

Both sides question bilingual education

By DONNA CASSATA
Associated Press Writer

WASHINGTON, D.C. — Jose Fabila, the son of Mexican immigrants, is no fan of bilingual education. Learning English was integral to his success, he says, and "I do not want my children to be denied an education in English."

Fabila, the owner of a food company in California, testified yesterday to a temporary panel chaired by Rep. Toby Roth, R-Wis., in behalf of Roth's bill to declare English the nation's official language.

The legislation wouldn't rule out bilingual education programs or, say, bilingual election ballots, but is designed to promote more emphasis on English in immigrant neighborhoods.

Testifying against the measure was Sara Melendez, a Puerto Rican native who spoke no English when she came to the United States, majored in English and eventually received a doctorate from Harvard University.

Making English the official language would do little to ensure that immigrants learn English, said Melendez, a proponent of bilingual programs.

Drawing upon their personal experiences, the two witnesses testified before Roth's Congressional English Language Task Force. Roth was the only member present.

Melendez argued that after more than 200 years of custom, English is the de facto official language, with Congress, all state legislatures and many of the nation's businesses conducting their work in English.

She wondered what was wrong with programs in which students learn math, science and other subjects in their native language while being taught English.

"I don't understand how declaring English as the official language will teach everyone English," Melendez said.

Roth questioned what would have happened if such programs had existed when thousands of Europeans emigrated to the United States.

"Could you imagine Yiddish in New York, German in Wisconsin, Scandinavian in Minnesota ... you wouldn't have a United States of America," he said.

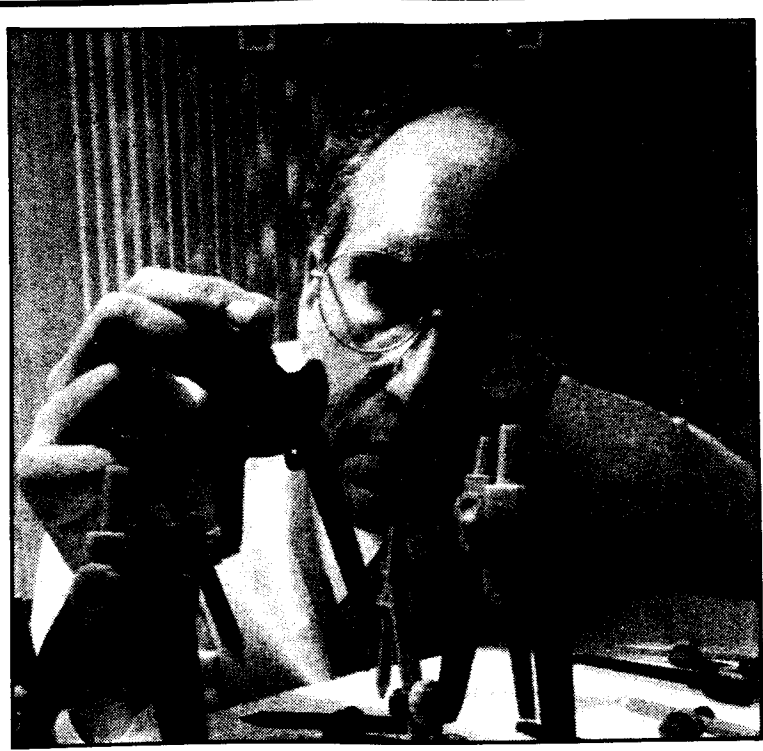
Fabila said his parents came to the United States from Mexico in the 1940s and didn't have the help of government programs.

"I am proud of my Mexican heritage and my Spanish language. But I do not want my children to be denied an education in English," Fabila said.

He described English as the "language of opportunity" and said that when the government decides to grant special treatment to other languages "it is asking for trouble."

Christine Rossell, a professor at Boston University, said bilingual education doesn't work because it is illogical to think children will learn a second language by being taught in their native tongue.

Rossell said the programs are a product of the civil rights movements of the 1960s when educators embraced the notion that maintaining a connection to culture and roots would encourage self-esteem in students.



AP LaserPhoto

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School supplies will soon become more colorful with the addition of compasses which feature blunt points. The compasses were displayed by Bruce Shapiro at the Northbrook, Ill., headquarters of the manufacturer, Creative Works.

Federal court bans female from Citadel

By BRUCE SMITH
Associated Press Writer

CHARLESTON, S.C. — A federal appeals court yesterday blocked a woman from enrolling at The Citadel until it can hear more about whether women should be allowed into the state-supported military college.

"I'm shocked," said Suzanne Coe, the attorney for Shannon Faulkner, the 18-year-old woman who had planned to register for classes at the all-male college Thursday.

Coe said attorneys would either appeal to the U.S. Supreme Court or ask the district court for a speedy trial in the case.

U.S. District Judge C. Weston Houck ruled earlier this month that Faulkner could enroll in day classes but not in the corps of cadets while her sex discrimination lawsuit against the college was heard.

The Citadel appealed and the 4th U.S. Circuit Court of Appeals in Richmond, in a 2-1 ruling, said her desire to become a member of the corps of cadets wasn't addressed by Houck's order.

"To require South Carolina and The Citadel to admit her only to classes and thereby make only the classroom experience coeducational may not be materially different from requiring South Carolina to admit her to the University of South Carolina," the order said.

Faulkner has been accepted by the University of South Carolina at Spartanburg.

"Whether a constitutional violation is established by showing that The Citadel pursued a male-only admissions policy in the circumstances of this case remains to be decided," the court said.

The Citadel attorney Dawes Cooke said it could be several weeks before a hearing takes place.

Faulkner, a resident of Powdersville, applied to the college last fall, asking that her guidance counselor delete any reference to her sex on her high school transcript.

The college accepted her application, but rejected it after learning she was a woman. Faulkner then sued, charging sex discrimination.

The Citadel argued Houck's order required coeducation at the school.

Study: Sexist jokes influence beliefs about women

By MALCOLM RITTER
AP Science Writer

TORONTO — Jokes that play on stereotypes of women may or may not make you laugh, but they might affect your judgments of women you meet, a study suggests.

College students who heard sex-stereotyped jokes before watching female lecturers later rated the women in a more stereotyped fashion than did students who heard non-sexist jokes.

"This study suggests that exposure to stereotyped humor can affect people's judgments

of other people, and that we should be on guard about that," said study co-author Christine Weston.

She said she was not calling for censorship of stereotyped humor.

"This study showed a short-term effect, but we're constantly bombarded with stereotypes of all kinds, which may influence our judgments of people we encounter," she said.

Weston, a graduate psychology student at Boston University, did the work with Cynthia Thomsen of Tufts University. Weston presented it Monday at the annual meeting of the American Psychological Association.

"It could be an important finding," commented Robert Priest, a research psychologist at the U.S. Military Academy at West Point, N.Y.

But it's not clear whether the effect would appear in the real world, as opposed to an experimental setting, he said.

Weston replied that the study was as realistic as possible, using real comedians and judgments of real people, rather than artificial experimental methods.

For the study, 52 male and 50 female students were told they were participating in a study of the effects of television on learning.

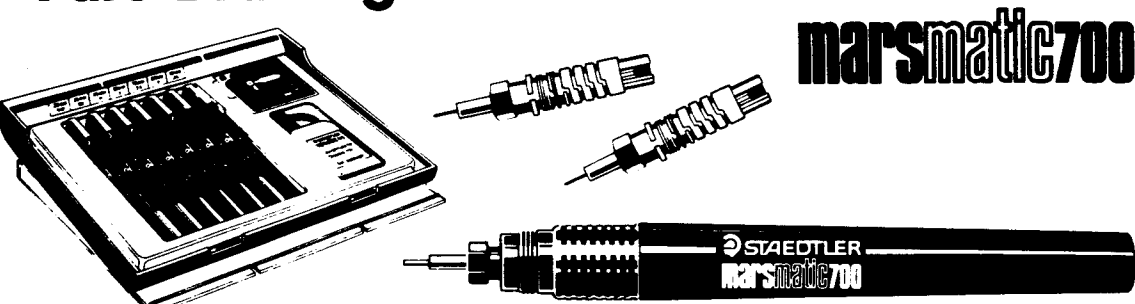
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