**No. 00-929699**

ADAM C ON NOL LY *et al*.,

*Plaintiffs–Appellees*

*v.*

AUSTIN (TX) INDEPENDENT SCHOOL DISTRICT,

*Defendants–Appellants,*

On Appeal from the United States Court of Appeals for the District of Columbia BRIEF FOR THE UNITED STATES ARMY, AS *AMICUS CURIAE*

**ERICA KARROS**

*The Student Leadership Network*

**INTRODUCTION AND SUMMARY**

Pursuant to Rule 29(a), Fed. R. App. P., The Young Women’s Leadership Network hereby submits this *amicus curiae* brief.

*[TEXT OMITTED—only the relevant sections of the brief are included for your reference]*

The continued use of single-sex schools is essential to the preparedness of our nation’s young women. Single-sex schools serve a unique purpose by allowing families to voluntarily place themselves into environments where they can thrive while making up the gap in math and science. Allowing young women access to these schools does not compromise the success or morale of men or women.

The dissolution of single six schools will create enormous hardship on the families of our young women and the progress of young women in the math and science fields. The young women will have to revert back to traditional environments where the roles and education of urban young women are compromised. The mere presence of young men has effects that many are not aware of.

If these young women are forced to join traditional school, it will actually hurt equality in the long run. The role of women in the workforce and at college will continue to be unequal. We hope for the equal protection overall. To ignore the physical, sociological, and psychological differences between men and women will only create setbacks those young women and men in our public schools. According to a number of studies, women and men learn better in different environments. These facts, combined with teachers’ tendency to treat young men and women differently will result in more classrooms that is no longer serve the needs of young women. Instead, it will end the greater good it is serving.

Finally, the special needs of young women and men cannot be ignored. The brain science behind our schools is well founded. We can assist both young men and young women by allowing these schools to stay open and single-sexed.

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**KRISTA HILMAN**

*National Organization for Women*

**INTRODUCTION AND SUMMARY**

Pursuant to Rule 29(a), Fed. R. App. P., Today’s Hope for an Equal Nation (THEN) hereby submits this *amicus curiae* brief.

*[TEXT OMITTED—only the relevant sections of the brief are included for your reference]*

The National Organization for Women strongly urges this Court to find that the separation of young men and women in single sex public schools a violation of the 5th and 14th Amendments. The defenders of these schools argue about the gap in math and sciences and the patriarchal nature of traditional schools. However, this issue really comes down to whether or not it is *discriminatory* to keep certain young people out of these school based on their sex. The 5th and 14th Amendments to the United States Constitution say it is discrimination.

The 5th and 14th Amendments guarantee that all persons shall receive equal protection of life, liberty, and property from undue government interference. In this case, the Austin Independent School District’s policies limit young people’s ability to participate in schools that might suit them. It is well established that these schools offer specialized programs dealing with social emotional needs and college preparedness. If these schools are closed to certain sexes, their opportunities for advancement are severely limited. Since the realities of our nation feature both men and women together fighting for the same opportunities this is an unfair denial of a valuable right.

Numerous studies have been cited to justify the separation of young women and men. The scientific community, is, in fact, divided on this issue. Even if some of the research was founded, these schools bar young women and men who might “buck the trend” and flourish in these school environments. For the court to sustain these single sex public schools, it must find genuine differences between the sexes that are best served by this policy. Here, the differences have been overstated to reflect overbroad generalizations and outdated ideas of women, which cannot be the basis for such a policy.

Allthough women lag behind men in the professional areas of math an d science, this does not justify the violation of our civil rights. A recognized risk cannot be a reason to exclude qualified and consenting families who deserve a chance to be students in some of our nation’s best public schools.