**How I think about single-gender schools**

first draft

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Advanced Writing (II)

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**Outline**

**First paragraph:** introduction and my attitude toward single-gender schools.

**Second paragraph:** The positive sides of single-gender schools and my comments based on my personal experiences.

**Third paragraph:** The negative sides of single-gender schools and my comments based on my personal experiences.

**Fourth paragraph:** Conclusion: Single-gender schools are not necessary to exist. They can be transformed gradually into non-single-gender ones like most schools.

**嗨嗨大家，這邊想說一下我在topic 和outline 的時候可能有點表達錯誤，我其實是想說單一性別學校是可以漸漸轉型成一般學校的，但如果想保留一些單一性別學校優點的話可以改成像師大附中那樣混校但分班的，不過我個人ㄉ結論還是支持廢除~**

Single-gender schools have existed in Taiwan for a long time. As time changes, more and more schools have relaxed gender restrictions in response to the trend. Discussions about the pros and cons are raised from time to time. As a student who graduated from girls’ high school, I think I can know whether the positive and negative sides of others are right or not from my point of view. After experiencing the journey in a single-gender school, I think it is time to consider making this kind of education a history.

The supporters of single-gender schools usually hold the following reasons. First, the single-gender environment makes students not limited by traditional gender frame. In some ways, this might sound correct. However, backtracking to my experience, this separate education inadvertently reinforces gender stereotypes by tailoring curriculum activities to what is perceived as gender-specific interests. For example, the liberal arts and social science teachers in my high school seem to have a higher standard in grading the scores. The teachers of science or PE comparatively take grading not so seriously. Second, some supporters would say the single-gender environment makes them comfortable to express themselves. However, I feel that the environment of all girls is just the reason that students will not speak out their true thoughts because they care more about the mood of their classmates. Furthermore, except for students’ opinions, many parents and the elderly think that students studying in a single-gender school will focus more on academics since there are no opposite genders. I would say this argument does not work. Couples in single-gender schools are definitely not less than coeducational schools. Not to mention the students still can meet other boys and girls from other schools. For me, these positive arguments are not persuasive at all.

On the other hand, the arguments on the negative side about single-gender schools are all true, and I agree with them so much. The most important point is that despite being comfortable in a single-gender comfort zone, one day, students still have to learn how to get along with people of a different gender. Over one-third of my high school classmates told me that they had androphobia after graduating from girls’ school, and they had difficulty talking with male students. Although not everyone was bothered by this fear, I think single-gender schools indeed cause interpersonal problems, which may affect students' ability to communicate with the opposite gender after entering college and the workplace in the future. Besides, I think different gender perspectives matter. In my high school class, usually, there would be similar opinions about one thing. Yet every time I said the same thing to my male friends, I could always get a totally different thought. That is amazing to me because I did not think there was any distinction when I was in a coeducational class in junior high school. Now I still think that I might have been in an echo chamber in girls’ high school, where many subjects are worth discussing from different angles. Finally, the gender limitation for single-gender schools is biological sex, so transgender people cannot attend the schools based on their gender identity. Now people can freely choose their gender, but it is weird for us to keep using biological sex as a distinction to educate students. We need to enable children to accept gender diversity through substantial implementation of gender equality.

Based on the above reasons, I think single-gender schools do more harm than good and thus are not necessarily needed. There is no denying that this separate education has its advantages, but these so-called advantages can be achieved in coeducational schools with single-gender classes, too. I think single-gender schools can be transformed gradually into non-single-gender ones like most schools, that is, we can let students choose freely with both kinds of classes, enabling education in line with today's social atmosphere and trends.