

# SANTA FE BOYS

TRIENNIAL PUBLICATION ABOUT THE SITUATION OF BOYS IN SANTA FE

ISSUE NO. 10

SPRING 2007

## Letter From A Concerned Father

By Roger E. Olsen

*(This letter appeared on a national listserv about boys. It is reprinted here by permission of the author.)*

I am concerned about the condition of boys in American society and especially education. I was already forming the opinion that boys were being neglected by society when *Newsweek* confirmed it with the cover story "The Boy Crisis" I believe about a year ago. Since then I've read many articles about the crisis including some arguing there is no crisis. Recently I picked up the *Chronicle of Higher Education* and saw the cover story about the same subject—the controversy over whether or not there is a boy crisis in American education.

Who can seriously doubt it? The statistics are clear. Boys are falling behind girls at every level of education. I'm a university professor with 25 years experience and I have observed dramatic changes including the dramatic decrease in boys' enrollment and retention.

About twenty years ago now I was required to sit through some workshops about teaching boys and girls in college. The thrust was that girls are neglected; that teachers tend to focus attention on boys. We were told to ignore boys and call on girls. (Well, in so many words.) I think virtually every college and university professor went through some of that. Well, I observed things changing dramatically. Over the last ten to twenty years most attention has been given to girls. There are all kinds of special programs for them. Now boys are the ones being neglected; pedagogy is girl-centered. As one critic said (quoted in the *Newsweek* article) too many schools treat boys as "defective girls."

I have written some letters to the editor and guest columns in the local newspaper about the subject. I have written many personal e-mails and letters advocating for boys. I wrote a letter

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## Leonard Sax to Speak in Santa Fe

*Santa Fe Boys Newsletter* is sponsoring two local appearances of the internationally known speaker on gender issues, Leonard Sax, MD, PhD. Dr. Sax, who is the author of *Why Gender Matters*, maintains that "differences between girls and boys are natural and should be acknowledged, accepted and exploited for educational purposes."

A *Time Magazine* cover story (March 7, 2005) said, "Until recently,

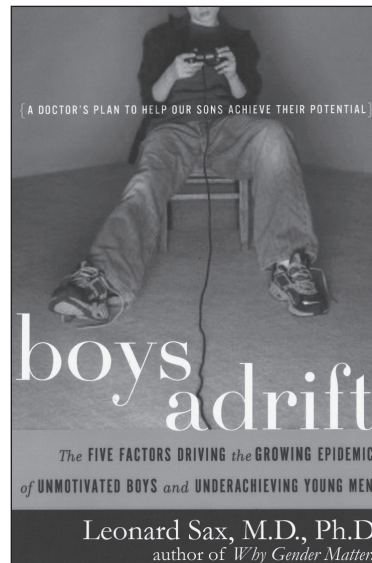
there have been two groups of people: those who argue sex differences are innate and should be embraced and those who insist that they are learned and should be eliminated by changing the environment. Sax is one of the few in the middle -- convinced that boys and girls are innately different and that we must change the environment so differences don't become limitations."

Co-sponsored by the SFPS Office of Student Wellness, Dr. Sax will speak during the day on Monday, May 14, from 8 am to 3:30 pm at an all-day in-service training for

Santa Fe public middle school teachers at the Santa Maria de La Paz Church opposite the Santa Fe Community College. The training, on "Why Gender Matters in the Classroom" is free and open to all social service providers, educators and parents in the community. For more information call the SFPS Office of Student Wellness, 467-2576.

At 7 pm on May 14, Dr. Sax will speak in the Jemez Room at the

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# Boys & Adequate Yearly Progress

Under the federal law referred to as No Child Left Behind, schools must achieve an increasing level of student proficiency, known as Adequate Yearly Progress, in their annual standardized testing. When a school meets AYP the school and the school system avoid sanctions. These proficiency levels have to be achieved by both the majority of students and the majority of certain subgroups of students. If only one of the subgroups does not “make” Adequate Yearly Progress, then the entire school is deemed not to have made AYP.

The subgroups for AYP purposes consist of students defined by race, low income, English language learners and students with learning disabilities. There is no subgroup based on gender, even though, as mentioned in the last issue of

*Santa Fe Boys*, boys consistently and significantly do worse on the reading part of the test. Nonetheless, gender, and specifically boys’ lower proficiency, do enter into AYP considerations through the subgroup of students with learning disabilities. In Santa Fe, learning disabled students are 68 percent male. In New Mexico public schools, 66 percent are male. As the table below demonstrates, this subgroup is the most frequently cited reason for a school not meeting AYP in the three largest school districts in the state. Consequently, if Santa Fe Public Schools and other New Mexico public school districts wish to improve their performance under No Child Left Behind, more attention will have to be paid to why so many boys are not engaged in school.

<b>Albuquerque, Las Cruces, and Santa Fe Public School Systems: Reasons for Not Making Annual Yearly Progress in 2006 Testing</b>			
	<b>Albuquerque</b>	<b>Las Cruces</b>	<b>Santa Fe</b>
Total Number of Schools rated for AYP	127 (100%)	34 (100%)	27 (100%)
School that made AYP	44 (35%)	13 (38%)	10 (37%)
Schools not meeting AYP only because of “Students with Disabilities” subgroup	34 (27%)	14 (41%)	7 (26%)
Schools not meeting AYP because of “Students with Disabilities” <u>and</u> other subgroups	36 (28%)	3 (9%)	6 (22%)
Schools not meeting AYP because of subgroups not including “Students with Disabilities”	13 (10%)	4 (12%)	4 (15%)
Source: NM Public Education Department			

# Politics Muddies Maine’s Gender Report

In March 2004 the State of Maine Department of Education initiated a study of Gender Equity in Education (see *Santa Fe Boys*, issue 7, Winter/Spring 2006). The final version, planned for completion in October 2004, was released in March 2007. Initially focused on Maine boys’ poor academic performance, the task force shifted the topic to the more general question of how gender influences education in Maine. In spite of the attempted shift in focus, facts about the educational situation in Maine are clear from the data and are approximately the same indicators of gender imbalance that we see in New Mexico:

1. Males do worse in school within each income group.
2. Low income students do worse than high income students.
3. Males do worse in reading and writing.
4. Males do slightly better in math, though the difference is not statistically significant.
5. Females have improved considerably in science and technology though they are still trailing.
6. Males are less likely to attend institutions of higher education. **SB**

The “Final Report: Task on Gender Equity in Education” can be found at [www.maine.gov/education/gender\\_task\\_force/final\\_report.pdf](http://www.maine.gov/education/gender_task_force/final_report.pdf)

## SANTA FE BOYS

A triannual publication for adults about the situation of boys in Santa Fe

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The editorial policy of *Santa Fe Boys* is to consider any article for publication. If you would like to contribute an article or a comment on the subjects raised here or other subjects related to boys in our community, please contact us at the addresses above.

If you would like to receive *Santa Fe Boys* in the future, please contact us at the addresses above.

# The Prevalence of Boy Bashing

by Paul Golding

Is boy bashing more acceptable than making disparaging sexist comments about women and racist comments about minorities? Might the impunity of boy bashing have something to do with widespread ideas about the inevitability of male dominance?

The argument against taking boys' increasingly poor performance in school seriously goes something like this: no matter how many boys drop out of schools or spend time in juvenile court and in the d-home, they will become men and earn more money than women. So why should we worry about boys who will end up dominating no matter what happens to them on the way to the top? They are resilient and can take it; after all, boys will be boys.

During interviews with Capital High seniors last year, I was struck by the contrast between many of the boys and girls in the area of planning for their future. The girls sought and received help; they were usually supported by their families, teachers and friends. The message for the girls was presented constantly and urgently: do not rely on a man, get educated, and get a good job.

For the boys, the message was quite different. As one boy described it, during his school career he had been told how bad "the male" has been throughout history and how these males had called the shots, started wars, and got all the good jobs. Needless to say, he did not find this aspect of the school environment particularly welcoming. Might this be a factor in the 46 percent boy drop out rate from NM high schools?

Here are a few other examples of boy bashing:

**Tea shirt statements:** "Girls Rule, Boys Drool" and "Girls are from Jupiter, Boys are Stupider."

**"Boys do worse because they are slower, less mature."** Many articles on the growing gender gap at college start with the assumption that boys are inferior learners, never considering that such a statement made about girls would raise considerable outcry, nor wondering what has happened to make boys dislike school and become inferior learners. Have we forgotten that boys used to do much better in school, so much so that this launched a concern about girls? (For an example of this type of analysis see, *Sunday Montreal Gazette*, "Women learn better, faster," Sunday, February 4, 2007.)

**"Boys have less self-discipline."** This is another one of the criticisms of boys that does not look any deeper than assessing

blame. A more serious examination would require understanding why this might be perceived to be the case and perhaps changing the behavior of others, not only that of boys. (For an example see *Education Week*, "Gender Gap in GPAs Seen as Linked to Self-Discipline; Girls' self-control may help explain boys' lower grades, researchers say," February 8, 2007.)

These statements reflect the kinds of criticism that boys receive, but where is the understanding for what is missing from boys' lives? Why is there so little sympathy and movement to correct the situation? If we continue to neglect boys, then we are implying that fatherhood, civic involvement, and gainful employment are not important to a growing proportion of the population.

Judith Kleinfeld, a professor of psychology at the University of Alaska, addressed this problem in a paper she delivered to last year's White House Conference on Helping America's Youth. She eloquently pleaded for more respect for boys:

The "Boy Problem" has been created by a profound and disturbing cultural change that goes far beyond what happens in schools. All of us sense immediately and viscerally whether people respect us, and boys do not get respect. Many among the "educated elite" have lost respect for what used to be considered "manly virtues." These include 1) physical courage, used in the service of noble ends, 2) singleness of purpose, energetic devotion to one overarching goal, and 3) emotional restraint, what we used to call "grace under pressure."

We shut boys down, labeling the rough and tumble play characteristic of all juvenile male primates "violence and aggression," labeling immature attempts at romance "sexual harassment," labeling spiritedness, the quality of the soul the Greeks called *thumos*, "rebellion and defiance." When we shut boys down, why should we be surprised when so many of our boys become lifeless and dispirited?

What will turn around the "Boy Problem" is not only programs and classroom strategies but, just as important, a sea change in our attitude toward boys. The Women's Movement drove such a change in our attitude toward girls. The Women's Movement deserves credit for changing our expectations of girls and for developing an appreciation of the qualities girls bring to the table, such as the ability to multi-task and their relational skills. We need as well to respect boys—to appreciate their energy, their spiritedness, their offbeat ideas, and, yes, even their rebellion and defiance. This energy moves us forward as a culture. **SFB**

## Some Useful Web Sites for Learning More about Boys

**Raising Cain Documentary**  
[www.pbs.org/opb/raisingcain](http://www.pbs.org/opb/raisingcain)

*Raising Cain: Boys in Focus* aired on PBS in January 2006. The documentary was hosted by child psychologist Michael Thompson, Ph.D., co-author of the best-selling book *Raising Cain: Protecting the Emotional Lives of Boys*, and explores the emotional development of boys in America today. The web site offers discussion guides and other information related to the psychology of boys.

**Are Boys Making the Grade?**  
[www.renniecenter.org](http://www.renniecenter.org)

This research institute focuses on education in Massachusetts, one of the better performing public education systems in the United States. Boys' declining performance is the subject of a research paper, *Are Boys Making the Grade; Gender Gaps in Achievement and Attainment* (under the "research" tab at the address above).

# Beginnings of Single–Sex Public Education in New Mexico

A middle school in Albuquerque and an intermediate school (grades 5 & 6) in Pojoaque are among the first public schools in New Mexico to offer single-sex classrooms. Both schools are awaiting test results to see if it makes a difference and to decide whether to continue with these classes next year.

The two experiments in education share a common origin: teacher enthusiasm for the idea of single-gender classes. In Pojoaque, teacher Paul Ortiz heard about the work being done elsewhere in the country with single-gender schools and thought he would like to try it in his school. In Albuquerque's Van Buren Middle School, "three or four teachers wanted to try it out to see if single-sex would make a difference" recalls Principal Mary Cade.

Before adopting this approach for a small subset of classes, both schools failed to make "Adequate Yearly Progress" last year on the No Child Left Behind tests required under federal law. Pojoaque Intermediate only failed in one category: students with learning disabilities, a category of students which is mostly boys. Van Buren test results showed failure to make adequate progress in most of the sub-groups tested.

## Pojoaque Intermediate's Fifth Grade

In Pojoaque Valley Intermediate about 20 fifth grade boys attend teacher Paul Ortiz's math and language arts classes from 8:30 am to 11:30 am. A similar number of girls attends Charlene Abeyta's all-girl classes. Though test results are still out, both teachers are satisfied that the arrangement works better for their students than mixed-gender classes. Paul Ortiz says, for example, that in terms of behavioral issues, it has been "night and day." Even now when the boys return to their mixed classes in the afternoon, they may become behavioral problems, but in his all-boy class, "the bully talks about going to college."

Charlene Abeyta thinks that the girls are more outspoken and engaged in the class when boys are not around. "A lot more of the girls are shy" she says about her mixed classes in the afternoon. "They don't want to participate by speaking out." By contrast, in the morning all-girl classes, "they can't stop talking."

Both teachers point to ways that they are able to choose teaching material to help them focus the attention of their students. In Paul Ortiz's reading class a small group of boys sits on cushions off to the side, each boy reading a page of the story to others. The books are written by comedian Andy Griffiths and titled *Just Wacky*, *Just Annoying*, *Just Joking* and *Just Stupid*. Perhaps it is the irreverence of the story line, but something seems to keep the boys, who are usually without

supervision, absorbed in their reading. In the girls' class, the reading choice consists of titles such as *The Witches*, *Flika*, *Each Little Bird that Sings*, and *The Bridge to Teribitha*.

In math, the girls' class may use examples from shopping to make the material more realistic, examples teacher Abeyta thinks would probably not get the boys very excited.

It's not only the teachers who are happy with the classes. The young fifth graders also like the new situation. The boys complain that in mixed classes the girls often get them into trouble, and girls describe the boys as annoying, making a lot of noise and not doing the assigned work.

## Albuquerque's Van Buren Middle School

Teachers in the Van Buren Middle School are more ambivalent, according to Principal Mary Cade. "Some are wildly enthusiastic and some are more mixed." Unlike Pojoaque, the Albuquerque school qualifies for 100 percent free & reduced-price lunch which means that most of the students are from low-income families. Furthermore, there is considerable transience in the student population; about a quarter of the students in one Language Arts class were not present at the beginning of the year, for example.

Language Arts teacher Mike Dolce thinks his all-boy class has a more comfortable atmosphere which enables learning. "The boys feel more at ease and the class is less formal. Boys can talk about things that affect them as males." Dolce said that he would attribute his preference for single-sex classes mostly to the reduction in distractions and also to being able to teach the boys and girls differently. He is not 100 percent positive about the idea, however. One disadvantage he finds with this arrangement is that sometimes it can be more difficult to get the girls to focus, in contrast to the boys who may become so narrowly focused they miss some of the bigger picture about what is going on. In a mixed class these tendencies tend to balance out more. In spite of some ambivalence, however, Mr. Dolce hopes he will be able to continue the all-boy and all-girl classes.

Math teacher Debbie Sariñana said that her boys class is much more chaotic than the girls. "The boys fidget, throw things, and speak out without raising their hands. The girls sit still, listen and never speak out of turn. They focus on the blackboard." But she has seen very different learning styles with both sets of students. She says that she has come to see math differently through boy eyes and finds the challenge of teaching to all-boy and all-girl classes very stimulating. ☐



Pojoaque Intermediate teachers Paul Ortiz and Charlene Abeyta



**Letter from a Concerned Father, continued from page 1**

to the Secretary of Education after she held a national summit in Washington, D.C. on how to get more girls into science and math courses. That was in May, 2006. I asked her to hold a summit on how to keep boys in school and get them into colleges and universities and succeed there. I received back a curt letter by a subordinate basically saying my suggestion was noted. No promise of such a summit. I wonder why? (The Secretary of Education is a mother of two daughters.)

Has anyone else noticed how boys are treated in the mass media—news and entertainment? They are usually portrayed as stupid or sinister or both. Although boys are victims of violence (including kidnapping) most of the attention goes to girls as victims. How many episodes of crime process shows and “true crime” programs such as 48 Hours, Cold Case Files, etc., center around boys as victims of crime? Boys are rarely portrayed as heroic or victims; they are usually “juvies.”

You might imagine I’m the father of a boy or boys. Nope. I father two daughters and I have advocated for them most vigorously. I raised them to be feminists and they both are feminists. But I observed how many special programs were made available to them in public schools and in higher education in contrast to so few for boys. Although I have no sons I feel that other people’s sons are being mistreated by American society and I think that is the fault of an over-emphasis on females as heroes and victims. It just seems wrong to portray boys in a good light today.

Last summer one local network affiliate had at least two human interest stories per week on its nightly local news program. I watched most of them. Without exception those human interest stories that focused on children or youth (which included most of the human interest stories during the summer) were about girls. Even when the groups were mixed gender only girls got on camera and were allowed to speak. When they did a story about the organization Young Marines, for example, two girls were the focus of the story and were interviewed. No boys (who make up the majority of the organization’s members) were allowed to speak on camera or shown close up. All the other similar human interest stories were the same. It was clear to me that someone was directing reporters and camera operators to focus on girls and ignore boys. I see this as pervasive throughout the media.

Boys today are confused about their roles in society. I hope I can help make a difference in this situation. I will pay attention to suggestions of how to “think globally and act locally” in this cause.

*Roger E. Olson*

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**Leonard Sax, continued from page 1**

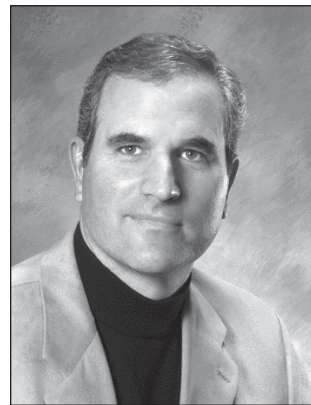
Santa Fe Community College (SFCC). This event is co-sponsored by the Teacher Education Department of SFCC. The topic of this free, public lecture and discussion is “Boys Adrift: Why are so many boys giving up on school?” This is also the subject of Dr. Sax’s forthcoming book which is about “the five factors driving the growing epidemic of unmotivated boys and underachieving young men.” Further information on this event may be obtained at 505-988-9582 (Santa Fe Boys) and 505-428-1687 (SFCC, Teacher Education Department).

Dr. Leslie Carpenter, Superintendent, Santa Fe Public Schools has said of Dr. Sax’s appearances, “Boys and girls are different. They have different interests, different learning styles, and they respond to feedback in different ways. Approaches that are useful for girls are often not effective with boys and vice versa. Information about gender differences has important implications for learning and should be part of the knowledge base of every classroom teacher. How could we as educators have disregarded the implications of this important information for so long?”

**Dr. Leonard Sax’s education and experience**

After graduating Phi Beta Kappa from the Massachusetts Institute of Technology (MIT) in 1980 with a bachelor’s degree in biology, Dr. Sax began the combined M.D.-Ph.D. program at the University of Pennsylvania. He graduated in 1986 with a Ph.D. in psychology and an M.D. degree and went on to a 3-year residency in family practice at Lancaster General Hospital in Lancaster, Pennsylvania. Since completing his residency in 1989, he has been in full-time clinical

practice as a family physician. Dr. Sax enjoys a unique perspective on children. As a Ph.D. psychologist, he has continued to publish scholarly papers since starting his practice. As a family physician, he has an unusually intimate relationship with about 2,000 children (his total practice includes over 5,000 active patients). Because he is both a family physician and a research psychologist, Dr. Sax has attracted many families with “problem children” to his practice.



Over the years the word has spread, so that now Dr. Sax’s practice includes many children with a variety of psychological problems as well as a healthy share of perfectly normal and high-achieving children. In addition, Dr. Sax has experience with children from every segment of society and every kind of classroom: straight-A students from elite private schools, as well as youngsters struggling with remedial reading in the public school system. <sup>SFB</sup>

[www.santafeboys.org](http://www.santafeboys.org)

# How Boys & Girls See Their World Differently

By Karen C. Sneiders, Ed.S, LPC, Assistant Principal,  
De Vargas Middle School

Each culture socializes their young in a very unique way according to the mores and customs of that society. In the American society boys are socialized to be strong, hard working and to show no emotions since displaying emotions evokes weakness. On the other hand, girls are socialized to be taken care of, secure and emotional. Three authors have identified today's young people in different terms. William Pollack, author of *Real Boys*, states that "While it may seem as if we live in a man's world, we do not live in a boy's world." Many boys today are struggling either silently, with low self-esteem and feelings of loneliness and isolation, or publicly, by acting out feelings of emotional and social disconnection through anger and acts of violence against themselves or their friends and families. While academic performance and self-esteem are low, the rates of suicide and depression are on the rise. As recent tragedies have indicated, boys today are in crisis on a national scale. Research shows that male infants are more emotionally expressive than female infants. However, as a boy ages, his emotional expressiveness decreases. Pollack asks, "Why?" He states that 'The Boy Code' – society's definition of what it means to be a boy – demands that "boys suppress or cover up their emotions. William Pollack believes that boys develop a "mask of masculinity" to hide their shame, vulnerability and the other feelings they cannot express

publicly. The inability to show true emotions hardens a boy until, ultimately, he loses touch with them." James Garbarino, author of *Lost Boys*, states that "boys everywhere really are angrier and more violent than ever before." In light of the recent school-based shootings, it's now clear that no matter where we live or how hard we try as parents, chances are that children are going to school with troubled boys capable of getting guns and pulling triggers. He adds, "Beyond the deaths and debilitating injuries that result from this phenomenon are the staggering psychological costs -- children who are afraid to go to school, teachers who are afraid of their students, and parents who fear for their children's lives."


Garbarino delves into the confluence of psychological, social, existential, and spiritual factors that make some acting-out boys become violent. These include lack of sufficient attachment to at least one loving and reliable adult, living in drug and crime-infested neighborhoods, suffering abuse or some other trauma, and lacking the kind of a spiritual anchor that provides a system of meaning beyond the self. Garbarino proposes a variety of responses (he doesn't believe in a single magic bullet solution) to aid at-risk and violent boys. His ideas are often innovative and generally involve the boys' families as well as social institutions.

Mary Pipher, Ph.D, author of *Reviving Ophelia* states that "Much has been written about the plight of girls in adolescence--their decreased self-esteem, increased emphasis on appearance, gender bias in the

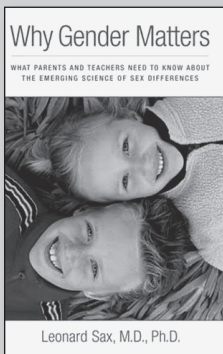
classroom, and the confusion about what it means to be feminine. Girls have always been socially aggressive, just as boys have been."

On the other hand, girls today have more social anxiety, which makes them more prone to bullying. They're quite fearful about their appearance, sexuality, and popularity, which leads them to displays of bravado. Teenagers are also more isolated from other generations. One benefit of the old-style community was 14 year olds spent time with 70 year olds and with 2 year olds. Dr. Pipher cites the very important differences in children in 2003 versus in her childhood in the 1950s. She discusses:

- The culture of consumerism
- The volume of advertising and media children are exposed to
- The lack of empty spaces and safe spaces children can play in without adult supervision
- The fact that very few grandparents live in the home or right next door to their grandchildren
- The fact that parents are busier, that streets are more dangerous, and that community life has deteriorated

As you can see the issue of how boys and girls view their world is very different and convoluted today compared to years ago. The African proverb fits appropriately: "It takes a whole village to raise the child." 

## Free Workshop and SFPS In-Service Training for Teachers, Administrators, Staff and Community Providers



**Why Gender Matters in the Classroom:**  
What educators need to know about the emerging science of gender differences

By Leonard Sax, MD, PhD, Author of *Why Gender Matters*

**When:** Monday, May 14, 2007, 8 am – 3:30 pm

**Where:** Santa Maria De La Paz Social Room – Opposite the SFCC

**For More Information:** SFPS Office of Student Wellness, 467-2576

Sponsored by Santa Fe Boys and SFPS Office of Student Wellness

# Mason's DeMolay Supports Boys' Initiation into Manhood

By John R. Adams, Freemason & Advisor to the NM DeMolay Association



**DeMolay** helps good boys become better men. Organized in 1919 in Kansas City, MO, it served a need then and is just as relevant today. Just after WWI the nation had been through a very stressful time. Boys without fathers needed something to do and someone to do it with.

The Order of DeMolay for Boys membership ranges from the ages of 12 to 21. Each DeMolay Chapter is sponsored by local Lodges of Freemasons. No family relationship to a Mason is required, and

DeMolays become, in effect, sons of Masons by adoption. While any boy of the right age and of good character may join, Chapter members decide whom they initiate.

Initiation is not a test of submission or loyalty but rather an experience that introduces the principles of right living and binds the members together in obligations to help each other follow those principles. The principles are further emphasized in a "degree," or play, that holds up the example of Jacques DeMolay and his fidelity to truth and honor. (Jacques DeMolay was the last Grand Master of the Knights Templar.)

DeMolay Chapters are more than just the serious ritual of initiation. Members organize activities that fit their interests. Some Chapters form a baseball team, organize social events for themselves (often coordinating with similar Masonic sponsored organizations for girls, like Rainbow) or carry out community service and charitable work like raising money for Scottish Rite Language Disorders Programs or Shriner's Hospitals for Crippled Children.

Guided and supported by Masons, the experience members get in making decisions, organizing to accomplish goals and working together as brothers in the human family, helps form character and provides the basis for a well-rounded adult life.

While DeMolays have certain private ways of recognizing each other, what some would call secrets, their principles and purposes are well known: love for parents, reverence for the Sacred, courtesy, comradeship, fidelity, cleanness and patriotism. The teachings also support the love of learning and the importance of public schools to our nation. Each virtue is important but fidelity is a special concept taught with special emphasis.

DeMolay has some similarities to the training of knights in the Age of Chivalry. More than just apprentices learning a trade, this model looks to train the youth to a way of life. At each stage those who have learned more teach those coming along behind, and in the end we learn about examples of those who stood up to tyranny and persecution and were faithful to the truth and loyal to their companions, even when this meant death.

Jacques DeMolay, the last Grand Master of the Knights Templar, provides the prime example. He was burned at the stake in 1314 after being tortured along with other members of the Order for denying the crimes which were charged against his Order and refusing to betray his brothers-in-arms. Today, no matter what our form of government or our religious or political opinions, we are all

challenged by those who use rank and power for personal gain, by those who seek to control our minds through superstition and no less by the forces of mass hysteria that would throw out the law for the whims of mob rule.

A man knows himself, controls his desires, is dependable, knows the Truth and is brave enough to follow it. To consider how to live before you are called on to meet some great challenge, to consider the challenges met by those who have gone before, to decide how to respond if one should meet those challenges and to learn about and follow great examples of manly living—that is the work of a boy who seeks to be a man. There are few places where true manhood is taught—the Order of DeMolay combines this serious mission with a fun approach that builds important bonds of friendship among members in more than 1,000 chapters worldwide..

Masons in Northern New Mexico are working to establish a new Chapter of DeMolay. If you know of a boy who might be interested or if you would like more information about DeMolay or Freemasonry, please contact [nmdeamolay@comcast.net](mailto:nmdeamolay@comcast.net) or call Montezuma Masonic Lodge #1 at 505-982-0971 and leave a message.

## Some Useful Web Sites for Learning More about Boys

### **The Boys Project** [www.boysproject.net](http://www.boysproject.net)

"The mission of The Boys Project is to help young males develop their capabilities and reach the potential that their families and teachers know they have. The Boys Project seeks to accomplish for young men what the Girls Project so successfully accomplished for young women--- to increase academic skills, to increase college success, and to develop the confidence, drive, and determination to contribute to American society." This site gives statistics about the growing gender gap and describes the issue of boys' decline. It also provides excellent links to other web pages.

### **The National Assoc. of Single Sex Public Education (NASSPE)**

[www.singlesexschools.org](http://www.singlesexschools.org) Single sex classrooms are increasingly popular and this site describes some of their advantages and the circumstances under which they may be effective. Leonard Sax is the Executive Director of NASSPE and much of the material on the site is based on his research and book, *Why Gender Matters; What Parents and Teachers Need to Know about the Emerging Science of Sex Differences*. The site also includes information of legal issues about single-sex education and articles about the experiences of other schools in implementing the alternative.

### **Boys to Men**

#### [www.boystomen.info](http://www.boystomen.info)

A not-for-profit organization in Maine is attempting to deal with the Boy Crisis by scheduling citizen meetings, workshops for boys and publishing a newsletter.

[www.santafeboys.org](http://www.santafeboys.org)

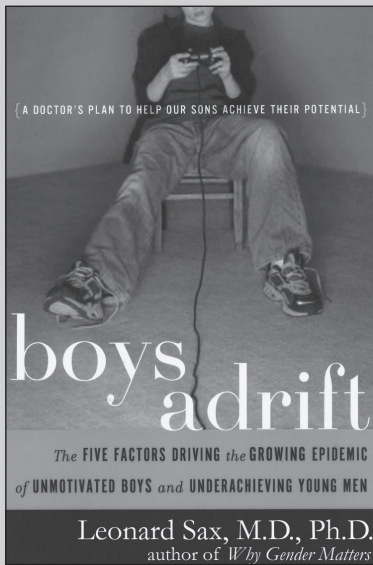
# SANTA FE BOYS

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## Free Lecture and Community Discussion

### **BOYS ADRIFT:**

Why are so many boys giving up on school?

### **By Leonard Sax, MD, PhD**

Author of the forthcoming book, *Boys Adrift: the five factors driving the growing epidemic of unmotivated boys and underachieving young men*

**When:** Monday, May 14, 2007, 7 pm

**Where:** Santa Fe Community College,  
Jemez Room

**For More Information:** Santa Fe Boys, 988-9582 and SFCC  
Teacher Education Department, 428-1687

Sponsored by *Santa Fe Boys* and Teacher Education Department at SFCC

**Miss an issue? Go to [www.santafeboys.org](http://www.santafeboys.org)**