



男女分班提升教育的素質

Single Gender Education Improves the Quality of Education

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今日，男女分班教育已被主政者、教育界、家長和學生們再度提倡。尤其是近年來，許多男女分班教育陸續地開辦，而且收到了積極和正面的效果。男女分班教育能使學生在課業的表現、品格的發展、學習的專注，及學生楷模的效法等，提供一個較佳的學習環境。

男女分班教育能使學生在學術成績方面有較優良的表現。根據國立教育研究基金會以學校大小和分班或合班教育的型態來研究比較它對成績方面的影響。於2002年的七月八日公佈：「即使在學術能力及其它背景因素的設限下，男女分校的學生，不論男女，都比男女合校有顯著較好的表現。」這篇研究的對象，是在男女分班教育普及的英國，涵蓋2,954所高中九到十二年級的學生。另一項大規模的研究是在澳洲，費時六年，直到2001年才完成，共計訪問了27萬個學生及53個課程；報導顯示：「男女分班教育下的學生有較良好的行為舉止，學習上較愉快，及課程上較能相應。」並作結論「證據建議合班教育，十二到十六歲的男女學生成長率的能力為適應認知、社交及發展的極大差異而受到限制。」

男女分班教育在學生特質上有更自由發展的空間。男、女學生對自己的興趣和天賦能力，可以自由的探索與發揮。男

Today, interest in single-sex schooling has been reinvigorated by governors, educators, parents, and students. More single-sex schools have been established recently. There are several positive effects for segregating students by gender; for example, single sex schools provide a better environment for academic performance, character development, studying with less distraction, and role models.

Students who receive single sex education can achieve higher academic performance. A recent study published by NASSPE stated: "The National Foundation for Educational Research was commissioned to study the effect of school size and school type (single sex vs. coed) on academic performance" and the research report released on July 8, 2002 stated, "Even controlling for students' academic ability and other background factors, both girls and boys did significantly better in single-sex schools than in coed schools." This report examined grades 9-12 and included 2,954 high schools in England, where single-gender public high schools were very popular. Another large study done in Australia in 2001 spanning six years and involving 270,000 students and 53 curriculums, reports, "boys and girls in single-sex schools were more likely to be better behaved and to find learning more enjoyable and the curriculum more relevant." The report concludes, "Evidence suggests that coeducational settings are limited by their (in)capacity to accommodate the large differences in cognitive, social and development growth rates of boys and girls aged between 12 and 16."

Single sex education provides more of an environment that allows students to more freely develop their unique character. With single sex education boys and girls feel free to explore and follow their interests and talents. Boys at single sex schools will be more comfortable without the pressure of needing to make a good impression on or worrying about looking foolish in front of their feminine peers, and girls will act more natural and be themselves. There is an inherent difference between male and female students. When boys



生在分班制度下會比較自在，而不會要在女生面前討好，或擔心自己看起來很愚痴；而女生也比較自然不做作。男女生天生就有所差異；在男女分班制度下，女生即使對於不確定的答案，也不會害怕提出她們的意見。反之，在男女合班制度下，男生會比女生衝動，因為女生通常較秀氣。但在男女分班制度下，男女生就會有平等的機會來表達自己。我訪問一位瑜伽鎮公立高中物理科學老師英格·伊瑞時，她指出：「某些非主流文化背景的女學生，更是害怕與男生一起參與活動。男生遠比女生用言語表達；女生在女生班就比較不會壓抑不開口。」有時候，當男女生同時舉手時，老師會不自覺的偏向點叫男生。一項報告指出：「男生在男女分班下有較高的意願來貢獻或回答問題。」

男女分班的學生在學習上比較不會分心。當男女學生一起上課時，彼此有較多的交流。當學生陷入浪漫的情感，他們的心就會比較散亂，情緒也不穩定。當他們有性行為時是更嚴重，不但身心會受到傷害，同時也會給家長和老師們帶來麻煩、製造社會問題，常常嚐受到悲劇的結果。保羅·昆藍在「郡政府考慮男女分班」一文提到一些男女同班教育下的經驗：「男生因為女生而愛表現；女生在舉止上比較輕浮」。佛州的奧德賽中學老師凱莉·辛門提到：「我在男女同班上課時，一些行為通常會中斷授課，因此，我們學校就做了男女分班的決定。相較之下，分班比合班的學生較專心於課業學習，不太會分心。」

純男生或純女生的學校賦予兩性機會擔任領導的角色。怎麼說？因為男生往往比女生更能取得領導的角色，並在男女校內參與更多的活動。其結果是，女眾在今日社會高階層中，領導機會仍然較少。相反的，女生在女校有較多的機會來嚐試多種的角色，並建立她們領導的能力；男生在男校也會有較多的機會扮演多種不同的角色，來豐富他們的經歷。

分班教育提供學生、老師、和家長各在學習，教學和支持的環境多一個選擇機會。

and girls are taught separately, girls are not afraid to bring up their ideas even if they are unsure of the answer. On the other hand, if boys and girls are sitting in the same classroom, boys react a little more aggressively than girls, whereas girls are used to being more refined. When boys and girls are taught separately, they will have equal opportunity to express themselves. A teacher from Ukiah High School, Ingrid Ehrreich, whom I interviewed about her experiences in teaching Sheltered Physical Science, said, "In certain populations, the girls are even more afraid of participating with boys around. Boys are far more vocal than girls. Girls will have less inhibition to talk in a single gender class. Sometimes, without knowing it, teachers are biased in favor of calling on boys when girls and boys raise their hands. One report stated, "Boys in single sex classes were more willing to contribute during lessons and to take risks answering questions."

Boys and girls have less distraction in single gender education. When boys and girls study together, they have more opportunities for mutual interaction. Once students become romantically involved, their minds become more scattered and emotionally unstable. It is even worse if they become sexually involved, for then not only do they hurt their mind and body, but also get in trouble with parents and teachers, create social problems, and often experience tragic outcomes. A story by Paul Quinlan in "County considers same-sex classrooms" mentioned several things that happen in coed classes: "Boys showing off for the girls. Girls flirting with the boys." These are "behaviors that would normally be a disruption when I have boys and girls in the classroom," according to teacher Kelly Zimmer at Odyssey Middle School in Boynton Beach, Florida. For that reason, the school separated girls and boys in different classrooms. Therefore, compared to their peers in coed classes, students in a single sex environment are less distracted and concentrate better on their studies.

All-boys or all-girls schools give both genders the opportunity to take on leadership roles. Why? Usually, compared to girls, boys usually tend to take the leadership roles and get more involved in activities in coed schools. As a result, today women still have fewer opportunities than men in the higher ranks of society. On the other hand, girls in an all-girls setting have more opportunities to try out various roles and build leadership skills. Boys in an all-boys setting will also play diverse roles to enrich their experiences.

Single sex education is one more alternative to be considered by students, teachers and parents when they choose a school to enroll in, teach at, or support. From



從學生的觀點來看，決定的方向是取決於高品質的學校。學生因為男女分班教育，使其學術和品格上有較佳的表現，就會提升學校的素質來激發老師們的專業發展，有熱心並積極參與的態度，長期的堅守教職。這些好的推動力也會影響家長更支持男女分班教育。

回顧歷史，以往把傳統男女分校改成男女合校的原因有二：符合男女平等政策和節省經費，但這兩種原因都已不存在了。在「郡政府考慮男女分班」文中保羅·昆藍報導：「美國教育部最近制定章程，在某些條款併入 2001 年無學童落後的法案下，允許男女分班。由於 1972 年 Title IX 禁止性別歧視的規定，使分班教育沒落。」另外，一項財務分析在「男女分班和合班比較的證據」一文中說：「這些學習在學校設備和學生與老師的比例上通常沒有差異；當年男女分班和近代轉型為男女合班，在物力上也無分別。」

也許有人會反對認為分班教育在美國來說幾乎都是私立學校，而且大多數的學生也是來自貴族家庭；其社會經濟的能力是明顯的因素。可是，近來男女分校已迅速地增加。於 2004 年十月的〈教育週刊〉中就提到根據馬里蘭州國家單性公立教育協會的資料，單 2004 與 2005 年間就有十所單性學校成立。現在有 34 所公立單性學校，有 113 男女合校但提供男女分班。在「男女分班和同班比較的證據」一文中另外有一相關研究說：科尼利厄斯、瑞爾單教授的一段證明：「就讀天主教單性學校特別是來自低收入戶的女學生而就讀天主教會學校所辦的男女合校更有代表性；而這社會經濟上的就讀比例，在男生就無差異。」

因此，單性學校也可以提供獎學金或清寒獎助金給符合申請辦法的學生。例如美國加州瑜伽鎮萬佛聖城內的育良小學和培德中學。

反對的人也許認為男女分校會因男、女生不懂得調適或沒有機會來應對異性，使他們較少有機會發展社交而有爭議。其實，因

students' perspective, selecting a higher quality of school is their decisive approach. Students at single sex schools have better outcomes in academics and character, which raises school quality by motivating teachers to continue their professional development, have enthusiastic and positive attitudes, and stay at their posts over the long term. These good energies will also influence parents to be more supportive of single sex education.

Throughout history, the reasons to change the traditional single sex educational system were to meet the goals of gender equity and greater economy under the same educational standards. However, these two reasons no longer are valid. In the article, "County considers same-sex classrooms," Paul Quinlan reported, "The U.S. Department of Education recently established regulations that allow for single-sex classrooms under certain provisions built into the No Child Left Behind Act of 2001. Single sex education had fallen out of favor since the 1972 passage of Title IX, which prohibited sex discrimination in schools." Besides, a financial analysis in the article "Single-Sex vs. Coed: The Evidence," says, "These studies usually involve no change in resources – the facilities and student-teacher ratios are the same before and after the switch" (NASSPE).

Critics may point out the single-sex schools in the United States are overwhelmingly private, and most of the students are from wealthy families. Socioeconomic status is obviously a factor. However, the numbers of single-sex schools have increased rapidly. In the October 2004 issue of *EDUCATION WEEK*, Tal Barak reported, "Ten single-sex schools opened during [the] 2004-2005 school year alone, according to the National Association for Single Sex Public Education, based in Poolesville, Md. There are now 34 public single-sex schools and 113 coed public schools that offer single-gender classes". Another related study in the United States, in "Single-Sex vs. Coed: The Evidence", Cornelius Riordan showed that "Girls who attend single-sex Catholic schools typically come from a lower socioeconomic background than girls who attend coed Catholic schools. Among boys, Professor Riordan found no difference in socioeconomic status."

Along with this idea, single sex private schools may also provide scholarship or financial aid for students who are eligible, e.g. both Instilling Goodness Elementary and Developing Virtue Secondary (Boys and Girls) Schools in Ukiah, California.

Opponents may argue that boys and girls at single sex schools will have less social development because they haven't adjusted or been given the chance to interact with the opposite gender. However, students in adolescent development are very sensitive because they haven't totally matured physically and psychologically toward their



為在身體機能及心理方面的自重和自信心未趨成熟時，學生在青春期的非常敏感的；如果沒有相當的了解，很容易被一知半解的價值分心或誤導。針對這個問題，在北愛爾蘭的一篇全國性的研究中，潘蜜拉·海格指出：「在男女合校裡，對總體自我價值高低的預測，唯一最普遍是在於外表的美醜。」

在〈金剛菩提海〉雜誌內，也刊載育良小學和培德中學的創辦人一宣公上人對男女分校的開示：

「小孩子生理還沒成熟就找對象，這都會受傷，都會吃虧的。就像那小苗似的，還沒長成，就把它割下來，都變成稗子了，根本什麼用也沒有。當情慾早開的時候，就一代不如一代了。」

其實男女生進入大學或者大學畢業之後，自有時間接觸社交或感情活動。而且，在家庭式的社交活動中幫助學生發展社交是比較好，因為父母長輩可以給予正當的指導。

對所有學校來說，最理想的宗旨是為教育學生成為品學兼優，人格完整的好公民。男女分班是比較能提升教育的素質。

self esteem and confidence. They will be easy distracted or misled by superficial values if they don't have better understanding. Regarding this issue, in a nationwide study in Northern Ireland, Pamela Haag said, "In the mixed-sex school, physical appearance was the single best predictor of degree of global self-worth" (qtd. Ericdigest.org).

In *Vajra Bodhi Sea*, the founder of the Instilling Goodness Elementary and Developing Virtue Secondary Schools explained the reason they teach boys and girls separately: "If you start having a boyfriend or girlfriend when you're too young, you will be hurt. It's like young sprouts; if you harvest them before they have matured, they will be useless, ruined crops. When the desires of lust bloom too soon, each generation is worse than the last." (Venerable Hua)

Actually, boys and girls have adequate time in college or even better in later life to become socially or romantically involved. Moreover, helping students to develop socially through family social activities is a better alternative since parents or elders are role models who can give proper guidance.

Ideally, the general mission for all schools is to educate students to excel in academics, character, personal integrity and good citizenship. However, in terms of these qualities, single sex schools can provide a better education.

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