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The summer school program undertaken in 26 centers in New York State in 1967 served 1,537 migrant children ranging in age from 4 to 13 years. The program had as its major objectives improvement of the student's self concept, development of his social and scholastic ability, establishment of good health habits, expansion of cultural experiences, and improvement of language and vocabulary skills. Objective evaluation using the Wide Range Achievement Test, Level I, indicated significant improvement in reading and arithmetic. Emphasis throughout the program was on individual attention and small group activities. Instruction centered around situations closely related to the lives of the children. Each of the centers working with Spanish-speaking children was able to employ 1 or more bilingual staff members. Program recommendations include establishment of programs in more schools, establishment of an adequate records transferal system, increased teacher inservice education, and greater continuity in migrant education programs nationally. (DA)

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
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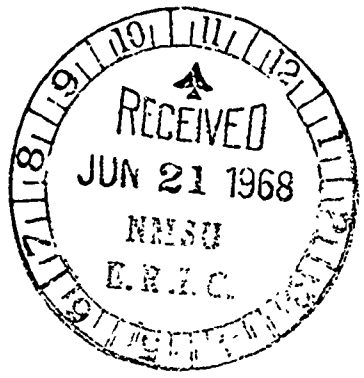

"THESE TOO ARE OUR CHILDREN"

Report of the 1967 Summer School Program

for

Children of Migratory Farm Workers

December 1967

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

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December 1967

This is a report of the 1967 Summer School Program for Children of Migratory Farm Workers. It indicates some of the growth made by the children participating in the program. It also points out some of the plans for improving the total migrant education program. Even though the project received full financial support from federal and state funds, it could not possibly have succeeded without the self-sacrificing efforts of local educators and lay citizens. One cannot measure, with any accuracy, the many hours of time donated to the project by these fine people.

This report will be of particular interest to all who are concerned with the general welfare of this group of disadvantaged children. It was prepared by the Migrant Education Office of the Bureau of Elementary School Supervision which is responsible for the administration of the program. That part of the report which concerns itself with the administration, results and analysis of the Wide Range Achievement Tests was prepared by the Bureau of Pupil Testing and Advisory Services.

Walter Crewson

THESE TOO ARE OUR CHILDREN

Children of migratory workers suffer from many hardships. Their lives are nomadic. Constant movement from community to community, from state to state provides them with little opportunity to develop friendships with their peer group. Moving as often as they do causes considerable loss of time in school attendance. Some authorities estimate that migrant children attend school on the average only 57 days a year. Frequently the migrant child finds it necessary to overcome parental opposition to school attendance.

Migrant children come to New York from several regions. The greatest number come from Florida, Georgia, and South Carolina. Each year, however, larger numbers are arriving from Texas and Puerto Rico. While we have no accurate count of the number of migrant children who spend part of each year in New York State, the number is estimated at between five and seven thousand. Some remain only a matter of days, others stay six to nine months. The in-migration begins in April. Peak period is usually July, August and September, with groups departing through December. The largest number of these children, therefore, are in New York during our summer vacation season. A concerted effort has been underway to open summer schools in all states for these children. New York has long been a leader in this effort. Even though their permanent homes may be in other states, New York is aware of the fact that "these too are our children".

Dr. Elizabeth Sutton*, describing the feelings of migrant children says, "The migrant child lives in a world few teachers know intimately. Before attempting to teach him, it is necessary to know not only his way of life, but to understand the problems created by this life and to learn how he thinks and feels about himself and others. Like all children, as he grows, he acquires a picture of the kind of person he is, of the things he can and cannot do, of the sort of person he eventually can hope to be. The picture he forms will determine greatly his success or failure in school or in life. The picture is shaped by the impact of unique forces in his life:

'First, his transient way of life is a force which generally leads to insecurity. In continually pulling up roots and moving into new situations, the migrant child is in constant contact with non-migrants with whom he must cooperate and compete.

*National Education Association, Department of Rural Education, "Knowing And Teaching the Migrant Child", Elizabeth Sutton, 1960.

"Second, his foreshortened childhood is a force which also leads to insecurity. Living in a culture which compels him to assume family responsibilities early, he experiences, by 13 or 14, what a non-migrant child will not experience until he is 18 or older.

"Third, his strong and well defined family and ingroup relationships is a force, in contrast, which generates feelings of security. But, his family insists that he take on responsibilities and become a wage earner as soon as possible -- ideas that conflict with non-migrant values. As a result, what feelings of security he has become dwarfed in significance and he feels inadequate to deal with new situations." This is the child we must reach in our migrant education program.

BACKGROUND AND FUNDING

"Children of our migratory workers are among the most educationally neglected children in the nation".[1] An attempt to correct this situation was undertaken by New York State as early as 1956. The New York State Legislature appropriated $10,000 to conduct pilot summer programs for migratory children in Albion and East Cutchogue. From the beginning the wide geographic spread of the migrant population in this state was recognized. Each year, since 1956, New York State has set aside funds to implement a migrant summer school program. The appropriation has steadily increased until in 1967 the state contributed $90,000 to this project. Local school districts have always cooperated with the Education Department in the operation of migrant summer school programs. They have provided facilities, developed the educational program, and have hired the staff to conduct the program. The New York State Education Department has funded, administered, and supervised the program. The responsibility for supervising the state program began as a part time assignment of a single supervisor in the Bureau of Elementary School Supervision. As the recognition of the educational needs of migratory children has grown, the program has steadily expanded. Federal recognition arrived in 1964 when funds became available under the Economic Opportunity Act. New York State immediately applied for, and received, a share of these funds to augment state support. With additional federal funds available, the program expanded from 13 centers serving 400 children in 1964, to 28 centers serving 2326 children in 1966. Currently two full time staff members are employed at the state level to organize, administer, and supervise the program. They constitute the Migrant Education Office of the Bureau of Elementary School Supervision.

THE 1967 PROJECT

The summer of 1967 saw the transfer of federal funds for the education of migratory children from the Office of Economic Opportunity to the United States Office of Education under an amendment to E.S.E.A., Title I, P.L.89-10.

The shift involved a cut in federal funds available to New York State. It also revised the definition of eligible children. The new definition

[1]The University of the State of New York, The State Education Department, Division of School Supervision, "Someone Cares", 1966.

limited eligibility to those children whose parents moved from place to place in search of employment in agriculture or related food processing industries during the current year. No longer was the program open, as it was under O.E.O., to children of all seasonally employed agriculture workers. In 1967, a federal grant of $284,324, together with a state appropriation of $90,000, provided summer school opportunities for approximately 1537 children in 26 centers. The following school districts participated in the program:

Albion	Highland	Sodus
Amsterdam	Lake Shore	Southern Cayuga
Brockport	Leavenworth	Vernon-Verona-Sherrill
Center Moriches	Lyndonville	Warwick Valley
Clyde-Savannah	Marlboro	Wayne
Dunkirk	Middlesex Valley	Westmoreland
East Cutchogue	Mooers	West Winfield
Frankfort-Schuyler	North Rose	Williamson
Geneseo	Riverhead	

Seven districts applied for funds after the monies had been completely expended. Summer school programs were for a full five hour day, or longer. They ran for a period of from four to eight weeks. The basic objectives of these programs have been to enable the child to:

1. Improve his self concept
2. Develop his social and academic skills
3. Develop his language ability and vocabulary
4. Expand his cultural experiences
5. Establish sound health and nutritional habits

Each district was free to develop the program most needed by the children in its locality.

HAVE CHILDREN BEEN HELPED?

What has happened to migrant children as a result? Valid objective evidence of the successes and failures of this concerted effort to improve the physical, educational, social, and emotional well being of migrant children is difficult to obtain. Teachers were encouraged to be alert to changes in children's attitudes and habits. They reported that the greatest accomplishment of the program was a general improvement in children's "self-concept". Children were given many opportunities to succeed in academic and non-academic ventures. Spanish speaking children made considerable progress in speaking English. Teachers reported that children showed much greater interest and desire to take part in classroom activities at the end of the summer session than at the beginning. All reported that children were interested in attending school. Average daily attendance was high.

A kindergarten teacher reports "Liberal praise and affection with lots of individual attention helped overcome poor responsiveness in the children. By the end of the second week we saw a great improvement in responsiveness in all areas".

From a first grade teacher -- "One of the greatest achievements was learning to work as a group and respecting the feelings of the others in the group."

"The children in our second grade learned to speak so that all could hear and understand what they had to say".

"I believe this year's summer school was a success", reported an upper grade teacher, "although not all was accomplished that might have been desired. Working in a small group with less pressure does help many students gain needed self confidence as well as needed academic help." A guidance counselor suggested, "the summer program gives an ideal counseling situation as it is without the usual school pressures -- a certain informality that is conducive to establishing rapport."

Many more teachers gave testimony as to the successes of the summer operation.

OBJECTIVE DATA

All centers were requested to participate in a standardized reading and arithmetic testing program. As an objective measure the Wide Range Achievement Test, Level I (1965 Edition), was administered to each child at the beginning and at the end of the program. The test measures reading, arithmetic, and spelling. This test was chosen because it offers a number of advantages. From a measurement standpoint, its wide range scaling makes the test applicable to a heterogeneous age group, affording measurement of individuals at the extremes. With the usual narrow range test it is necessary to administer several levels of a test until one which offers sufficient floor and ceiling is found. The WRAT has high reliability, with coefficients ranging from .90 to .95 for the subtests. Because the test consists of open-ended questions rather than multiple choice questions, practice effect is minimized in a pre- and post-test situation.

From the teacher's standpoint, the test offers other benefits. The test is individually administered and allows the teacher to observe each child's attack. It yields grade-equivalent scores which enable the teacher to select instructional materials at an appropriate level for each child at the start. This is particularly important for a group such as migrant children where schooling has been irregular and grade placement is unlikely to match age level.

ANALYSIS OF TEST RESULTS

Grade-equivalent scores for the reading and arithmetic subtests were sent to the Bureau of Pupil Testing and Advisory Services, New York State Education Department, for analysis. The results were classified by age ranges corresponding to the usual grade placement. For example, children between age 4 years 8 months and 5 years 7 months in July would be between 4-10 and 5-9 in September, approximately the usual age range for Kindergarten entrance. The test results of some participants had to be discarded because of missing age information, the administration of Level II instead of Level I, and lack of either pre- or post-test data for some.

The results are presented in Tables 1 and 2 on pages 5 and 6.

TABLE I

Wide Range Achievement Test - Scores in Reading

		Stay-ins				Drop-outs*	
Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain	N	Pretest Average
Pre-K	3.7-4.7	11	N.67	Pk.47	.80	1	Pk.70
K	4.7-5.7	75	Pk.12	Pk.83	.71	15	Pk.85
1	5.8-6.7	128	K.22	K.46	.24	15	Pk.68
2	6.8-7.7	159	1.16	1.31	.15	32	1.08
3	7.8-8.7	137	1.86	2.09	.23	38	2.21
4	8.8-9.7	154	2.47	2.92	.45	22	2.38
5	9.8-10.7	116	3.04	3.50	.46	30	3.09
6	10.8-11.7	111	4.13	4.68	.55	38	3.65
7	11.8-12.7	68	4.78	5.38	.60	15	4.77
8	12.8-13.7	47	5.19	5.96	.77	16	4.23
9	13.8-14.7	16	5.98	6.22	.24	4	3.13
10	14.8-15.11	9	5.72	5.71	-.01	3	3.90
Total		1031	2.23	2.63	.40	229	

*Those youngsters who for some reason did not complete the summer school program or were not present on the day of the second test administration.

TABLE II

Wide Range Achievement Test - Scores in Arithmetic

		Stay-ins				Drop-outs*	
Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain	N	Pretest Average
Pre-K	3.7-4.7	11	N.91	Pk.48	.57	1	N.0
K	4.7-5.7	75	Pk.46	K.0	.54	14	Pk.99
1	5.8-6.7	127	K.44	K.65	.21	14	K.19
2	6.8-7.7	160	1.29	1.46	.17	32	1.45
3	7.8-8.7	137	2.06	2.30	.24	37	2.18
4	8.8-9.7	152	2.63	2.89	.26	23	2.63
5	9.8-10.7	115	3.38	3.57	.19	29	3.27
6	10.8-11.7	104	4.09	4.41	.32	35	3.48
7	11.8-12.7	68	4.56	4.90	.34	14	4.24
8	12.8-13.7	45	5.02	5.98	.96	16	4.29
9	13.8-14.7	15	5.34	6.27	.93	4	4.52
10	14.8-15.11	8	4.68	5.17	.49	3	3.60
Total		1017	2.32	2.63	.31	222	

*Those youngsters who for some reason did not complete the summer school program or were not present on the day of the second test administration.

The average migrant summer school pupil gained .40 grade-equivalent score points (four-tenths of a year or four months) in reading achievement. When the gains in reading are analyzed by age or hypothetical grade level, considerable variability is observed. The tenth grade group (N = 9) showed a negative average gain of -.01. For the other grades, however, the gains were all positive, ranging from .15 to .80. The gains at each successive grade level from grade 3 to grade 8 were progressively larger, from .23 to .77. The large gains in the Pre-kindergarten and kindergarten groups may be artificial, because the grade-equivalents at these lowest levels are extrapolated. An initial zero score followed by a raw score of 1 on the posttest automatically converted to a gain of .5 grade-equivalents or 5 months. Outside the grade 3 to 8 range smaller gains were registered. The average gain in arithmetic was .31 grade equivalents. This was slightly smaller than the gain of .40 in reading and may reflect the emphasis of most programs. The average gain ranged from .17 to .96 grade-equivalents in arithmetic achievement for the different grades. The magnitude of the gain was similar for grades 1 to 5 (.17 to .26). In grades 6 and 7 the gains increased in size to .32 to .34 grade-equivalents. In grades 8 and 9 the gains were almost a year (.96 and .93). A smaller average gain of .49 was registered in grade 10. In the norms population the average pupil entering grade 1, 2, 3, etc. has a grade-equivalent score of 1.0, 2.0, 3.0, etc. The migrant children of the same ages in this study, however, consistently obtained grade-equivalents lower than expected. The average pretest score of the pre-kindergarten, kindergarten, grade 1, and grade 2 migrant child was less than one year lower than the norms group in reading and arithmetic. In grades 3 and 4 the average migrant child was about 1.5 years lower. In subsequent grades there was a widening gap between the migrant child and the norms group child, until in grade 9 the migrant child was performing at the entering grade 6 level in reading and the grade 5.3 level in arithmetic. (See Figures 1 and 2 on pages 8 and 9)

GROWTH IN LEARNING

Although the gap in terms of grade-equivalents widened, the slope showing grade-to-score relationship went steadily upwards from one grade to the next. If the grade-to-score curve could be considered a growth curve, one would say that growth occurs at a more slowly accelerating pace in the migrant group than in the norms group. Both the migrant and norms groups, of course, represent cross-sectional samples rather than longitudinal ones. The norms population which provided scores on which the grade-equivalent scale is based achieves 1 grade-equivalent higher in each succeeding grade in school. The grade-equivalent scores are then sub-divided into tenths to represent ten months in the school year. It is assumed that the growth occurs at an even pace throughout the year, so that one month of instruction should lead to one month's improvement in score. The migrant programs in New York State generally lasted four to eight weeks. Since the average gain in reading was four months and in arithmetic three months, it appears that the migrant gains were larger than the hypothetical norms group gains of one or two months

OTHER TEST INFORMATION

The migrant pupils for whom no posttest scores were available were

FIGURE 1

SUMMER 1967 MIGRANT EDUCATION PROGRAM: PRE- AND POST-GRADE-TO-SCORE RELATIONSHIP ON THE READING SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST, COMPARED WITH PUBLISHER'S NORMS GROUP

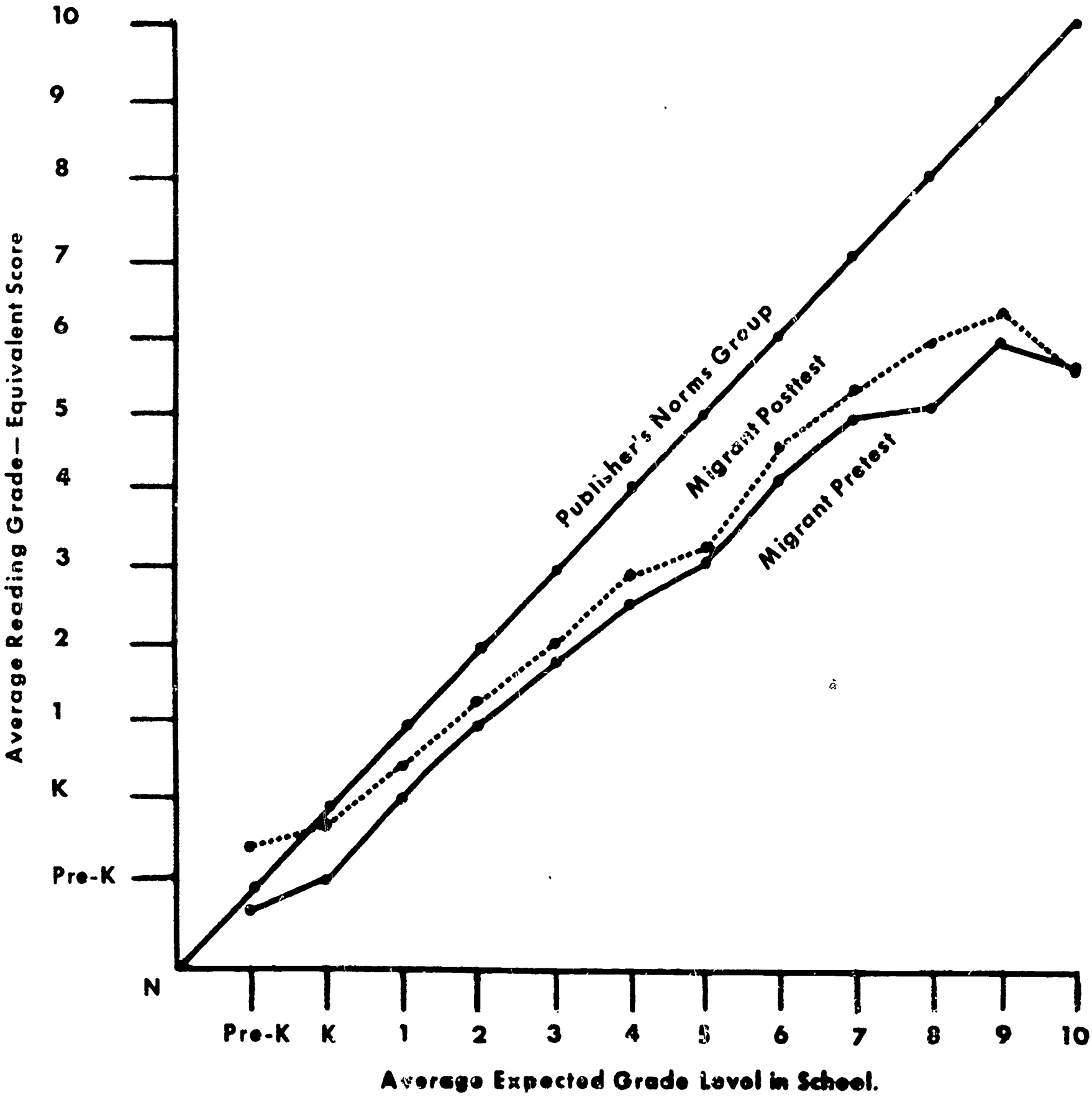
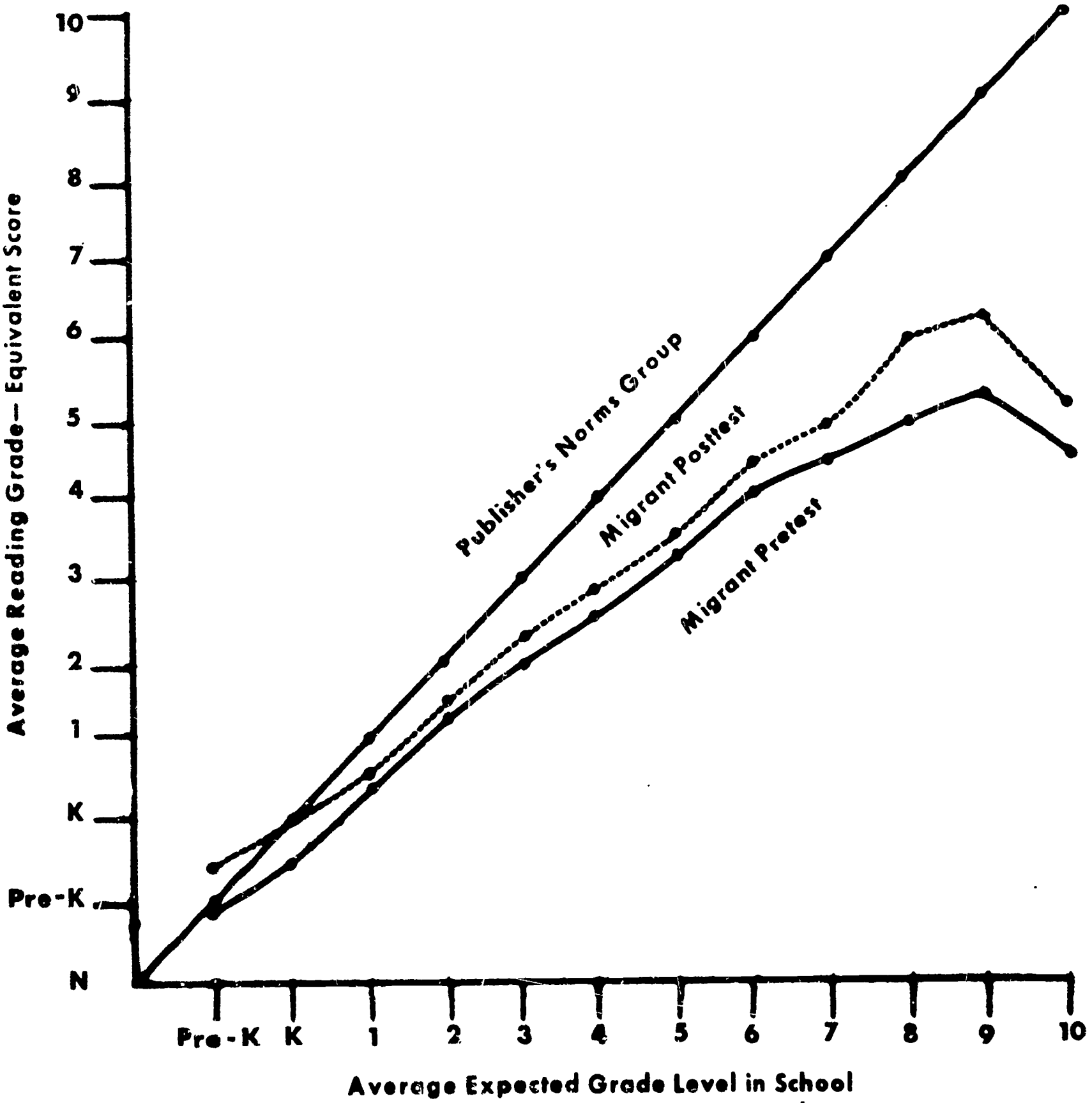


FIGURE 2

SUMMER 1967 MIGRANT EDUCATION PROGRAM: PRE- AND POST- GRADE-TO-SCORE RELATIONSHIP ON THE ARITHMETIC SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST, COMPARED WITH PUBLISHER'S NORMS GROUP



considered drop-outs. One measure of the success of a program is its drop-out rate. Of the 1260 pupils who took the reading pretest and for whom age information was provided, 229 pupils or 18 per cent dropped out. The drop-out rate based on pupils who took the arithmetic pretest is the same. These drop-outs generally obtained average pretest scores lower than the stay-ins. This suggests that the less able tended to drop out. Because there were four or less drop-outs in the pre-kindergarten group and in grades 9 and 10, these groups were not compared.

In kindergarten and grade 3, the drop-outs had higher pretest scores than the stay-ins in both reading and arithmetic. Other drop-out scores that were higher than the stay-in scores occurred in grade 2 arithmetic and grade 5 reading. In grade 4 the drop-outs had the same average arithmetic pretest score as the stay-ins. At all other grade levels the stay-in average scores were higher than those of the drop-outs.

The total results of the summer program may never be entirely known. We have but fragments on which we may base our evaluation. The end product is the long range result on each individual child. Only time can give us the answer. There are many who believe the program will contribute to the betterment of these children. One group of citizens thought sufficiently of the program to write:

> "The Community Migrant Committee has unanimously voted to commend you and your staff for your work in anti-poverty programs and for your kind cooperation and assistance in making a summer school for children of migrants possible under E.S.E.A., Title I. It is impossible to enumerate the many benefits which the migrants, both children and parents, derived from these summer programs. Let it be sufficient to say that the money invested in these programs will yield both short and long term gains at a high rate of interest."

Considerable effort has gone into the planning and carrying out of this program. The success of the program cannot be attributed to any single factor. A sampling of the program's many facets may give the reader some clues.

PREPARATION OF TEACHERS

Eleven years experience working with migrant children had clearly indicated the need for expert consultant assistance for teachers. Teachers needed assistance in understanding migrant living. They needed help to plan their programs. An attempt to satisfy these needs was made through a two day conference under the auspices of the New York State Education Department. An administrator, and one or two teachers from each of the 26 centers attended. Representatives from each center remained together throughout all conference sessions. Experts on migrant problems drawn from colleges and universities, from other states in the migrant stream, and from the federal government held seminars and discussions with the conferees. The conference provided a quick, but brief background on the problems involved in migrant education, and the basic needs of the migrant child. A more extensive and more productive attempt to prepare teachers for work with migrant children was the workshop conducted at the State University Colleges at Geneseo and Brockport. These programs, three weeks

at Geneseo and five weeks at Brockport, provided opportunities for representative teachers from each of the centers to improve their skill in teaching migrant children. All expenses were covered under joint sponsorship by the State University and the State Education Department. Teachers met with outstanding experts in the field of government, labor, education, economics, sociology, religion and agriculture. A most unusual feature of the workshop was the summer schools for migrant children operating concurrently with the workshop. For several hours each day, workshop participants had opportunities to observe master teachers working with migrant children, to visit with and give individual tutoring to children. Each evening a teacher accompanied one or more of the migrant children to dinner. Workshoppers visited migrant labor camps and conferred with growers, crew leaders, and parents. The workshop also provided participants with a curriculum laboratory assembled specifically to acquaint them with materials particularly suited to the needs of migrant children. Teachers who attended these workshops returned to their districts and were utilized as consultants in the development of local programs. Those in attendance at Geneseo gave particular attention to the needs of children in summer programs. Those from Brockport gave their specific attention to the needs of children in fall programs. Regional and local workshops for teachers will be organized utilizing those teachers who attended the college workshops.

ENROLLMENT AND STAFFING

The 26 districts anticipated enrolling 1600 children. Actual enrollment amounted to about 1537. Most of these children were of elementary school age. Only 15% were of junior high school age. Children between four years of age and fifteen years of age attended the summer school program and were distributed as shown in Chart I.

Chart I

Age	4	5	6	7	8	9	10	11	12	13	14	15
Number	87	162	199	204	196	177	164	156	106	56	25	5

Seven centers reported a total of forty-two (42) children who were unable to speak English. These children were all Spanish speaking. Nine centers reported a total of 137 children who were bi-lingual. Three of these children spoke French as their preferential language, the other 134 preferred Spanish. English was the second language in all instances.

Each of the centers working with Spanish speaking children was able to employ one or more bi-lingual staff members. A total of 16 such persons were employed. Several centers indicated a need for additional bi-lingual staff members and are already engaged in recruiting activities for the summer of 1968.

All centers were encouraged to keep class sizes low enough to make it possible for teachers to give a maximum amount of individualized attention to children. This objective was accomplished in most instances. Class size ranged from a low of eight children to a high of 26 children. The center with 26 children in one class was new. It anticipated only 15 children and was unable to secure additional staff when the unexpected number of 26 arrived. Chart II shows the distribution of class size.

Chart II

7	classes	each had	8 children
10	classes	each had	9 children
10	classes	each had	10 children
13	classes	each had	11 children
16	classes	each had	12 children
17	classes	each had	13 children
27	classes	each had	14 children
17	classes	each had	15 children
6	classes	each had	16 children
2	classes	each had	17 children
1	class	had	26 children

The median class size was 13 children and the average class size was 12.5.

Individualization of instruction was made even more possible through the employment of teacher aides. A total of 127 aides were employed. This averaged out to about one aide to a class. Eleven of the 26 centers employing teacher aides were able to provide inservice or preservice training for them. An effort was made to secure aides from the migrant group. It met with limited success. A total of 26 aides came from the migrant group. Efforts will be continued to secure more aides from the migrant group. Plans for inservice opportunities for all aides are under consideration for 1968.

There was considerable care exercised in the selection of teachers to staff the centers. Each director was primarily concerned with securing staff members who were in harmony with the program. Teachers were screened to secure those who were particularly strong in the area of reading instruction. Each director employed specialists in such areas as art, music, physical education and others insofar as funds would permit. The program was to have as much balance as possible. Chart III on the following page indicates the staff available at the various centers.

THE PROGRAM

Considerable time was devoted toward inculcating in each child acceptable attitudes toward himself, other children, property rights, society, and adult authority. Instruction in the basic subjects centered around central themes and problem situations closely related to the lives

TEACHING STAFF EMPLOYED IN SUMMER PROGRAM (1967) FOR MIGRANT EDUCATION

District	Classroom Teachers	Teacher Aides	Nurse-Teacher	Principals or Directors	Secretarial or Clerical	Art	Music	Physical Education	Reading	Librarian	Psychologist	Speech	Attendance	Audio Visual	Homemaking	Guidance	Total Specialists
Albion	2	1	x	x			$800 budgeted for Specialists										1
Amsterdam	5	3	x	x		x		x									4
Brockport	4	0	x	x	x	x	x	x									6
Center Moriches	1	1	x	x	x	x		x			x	x					7
Clyde-Savannah	6	6	x	x	x		x	x	x			x	x				8
Dunkirk	5	7	x	x	x	x	x	x	x	x							8
East Cutchogue	1	1	x	x		x	x										4
Frankfort-Schuyler	2	2	x	x	x	x	x		x	x	x	x	x				10
Geneseo	2	2	x		x												2
Highland	6	3	x	x	x	x	x				x		x				7
Lake Shore	7	7	x	x	x	x	x	x	x	x							8
Leavenworth	8	5	x	x	x	x	x			x							6
Lyndonville	4	3	x	x							x						2
Marlboro	6	2	x			x	x	x	x			x					6
Middlesex Valley	1	1	x	x	x												3
Mooers	3	0	x	x	x			x			x		x				6
North Rose	11	11	x	x	x	x	x	x	x	x	x	x			x	x	12
Riverhead	2	2	x	x		x	x	x	x								5
Sodus	16	8	x	x	x	x	x	x	x		x						8
Southern Cayuga	4	3	x	x	x	x	x	x									6
Vernon-Verona-Sherrill	5	4	x	x	x	x	x										5
Warwick Valley	5	0	x	x	x			x									4
Wayne	4	4	x	x			x	x									4
Westmoreland	5	5	x	x	x	x	x	x									6
West Winfield	4	3	x	x	x	x		x									5
Williamson	9	9	x	x	x		x	x		x							6
TOTALS	128	93	26	24	19	17	17	17	8	6	7	5	4	0	1	1	

of the children, rather than in the traditional reading, writing and arithmetic instruction classes. Teachers made special attempts to know each individual child. The pace was not hurried. No emphasis on marks was permitted. The real thrust was toward establishing a desire for knowledge on the part of each child.

Each child received a physical examination by a physician. Nurse teachers followed up the examination by discussions with children and visits to parents. Wherever needed, and with parental approval, the cooperation of welfare and other agencies was sought to provide corrective help. In most schools a breakfast was provided. All schools provided a well balanced hot lunch. In one program dinner was served.

School libraries were open and used by the children in most schools. Often a librarian was employed for the summer session. Children were encouraged to take library books "home". For many this was a first experience. Librarians and classroom teachers read many stories to the children, particularly to the younger children.

UNUSUAL ACTIVITIES

In one school a lesson in economic education was highlighted. The community and school staff collected good used clothing for many months. Children were urged to bring 25¢ of their own money to school on a designated day. The 25¢ each child brought was converted into $25 worth of script. Additional purchases of children's clothing were made with the cash to supplement those articles contributed. Clothing was displayed in the school gymnasium as though the gym was a large store. Each child was permitted to shop making purchases according to his or her needs. There were many decisions to be made. Children were observed in discussions such as whether to purchase two pair of slacks, or that lovely jacket. Teachers were available for consultation but did not interfere. Many times during the summer comments from children referred to this or that article "purchased" from the school "store". Throughout the summer session teachers capitalized on this experience in their daily lessons with children.

Attempts were made to stimulate the aesthetic sense of children. Specialists in art and music were employed in most programs to assist and supplement the instruction of the regular classroom teacher. For many children it was their first experience with art and music specialists. Field trips were made to museums, parks, children's theaters, wild life preserves, arboretums, and art galleries. The interest in live children's theater was particularly high. One group of children attended a professional production of "Pinnochio". Another group witnessed the staging of "Beauty and the Beast".

One center reported on an unusual type of field trip which left a lasting impression on the children. "A trip was taken to the Union Chapel. There the class saw the beautiful windows which flank the pulpit. These windows were created and assembled from sea shells, stones, pebbles and broken pieces of glass gathered from the beaches. A special cement, used in marine work, was compounded to bind the pieces. The children were struck by the beauty of the windows. They remained quite a while just looking, feeling, and admiring these windows. On returning to school each child was given vari-colored construction paper and glue. By cutting and

gluing these vari-colored papers they made their own stained glass windows. Each one was different and very colorful."

One school found that children learned faster and easier when motor skills were involved in the learning process. Projects involving such motor skills were a planned part of each unit under study. During the study of community helpers, for example, each child identified himself as a community helper by drawing a life size silhouette in the image of a helper and then painting or coloring it. As part of the follow-up of a trip to a zoo, children made plaster of Paris models of animals and then painted them. From time to time they took the results of their efforts home for their parents' approbation. Later in the year an open house was held. Included were projects in metal working, leather crafts, woodworking, graphic arts, plaster of Paris molds, electricity, and the repair of toys owned by the students. Ninety-five percent of the parents attended to view the accomplishments of their children.

In a number of schools aquatic skills were taught children. While opportunities of this type were limited, due to accessibility of pools, lakes, or seashore, the center which provided this type of experience to children reported the need for this instruction was great. Large numbers of children were able to attain a modest swimming ability. Perhaps enough to save their lives should a water accident occur. Boating skills were also taught in some centers. Where children were without swimming suits, local school authorities, service organizations or religious groups came forward and supplied the necessary equipment.

In one center every child was involved in a Family Living Class. They had an opportunity to discuss and express themselves freely about family and personal problems. They planned their own lessons with the teacher's assistance. As much freedom as possible in the choice of topics was given to the children. The first week's topic, selected by the teacher, centered around good grooming. Every child washed his hands and cleaned his finger nails each day. A grooming kit was provided each child. During the second week the subject of manners was given major emphasis. Much role playing was engaged in. The children loved it. Food, its preparation and value, were the topics of the third week. Lunch was served, restaurant style, to the older children one day by the teacher and the aides. Later projects included family membership, sharing, and home responsibilities.

Some centers engaged in activities which involved adult community groups. Housed in most of the migrant summer school buildings were Child Care Centers operated by the New York State Department of Agriculture and Markets. By cooperating with one another it was possible to operate more economically. Children would arrive early at the Child Care Center and be supervised there until school began. At the close of the school day, usually about 3:00 p.m., children would return to the child care center for supervised recreational activities until it was time for parents to return to the camps. Transportation and food costs were usually shared.

An interesting joint project was carried on in one center by service groups, Child Care Center, and the school. It was reported in this manner: "Several Adult Service Groups in the Community had developed an awareness

to the needs of migrant children and a desire to help in some manner. Through conferences with the migrant teaching staff, these service groups were informed of ways in which they might help the migrant children and their parents during their short stay in our community. Storybooks and art equipment; homemade dental , and health kits for father, mother, and children; used clothes, playtoys; and small amounts of money were among the donations. (Preparation of the kits is a year-round project of the service groups.) The child care center staff arranged an afternoon Christmas party in August to which all the migrant children were invited -- their parents -- the migrant teaching staff -- representatives of the service groups -- newspaper reporters -- and, of course, Santa with his Christmas bells. Sitting on Santa's lap -- singing Jingle Bells songs -- receiving neatly wrapped gifts from under a six-foot tree appeared to be the first experience of its kind for many of the children. The staff was most happy about the many motivating activities which emanated from this 'Christmas-In-August' activity. Children made decorations for the tree, learned to say, 'Thank You', and to share their gifts with others. Adult participation was tremendous. The adults of the community joined with migrant parents in an experience directed toward better mutual understanding and toward improving the lot of the child."

The enthusiasm of many teachers in migrant summer school programs, and the personal attention they give to children is sometimes beyond belief. Many illustrations could be given of teachers making that extra effort to help a migrant child. One example, however. "If they can't come to you, then go where they are", seemed to be an "out" for one teacher's problem. The teacher was advised by the first bus load of migrant children that some of their brothers and sisters who were in her summer school class for the past several years could not come to school this year. They were now "old enough to work" and had to "help earn money" by picking beans during the day. A visit to the Migrant Camp brought a request from the age 13 (plus) children: "We would like to be in your class". Parents said, "We need money to live - the older children must do their share". The cinder block building provided little inspiration, or educational atmosphere, yet there were 6-10 children who wanted to be taught. A strong desire to learn existed. When approached by the teacher, the migrant crew leader consented to her coming to the camp several evenings each week to teach "her former pupils". This she did regularly. They even had a field trip. The teacher arranged for an evening tour of the county fair. These children learned that formal education may go on even while they worked. They also learned something of the spirit of service, of the devotion of one teacher to her students.

One should not be misled into thinking the basic skill areas were neglected. Particular emphasis was directed toward the improvement of each child's communication skills. Speaking, reading, and writing were given a prominent place in the school program every day. The advantage of being able to work with a small group of children gave all teachers the opportunity to deal with individual needs.

A LOOK TO THE FUTURE

The New York State Advisory Committee on Migrant Education has been a constant help to the New York State Education Department in the planning

and in the implementation of the summer school program. This committee will be enlarged during the coming year. Its present membership of six will be increased to eleven. The larger membership gives the committee a wider geographic representation. It also makes possible the inclusion of members from fields other than education.

Each year in September thousands of migratory children enroll in our regular schools. These districts need additional professional staff, aides, and materials to meet this enrollment. With the help of federal funding it is planned to give financial assistance to certain pilot districts this fall to provide migrant youth in these districts with a more adequate educational program. As additional funds become available it is hoped that this assistance will reach all schools which have this problem.

Teacher inservice education continues to be a primary need. It is expected that a third teacher education institution will be involved in our workshop activity. The plan is to establish such a center in the southern portion of the state thereby making it more accessible to Hudson Valley and Long Island teachers.

The need exists for integrated summer school programs in more centers. Each year more centers are making summer school opportunities available to local children. Whenever such is possible the migrant program is integrated with the regular program. We shall continue our efforts in this area.

A handbook on migrant education is being prepared. The Bureau of Elementary Curriculum Development of the New York State Education Department is cooperating with the Migrant Education Office in the development of this handbook. It will deal with such topics as "Understanding the Migrant System in the United States", "Developing Community Awareness of Migrant Needs", "The Migrant Child", "Selecting and Orienting Staff", "Planning Learning Experiences" and other pertinent areas. The handbook should be available in the spring of 1968.

A persistent problem, and one quite difficult to solve, has been the lack of adequate records on migratory children. New York State has been cooperating with the State of Florida in the development of a Transfer Record, and an orderly system of transmittal of such a record to proper educational authorities. The experimental aspects of this venture are currently operating. Some sixty New York State school districts are cooperating with the New York State Education Department and the Florida State Education Department in an effort to solve this problem.

Much needs to be done to establish greater continuity in the educational programs of migrant children. The support of all local community agencies -- social, religious, civic, educational -- is needed if these children are to become productive, literate citizens. Fred Stoffel* suggests that "With one fifth of our school age children moving each year, and with mobility on the increase, has come the realization that we are one nation and that our public education system, regardless of which state houses it, should be designed for all our children." We are moving in this direction. We realize full well that "These Too Are Our Children".

*Compact Review of Education, "Agricultural Migrants--America's Last Nomads, Fred Stoffel, March, 1967