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Call for Papers: 2001 Theme Issue on Bilingual Education

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Call for Papers

2001 Theme Issue on Bilingual Education

At the beginning of the 21st Century, bilingual education in the United States has received several severe political blows that may prove to be fatal. Bilingual education has become a symbol to rally pseudo-nativistic prejudices among extremists in this country. This contemporary “nativism” is as false as its antecedent movement in the 19th Century which was selectively “indigenous.” This is, it failed to include the native, pre-European population of this continent, limiting itself to Europeans only.

The current wave of overarching prejudice against immigrants, third world populations, and bilingual education exists in the midst of a major economic and political contradiction. As multinational corporations push for globalization of access, markets, resources, and domination, the education profession is pressed to reject the inclusion, teaching, and learning of other languages, cultures, and heritages. As the world expands its educational programs to include other languages, cultures and diverse populations, the US education system is moving toward “English Only.”

In the struggle for and against bilingual education, teacher education programs have developed self-defeating curricula in that teachers need not be proficient in the target languages. The compromise has been to develop and implement programs that do not maintain the languages, cultures, or heritages of their students. Transitional programs have been developed for K–3 populations that mainstream students by the third grade. This implies that heritage languages are not valued by the teaches, the communities who speak them, nor the institutions in which they exist. In the process, bilingual education has acquired political baggage and stereotypes, and has been cast a failure: persons associated with bilingual education programs, students and teachers alike, have been devalued.

This special edition of the *Mid-Western Educational Researcher* will present a variety of perspectives, experiences, and theoretical frameworks that reflect the diversity of multilingual education in the United States. The guest editors call for papers that address issues in bilingual education.

Manuscripts should be submitted by May 15, 2001. Four copies of the manuscript should be submitted, typed, double-spaced (including quotations and references) on 8 ½ x 11 paper. All materials should conform to the language, style, and format of the *Publication Manual of the American Psychological Association*, 4th ed., 1994. Manuscripts should be sent to:

2001 MWER Theme Issue

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