomes

a vice. It is a virtue to compartmentalize emotions during a moment of crisis, and a virtue to express them when the crisis is over. It is a virtue to take risks, but when a boy learns that risk-taking makes him a man, he becomes a boy who drag races, boxes, or pursues football or extreme sports until death does he part. Our job is to equate neither traditional nor non-traditional masculinity with male identity, but to help every boy understand that the full breadth of human activity is his for the hard work. Our mentorship must help a boy know he can ultimately define and redefine himself, but before he does, maturity is to comprehend the trade-offs of each decision. Masculinity of the future is not conforming to a stereotype or imitating a role model; it is using the guidance of parents, role models and mentors to discover himself and create a better and better version of everything he discovers.

It is especially timely that we undertake this mission in a time of war when our boys and men are being called on to find in themselves the oldest valor and protectiveness, yet also to become a new kind of gentle man at home; in a time of recession, when boys and men must compete for jobs to survive, yet be kind and considerate to others; in a time of medical miracles, when science is available to help us understand the minds and bodies of our children, yet increasing numbers of our boys and young men are suffering brain disorders and learning dysfunctions with limited adult intervention on their behalf; in a time of social change, when our prisons and streets fill up with young enraged males, and male gangs violate our homes, yet we do so little to bring these boys their dads, or to even recruit male teachers. In our hearts we sense we could be doing more.

A White House Council on Boys to Men can do more. It can provide leadership toward helping parents and our culture teach our sons that the facade of strength is a weakness. It can provide leadership to help us help our sons row on both sides of the family boat—so our daughters may have equal partners. It can co-ordinate the nation's best efforts to parent, mentor, and teach each of our sons to discover who he is. It can end the era of boys and men as a national afterthought. It can provide leadership to raise young men our daughters are proud to love.

Bibliography

- Amen, D. G. (2006). *Making a Good Brain Great* (New York: Three Rivers Press).
- August, E. R. (1995). *The New Men's Studies: A Selected and Annotated Interdisciplinary Bibliography* (Englewood, Co: Libraries Unlimited).
- Barker, T., and Thompson, M. P. (2009). *It's a Boy* (Chicago: Ballantine).
- Baskerville, S. (2007). *Taken into Custody* (Nashville: Cumberland).
- Bly, R. (2001). *Iron John*. (New York: Rider).
- Brokaw, T. (1998). *The Greatest Generation*. (New York: Random House).
- Brott, A.A. (2009). *The Military Father* (New York: Abbeville Press).
- Cohen, L. J., Grace, C. O., O'Neill-Grace, C., and Thompson, M. (2002). *Best Friends, Worst Enemies* (Chicago: Ballantine).
- Cook, P. W. (1997). *Abused Men* (1 ed.). (Westport: Praeger Trade).
- Farrell, W. (1999). *Women Can't Hear What Men Don't Say* (New York: Berkely).
- Farrell, W. (1988) *Why Men Are the Way They Are*. (New York: Berkely).
- Farrell, W. (2001). *Father and Child Reunion* (New York: Penguin).
- Farrell, W. (2000). *The Myth of Male Power* (New York: Berkely).
- Friedan, B. (1981/1998). *The Second Stage* (Cambridge: Harvard University).
- Golden, T. R. (2000). *Swallowed by a Snake: The Gift of the Masculine Side of Healing*. (Gaithersburg, MD: GH Publishing, LLC).
- Gray, J. (2004). *Men Are from Mars, Women Are from Venus* (Brattleboro: Harper) (Original 1992).
- Gray, J. (2009). *Why Mars and Venus Collide* (Brattleboro: Harper).
- Guggenheim, M. (2007). *What's Wrong with Children's Rights*. (Cambridge: Harvard).
- Gurian, M. (2001). *Boys and Girls Learn Differently*. (S.F.: Jossey-Bass).
- Gurian, M. (2003). *The Wonder of Girls* (New York: Atria).
- Gurian, M. (2006). *The Wonder of Boys*. (New York: Tarcher).

- Gurian, M., *The Minds of Boys* (S.F.: Jossey-Bass).
- Hoff-Sommers, C. (1995). *Who Stole Feminism* (NY: Simon & Schuster).
- Hoff-Sommers, C. H. (2001). *The War Against Boys* (New York: Simon & Schuster).
- James, C., and James, C. Sr. (2004). *Lost Generation? or Left Generation?* (Boston: Youth Leadership Development Programs).
- Kammer, J. (1994). *Good Will Toward Men*. (New York: St. Martin's Press).
- Kammer, J. (2009). *If Men Have All the Power How Come Women Make the Rules* (Halethorpe, Md.: Healthy Village Press).
- Kammer, J. (2009). *Heroes of the Blue Sky Rebellion* (Halethorpe, Md: Healthy Village Press).
- Kindlon, D. and Thompson, M. (2000). *Raising Cain* (Chicago: Ballantine).
- Kipnis, Aaron (1999). *Angry Young Men* (S.F.: Jossey-Bass).
- Kleinfeld, J., McDiarmond, G. W. and Parrett, W. (1988). *The Inventive Mind* (Fairbanks: University of Alaska Fairbanks Center).
- Loutzenhiser, M. (2008). *The Role of the Indigenous African Psyche in the Evolution of Human Consciousness*. (New York: iUniverse).
- Mackie, C. (2005). *A View from the Roof: Lessons for Life & Business*. (Boston: Acanthus).
- Madhubuti, H. R. (1991). *Black Men, Obsolete, Single, Dangerous* (Los Angeles: Third World Press).
- Murrow, D. (2005). *Why Men Hate Going to Church*. (Waco, TX: Thomas Nelson).
- Nathanson, P. and Young, K. (2006). *Spreading Misandry* (Montreal: McGill-Queen's University).
- Nathanson, P. and Young, K. (2006). *Legalizing Misandry* (Montreal: McGill-Queen's U).
- Nemko, M. (2004). *The All-in-One College Guide* (Hauppauge, NY: Barron's).
- Nemko, M. P. (2007). *Cool Careers For Dummies* (New York: Wiley).
- Nielsen, L. (2008). *Between Fathers and Daughters* (Nashville: Cumberland).
- Obama, B. (2004). *Dreams from My Father* (New York: Three Rivers).
- Patashnik, E. M. (2008). *Reforms at Risk* (Princeton: Princeton U).
- Pollack, W. (1999). *Real Boys* (New York: Owl Books).

- Pollack, W. S. and Shuster, T. (2001). *Real Boys' Voices* (Boston: Penguin).
- Prengel, S. (2006). *Still a Dad* (N.Y: Proactive Change).
- Ratey, J. J. (2008). *Spark* (London: Little, Brown).
- Russert, T. (2007). *Wisdom of Our Fathers* (New York: Random House).
- Sax, L. (2005). *Why Gender Matters* (New York: Doubleday).
- Sax, L. (2009). *Boys Adrift* (New York: Basic Books).
- Sax, L. (2010). *Girls on the Edge* (New York: Basic Books).
- Tiger, D. L. (2000). *The Decline of Males* (New York: St. Martin's Press).
- Tiger, L. (1995). *Optimism* (Tokyo: Kodansha America).
- Tiger, L. (2004). *Men in Groups* (New Brunswick, NJ: Transaction).
- Tyre, P. (2009). *The Trouble with Boys* (New York: Three Rivers Press).
- Vincent, N. (2006). *Self-Made Man* (New York: Viking Adult).
- Whitmire, R. (2010). *Why Boys Fail* (New York: AMACOM).
- Wolff, G. (1980). *Duke Of Deception* (New York: Berkley).
- Wolff, T. (1999). *This Boy's Life* (New York: Bloomsbury).
- Wolff, T. (2004). *Old School*. (New York: Vintage).
- Zeff, T. (2010). *The Strong, Sensitive Boy*. (Chicago: Prana).

Endnotes

- 1 Being a member of the Commission does not imply agreement to every aspect of the proposal, but rather only a participation in the process, plus endorsement of the need for some version of a White House Council on Boys to Men. Members with institutional affiliations are signing as individuals, with no implication that their institution shares their personal goal. The Commission is grateful to the research assistance of Sara Vigneri and Jaclyn Colletti of *Men's Health* magazine and the highly effective and continuing assistance of Leticia Salazar of the Boy Scouts of America.
- 2 Arne Duncan, fielding questions at the offices of *Education Week*, Bethesda, Maryland, November 30, 2009.
- 3 Alliance for Excellent Education. "How Does the United States Stack Up? International Comparisons of Academic Achievement" Fact Sheet, March 2008. "Today, the United States' high school graduation rate ranks near the bottom among developed nations belonging to the Organization for Economic Co-operation and Development (OECD). And on virtually every international assessment of academic proficiency, American secondary school students' performance varies from mediocre to poor."
- 4 Judith Kleinfeld, "The State of American Boyhood." *Gender Issues* 26:2. June, 2009: 113–129.
- 5 Michael Gurian and Kathy Stevens, *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass, 2005.
- 6 Department of Education: 2009 Tables and Figures
http://nces.ed.gov/programs/digest/2009menu_tables.asp.
Table 268. Degrees conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1869–70 through 2018–19
http://nces.ed.gov/programs/digest/d09/tables/dt09_268.asp.
See also http://nces.ed.gov/programs/digest/2000menu_tables.asp.
Table 248. Earned degrees conferred by degree-granting institutions, by level of degree and sex of student: 1869–70 to 2009–10.
<http://nces.ed.gov/programs/digest/d00/dt248.asp>
The graph and the calculation for total degrees were done by Mark Perry, professor of finance and business economics at the University of Michigan's Flint campus.
- 7 Metropolitan Life Insurance Company, *The American Teacher 1997: Examining Gender Issues in Public Schools*, p. 3. Cited in Christina Hoff Sommers, *The War Against Boys: How Misguided Feminism Is Harming Our Young Men*. New York: Simon & Schuster, 2000, p. 36.
- 8 National Center for Educational Statistics, Institute of Education Sciences (IES), National Assessment of Educational Progress (NAEP), Report 1.
<http://nces.ed.gov/nationsreportcard/naepdata/>
- 9 Richard Whitmire, *Why Boys Fail: Saving Our Sons from an Educational System That's Leaving Them Behind*. New York: AMACOM, 2010.
- 10 Judith Kleinfeld, "The State of American Boyhood." *Gender Issues* 26:2. June, 2009: 113–129.
- 11 Leonard Sax, *Boys Adrift: The Five Factors Driving the Growing Epidemic of Unmotivated Boys and Underachieving Young Men*. New York: Basic Books, 2007.
- 12 National Center for Education Statistics, Institute of Education Sciences (IES), National Assessment of Educational Progress (NAEP), Report 1.

- <http://nces.ed.gov/nationsreportcard/naepdata/>
Average Scores and Achievement-Level Results in Mathematics by Gender, Grades 4 and 8.
Average Scores and Achievement-Level Results in Reading by Gender, Grades 4 and 8.
- 13 Michael Gurian and Kathy Stevens, *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass, 2005.
 - 14 Walter S. Gilliam, "Pre-kindergarteners Left Behind: Expulsion Rates In Prekindergarten Programs." Foundation for Child Development Brief Series No. 3, 2005. New York.
 - 15 Judith Kleinfeld, "The State of American Boyhood." *Gender Issues* 26:2. June, 2009: 113–129.
 - 16 U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1967 through October 2007. Table 109. Percentage of high school dropouts among persons 16 through 24 years old (status dropout rate), by sex and race/ethnicity.
 - 17 Twenty-Fifth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act. Figure 1-20, Disability category by gender for students age 6 through 12: males comprise 67% of the disability and Figure 1-21, Disability category by gender for students age 13 through 17: males comprise 65.8% of the disability.
<http://www2.ed.gov/about/reports/annual/osep/2003/index.html>.
 - 18 National Center for Education Statistics, Table A-28-1. Number and percentage of students who were suspended and expelled from public elementary and secondary schools, by sex and race/ethnicity: 2002, 2004, and 2006.
 - 19 U.S. Department of Education, National Center for Education Statistics, Fall 2005, Fall 2006, and 2006–07 Integrated Postsecondary Education Data System (IPEDS), Winter 2005–06, Spring 2007, and Fall 2007. Enrollment, staff, and degrees conferred in postsecondary institutions participating in Title IV programs, by type and control of institution, sex of student, type of staff, and type of degree: Fall 2005, Fall 2006, and 2006–07. <http://nces.ed.gov/fastFacts/display.asp?id=98>.
 - 20 U.S. Department of Education, National Center for Education Statistics. Earned Degrees Conferred, 1869–70 through 1964–65; Projections of Education Statistics to 2017; Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1965–66 through 1985–86; and 1986–87 through 2006–07 Integrated Postsecondary Education Data System, "Completions Survey" (IPEDS-C:87-99), and Fall 2000 through Fall 2007. Table 268. Degrees conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1869–70 through 2017–18
http://nces.ed.gov/programs/digest/d08/tables/dt08_268.asp?referrer=report.
 - 21 Claudia Buchmann and Thomas A. DiPrete, "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review*, Volume 71, Number 4, August 2006.
 - 22 D. Salahu-Din, H. Persky, and J. Miller, *The Nation's Report Card: Writing 2007*, NCES 2008–468, 2008. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Chapel Hill, North Carolina. Table A-9. Average scores and achievement-level results in NAEP writing for eighth-grade public school students, by gender and state. 2007.
 - 23 J. Lee, W. Grigg, and P. Donahue, *The Nation's Report Card: Reading 2007*, NCES 2007–496, 2007. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Table A-17. Average scale scores and achievement-level results in NAEP reading for eighth-grade public school students, by gender and state. 2007.

- 24 In 1980, only 14% of boys said they did not like school very much at all; by 2001, that had increased to 24%. Original source: University of Michigan, Institute for Social Research, Monitoring the Future Study, 1980 to 2001. Cited in National Center for Education Statistics, *Trends in Educational Equity of Girls and Women: 2004*, p. 45, Figure 13: “How do you feel about school?”
- 25 NCES High School Dropout and Completion Rates in the United States: 2007. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2007. Table 6.—Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by Table 6.—selected characteristics. October 2007.
- 26 Peg Tyre, “The Trouble with Boys.” *Newsweek*, January 30, 2006, p. 50.
- 27 Peg Tyre, “The Trouble with Boys.” *Newsweek*, January 30, 2006. Data from U.S. Department of Education.
- 28 National Center for Education Statistics, Table A-28-1: Number and percentage of students who were suspended and expelled from public elementary and secondary schools, by sex and race/ethnicity: 2002, 2004, and 2006.
- 29 Walter S. Gilliam, “Pre-kindergarteners Left Behind: Expulsion Rates In Prekindergarten Programs.” Foundation for Child Development Brief Series No. 3, 2005. New York.
- 30 Michael Gurian, *Boys and Girls Learn Differently! A Guide for Teachers and Parents*. San Francisco: Jossey-Bass, 2001.
- 31 Vital Health and Statistics, Series 10, Number 237, July 2008 “Diagnosed Attention Deficit Hyperactivity Disorder and Learning Disability: United States, 2004–2006.” Table 1: Diagnosed attention deficit hyperactivity disorder (ADHD) and learning disability (LD) among children 6–17 years of age, by selected characteristics: United States, 2004–2006. Boys: All ADHD – 11.8, All LD – 10.7, Girls: All ADHD – 4.8, All LD – 6.6.
http://www.cdc.gov/nchs/data/series/sr_10/Sr10_237.pdf.
- 32 U.S. Department of Education, National Center for Education Statistics, Fall 2005, Fall 2006, and 2006–07 Integrated Postsecondary Education Data System (IPEDS), Winter 2005–06, Spring 2007, and Fall 2007. Enrollment, staff, and degrees conferred in postsecondary institutions participating in Title IV programs, by type and control of institution, sex of student, type of staff, and type of degree: Fall 2005, Fall 2006, and 2006–07. <http://nces.ed.gov/fastFacts/display.asp?id=98>.
- 33 U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), “Fall Enrollment in Colleges and Universities” surveys, 1970 and 1980; 1990 through 2006 Integrated Postsecondary Education Data System, “Fall Enrollment Survey” (IPEDS-EF:90-99), and Spring 2001 through Spring 2007; and Projections of Education Statistics to 2017. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, selected years, 1970 through 2007. Table 190. Total fall enrollment in degree-granting institutions, by sex, age, and attendance status. 34 U.S. Department of Education, National Center for Education Statistics, Earned Degrees Conferred, 1869–70 through 1964–65; Projections of Education Statistics to 2017; Higher Education General Information Survey (HEGIS), “Degrees and Other Formal Awards Conferred” surveys, 1965–66 through 1985–86; and 1986–87 through 2006–07 Integrated Postsecondary Education Data System, “Completions Survey” (IPEDS-C:87-99), and Fall 2000 through Fall 2007. Table 268. Degrees conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1869–70 through 2017–18.
http://nces.ed.gov/programs/digest/d08/tables/dt08_268.asp?referrer=report.

- 35 Department of Education: 2009 Tables and Figures
http://nces.ed.gov/programs/digest/2009menu_tables.asp.
Table 268. Degrees conferred by degree-granting institutions, by level of degree and sex of student: Selected years, 1869–70 through 2018–19
http://nces.ed.gov/programs/digest/d09/tables/dt09_268.asp.
See also http://nces.ed.gov/programs/digest/2000menu_tables.asp
Table 248. Earned degrees conferred by degree-granting institutions, by level of degree and sex of student: 1869–70 to 2009–10.
<http://nces.ed.gov/programs/digest/d00/dt248.asp>
The graph and the calculation for total degrees were done by Mark Perry, professor of finance and business economics at the University of Michigan’s Flint campus. See also
Richard Whitmire, *Why Boys Fail: Saving Our Sons from an Educational System That’s Leaving Them Behind*. New York: AMACOM, 2010.
- 36 M. Altarac and E. Saroha, “Lifetime Prevalence of Learning Disability Among U.S. Children.” *Pediatrics*, February 2007.
http://pediatrics.aappublications.org/cgi/content/full/119/Supplement_1/S77.
- 37 Catherine Christo, John Davis and Stephen E. Brock, *Identifying, Assessing, and Treating Dyslexia at School*. New York: Springer, 2009, p. 29.
- 38 Christina Hoff Sommers, *The War Against Boys: How Misguided Feminism Is Harming Our Young Men*. New York: Simon & Schuster, 2000.
- 39 Michael Gurian and Kathy Stevens, *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass, 2005.
- 40 Richard Whitmire, *Why Boys Fail: Saving Our Sons from an Educational System That’s Leaving Them Behind*. New York: AMACOM, 2010, p. 211.
- 41 NCES, Table 34. Percentage of high school seniors who participated in various school-related extracurricular activities, by sex: Various years, 1990 to 2001. See also Christina Hoff Sommers, *The War Against Boys: How Misguided Feminism Is Harming Our Young Men*. New York: Simon & Schuster, 2000.
- 42 Judith Kleinfeld, “The State of American Boyhood.” *Gender Issues* 26:2. June, 2009: 113–129.
- 43 Judith Kleinfeld, “The State of American Boyhood.” *Gender Issues* 26:2. June, 2009: 113–129.
- 44 NCES High School Dropout and Completion Rates in the United States: 2007. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 2007. Table 6.—Status dropout rates and number and distribution of dropouts of 16- through 24-year-olds, by Table 6.—selected characteristics: October 2007.
- 45 Editorial Projects in Education. “Diplomas Count 2008.” *Education Week* 27 (40), June 5, 2008.
- 46 Digest of Education Statistics, 2008. Table 226. Total fall enrollment in degree-granting institutions, by race/ethnicity, sex, attendance status, and level of student: Selected years, 1976 through 2007. 831,000 black men attended versus 1,545,3000 black women.
- 47 Erik Eckholm, “Plight Deepens for Black Men, Studies Warn.” *New York Times*, March 20, 2006. The comparable jobless percentages among white male dropouts is 34%; among Hispanics, 19%.
- 48 Erik Eckholm, “Plight Deepens for Black Men, Studies Warn.” *New York Times*, March 20, 2006.
- 49 Editorial Projects in Education, “Diplomas Count 2008.” *Education Week* 27 (40), June 5, 2008.

- 50 T. Mortenson, "The State of American Manhood." Postsecondary Education Opportunity: Public Policy Analysis of Opportunity for Postsecondary Education, Number 181, 2006, p. 6.
- 51 T. Mortenson, "The State of American Manhood." Postsecondary Education Opportunity: Public Policy Analysis of Opportunity for Postsecondary Education, Number 181, 2006, p. 9. The proportion of all jobs that are in agriculture is 1.6%.
- 52 Alan T. Lacey and Benjamin Wright, "Occupational Employment Projections to 2018." U.S. Bureau of Labor Statistics. *Monthly Labor Review*, November 2009.
- 53 Keith Dronen, et al, "Gender Similarities and Differences in Learning, Development and Performance." District 39 Community Review Committee. Wilmette, Illinois, June 2006.
- 54 Michael Gurian and Kathy Stevens, *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass, 2005.
- 55 T. Mortenson, "The State Of American Manhood." *Postsecondary Education Opportunity: Public Policy Analysis of Opportunity for Postsecondary Education*, Number 171, September, 2006.
- 56 Michael Gurian and Kathy Stevens, *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass, 2005.
- 57 Judith Kleinfeld, "The State of American Boyhood." *Gender Issues* 26:2. June, 2009: 113–129.
- 58 Christianne Corbett, Catherine A. Hill and Andresse St. Rose, "Where the Girls Are: The Facts About Gender Equity in Education." Washington, DC: American Association of University Women, 2008.
- 59 The Gurian Institute has trained more than 50,000 teachers about effective ways of working with boys' different learning styles. See Michael Gurian and Kathy Stevens, *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*, San Francisco: Jossey-Bass, 2005.
- 60 Harris Interactive, *Values of Americans: A Study of Ethics and Character*. Boy Scouts of America: Irving, Texas. May 2005. <http://www.scouting.org>.
- 61 For couples' communication skills for adults, see Harville Hendrix, *Getting the Love You Want*. New York: St. Martin's Griffin, 2007. See also Warren Farrell, *Women Can't Hear What Men Don't Say*. New York: Berkely Books, 2001. pp. 1–89, or his Cinematic Immersion method.
- 62 See <http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf>.
- 63 Greg Hill, et al, *Guys Read Manual*, Fairbanks North Star Public Library's Manual for Showing Young Guys that Books Can Be Fun And Men Like to Read, 2007.
- 64 Harlem Children's Zone, "Promise Academy Charter Schools; Going Beyond the Walls of the Classroom." <http://www.hcz.org/programs/promise-academy-charter-schools>.
- 65 Eagle Academy Public Charter School. Washington, DC. <http://www.eagleacademypcs.org/default.asp?contentID=14>.
- 66 For example, on June 22, 2010, the U.S. Department of Education released the results of a congressionally funded study revealing that, when compared with a control group, students who attended private schools (through the Opportunity Scholarship Program) in D.C. were 21% more likely to receive a high school diploma.
- 67 Jay Greene, (New York: Manhattan Institute, 2004). Greene demonstrated that students in schools of choice, which received only half the per-student funding of public school students, graduated at a

64% rate, versus a much lower 41% rate of a control group of more financially advantaged students in Milwaukee's most selective public schools.

- 68 National Association for Single Sex Public Education.
<http://www.singlesexschools.org/schools-classrooms.htm>.
- 69 National Association for Single Sex Public Education.
<http://www.singlesexschools.org/schools-classrooms.htm>.
- 70 Roland G. Fryer, Jr. and Steven D. Levitt, "An Empirical Analysis of the Gender Gap in Mathematics." NBER Working Papers 15430. Cambridge, MA: National Bureau of Economic Research, Inc., 2009.
- 71 See <http://www.csbl.org/utility/sitemap>.
- 72 Maryland State Department of Education, "William F. Goodling Even Start Family Literacy Program." Updated August 20, 2010.
<http://www.marylandpublicschools.org/MSDE/programs/familylit/famevenstart/>.
- 73 Conversation between Tracey Shors and Michael Gurian, 2005, as reported by Michael Gurian.
- 74 Centers for Disease Control and Prevention, National Center for Health Statistics. Compressed Mortality File. 1999–2006. CDC WONDER On-line Database, compiled from Compressed Mortality File 1999–2006 Series 20 No. 2L, 2009. <http://wonder.cdc.gov/cmfi-icd10.html>.
- 75 Centers for Disease Control and Prevention, National Center for Health Statistics. Compressed Mortality File. 1999–2006. CDC WONDER On-line Database, compiled from Compressed Mortality File 1999–2006 Series 20 No. 2L, 2009. <http://wonder.cdc.gov/cmfi-icd10.html>.
- 76 Centers for Disease Control and Prevention, National Center for Health Statistics. Compressed Mortality File. 1999–2006. CDC WONDER On-line Database, compiled from Compressed Mortality File 1999–2006 Series 20 No. 2L, 2009. <http://wonder.cdc.gov/cmfi-icd10.html>.
- 77 U.S. Department of Health and Human Services. Centers for Disease Control and Prevention, National Center for Health Statistics. Health, United States, 2005, with Chartbook on Trends in the Health of Americans. Table 46 (page 1 of 3): Death rates for suicide, according to sex, race, Hispanic origin, and age: United States, selected years 1900–2003, p. 221.
<http://www.cdc.gov/nchs/data/hs/hs05.pdf#027>.
- 78 Robin Simon and Anne Barrett, "Non-Marital Romantic Relationships and Mental Health in Early Adulthood: Does the Association Differ for Women and Men?" *Journal of Health and Social Behavior*, June, 2010. The study is of 1,000 unmarried young adults between 18 and 23.
- 79 Warren Farrell, *Women Can't Hear What Men Don't Say*. New York: Berkely Books, 2001. Chapter 4, "How to Help Men Express Feelings." See also Robin Simon and Anne Barrett, *Journal of Health and Social Behavior*, June, 2010 as well as Michael Gurian and Kathy Stevens. *The Minds Of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass, 2005.
- 80 Warren Farrell, *Women Can't Hear What Men Don't Say*. New York: Berkely Books, 2001. Chapter 4, "How to Help Men Express Feelings," and, on the disappointments in love that lead to suicide, see pp. 153, 166.
- 81 Augustine J. Kposowa, "Unemployment and Suicide: A Cohort Analysis of Social Factors Predicting Suicide in the U.S. National Longitudinal Mortality Study." *Psychological Medicine*, January, 2001; 31(1):127–38.

- 82 Augustine J. Kposowa, "Marital Status and Suicide in the National Longitudinal Mortality Study." *Journal of Epidemiology and Community Health*., Vol. 54, April 2000, p. 256. The figure is 9.94 higher in divorced men than in divorced women. The 9.94 figure was obtained from Dr. Kposowa using information from Table 1 on p. 256. Personal correspondence with Warren Farrell, June 29, 2000.
- 83 Centers for Disease Control and Prevention, National Center for Health Statistics. Compressed Mortality File 1999–2006. CDC WONDER On-line Database, compiled from Compressed Mortality File 1999–2006 Series 20 No. 2L, 2009. <http://wonder.cdc.gov/cmfi-icd10.html>.
- 84 National Center for Health Statistics. *Health, United States, 2008 with Chartbook*. Hyattsville, MD: 2009. Table 45. Death rates for suicide, by sex, race, Hispanic origin, and age: United States, selected years 1950–2006.
- 85 Centers for Disease Control and Prevention, National Center for Health Statistics. Compressed Mortality File 1999–2006. CDC WONDER On-line Database, compiled from Compressed Mortality File 1999–2006 Series 20 No. 2L, 2009. <http://wonder.cdc.gov/cmfi-icd10.html>.
- 86 Inquiry by Tom Golden of Lanny Berman, director of the American Association of Suicidology. A program for adult men in Colorado is a collaborative project of the Colorado's Office of Suicide Prevention, The Carson J Spencer Foundation, the Suicide Prevention Coalition of Colorado, Regis University and the American Foundation of Suicide Prevention. Contact Dr. Sally Spencer-Thomas.
- 87 CDC Web-based Injury Statistics Query and Reporting System (WISQARS) query: Violence-Related All Injury Causes Nonfatal Injuries and Rates per 100,000. Fifty-nine percent of violent injuries were to males.
- 88 CDC Web-based Injury Statistics Query and Reporting System (WISQARS) query: Violence-Related All Injury Causes Fatal Injuries and Rates per 100,000. Seventy-nine percent of violent deaths were to males. Surveillance for violent deaths—national violent death reporting system, 16 States, 2006. D. L. Karch, L. L. Dahlberg, N. Patel, T. W. Davis, J. E. Logan, H. A. Hill, L. Ortega; Centers for Disease Control and Prevention (CDC). *MMWR Surveillance Summaries*, March 20, 2009; 58 (1):1–44.
- 89 National Center for Health Statistics. *Health, United States, 2008 with Chartbook*. Hyattsville, MD: 2009. Table 4346 (page 1 of 3). Death rates for firearm-related injuries, by sex, race, Hispanic origin, and age: United States, selected years 1970–2006. 2005.
- 90 CDC Web-based Injury Statistics Query and Reporting System (WISQARS) query: Violence-Related All Injury Causes Fatal Injuries and Rates per 100,000. Seventy-five percent of drowning deaths were male.
- 91 National Center for Health Statistics. *Health, United States, 2008 With Chartbook*. Hyattsville, MD: 2009. Table 4043 (page 1 of 4). Death rates for motor vehicle-related injuries, by sex, race, Hispanic origin, and age: United States, selected years 1950–2006. 2005.
- 92 CDC Web-based Injury Statistics Query and Reporting System (WISQARS) query: "Violence-Related All Injury Causes Fatal Injuries and Rates per 100,000". The ratio of violence-related deaths was 6.1 men per woman.
- 93 Judith Kleinfeld, "The State of American Boyhood." *Gender Issues* 26:2. June, 2009: 113–129.
- 94 M. H. Meier, W. S. Slutske, A. C. Heath, N. G. Martin. "The Role of Harsh Discipline in Explaining Sex Differences in Conduct Disorder: A Study of Opposite-sex Twin Pairs." *Journal of Abnormal Child Psychology*, July 2009; 37 (5):653–64.

- 95 B. Maughan, R. Rowe, J. Messer, R. Goodman, and H. Meltzer, "Conduct Disorder and Oppositional Defiant Disorder in a National Sample: Developmental Epidemiology." *Journal of Child Psychology and Psychiatry* 45 (3): 609–621, 2004.
- 96 U.S. Census Bureau, Census 2000, unpublished tabulation. Census 2000 PHC-T-26. Population in Group Quarters by Type, Sex and Age, for the United States: 1990 and 2000.
- 97 U.S. Census Bureau, Census 2000, unpublished tabulation. Census 2000 PHC-T-26. Population in Group Quarters by Type, Sex and Age, for the United States: 1990 and 2000.
- 98 U.S. Census Bureau, Census 2000, unpublished tabulation. Census 2000 PHC-T-26. Population in Group Quarters by Type, Sex and Age, for the United States: 1990 and 2000.
- 99 Harlem Children's Zone. Family, Community and Health
<http://www.hcz.org/programs/family-community-a-health>.
- 100 Component 3, on fathers, is significantly adapted from Warren Farrell's *Father and Child Reunion*. New York: Putnam/Penguin, 2001, Introduction and Chapters 1 and 2.
- 101 President's Advisory Council on Faith-Based and Neighborhood Partnerships: "A New Era of Partnerships: Report of Recommendations to the President," March 2010. Nearly 4 in 10 (36%) of Hispanic children, and nearly 1 in 4 (25%) of white children live in father-absent homes.
- 102 J. A. Martin, B. E. Hamilton, P. D. Sutton, S. J. Ventura, et al, Births: Final Data for 2006. *National Vital Statistics Reports*: Volume 57:7. Hyattsville, MD: National Center for Health Statistics. 2009. The exact proportion is 38.5%. Among white children, 26.6% are born out of wedlock.
- 103 Mogens Nygaard Christoffersen, "An Investigation of Fathers with 3–5-Year-Old Children." Paper presented at the Social Research-Institute Ministerratskonferenz, Stockholm, Sweden, 27–28 April 1995, Chart 3, Psychosomatic Symptoms of the Parents and Development of the Children. Translated by David Bedard. E-mail, March 12, 1997. Dr. Christoffersen is with the Social Research Institute in Denmark. The study is especially significant because it examined more than one-quarter of all the 3- to 5-year-old children in Denmark who lived with their biological fathers (600 out of 2400). The study compared these children to a group of about 600 (out of 33,708) living with their biological mothers. Chart 2, "Parents Living Alone with 3- to 5-Year-Old Children."
- 104 Paul Amato and Joan Gilbreth, "Nonresident Fathers and Children's Wellbeing: A Meta-analysis." *Journal of Marriage and the Family* 61, 557–573. 1999.
- 105 Component 3, on fathers, should be read with three additional caveats. First, while children with involved fathers do much better statistically, many children who live with one parent grow up well-adjusted, and some who live with both do not. Second, while there are differences in fathers' and mothers' traditional parenting styles, almost all can be learned by either gender. Third, some women may fight to keep fathers out of their children's lives because of alcoholism or child endangerment—therefore, the involved fathers may be disproportionately among the better fathers.
- 106 The picture of the male Barbary macaque and infant is from the *New York Times*, June 14, 2010, illustrating the article by Natalie Angier, "Paternal Bonds, Special and Strange." Image by Andreas Ploss.
- 107 Kyle D. Pruett, "The Nurturing Male: A Longitudinal Study of Primary Nurturing Fathers," in *Fathers and Their Families*. Stanley H. Cath, Alan Gurwitt, and Linda Gunsberg (eds.). Hillsdale, NJ: The Analytic Press, 1989, p. 390.
- 108 Rachel Levy-Shiff, Michael A. Hoffman, Salli Mogilner, Susan Levinger, and Mario B. Mogilner, "Fathers' Hospital Visits to their Preterm Infants as a Predictor of Father-Infant Relationship and

- Infant Development.” *Pediatrics*, Vol. 86, 1990, pp. 291–292. The authors are from Bar-Ilan University and Kaplan Hospital in Israel.
- 109 Rachel Levy-Shiff, Michael A. Hoffman, Salli Mogilner, Susan Levinger, and Mario B. Mogilner, “Fathers’ Hospital Visits to their Preterm Infants as a Predictor of Father-Infant Relationship and Infant Development.” *Pediatrics*, Vol. 86, 1990, pp. 291–292. The children with more paternal contact did better even when they had not had more maternal contact. The authors are from Bar-Ilan University and Kaplan Hospital in Israel.
- 110 Frank A. Pedersen, Judith L. Rubenstein, and Leon J. Yarrow, “Infant Development in Father-Absent Families.” *Journal of Genetic Psychology*, Vol. 135, 1979, pp. 55–57.
- 111 The Binet IQ measurement was used. See L. J. Yarrow, R. P. Klein, S. Lomonaco, and G. A. Morgan, “Cognitive and Motivational Development in Early Childhood,” in B. Z. Friedlander, et al., *Exceptional Infant 3*, New York: Brunner/Mazel, 1974, as cited in Frank A. Pedersen, Judith L. Rubenstein, and Leon J. Yarrow, “Infant Development in Father-Absent Families,” *Journal of Genetic Psychology*, Vol. 135, 1979, p. 57.
- 112 Telephone interview conducted by Warren Farrell with Stephanie Carlson, Institute of Child Development, University of Minnesota, May 11, 2010, in combination with Annie Bernier and Stephanie Carlson, Caregiving and Child Executive Functioning, unpublished draft, 2010. See also N. Garon, S.E. Bryson, and I.M. Smith, Executive Function in Preschoolers: A Review Using an Integrative Framework in *Psychological Bulletin*, Vol. 134, pp. 31–60, 2008.
- 113 Richard Koestner, C. Franz, and J. Weinberger, “The Family Origins of Empathic Concern – A Twenty-Six-Year Longitudinal Study.” *Journal of Personality and Social Psychology*, Vol. 58, No. 4, April, 1990, pp. 709–717.
- 114 See the discussion of empathy and its connection to fathers and life’s happiness in Warren Farrell, *Father and Child Reunion*. New York: Putnam/Penguin, 2001. pp. 30–31.
- 115 M. Main and D. R. Weston, “The Quality of the Toddler’s Relationship to Mother and to Father: Related to Conflict Behavior and the Readiness to Establish New Relationships.” *Child Development*, Vol. 52, 1981, pp. 932–940.
- 116 Hjern Anders, et al., *Acta Paediatrica*. 99: 920–924, June 2010. DOI: 10.1111/j.1651-2227.2009.01638.x. *Acta Paediatrica* is a monthly peer-reviewed pediatric journal covering both clinical and experimental research. <http://www.actapaediatrica.com>.
- 117 U.S. Department of Health and Human Services, National Center for Health Statistics. Family Structure and Children’s Health: United States, 1988. Vital and Health Statistics, p. 27. Table 13, Number of Children 3–17 Years of Age and Percent Treated for Emotional or Behavioral Problems in the Past 12 Months, by Family Type and Selected Demographic and Social Characteristics: United States, 1988. In the previous 12-month period, 2.7% of children living with their biological mother and father, and 8.8% of children living with a formerly married mother and no father, were treated for emotional and behavioral problems.
- 118 U.S. Department of Health and Human Services, National Center for Health Statistics. Family Structure and Children’s Health: United States, 1988, Vital and Health Statistics, p. 27, Table 13, Number of Children 17 Years of Age and Under and Percent Who Had Frequent Headaches in the Past 12 Months, by Family Type and Selected Demographic and Social Characteristics: United States. 1988. In the previous 12-month period, 2.5% of children living with their biological mother and father, and 4.1% of children living with a formerly married mother and no father, had frequent headaches.

- 119 U.S. Department of Health and Human Services, National Center for Health Statistics. Family Structure and Children's Health: United States, 1988, p. 21, Table 7, Number of Children 17 Years of Age and Under and Percent Who Had Chronic Enuresis in the Past 12 Months, by Family Type and Selected Demographic and Social Characteristics: United States, 1988. In the previous 12-month period, 2.3% of children living with their biological mother and father, and 2.9% of children living with a formerly married mother and no father, had chronic enuresis (bed-wetting).
- 120 U.S. Department of Health and Human Services, National Center for Health Statistics. Family Structure and Children's Health: United States, 1988, p. 20, Table 6, Number of Children 17 Years of Age and Under and Percent Who Had a Stammer or Other Speech Defect in the Past 12 Months, by Family Type and Selected Demographic And Social Characteristics: United States, 1988. In the previous 12-month period, 2.3% of children living with their biological mother and father, and 3.2% of children living with a formerly married mother and no father, had a stammer or other speech defect.
- 121 U.S. Department of Health and Human Services, National Center for Health Statistics. Family Structure and Children's Health: United States, 1988, p. 10. In the previous 12-month period, 39% of children living with their biological mother and father, and 55.3% of children living with a formerly married mother and no father, had one or more indicators of anxiety or depression.
- 122 U.S. Department of Health and Human Services, National Center for Health Statistics. Family Structure and Children's Health: United States, 1988, p. 10. In the previous 12-month period, 34.9% of children living with their biological mother and father, and 51.1% of children living with a formerly married mother and no father, had one or more indicators of hyperactivity.
- 123 John Guidubaldi, Joseph D. Perry, and Bonnie K. Nastasi, "Growing Up in a Divorced Family: Initial and Long Term Perspectives on Children's Adjustment" in Stuart Oscamp (ed.), *Applied Social Psychology Annual, Vol. 7: Family Processes and Problems*. Beverly Hills, CA: Sage Publications, 1987, p. 230.
- 124 Frank Mott, "When Is a Father Really Gone? Paternal-Child Contact in Father-Absent Homes." *Demography*, Vol. 27, No. 4, November 1990, pp. 499-518.
- 125 John W. Santrock and Richard A. Warshak, "Father Custody and Social Development in Boys and Girls." *Journal of Social Issues*, Vol. 35, No. 4, Fall, 1979.
- 126 The only factor more important than father involvement was the child's age. Robert H. Coombs and John Landsverk, "Parenting Styles and Substance Use During Childhood and Adolescence." *Journal of Marriage and the Family*, Vol. 50, May 1988, p. 479, Table 4. The factors considered were age, sex, ethnicity, social class, closeness to parent, parent trust, parental rules, parent strictness, etc. Age accounted for about 17% (.17 out of a maximum of 1) of the variation in drug use among the youth in their sample; positive father sentiment (closeness) accounted for another 10%, and no other factor accounted for more than 2%.
- 127 Carmen Noevi Velez and Patricia Cohen, "Suicidal Behavior and Ideation in a Community Sample of Children: Maternal and Youth Reports." *Journal of the American Academy of Child and Adolescent Psychiatry*, Vol. 27, 1988, pp. 349-356.
- 128 R. Dalton, et al, "Psychiatric Hospitalization of Pre-School Children: Admission Factors and Discharge Implications." *Journal of the American Academy of Child and Adolescent Psychiatry*, Vol. 26, No. 3, May 1987, pp. 308-312.

- 129 H. S. Merskey and G. T. Swart, "Family Background and Physical Health of Adolescents Admitted to an In-Patient Psychiatric Unit, I: Principle Caregivers." *Canadian Journal of Psychiatry*, Vol. 34, 1989, pp. 79–83.
- 130 Nicholas Davidson, "Life Without Father: America's Greatest Social Catastrophe." *Policy Review*, Winter, 1990, p. 42.
- 131 Christine Nord, DeeAnn Brimhall, and Jerry West, "Fathers' Involvement in their Children's Schools." U.S. Department of Education, National Center for Education Statistics, Washington, DC, 1997, pp. viii–ix.
- 132 Henry Biller, *Paternal Deprivation: Family, School, Sexuality, and Society*. Lexington, MA: Lexington Books, 1974.
- 133 John Guidubaldi, Joseph D. Perry, and Bonnie K. Nastasi, "Growing Up in a Divorced Family: Initial and Long Term Perspectives on Children's Adjustment" in Stuart Oscamp (ed.), *Applied Social Psychology Annual, Vol. 7: Family Processes and Problems*. Beverly Hills, CA: Sage Publications, 1987, p. 212.
- 134 Bryce J. Christensen, "America's Academic Dilemma: The Family and the Schools." *The Family in America*, Vol. 2, No. 6, June 1988.
- 135 Sheila Fitzgerald Krein and A. Beller, "Educational Attainment of Children from Single-Parent Families: Differences by Exposure, Gender, and Race." *Demography*, Vol. 25, May 1988. pp. 403–426.
- 136 E. M. Hetherington, "Effects of Father Absence on Personality Development in Adolescent Daughters." *Developmental Psychology*, Vol. 7, 1972. pp. 313–326. Also Edward Teyber and Charles D. Hoffman. "Missing Fathers." *Psychology Today*, April, 1987. pp. 36–38.
- 137 John Guidubaldi, Joseph D. Perry, and Bonnie K. Nastasi, "Growing Up in a Divorced Family: Initial and Long Term Perspectives on Children's Adjustment" in Stuart Oscamp (ed.), *Applied Social Psychology Annual, Vol. 7: Family Processes and Problems*, Beverly Hills, CA: Sage Publications, 1987, p. 230.
- 138 John Guidubaldi, Joseph D. Perry, and Bonnie K. Nastasi, "Growing Up in a Divorced Family: Initial and Long Term Perspectives on Children's Adjustment" in Stuart Oscamp, (ed.), *Applied Social Psychology Annual, Vol. 7: Family Processes and Problems*, Beverly Hills, CA: Sage Publications, 1987, p. 212.
- 139 Mogens Nygaard Christoffersen, "An Investigation of Fathers with 3–5-Year-Old Children." Paper presented at the Social Research-Institute Ministerratskonferenz, Stockholm, Sweden, 27–28 April 1995, Chart 3, Psychosomatic Symptoms of the Parents and Development of the Children. Translated by David Bedard. E-mail, March 12, 1997. Dr. Christoffersen is with the Social Research Institute in Denmark. The study is especially significant because it examined more than one-quarter of all the 3- to 5-year-old children in Denmark who lived with their biological fathers (600 out of 2040). The study compared these children to a group of about 600 (out of 33,708) living with their biological mothers. Indicators of social skills included number of playmates and measures of empathy.
- 140 Smith and Jarjoura, "Social Structure and Criminal Victimization." *Journal of Research in Crime and Delinquency* 25: 27–52, February 1988.

- 141 Sedlack and Broadhurst, *The Third National Incidence Study of Child Abuse and Neglect: Final Report*. U.S. Department of Health and Human Services, National Center on Child Abuse and Neglect. Washington, DC, September 1996. <http://www.childwelfare.gov/pubs/statsinfo/nis3.cfm>.
- 142 Mogens Nygaard Christoffersen, "An Investigation of Fathers with 3–5-Year-Old Children." Paper presented at the Social Research-Institute Ministerratskonferenz, Stockholm, Sweden, 27–28 April 1995, Chart 3, Psychosomatic Symptoms of the Parents and Development of the Children. Translated by David Bedard. E-mail, March 12, 1997. Dr. Christoffersen is with the Social Research Institute in Denmark. Specifically, 3% of children with their fathers felt victimized, vs. 10% of children with their mothers. The study is especially significant because it examined more than one-quarter of all the 3- to 5-year-old children in Denmark who lived with their biological fathers (600 out of 2040). The study compared these children to a group of about 600 (out of 33,708) living with their biological mothers.
- 143 Francis Ianni, *The Search for Structure*. New York: Free Press, 1989.
- 144 Glenn Sacks, "LA Gang Peace Negotiator Asked 'How Many of the Gang Members You Deal With Live With Their Fathers?'" *American Chronicle*, December 10, 2008. <http://www.americanchronicle.com/articles/view/84477>.
- 145 Frank F. Furstenberg, Jr. and Kathleen Mullan Harris, "When and Why Fathers Matter: Impacts of Father Involvement on the Children of Adolescent Mothers." Cited in Robert I. Lerman and Theodora J. Ooms (eds.), *Young Unwed Fathers: Changing Roles and Emerging Policies*. Philadelphia: Temple University Press, 1993, pp. 127, 130. The sample size of all children in this portion of the study was 253. Among the sons of inner-city teenaged mothers, 15% had had a baby by age nineteen; none who had a close relationship with their biological father did.
- 146 Daniel Patrick Moynihan, "Half the Nation's Children: Born Without a Fair Chance." *New York Times*, September 25, 1988, p. E25. And these figures are just for whites. It's even worse among blacks. See also Edward Teyber and Charles D. Hoffman, "Missing Fathers." *Psychology Today*, April, 1987, pp. 36–38.
- 147 Warren Farrell, *Father and Child Reunion*. New York: Putnam/Penguin, 2001, Chapter One.
- 148 Marcia J. Carlson, "Family Structure, Father Involvement and Adolescent Behavioral Outcomes." *Journal of Marriage and Family* 68 (1):137–154, 2006. This research was drawn from the National Longitudinal Survey of Youth, begun in 1979, with updated "waves" of data to 2000.
- 149 E. Mark Cummings, Christine Merrilees, and Melissa Ward George, "Fathers, Marriages, and Families: Revisiting and Updating the Framework for Fathering in Family Context." In Michael E. Lamb (ed.), *The Role of the Father in Child Development* (5th Edition). Hoboken, NJ: John Wiley & Sons, 2010.
- 150 Mogens Nygaard Christoffersen, "An Investigation of Fathers with 3–5-Year-Old Children." Paper presented at the Social Research-Institute Ministerratskonferenz, Stockholm, Sweden, 27–28 April 1995, Chart 3, Psychosomatic Symptoms of the Parents and Development of the Children. Translated by David Bedard. E-mail, March 12, 1997. Dr. Christoffersen is with the Social Research Institute in Denmark. The study is especially significant because it examined more than one-quarter of all the 3- to 5-year-old children in Denmark who lived with their biological fathers (600 out of 2040). The study compared these children to a group of about 600 (out of 33,708) living with their biological mothers. See Chart 4, Psychosomatic Symptoms and Select Background Situations of the Parents.

- 151 K. Alison Clarke-Stewart and Craig Hayward, "Advantages of Father Custody and Contact for the Psychological Well-Being of School-Age Children." *Journal of Applied Developmental Psychology*, Vol. 17, No. 2, April–June 1996.
- 152 J. T. Cookston, S. L. Braver, W. A. Griffin, S. R. De Luse and J. C. Miles, "Effects of the Dads for Life Intervention on Interparental Conflict and Coparenting in the Two Years After Divorce." *Family Process*, 46 (1), 123–137, 2007. In Michael E. Lamb, (ed.), *The Role of the Father in Child Development* (5th Edition). Hoboken, NJ: John Wiley & Sons, 2010.
- 153 Vickie Scott Grove, "Santa Clara County Family Wellness Court." http://www.casaforchildren.org/site/c.mtJSJ7MPIsE/b.5552427/k.63B/Santa_Clara_County_Family_Wellness_Court.htm.
- 154 Douglas A. Smith and G. Roger Jarjoura, "Social Structure and Criminal Victimization." *Journal of Research in Crime and Delinquency*, Vol. 25, No. 1, February 1988, pp. 27–52.
- 155 Douglas A. Smith and G. Roger Jarjoura, "Social Structure and Criminal Victimization." *Journal of Research in Crime and Delinquency*, Vol. 25, No. 1, February 1988, pp. 27–52.
- 156 Raymond A. Knight and Robert A. Prentky, "The Developmental Antecedents of Adult Adaptations of Rapist Sub-Types." *Criminal Justice and Behavior*, Vol. 14, December 1987, pp. 413–414. Knight and Prentky labeled this type of rapist as one with "displaced anger."
- 157 Katrin Bennhold, "Paternity Leave Law Helps to Redefine Masculinity in Sweden." *New York Times*, June 15, 2010, pp. A6 and A8.
- 158 Goran Henrikson, Director of Human Resources at Ericsson, quoted in Katrin Bennhold, "Paternity Leave Law Helps to Redefine Masculinity in Sweden." *New York Times*, June 15, 2010, p. A8.
- 159 Michael E. Lamb, "Divorce and Parenting," 2004. In C. B. Fisher and R.M. Lerner (eds.), *Encyclopedia of Applied Developmental Science*. pp. 794–796, New York: Sage. As cited in "Custody and Parenting Time: Links to Family Relationships and Well-being After Divorce," William V. Fabricius, Sanford L. Braver, Priscila Diaz and Clorinda Schenck. In Michael E. Lamb (ed.), *The Role of the Father in Child Development* (5th Edition). Hoboken, NJ: John Wiley & Sons, 2010.
- 160 Robert Bauserman, "Child Adjustment in Joint-custody Versus Sole-custody Arrangements: A Meta-analytic Review." *Journal of Family Psychology*, 16 (1), 91–102, 2002. As cited in "Custody and Parenting Time: Links to Family Relationships and Well-being After Divorce," William V. Fabricius, Sanford L. Braver, Priscila Diaz and Clorinda Schenck. In Michael E. Lamb (ed.), *The Role of the Father in Child Development* (5th Edition). Hoboken, NJ: John Wiley & Sons, 2010.
- 161 Robert Bauserman, "Child Adjustment in Joint-custody Versus Sole-custody Arrangements: A Meta-analytic Review." *Journal of Family Psychology*, 16 (1), 91–102, 2002. As cited in "Custody and Parenting Time: Links to Family Relationships and Well-being After Divorce," William V. Fabricius, Sanford L. Braver, Priscila Diaz and Clorinda Schenck. In Michael E. Lamb (ed.), *The Role of the Father in Child Development* (5th Edition). Hoboken, NJ: John Wiley & Sons, 2010.
- 162 Michael E. Lamb, K. J. Sternberg, and R. A. Thompson. "The Effects of Divorce and Custody Arrangements on Children's Behavior, Development, and Adjustment." *Family and Conciliation Courts Review*, 35, 393–404, 1997. As cited in "Custody and Parenting Time: Links to Family Relationships and Well-being After Divorce," William V. Fabricius, Sanford L. Braver, Priscila Diaz and Clorinda Schenck. In Michael E. Lamb (ed.), *The Role of the Father in Child Development* (5th Edition). Hoboken, NJ: John Wiley & Sons, 2010.

- 163 Warren Farrell, *Father and Child Reunion*. New York: Putnam/Penguin, 2001. Chapter 6, “Men’s ABC Rights,” pp. 126–160.
- 164 Anita Debro, “Bessemer Court Program Helps Make Men Better Fathers.” *The Birmingham News*, November 24, 2009. The program is in Bessemer City, Alabama. It has non-supporting, non-custodial fathers (so-called “deadbeat dads”) participate in a combination parenting/job-training program. A November 2009 report stated: “In the last four years, 375 men have completed the program. A large number of those men walked out of the program with jobs.” http://blog.al.com/birmingham-news-stories/2009/11/bessemer_court_program_helps_m.html.
- 165 As mentioned above, assuming both parents are fit, and are neither abusive nor putting the child’s life in danger.
- 166 Morbidity and Mortality Weekly Report Weekly. November 27, 2009. Vol. 58 No. 46, pg. 1303. QuickStats: Age-Adjusted Death Rates for the 10 Leading Causes of Death: National Vital Statistics System, United States, 2006 and 2007. Atlanta, Georgia: Centers for Disease Control and Prevention. See also J. Q. Xu, K. D. Kochanek, S. L. Murphy, B. Tejada-Vera. Deaths: Final data for 2007. National Vital Statistics Reports web release; Vol. 58 No. 19. Hyattsville, Maryland: National Center for Health Statistics. Released May 2010. <http://www.menshealthnetwork.org/library/causesofdeath10mw.pdf>.
- 167 E. Arias, B. L. Rostron, B. Tejada-Vera, United States Life Tables, 2005. National Vital Statistics Reports; Vol. 58 No. 10. Hyattsville, MD: National Center for Health Statistics. 2010. Table 12. Estimated life expectancy at birth in years, by race and sex: Death-registration states, 1900–1928, and United States, 1929–2000.
- 168 National Center for Health Statistics. Health, United States, 2009: With Special Feature on Medical Technology. Hyattsville, MD. 2010. Table 24. Life expectancy at birth, at 65 years of age, and at 75 years of age, by race and sex: United States, selected years 1900–2006.
- 169 The Office of Indian Men’s Health was signed into law by President Obama in June, 2010.
- 170 U.S. General Accounting Office, *Women’s Health: NIH Has Increased Its Efforts to Include Women in Research*. May 2000, p. 24. GAO/HEHS-00-96. <http://www.gao.gov/new.items/he00096.pdf>.
- 171 U.S. Census Bureau, *Income, Poverty, and Health Insurance Coverage in the United States: 2008*. September 2009. <http://www.census.gov/prod/2009pubs/p60-236.pdf>.
- 172 Warren Farrell, *The Myth of Male Power: Why Men Are the Disposable Sex*. New York: Simon & Schuster, 1993 and Berkely Books, revised edition, 2000. Chapter 7, “Why Do Women Live Longer?” pp. 180–199.
- 173 Daniel J. Kruger, M. Randolph Nesse, “Sexual Selection and the Male:Female Mortality Ratio.” *Evolutionary Psychology* 2, 66–85, 2004. Daniel Kruger is of the University of Michigan School of Public Health. See also “Men Die Young, Even When They’re Old.” *New Scientist* 175, No. 2353: 20, July 27, 2002.
- 174 U.S. Department of Health and Human Services, Administration on Aging, “Older Women.” (n.d.) <http://www.aoa.gov/naic/may2000/factsheets/olderwomen.html>.
- 175 Christopher R. Tamborini, “The Never-Married in Old Age: Projections and Concerns for the Near Future.” *Social Security Bulletin*, Vol. 67 No. 2, 2007.
- 176 U.S. Department of Health and Human Services, Office on Women’s Health, “About the HHS Office On Women’s Health.” <http://www.womenshealth.gov/owh/about/factsheet/owhfactsheet.pdf>.

- 177 National Institutes of Health, National Heart, Lung, and Blood Institute, *Fact Book Fiscal Year 2008*. <http://www.nhlbi.nih.gov/about/factbook/FactBookFinal.pdf>.
- 178 American Cancer Society, "Probability of Developing Invasive Cancers Over Selected Age Intervals, by Sex, US, 2003–2005." *Cancer Facts & Figures 2009*. Atlanta GA: American Cancer Society, 2009.
- 179 National Center for Health Statistics, *Health, United States, 2009: With Special Feature on Medical Technology*. Hyattsville, Maryland. 2010. Table 24. Life expectancy at birth, at 65 years of age, and at 75 years of age, by race and sex: United States, selected years 1900–2006.
- 180 National Center for Health Statistics. *Health, United States, 2009: With Special Feature on Medical Technology*. Hyattsville, Maryland. 2010. Table 24. Life expectancy at birth, at 65 years of age, and at 75 years of age, by race and sex: United States, selected years 1900–2006.
- 181 See <http://www.indiancountrytoday.com/archive/95322644.html>.
- 182 American Cancer Society, "Probability of Developing Invasive Cancers Over Selected Age Intervals, by Sex, US, 2003–2005." *Cancer Facts & Figures 2009*. Atlanta GA: American Cancer Society, 2009.
- 183 American Cancer Society, "Cancer Facts & Figures for African Americans 2009–2010." *Cancer Facts & Figures 2009*. Atlanta GA: American Cancer Society, 2009.
- 184 Otis W. Brawley, "Statement by Otis W. Brawley, MD, Chief Medical Officer, American Cancer Society, Before House Committee on Oversight and Government Reform." March 4, 2010. http://oversight.house.gov/images/stories/Hearings/Committee_on_Oversight/2010/030410_Prostate_Cancer/TESTIMONY-Brawley.pdf.
- 185 National Institutes of Health, "Estimates of Funding for Various Research, Condition, and Disease Categories (RCDC)." Table published February 1, 2010. <http://report.nih.gov/rcdc/categories/>.
- 186 See "For Men Only," a publication of the American Cancer Society. Call 800-ACS-2345.
- 187 Sean Gregory, "The Problem with Football: Our Favorite Sport is Too Dangerous. How to Make the Game Safer." *Time*, February 8, 2010, pp. 36–43.
- 188 The YouTube clip is titled "Big Football Hit—Helmet to Helmet." Cited in Sean Gregory, "The Problem with Football: Our Favorite Sport is Too Dangerous. How to Make the Game Safer," *Time*, February 8, 2010, p. 41. Gregory also cites Chris Nowinski, former Harvard defensive tackle and pro-wrestler.
- 189 See a series by Alan Schwarz, including "Worker Safety Case on Dementia Tests NFL," *New York Times*, April 6, 2010, p. 1, as well as the cover of *Time*, February 8, 2010. The article in *Time* on "The Crisis in High Schools" is by Buzz Bissinger. Photograph for *Time* by Stephen Lewis.
- 190 Alan Schwarz, "Worker Safety Case on Dementia Tests NFL," *New York Times*, April 6, 2010, p. 1.
- 191 Alan Schwarz, "Worker Safety Case on Dementia Tests NFL," *New York Times*, April 6, 2010, p. 1.
- 192 Alan Schwarz, "In NFL Fight, Women Lead the Way." *New York Times*, April 11, 2010, Sports Sunday section, p. 1.
- 193 Flag football also has the potential to be widely inclusive of girls, whether on separate or co-ed teams.

- 194 Armen Keteyian, "Suicide Epidemic Among Veterans." CBS News, November 13, 2007.
http://www.cbsnews.com/stories/2007/11/13/cbsnews_investigates/main3496471.shtml.
- 195 Office of the Command Surgeon, U.S. Forces Afghanistan (USFOR-A) and Office of The Surgeon General, United States Army Medical Command, *Mental Health Advisory Team (MHAT) 6, Operation Enduring Freedom 2009, Report*. November 6, 2009.
http://www.armymedicine.army.mil/reports/mhat/mhat_vi/MHAT_VI-OEF_Redacted.pdf.
- 196 Norma Carr-Ruffino, *Diversity Success Strategies*. Woburn, MA: Butterworth-Heinemann, 1999, p. 114.
- 197 Norma Carr-Ruffino, *Diversity Success Strategies*. Woburn, MA: Butterworth-Heinemann, 1999, p. 114.
- 198 Author of 1996 study on part time work, reported in Australian Associated Press, April 17, 1996.
- 199 David Wessel, "Meet the Unemployable Man." *Wall Street Journal*, May 1, 2010.
- 200 U.S. Census Bureau, 2006–2008 American Community Survey 3-Year Estimates, custom table. Among Black males 20–24, 51% are employed which means 49% are without jobs, although not necessarily unemployed, as that indicated that they are seeking employment.
- 201 David Wessel, "Meet the Unemployable Man," *Wall Street Journal*, May 1, 2010.
- 202 Heather Boushey, "For Workers, The Grim News Just Keeps Coming." Center for American Progress analysis of U.S. Bureau of Labor Statistics data. March 6, 2009.
http://www.americanprogress.org/issues/2009/03/grim_news.html.
Also, Elisabeth Eaves, "In This Recession, Men Drop Out." *Forbes*, April 10, 2009.
<http://www.forbes.com/2009/04/09/employment-men-women-recession-opinions-columnists-gender-roles.html>.
- 203 U.S. Bureau of Labor Statistics, Economic News Release. Table A-1. Employment status of the civilian population by sex and age. Published online October 8, 2010.
<http://www.bls.gov/news.release/empstat.t01.htm>.
- 204 Louis Uchitelle, "The Wage That Meant Middle Class." *New York Times*, April 20, 2008;
<http://www.nytimes.com/2008/04/20/weekinreview/20uchitelle.html>.
- 205 U.S. Bureau of Labor Statistics, Employed persons by detailed occupation, sex, race, and Hispanic or Latino ethnicity, 2009. <http://www.bls.gov/cps/cpsaat11.pdf>.
- 206 U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook, 2010–11 Edition: Overview of the 2008–18 Projections*. <http://www.bls.gov/oco/oco2003.htm>.
- 207 U.S. Bureau of Labor Statistics, News Release: "The Employment Situation — December 2009." Healthcare practitioner and technical occupations: 75% women. Education, training, and library occupations: 74% women. Court, municipal, and license clerks: 76% women.
http://www.bls.gov/news.release/archives/empstat_01082010.pdf.
- 208 Augustine J. Kposowa, "Unemployment and Suicide: A Cohort Analysis of Social Factors Predicting Suicide in the U.S. National Longitudinal Mortality Study." *Psychological Medicine*, January, 2001; 31 (1):127–38. Also, Augustine J. Kposowa, "Marital Status and Suicide in the National Longitudinal Mortality Study." *Journal of Epidemiology and Community Health*., Vol. 54, April 2000, p. 256. The figure is 9.94 higher in divorced men than in divorced women. The 9.94 figure was obtained from Dr. Kposowa using information from Table 1 on p. 256. Personal correspondence with Warren Farrell, June 29, 2000.

- 209 Motoko Rich, "Factory Jobs Return, but Employers Find Skills Shortage." *New York Times*, July 2, 2010.
- 210 U.S. Department of Labor, "High Growth Job Training Initiative." March 16, 2009. <http://www.doleta.gov/BRG/JobTrainInitiative>.
- 211 U.S. Department of Education News Release, "Five States Chosen to Receive Technical Assistance in Developing 'Green' Career-Technical Programs of Study." June 22, 2009. <http://www2.ed.gov/news/pressreleases/2009/06/06222009f.html>.
- 212 Southern Regional Education Board, *Technology Centers That Work*. http://publications.sreb.org/2009/09V19_TCTW_Enhanced_Brochure.pdf.
- 213 Taro Fujimoto, "Vocational Schools on the Move." *Japan Today*, undated. <http://www.japantoday.com/category/executive-impact/view/vocational-schools-on-the-move>.
- 214 Bettina Brown, "International Models of Career-Technical Education: Trends and Issues Alert No. 42." U.S. Department of Education, Office of Educational Research and Improvement, 2003. ERIC document ED475097. <http://www.eric.ed.gov/PDFS/ED475097.pdf>.
- 215 Matti Kyrö, *Vocational Education and Training in Finland*. CEDEFOP (European Centre for the Development of Vocational Training) Panorama Series: 130. Luxembourg: Office for Official Publications of the European Communities, 2006. http://www2.trainingvillage.gr/etv/publication/download/panorama/5171_en.pdf.
- 216 Bernd Hainmüller, "The Educational Structure of the German School System." Teachers Training College, Offenburg, Germany. January 12, 2003. http://www.ltu.se/polopoly_fs/1.4767!7c7da33e.pdf.
- 217 Thomas Persing, "The Role of Apprenticeship Programs." Yale National Initiative: On Common Ground. Number 3, Fall 1994. <http://teachers.yale.edu/oncommonground/index.php?skin=h&page=03/07>.
- 218 Sandra McGinnis, Bonnie Primus Cohen, Paul Wing, Tracy Whitaker and Toby Weismiller. *Licensed Social Workers in the United States 2004, Supplement*. Center for Health Workforce Studies and NASW Center for Workforce Studies, 2006.
- 219 Warren Farrell, *Why Men Earn More: The Startling Truth Behind the Pay Gap—and What Women Can Do About It*. New York: AMACOM, 2005.
- 220 Augustine J. Kposowa, "Unemployment and Suicide: A Cohort Analysis of Social Factors Predicting Suicide in the U.S. National Longitudinal Mortality Study." *Psychological Medicine*, January, 2001; 31 (1):127–38. Also, Augustine J. Kposowa, "Marital Status and Suicide in the National Longitudinal Mortality Study." *Journal of Epidemiology and Community Health*., Vol. 54, April 2000, p. 256. The figure is 9.94 higher in divorced men than in divorced women. The 9.94 figure was obtained from Dr. Kposowa using information from Table 1 on p. 256. Personal correspondence with Warren Farrell, June 29, 2000.
- 221 Working Minds is sponsored by the Carson J. Spencer Foundation. See <http://thecarsonspencerfoundation.blogspot.com>.
- 222 Warren Farrell, *Women Can't Hear What Men Don't Say*. New York: Berkely Books, 2001.
- 223 Deborah Burton, "Are You Man Enough To Be a Nurse?" *Nursing Education Perspectives*, Jan–Feb, 2003. This is a collaborative effort among the Oregon Center for Nursing, K-12 public schools, and the media.

- 224 Michael Gurian and Barbara Annis, *Leadership and the Sexes: Using Gender Science to Create Success in Business*. San Francisco: Jossey-Bass, 2008.
- 225 U.S. Department of Labor, Bureau of Labor Statistics, in cooperation with State, New York City, District of Columbia, and Federal agencies, Census of Fatal Occupational Injuries, Table 4. Fatal occupational injuries by selected worker characteristics and selected event or exposure, 2008.
- 226 *Today Show*, NBC, June 3, 2010 (day 45 of the Deepwater Horizon oil rig spill). The new widow grieved that the response of Transocean was to present her with legal paperwork to limit Transocean's liability.
- 227 *Today Show*, NBC, June 3, 2010 (day 45 of the Deepwater Horizon oil rig spill). The new widow grieved that the response of Transocean was to present her with legal paperwork to limit Transocean's liability.
- 228 Michael Cooper, Gardiner Harris and Eric Lipton, "In Mine Safety, a Meek Watchdog." *New York Times*, April 10, 2010, p. 1.
- 229 Picture accompanying article by Jeffrey Gettleman, "In Somalia, Children Carry Guns for U.S. Ally." *New York Times*, June 14, 2010, p.1.
- 230 Warren Farrell, *The Myth of Male Power: Why Men Are the Disposable Sex*. New York: Simon & Schuster, 1993 and Berkely Books, revised edition, 2000. Part I.