

R E P O R T R E S U M E S

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PROJECT MOVE AHEAD, DEVELOPMENT OF A PROGRAM FOR STUDENTS FROM MIGRANT AGRICULTURAL FAMILIES IN THE PUBLIC SCHOOLS OF THE MESILLA VALLEY, NEW MEXICO.

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LAS CRUCES SCHOOL DISTRICT, N.MEX.

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IN THE SUMMER OF 1967, WORK WAS INITIATED BY 3 PUBLIC SCHOOL SYSTEMS IN SOUTHERN NEW MEXICO TO PROVIDE AN EDUCATIONAL PROGRAM FOR MIGRANT AGRICULTURAL FAMILIES. THE INITIAL EFFORT INVOLVED A SURVEY TO IDENTIFY MIGRANT YOUTH AND THEIR NEEDS. COMMUNITY AGENCIES AND THE 3 SCHOOL SYSTEMS THEN DETERMINED PRIORITIES AND CONSTRUCTED MATERIALS FOR THE PRESENTATION OF A DAILY RADIO PROGRAM WHICH WAS BROADCAST TO ALL SCHOOLS. IN-SERVICE EDUCATION OF TEACHERS AND A TEACHER AIDE WORKSHOP WAS ALSO CONDUCTED. THE BASIC PURPOSE OF THE EDUCATIONAL PROGRAM WAS TO IMPROVE THE SELF CONCEPT OF THE MIGRANT STUDENT AND HIS FAMILY BY MEANS OF BROADCASTS, FOLLOW-UP ACTIVITIES, NEWSLETTERS, AND HOME AND COMMUNITY CONTACTS. A SAMPLE LESSON PLAN AND NEWSPAPER ARTICLES ARE INCLUDED TO DESCRIBE THE PROGRAM. (JS)

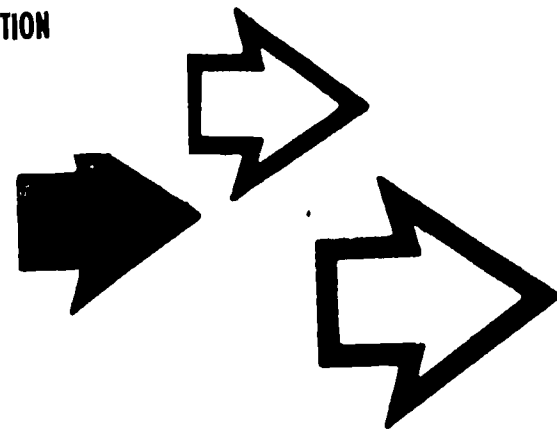
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project

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MOVE AHEAD



Development of a Program for Students from  
Migrant Agricultural Families in the Public  
Schools of the Mesilla Valley, New Mexico

Cooperating School Districts

Las Cruces School District No. 2  
Hatch School District No. 11  
Anthony-Gadsden School District No. 16  
Deming School District No. 1

Prepared By

Office of Research & Program Development  
Las Cruces School District No. 2

RC002438

## Preface

This paper describes the steps taken in developing Project MOVE AHEAD—a Program for Students from Migrant Agricultural Families in the Public Schools of the Mesilla Valley, New Mexico. The program is being administered by one school district, Las Cruces School District No. 2, but includes two other districts in Dona Ana County, Anthony-Gadsden School District No. 16 and Hatch School District No. 11. The project is one component of a total program administered by the Deming School District for Area I in the New Mexico Migrant Program funded under the Migrant Amendment of the Elementary and Secondary Education Act of 1965.

The staff members primarily involved in Project MOVE AHEAD are

Mr. Clarence Ramirez, Area I Coordinator  
Deming Public Schools,

Mrs. Alma Barba, Program Specialist  
Las Cruces School District No. 2, and

Dr. J. K. Southard, Project Director  
Director of Research and Program Development  
Las Cruces School District No. 2

## INTRODUCTION

The educational program for migrant agricultural families in the Mesilla Valley, New Mexico, was based upon a study of educational needs of the "target" families in the area. Throughout the study and in the development of the program to meet the needs of these families, definitions of what a migrant is were determined through a review of the research and through a study of the philosophical intent of federal legislation in support of the categorical educational programs. Rather than operational designations in terms of mobility, the definition derived through the philosophical approach implied multiple referents, namely, 1) time orientation; 2) language orientation; 3) economic dependency and independency; 4) mobility; and 5) family placement in the community.

First, migrants are more oriented to the present time than either to the future or the past, hence, future plans are shortsighted. Strengths and weaknesses of their heritage are forgotten and they live only for and in the present.

Secondly, due to the highly mobile nature of the migrant, language and speech patterns are not linguistically accurate. They tend to develop their own colloquialisms which are not a part of any community in which they might reside, but are acceptable only within their own social circles. Because of this students enrolling in regular classrooms in the communities where they live for a time tend to be non-verbal resulting from the inability to communicate adequately.

Third, the migrant family is solely dependent upon an agricultural employer who may dictate the terms of employment without regard to consistent policy other than legislated regulations. On the other hand, the migrant who has no community roots, no single motivating force, and no specific organization with which to identify can exercise his independency in regard to the established system only by being migratory.

Fourth, the present time orientation and independence has forced the migrant to be highly mobile and transitory. However, the mobility phenomena is more a state of mind in regard to the family than it is by operational definition.

Fifth, the migrant family does not become a member of the community in which it resides. The migrant does not involve himself in political, educational, or other activities which affect his environment. The strongest social links of the migrant are generally found in extended family groups.

Las Cruces School District #2  
Las Cruces, New Mexico

### Project MOVE AHEAD

#### Development of a Program for Students from Migrant Agricultural Families in the Public Schools of the Mesilla Valley, New Mexico

#### Summer 1967

Three independent public school districts in Dona Ana County cooperated in a study to identify youngsters from migrant, agricultural families and their educational needs as they existed in the Mesilla Valley in the summer of 1967. The project was conducted as a part of the New Mexico Migrant Program under the auspices of the sponsoring school district, Deming Public Schools, in state area one. The three Dona Ana County school districts included in the study were Hatch School District No. 11, Las Cruces School District No. 2, and Anthony-Gadsden School District No. 16. The survey was conducted by the Research and Program Development Division of the Las Cruces School District.

#### September 1967

The survey results were distributed to school officials in the three school districts and other public agencies in the county which provide services to migrants in the area. A meeting of all parties involved was held in order to assign priorities to programs which might be developed based on the study results.

Following a briefing on the study results, each agency representative was asked to discuss the findings in light of the agency services and program. Nine possible programs were suggested by the representatives which were to be considered. The Q technique involving all agency representatives was used to assign priorities to the programs outlined. The priorities were assigned as follows:

1. Pre-school Summer Program
2. Pupil Orientation Program (language/counseling)
3. Health/Nutrition
4. Teacher In-service
5. Summer Recreation
6. Summer Library
7. Spanish/English Dual Language Instruction

Following the establishment of priorities, the directors of instruction from the three school systems and other school and community personnel designed programs which might be implemented according to the priorities. The first priority program is to be inaugurated through a county-wide HEAD START Project. The mass-media language/counseling project was proposed to meet the criteria of the second priority.

Las Cruces School District #2  
Las Cruces, New Mexico

October 1967

The program design was refined and presented to all school principals who would be involved. The project was revised and a plan for implementation was programmed.

The project basically includes a daily radio program broadcast to all schools. The program broadcasts are designed to supplement existing language instruction in the regular classroom for Spanish-speaking students who are deficient in English communications skills. The lessons are constructed with counseling objectives in mind in that they may improve student attitude and raise aspiration levels through enforcement of the self image in the student's present cultural setting. Trained teacher aides in the classrooms act as radio broadcast monitors and tutors for the students. A newsletter will be distributed to all parents which will describe the project, list available public services, give techniques which parents may use to assist students at home, and encourage parents to listen to the radio programs.

November 1967

Materials to be used in the program were developed - a beginning

A teacher-aide workshop was conducted for the twenty-five new personnel (curriculum attached).

December 1967 - May 1968

Daily radio programs are to be broadcast with in-service programs for teachers and teacher aides to be broadcast weekly in the morning before the school day begins.

**Note:** The educational program for students from migrant agricultural families in the Mesilla Valley is an "umbrella" approach to meet the needs of the students. The 1968 summer program and December - May project involve personnel, materials and services included in OEO-funded HEAD START, Title I ESEA programs, a Title III ESEA program, and funds provided under the "Migrant Amendment." Personnel, materials, and services are being provided by four public school districts, a community action agency, and a state university. This is a total effort!



**TEACHER AIDE WORKSHOP**  
November 27 - December 1, 1967

The Rationale

Teacher Aides to be most effective should have skills to use in the learning environment or their effectiveness and contribution is limited to the kinds of custodial tasks that can be performed as the result of "teacher given directions" at an appropriate time to the task. The following rationale assumes that on-the-job trial and error learning minimizes the aides effectiveness and imposes additional duties on the teacher which may not always compensate the teacher for his efforts.

1. Skills which can be learned to increase the teacher aides effectiveness include: audio-visual devices and machine operation; construction and production of curricular and instructional materials; first aid skills; record keeping skills; and playground and lunchroom supervision. These are a minimal list.
2. Understandings which can be communicated to increase the teacher aides effectiveness include: understanding the growth and development patterns of children; understanding the function of the elementary school in the society; understanding the roles of the various professionals with whom they will be working in the educational task; and, understanding the expectations which teachers will have of the aides' roles. This, again, is a minimal list.
3. Aides need to know what to do and how to do it but they also need to know the "teaching art" is essentially a teacher task. Partly the concern here is knowing when they can effectively engage in custodial supervision of children to allow the teacher "time to teach" and when the teacher must maintain an active leadership in the supervision.

Location

The class meetings will all be held in the Sun Room and the Senate Chambers of the Milton Student Center at New Mexico State University.

Time Schedule

The Teacher Aide Workshop will begin at 8:00 a. m. on Monday, November 27, 1967. Classes will assemble at 8:30 a. m. on subsequent days through Friday, December 1, 1967. The teacher aides will attend classes during the five-day period and will be joined on December 1 by the supervising teachers. The sessions will conclude at approximately 4:00 p. m. on Friday.

# TEACHER AIDE WORKSHOP

## CURRICULUM SCHEDULE

November 27 - December 1, 1967

Staff, Time Schedule, Areas of Instruction

Teachers &  
Aides

Aides

Aides

Aides

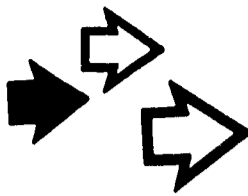
Aides

Days Hours	Monday				Tuesday		Wednesday		Thursday		Friday	
	Overview	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Duties of the Aide Dr. Saunders	Supervising the Aide Dean Roush
8:00-8:30												
8:30-9:30	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan
9:30-10:30	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Dr. Buethe and	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan	Audio Visual Instruc. Mr. Morgan
10:30-10:45	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:45-12:00	Child Psychology Dr. Nicholson and	Child Psychology Dr. Easterling	Child Psychology Dr. Easterling	Child Psychology Dr. Nicholson and	Child Psychology Dr. Easterling	Child Psychology Dr. Nicholson and	Child Psychology Dr. Nicholson and	Child Psychology Dr. Nicholson and	Child Psychology Dr. Easterling and	Child Psychology Dr. Easterling and	Child Psychology Dr. Nicholson	Child Psychology Dr. Nicholson
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	The Aide Image Dr. Saunders	Legal Aspects Dean Roush	Legal Aspects Dean Roush	Tutorial Techniques Dr. Vickery	Legal Aspects Dean Roush	Tutorial Techniques Dr. Vickery	Tutorial Techniques Dr. Vickery	Tutorial Techniques Dr. Vickery	Legal Aspects Dean Roush	Legal Aspects Dean Roush	Tutorial Techniques Dr. Vickery	Tutorial Techniques Dr. Vickery
2:00-3:00	Personnel Records Mr. Stablein	Reproduction of Mater. Dr. Douglas	Reproduction of Mater. Dr. Douglas	Manuscript Writing Miss Lawlor	Reproduction of Mater. Dr. Douglas	Manuscript Writing Miss Lawlor	Manuscript Writing Miss Lawlor	Manuscript Writing Miss Lawlor	The Elem. School Dr. Saunders	The Elem. School Dr. Saunders	Disadvantaged Dr. Potts	Disadvantaged Dr. Potts
3:00-3:15	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
3:15-4:00	School Records Mr. Oscar Maynez	Reprod. of Materials Dr. Douglas	Reprod. of Materials Dr. Douglas	Manuscript Writing Miss Lawlor	Reprod. of Materials Dr. Douglas	Manuscript Writing Miss Lawlor	Manuscript Writing Miss Lawlor	Manuscript Writing Miss Lawlor	The Total School Staff Mr. Miller, Gadsden Mr. Atkinson, L.C.	The Total School Staff Mr. Miller, Gadsden Mr. Atkinson, L.C.	Summary & Discussion Dr. Saunders	Summary & Discussion Dr. Saunders
4:00-5:00	Children's Games Mr. Swanson	First Aid & Health Mr. Swanson	First Aid & Health Mr. Swanson	Children's Games Mr. Swanson	First Aid & Health Mr. Swanson	Children's Games Mr. Swanson	Children's Games Mr. Swanson	Children's Games Mr. Swanson	First Aid & Health Mr. Swanson	First Aid & Health Mr. Swanson		

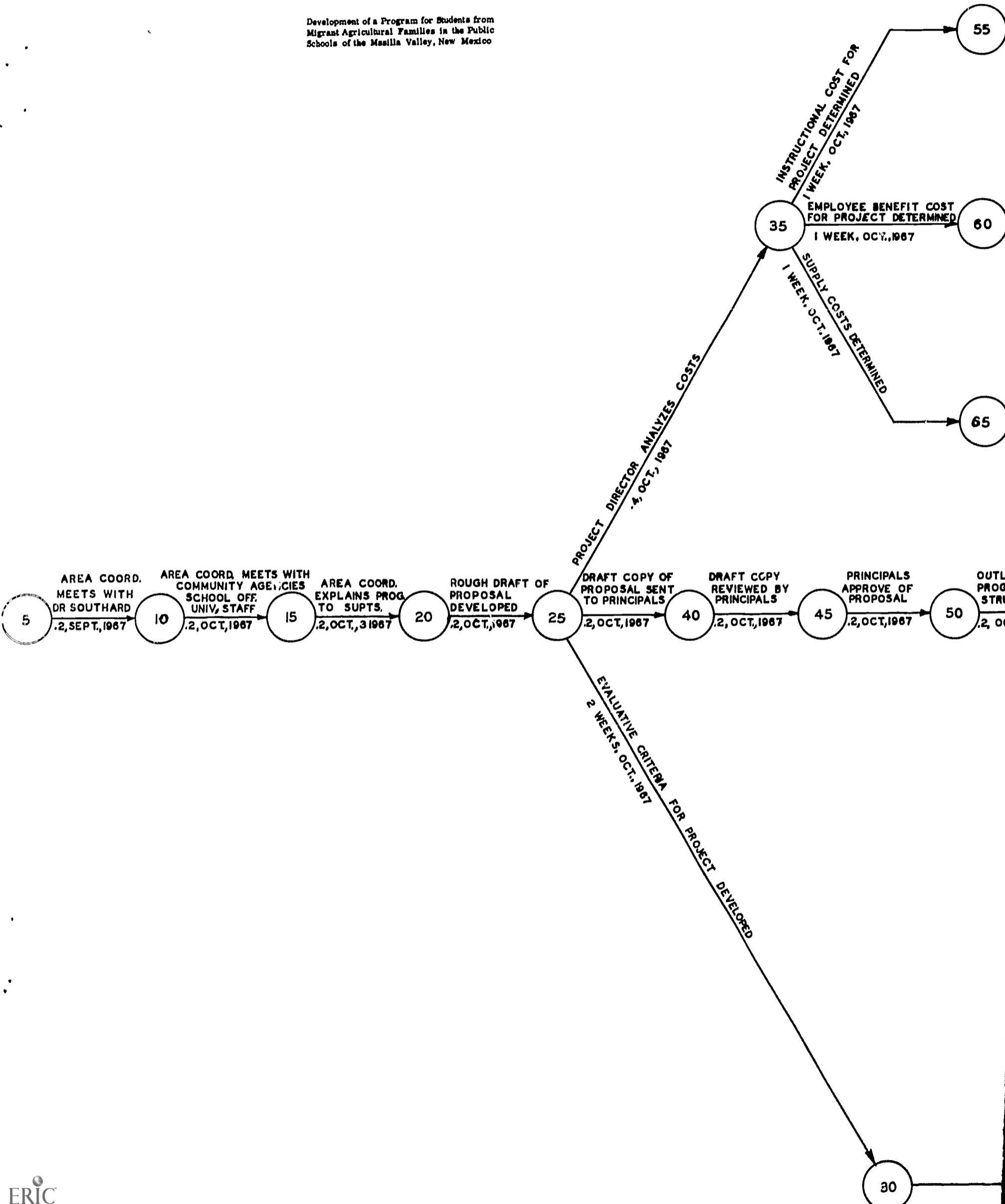


project

MOVE AHEAD



Development of a Program for Students from Migrant Agricultural Families in the Public Schools of the Mesilla Valley, New Mexico

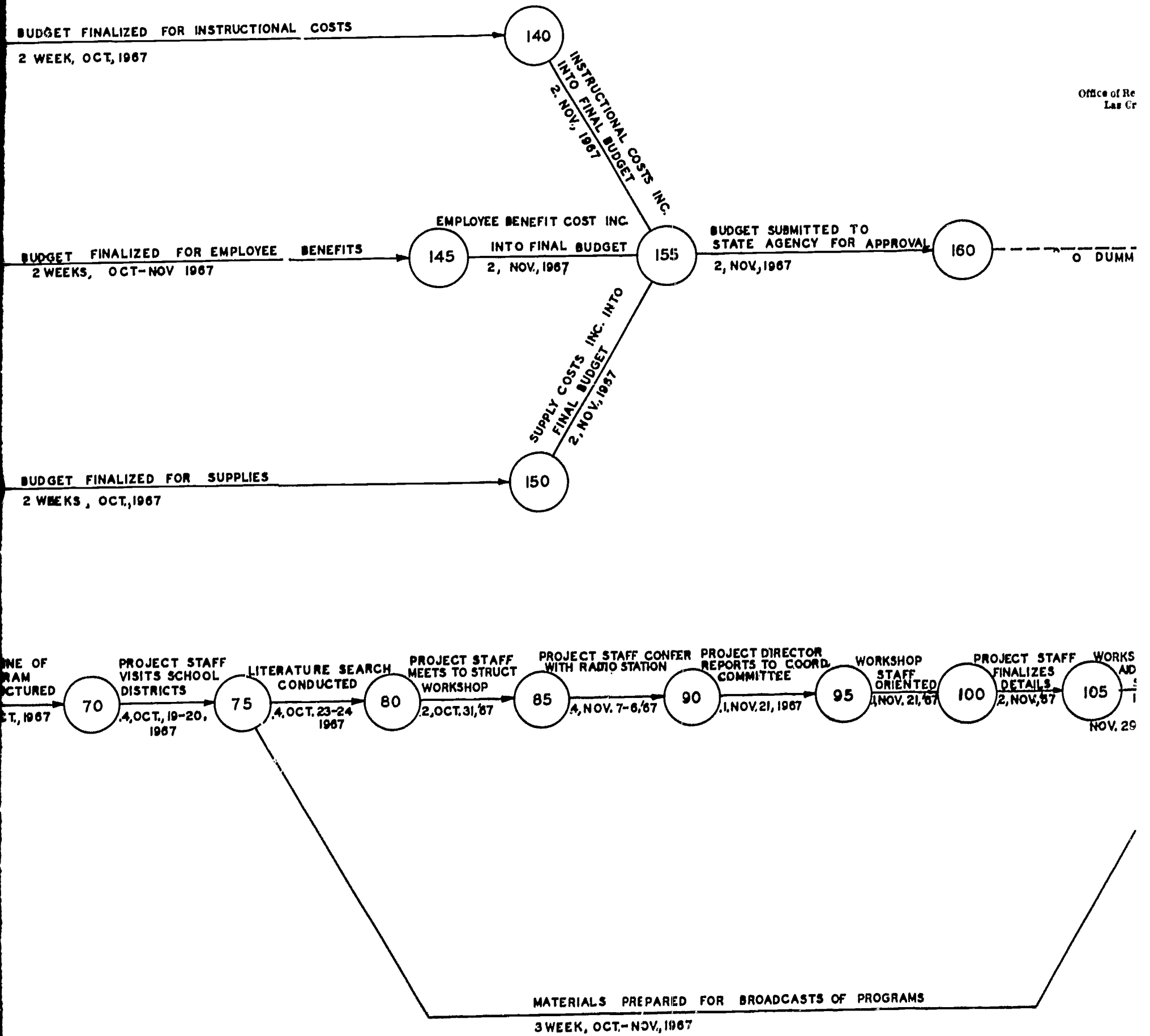


# CPM NETWORK MODEL

## INSTRUCTIONAL PROGRAM - AREA I

Cooper  
Las Cruces  
Hatch School  
Anthony-Deming

Office of Re  
Las Cru



EVALUATION MADE OF PRE-INSTRUCTIONAL PHASE OF PROJECT

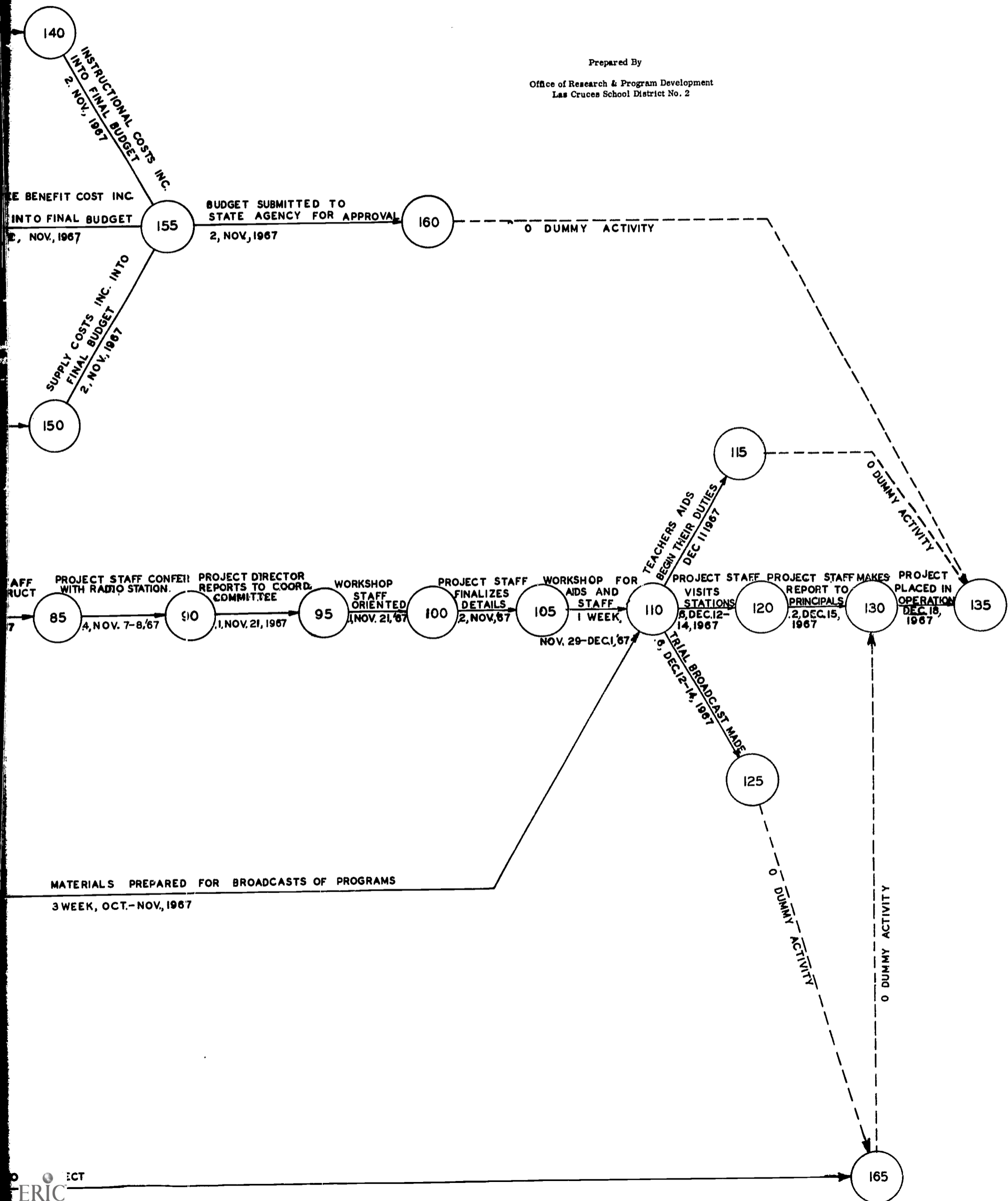
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Cooperating School Districts

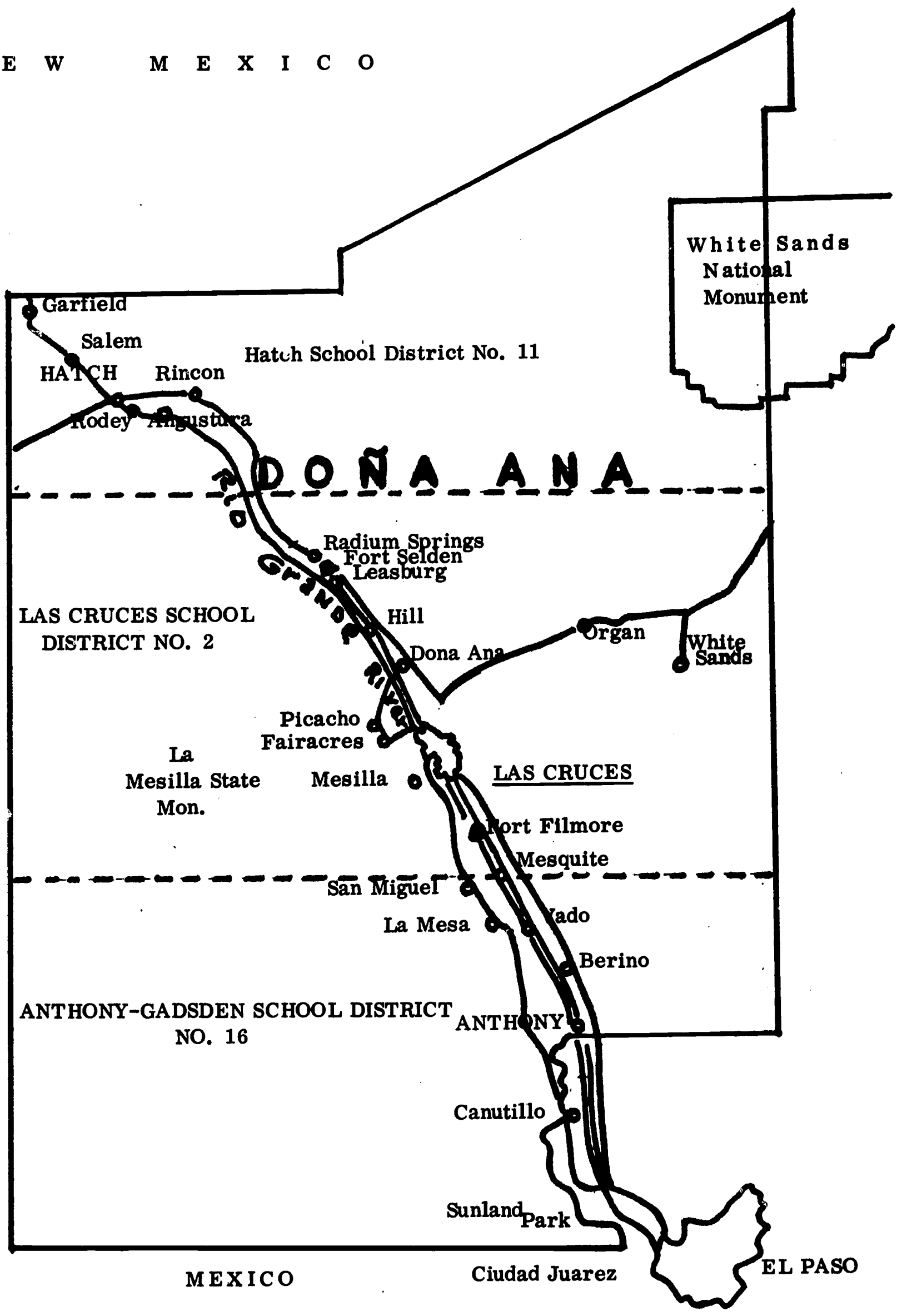
Las Cruces School District No. 2  
 Hatch School District No. 11  
 Anthony-Gadsden School District No. 16  
 Deming School District No. 1

Prepared By

Office of Research & Program Development  
 Las Cruces School District No. 2



N E W M E X I C O



Scale: One inch equals 10 miles

## THE PROGRAM

An introduction describing the rationale for the approach used in the broadcast lessons and an example of one of the lessons is presented below.

### Introduction

The tragedy of the so-called bilingual problem in our southwest is that the children so designated are not bilingual at all. They command neither English or Spanish. The majority of them have an early understanding of spoken Spanish yet never achieve a level of competence in speaking, reading, or writing.

The bilingual child brings many strengths when he comes to school. Until now there appeared to be little concern for assessing and utilizing these strengths in an effort to improve his school performance. These children bring an unvoiced awareness of what some call the "silent language". They come from homes which in the main are financially poor but rich in warmth. This emphasis on family closeness is a reservoir that usually goes untouched in our formalized and hurried attempts to cover more and more curriculum content.

In order to develop a staff awareness of the need to lessen fear in the classroom, the radio program includes simple techniques more commonly used in a personalized approach permissible in small groups. The need for verbal communication skills to be taught are just as much or more important for the non-functioning bilingual than the need to read. It is much easier to learn skills in a calm yet warm relationship within the classroom.

The program content was first presented from the viewpoint of the child with the question, "Who am I?" Expanding from the individual referent the subsequent lessons include the student's friends, members of his family and school personnel. From the context of the child's immediate social world the program lessons are oriented to the larger community. The broadcast presentations include safety, hygiene, and functional information concerning resources within the geographic area.

The teacher aide is provided with a detailed lesson plan which includes language patterning techniques, follow-up activities, and evaluation. (Due to the technical aspects of the instructional activities assumed by the sub-professional under the supervision of the professional teachers, the aides are called education technicians). The education technicians monitor the broadcasts with the students and follow through with enrichment activities. The initial lessons are accompanied by cartoon-style illustrations. These illustrations provide readiness in some sub-skills in reading, such as, left to right progression, and top to bottom orientation. The broadcasts were preceded by a series of lessons designed to develop auditory awareness before the children were exposed to the radio itself in the classroom.



One of the primary goals of the project is to provide the children contact with significant adults who will be available as listeners. The technicians also fill the role as good models for spoken English. To be effective the groups should have no more than five children in them at one time. In some cases this might be impossible, but this is the goal. Taking into account that several schools have larger numbers of children enrolled than others six different opportunities for each lesson are scheduled in the broadcast program. The lessons are twenty minutes long being heard three times within the prescribed hour from 10-11 A.M. Thus, the same lesson is heard two days in succession. The follow-up activities and questions on evaluation are designed to focus on a more personal relationship between the education technician and the student. If there is an appropriate rapport within the classroom between the children and the staff members, there is a better climate created for normal conversation. Techniques are spelled out. For example, the technicians are urged to sit around a table and to encourage eye contact. A low voice and a warm smile are strongly urged.

A newsletter is sent by the children to the families involved in the project. The newsletter is printed in two languages, English and Spanish. The calendar containing the schedule of the broadcasts and other pertinent information is included in the publication. Each copy of ADELANTE/FORWARD is addressed to the father whenever his name is available.

Later in the project there will be meetings in the evening in three participating school districts. The meetings will take the form of work sessions for both significant adults in the family structure and staff members. The articles produced include educational materials made from usable discards provided by the Anderson Physical Science Laboratory on the NMSU campus, the Community Action Agency of Dona Ana County, and volunteer members of Home Extension Clubs in the immediate area of the project. The manual tasks involved in constructing these visual materials assist in eliciting conversation between patrons and staff. A friendly, tension-free atmosphere is usually prevalent at such sessions. Explanations are given as to the potential use of household discards in the learning process.

All children deserve the best facilities available. Many times, however, they return to homes which are void of a single book. The simple articles produced in the family work-study sessions may serve as a bridge between the expensive equipment and materials most classrooms offer and the academic privation that exists in too many homes.

The broadcasts, follow-up activities, newsletters, home and community contacts, are aimed to convey to the student and his family that they are important contributors to the social, political, and economic development of the society in which they reside. A sense of identity and the development of skills for self-sufficiency are the major goals of the program.

Good morning.

Buenos días.

This is Mrs. Barba.

Habla la Señora Barba.

Today we shall have your next lesson. Most of you who have your sheets put your finger on the first box.

Hoy tendremos la siguiente lección. Los que tengan sus hojas pongan un dedo en el primer cuadro.

When I say repeat, you will repeat the phrase three times. Listen to my voice and try to make your voice go up and down about the same.

Cuando diga yo la palabra "repitan", repitan la frase tres veces. Escuchen cuidadosamente mi voz y fíjense donde sube y a donde baja. Cuando repitan tranten de imitar el tono de voz.

In the first box we see a picture of a little boy.

En el primer cuadro vemos el dibujo de un niño.

"Who's this?" Listen.

Escuchen.

"Who's this?"

"Who's this?"

Three times. "Who's this?"

"Who's this?"

"Who's this?"

The answer is, "This is Jake."

La respuesta es, "This is Jake."

Repeat. "This is Jake."

"This is Jake."

"This is Jake."

"He's a boy."

"Es un niño."

Repeat. "He's a boy."

"He's a boy."

"He's a boy."

Listen to the three phrases. "Who's this?"  
"This is Jake."  
"He's a boy."

Now, call together one right after another.

Repitan las tres frases otra vez. Cada una, una vez.

"Who's this?"  
"This is Jake."  
"He's a boy."

All right.

Muy bien. Pasemos al siguiente cuadro.

Let's go on to the second box. In this we find a picture of a girl.

En este cuadro encontramos un dibujo de una niña. Bajo este dibujo encontramos "Who's this?"

Underneath this picture we will find, "Who's this?"

Repeat. "Who's this?"  
"Who's this?"  
"Who's this?"

The answer is, "This is Sylvia."

Repeat. "This is Sylvia."  
"This is Sylvia."  
"This is Sylvia."

Listen.

Escuchen.

"She's a girl."

Repeat. "She's a girl."  
"She's a girl."  
"She's a girl."

All right. Let's listen to the three phrases.

"Who's this?"  
"This is Sylvia."  
"She's a girl."

Now, let's say the three phrases one after the other.

"Who's this?"  
"This is Sylvia."  
"She's a girl."

Fine. Put your finger on the next box. We find a boy and a girl. The girl says, "Hello, Jake."

Repeat. "Hello, Jake."  
"Hello, Jake."  
"Hello, Jake."

Did you listen to my voice? Listen. When you meet someone, the first thing you say is called a greeting.

Cuando se encuentra a otra persona lo primero que se dice se llama un saludo.

Escuchen el saludo en inglés.

"Hello, Jake."

Repeat. "Hello, Jake."  
"Hello, Jake."  
"Hello, Jake."

Did you smile?

Put your finger on the next box.

The boy answers, "Hi, Sylvia." "How are you today?"

Listen again. "Hi, Sylvia." "How are you today?"

Let's repeat that three times.

"Hi, Sylvia." "How are you today?"  
"Hi, Sylvia." "How are you today?"  
"Hi, Sylvia." "How are you today?"

Now, let's go back to the other picture and say that whole line together.

Listen while I say the whole thing.

"Hello, Jake."

"Hi, Sylvia." "How are you today?"

Now, let's go through that one time, starting in the third box. Just go right ahead from what the girl says and then the boy's answer.

Comensemos en el tercer cuadro donde la niña saluda primero y seguimos al cuarto cuadro donde el niño le responde.

"Hello, Jake."

"Hi, Sylvia." "How are you today?"

Let's go on to the next box. Put your finger on number five.

Bajen al siguiente cuadro.

Entonces la niña responde,

"I'm fine thanks." "How are you?"

Listen again. "I'm fine, thanks." "How are you?"

Repeat three times. "I'm fine, thanks." "How are you?"  
"I'm fine, thanks." "How are you?"  
"I'm fine, thanks." "How are you?"

Go to the next box.

Sigan al siguiente cuadro.

El niño le responde.

"Fine, thanks."

The boy answers.

"Fine, thanks."

Repeat three times, "Fine, thanks."  
"Fine, thanks."  
"Fine, thanks."

Let's go on to the next box at the bottom, number seven.

Pongan un dedo en el siguiente cuadro.

Here is a picture of a boy. We are going to ask another way "if this is Jake".

All right, listen.

"Is this Jake?"

Listen again. "Is this Jake?"

Repeat three times. "Is this Jake?"  
"Is this Jake?"  
"Is this Jake?"

The answer is,

La respuesta es,

"Yes, it is."



Let's repeat that three times.

"Yes, it is."

"Yes, it is."

"Yes, it is."

Let's go on to the last box.

Sigamos al último cuadro.

Here is a girl.

Now we're going to ask who she is. This is the way we ask.

"Is this Sylvia?"

Repeat three times. "Is this Sylvia?"

"Is this Sylvia?"

"Is this Sylvia?"

And the answer is,

"Yes, it is."

Listen. "Yes, it is."

Repeat three times. "Yes, it is."

"Yes, it is."

"Yes, it is."

Boys and girls, you will be going over this lesson with the teacher or her assistant. I want you to learn the greetings that we have here and the questions. You will be going over them again after the broadcast is over.

Now, for your follow-up work you will have some paper given to you and some small cards. We would like for you to draw your favorite friends that you now have or maybe someone you knew in another place that you like to play with. Use any color that you want and draw them any size that you want on the paper. Then we would like for you to tell your teacher about your friends and tell her who they are, to go along with our lesson for today.

We will be having other lessons and we will be listening to something new in the next lesson.

I hope to hear from you. Good-bye boys and girls!

FRIDAY, DECEMBER 15, 1967

# KRWG aids in teaching

## English to migrants

### Language broadcasts are part of \$30,000 program

By ESTEVAN ARELLANO  
Round Up Staff Writer

KRWG and the local ESA Migrant Worker's Program recently began presenting taped English lessons to non-English speaking children of migrant farm workers in the Mesilla Valley. The local migrant program will work under a \$30,000 grant from the Federal government.

The program is under the direction of Dr. J. K. Southard, and he is assisted by Clarence Ramirez, program co-ordinator. In charge of the programming, presentations, follow-up and publicity is Mrs. Alma Barba, the program specialist.

Certified teachers help coordinate the regular school program in the classroom with the aid of non-certified, bi-lingual teacher aides.

According to Dr. Southard, the program will be touching upon 479 youngsters who are non-English speaking and come from migrant families. Indirectly, the program will benefit 2,164 other bi-lingual students from Las Cruces, Anthony Gadsden, and Hatch school systems.

Programming specialist Mrs. Barba mentioned that this project is one of the most economic programs in terms of stu-

(Continued on Page 6)

## KRWG

(Continued from Page 1)

dents which will be helped, finances, and what can be accomplished.

The program started Dec. 14 and was aired over KRWG-FM radio. The lessons are on the air at 10 a.m. Monday through Friday, and each lesson is 20 minutes long.

Each lesson will be on the air three times a day and will be presented for two days, so each student will have the opportunity to hear every lesson six times if necessary. The entire project is scheduled to continue until the end of this school year in May.

In order to be eligible for "English as a Second Language," a student must be referred by his teacher through the school principal to the program co-ordinator for placement in the proper level of instruction.

It is geared for the students between the ages of 5 and 17 whose parents are agricultural "migrants" or other students who need help in acquiring the English language.

The radio material is coordinated with multi-media techniques designed to reinforce the state-approved curriculum. All the program taping is done with KRWG facilities.

Teacher aides work with the children in the classroom helping as program monitors and tutors for the non-English speaking students during the period of the radio broadcasts.

The whole program is coordinated with the Deming School District, Area I Contract District, The Texas Education Department and the Migrant program.

Since the program is aired over the radio, anyone interested in the program may benefit from the lessons, whether the listener be student or adult.

With this involvement of KRWG in helping the Spanish speaking population, is but one of the areas the university is delving in to some day become a tri-culture institution.

# Teachers Aides Valuable To Class In Non-Instructional Assignment

By IRVING ISRAEL

Times Correspondent

DEMING, N.M. — Teacher aides may not be professionals but they are essentially a happy and dedicated group doing the best they can each day as they relieve teachers of non-instructional tasks.

For one thing, they soften a teacher's heart when nothing apparently is right and 32 first-graders seem to squirm restlessly all day long. And they ease the teacher's heartstrings again during the playground periods when it's hot, windy and dusty.

To increase a teacher's aide in learning additional skills, a unique educational experiment is taking place on the New Mexico State University campus at Las Cruces this week.

Approximately 35 teacher aides from southern New Mexico school districts are going to college for the week, although they are not exactly a part of the mini-skirted, long-haired college scene rushing back and forth along the campus.

They are acquiring skills on how to help give first aid to a kid with a skinned knee, how to march second-graders into the school lunchroom, how to observe behavior patterns of the 6-12-year-old groups, how to set up audio-visual equipment, how to assist teachers help kids enjoy their classroom work.

It was Dr. Jerry Southard, director of educational research for the Las Cruces Public Schools, who recently thought, why not a teacher aide workshop? Give them more background and good information on

how they can be even more useful on things, large as well as small, they are faced with during school.

With NMSU bustling with activity nearby, he realized the potential of using professionals with wide backgrounds in the educational field. He contacted Dr. Jack O. L. Saunders, assistant dean of the university's College of Education. Dr. Saunders quickly accepted the idea and agreed to direct the workshop. During the past month, he conceived and developed the intensive five-day curriculum. For the job, he selected expert instructors in the pertinent areas that have to do with teacher aides.

Seven hourly sessions are being held daily on a 8:30 a.m. to 5 p.m. schedule. The classes are being conducted in the Sun Room and the Senate Chambers of the Milton Student Center.

The courses include audio-visual instruction, child psychology, personnel records, the aide image, children's games, legal aspects of education, reproduction of materials, first aid and health, tutorial techniques, manuscript writing, elementary school history, duties of the aide, supervising the aide, disadvantaged children and school administration.

The workshop is one the first efforts by four school districts to conduct a program specifically for non-certified instructional personnel.

If it is successful, it will be the first of a new breed of educational technicians who will assist professional instructional

personnel in the teaching of children.

The four school districts are Las Cruces, Deming, Gadsden and Hatch. The teacher aides represent 28 elementary schools in these four systems. Las Cruces has 16 schools represented, followed by Gadsden with six, Deming with five and Hatch with one school.

The teacher aides, from a Las Cruces High graduate to a Deming minister's wife, are thrilled with it all. Mrs. Darlene Billett, a teacher aide from Deming's Martin Elementary School, says: "It's giving all of us a good foundation of what college courses would be like. Just fine for beginning teacher aides."

Sylvia Lujan, 18, Las Cruces Schools district, says: "I'm learning a lot in a concentrated period of time. It's making me more knowledgeable of my job. I feel more important attending this workshop as it's nice knowing that somebody cares and wants you to do the job right."

Mrs. Elizabeth Davis, a teacher's aide in a class for retarded children in the Deming system, says: "It's terrific. This workshop is inspiring and rewarding. We feel honored to be singled out as important persons in helping students." Mrs. Davis says she is getting an extra kick out of just being back on the NMSU campus. She worked in the Department of Agronomy from 1949 to 1952.

The workshop project is being funded federally under Title I, Elementary and Secondary Education Act.

The teacher aide workshop will continue through Friday.

Dr. Saunders, as director of the weeklong series of lectures and demonstrations, arranged the schedule so as not to conflict with commitments of staff members in the workshop.

The roster of speakers include the following NMSU staff members: Dr. Chris Bueche, assistant professor, Department of Elementary and Secondary Education; Dr. Leonard Douglas, assistant professor, Department of Elementary and Secondary Education; Dr. Ross Easterling, assistant professor, Department of Educational Psychology; Roy Morgan, director of visual aids; Dr. Glen Nicholson, Department of Educational Psychology; Dr. Alfred Potts, director of Education Retrieval Information Center (ERIC); Dr. Donald Roush, dean of College of Education; Dr. Saunders; Harlan Swanson, assistant professor, Department of Physical Education, and Dr. Verna L. Vickery, assistant professor, Department of Elementary and Secondary Education.

Other speakers for the workshop include F. E. Atkinson, director of instruction, Las Cruces Public Schools; Oscar Maynez, principal of Bradley Elementary School, Las Cruces; James Miller, assistant superintendent, Gadsden Public Schools; John Stablein, director of personnel, Las Cruces Public Schools; Alma Barba, instructor, Las Cruces Public Schools, and Clarence Ramirez, an administrative coordinator, Deming Public Schools.



## Station At College To Aid Schools' English Teaching

The Las Cruces Public Schools will embark Jan. 8 on a new method of teaching language to some 500 English-deficient youngsters in 14 designated classrooms.

Using educational radio and the facilities of KRWG-FM at New Mexico State University, the schools will present several times a week, 20-minute taped language lessons in English and Spanish.

Designated to receive the bilingual broadcasts are those youngsters who are "non-verbal" in English — those who cannot or will not use English in the classroom.

The programs will be designed and presented by Mrs. Aima Barba, Las Cruces Public Schools. A "language patterns" approach will be used. She will also produce practice materials for use by pupils in the classroom.

Broadcast follow-up activities will be carried out in individual classrooms under the direction of their teachers and of bi-lingual teacher aides.

The aides, all high school graduates, recently completed a special workshop conducted at New Mexico State University and administered by the Las Cruces Schools.

"Our radio language programs will be counsel-oriented," said Dr. Jerry Southard, director of research and program development for the Las Cruces Schools. "We are trying to reassure the youngsters and to get them to improve their self-image from a language standpoint. They can't speak English

correctly, so they just don't speak it."

Although the programs will be aimed toward youngsters on the primary grade levels, they can help anyone — even adults — who cannot function effectively. (See STATION, Page 2).

## Station At College To Aid

(Continued from Page 1)

in English.

Some of the classrooms involved may have only a small group needing the extra help. It is here that the teacher aides will prove most valuable, as they can give individual assistance to the language-deficient youngsters while the teacher proceeds with the regular classroom work.

Using the broadcast service in addition to the Las Cruces Schools will be nine classrooms at Gadsden and two in Hatch. Ten classrooms in Deming will follow a slightly different method of instruction as they cannot receive the NMSU radio signals. Clarence Ramirez, Deming Public Schools, is program coordinator and is lending technical assistance to the schools involved.

The linguistic program has been under development for six months by the four Southern New Mexico school systems; it is based on two studies, one determining the dominant language used by families of Head Start children and the other, a survey of the needs of children of migrant agricultural families.

Financing is under Title I, the

Federal Elementary and Secondary Education Act, which provides funds for special programs for educationally-deprived children.

Each 20-minute language program will be broadcast a total of six times, three times each day on two successive days beginning at 10 a.m. They will continue through May.

"We thank NMSU and KRWG-FM for their air time and their consultant services which are being donated in the community interest," Southard said.

A newsletter explaining the purposes of the program and a schedule of the broadcasts will be distributed to parents of the youngsters involved.