

Gender Quotes

Brizendine, Louann. *The Female Brain*. New York: Morgan Road Books, 2006.

1. "Until eight weeks old, every fetal brain looks female—female is nature's default gender setting" (Brizendine 14).
2. "Girls do not experience the testosterone surge in utero that shrinks the centers for communication, observation, and processing of emotion, so their potential to develop skills in these areas are better at birth than boys' Over the first three months of life, a baby girl's skills in eye contact and mutual facial gazing will increase by over 400 percent, whereas facial gazing skills in a boy during this time will not increase at all" (Brizendine 15).
3. "Girls can hear a broader range of sound frequency and tones in the human voice than can boys" (Brizendine 17).
4. "Typical female newborns less than twenty-four hours old respond more to the distressed cries of another baby—and to the human face—than male newborns do" (Brizendine 18).
5. "If you're a girl, you've been programmed to make sure you keep social harmony. This a matter of life and death to the brain, even if it's not so important in the twenty-first century" (Brizendine 21).
6. "Girls typically use language to get consensus, influencing others without telling them directly what to do...Boys generally use language to command others, get things done, brag, threaten, ignore a partner's suggestion and override each other's attempts to speak" (Brizendine 22).
7. "Girls' social, verbal, and relationship skills develop years earlier than boys'" (Brizendine 24).
8. "When researchers block estrogen in young female primates during infantile puberty, the females don't develop their usual interest in infants" (Brizendine 25).
9. "Gender education and biology collaborate to make us who we are" (Brizendine 27).
10. "The brain's first organizing principle is clearly genes plus hormones, but we can't ignore the further sculpting of the brain that results from our interactions with other people and with our environment" (Brizendine 28).
11. "The social and scientific view of innate good behavior in girls is a misguided stereotype born out of the contrast with boys...By all standards, men are on average twenty times more aggressive than women" (Brizendine 29).
12. "Drama, drama, drama. That's what's happening in a teen girl's life and a teen girl's brain" (Brizendine 31).
13. "Girls begin to react more to relationship stresses and boys to challenges to their authority" (Brizendine 35).
14. "If your teenage daughter is constantly talking on the phone or instant messaging with her friends, it's a girl thing, and it is helping her through stressful social changes" (Brizendine 38).
15. "Most boys don't share this intense desire for verbal connection...Girls who expect their boyfriends to chat with them the way their girlfriends do are in for a big surprise" (Brizendine 38).
16. "Studies indicate that girls are motivated—on a molecular and a neurological level—to ease and even prevent social conflict. Maintaining the relationship at all costs is the female brain's goal" (Brizendine 40).
17. "Men often enjoy interpersonal conflict and competition; they even get a positive boost from it. In women, conflict is more likely to set in motion a cascade of negative chemical reactions, creating feelings of stress, upset, and fear" (Brizendine 40).
18. "Robert Josephs at the University of Texas has concluded that men's self-esteem derives more from their ability to maintain independence from others, while women's self-esteem is maintained, in part, by the ability to sustain intimate relationships with others" (Brizendine 41).

19. "Fight or flight behavior...is more likely to be the *male* response to threat and stress" (Brizendine 41).
20. "Females in a bonded social group are more likely to come to one another's aid in a threatening or stressful situation" (Brizendine 42).
21. "This pattern of behavior is termed 'tend and befriend,' and it may be a particularly female strategy. Tending involves nurturant activities that promote safety and reduce distress for the self and offspring; befriending is the creation and maintenance of social networks that may aid in this process" (Brizendine 42).
22. "The Stone Age brains within them are flooded with neurochemicals telling them to connect with other women so that they can help protect the young" (Brizendine 43).
23. "The female brain, on average, matures two to three years earlier than the male brain" (Brizendine 44).
24. "Remember Romeo and Juliet? If only the two lovers had known that their brain circuits were under major reconstruction" (Brizendine 50).
25. "As a parent of teens, you have the job of ignoring much of what they say. Don't take any impulsive or emotional tirades seriously. Stay calm" (Brizendine 52).
26. "We spent more than 99 percent of the millions of years it took human beings to evolve living in primitive conditions" (Brizendine 60).
27. "Social reputation is often a factor in male assessment, since the most reproductively successful males also need to pick women who will mate only with them" (Brizendine 64).
28. "Once a person is in love, the cautious, critical-thinking pathways in the brain shut down" (Brizendine 65).
29. "The male brain uses vasopressin mostly for social bonding and parenting, whereas the female brain uses primarily oxytocin and estrogen" (Brizendine 71).
30. "Motherhood changes you because it literally alters a woman's brain—structurally, functionally, and in many ways, irreversibly" (Brizendine 95).
31. "Mothers may have better spatial memory than females who haven't given birth, and they may be more flexible, adaptive, and courageous. These are skills and talents they will need to keep track of and protect their babies" (Brizendine 103).
32. "The relationship between a woman's gut feelings and her intuitive hunches is grounded in biology" (Brizendine 120).
33. "Men don't seem to have the same innate ability to read faces and tone of voice for emotional nuance" (Brizendine 121).
34. "Brain-imaging studies show that the mere act of observing or imagining another person in a particular emotional state can automatically activate similar brain patterns in the observer—and females are especially good at this kind of emotional mirroring" (Brizendine 122).
35. "In a study on the aftereffects of frightening films, women were more likely to lose sleep than men" (Brizendine 123).
36. "Tears in a woman may evoke brain pain in men. The male brain registers helplessness in the face of pain, and such a moment can be extremely difficult for them to tolerate" (Brizendine 124).
37. "Men pick up the subtle signs of sadness in a female face only 40 percent of the time, whereas women can pick up these signs 90 percent of the time" (Brizendine 125).
38. "In the wild, the loss of a relationship with a protective male provider could have spelled doom. Cautiously holding her anger back may also have saved a female and her offspring from retaliation from men" (Brizendine 130).

Sax, Leonard, M.D., Ph.D. *Why Gender Matters*. New York: Broadway Books, 2005.

39. "Not only do most of the books currently in print about girls and boys fail to state the basic facts about innate differences between the sexes, many of them promote a bizarre form of political correctness, suggesting that it is somehow chauvinistic even to hint that any innate differences exist between female and male" (Sax 6).
40. "No scientific evidence exists to support the claim that gender-neutral child-rearing has any measurable benefit, regardless of which parameter you measure" (Sax 6).
41. "The failure to recognize and respect sex differences in child development has done substantial harm over the past thirty years" (Sax 7).
42. "According to FBI statistics, the number of boys under eighteen arrested for drug abuse offenses has increased by more than 50 percent in the past ten years" (Sax 8).
43. "Teenage girls today are four times more likely to drink than their mothers were. They're *fifteen* times more likely to use drugs than their mothers were" (Sax 7).
44. "Recent investigations have shown a dramatic drop over the past twenty years in boys' academic performance in American schools" (Sax 8).
45. "The U.S. Department of Education now projects that in the year 2011, there will be 140 women graduating from college for every 100 men--very nearly a 60/40 female-to-male ratio" (Sax 8).
46. "The high school dropout rate in the United States is now close to 30 percent, and the great majority of dropouts are boys" (Sax 9).
47. "Many educators and policymakers stubbornly cling to the dogma of 'social constructionism,' the belief that differences between girls and boys derive exclusively from social expectations with no input from biology. Stuck in a mentality that refuses to recognize innate, biologically programmed differences between girls and boys, many administrators and teachers don't fully appreciate that girls and boys enter the classroom with different needs, different abilities, and different goals" (Sax 9).
48. "For at least some children in some circumstances, single-sex activities offer unique opportunities and may even serve to 'inoculate' girls and boys against some of the societal ailments that now threaten children and teenagers" (Sax 9).
49. "The right side of a man's brain seems to be specialized for spatial functions such as navigation or mental imagery" (Sax 11).
50. "A series of studies demonstrated that while the left hemisphere of the brain is clearly specialized for language functions in *men*, that asymmetry is much less noticeable in *women*" (Sax 12).
51. "Male and female brains are organized differently, with functions more compartmentalized in male brains and more globally distributed in female brains" (Sax 12).
52. "Women use both hemispheres of their brain for language. Men don't" (Sax 12).
53. "In men, many areas of the brain are rich in proteins that are coded directly by the Y chromosome. Those proteins are absent in women's brain tissue. Conversely, women's brain tissue is rich in material coded directly by the X chromosome; these particular transcripts of the X chromosome are absent from men's brain tissue. These sex differences, the, are *genetically programmed*, not mediated by hormonal differences" (Sax 15).
54. "Female brain tissue and male brain tissue are intrinsically different" (Sax 15).
55. "Scientists continue to recognize that sex hormones do affect the brain" (Sax 15).

56. "Girl babies who received music therapy left the hospital nine and a half days earlier on average than girl babies who did not. But *boy* babies who received music therapy did not leave the hospital *any* earlier than boys who did not! Music therapy was very beneficial for the girls, but not at all beneficial for the boys" (Sax 16).
57. "Premature girl babies who were hummed to left the hospital *twelve days earlier* on average than girl babies who weren't. But premature boy babies who were hummed to didn't leave the hospital any earlier than boy babies who weren't" (Sax 16).
58. "There's good evidence now, from several different sources, that newborn baby girls really do hear better than newborn baby boys" (Sax 17).
59. "For a 1,500 Hz tone played to the right ear, they found that the average girl baby had an acoustic brain response about 80 percent greater than the response of the average baby boy. (The range of sounds around 1,500 Hz is especially important, because that range of sound is critical for understating speech.)" (Sax 17).
60. "If a forty-three-year-old man speaks in what he thinks is a 'normal tone of voice' to a seventeen-year-old girl, that girl is going to experience his voice as being about ten times louder than what the man is hearing" (Sax 18).
61. "Eleven-year-old girls are distracted by noise levels about *ten times* softer than noise levels that boys find distracting. That boy who's *tap-tap-tapping* his fingers on the desk might not be bothering the other boys, but he is bothering the girls--as well as the (female) teacher" (Sax 18).
62. "Girls won't learn as well in a loud, noisy classroom" (Sax 18).
63. "Most girls and women interpret facial expressions better than most boys and men can" (Sax 18).
64. "All 102 babies in the study were videotaped and their eye motions analyzed by researchers who didn't know the sex of the baby. The boy babies were much more interested in the mobile than in the young woman's face. The girl babies were more likely to look at the face" (Sax 19).
65. "The results of this experiment suggest that girls are born prewired to be interested in faces while boys are prewired to be more interested in moving objects" (Sax 19).
66. "The male retina is substantially thicker than the female retina" (Sax 21).
67. "Girls will prefer colors like red, orange, green, and beige, because those are the colors that P cells are prewired to be most sensitive to. Boys prefer to simulate motion in their pictures. Boys prefer colors such as black, gray, silver, and blue because that's the way the M cells are wired" (Sax 21-22).
68. "Studies in young children have demonstrated that girls are better at tasks involving object discrimination--answering the question 'What is it?'--whereas boys are better at tasks involving object location--'Where is it?' (Sax 22).
69. "Girls typically draw pictures of people (or pets or flowers or trees), arranged more or less symmetrically, facing the viewer. Girls usually use ten or more colors in their picture and they are more likely to use the colors that researcher Yasumasa Arai calls 'warm' colors--red, green, beige, and brown. Boys typically draw action: a rocket hitting its target, an alien about to eat somebody, a car about to hit another car. Boys typically use at most six colors and they prefer what Yasumasa Arai calls 'cold' colors such as blue, gray, silver, and black...Girls draw nouns, boys draw verbs" (Sax 24).
70. "At least 95 percent of kindergarten teachers are women. Most are not aware of these differences" (Sax 24).
72. "The teacher wants him to sit still and be quiet and listen while he wants to run around and jump and yell" (Sax 25).
73. "Women typically navigate using landmarks that can be seen or heard or smelled. Men are more likely to use absolute directions such as north and south or absolute distance such as miles or city blocks...Neuroscientists have found that young women and young men use different areas in the brain when they navigate: young women use the cerebral cortex while young men use the hippocampus, a nucleus deep inside the brain that is not activate in women's brains during navigational tasks" (Sax 26).

74. "Nine-month-old boys strongly preferred 'boy toys' such as balls, trains, and cars. Nine-month-old girls preferred 'girl toys' such as dolls and baby carriages" (Sax 27).
75. "Boys and girls show gender-typical toy preferences long before they understand gender" (Sax 27).
76. "Young male rats engage in much more rough-and-tumble play than do young female rats...The fact that gender difference in play behavior are found in so many other species is another nail in the coffin for the idea that similar preferences in human children are entirely due to culture" (Sax 28).
77. "Girls and boys do differ from one another in systematic ways that should be understood and made use of, not covered up or ignored" (Sax 28).
78. "Girls and boys behave differently because their brains are wired differently" (Sax 28).
79. "In boys the locus of brain activity associated with negative emotion remains stuck in the amygdale. In boys there is no change associated with maturation. Asking a seventeen-year-old boy to talk about why he's feeling glum may be about as productive as asking a six-year-old boy the same question. In young women, brain activity associated with negative emotion was mostly up in the cerebral cortex, whereas in young men it remained stuck down in the amygdale" (Sax 29).
80. "Emotions--both positive and negative--are processed differently in girls' brains than in boys'" (Sax 29).
81. "In boys, as in men, the part of the brain where emotions happen is not well connected to the part of the brain where verbal processing and speech happens--unlike the situation teenage girls and women" (Sax 30).
82. "In a recent Harvard Medical study of teenagers, there was a positive correlation between brain size and intelligence for teenage boys, but there was no correlation between brain size and intelligence for teenage girls" (Sax 32).
83. "The bottom line is that the brain is just organized *differently* in females and males. The tired argument about which sex is more intelligent or which sex has the 'better' brain is about as meaningful as arguing about which utensil is 'better,' a knife or a spoon" (Sax 32).
84. "Girls make more elaborate and more subtle color distinctions than boys do" (Sax 36).
85. "Trying to understand a child without understanding the role of gender in child development is like trying to understand a child's behavior without knowing the child's age" (Sax 35).
86. "When noted linguist and Georgetown University professor Deborah Tannen compared how girls and boys of different ages use language, she 'was overwhelmed by the differences that separated the females and males of each age, and the striking similarities that linked the females, on one, and the males, on the other, across the vast expanse of age. In many ways, the second-grade girls were more like the twenty-five-year old women than like the second-grade boys" (Sax 35).
87. "Most young men behave differently. When other young men are watching, most young men will demonstrate what psychologists call a 'risky shift'" (Sax 40).
88. "Many boys enjoy taking risks. And most boys are impressed by other boys who take risks...Girls are less likely to enjoy risk-taking for its own sake and are much more likely to be impressed by risk-taking behavior in others. Girls may be *willing* to take risks, but they are less likely *seek out* risky situations just for the sake of living dangerously" (Sax 40-41).
89. "If girls heard about another girl who rode her bike on purpose off the top of a twelve-foot-high boardwalk, they would be less likely to ooh and ahh and more likely to be critical" (Sax 41).
90. "As soon as kids are old enough to toddle across the floor, boys are significantly more likely to do something dangerous: put their fingers in a socket, try to stand on a basketball, jump off a chair onto the floor. And when parents try to stop their child from doing something risky, boys are less likely to comply" (Sax 42).

91. "Boys are more likely than girls to be seriously injured or killed in accidents such as drowning, misuse of firearms, or head injury related to riding a bicycle" (Sax 42).
92. "A boy is much more likely to do something dangerous or stupid when he's in a group of boys than when he's by himself" (Sax 42).
93. "Risky and dangerous activities trigger a 'fight or flight' response that gives a tingle, a charge, an excitement that many boys find irresistible" (Sax 42).
94. "The boys were much slower to brake than the girls were. If the simulation had been real, many of the boys would have sustained life-threatening injuries. The boys were also more likely to report feeling *exhilarated* by the simulated collision, whereas girls were far more likely to report feeling *fearful*" (Sax 43).
95. "Boys systematically *overestimate* their own ability, while girls are more likely to *underestimate* their abilities" (Sax 43).
96. "Why are almost all drowning victims male? ...Men consistently overestimate their ability to swim" (Sax 43).
97. "Males are mainly lost to the population because of their risk-taking behaviors" (Sax 45).
98. "Most young girls need some encouragement to take risks, the right kind of risks, and to raise their estimation of their own abilities" (Sax 45).
99. "But even when you control for occupation, education, and hours worked, a significant gender gap in pay persists. Men get paid somewhat more than women do for doing the same work" (Sax 46).
100. "The gender gap could be explained by the fact that women hadn't asked for more money. Asking for more money when you've just received a job offer is taking a risk" (Sax 46).
101. "If you've had plenty of experiences exploring new situations, facing your fears and mastering them, then you can face new challenges and conquer them as well...Parents in North America and Europe are more likely to shield their girls from risks and less likely to praise them for engaging in risky activities such as climbing trees or riding a bike hands-free" (Sax 48).
102. "In a class with both girls and boys, the boys take over any activity that involves action, motion, and noise" (Sax 51).
103. "Boys fight a lot: about twenty times as often as girls do...boys who fight each other usually end up being better friends after the fight...girls seldom fight, but when they do--often with words rather than fists--the bad feelings last" (Sax 58).
104. "Male chimpanzees are about twenty times as likely to fight as females are, but the fights don't last more than a few minutes and rarely result in major injury. Two male chimps who fight each other this morning may be grooming each other this afternoon...Female chimps rarely fight, but when they do, their friendship is over. The hostility that results can last for years. Serious injury is also more likely to occur when female chimpanzees fight. Female chimps who have fought one another are 'vindictive and irreconcilable'" (Sax 58).
105. "Boys as young as two years of age, given a choice between violent fairy tales and warm and fuzzy fairy tales, usually choose the violent stories. Girls as young as two years of age consistently choose the warm and fuzzy stories" (Sax 59).
106. "Girls who act aggressively may *lower* their standing in the eyes of their peers" (Sax 60).
107. "Whenever you look among the primates, you'll find that young females show much more interest than young males do in taking care of babies...girls, on average, are much more likely to embrace little babies and be interested in babies than boys are" (Sax 61).
108. "What evolutionary purpose is served when young males chase each other and wrestle, sometimes for hours on end? ...One reason is that in many primate species, the male is much more likely to pursue and kill moderate-size prey...But there's another reason, primatologists say, why it's useful for young males to engage in play-fighting. Wrestling and fighting with other males teaches them the rules of the game. If young male primate are deprived of the opportunity to fight with other males, those males

grow up to be more violent as adults, not less. They've never learned how to get along with other males in a playful, aggressive way" (Sax 62).

109. "Aggression between girls doesn't build friendships, it destroys them. So it's hard for girls to imagine any positive consequences from aggressive play" (Sax 62).

110. "Putting girls together with boys creates special risks. Boys often employ aggressive behaviors playfully, as a way of making friends. Girls, especially young girls, very seldom do that" (Sax 63).

111. "Differences between girls and boys are natural. Those differences should be acknowledged, accepted, and exploited for educational purposes. (Sax 63).

112. "Scientists have found that when you stress an animal in the laboratory--and then you subsequently test that animal's sensitivity to pain, you will find that the animal is much less sensitive. But that phenomenon is seen *primarily in males*. Females of all mammalian species studied so far show this effect to a much lesser extent. In some cases, exposure to stress actually makes females *more* sensitive to pain" (Sax 67).

113. "The cellular mechanism that mediates pain sensation is structurally different in males compared with females...the girl will experience more pain" (Sax 68).

114. "We now know that females are wired to respond to stress in a different way than males are...The female autonomic nervous system has been shown to be influenced more by the *parasympathetic* nervous system, which is energized by acetylcholine rather than adrenaline and which causes an unpleasant, nauseated feeling rather than the 'thrill' of the sympathetic nervous system" (Sax 69).

115. "When young boys are exposed to threat and confrontation, their senses sharpen and they feel an exciting tingle. When most young girls are exposed to threat and confrontation, they feel dizzy and 'yucky'" (Sax 69).

116. "Across the United States the physical education curriculum is shifting away from traditional sports in favor of aerobic activities such as riding a stationary bike or jogging. Advocates of this shift point out that competitive sports have winners and losers, and often involve an aggressive component. Nobody's a loser if you're just riding a bike. But people who make that argument don't understand that many boys *need* the aggressive element found in sports such as basketball and soccer" (Sax 70).

117. "Do not buy this [Grand Theft Auto] game for your son. Don't buy any video game that employs a 'moral inversion'—where good is bad and bad is good. Playing those games for hours on end can warp your mind" (Sax 71).

118. "Playing a violent sport like football or lacrosse can build many virtues in a boy: courage, physical endurance, and camaraderie, among others. No video game can do that" (Sax 72).

119. "The greatest health threat facing American children today seems to be *inactivity*. According to the Centers for Disease Control, boys today are *four times* as likely to be overweight than thirty years ago" (Sax 72).

120. "Girls and boys fight differently. Boys can be mean to one another, but the meanness is usually right there on the surface...Provocation, leading to a violent response, followed by resolution. That's the pattern with boys. But that simple pattern is rare among girls. 'The surface of a girl fight can be silent and smooth as a marble,' ...Tensions can simmer and build for weeks or months, corroding a friendship until there is no friendship left" (Sax 74).

121. "Simmons uses the phrase 'alternative aggression' to describe these ongoing wars among adolescent girls...Parent sometimes don't recognize the damage that alternative aggression can cause. For one thing, the perpetrator is often a 'good girl,' polite to adults and clever at hiding her traces. A girl who victimizes other girls in this manner is often the *most* socially skilled and may even be one of the most popular girls—just the opposite of the typical boy bully" (Sax 74).

122. "Whereas boys typically bully kids they barely know, girls almost always bully girls within their social group" (Sax 75).

123. “Remember that other girls might ostracize your daughter not because of something *bad* she’s done, but because she prompts other girls’ envy” (Sax 75).
124. “Girls need connection with other girls...The experience of being shunned by other girls *can* precipitate full-blown clinical depression” (Sax 76).
125. “Girls and boys have different education styles, and different expectations for the teacher-student relationship...Male teachers especially often misunderstand and misinterpret the behavior of their female students” (Sax 80).
126. “Girls are more concerned than boys with pleasing the teacher and more likely than boys to follow the teacher’s example...Girl chimps follow their teacher’s example, while boy chimps completely disregard the teacher...The boy chimps are consequently much slower to master the task than the girls are” (Sax 81).
127. “Friendships between girls are different from friendships between boys. Girls’ friendships are about being together, spending time together, talking together, going places together. Friendships between boys on the other hand usually develop out of a shared interest in a game or an activity...Girls’ friendships are *face-to-face*. Boys’ friendships are *shoulder-to-shoulder*.”
128. “Conversation is central to girls’ friendships at every age. Girlfriends love to talk with each other...Self-disclosure is the most precious badge of friendship between females...Most boys don’t really want to hear each other’s innermost secrets. With boys the focus is on the activity, not the conversation. Four boys can spend hours playing a video game without exchanging a single complete sentence” (Sax 83).
129. “When a girl is under stress, she looks to other girls for support and comfort...When boys are under stress, they usually just want to be left alone” (Sax 83).
130. “*Small group learning* is a good teaching strategy for girls, but seldom for boys” (Sax 87).
131. “Stress improves learning in males while it impairs learning in females...exposure to stress enhances the growth of neural connections in the male hippocampus while it inhibits growth of connections in the female hippocampus” (Sax 90).
132. “Many young boys are energized by confrontation and by time-constrained tasks. Few young girls will flourish in high-pressure, do-it-in-five-seconds-or-you-lose formats” (Sax 90).
133. “Rule of thumb: moderate stress improves boys’ performance on tests—the boys do *better* than you might expect—whereas the same stress *degrades* young girls’ performance on tests...Girls on average don’t do quite as well as you might expect on standardized tests” (Sax 92).
134. “Areas in the brain involved in language and fine motor skills mature about six years earlier in girls than in boys; the areas of the brain involved in targeting and spatial memory mature about four years earlier in boys than in girls” (Sax 93).
135. “By thirty years of age, both females and males have reached full maturity of all areas of the brain” (Sax 93).
136. “In the jargon of educational psychology, the objectives of today’s academically oriented kindergarten are not *developmentally appropriate* for many kindergarten boys” (Sax 95).
137. “Starting kids reading before they’re ready to read can actually boomerang and turn them off reading” (Sax 95).
138. “When the main emphasis in kindergarten is on learning to read at the expense of other less structured and more developmentally appropriate activities, many boys tune out and turn off” (Sax 96).
139. “The proportion of young children on anti-depressant medications has more than tripled in the past ten years” (Sax 98).
140. “The failure of schools to recognize differences in how girls and boys learn affects each sex at different ages. Boys are harmed most in kindergarten and the early elementary years. For girls, the negative effects of gender-blind education become manifest in the middle school and high school years” (Sax 99).

141. "Because girls do better in school, one might imagine that girls would be more self-confident about their academic abilities and that they would have higher academic self-esteem. But that's not the case. Paradoxically, girls are more likely to be excessively critical in evaluating their own academic performance. Conversely, boys tend to have unrealistically high estimate of their own academic abilities and accomplishment" (Sax 113).
142. "You need to encourage girls and build them up. Boys on the other hand more often need a reality check" (Sax 113).
143. "By the time a heterosexual young man is in his early twenties, he will rely on his girlfriend or his wife to be his primary emotional caregiver...For the great majority of heterosexual adult men, the wife or girlfriend is the man's most important source of emotional support. Straight men who don't have a wife or girlfriend are substantially more likely to become seriously depressed, commit suicide, or die from illness" (Sax 131).
144. "Women as a rule have more diverse support systems than men do. Husbands and boyfriends matter to them, sure, but so do their girlfriends, coworkers, and (often) family, especially a sister or mom" (Sax 131).
145. "So here's the irony. Even though many of us think of teenage romance as something that interests girls more than it interests boys, it's the boys, ultimately, who will have greater need for an intimate and durable romantic relationship in their lives" (Sax 131).
146. "Competitive sports have been shown to be especially effective in getting girls to focus on something other than the rating and dating game" (Sax 136).
147. "Athletes, both girls and boys, typically have higher self-esteem than nonathletes" (Sax 136).
148. "Most adolescent girls don't like boys staring at them. Several researchers have found that girls drop out of sports because they don't like the spooky feeling that boys—and even men—are watching their practices and their games just to stare at their bodies" (Sax 137).
149. "My other hope is that if we can generate enough real change in teen culture—if we can empower enough girls to take charge of their sexual agenda...then such a change might offer another way to shift teenage sexuality toward a more person-centered, relationship-oriented basis and away from the impersonal, experience-oriented bias that is skewing teenage sexuality at the present time. We need more girls to say No" (Sax 139).
150. "Low self-esteem is a major risk factor for drug and alcohol use among *girls*, so raising self-esteem lowers the risk of drug and alcohol use among *girls*. But boys are different. Boys don't drink or use drugs to assuage low self-esteem. Boys drink and use drug because they're sensation-seeking or because they want to look cool" (Sax 157).
151. "The more often teens have dinner with their parents, the less likely they are to smoke, drink, or use drugs" (Sax 161).
152. "If you have a son who's a risk taker, a son who's using drugs because he's looking for a thrill, you need to help him explore safer, healthier ways to get that risk-taking tingle. Snowboarding, skiing, mountain biking, motocross, mountain climbing" (Sax 162).
153. "Whether you have a son or a daughter, you need to make clear that drug use is prohibited" (Sax 162).
154. "Perhaps the most significant change in our society in those fifty years, according to Dr. Elias, was the *transfer of authority* from parent to child" (Sax 166).
155. "Boys responded well to strict and authoritarian discipline...The stricter the parents' disciplinary style, the better the boy's social-cognitive skills. Remarkably, a 'warm and fuzzy' parenting approach appeared to retard boys' acquisition of social-cognitive skills. For girls, the results were just the opposite. The 'warm and fuzzy' approach promoted social skills whereas strict discipline had a slight negative effect on girls' social development" (Sax 180).
156. "The moral understanding of a typical four-year-old girl is well beyond that of the typical four-year-old boy" (Sax 187).

157. "Children have the inalienable right to food, clothing, shelter, and medical care. Everything else is a privilege. Toys, video games, using the phone, watching TV, shopping, having friends over...those are all privileges that need to be earned" (Sax 188).
158. "American doctors wrote twenty times more prescriptions for amphetamines for children in 1999 than they did in 1991...psychiatric prescription drugs have been utilized for what are essentially problems of discipline" (Sax 196).
159. "In a bizarre turn of events, it's become politically incorrect to spank your child, but it's okay to drug him" (Sax 197).
160. "Researchers in Florida found that the more comfortable a child was with his or her gender, the better the child's psychological well-being" (Sax 237).
161. "Restless boys are drugged with Ritalin and Concerta so that they will sit still and be quiet in classes taught by soft-spoken women who bore them. Shy teenage girls are medicated with Paxil" (Sax 240).
162. "You and I know that real manhood has nothing to do with playing video games. You and I know that being a man means using your strength in the service of others" (Sax 240).
163. "Girls in generations past worried about their *character*. Today most girls' first concern is their *appearance*" (Sax 241).
164. "Coed schools do shortchange both girls *and* boys, but not primarily because the teachers are sexist or because the textbooks are biased. Coed schools will always shortchange both girls and boys to some degree, for the simple reason that girls and boys do indeed learn differently" (Sax 242).
165. "Here's the paradox: coed schools tend to *reinforce* gender stereotypes, whereas single-sex schools can *break down* gender stereotypes" (Sax 243).
166. "In the real world of adult life, personal appearance matters, but it's not the *only* that matters. It's not the most important thing. In real life the most important thing is not how you *look* but who you *are*" (Sax 246).
167. "Coleman found that at coed schools, kids were most concerned with who was the best looking, who was the most popular, and (for the boys) who was best in sports. He concluded that the adolescent culture of coed schools exerts 'a rather strong deterrent to academic achievement'" (Sax 247).
168. "Many educators continue to view gender not as an innate biological characteristic but as a socially constructed role" (Sax 249).
169. "In coed classes, the boys have to sit because girls would be distracted by boys crouching or twirling on either side of them. But...the boy who is sitting in his chair is *not* distracted by the boy who is crouching under the desk next to him" (Sax 253).
170. "Mount Holyoke College has graduated more women who have gone on to earn Ph.D.s in physics than Harvard has" (Sax 255).
171. "In math and science, it's often possible to cover the same topic in two different ways: a girl-friendly way and a boy-friendly way" (Sax 257).
172. "Twenty years ago, many teenaged boys used to read for fun" (Sax 259).
173. "Parents and teachers need to be more aware of the new research we've considered in this book. Teachers must understand that girls and boys learn differently" (Sax 261).