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ABSTRACT

The Migrant In-Service Training Workshop, held June 2-5, 1969 at Arkansas State University, was centered around the problems of the migrant child in education. This document contains the 22 presentations covering such topics as administration, reading instruction, development of the second language, cultural growth, community relationships, the data-bank system, the role of the teacher aide, and tutorial services. Several school districts in Arkansas reported on their programs, and speakers representing the State Department of Education described the state's functions in the education of the migrant child. This compilation of workshop papers closes with group evaluations of the conference, along with a summary and suggestions for the future. (BD)

LOVE AND UNDERSTANDING OF THE MIGRANT CHILD

Speeches Delivered at
The Migrant In-Service Training Workshop

June 2-5, 1969

Carl R. Reng Center
Arkansas State University
Jonesboro, Arkansas

Sponsored by Arkansas
State Department of Education
Division of Federal Programs

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The first night dinner speech was made by Commissioner A. W. Ford

LOVE AND UNDERSTANDING OF THE MIGRANT CHILD

Joe Miller
Supervisor of Migrant Education
Arkansas State Department of Education

Joe Miller set the theme of the workshop with his talk on "Love and Understanding of the Migrant Child."

One of the problems most frequently mentioned today in our schools regarding migrant children is the lack of records available. This is a school-related problem but it is also related to the mobility of the child and his parents. Migrant children are typically from low-income families and more often than not, the families believe it is more important for their children to be in the fields working than to be in school.

We as administrators, teachers and other personnel in the school districts must be ready to accept the migrant child as he is when he enters the school district and attempt to move him into an educational scheme that will meet his needs. It has been said that forty per cent of our children cannot read. But is it really Johnny's fault he cannot read? Certainly we can provide some programs which would help Johnny in his schoolwork, such as tutorial services, remedial services, cultural enrichment activities, food services and health services. I refer you to the theme of our conference: "Love and Understanding of the Migrant Child."

Webster refers to love as a warm attachment, enthusiasm, or devotion, unselfish concern that freely accepts another in loyalty and seeks his good. Understanding is defined as grasping the meaning of or the acceptance of something as a fact or truth. In order for us to achieve what we set out to do in this conference, first of all we as administrators and as teachers to be successful must have empathy for the migrant child. To quote Dr. James F. Guines, Love implies the possession of a feeling of deep involvement to one another. By this he means that love is not passive, it is active. It means involvement indicated by the tone of our voice, the positions of our body, the way we say, "But, John, I know you have seen this word." The way we watch the facial gestures and silent signs in an instructional setting, the things we ask about the mother of a child to connect an idea that may be ever so instant and abstract–these indicate the extent of our involvement.

Love is unconditional: It makes no bargains with anyone for anything. By this Dr. Guines means that with children if we work with love power we say with all our might, "I am for you because you are you, not because you are going to be what I want you to be; simply because you are you as you are now."

Love is supportive: Children need to find a friend as well as a teacher. Some need to find a father or mother as well as a teacher. If we put love into instruction, then we can communicate to children with these deep needs that we will stand by them, that we will give the support that no trust will be misused, that no faith will be broken.

We as educators must be aware of the many problems that are consistently before migrant children day by day. We must not return to our school districts and attempt to teach these children using the same methods and the same procedures that we have used in the past. Return to your schools with a better understanding of what these children have to face and recognize that without love we will be a failure. For this is the message that ye have from the beginning: that we should love one another. (John 3:11)

I noticed this on the walls of a dentist's office the other day, and I thought how appropriate it is, especially for the children we are concerned about this week:

Children Learn What They Live

If a child lives with criticism
He learns to condemn
If a child lives with hostility
He learns to fight
If a child lives with ridicule
He learns to be shy
If a child lives with shame
He learns to feel guilty
If a child lives with tolerance
He learns to be patient
If a child lives with encouragement
He learns confidence
If a child lives with praise
He learns to appreciate
If a child lives with fairness
He learns justice
If a child lives with security
He learns to have faith
If a child lives with approval
He learns to like himself
If a child lives with acceptance and friendship
He learns to find love in the world.

THE SECOND MILE

A. W. Ford, Commissioner
Arkansas State Department of Education

The subject of this conference has aroused interest and caused the commitment to a certain group of children in this country and we in the Department of Education believe that something really worthwhile can come from this effort to help a group of children in America that perhaps number at least a quarter of a million.

When we think of the history of our country, we are forced to the realization that great things in the field of education and in the field of social legislation come about as a result of great issues that arise outside of the control of many of us. In the early part of our country, as you know, the right to vote was restricted to the person who owned real property. The fathers of our country actually did not believe, with the exceptions of Thomas Jefferson and a few lesser-known individuals, in the fundamental right of the average person to have certain services paid for him at public expense. Our institutions of high learning were largely devoted to the professions–training men of the clergy, law and teaching–but were not founded upon the belief that the sons and daughters of average people should have the right to attend.

Although Abraham Lincoln had been defeated for office some four times, the issue of slavery became the issue upon which he gained immortality. It was not simply a legalistic structure as defined by the Supreme Court in the Dred Scott decision, but it was a great moral issue which caused great efforts to be put forth by great leaders

Another factor has entered the picture today. Education has become so important that the success or failure of the individual depends to a large extent upon his ability to profit from educational opportunities. The Supreme Court handed down a ruling in 1896 in the case (Plessey versus Ferguson) which came up from Louisiana not involving education but involving the Jim Crow law which affected the right of a person who was 1/8 Negro and 7/8 white to ride a train. The Court ruled that the states had the right to segregate people, and the Court in a side remark said that the right of states to maintain separate but equal educational facilities was one of the justifications for the decision. In 1896, however, it was not necessary or essential that people be given educational opportunities in order to succeed. This is the real difference between 1896 and 1954. By 1954, however, it had become evident to all thinking people regardless of their educational background that the issue of education was the primary and emerging issue facing this country so far as giving people an equal start in life. So the Court in 1954 by unanimous decision reversed the previous decision and ruled that segregated educational opportunities or facilities are inherently unequal.

This set in motion a whole series of movements in and out of the Congress to provide for all children a satisfactory floor for educational opportunities. This is what we have been seeing since 1954. It is a national movement to resolve the issues by starting people as nearly even as possible. A great mass of people in the United States now believe that society has the obligation to give every child as much opportunity as possible in order that he may begin the race of life on as

Commissioner A. W. Ford speaks to participants of the Workshop at a dinner meeting on June 2. Joe Miller is shown seated at the speakers table.

nearly equal terms as possible with other children. We call the children who need help the disadvantaged and the handicapped. The new vocational education amendments of 1968 require that fifteen per cent of the vocational education funds be spent on the disadvantaged and another ten per cent on the handicapped. An effort is being made on the part of the Congress to close the gap not just for the ethnic groups alone, but for all youngsters: the dropouts, the poor generally, the migrant in particular.

We are going to see in the next two or three years a great push in behalf of migrant education. What is required to make the migrant program or the programs for the disadvantaged, the dropouts or the poor successful? It has been my good fortune to be a member of the professional staff of the Department of Education for twenty-seven years. I am now in my seventeenth year as Commissioner of Education. Prior to that I spent some five years dealing with poverty people for the most part as an educational advisor during my late twenties and early thirties in the old Civilian Conservation Corps. I know by personal experience that a little help at the right time, the proper counseling and an attitude from people who care can cause people in disadvantaged situations to respond favorably and to make good in life. I have an unreserved acceptance of the problem and I shall continue to give my complete support with the State Board of Education to the consideration of these problems.

Second, we must not only accept the responsibility, but there must

also be a commitment. When astronauts take off to the moon, they say, "ten, nine, eight, seven..." down to "one" and they are then "committed," which means there is no turning back. If I interpret the trends of the time, there will be no turning back on the commitment of this nation to undergird and underwrite opportunities with more federal participation and more incentive funds to states to meet the problems of the disadvantaged, the handicapped, the dropouts, the poor, the migrants. And we must make a commitment to do the job at the state and local levels. I frequently tell graduating classes that the greatest thing any teacher can do is to inspire the student to do his best and to cause him to realize what he can become in twenty-five years.

Third, I would like to emphasize that we will never be paid much if we do only what we are paid to do. The story is told of Andrew Carnegie, when he first started out in the steel business, that he would read the story in the Bible where it said if you are forced to go one mile, go two. Those of you who are familiar with Roman history know that Palestine was under the heel of the Roman Empire at that time and that the Roman soldier had the legal right to force this Palestinian to carry his pack for a mile, but not a step over a mile. Most people would not go that extra step because there was so much hate between the Jewish people and the Romans at that time. Andrew Carnegie in his time was always looking for people who wanted to go the second mile–to do what they were not paid to do. He had a laborer on the line who was always asking questions about how he could do more and how he could make a contribution. This laborer happened to be Charles M. Schwab who later on became president of United Steel Corporation. The owner discovered in him a man who wanted to do more than he was being paid to do. If anything is needed in this country, it is a commitment to a cause that will enable people to do more than they are paid to do and to go the second mile as Jesus was trying to tell his fellow Jews to do. This is the difference between a star in the big leagues in baseball or in football and the ordinary player. Many ordinary players have great ability but commitment and effort make the difference in whether they succeed.

Classroom teachers in this country actually hold the future of this country in their hands with far more importance than the politicians. The politicians are great followers but most of them are not innovators–they are implementers. What classroom teachers and administrators of this country are doing, however, will determine what the next generation believes.

We hear a great deal in this country about protest and violence. Make no mistake about it, there are many great injustices in this country and they will continue to exist until somebody makes sufficient protest to call attention to what is going on. When I was a boy, one of the neighbors hit his mule over the head with a singletree. My father asked, "Jim, what are you hitting that mule over the head with a singletree for?" "I'm trying to get his attention," he said. Protest must be vigorous sometimes before people can get other people's attention, but at the same time I do not believe we can condone or encourage violence that means destruction of property.

Of all the children that are disadvantaged and start with a handicap, the migrant may be in the worst position of any. First of all, I am told that the average income of the migrant family is only $1,200 or $1,400 a year. That is far below the poverty level so we must ferret out this problem and find ways to attack it. Our form of government and our way of life can bring forth political and educational leaders who can and will solve our problems. As educators, we must recognize the fact that there is no such thing as a perfect society, there is no such thing really as a perfect family, there is no such thing as a perfect individual. Our job is to take the problems as they are now and to move toward satisfactory solutions which will benefit the children of the nation who need it most. This includes migrant children.

THE MIGRANT: A FENCED IN TRAVELER

Dr. Nicholas Silvaroli
Director of Reading Center
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Arizona State University, Tempe, Arizona

We have all used the expression "free as a bird." It is not uncommon to use such expressions but rarely do we think about the expression itself. On the surface a bird appears to have complete freedom. Yet, a bird is restricted by many different forces which prohibit real freedom such as attainment of food, changes in climate and wind velocity.

The migrant appears to be as free as a bird; free to travel to various parts of the country and free to select his form of work and follow his current interests. However, even a modest investigation would reveal that the migrant is restricted by his language and cultural differences as he travels throughout the United States. Limited education and financial resources also grossly restrict the migrant. He finds himself completely dependent upon the new culture, without the minimum tools essential to cope with this culture.

Migrant education cannot remove all of the barriers which fence in these travelers but it can and will make realistic inroads.

Recently, Senator Ralph Yarborough (D-Texas) indicated that migrant children averaged approximately 4.7 years of schooling. This means that at present a migrant cannot compete favorably in the educational marketplace.

In addition to his limited educational opportunity, the migrant probably is unaware of the future impact of automation on agriculture. Recently, the John Beam Company introduced a grape harvester, which, when perfected, will pick 20 tons of grapes per hour. In the next ten years almost all non-table fruits and vegetables are likely to be harvested automatically. In view of these changes, what will the future migrant field worker do for a living?

The migrant field worker of tomorrow will find that he is unable to secure a job, and agriculture will be pleading for skilled workers to meet the increased technological demands in agriculture.

To prepare people for new opportunities which will be available in agriculture, industry and the professions, migrant education must strive to modify the attitudes and instructional practices found in schools today.

Migrant education is committed to improving the general health and living conditions of the migrant child. However, this paper will emphasize the three main areas of concern in the instructional program for all migrant children. The three main areas are:

Oral language development

Basic curriculum approaches and content

Teacher attitudes toward migrant children

Dr. Nicholas Silvaroli

ORAL LANGUAGE

The language and cultural experiences of the migrant youngster are different from the language and cultural experiences offered by the middle class school. These differences significantly hamper the migrant child because he is not aware of the subtle cultural expectations imposed by the middle class oriented school. Being middle class does not depend on race or creed.

It is believed that common values characterize middle class Americans. These common values might be identified as: goal-directed behavior, a desire to achieve, delayed gratification and the "will to order."

We, as middle class people, are preoccupied with achievement. We set a goal and then begin setting new goals before we attain the old one. The striving behavior must be maintained at any cost. If we are unhappy at times, our attitude is, "So what? Success (achievement) is all that really counts." One of our basic expressions seems to reflect our attitude regarding goal direction–life, liberty and the pursuit of happiness. It seems that we are more interested in attaining goals and the best we can hope for is the pursuit of happiness rather than happiness itself.

Our ability, as middle class people, to delay gratifications and order our lives is also quite unique. For example: If it is 8 am.m on Monday, what do we do? Play golf? Fish? NO. That is almost immoral, unless, of course, it is a holiday. Sunday is a day to drive with the family. We eat on schedule. Our meals follow a rigid order, dessert is always last. Hamburgers have to be eaten right side up. Pies need to be pointed at our navel before we can eat them. We have learned to delay and control our impulses. We have also learned to order and regulate our lives. I am not interested in attaching value judgments regarding the appropriateness of middle class behavior. My purpose is to point out that these middle class values are basic to the middle class culture which tends to dominate the American school system.

We know that language is directly related to culture. My language mirrors my middle class culture. It has time and order built into every sentence. Much of my language is future-oriented. It follows then that language and culture are interrelated. To teach a language without providing some understanding of the related culture is a waste of time.

The migrant's language is oriented in the present. He deals with things right now. When the middle class elementary school teacher tells a migrant child that by learning his verb tense relationships now it will help him in college later, the child is not likely to understand what she is talking about.

Migrant education has developed techniques for teaching the language of the school and how to acquaint children with the "hidden" values of the middle class. Understanding the new culture and learning the new language must be done with great care and sensitivity. It is essential that the oral language of the child be developed before we become preoccupied with teaching reading and other school subjects.

BASIC CURRICULUM APPROACHES AND CONTENT

An instructional program which relies almost exclusively on the memory and recall of standard textbook information for its curriculum approach and content is neither functional nor realistic for migrant children.

In a recent publication entitled The American School Book, Dr. Hillel Black stated:

> ".....during his (the American school child's) school career a child will either commit to memory or attempt to understand at least 32,000 textbook pages. By the time he completes high school he will have intensely studied 65 or more books. Up to 75 percent of the child's classroom time is now centered around textbooks."

It is believed that this required study is poor education for all children and completely unrealistic for migrant children. This approach to curriculum assumes that children have reasonable experience with the language and culture of middle class America. It assumes that all children can acquire and retain information through abstract verbal means alone. It also assumes that all children are reading and writing at or near grade level.

Aside from the learning problem associated with memorizing and studying standard textbooks, the curriculum approach is faced with another serious limitation. Textbooks can no longer keep pace with the ever increasing amount of information produced in our technical-scientific society. This new phenomenon is called the "knowledge explosion." Because of this, it seems more important to teach the child how to acquire information rather than merely memorizing "facts" which quickly become obsolete.

The alternative to this approach has been described under a variety of headings over the past forty years. Shortly after the Great Depression educators began talking about individualizing instruction through a unit or problem-solving curriculum approach. Later the concept of instructional contracts was introduced. In the past decade greater attention has been given to the process of learning. The out-comes of the more recent thinking about the process of learning can be found in the rationale for modern math, science, social studies and individualized reading programs.

The accumulated work over the past forty years has provided education with specific information and procedures in several major areas. Implementing units and instructional contracts required the modification of classroom environments. These modifications suggested changes in classroom organization, teacher's role and academic expectations of the learner. Recent thinking regarding the process of learning has produced educational objectives which can be stated in behavioral terms and has helped the teacher to understand the content in each subject field, i.e., reading, math, science, social studies, etc.

It is not believed that a single textbook is appropriate for the wide range of academic differences found in classrooms, especially those classrooms devoted to educating migrant children. Therefore, the curriculum approach and content should be based on the actual experience of the learner.

Migrant education cannot purchase a complete 30-hour per week educational curriculum, because such programs do not exist. His only hope is to assist teachers and administrators to change educational environments so that the migrant child can learn to function in a realistic learning situation.

TEACHER ATTITUDES REGARDING MIGRANT CHILDREN

The last of the three barriers confronting the migrant child is the basic attitude of the classroom teacher. To illustrate what is meant by the importance of the classroom teachers' attitude, let me cite a recent study which is gaining wide attention in this country. The authors of the study are Dr. Robert Rosenthal, Professor of Social Psychology at Harvard University and Leanor Jacobson, an elementary school principal in south San Francisco Unified School District. In 1965 the authors conducted a unique experiment in the Oak Elementary School, San Francisco Unified School District. The authors contrived a test called "The Harvard Test of Inflected Acquisition." They selected, at random, children from the Oak School's population. Many of the children in the population were Spanish-surname. After giving this contrived test to all children, the authors told teachers that certain children (those randomly selected) had an unusual ability to "spurt in growth." In short, Rosenthal and Jacobson hoped to determine if a change in the teachers' expectations would automatically produce a change in student achievement. At the end of the year the children designated as "growth spurters" significantly improved in their overall achievement. The children in the experimental group achieved more because the teacher believed they could achieve more. The authors include all of this in their new book entitled Pygmalion in the Classroom and published by Holt, Rinehart and Winston. Migrant education is determined to change the basic attitude of teachers and administrators in public schools. Teachers need to understand the complexities confronting these children. They need to take them where they are and enable them to develop realistic levels of achievement.

If migrant education is to be successful, it must seek out those

hidden forces that literally fence in the traveler. Those forces abound in misconceptions about the child's intelligence because we have created unrealistic expectations in our curriculum. We need to work with teachers in summer programs and during the school year to help them understand the complexities confronting migrant children.

In closing, we might consider a quotation from a person rarely quoted in American Education: Malcom X, the former leader of the Black Muslim movement. He said:

> The people who helped me were the wrong people, from the point of view of the moral society, from the point of view of the democratic society. The people who helped me, whose hands reached out to mine, whose hearts and heads touched mine, were the hustlers, the thieves. The people who helped me through grade school were the gangs. The people who helped me through the high school of adolescence were the kids in the reformatory. The people who helped me through the college of life were the people up in the prisons. All the people who helped me to get graduate training in the university of common sense were the people out on the streets, in the ghettos that were infested with crime and deliquency.

Migrant education is committed to the goal of helping the migrant child receive his education in school and not in the worst quarters of our society.

These workshop participants discussed the group discussions over lunch.

THE IMPORTANCE OF MIGRANT EDUCATION

Vidal Rivera, Jr.
Chief, Migrant Program Section
U. S. Office of Education

Vidal Rivera, Jr.

When we discuss the migrant program we are talking about something new in the field of education. One of our big problems has been that everything we have done in education has been geared for the child who is in school for a full term, 180 days. Evaluations are conducted on this basis, as are whole programs and transportation facilities for the school districts. Where does this leave the migrant child?

I just looked at figures for the '69-'70 fiscal year which show that we lost another 14,000 children. Since we estimate that there are over 700,000 children of agricultural migrant parents in this country, maybe 14,000 does not sound like very much; but that is because the figures are just predictions. No one has a real base for figures on the migrant child.

Where can you go today and ask, "How many children come into Arkansas each year?" There is no census that will give you that information–only projections. So when we say we lost 14,000 kids, you know what that means? That means that we have an underestimate of workers, and for each adult we have estimated 3/4 of a child. Those of you who are from rural areas know that farm families do not have three-quarters of a child per adult person. For the sake of survival, migrants are some of the most prolific people in the world; they have nine, ten, eleven kids in a family. But we have estimated that there are 1.5 kids per couple.

We know that these are underestimates, then, but let us assume that we dropped 14,000 kids. Where did they go? They have been phased out by automation and new farming methods. Right now they are no burden on you as a taxpayer. They do not draw unemployment compensation. They are not covered by industrial insurance or social security. They do not have time, after putting in fourteen hours out in the field, to sign up for welfare payments; and until recently, with the new Supreme Court ruling, they could not get aid anyway because they had not established a year's residency within a state.

They do not vote. So how does it help a congressman to go out and work for the migrant vote if it does not even exist? As we were told three years ago, the best thing we have done in our state (Arizona) for migrants is to build better roads and highways to get them out of there. As a person said just recently, they are the last of the paid slave labor. Let me give you an example. Do you know what it takes to pull green onions? You have to dig them out of the ground, declod them, peel the outside skin, tie them together, trim the tops, trim the bottoms and stack them. When you get twelve stacks together you get thirteen cents.

Stop to consider this from the viewpoint of the teacher in the classroom. "Mr. Rodriguez, why don't you get your kids to school? We have nice lunches here, only 25c." How many green onions does Mr. Rodriguez have to pull to give a quarter to each kid to go and have a nice warm lunch at school? What value has he placed on education?

The migrant child at the age of thirteen can equal the production level of his father. So what is left for him? Nothing. We say, "When they phase migrant workers out, we are going to make them farm implement mechanics because they have been working on the farm." Would it not be better to make them nuclear physicists? That is the challenge, as far as educators are concerned.

Take for instance the child who comes into the classroom. He is in the fourth grade. The teacher says, "Class, I want you to meet Juan Ramirez. Juan, we are glad to have you here. We are right in the middle of this lesson about the trumpet swan. Listen, Juan, would you sit over there in the corner? Mary, would you give Juan crayons and paper? Juan, I'll be right with you. We are just going to finish up this lesson." By the time she finishes and by the time she can get to Juan, he is gone. The same thing happens in other places. So what does Juan do? He draws in Texas, he draws in New Mexico, in Arizona, in California, in Oregon, and in Washington. By the time he gets back to Texas again, that kid is the most fantastic artist you have ever seen. And what do you hear in the faculty lounges? The teacher comes in and says, "Oh, what a day I had. Little Juan Ramirez came back to us today; and, you know, he may not read, but that kid is a fantastic artist. Those Mexican-Americans are really great artists."

Migrant education is a program for creating educational opportunities for children. We have to have people who are delivering the goods at the school or local level–who have the ability to teach children how to take advantage of the situation. We need teachers in the classrooms who are going to exercise some educational flexibility, imagination and creativity. They must recognize children and their individual needs and try to approach those needs. This is what you are

asking of the teachers. This is the responsibility of not only the teacher, but also the administrator. This responsibility is not just localized in one school area and its boundaries. It is not the responsibility of the county or the individual state. It is the responsibility of every state that shares these children, because we share the same children.

This program is not controlled by Washington or the local school districts. It is a state program. It is funded by the state because the state should be able to see what is needed by the migrant children in that area. And this applies not just to migrant education, but to all education. You may have some disagreements, as I have, with state agencies, but we have to understand that state agencies are service-oriented. A group from school districts here was called together by the State Department of Education, which had complete responsibility for the operation and administration of the migrant program. This is a good example of what needs to be done and is being done in many states. Approximately forty-five million dollars is available for migrant education today. Everything is covered in this program from health, nutrition and educational materials to decreased class loads and teacher aides.

Within the next two weeks the greatest thing will happen that has happened to education in the last fifty years–the uniform record transfer system for children of migrant workers will become a reality. Within a twenty-four-hour period any school administrator in the United States will have a complete dossier on any migrant child who comes into his school, no matter where he comes from. Think of the implications of a system like that for handicapped children! We looked for money and no one wanted to give us any. So the states had us take it off the top of their allocations.

If we do nothing else in this program, even though we have spent millions of dollars, it will be enough to get people such as you to see the migrant child in a positive light, to recognize him for what he can contribute–not because you feel sorry for him, but because he is an individual with his own speical set of experiences. Think about aviation, for instance. He is probably closer to aviation than anybody else in the classroom just from being around crop-dusters. He has probably been in more states than you will be in during your lifetime. He has visited more areas, been shunned by more schoolteachers, been castigated by more peer groups, than we could ever read or hear about. When the new mechanical grape picker comes out, and the carrot picker and the citrus picker, where will these people go? They will find day haul work someplace, and if they cannot find that, they are going to start moving into the urban areas and increase that problem.

So what is important in migrant education?It is that we know what is happening to these people and we still have time to do something about it. Your responsibiiity as teachers and administrators in this program is to exercise your imagination, creativity and leadership. Assist the migrant in learning. Involve him in class activities. If we do our job properly, we will one day no longer have a job.

Speakers listen attentively at a dinner session.

LOCAL ADMINISTRATION

David Gonzales
Mercedes Independent School District
Mercedes, Texas

I am very happy over the selection of the theme for this conference "Love and Understanding of the Migrant Child." It has been said that if you are the wisest, richest, handsomest, most popular person in the world you are nothing if you do not have love. At every conference I have with my own teachers, the two things I mention most are: try to understand the child and above all, try to love him. How can we change the image of the migrant if we have dictator-type, prejudiced teachers? We need instead love and understanding.

We must provide a wide variety of enrichment activities along with some down-to-earth academic activities. Remember that every youngster thrives on success, praise and pride. As you work with the migrant, you will learn that he needs more motivation than other ethnic groups. Have the child experience some type of success every day.

Each school would probably profit by having a bilingual recruiter, social worker, and an advisor to deal with problems of communication, trust and understanding.

You will find that the Mexican-American comes from a patriarchal culture where the man is the head of the household. So, if you want to discipline a youngster, let a man do it, because the child has an image of the male as an authority figure.

The eating habits of the migrant youngster will also need to be understood. Please do not sit in the cafeteria and try to make him eat everything that is on his plate. The youngster is shy and backward in trying out new foods. Try to serve Mexican food at least once a week. If you do not know how to make Mexican food, have a bilingual recruiter go out to the camps and enlist the aid of some ladies to help at the noon meal once a week. More than likely they will be pleased to know that they are needed.

An important item in local administration is the permission slip that the parents should sign in case of an accident or sudden illness. This permission slip gives you the right to take the child to the doctor whenever the need arises, rather than going all over the country to look for the parents. The permission slip should be a combination doctor-dentist permission slip.

The local school administration should follow these suggestions for organizing a migrant school:

1. Find the labor camps
2. Find the needs of the people
3. Find a convenient location for classes
4. Know their language (or get somebody that does)
5. Know their background
6. Motivate the group of students
7. In first organizational meeting, serve refreshments
8. Organize a recreation committee
9. Find the right resource people
10. Organize fiestas for Saturdays and Sundays
11. Before closing of school, have an open house to display work of pupils

David Gonzales

In 1960, the Texas population was 9,581,528. Of that number, 666,215 or seven percent had completed less than five years of school. The Hidalgo County population is 180,904–33,480 or 18.5 percent have had less than five years of school. Only New York state with a population of seventeen and a half million has more illiterates than Texas with 785,000.

Mechanization is rapidly taking over the migrants' jobs. In 1959, 105,000 Texas migrant workers worked an average of 125 days. In 1960 they worked an average of 100 days.

A Fresno, California study in 1960 showed that the average migrant family is composed of six members. Five percent of families had no family doctor. Eighty-seven percent had no health insurance. Fifty-nine percent of the children under three had no immunizations.

A prime characteristic of the migrant is his isolation. A migrant is any individual whose major income is from seasonal agricultural work. Migrants may work in crews, or as "free wheelers" who make their own contracts. Whereas the middle class relies on verbal communication, migrants are attuned to non-verbal communication, such as facial expressions, voice intonations and general attitudes. It is important in working with migrants to remember names and to avoid demeaning the Spanish language.

School recruitment is not effective when it is done by the employer. It is better to use someone from the school. It is a characteristic of the culture for the parent to be concerned with the child, to know where he is going, what he will be doing, and who will be taking care of him.

An informal survey revealed that none of the parents questioned wanted their children to grow up to do what they themselves were doing. At the same time, their interest in education varies. Interest is high in white collar jobs.

It is best to involve children in things that are meaningful to them. Lessons should be geared to the experiences of the children. It is a false assumption that, because the child travels he knows about geography. Only the driver has the responsibility for knowing where he is. What the child knows about is the crops, the day in the field. Children are taken to the fields and they work there, though they are not exploited by the parents. A characteristic of the culture is to keep the family together physically. A case in point is a mother who passed the opportunity to place her baby in day care and carried her into the field in a cardboard box. The box was covered with a mosquito net, and as the mother and father passed the box, they stopped to coo at the child.

The teacher represents authority and the children are instructed by the parents to listen to them and to obey them. A characteristic of the culture is for older children to look after the younger ones. Families are strongly patriarchal. It is the father who permits visitors to enter the house, or grants permission for members of the family to visit elsewhere. It is a woman's duty to support the husband's dignity and worth, and to "save face" for him when it is necessary. A guest in a home disputes his host in no way. If insulted, a host may forgive, fight, or wish disaster on the offender. Strong superstition exists in the culture, and to have disaster wished on one is to be avoided.

Spanish-Americans are most often referred to as Mexicans, which they most often are not. No culture has more respect for the aged than the Spanish-American. Children tend to be polite in school because they are taught to respect their elders. It is an error to go to the migrant home and talk to the mother about sending children to school. When the father is informed, he will ask, "If it is an important matter, why did they not come to see me about it?" It is best to arrange to go when the father is at home.

It is helpful to reduce competition in the classroom. If segregation is the answer, so be it. However, integration can take place on the playground, in music and in art classes. If only middle-class music is being taught in a school where migrants are present, a valuable resource is being ignored. Remedial help is most often necessary in reading, language arts and math. It is best again, if offered on his level, based on his experience and in the context of what he understands.

Some schools have an inflexible rule: no Spanish is to be spoken. The result has an impact on the child bringing a loss of self-esteem and encouraging self-criticism of relations with parents. We are saying, "English is the good way of life." Children then become critical of their parents, because the parents do not measure up to this.

If the older child is anxious about his younger brothers and sisters, and wants to go see if they are all right, we should understand this in terms of the culture. Sex roles are clearly defined in the culture. Migrants are shy, many subjects are taboo, the body is not exposed to others, either among men or women. A woman will not try clothing in a store, for example, in most circumstances. When she does, she will fear removing her clothing to try on other clothes. The stores are often either suspicious that she will try to steal, or fear that she is dirty, so a clerk will accompany a woman to the dressing room, thereby compounding her problems. Modesty is a key characteristic of the Spanish-American culture.

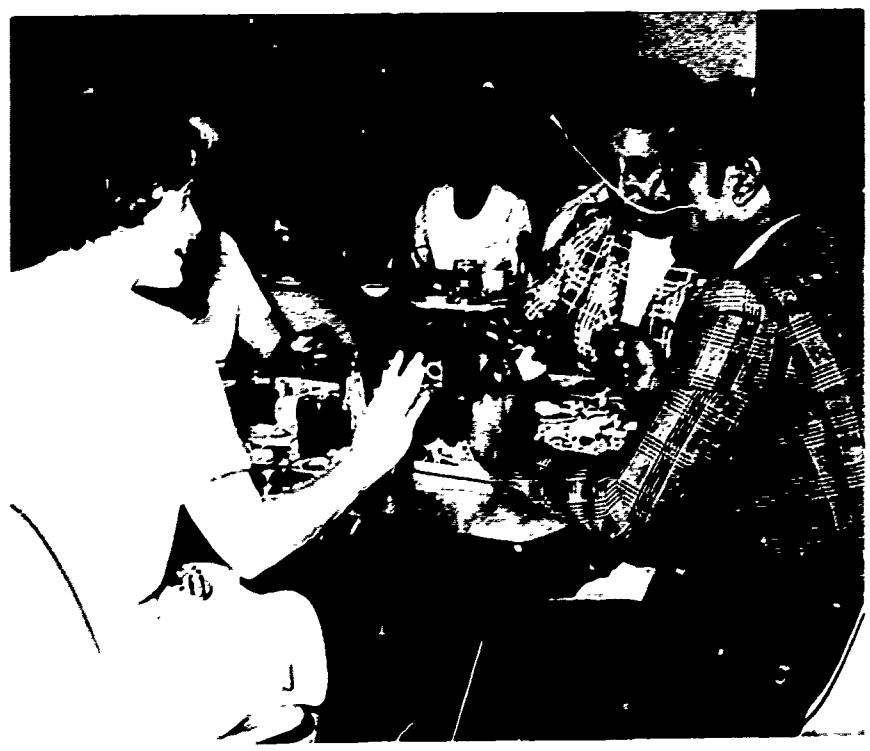
Should we refer to migrants by the term "migrants"? It matters less what you say than how you say it. What appears to us to be apathy may be the result of a confrontation where the only answer is to mask one's feelings by not showing any. A case in point occurred when a man promised to take his family to a restaurant on payday because it looked clean and neat, and people inside looked as though they were having such fun. He took his family to the restaurant and was turned away, loosing face before the family. As a result, he got drunk and kicked out the screens of his cabin. He knew and liked the grower, but took out frustration at "the establishment" on the grower.

The migrant is obviously motivated to work. He could stop in any given location and draw relief of some kind, but he wants to work. Michigan by 1970, however, will have half of all harvesting done by machine. What then?

Some bad feelings exist between minority groups. Some Spanish-American parents will refuse to have their children ride on the same bus with Negro migrants. Geographical prejudices may exist within a racial or ethnic group, white Appalachians from a valley in Kentucky or West Virginia may refuse to work on the same assembly line, or farm, with other ethnic groups.

A standard attitude is that it is better to envy than to be envied. This results in a lack of desire to be the best worker, or earn the most money. To be envied is to be wished ill, and superstition enters again. In a Spanish home, talk to the father; in a Negro home, talk to the mother.

The only solution to the problem of migrants is "settling out". Communities must face up to this in terms of jobs available, in terms of marketable skills.



David Gonzales (and wife seated opposite) have lunch with Mrs. Genevia Stone and Mrs. Joyce Vaught (on the left), both of Lake Village, Arkansas and participants in the Migrant Workshop.

DESENSITIZATION AND SENSITIZATION OF MIGRANT CHILDREN

Dr. Ted Barkin
Instructor, Glendale Community College
Glendale, Arizona

Each one of us has a sense of values and we like to feel that everybody has the same values that we have. We do not feel comfortable with something strange, something we do not know. Because we want to avoid the unknown, we ascribe to somebody else the values we have. The interesting thing about values is that they really militate against seeing people for what they are.

How nice it is to have students sitting in front of you and saying, "Yes, Mr. Jones," and "No, Mr. Jones." They are there every day, they are nice and cleanly dressed, they do not use any four-letter words, they do not try to antagonize you–it is nice to teach a group like that. Nobody likes to teach kids who use bad language. We do not, however, take the time to find out what is behind it. We do not see, for example, the experiences the migrant child has had that dictate what he is in the classroom. Do we look at the subcultural groups and understand why these kids are the way they are? We do not want to take the time, we do not want to put ourselves out, nor do we want to prepare adequately.

There is a superordinate role that we play with a subordinate group. I grew up in the poverty area in New York City and when I received my master's degree from the School of Social Work I went right back into this area, but now I was elevated. I was the person with the master's degree, I was the person with more education, I had a superordinate position. I decided that maybe this was not enough, that maybe the rich could also use my social work service. I got a job in Bridgeport, Connecticut where the median income was about $18,000 a year while I was making $3,600 and these people had more education than I did. They were professional people and they had traveled, which I had not, and I felt like saying, "Yes sir, Mr. Smith," and "No sir, Mr. Smith." Now I was in the subordinate position.

It is quite fashionable now to boast of a Negro friend or a black friend. I can say, "You know, I teach next to Mrs. Johnson, a colored woman." And if I allow myself to get to know her, I will also find out that she is future goal-oriented, that she has the same hangups with her family that I have with mine, that she is as interested in her kids as I am in mine. Each of us has an ego. How is that ego going to dictate how I am going to treat this person? I make her white–I can actually see her as a white woman, because I cannot allow myself to say, "All these years I was wrong." So I take her out of the Negro group, I say to her, "You are different–you are white," and I keep other Negroes in my same stereotype. This person is different from the others because she thinks the way I do.

During World War II, there was a Jewish man–me-on the front lines. How come? No Jew ever got on the front line; you know they were always in the back. Of course, all the Jews got the money anyway. They drive the big cars, chauffeur their kids around, control the world. This is what we think, is it not?

Dr. Ted Barkin, starting his sensitivity session.

I could not see Mrs. Johnson as a black woman, just as the men in my outfit could not see me as a Jew, because this would have made me look foolish, just as it made them look foolish. I am saying that here is Mrs. Johnson, who has the exact same goals as I do, who does not smell, who does not have men in her apartment, who is concerned with her kids, who is goal-oriented, who is educationally-oriented. Then I have to say that she is different from the rest to justify my feelings in seeing her as she really is.

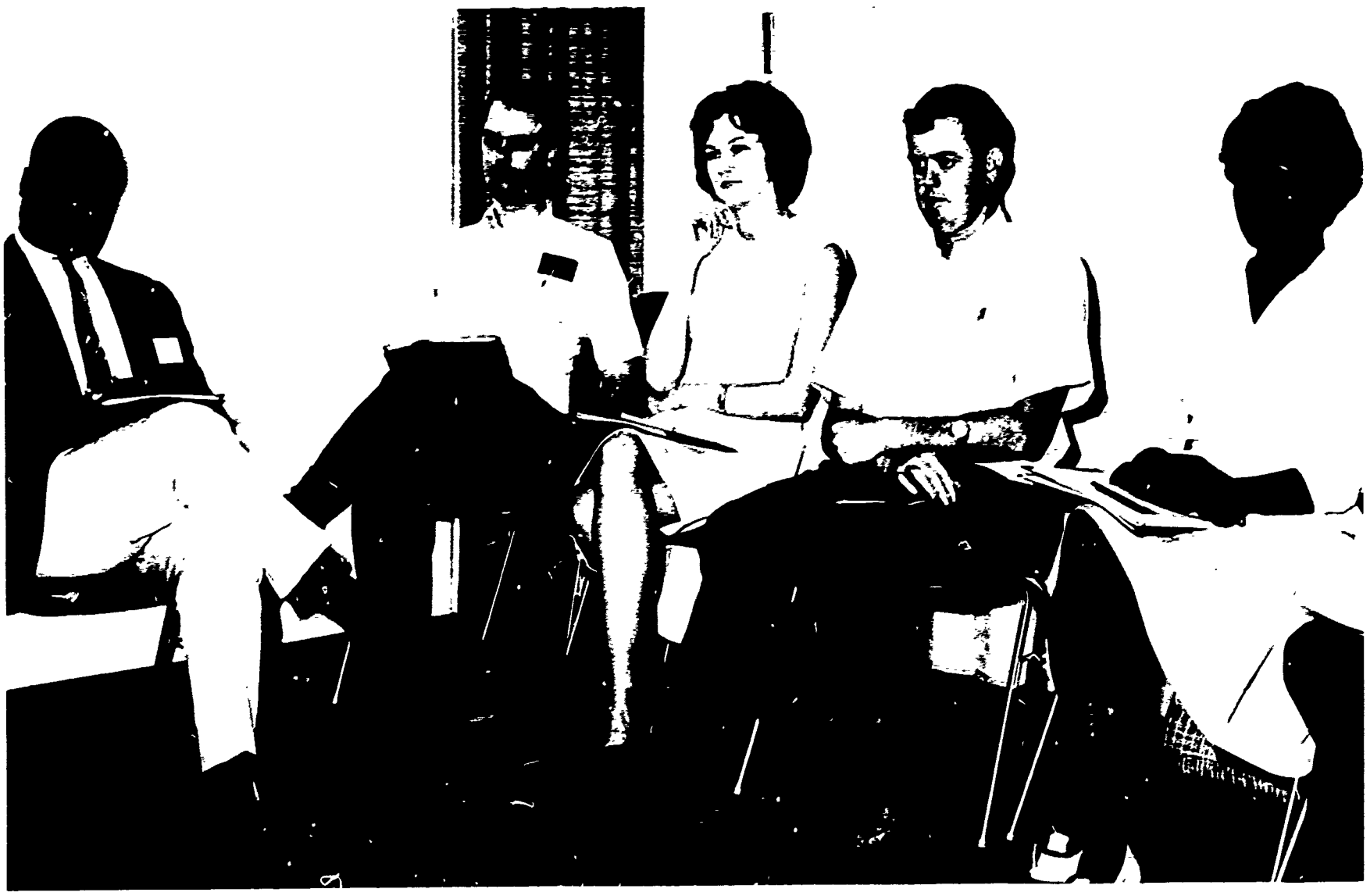
Mr. Smith says to me that he does not know all these stereotypes about the Negro, the Jew or the Mexican. Are you people really trying to tell me that you did not grow up with any of these ideas about Mexicans, Negroes, or Jews? I do not think that there is one among you who can honestly say that you have grown up free from all the nonsense that you have heard. When you do allow yourself the luxury of meeting a person of another race, with another name or another religion, what you do in order to justify what you have seen is that you take them out of the group that they are in–you extricate them from the mass and say to them, "You are different." I am not a white Jew, Vick is not a Spanish-speaking American. (How could he be up there in Washington?) How could Mrs. Johnson be the school nurse, how could Nathaniel be the top student? We do not change our stereotypes because it is much too uncomfortable, and we do not like to feel uncomfortable.

In my own practice, I worked with a man who was an alcoholic. You cannot really work with an alcoholic until he wants to be worked with and the only time he wants to be worked with is when he is sick and tired of being sick and tired. His wife was a lovely lady. She worked so hard and everybody said, "Oh, my dear woman, isn't it too bad Mr. Simon has to drink himself to death, but you are such a brave woman." We finally got this man rehabilitated–and the first thing his wife did was to leave him. She married another drunk. Who else would tell her what a great girl she was if she did not have a drunk for a husband? It is sometimes comfortable for each of us also to maintain a stereotype.

If a Negro friend and I are teaching at the same school, I feel a great guy when I sit next to him. You know, when you have a friend, you feel very possessive. You hit him on the shoulder or slap him on the back. So we have that relationship. But after five p.m., where do I go and where does he go? While I am with him, we are friends, but when my white friend and I go out and have a drink I say, "Hey, did you hear about the nigger coming across the field?' That is the private, immoral side of the public piety.

Let us look at the Negro teacher who has in his class a white child named Ted Jones who is failing. Consider that black teacher, who has made the break, who is hovering between the Negro and white communities. Should he fail the child? Do you think that he wants to go back to being called "nigger"? That is what they are going to call him the day he fails Ted Jones. The superintendent of schools says to the principal, "Look, this is the Jones' kid." The principal says to the teacher, "I think you should review it." By the same token, the teacher has a Negro youngster who maybe with a little push could pass. Is he going to give that kid a little push and pass him? No, he is going to fail him, because he does not want to be accused of showing partiality.

We help others because of ourselves. Is there anybody in this room that does something for somebody else? Then you are a bunch of dofors. Do not bother looking it up in the dictionary–there is no such word. A dofor is one that does for, and why does he do for? We do for selfish reasons. I am saying that when people do for they become selfish and actually think that the people that they do for are stupid. Although it is very easy to do for others, it is much more satisfactory to get a person to do for himself.



Odie Jordan, Jr., Dewayne Miller, Jane Seitz, Billy Shadwick and Earlene Strickland shown in Dr. Barkin's group session.

PROBLEMS IN TEACHING READING TO MIGRANT CHILDREN

Dr. Nicholas Silvaroli
Director of Reading Center
College of Education
Arizona State University
Tempe, Arizona

The first point that I would like to make in talking about the basic development of the migrant youngster is that we have to develop the youngster's oral language first. Youngsters come to us in the early grades and in the upper grades and they have all kinds of language systems that work beautifully in their home situations. When they encounter the public school situation, however, they are baffled by the words we use, the concepts we use and the arrangement of words.

Your classroom is what I would call primarily a paper and pencil place. What happens, however, when kids start talking and becoming involved? The teacher, in trying to develop oral language, carries some things in a big box and the youngsters are asked to take them out of the box and identify them. The first thing that happens is that we are away from the standard paper-and-pencil approach. Before you know it, some youngster is going to giggle, to have a good time, to poke somebody and say,"Hey, he has the such-and-such when he should have the other thing."

A classroom teacher who has been really trained to deal with paper and pencil is going to feel guilty. The kids look almost happy. And we have outlawed happiness in the American public schools. We cannot tolerate it if kids are running around looking happy and contented. The gal next door will get ahead of us.

I would like to emphasize the fact that we need to develop oral language prior to going into what we call reading. I cannot tell you that the child needs "x" number of sentences or "x" number of words before we get involved in reading, but he must have some minimal function of language before we get involved in our basic reading program.

If we show the youngster a written phrase, "This is my pencil," what does that refer to? We have been convinced that when we read such symbols they refer directly to the object called "my pencil." A fairly new and interesting linguistic notion is that it does not refer to this. What it refers to is the statement in language, "This is my pencil," which in turn represents the object.

What if the youngster cannot say, "This is my pencil"? See the problem we are going to be up against? He might say, as he does in that bottom reading: "This, this, this, is, is, my, my pencil."

We thought for a long time that all you had to do was read the words and this stood for the object. Now we are saying that the words only represent the language which in turn represents the experience. What is Head Start trying to do? It is developing oral language in the human experience of the learner so that, when he gets involved in the writing-reading process, he will have something to refer back to. I could teach you to decode Japanese symbols but your inability to speak Japanese and your lack of understanding of the Japanese culture would mean that all you would be doing is making the noises without knowing what you are trying to read. It is the same for the migrant youngster who comes to school. Our printed material is the equivalent of Japanese in most cases, and you wonder why he has been through a one-year, two-year, three-year reading program and he cannot read when he goes to fourth year. Most of the symbol system might as well be Japanese to him.

If we made a distinction in reading between what we call word recognition and comprehension, we would have to point out that the migrant youngster is faced with this kind of problem. We have been primarily concerned with what we call word recognition, and we have not had a great deal of emphasis on what we call comprehension.

Let me read something for you. "Today I had Tungels, Keswicks or Red Pontiacs for dinner. I am not for sure. If restaurant owners were wise, they would serve either Red Desotos or Red Pontiacs." Everybody can call the words. What you are doing is decoding and unlocking all these words but it is not reading. Now, most of the migrant kids in school, after three or four years of this kind of teaching we are engaged in, can decode first readers. They can say the words, but they often have no idea what it is they are reading. Does anybody know what we are talking about? A Red Pontiac is a potato, but some people were thinking, "How could you get a car into a restaurant?" But all these names refer to potatoes. Once you have the conception that Red Desotos and Red Pontiacs are potatoes, the basic paragraph makes sense. But when in the classroom do we have time to slow down and explain all the things we assume the kids know, especially when we are

Dr. Nicholas Silvaroli demonstrates the problems in teaching reading to migrant children.

trying to keep up with the girl across the hall? She is already 67 pages ahead of us, so then we start charging through the material. We assume all kinds of things about what the readers learn about the words. Of course, the alternative is to cut out the wide number of stories we try to cover. Take those few stories you do use and increase the developmental background behind the stories. Keep building the background and do one, or at the best, two stories rather than doing five but do them thoroughly. Go into much greater depth about the story content and you can develop both word recognition and word comprehension.

Flash a word in this target and when you spot the word, think quickly what you were trying to think about when you saw the word. (The word was "father".) What did you think about? "You are a father" – that is comprehension. Now you are beginning to do the whole reading job. Did you see the whole word? Did you see part of the word? Some people see in parts; some people see in wholes. We have had long-term argument in reading education that is not either/or. We perceive in parts and wholes simultaneously.

I am going to flash a word in the bottom target ("orinoco") and I would like you to think about what you do with respect to what we call word recognition. You held the total configuration in mind and then you simultaneously started attending to the parts in the word. Migrant children who have reading problems–what do they do when they encounter this kind of a word? They look at the word and say "That's too hard." You unlock the parts of the word so that he can put together "or-in-o-co" and say "orinoco." That is what we are trying to do when we decode or unlock words.

Your job as a teacher of a youngster with a word recognition problem is to try to hold him to the symbol until he begins to see basic parts within that word. If you are a first or second grade teacher, the odds are pretty good that you know basic phonetic principles. If you are a third grade teacher, it is a toss-up. If you are fourth, fifth or sixth grade teachers, it is a rare event. And if you are a seventh, eighth or ninth grade teacher, you say, "That is not my job."

More emphasis is being placed on word recognition. For those of us who graduated several years ago, language arts courses were offered in which we had reading, writing, listening, and speaking all in one three-hour course with a little children's literature thrown in. In 1969, we are finding more undergraduate and some graduate courses that insist that teachers learn a minimum of word recognition principles, whether in the form of phonics or linguistics.

Look at the scope and sequence chart. On the first grade level, look at level A: consonant sounds, blending consonants, rhyming elements, compounds. One way or another, you introduce a "T" sound, a "P" sound, a "W" sound. Second grade teachers look at the level B: long vowels, short vowels. If you are a third grade teacher, the kids are doing something every day that will involve them in a syllable pattern.

How long would it take to learn some basic phonetics and principles? I do not think it would take you long at all, but we keep resisting it. An interesting word publication called Programmed Word Attack for Teachers has been written by Wilson and Hall, put out by Merrill and is a programmed word-learning book. You can sit down in your classroom or at home and work through the programmed reading book. It is a self-learning device to help you learn about minimum word recognition education. About 30 concepts are in this little programmed book. You can then help a youngster unlock words. I do not think this is anybody's responsibility but yours as classroom teachers. Roberts has a book out that is in the same thing. We find at Arizona State that if a person understands about thirty basic concepts in phonetics he feels secure in the teaching of reading. Let me urge you on your own to figure out how to hold the child to the word so that he will figure out the parts. If you can do that you can teach word recognition.

Now let me do a little bit in something called comprehension. What I am trying to say here is that experience is basic to all communication. I have had certain experiences which lead to concept development which in turn lead to what we call language labels. How many of you know what a cactus is? Now, what is a "barrel" cactus? How about a "sorro"? Labels like "barrel" or "sorro" suggest a different concept each time. I grew up in New York State. A cactus was just a cactus there, but living in the Southwest, each time you develop a new concept about cactus you develop new labels. We do the same with land, fruit and with everything.

You are in the role of a listener and you have experiences in concepts and labels. This does not mean that your labels are in line with my labels and your concepts are in line with my concepts. But if they are, this means we have had the same kinds of experiences and we can communicate.

Many of you have taken courses and come away at the semester and wondered what it was you listened to. Many of you teach classes without knowing what the kids really say. The kids themselves are not sure just what they are listening to. Obviously, the migrant child does not know what a placemat is. So if the story talks about a placemat, or says "Someone got out of bed and hung up his clothes on a coat rack," a child may say, "What is a bed?" Everybody knows what a bed is, except for the kid who has never had a bed and there are some kids who have never had a bed. We assume so much about the experiences of the listener or the listener and his concepts. Now, if you stop making such assumptions and begin to straighten everything out, you are going to stall your curriculum way down and you are going to do fewer things in a much more elaborate way. The child will then have a chance to understand in depth what you are teaching.

TECHNIQUES AND APPROACHES FOR ORAL LANGUAGE DEVELOPMENT IN THE SECOND LANGUAGE

Dr. Faye L. Bumpass
Associate Professor of Spanish
Texas Tech, Lubbock, Texas

I. Basic considerations of importance in organizing the oral language program
   A. Understanding of sociological peculiarities, cultural differences and linguistic handicaps of the Spanish-speaking pupils.
      1. Economic deprivation
         a. Little conceptual development because of limited contact with "outside world."
         b. Low level of aspiration because of few experiences that have brought them success.
      2. Cultural differences
         a. Lowered self concept because of lack of acceptance in dominant Anglo-Saxon cultural environment in schools.
         b. Negation of foundations of security of family and heritage.
      3. Linguistic handicaps
         a. Forced to make English (their second language) their first for all their school activities.
         b. Opportunities not available for building firm and solid foundation in English because of pressures of time and curriculum.

   B. Importance of the teachers' roles
      1. Attitude of teacher toward teaching different Ethnic and racial groups or in depressed areas.
         a. Influence of mono-cultural and mono-lingual orientation.
         b. Analysis of subconscious attitudes and feelings.
      2. Deficiencies in academic training and professional experience in relation to second language learning and teaching.
      3. Willingness to develop adequate training in linguistics.

II. Consideration of linguistic and psychological principles
   A. Foreign or second language learning is habit formation.
      1. Through performance augmented by reward, there is more probability of mastery.
      2. Motivation and readiness important. ("Learning does not alter what one can do . . .it alters what he wants to do and does.")
      3. Disapproval and punishments arouse inhibitions, discouraging pupils from learning well.
      4. Controlling responses in initial stages keep pupils from making errors and forming incorrect habits of speech.

   B. Mastery and application of these linguistic principles is essential.
      1. Learning another language means to master the sound system–to understand the stream of speech and achieve an understandable production of it.
         a. Ear training should be given first without the use of the written forms.

Dr. Faye Bumpass gives a demonstration in reading to a group of participants at the Migrant Workshop.

b. Seeing forms later reinforces oral learning.
c. Help through graphic aids of "troublesome sounds" is important.

2. A person "listening"to another language does not "hear" sound units which do not exist in his native tongue.
3. Learners may be taught to "hear" by learning to produce the sounds accurately through kinesthetic aids and intensive oral practice.
   a. Build patterns of basic sentences.
   b. Use comprehension questions for conversation, where pupils must respond with the sentence response and have substitution, replacement and conversion drills.

C. Integration of psychological principles to learning situation will aid mastery.
   1. Teach no utterances in the new language without clarification by visual references (pictures or dramatization) or explanation in simpler language.
   2. Allow for intensive functional practice in oral drills before reading is given.
   3. Use the laws of readiness, exercise and effect in each teaching situation.
   4. Have repetition of patterns at normal conversational speed.
   5. Teach each pattern until all know it in automatic fashion.

III. Aims and objectives for teaching oral language skills in English as a second language
   A. All planning should involve an awareness of these aims and objectives in this sequence: listening, speaking, reading and writing.
   B. Ultimate goal is to widen pupil's horizons culturally as well as linguistically.

   C. Specific linguistic aims involve the following:
      1. Acquisition of speech patterns rather than memorization of isolated words.
      2. Mastery of forms so that pupils can use them without conscious thought.
      3. Language development in normal conversational interchange of both speaker and hearer.
      4. Correlation of language skills to other areas in the educational development program.

IV. Approaches and techniques for developing audio-lingual mastery
   A. Use of dialogues as the framework for intensive aural-oral practice (Memorizing a dialogue, either as a presentation technique or an exciting culminating activity, is an effective device for teaching oral language skills in the second or foreign language).
      1. Presentation for class drill: Re-present the dialogue, sentence by sentence, referring to the visuals, so that pupils can understand the language in stream of speech and repeat it under your direction:
         a. Have pupils begin repeating on a given signal and allow them to repeat each line three or four times.
         b. After one or two repetitions, stop repeating with the pupils so that you can hear the pupils' errors.
         c. After choral drill, have group drill, using two or three alternations, going back to choral drill after group repetition.
         d. Then have repetition by individuals, using two or three, and utilizing choral drill again for culminating activity or as a means of remedial drill on any errors that might be made.

   B. Use of oral structured drills as an approach for establishing correct language habits (This type of drill or "pattern practice" is to communication what playing scales is to music: it is exercise in structural dexterity undertaken solely for the sake of practice in order that performance may become habitual.)
      1. Adaptation of drills to different levels of instruction.
         a. The teacher must remember to begin by building patterns around some important structural pattern, and he can change only items of the same grammatical relationship. Noun for noun: Please come here. Please take the. . .(ball, box, pen, etc.) Verb for verb: I can. . .the orange. (eat, buy, take.)
      2. Steps in presentation.
         a. The teacher presents the sentence orally, and pupils imitate the model sentence easily and accurately, for several times.
         b. The teacher uses intensive oral drills of different types for teaching mastery of structure:
            1) Substitution: They are going to the bank tomorrow. (post office, market, park, movies, library)
            2) Replacement: The boy is large. He is . . .
            3) Conversion: We have studied two hours. (change to question or negative form)

   C. Use of songs and games with linguistic objectives for reinforcing skills.
      1. Songs from We Learn English series, American Book Company, 450 West 33rd, New York, N. Y. 10001, 1968.
      2. Games for building vocabulary and reinforcing structural forms.
         a. Let's Count to Six: The leader must count to six before some child in class can call out the name of a color, fruit, number, which the leader is pointing to when he calls on this individual for a response. If this individual cannot remember the word or mispronounces it or fails to call it out before the leader counts to six, then he must be "It" or the leader.

V. Importance of selecting appropriate texts by objective criteria
   A. Teachers and administrators should take a limited vocabulary into consideration.

   B. They should recognize emotional needs and the cultural heritage of children using them.

   C. They must correlate in teaching procedures the nature of the language being studied, pronunciation problems and the cultural and sociological background of the language.

CULTURAL DEVELOPMENT OF MIGRANT CHILDREN

Richard Stapley
Coordinator for Federal Programs
Dysert School District, Peoria, Arizona

Richard Stapley outlining his ideas on cultural enrichment for migrant children.

There are a number of internal forces causing people to enter the migratory stream such as inadequate communication abil'y and lack of occupational skills.

There are also external forces. Children are sometimes pressed into service to help the family survive. Many migrants come from sections of the country with little industry and few businesses to enter and the shortage of other occupational pursuits forces them into the migrant stream.

The needs of the migrant are health, education and welfare.

1. Education
   a. Recruitment: getting migrant children into school.
   b. Entry assessment and placement
   c. The development of academic, social and vocational skills.

2. Proper health and medical care
   a. Medical care, including operations if needed.
   b. Dental care.
   c. Proper nutrition.

3. Welfare
   a. Clothing.
   b. The improvement of the child's self-image.
   c. A knowledge of the child's home life.

Solutions would include:

1. Getting the children early.
2. Involving the parents in school activities.
   a. Using parents on advisory boards to involve them in school affairs.
   b. Making personal contact with parents through home visitation.
   c. Broadening the experiences of the migrant child.

Involvement–this is a key word. There has been talk about a guaranteed wage. We should put the father back at the head of the house nationwide, particularly in the migrant home. One of the ways would be to give him a guaranteed annual wage.

Parents also need to have their experience broadened, to be trained. If they will not come to the school, take the school to them. These people should be encouraged in self-improvement which will raise their standard of living.

Here are some ideas on how to get these children into school.

1. Have a club day. Everyone in the school should belong to a club (chess, bridge, crafts, science, art, sewing).

2. Have a PTA potluck dinner.

3. Cultural enrichment experiences should be offered which would allow migrant children to visit restaurants, sports events, museums, art galleries, the zoo, the fire department. Displays can be set up on ethnic cultures. School or community carnivals can be held. A kite contest with prizes could be held. Have a band concert, an Easter egg hunt, plays, musicals, a style show. Let the children make model airplanes and fly them.

Participants enjoy a coffee break between sessions at the Migrant Workshop. (L to R) Ollie Sumerall, Earlene Strickland, Hazel Turner, Alice M. Lipscomb, James Roberds and Boyd Payne.

THE DATA BANK SYSTEM

Charles Puentes
Hypermetrics, Inc.
Sacramento, California

I am going to stress those aspects of the data bank system which are important in its design and eventual development. The migrant child is a disadvantaged student at best. Regardless of how brilliant or competent the child may be, because he does not receive continual education throughout the school year he is at a definite disadvantage. With the form that we have designed, we have something that can help bring these children up to an equal level with others by providing them with a continuous flow of information. This had never been attempted on a national basis. A committee was appointed and bids were taken. Hypermetrics in California came up with the design which will do the job, and there is a strong indication that it will become operational soon.

There is a trend in education, as well as in industry today, to make a conversion from the present manual systems to fully automated ones. All of you see the possibilities of programmed instruction. Machines are not going to replace the teacher, but they are going to increase her effectiveness. The teacher will be there to instruct and guide and help the student at his own individual pace.

At the time the system first became operational in the field, a number of sites were proposed. Arkansas is geographically located in a good position and would be easily accessible to many people who would want to come and observe the operation of the central depository. This would be a base where all the information would be housed. Information terminals would be located at county seats. If the unified district is large enough and the migratory groups are dense enough, in some areas these terminals might be located in the schools and linked directly to the depository. This is one of the flexible aspects of the system.

One of the things we deal with in any kind of transmittal system is what we call high speed and low speed transmission. All of you know that if you place a phone call person-to-person it is going to cost you a little more than if it were station-to-station. The same is true in getting information on students. There is critical data and data that is not so important as to be labeled critical. For instance, one student comes to you from Houston, Texas, and there is certain immediate information you need. You must know his name, his birth date, what grade he was in. This is termed critical data. Consequently, with the present system the school would be linked to a terminal and the terminal would be linked to the depository. You pick up the phone and call the nearest terminal. In a matter of hours the information will be sent from the depository to the terminal and the operator will have the information for the school by the end of the school day. Other data on the child such as special testing, health, social skills and academic achievements are available but not critical and would take hours to transmit. This information can be sent directly from the depository to the school by mail.

In designing the form and developing it, we had to establish what we refer to as a data base. This base must include the history of the student, his attendance and his academic placement. It would also record any special program the child has been in. At one time we had thought of including health in this category, but we decided to set it apart because of the emphasis many states place on the health record.

The eventual conversion of the manual system to full automation will be easy. A computer, despite its amazing capabilities, cannot process qualitative data. Before the computer can do anything for you, information must be converted to a quantitative system. Consequently, we designed a form that assigns numerical values to the information that goes on it.

Each message typed would have to be in code. This would indicate if it were up-to-date information, whether it was updated or questionable information. The five data sections could be preceded by a letter so the computer would know what section it would go to. The school, for example, could be A-1. The student data could be B-1, and so on. Since the form will undergo many modifications before it becomes fully operational on a uniform basis, we left one blank open for these modifications.

All of you are familiar with teletype tape. Here is an illustration of how information would be transmitted on the tape once it is converted from qualitative to quantitative data. We will have a data recording section where information will be analyzed and programmed, and we will have retrieval programs for student identification records. For example, Johnny may have received a tetanus shot in Houston on a certain date. In Jonesboro he may have stepped on a nail. The nurse would want to indicate on his record that he has received another tetanus shot. This information would be transmitted to the operator at the nearest terminal. The operator would telephone the information to the depository or the computer, assuming that this is a fully automated system. The machine will immediately change the date on his latest tetanus shot. This would be updated information, and it illustrates the basic process by which data would be changed.

The objectives of the system are: to provde relevant information on each student, to use a national standard and to preserve continuity of information. There must be smooth transfers from one side of the United States to the other. The system will reduce clerical effort and provide data that will reduce the problem of educating the migrant children.

Charles Puentes explains the Data Bank System.

HOW TEACHER AIDES CAN HELP IN EDUCATING MIGRANT CHILDREN

Dr. Gloria Mattera
Director, New York State Center for Migrant Studies
State University College
Geneseo, New York

I. Type of aides
   A. Clerical–Record grades, compute averages, type and mimeograph stencils.
   B. Library–Process books, handle circulation and reference work.
   C. Housekeeping–Clean-up activities, work on displays, help children with clothing.
   D. Non-Instructional Supervisor–Oversee halls, lunchroom, playground.
   E. Instructional Assistant–Prepare instructional materials, work with audio-visual aids, read to children.

II. Recruitment and Qualifications
   A. Migrant stream (when possible).

III. Determining responsibilities of aides
   A. Entire faculty.
   B. Individual teacher.

IV. Teacher preparation
   A. Assess classroom tasks--determine professional and nonprofessional ones.
   B. Visit and read about others.
   C. Orient aide before children come.
   C. Continue to work and evaluate together.

V. Aide preparation
   A. Background information:
      In child development.
      In goals of education and how daily work relates to them.
      Subject matter, content and related aide tasks.
   B. Experience or practicum:
      In classrooms having migrant children.
      With the teacher with whom he/she will be working.
   C. Evaluation:
      Oral and written.

VI. References
   A. Bowman, Garda W. and Klopf, Gordon J. Auxiliary School Personnel: Their Roles, Training and Institutionalization. New York: Bank Street College of Education, 1966.
   B. Hornburger, Jane M. . . .So You Have an Aide. Wilmington, Delaware: Wilmington Public Schools, 1967.
   C. National Commission on Teacher Education and Professional Standards. Auxiliary School Personnel. NEA, Washington, D.C. 1967.

Dr. Gloria Mattera outlines the importance of teacher aides to a migrant education program.

D. Ohio Department of Education. Teacher Aides in Migrant Programs.(Excerpts in the Instructor, June/July 1969).

VII. Tasks for the teacher aide

A. Language arts

1. Listening
   a. Assist teacher in utilization of records, films, TV.
   b. Ask appropriate questions for listening (who, what, when, where, why).
   c. Help children practice good listening habits.

2. Speaking
   a. Help children recall and use rules for good speech.
   b. Assist children in puppetry, role-playing activities.

3. Reading
   a. Printing of experience charts.
   b. Listening to individual child read.
   c. Use of appropriate machines, i. e., Language Master

4. Writing
   a. Assist child with self-evaluation SASSF (spacing, size, slant, alignment, formation of letters).
   b. Help child with practical aspects of creative writing.

B. Social studies

1. Assist teacher in developing responsibleness, open-mindedness, concern for others, cooperativeness.
2. Work with maps, globes, charts.

C. Science

1. Assist teacher in preparation of materials for health safety, nature study, physical science.
2. Assist pupils in above activities.
3. Encourage parent support of "1" and "2".

D. Mathematics

1. Preparation of individual math aid packets for children.
2. Providing individual and small group reinforcement activities.

E. Arts and crafts

1. Industrial arts–use of tools, practical activities (particularly those needed in migrant environment).
2. Family living–sewing, child care, personal problem solving, food purchasing, preparation and care, menu planning,clothing purchasing and care.

F. Related aide tasks (Extent to be determined by individual situation)

1. Routines: Testing, record-keeping, correcting tests, filling out transfer forms.
2. Non-classroom service.
   a. Library–book repair, cataloguing, practice in telling stories, knowledge of library rules and services.
   b. Gym–Indoor and outdoor games, play supervision, care of equipment.
   c. Field trips
      1) Preplanning–Parental approval, contact with personnel, transportation, liability aspects, pupil preparation.
      2) Field trip–Supervision, things to look for.
      3) Follow-up–Questions, activities.
   d. Clinic–Maintaining health records, assisting nurse.
   e. Lunchroom–Table manners, use of utensils, routines.
   f. Home visits–Assist in recruiting children, securing information during visit, importing role and values of school program, reporting after visit.

3. Machine operation and care.
   a. Overhead projector–transparency preparation, use with small and large groups.

(L to R) Linda Love, Carol Washburn and Jeanette Carr discuss which session to attend next.

DEVELOPING PERSONAL EFFECTIVENESS IN THE MIGRANT CHILD

Dr. Jerry Southard
Director of Research and Program Development
Las Cruces Public Schools
Las Cruces, New Mexico

A national spokesman recently stated that three needs in American education today are "to humanize, to equalize and to individualize" the system. How can these three needs be met? Communication is essential at the feeling level so that each human being can become cognizant of how he influences others and how he, in turn, is affected through his interaction with society.

Dr. George A. Miller, president of the American Psychological Association, stated,

> "Since communication is the glue that holds individuals together in society, I cannot help but wonder whether society would run better if communication worked better. And when I wonder how to improve communication, I realize that most of our failures in understanding one another have less to do with what is said and heard than with what is intended and what is inferred."

Carl R. Rogers, father of client-centered therapy, pointed out that if he were to leave a gift for the next generation it would be,

> "to leave them a heritage of ability to communicate with each other at a genuine, straightforward, gut level. This I believe, leads to a depth of trust in one another, and this in turn enables one person to give real freedom and real responsibility to another. This would, I believe, be an enriching inheritance."

Human beings have two levels of wants or needs to be met. The first level is that which is expressed through overt action or through nonverbal communication. The next level lies below the surface and many times is subdued to the point of inaction. As a result, adults become passive witnesses to criminal assaults. Some children, because of their shyness, become lost in the corner of a classroom or a playground. Other children may aggressively strike out at their peers. Most human beings, young and old, hesitate to take initiative. They are bound to societal pressures and just do not want to get involved unless the group gets involved. Children, like the adults, have taken the attitude that it is safer to wait and see before venturing out into the unknown by themselves. What is needed is a systematic approach to teaching which will incorporate effective communication as a vehicle to motivate children toward effective, responsible action. Such an objective is too important to be left to chance. Responsibility in society suggests that each individual as a person involve himself with others to the point that he will be committed to the betterment of the society of which he is part.

The mark of a master teacher is one who can establish a learning climate wherein children can involve themselves with others in learning. She is the teacher who will, through her action, divest herself from the center of the classroom. She is the teacher who is able to direct learning activities in such a manner that the children are caught by the

Dr. Jerry Southard discusses with Sandra Webb some ways to motivate migrant children in the classroom.

excitement of a new world discovery. The master teacher does not take the chance that children are going to develop into unselfish human beings committed to ideals without a systematic approach.

If reading were taught the way effective human social development is taught, few people would be able to ready today. The educational program should include, as a part of its curriculum, affective experiences to insure success for students in the academic areas. Effective programs to accomplish this task and develop productive human beings will be developmental, starting at the very earliest age possible. They will foster understanding through communication among all the children in learning situations. They will help children become not only more aware of their own feelings, but also aware of the feelings of others. They will give each child confidence not only in himself, but also in others. If a child knows that he can accomplish a task and knows what others are able to accomplish, a bond of trust will develop between the two. Through social interaction, if one child knows how he makes others feel good and feel bad, and they in turn know what makes him feel good and bad, they will be more inclined to be unselfish. Their actions in regard to one another will tend to become more personal and responsible.

The human development program is one attempt to meet the prime needs in education today. The program is based on the idea that self-confidence is the key to the motivation that helps us learn. This self-confidence is achieved when the child develops a healthy self-concept by becoming more aware of himself and on acceptance of himself and others. The program is built around what children feel and see. Vital ingredients for the achievement of the goals are loving, caring, sharing and interacting with others.

The human development vehicle is the "magic circle" In the circle children learn to respect others through responses of acceptance. Emphasis is on good feelings, good deeds and good thoughts, although the negative aspects, being a part of life, are also considered. Interacting activities are centered around different cue questions. "What would make you happy?" "How can you make someone else happy?" "What does someone do that you do not like?" "When do you feel bad?" "What do you do that makes others feel bad?"

Experiences in the magic circle are directed by specific program goals. The system includes all children in the learning process through interaction with each other. All children become involved in education. The excitement of learning is not limited to a few. The circle is used to help pull into the group those children who might otherwise hold back.

In summary, Dr. Bessell, one of the creators of the program, has stated:

> "the disadvantage of modern American education is forced cognitive goals and our mission is to complement education in the cognitive area by strengthening the total learning process with active experiences for success."

PHONETIC ANALYSIS AND COMPARISON OF ENGLISH-SPANISH FOR MIGRANT CHILDREN

Dr. Carlos Rivera
Coordinator, Elementary Spanish and
Bilingual Consultant
El Paso Public Schools
Las Cruces, New Mexico

I have worked for communities where migrant children and their families lived in isolation from the community and the teachers tell us that on Saturday night no one in the community would dare to go to town because this was the migrants' night out. However, as the migrants in these communities are becoming residents, the attitudes of the community are changing because of education. In other words, "they are here to stay with us and we are going to help them to become part of this community." This is a purpose of the migrant program. . . to help the youngster and to help the family adjust to urban life and to contribute to the community.

I want to bring into focus a couple of terms that have been used loosely. I think, first, that we should call people by their proper names. We speak of the Mexican-American and he is one whose heritage is Mexican. These youngsters are American citizens, born in the States, but their parents, perhaps, were born in Mexico. Therefore, to signify that we or our parents are from Mexico or that we have a Mexican heritage, we are called Mexican-Americans. This term was not applied in New Mexico, where the people prefer to be called Spanish-Americans. That would be an insult to me, however. They are a nice people, but because of the conflict, you see, the intermarriage with the Indians in Mexico, we are the result; therefore we are the Mexican-Americans. Our history comes from a different point of view than that of New England where everything comes from England. The first covered wagon passed through El Paso in 1689, took Spaniards northward in their exploration and ended up in New Mexico. They were isolated from Mexico and for centuries lived alone with the Indians. The people of New Mexico called themselves, hence, Spanish-Americans because they trace their heritage directly to Spain. The rest of the hemisphere is known as Latin America. So to call me a Latin-American would be to place me somewhere in Central or South America. Knowing that I, perhaps, came from Mexico, you assume also that I am Latin-American.

I belong to the Commission on Intermigrant Education for Phi Delta Kappa. About six months ago, our chairman spoke to me of Negro problems and Negro schools. Three months later he was talking of black schools, the black community, the black people, the black students and the black revolt and he never mentioned Negroes.

In a migrant program of this nature, we need to be functional, we need to give these youngsters conversational English that they can use every day, in their everyday situations along with the curriculum. During World War II, I was trained to infiltrate in the French underground and we were placed in flatcars. We never actually infiltrated because the war ended. I ended up in the concentration camps working with refugees and, as a result, was given a scholarship to go to Paris. One of my assignments was to teach French to Spanish refugee children. The authorities realized the need to help these youngsters before they went to the first grade in grade school long before Head Start.

Later on I came back to El Paso and I was asked to start a Spanish program in the first grade. I had never taught first grade, but in order to understand the materials, I had to visit the classrooms and then correlate what they were learning in English to Spanish. They did not have adequate concepts in the language, and their experiences had been limited. We have seen children such as these in caravans peering from tops of trucks with no one there to direct or talk to them; they do not know where they have been.

We need to fill the gap, as happened in Oklahoma where the State Department said, "Our migrant teachers will not use a book." Since these youngsters could not read, were not at grade level, we devised a curriculum out of life itself. What better or more natural thing could we find to write about than wheat? In two weeks we prepared the curriculum about taking the seed, preparing the soil and all the vocabulary that goes into this, seeing the plants grow, naming the plant and then processing the final products of wheat. First orally, writing what the children said on the board, using the words in original sentences. This is what we call the input. Before we can ask a youngster to answer a question, we must provide him with the necessary vocabulary. The output is the feedback to questions based on their experiences. Another social studies unit that we prepared was the tracing of the routes that these youngsters took from wherever they came from. We provided plenty of materials in the room so that we

Dr. Carlos Rivera demonstrates the problems of the bilingual migrant child.

could trace where they were, where they started from, how long it took them to get here and the kind of city that it was.

The role of the teacher in the migrant program is that of a model, linguistically speaking. You are going to present your vocabularies, you are going to enunciate correctly so that these youngsters may listen and be able to read the same sounds. So you have the role of the model and the judge, and at this moment you become the corrector. We do not believe in correcting on the spot. We would rather have the youngster say what he wants to say as best he can and then move on to another one, and then perhaps the same mistake will appear several times. You might hush a child for life if you pick on him, and for that reason we would rather correct the whole group. Or if a youngster makes a mistake in his answer, then you are going to ask the whole class to supply the answer.

These students have not been brought up with responsibility. We must instill in them responsibility to do the task, to accomplish and to succeed, and we can do this in the classroom.

Language and culture go together, and so we must teach youngsters culture and courtesy, which is part of our heritage. In Venezuela, where I set up a bilingual program for American schools, I was to teach Venezuelan teachers methodology in social studies. Now, these children are American children, born in Venezuela but they are the children of the people working for the American government. They have traveled a lot. While I was developing a method for teaching social studies in Spanish for the Venezuelan teacher, we came to the word "oasis" and a little boy volunteered to make a sentence. He said that "oases" are hamburger joints. "Are you from Texas?" I asked. "Yes," he said, "In El Paso hamburger joints are oases."

You cannot take anything for granted. If this student, who had traveled so much, had no idea about an oasis in the desert, imagine the misconceptions that migrant youngsters have. Identify the meaning visually, let them use the words in sentences, let them write sentences, let them talk; and then, perhaps, you can read together. Work with small groups, have aides. If you have just five youngsters that are taken out of the class, then you can really work individually. After you have presented vocabularies, have them listen and repeat, then ask questions for comprehension. They have a set of patterns that they have used for the last six years and we have to break these patterns by implanting good habits through what we call pattern drills.

In Spanish we know that colors usually follow the noun–la casa blanca or the house white–and if the youngster is thinking in Spanish he is going to talk about the house white and the book red and the book blue. To break that habit, we provide drills through which the youngster will think in English in the way we say it–the red book, the blue book, the white book. You can use verbs, adjectives and nouns. They must make sense and they must be based on vocabulary they know. This is what we call structure drills. We are moving to linguistics now, which we need, but beyond linguistics, I think we need to encourage clearer speech habits.

Do not keep anything a secret, linguistically speaking. Explain, help the child to form sounds, to read, but do it in a simple fashion. You have to be enthusiastic. You have to be right there, pushing and changing activities because these youngsters have not been in any situation where they had to sit and concentrate, so it is necessary to provide many kinds of activity.

These participants were part of a small group session.

THE IMPORTANCE OF GOOD COMMUNITY RELATIONSHIPS IN EDUCATION MIGRANT CHILDREN

Dale Farris
Consultant, Public Information Division
Office of Superintendent of Public Information
Olympia, Washington

From my point of view, compensatory education is affected by community attitudes in a way that is simple in theory but complex in action. The importance of community relationships in the education of migrant children is obvious. It is in the development of supportive local attitudes that the process becomes complex. Essentially, the goal of community relations is to bring different attitudes to agreement concerning a common, specific objective that will serve the interests of the opposing viewpoints.

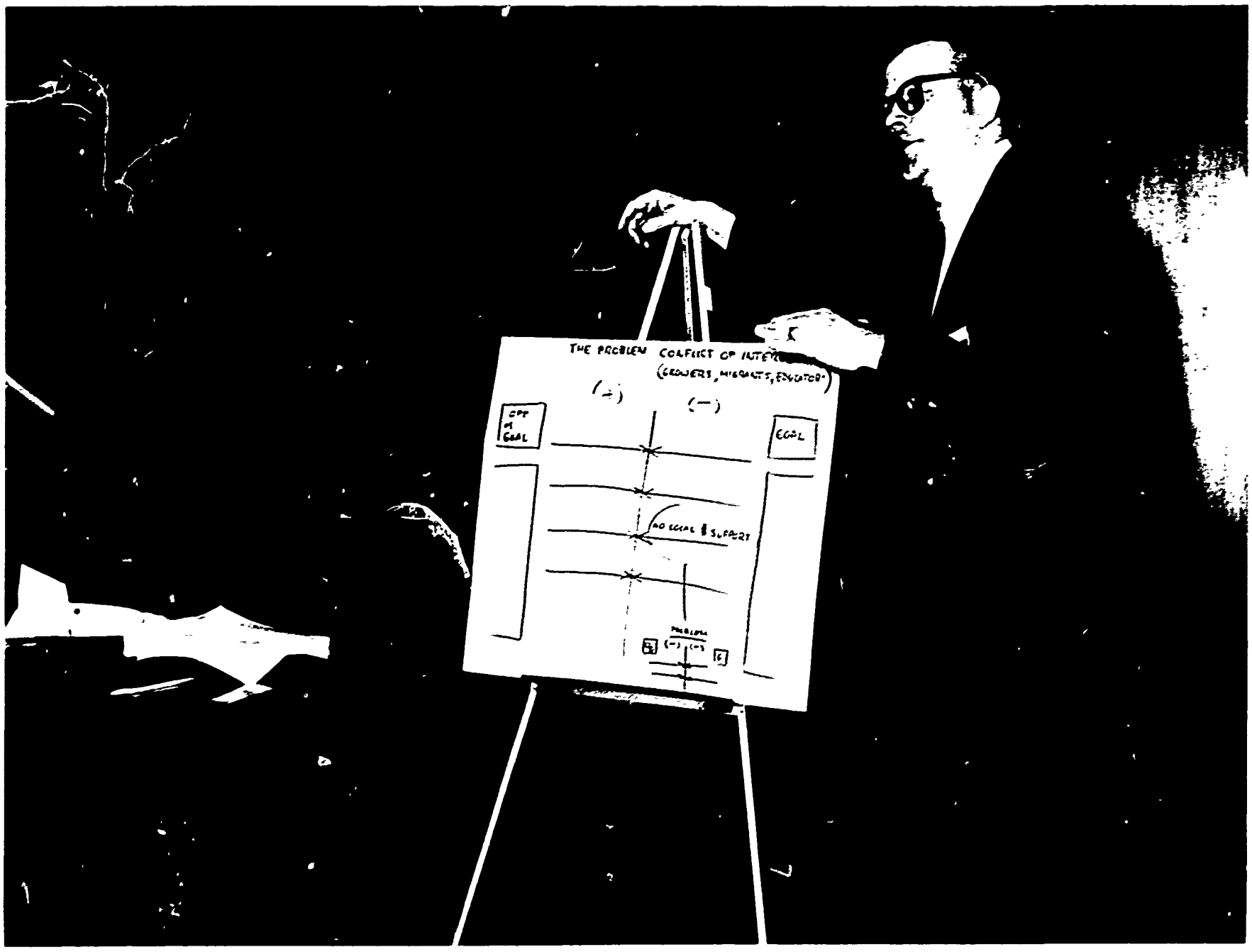
During the workshop sessions, it was this belief that supported an introduction to Charles Jung's force field technique for problem-solving. A simulated exercise began with a statement of the broad problem area created by insufficient community support for compensatory education programs. Participants were offered a short summary of the technique and then placed in small work groups. Each team of three or four persons was asked to redefine the problem in terms of an objective that could be written out clearly. Then each group listed the forces affecting the community that could bring about movement toward the stated objective or that could repress movement toward the goal.

Then one of the forces (preferably a negative one, since the elimination of a negative tends to bring more movement toward a goal than expansion of a positive) was restated as a problem and redefined as a second, more particularized objective. The forces affecting the new objective were listed.

The entire process was completed–actually or by implication–four times until a specific force was identified as an appropriate target for action.

Then the group was asked to brainstorm methods and techniques whereby a desired change in attitude could be developed to eliminate the selected, quite specific negative force.

The sessions afforded an opportunity to use an effective problem-solving technique; they reemphasized some vital aspects of community relationships and their impact on migrant education; and they gave your people a chance to seek common approaches to solutions of their different, localized problems.



Dale Farris charts the problems concerning the communities and the education of the migrant child.

TEACHING THE MIGRANT CHILD MEETING HIS UNIQUE EXPERIENCES AND NEEDS

Dr. Elizabeth Sutton
U. S. Office of Education
Washington, D. C.

The migrant has special strengths, experiences and needs that should be taken into account in teaching. The migrant child learns best when learning experiences are built upon what he already knows. He gains new insights from the expansion, modification and interpretations of his real life experiences. School experiences for the migrant child should have real meaning to him and improve his life now as well as in the future.

What are the experiences of the migrant child? Have we ever looked at children in terms of what they can do rather than what they cannot do? What would happen in education today if we would focus more time on trying to identify what Johnny can read instead of what he cannot read? We know that all behavior is caused and I wonder if we as educators should not focus entirely on why children can do things well. Most of the things we have talked about seem to be typical of the children of rural farm workers and of disadvantaged children in general, but these things are also applicable to the education of any child. Migrant children are children too. They grow and develop just as do all children–physically, socially and intellectually.

Dr. Elizabeth Sutton explains some of the unique experiences that most migrant children have and explains how to meet their needs.

What are the immediate needs of the migrant child? How do we identify the experiences and needs accurately and readily? Does this mean we are to modify our curriculum to meet all his experiences? Mrs. Anne Jackson who is in the Arkansas State Department of Education has materials and other instructional resources. She, her staff and other people in your area have special techniques for helping you select the most relevant textbooks, reading materials and other instructional resources. I have learned from her that the State Department of Education in Arkansas, through the efforts of Mrs. Jackson and some other people on her committee, are developing materials that are appropriate for teaching various ethnic groups. The books that will be on this list will be books for all children to read. Just because a book gives the history of a good Negro person, it does not mean it is just for a Negro child and not for a white child. If it gives the history of an outstanding Mexican-American, it is a good book for Negro and white children also to read.

Maybe we need to take a look at the type of instruction we give the children right in the classroom in terms of utilizing their experiences We could keep experience charts and make books of these experiences for the children to have. Many children have had difficulty in reading, but when the teacher begins to develop stories and charts around something they are interested in, they will pick up a book and read it. I wonder if we have really explored this experience approach in teaching children, allowing utilization of experiences. There is much talk in the country now about individualized reading programs. I think that for migrant children we need more of this. The use of these two ideas should be used in the whole language arts concept.

Here are some educational rules that I have identified: You will find that many of the migrant children are creative. Many of the children have picked up scattered bits of information about the places they have lived, about the places where they have traveled, and about the growth and processing of crops throughout the United States. I have learned much from them. I learned from a migrant child that you pull cotton as well as pick it. In the books that you read in school, have you ever seen any reference to pulling cotton?

I also learned from migrant children how oysters are shucked on the Eastern coast of the United States. Have you ever read how to shuck oysters? I learned from a migrant child how apples are harvested in Washington. Children will not volunteer this kind of information. They have to feel that you want them to talk about these things. When we are working with children and trying to establish a rapport, we should make them feel that we can learn from them and hope they can learn from us. If there is something you do not know which they do, admit that they have taught you something. They then begin to see that this live and learn attitude is a cooperative process. When you begin automatically to recognize individual needs and begin to see some of the things a child does well, you will give him an opportunity to relate his experiences. He will then learn in a way that I call accidentally on purpose.

If you could visit the home this would reveal ways to bring out the child, but talking will also reveal these things. You must always hear about his experiences and his stress and then you can do something about his language patterns. Special playing and diagnostic exercises can be added to talking, listening and guided questions. The teachers may develop diagnostic exercises in reading, writing and social studies.

Instead of having children read a paragraph out of a textbook, the paragraph is developed using the same level of vocabulary and using the student's own experiences. If it is picking strawberries, then the story could be about that. They remember the strawberries in the fields, or the cotton, rice or the crop in their state. Through this test you will get much information about his background in terms that he will need in learning reading, writing and arithmetic. Many summer programs are trying to extend the child's experiences into this everyday world. They are focusing on language development and communication skills. Many of the children are also being taught good health habits. In many schools arrangements have been made for them to have showers and shampoos at school, and this has been done without embarrassing the child.

Let the children write compositions on such topics as "Why I do (or do not) like to travel." And they can also write on "Why I do (or do not) like to move from one place to another." Other topics would be "The best teacher I ever had and why," "The best school I have ever attended and and why," "How I feel when I move into a new place to live." Explain to the child that he should write what he feels, tell him that no grade will be given, and then explain that he does not have to write his name on it. Be honest with him, but urge him to write just how he feels. I have analyzed thousands of these compositions and this data, along with observations and other records, has produced significant results in giving us some knowledge of the background of the migrant child.

Teachers should learn to use mobility as a positive force rather than as a destructive factor and to realize that when a child goes into two or three schools, he can get a better education than if he stays put in one situation all the time. You have pointed out an educational need of these children when you said that they did not have a perception of distance or time. If you extend the child's experiences, such as taking him on field trips, it may be helpful to him. Plan with him why he is going, what he might see and help him develop the kinds of questions that he wants to ask. Come back and talk about where the places you have been are located; whether they are in the same community, the adjoining county, and in your school district. Start in the schoolroom in terms of giving and developing concepts of north, east, south, west, how far the class traveled on its field trip and how far it is over to the store and back; and then help him draw maps of where he has gone. Many kinds of things will come out on these field trips when you are looking at real objects. These will be things not observed in traditional classroom teaching.

THE MARION SCHOOL DISTRICT

Herbert Carter, Superintendent
Marion Public Schools

The problem in the Marion school district was to provide compensatory education to the children of migrant workers. The Marion school district, set up the following program.

--The district provided a special teacher, with a Masters Degree in special education, who dealt with the migrant children only.

--A schedule was set up so that children would be allowed to leave the regular classrooms and work individually and in small groups with this teacher.

--The following teaching aids were purchased to enrich the teacher's program in language skills and arithmetic:

--the California Remedial Reading Tapes and supplemental spelling book

--the SRA Reading Lab with a program designed for grade levels 1.4 to 5.0

--the Greater Cleveland Arithmetic Program

--the Language Master

There were approximately forty students in the program. They never worked in groups of more than six or eight.

Evaluation of the program after one school year showed that the students had made average gains of seven or eight months; they had made average progress. This was felt to be excellent, since this was probably the first time in their lives they had made a year's progress in one school year.

The Marion system plans to continue this program in the future.

THE SPRINGDALE MIGRANT PROGRAM

Thurman Smith, Superintendent
Springdale Public Schools

The Springdale migrant program is divided into two sections--the summer school program and the academic year reading program.

The eight-week summer program was first funded in 1967 for 425 students in grades one through twelve. The budget for the fiscal year was $108,491. The program included remedial activities in reading, arithmetic and science. It also provided extensive use of audio-visual aids, field trips, art, music and physical education (swimming). A health program included a physical examination and vision tests for all the students. Clothing was also furnished. In order to gain appreciation for the children's problems and needs, faculty members were required to visit the home of each child twice during the summer school session.

The budget for this summer school included approximately $6,000 for clothing, $6,000 for medical services and $7,200 for food. Students were recruited first from those qualifying as "migrant," then from those who qualified under Title I and finally from all students who were one or more grade levels behind their age groups.

The summer school program for 1968 was reorganized to take advantage of experience gained the year before. The program was funded for six rather than eight weeks and included only 215 elementary students. The budget for fiscal year 1968 was $94,771. The instructional cultural enrichment areas remained the same, and home visitation by the faculty was again stressed. Science Research Associates (SRA) achievement tests in reading and mathematics were used as pre- and post-tests for the program. They indicated that greatest gains were made by children in the first grade and children in other grades scoring 2.0 or more grades below grade level on the pre-test. As the children approached junior high school age the gains were smaller.

The summer school program for 1969 began June 11 for 245 children with a limited number of seventh and eighth grade students.

During the 1967-68 academic year a program of remedial reading was begun with two teachers during the second semester. (The program was not funded early enough to begin in September). This program assisted migrant children who were below grade level in reading. These children were transported from their home schools to the remedial center for daily reading sessions of approximately twenty minutes. Springdale's 1968-69 school term program involved some 160 children who were transported to the remedial reading center each day for a thirty-minute reading period. Final evaluation of the progress of these students is not yet complete, but we expect the results to indicate gains which probably would not have occurred in regular classroom reading programs. However, efforts in this area have been confined to the second semester in each of the two years of operation. We think the program of remedial reading has merit. Teachers indicate the children are making gains. But before we are sure the program is doing the job we want, we feel we must operate it for a full school year. With approval for the fiscal year 1970 already in hand we have employed reading teachers for a full year and will add speech therapy to the regular school term program.

We have purchased two portable buildings. One houses the remedial reading and speech therapy programs carried on during the regular school year; the other is a materials center and classroom for physically handicapped children.

The chief problem now is getting enough money. Since Springdale initiated Arkansas' migrant program in 1967, communities all over the state have discovered that they, too, have migrants. Funds have been spread thinly over the state and Springdale is down from a budget of over $100,000 per year to just over $50,000 per year.

TUTORIAL SERVICE

J. W. Roden, County School Supervisor
Mississippi County

The problem in Mississippi County is that migrant children missed so many days of school each year that there was a serious lack of continuity in their instruction, especially in math, reading, and science. The teachers in this school system were already overworked with their regular students and therefore did not really have the time to spare, although they did try to help the migrant children.

In an attempt to find a solution in those cases where basic learning was needed, a tutorial program was set up in two of the fourteen districts in the Mississippi County Migratory Cooperative Program.

People picked as tutors fell into several categories: high school pupils, mothers of migrant children, retired teachers, persons with one or more years of college training and housewives.

The policies governing the tutors were as follows: the tutor had to be proficient in her area, willing to work, and aware that her position was secondary to that of the teacher. She had to work under the guidance of an administrator teacher, become familiar with the teacher's methods, and be both dedicated and emotionally stable. She also had to follow school rules and policies. Tutorial policies were agreed upon by administrators, teachers and tutors.

Tutoring was done during the school hours, after school and at night. The need dictated the time.

The functions of tutors were: to give assistance with basic learning problems; to teach the child proper learning habits; to instruct the child on the use of the library; to help in discovering emotional problems; and to work with skills in communication by just talking with the student.

Tutors in one school were required to take the children home so that they had a chance to understand the family and the environment in which the children lived.

Tutors might also request help from specialists in other agencies through the school. The school, not the tutor, might involve other community agencies.

The program as yet is too new to be evaluated. It is felt, however, that some gains are being made in Mississippi County. There is no one answer, but tutoring may be a partial answer and a direct approach to individual needs.

THE BALD KNOB SCHOOL DISTRICT

Herman Lubker, Superintendent
Bald Knob Public Schools

The problem for the Bald Knob school district stems from the fact that migrant families enter the district for three months each spring, before and during the strawberry-picking season. Many of the families do not bother to register their children in school. The farmers cooperate with the families because they are not anxious for the children to spend time in school when they could be picking berries instead.

The Bald Knob school district made several arrangements so that all the children in the district could have a full nine-month term. Some of them were:

–School was started about the twentieth of August and vacations were shortened so that school could be dismissed earlier in the season.

–When the berries ripened too soon in the season, the farmers who owned berry farms were asked to bring the migrant children to school when they took their berries to the market about 9 a.m. The children were given opportunities to take tests in the late afternoon and some Saturday sessions were set up to make up for missed time during the week.

–Since the strawberries are important to the local economy, the school officials tried to cooperate with the Department of Labor and the farmers.

The results of the program have been good, with a cooperation between the schools and the farmers that did not previously exist. School attendance has increased.

One problem, however, has arisen: the farmers advertise for workers by telling them that the schools will pay their children's doctor bills and provide them with food and clothing. This was felt to be a misuse of Title I funds and is not encouraged by the school personnel.

Panel participants from the Arkansas State Department of Education discuss Title I and the Migrant Program. (L to R) Louie Counts, Clarence Morris, Olen Taylor and Joe Miller.

THE STATE'S TITLE I ROLE

Clarence Morris,
Title I Director
State Department of Education

I would like to give a brief overview of some of our concerns as a state agency in building education programs for migrant children.

Title I of ESEA, which includes the children of migrant farm workers, was passed in 1965 to provide educational programs to meet the special needs of disadvantaged children. We have called Title I categorical aid, but it is really a block grant. The only real restriction placed on the use of regular Title I funds is that we build programs to meet the special needs of the twenty to thirty per cent of our students who are not able to succeed in conventional educational settings. Every teacher and administrator is well aware of this group of failing children. All schools have them.

Because our conventional school program has failed–and continues to fail–to overcome the handicaps of these kids, we must endeavor to develop new activities which will meet their special needs. This has been our objective with Title I from the beginning.

The administrators and teachers of this state are to be highly commended for the manner in which they have conducted the Title I programs. Some of you have long recognized the need for special programs; many others are more recent converts. But it is a tremendous challenge, and I feel that we have made far more headway than we often get credit for.

But let us turn to migrant Title I children specifically. They were eligible for the services from the beginning, but the problem was that too many school districts did not recognize any responsibility for the education of these children. We have hated to see them come to school late and we have been glad when they dropped out. These children were, and too often still are, considered a nuisance in whatever school they attend in whatever state the family works. No wonder they have educational problems!

Congress became concerned about the plight of these children and amended Title I to provide special funds for programs to be developed specifically for migrant farm workers' children. Regular Title I programs have always been the responsibility of each local district to develop. The education program for migrant children under Title I, however, is made by law the obligation of the state education agency. The state agency may delegate the job to local educational agencies in whole or in part through contractual arrangements, or it may run the entire program from the state level.

In Arkansas we have chosen to contract with groups of local school districts to carry out the educational activities, to provide in-service workshops and to have testing and evaluation come from the state level. To guide us in making policies, we have appointed an advisory committee of representatives of schools that have considerable numbers of migrant children.

I wish I were able to give you a definite plan that would work in each school in this state, but no one can. I can, however, suggest two broad principles which you may follow in building a good education program for migrant children.

First, make a commitment to these children by meeting their specific needs.

Second, remember that it takes people to reach these children. Buying new equipment and new supplies is of some help, but a dedicated staff, I am convinced, is the heart of any program.

THE STATE'S ROLE IN FINANCE

Olen Taylor,
Director of Finance
State Department of Education

The Title I migrant program in Arkansas has developed from a beginning in the Springdale School District and the Bald Knob-Newport areas to a program encompassing most of Benton, Mississippi, Crittenden, Poinsett and St. Francis Counties, as well as several districts in other counties and continuing programs in the original areas. All of the funds available specificially for migrant programs have been federally funded with a grant of $108,000 in 1966-67 and expanded to $455,000 in 1968-69.

Although the federal funds for migrant programs are a part of ESEA Title I, they are administered differently. Regular Title I funds are allotted for each county by the federal government, and the state department's role in the distribution of these funds is restricted to subdividing the county allotment among the school districts in that county. With migrant funds, however, there is a contract between the state departments of education and the federal government to conduct the program. The state department then sub-contracts with local school districts to provide services in a given area. The subcontracting local school district pays the costs of services rendered under its contract and is accountable to the state, which in turn is accountable to the federal government. However, the state department may elect to provide directly some or all of the services to migrant children rather than contracting with a local school district. The Arkansas Department of Education has elected to carry out two programs in this manner. The first of these was an in-service training workshop. The second was a testing-counseling program. When local school districts provide the services under contracts, they receive monthly advances of funds and make reports similar to those made under regular Title I projects.

From my vantage point in the finance section, I have seen the role of the state department grow from an effort in 1966-67 to grasp the problem and start a program to a role of higher purpose, greater understanding and increased effectiveness.

As far as migrant education is concerned, our purpose is to work ourselves out of a job. We have only to look around in this vicinity to see that jobs available for migrants are rapidly being eliminated by modern farming methods. We must, therefore, prepare the children of the migrant farmers to compete for the jobs which will be available tomorrow. In an effort to accomplish this, it is our task to encourage local administrators to utilize resources available from many different programs to implement an effective educational program. In our department, I have seen a past commitment to the needs of the average child develop into a greater commitment, purpose and participation in order to meet the specific educational needs of every child. This conference was designed to meet these specific needs. For example, I hope in the near future we can fund the development of a curriculum guide to be used by the teachers of migrant children.

The role of the state department is the coordination of programs and the development of guides and standards. But your involvement, as teachers and administrators, is essential. It is one of our goals, just as greater involvement of the people of your community in setting and obtaining local educational objectives should be one of yours.

THE STATE'S ROLE IN EVALUATION

Louie Counts
Supervisor in Evaluation
State Department of Education

No single element in the conduct of our schools has so retarded improvement as the lack of effective evaluation. However, since Congress passed the Elementary and Secondary Education Act of 1965, some new basic evaluation procedures have been developed. Leon Mr. Lessinger, Associate Commissioner in charge of the Office of Education's Bureau of Elementary and Secondary Education, intends in the future to place greater emphasis on the use of systematic evaluation techniques in all new programs administered through his bureau.

Every educational program will be influenced by the unique qualities of the individuals involved. Evaluation programs of the past have dealt primarily with the changes taking place in instructional programs. More evidence is needed, however, about the influence of the teacher, administrator, parent and community in each program.

The real focus of evaluation, be it teaching or learning, must be a self-appraisal of the educational activity. Evaluating the learning of children can be used as a means of diagnosing difficulties and in developing both instructional objectives and methods designed to make education relevant. The key to effective evaluation is to identify and select what is to be evaluated.

Once program objectives have been stated, an evaluation design can be developed. This design is basically a description of how the data are to be collected and analyzed in order to determine if the objectives have been met. The program personnel must have some orientation to the considerations inherent in establishing evaluation procedures.

Evaluation is a continuous process. We must involve staff, professional and non-professional in planning and implementing the program, not just in evaluating it. This is more than gathering data to be turned in to the U. S. Office of Education. Evaluation becomes more than a measure of past education progress; it is also the basis for building better programs in the future and eliminating programs that are not relevant to the children.

Valid evaluations can be implemented. Indeed, some are already being implemented in a partial way. Surely it is time to utilize evaluation procedures that do more than establish grounds for final judgments about educational programs. Evaluation will be most productive when it is seen as part of a process helping to render those final judgments favorable.

Arkansas School Superintendents discuss the migrant programs in their districts, they are J. W. Roden, Thurman Smith and Herman Lubker.

GROUP EVALUATIONS AND SUMMARY

At the final general session, the participants were divided into groups and given time to write down any suggestions or criticisms or other remarks about the conference. The following is a report of those suggestions:

Group I: Our group felt that we were trying to digest too much in a short length of time. We also felt that the workshop was geared to the wrong section of the country, because we do not have labor camps in our section and very few Mexican-American migrants.

Some of the high school teachers felt that the program was geared for elementary school personnel and that suggestions for coping with high school level migrants should have been included. We also suggest that a uniform statewide testing service be established.

Dr. Barkin told us that we had the wrong mental outlook and the wrong set of values, and we need to know ways to make these changes. If we are wrong and have the wrong outlook toward the migrants, how can we change? We say we are all middle-class–how can we change our values?

Group II: We would like to suggest that a rapport be established between consultants and workshop participants by housing both groups in the same building.

Second, create an institute for specialized training of personnel and teachers that work with migrants. Third, the sessions that covered the same type of material should have been combined.

We believe the consultants should have been briefed on the migrant situation in our localities prior to the workshop. We also suggest that a prepared list of materials and books be made available for participants to help further their understanding of the migrant child.

The workshop has been too elementary-school-oriented; therefore, we suggest that the next one have sessions designed for junior and senior high school personnel.

Group III: It is our opinion that more time should have been given to each consultant either by having fewer consultants or by extending the workshop. The consultants should have been better informed about our specific migrant problems. We felt a consultant in the field of speech correction would have been an asset to the program. More time was needed for sharing ideas with the consultants in our own field of education. We felt that these evaluation groups have been more beneficial than three hours of one-hour sessions.

More time should have been spent on the methods of parent involvement; it is our feeling that this program cannot succeed unless we sell the program to the parents and that the guidelines established for parent involvement which require that parents try to improve themselves should be executed.

Group IV: Our group felt that the conference in general has clarified many problems of migrant education.

In future workshops, we would like to get a little more expertise in dealing with special problems that are peculiar to our own state. In Arkansas the migrants do not come in buses. They come in cars, in groups, several families at a time or maybe just one lone family. We need to know how to deal with this type of migrant.

We suggest that foreign language teachers be used more in schools because they possess a special knowledge in teaching language that we as elementary and secondary teachers do not have.

Group V: Each of us has been made more aware of his or her responsibility for individualizing his own instruction or referring students to special teachers. But we need more techniques in how to identify and recommend procedures for correcting student deficiencies instead of theory and philosophy.

We suggest in future workshops that demonstrations on model programs or pilot projects for vocational education for these migrant youngsters on the secondary level be included. We would also like to know what is being done toward vocational retraining of the parents.

We especially liked the film presentations showing actual programs in action–because a picture is worth a thousand words.

We think each participant now has a much better understanding of the migrant education program, and should be able to do a much better job when they go back home this year. We would also like to express our appreciation to the consultants, the State Department of Education staff, Arkansas State University, and everyone who has taken part. It has been a wonderful experience to us; it has been a well-planned workshop.

Group VI: On the negative side: Information was not distributed to delegates, by local school authorities who received it, concerning this workshop. Too much home-based information was given by the consultants and not enough information for the receiving area.

On the positive side: The information received applied to all children, not only to the migrant child. Because we are interested in teaching the migrant child, the consultants and speakers were very informative. The visual aids were very good; it all gave us the extra push to go home and do an enthusiastic job of teaching the migrant child.

Group VII: We felt that we should have been allowed more time with the consultant of our choice. We also felt that the workshop should have been centered more around the problems of our area. Here in this particular area, many of our migrants do not live in camps as has been brought out in the workshop mostly. Many of them just move into some shack out on a farm and live there for a couple of months or maybe longer.

The consultants have done a very effective job of making us aware of the need of the underpriviledged migrant child for love and understanding. And as we go back into our communities and schools, we feel we are prepared to do a better job.

Group VIII: We needed more factual information about migrants and since one of the points often made in this workshop was that we involve the migrant in our communities, why not involve him in our next workshop?

We would have welcomed a little more free time. Also, a copy of the specific topics that were to be discussed during the workshop sent to the participants before the workshop convened would have been useful for preparing questions. We also suggest a choice of sessions in future workshops, so those that would benefit us the most could be utilized.

However, it was a well-organized and successful workshop, and an over-all view of the program has been well presented. Consultants are to be commended because they appeared to be very well qualified and very dedicated to their work. They seemed to work on us to try to individualize us, to shake us out of our rut and help us analyze our feelings toward migrants.

This workshop has afforded us the opportunity to meet with other people from throughout Arkansas, share their unique problems, find common problems and exchange ideas.

Group IX: Our group unanimously felt that this has been an excellent workshop.

We recommend having follow-up workshops by areas, counties or districts to take care of our local situations.

Group X: Our group felt that since we do not have many Mexican-American migrants the workshop should have been centered around migrants who move in and out of one community, from one community to another and then back to home base. We suggest having local workshops with someone who understands our migrant problems, placing more emphasis on areas that have migrant workers and inviting those workers to this workshop.

Group XI: The workshop has been exceptionally beneficial for the following reasons: The information was applicable not only to the migrant child, but to all students.

Ideas have been exchanged not only with the consultants, but also with fellow workers. As the conference progressed, we felt more and more that programs become challenges. We may now be more willing to accept change.

Group XII: We felt that the theme of the conference was well presented by the consultants.

We also felt that the prepared material that was handed out by some of the instructors made it easier to follow their presentations.

Group XIII: We felt that the workshop should have been more geared to the black and white migrant and included at least one black consultant.

We felt that more time should have been put into certain areas; for example, we feel that levels might have been involved–first, second, third grade levels.

Summary by Dr. Ted Barkin: The purpose of an institute may not be to deal with specific local problems; in problem-solving we do not give you the specifics, but we give you an approach so that you can use this in your own communities. I think there is value in a local or regional meeting, but you do not need this kind of expense for that. Hopefully, we have given you a format for solving problems.

I urge you to appoint yourself as an in-service training instructor, because you ought to take what you got here and share this with your fellow teachers.

Make this a level of knowing and do not be content with that level, but keep on going on various other levels. When we have accepted ourselves as learners in different life situations, then perhaps we will be able to move away from this pseudo-sophistication that we have. We do not know all the answers; we will never know all the answers because things are going too fast for us. Each of us in turn is a learner; this should make us a lot more empathetic with the child who comes to us as a learner.

Dr. Paul Couch, Director of the Reng Center at ASU, and Janice Harness of the State Department of Education discuss the inner workings of the workshop.