

SESSION 6: Single-Sex Schooling

Readings to complete before class:

- (1) Kaminar, Wendy. “The Trouble with Same-Sex Schools.” *Atlantic Monthly* (April 1998).
- (2) National Association of State Boards of Education. “Single-Sex Schools.” *Policy Update* 5, no. 15 (July-August 1997).
http://www.nasbe.org/new_resources_section/policy_updates/PU_SingleSex_Schools_08.97.pdf
- (3) Schemo, Diana Jean. “Administration Proposes Same-Sex-School Option.” *New York Times* (March 4, 2004).

Discussion notes:

- Could “separate but equal” actually work for single-sex schooling?
 - How would fairness be measured? Enforced?
- How is single-sex schooling different / similar to separating kids by:
 - Race? (e.g. *Brown v. Board of Education*, 1954.)
 - Ability level? (e.g. Tracking, gifted and remedial programs.)
 - Age? (e.g. Grade levels.)
 - “At-risk” factors? (e.g. Programs for low-income, disruptive, or pregnant teens?)
- Would your objections (if any) be alleviated or removed by single-sex schooling being an *option* – with a co-ed option always available? What problems might arise?
- Do public single-sex schools or partial programs seem to you to be against the spirit and/or the law of Title IX?
- Why do you think single-sex schooling has become more popular recently? What other social trends might be contributing to renewed interest in single-sex schooling? Or is it just that more thorough research is coming out?
- Might same-sex schooling be better if emphasized at different points in children’s lives? (e.g. Separate math classes in middle school, but together for high school?)
- Anecdote from friend at an all-female college: “I never see boys except as dates – they’re not friends or study partners, but have only romantic/sexual roles.” Since men and women work together in the workplace as adults, what issues might this feeling bring up?

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