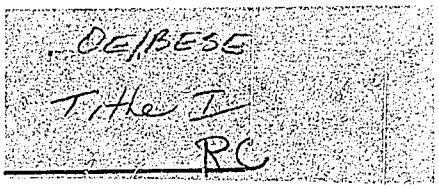
DOCUMENT RESUME

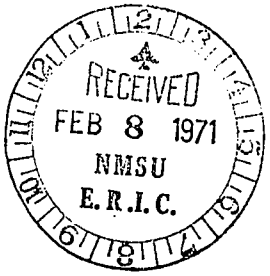
ED 046 570 32 RC 004 963

TITLE	Learning Together. A Handbook for Migrant Education.
INSTITUTION	Idaho State Dept. of Education, Boise.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE	May 70
NOTE	19p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrator Guides, Bilingualism, *Cultural Awareness, Curriculum, *Educational Methods, Federal Programs, Mexican Americans, *Migrant Education, Program Development, Teacher Improvement, *Teaching Guides, Testing
IDENTIFIERS	*Idaho

ABSTRACT

Prepared to assist teachers and administrators in the identification of special educational needs for migrant children throughout the State of Idaho, this handbook includes criteria for determining migrant status and home base. Beyond the statistical identification of the migrant child, the document includes a description of his cultural and linguistic heritage that must be taken into account in forming the philosophical base for his education. Among the divisions listed in the table of contents are Philosophy, General Approach, Curriculum, and Evaluation and Testing. Also included is a bibliography of general background references and citations related to curriculum aids in language arts, health and nutrition, mathematics, social studies and science, and music and art. (EJ)





State of Idaho
Department of Education

Boise, Idaho

LEARNING TOGETHER

A Handbook for Migrant Education

Published by
Instructional Services Division

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Title I, ESEA - Migrant Education

May 1970

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Title I, ESEA

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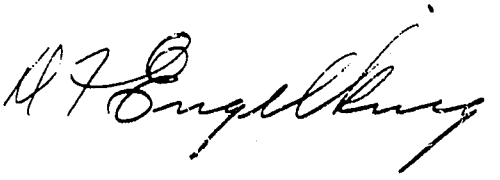
Sketches by *PEGGY SEELEY*
Photos by *STAN OLSON*

FOREWORD

This handbook has been prepared to assist teachers and administrators in the identification of special educational needs of migrant children throughout the state. Schools responding to the challenge will find the philosophy and background material helpful in finding new ways to improve educational opportunities for bilingual-bicultural individuals.

It is hoped that material presented in the following pages will be of interest to educators who are concerned with designing education programs for migrant children, and that it will encourage better methods to help these young people become participating students in the classroom and active members of the community.



D. F. ENGELKING
State Superintendent of
Public Instruction

"Christians by the Grace of God;
Gentlemen thanks to our Spanish Descent
Noble Lords from our Indian Ancestry;
Mexicans by Pride and Tradition;"
And Americans by Destiny.
Thus, we are Mexican Americans . . .
Y No le Pedimos Nada a Nadie!
(And we ask nothing from no one!)

----adapted from a mural in Mexico City

IDENTIFICATION OF MIGRANT CHILDREN

Migrant children eligible to receive services from the program are identified on the basis of the following criteria which are designed to support the Uniform Migrant Student Transfer Record System.

CRITERIA FOR DETERMINING MIGRANT STATUS

Migrant Student:

1. Must cross state, county, or school district lines with his parent or guardian who is in pursuit of agricultural employment.
2. Age five through seventeen.
3. Children are eligible for five years after they have stopped migrating.

Migratory Worker:

1. A person who crosses the state, county, or school district lines in the pursuit of agricultural employment.
2. Receives at least 50 percent of his annual income as a result of his work in agriculture or a job directly related to agriculture.

Determining Home Base State:

1. In attendance 50 percent of regular school term.
2. Parents or guardians reside for six months or more during regular school term.
3. Parents or guardians "leave from" and "return to" when following the crops.

The following is confirmed by ESEA Title I Program Information No. 128 dated February 9, 1968, from the U. S. Office of Education, Washington, D. C.

A "Migrant Child" is generally defined as a child, within the ages of five through seventeen inclusive, of a migratory agriculture worker who has moved from one school district to another during the past year with a parent or guardian who was seeking or acquiring employment in agriculture including related food processing activities such as canning. A child meeting these requirements may receive benefits from this program for a period of five (5) years while not migrating with the concurrence of his parents or guardians. These benefits may be received while his parents have stayed in one school district for this period or have continued to migrate while the child remains in the school district. If, however, the child migrates with his parents, he may receive benefits indefinitely as long as he is within the ages of five through seventeen inclusive.

PHILOSOPHY

In identifying the migrant child in the preceding narrative, we have found him as a statistic. Our real concern, now, is to understand him as another human being who is culturally different. Since he is culturally different, we must identify these differences, appreciate them, evaluate them, and try to weave a composite whole upon which this human being can become functionally literate.

This Mexican-American child comes from a culture much older than ours, which has made him deeply religious; his background is interwoven with old Indian legends as well as with the very strict Catholic mores. The family is the important unit in his life; you will find him clinging to his sisters and brothers in school. At home he not only lives with his immediate family, but with grandmothers, aunts, uncles, and cousins. All are very close, and are very loyal to each other. His is a patriarchal society. His temperament is one which finds him responding joyously and loudly at any moment, yet at the very next moment he can become exceedingly sad and depressed. His inheritance is a strange one--the stoic Indian philosophy intermingled with the very gay, compassionate Spanish one. He is always courteous with a deep respect for authority; he responds well to strict discipline and he stands in awe of teachers. These he respects because his family has taught him this respect, for in Spanish-speaking countries, teachers have status comparable to that of the priest--there is even an annual day set aside as "Teachers' Day" in their calendars.

You will find the migrant child laconic, even taciturn; understand his background and then accept this for what it is. Do not assume that these are attributes of laziness, stupidity, or mental retardation. Do not confuse these with the monumental language barrier which he is trying to overcome. Be concerned, too, with the physical well-being of this child who probably does not receive the right amount of sleep because of the crowded conditions of his home and suffers from malnutrition because his family does not understand these things. These are the major problems we must combat.

We must be alert constantly to the fact that Mexican-Americans are conditioned to be deceived by **words**, so they attempt to understand the intent in back of words.

Surely we will never project the idea that the Mexican-American families' way of doing is wrong and ours is right--there must be mutual respect.

In our programs, then, we must cultivate an appreciation among all of our students of each others' cultures; we must strive for mutual empathy; and we ourselves must shed any wrong preconceived ideas we have developed.

Education is definitely the answer here--the right kind--not one which attempts to make everyone the same, but one which capitalizes on the differences and talents of each, and harmoniously amalgamates them into a productive whole. One which utilizes individualized instruction. This child is similar to all other children--he responds beautifully to praise, to a warm smile, to kindness, and he grows even more responsive when we meet him with a confidence and a friendliness that provides him with the security he so desperately needs.

GENERAL APPROACH

The focus of a migrant program must be on the child. **REMEMBER!!!!!!!!**

That time you changed from a small rural school to that large city school? The frustrations? (And you did not suffer from a language barrier.)

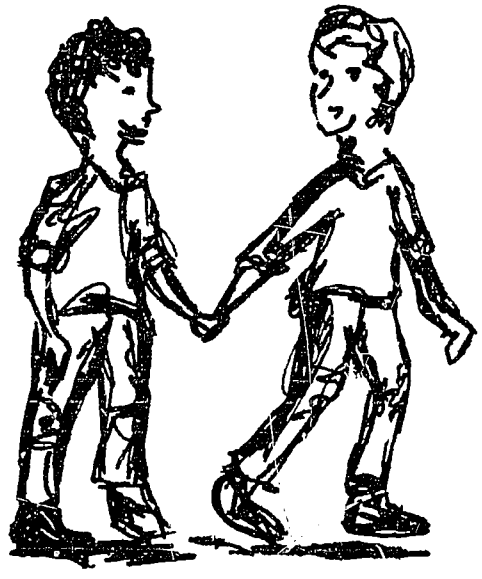
That time the girl in the front row turned clear around in her seat, pointed a finger at you, and giggled, "That's not the correct way to pronounce that word!" Humiliations!

You simply could not get all your homework done--the big school was so far advanced beyond the school you had come from--you cried and cried each night. Discouragements!

Or remember that time your own child did not want to go to school--the big kids had been harassing the new kid? Heartaches!

The time you visited a foreign country and you just could not make yourself understood? Frustration, indeed.

Póngase Vd. en las zapatos de él--(Put yourself in his shoes.)



Let's make the migrant children welcome.

Let's make him comfortable.

Let's develop mutual empathy.

To carry out our philosophy we must provide an environment that will enhance the educational and social maturation of the migrant child.

The program must be one which is conducive to understanding and meeting the needs of the migrant children. This does not imply sympathy; rather, it implies empathy, for the Mexican-Americans are a proud people--proud of their heritage, proud of their families--and this pride must be nurtured at the same time that we teach knowledge of, and respect for, the Anglo-Americans' culture and way of life.

The program must be one which provides the migrant child with a feeling of security--this is vital to his progress.

Within this program, the teacher must build trust and provide encouragement to each child.

The program shall be such that it will increase each child's expectation for success in school. All too often he has met with failure and has been rejected. Our program has indeed failed if it cannot offer the child some measure of success in some area.

With these thoughts in mind, our broad goals, then, include the following:

- Making school a welcome and friendly place for each child
- Providing opportunities which improve individual self-images
- Providing some motivating experiences each day
- Supplying continuity in the necessary skills for understanding, speaking, reading, writing, and thinking in English
- Improving academic skills thereby equipping each student as a competitive member of his peer group in all subject areas

CURRICULUM

We do not want overzealous curriculum planning; yet the program must be carefully structured though flexible. Our aim is to instill a philosophy which is conducive to understanding and meeting the needs of the migrant children. Here the effective migrant teacher is both a professional and an artist; professional in that through her diagnosis she must be able to determine the educational, social, and emotional needs of the child; artist in that she must be creative in developing the type of environment, activities, and programs that will serve those needs. For example, the teacher may choose to learn a few simple expressions in Spanish such as: Buenos dias, Como esta Vd.?" simply to establish rapport and from there on carrying on in English at all times and making sure that each day this child can take home some new English expression to use and boast about at home. (His mother will be so proud!)

A most helpful approach is to involve the migrant parents in the curriculum planning by asking them, "What do you want?" They know what they need--they probably are unable to express themselves well--and through sympathetic understanding a worthwhile program can be achieved. This unity of purpose can help allay the fears and distrusts; it can assist the teachers in becoming better acquainted with the entire families of migrant

children; and it can certainly increase the prospects of obtaining the parents' cooperation in any difficult teacher-child relationships that may arise. The question of regular daily attendance must be stressed, for example, and this is always a point of conflict between our two cultures.

The two most important courses we must stress are language arts and health and nutrition. The former most definitely must follow an audio-lingual-visual approach. To be sure, there are many lignuistic theories about how we learn our native language. Yet to date, no one knows exactly how this phenomenon really occurs. However, with second language learning, we do know that through imitation by the use of pattern practices, substitution drills, model sentences, etc., the hope for success is greatly intensified. We read more easily when we know the sounds of words first; hence, audio-lingual techniques are important. The success these children will have in other subject areas is based on his ability to function in English. This fluency provides the necessary stepping stone to better reading habits and comprehension for those who are quasi-bilingual. One of the best guides to curriculum planning in the area of language arts is one compiled by Carlos Rivera, Bilingual Consultant of the El Paso Public Schools, entitled,*The Linguistic Approach in Teaching English as a Second Language*, which he presented at the Ohio Conference on Migrant Education. He says:

THE PROBLEM

Studies and surveys have been made by leading educators, excellent books have been written on the problems of teaching English to non-English-speaking children, but an actual teaching situation with non-English-speaking children is a challenge to any teacher. Teachers of non-English-speaking children have been doing an excellent job, though often unguided and untrained in the best techniques and methods to be employed.

Reading teachers of bilingual children, as well as leading reading consultants, are aware of a phenomenon that takes place between grade 2 or 3 and the upper elementary grades. This phenomenon may be called "retrogression in reading." It is a reading block which produces in the child a backward moving effect in activity, mental functioning, and skills development, resulting in his losing interest in his school work and often leads to dropping out of school. The definite underlying cause of this gap between the lower elementary grades and the upper elementary grades has not been found, although it has been attributed to a lack of continuity in language development from grade to grade.

Evidence has been pointed out time and again to show that in the primary grades non-English-speaking children are within the norm in their classroom activities. There is evidence, also, that these same pupils do not hold up to the norm in the upper elementary grades. The cause is their difficulty in learning to read by conventional methods.

Present reading programs for non-English-speaking children are inadequate for the following reasons:

- *Reading materials are too difficult.*
- *The skills development program from the first through the sixth grade is not systematic.*
- *Skills learned in the primary grades are not maintained through the upper elementary grades.*
- *There is no follow-up. Since not all reading skills can be taught in the first, second, and third grades, a follow-up is necessary for new skills that should be developed in the fourth, fifth, and sixth grades.*

THE PROGRAM

A reading program for non-English-speaking pupils should not be a remedial program; it should be applicable to all pupils--both poor and good readers. It should be a directed basal reading program. The teacher should know at all times where the individual child stands in his skills development chart. Skills built at each grade level should be introduced on the basis of the old. There should be a close coordination and interrelation from one grade to the other. Ultimately, the reading program should provide a continuous and orderly mastery of basic skills suitable to the needs of the child at any maturity level. In order to accomplish this goal, however, continuity, follow-up, and supervised development are necessary.

The ultimate objective of a reading program for non-English-speaking pupils is to teach reading--not just so many words, but reading for information, for association of concepts, for development of a broader vocabulary, for an awareness of phonics, and for an appreciation and understanding of the language.

The following general objectives should guide teachers of non-English-speaking children in formulating methods and practices to be used:

- *To develop proficiency in English.*
- *To learn about the culture of the people whose language these children first speak, making them proud of their background and more prone to accept the American way of living.*
- *To encourage "thinking in English" after the appropriate English expressions have been learned.*

The aims in the teaching of English to non-English-speaking children should be carried out thoroughly without confusion on the part of the learner or the teacher. These aims include:

- *Teaching a vocabulary of practical value, as well as providing readiness and presenting and teaching vocabularies in activities and units related to specific grade levels and to levels of interest.*
- *Providing reviews and practice periods for vocabulary learned previously and for adding to vocabularies.*
- *Developing sentences from learned vocabularies from the very beginning.*

Conversing in English at all times except in emergencies, where comfort and security may be given in the language of the children.
Developing "thinking in English" by conversing and presenting materials in English.

These general objectives and specific aims have proved useful and are necessary in any teaching situation in order to guide the teacher of bilingual students towards that desired goal: to teach English to non-English-speaking pupils.

THE SPANISH-SPEAKING CHILD

The Spanish-speaking child usually has an entirely different cultural background from that of the English-speaking child; this is due to the physical, cultural, and environmental influences and to the language. The influences, which are common to the Spanish-speaking group, prove to be a disadvantage when the child first comes in contact with a new language and a new environment.

The Spanish-speaking child is usually sensitive because he feels--or, rather, is made to feel--that these differences make him unacceptable. With a new language to cope with and a new schoolroom atmosphere to which he is not accustomed, he has to make certain adjustments before he can even begin to learn the language. He is usally timid but may become aggressive to build up his own confidence. His desire to learn the language is keen, because he wants to feel that he will be accepted and wanted by the group or groups in the classroom. Above all, he is looking for security. This security is found only with a teacher who has the patience and the techniques needed to make the child feel that he is "wanted" and that he belongs to the group. It must be remembered that the child has a complex from the start: possibly he has been reared in a home where racial discrimination and racial prejudices are frequent topics of conversation. Yet, he comes to the classroom where the principles of democracy are, and should be, practiced. He cannot quite understand the paradox existing between his home and the schoolroom; this social adjustment has to be made in the classroom.

The "theater of living" of the beginning Spanish-speaking child, because of his home and family background, is narrow and limited. His immediate experiences govern his behavior pattern. However, as new experiences are gained in the classroom, his theater of living grows to include the classroom, his teacher, his classmates, and his school. His theater of living extends beyond the home and the school to include his community, his state, and the nation. Any teacher who fails to help first grade Spanish-speaking children fill the gap between the home and the school in the early stages of development and growth fails in his duty to make good American citizens of his first grade students. The underlying difference, if any, between the Spanish-speaking child and the English-speaking child is one of physical and cultural environment. The fact is accepted that, in general, the laws of learning operate the same as for the English-speaking child. Both learn and forget in much the same way; there are no laws of learning peculiar to either child. But, because of certain adjustments that the Spanish-speaking child must make in school, the rate at which he is to learn reading is much slower. His retention of English is lessened because of his handicap: he reverts to Spanish in the home and may hear English spoken only in the classroom. To counterbalance this loss, more drills are required in a class of Spanish-speaking children. The lack of varied experience in their lives makes the teaching of Spanish-speaking children a specialized job for the teacher who must provide not only the language experiences but the practical vocabulary to express them and the drill that follows with every new experience.

If Spanish-speaking children are to grow intellectually, the teacher must provide opportunities to increase their experiences. Their mental growth is dependent upon concepts, and concepts are dependent upon experience.

A comparison of six-year-old Spanish-speaking children with other children of the same age reveals no disparaging differences in their physical and psychological developments. Their physical development is that characteristic of normal six-year-old children: large muscles are much more fully developed than small ones; eyes are not yet fully mature; permanent teeth are beginning to appear; susceptibility to diseases is great. There is also a marked increase in fears, a universal trait with children of this age group: fear of the supernatural and of large animals and dogs; fear of the elements, and especially of sound; fear of the loss of dear ones; fear of getting hurt by falling; and so much fear of being late to school that many parents have reported that their children get up with them at six o'clock in the morning and are ready to go to school even before the fathers leave home to go to work at seven o'clock.

One very stimulating characteristic prevalent in all children, but more so in the Spanish-speaking child, is a high sense of personal achievement. Once he understands what is expected of him, he will do it not only to satisfy himself but more to satisfy his teacher. Along with this quality, which must be developed and encouraged, he enjoys compliments and will work twice as hard for the sake of a word of appreciation or lavish praise from his teacher. One must not forget that the Spanish-speaking child comes from a group of people who lavish attention and praise.

THE TEACHER OF THE BILINGUAL CHILD

Just as one can readily point out the characteristics of a Spanish-speaking child, so can one point out the qualities that make up the personality of the teacher who loves his profession, but the presence or lack of which are more noticeable in the teacher of Spanish-speaking children. The fundamental quality is love for the children. This love has to be sincere and genuine. The teacher must be interested in insignificant incidents which occur in the classroom and which are magnified to great proportions in the mind of the little child. Because of his great love for children, the teacher knows the great responsibility of his charge, for this first contact on the part of the children with the outside world will leave a great impression in their lives. Through his love, then, he puts his faith in the child's ability to learn. Any error made should not be corrected abruptly, nor should the attention of all the class be focused on the child. When a child attempts to say anything in English, the teacher gives him his attention and lets him talk, regardless of how incorrectly. He then supplies the correct form and has the child repeat it with him. He praises him in his attempt. It is far better to let the child talk incorrectly than to hush him up perhaps for life! Remember that most of the time he is guessing as to what the teacher expects of him. Should he ask a favor in Spanish, he should be given the English equivalent to repeat after the teacher. This practice requires patience--an unlimited patience so necessary for the first grade teacher.

Teachers who do not recognize or accept the problems in teaching English to Spanish-speaking children often fail to do so because they do not put themselves in the children's places. If for this reason alone, at least a year's course in conversational Spanish would help any teacher to understand how it feels not to know the language. His knowledge of Spanish would aid in furthering his relationship with Spanish-speaking children who are seemingly lost in the new English language. Teachers must remember that these Spanish-speaking children know no other language, that it is their native tongue, and is the one in which they think first. They are learning a foreign language. The wise teacher, then, will create situations which will require the use of English instead of "hushing" the child who speaks Spanish. The resourceful teacher will relate English to all the classroom activities--music, dancing, rhythms, finger and hand games, and wherever else possible. He is actually teaching a foreign language.

A knowledge of Spanish will also prove most valuable to the teacher of Spanish-speaking children in his contacts with the home. A foreign word in the mother tongue of the child's home may open many a door to a teacher. Parents confide in him and accept him as a friend; they do not feel that he is a stranger. The language barrier creates many a situation which results in apparent apathy on the part of parents of Spanish-speaking children; but in reality, it is that lack of knowledge of the language on the part of the teacher that brings about such a decided indifference. Once parents accept the teacher in the home, however, they are most cooperative.

THE BEGINNING VOCABULARY

Above all, the teacher who has specific aims to follow in the teaching of English to non-English-speaking children will devise techniques that will prove most advantageous in developing not only English habits of speech, but skills, as well. For this reason, seatwork should be a follow-up of oral English. Any new vocabulary at the beginning should be related to classroom situations so that children will understand directions. Words such as door, chair, desk, water, talk, sit, *and* play *should be pointed out wherever possible and used in short useful sentences which will be simple to repeat and which will convey the meaning of the teacher's pantomiming, acting, or dramatizing. Limit this vocabulary to needed words and phrases, as:* "May I get a drink of water?" *or* "May I go to the bathroom?" *or* "May I play?" *A good practice to follow in the classroom to encourage use of English is the granting of requests when English is used. If a child asks in Spanish to go to the bathroom, immediately supply the English equivalent; next time, he will ask in English.*

Within three days, the Spanish-speaking children in an average classroom can use English to ask favors and requests. They learn vocabularies which are needed in work or in play, such as crayons, pencils, scissors, dolls, cars, wagons. *They learn words, are drilled by dramatizing, and can follow commands such as* Run! Drop the handkerchief! Sit up straight! Go to sleep! Rest! Wake up! Let's sing! *and many more. But only by confining the vocabulary to practical needs in the classroom will the child learn to use it correctly.*

Along with the practical vocabulary, the teacher of non-English-speaking children should anticipate a reading readiness program. The Spanish-speaking child has to learn a new language before he can begin a program of readiness for learning reading. However, while he is acquiring the English vocabulary needed for the classroom environment, he is undergoing a program of readiness in reading. In this readiness period, seatwork plays an important part in the training of the Spanish-speaking child to "think in English." If seatwork is to be a purposeful task that the child can do without supervision, it must be based on useful material that will serve the dual purpose of an English drill and skill development. It must have a purpose; specifically, it is to follow up reading vocabulary learned previously. It is not to be used as a means to keep the children busy while the teacher listens and works with another group. Seatwork should be constructive and lead to further learning in vocabulary as well as in manual skills.

Spanish-speaking children have a sense of personal achievement. The seatwork, then, to carry out its purpose, must be within the ability of the first-grader; it should be on an ascending scale of difficulty to insure growth; it should be self-aiding to encourage the child in his feeling of having accomplished the required work. This feeling further comes from the teacher's checking the seatwork and praising it. It is developed by the teacher's attention and aid to individual children who do not understand what is expected of them. In the bilingual class, seatwork should be followed up by a period of class discussion in order to insure retention of vocabulary and to serve as a check for the teacher before attempting new vocabulary.

THE USE OF PHONETIC ELEMENTS

The problems peculiar to achievement in English--oral, written, and otherwise--by the child whose mother tongue is Spanish are as infinitely varied and challenging as the children to be taught and teachers who teach them.

Ambitiously detailed literature may be found by the teacher in search of an answer to some specific problem of curricular direction or for an insight to a philosophical approach in this field. Unfortunately, there seems to be a paucity of literature dealing with workable and usable techniques that guarantee some measure of success from the teacher's and the pupil's endeavor.

The following material is presented in order that teachers may better understand Spanish-speaking children and include practical applications of phonetic elements in their teaching practices.

Duration of Vowel Sounds

Spanish-speaking people utter the stressed vowels in English so quickly that the vowel quality cannot be identified. This fast utterance gives a clippy effect to the speech and results in indistinctness for the ear habituated to listen to the English vowels. Accordingly, one of the first tasks confronting the teacher who would want Spanish-speaking pupils to excel in the employment of English is to slow down their speech rate. A great deal of resistance will be encountered in the beginning. Persistence at first will pay off handsomely later.

Vowel Substitutions

Several English vowel sounds are lacking in Spanish. Substitutions commonly uttered include:

VOWEL SOUNDS LACKING	*SUBSTITUTIONS*
a *as in* man *or* fat	e *as in* men, *or* a *as in* father
i *as in* ill	e *as in* eel
a *as in* fall	a *as in* father
u *as in* cup	o *as in* cop
ou *as in* out	o *as in* oh

Vowel Drills

Practice in saying groups of English words with vowel sounds that are troublesome for Spanish-speaking persons can be helpful. Suggestions include:

feet	*ill*	*food*	*good*	*can*	*call*	*ask*	*car*
neat	*will*	*mood*	*would*	*man*	*bawl*	*last*	*barn*
meat	*pill*	*moon*	*could*	*bad*	*fall*	*class*	*arm*
seat	*fit*	*fool*	*full*	*rang*	*install*	*clasp*	*dark*
seal	*sit*	*stew*	*bull*	*drank*	*fort*	*dance*	*year*
deal	*pit*	*shoe*	*foot*	*wagon*	*quart*	*laugh*	*guard*
peal	*knit*	*roof*	*wolf*	*cabbage*	*daughter*	*answer*	*heart*
keen	*mitten*	*prune*	*woman*	*frantic*	*naughty*	*example*	*farther*

Consonant Substitutions

When English sounds are missing from Spanish, substitutions including the ones below are uttered:

CONSONANT SOUNDS LACKING	*SUBSTITUTIONS*
th *as in* then	d *as in* den, th *as in* thin *or* s *as in* send
z *as in* zoo	s *as in* Sue
ng *as in* wing	n *as in* win *or* ng *plus* g *as* wing-g
j *as in* joke	ch *as in* choke
v *as in* very	b *as in* berry
x *as in* exact	x *as in* axe *or* axis

Consonant Variations

Initial t *and* d: *While causing little difficulty at the recognition level, words beginning with* t *or* d *are often released with more energy and speed by the Spanish-speaking person because the tip of the tongue is placed against the back of the upper teeth.*

Final t *and* d: *This sound may be released with too much energy, it may not be sounded at all, or it may be too faint to be distinguished.*

Final and medial d: *The final* d *sound is practically devoiced so that a* t *sound may result. The medial* d *sound is often omitted, as in* candy.

Initial r: *A trilled* r *is sometimes substituted for a fricative or glide* r; r *before another consonant may be inverted.*

Initial, medial, and final l: *The Spanish sound has a darker quality than its English counterpart. The tip of the tongue is placed against the backs of the teeth, instead of on the ridge, and the back of the tongue is raised.*

Possessive Forms of Nouns

A form such as the bird's nest *is not found in Spanish. A result might be* the nest of the bird, *a literal translation of* el nido del pájaro.

Pronouns

English pronouns, especially the objective and possessive forms are difficult for Spanish-speaking children.

Objective Pronouns: me, us, him, her, them *Possessive Pronouns:* my, mine, our, ours, your, yours, his, her, hers, its, their, theirs, whose

Verb Forms

Both tense and number cause problems. Since English verbs are highly irregular most difficulties come about when Spanish-speaking children try to conjugate them. Forms such as knowed, runned, *and* swimmed *are frequently uttered.*

Double Negatives

In Spanish no tengo nada *is decidedly correct. Thus,* I don't have nothing *is used.*

Comparative Forms

Because mas mejor *is correct in Spanish,* more better *is sometimes spoken. Knowing which form to use is troublesome, as* tall, taller, tallest *or* more beautiful *rather than* beautifuler.

Word Order in Questions

Spanish differs from English so that where I am? *may be substituted for* where am I?

Word Interchanges

The following words are often erroneously interchanged: some, any; much, many; like, want; say, tell; each, every, all; make, do. *Thus, a child may say* many money *or* my brother, he say to tell you to tell him why I am not home from school.

Translation of Idioms

Direct translation of some Spanish idioms is not meaningful. For example malo del ojo *and* enfermo del pie *result in* sick of the eyes *and* sick of the foot.

Observe the speech patterns of migrant children in your classes to identify constructions that should be made clear and practiced many times. Good usage exercises found in language texts are suitable, provided they are used orally, not written. *Correct forms will have to be practiced repeatedly with variations if concepts are to remain fixed permanently.*

The other course which demands our careful and thoughtful attention is that of health and nutrition. Here again we must move very cautiously so that in no way do we infer that what is done in the migrants' home is wrong and that in ours, right. Remind yourself of the conditions under which the migrants live, of their low income, and then as ingeniously as possible work in ideas that will promote better health and nutrition. The *Ginn Health Education Program* entitled, "How About You," is one suggested device for weaving together some English vocabulary with correct nutritional habits. The regular *Science and Health* curriculum guides provide further aids to your courses.

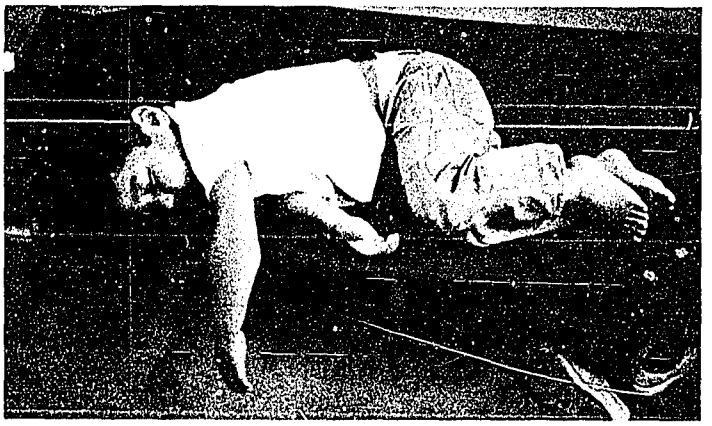
The teacher might well seek the aid of an available home economics teacher to guide the girls from age 10 and older in some basic purchasing and homemaking skills. If a home economics teacher is included on the staff, it is wise for her to be concerned in giving these girls a knowledge of the basic skills of sewing, health, and nutrition.

One could even allow the children to prepare certain foods within the classroom itself--some Mexican, some Anglo-American--to illustrate these nutritional needs. And with the utmost cooperation between teachers and the school lunch supervisor, good, wholesome attitudes toward proper nutrition will develop.

The industrial arts teacher can also make a great contribution to the boys in this age group by working with them in such a way that they will become knowledgeable in the simple skills of household repairs, the use of simple tools such as a hammer, saw, screwdriver, pliers, etc.

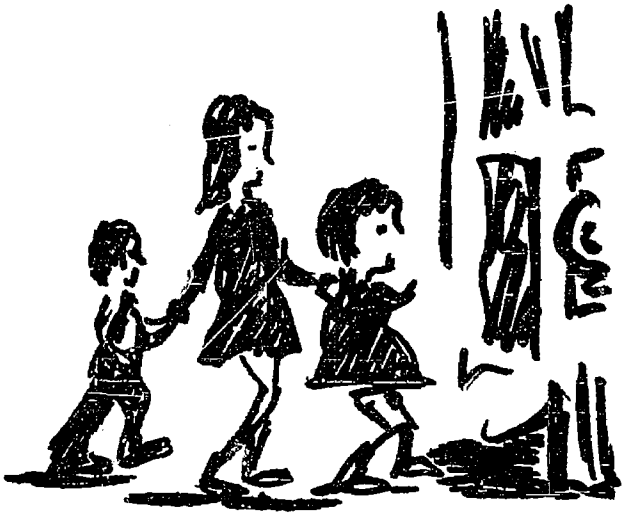
Sound health habits are indeed difficult to implant; these children are part of a culture that does not emphasize the importance of such habits and it is a hardship to provide these basic health needs. Usually, the Mexican-American children are scrupulously clean when they enter the schoolroom, but the other health habits–proper care of teeth, proper medical care, proper concern about sanitation, etc.–are neglected.

A regularly scheduled physical education class will answer the need for regular exercise that the students have; they love games, they enjoy competing with their peers, and these exercises can be so planned as to allow for the opportunity to release tensions that may have been built up during the regular class routine. Permit the Mexican-Americans to teach the others some of their games--again, one more effort to create mutual empathy. And do not forget to build into the program a time for rest--even a nap--a siesta? Remind yourself once more of the conditions under which they live--their sleeping quarters are cramped and noisy, and the nights are hot--and even your older students need this rest in order to perform more equitably with their ability.

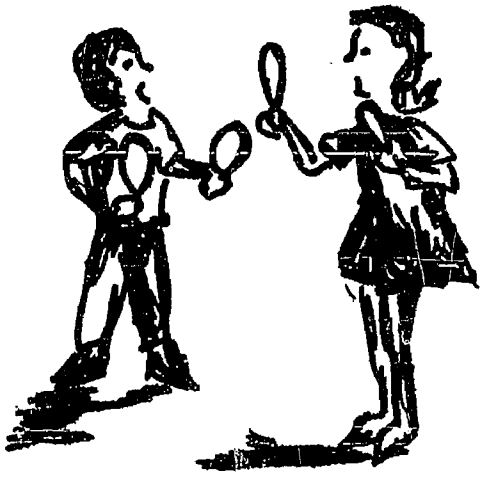


Beyond these courses, one must naturally include the study of mathematics, science, and social studies, and here the emphasis certainly should be that of an enrichment program. To be effective, much thoughtful planning must go into the programs, but by using the regular curriculum guides as the basic skeleton upon which to build, and by attentively diagnosing the children's needs, such enriched programs can be created.

Field trips of all kinds should be undertaken focusing on local interest, touching on the states they enter, and building an application for the home base state. The resourceful educator knows how to tap the local resources and these enrichment programs become a very necessary part of a summer program where classload and weather are motivating factors. Such trips should not be partially planned nor improperly supervised, but have the complete cooperation of everyone involved. With fine developmental follow up in succeeding days, this can be a vital learning experience that provides another step toward building this mutual empathy for which our society has such a great need.



And do not neglect art and music. It is in this area where the Mexican-Americans excel. All children love to sing, but it seems that our neighbors to the south are even more joyous and more adept than we. Here, let them be the leaders and your program will flourish. For example, one might include projects which provide rhythm instruments such as sand blocks (wood blocks with sandpaper), maracas (the discarded large school-sized light globes covered by layers of paper maché, painted brightly, dried thoroughly, cracked to break the glass-bound interior), drums from round oatmeal boxes, or discarded gallon cans from the lunchroom.



The same is true in art. Here, too, they are particularly gifted as they have an unusally acute sense of color. Your program in these areas, then, should allow the children many opportunities for free expression, yet carefully guided to provide proper growth.

The mutual respect for which we are striving can be cemented even further if the teachers and parents cooperatively plan and carry out a Mexican dinner for the entire community at the close of the program--an ideal reward for the many hours of sweat and tears of dedicated men and women.

EVALUATION AND TESTING

This is probably the most trying area of our entire program. Our regular standardized tests are prepared for the English-speaking child of Anglo-American culture so they are not valid for his Mexican-American counterpart. On the whole, because of the goals and purposes of the migrant program, the major emphasis should be on teaching, not testing; on active learning, not passive listening; on growth, not on grades; on respect for self and others, not on regurgitation.

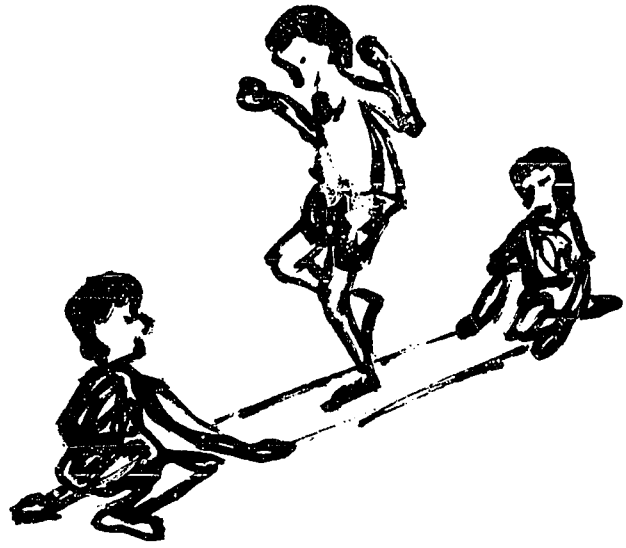
We must make wise use of the Uniform Migrant Student Transfer System, as most of the testing will be provided by the home base states. They will also provide most of the records on health examinations and innoculations. However, since Idaho has some extended hot summer weather, the health authorities do not recommend any fever-producing immunizations.

Our evaluation has to be on an individualized basis wherein the teacher makes a subjective evaluation of the growth of each child. This, of course, is not very scientific but any instruments that we can devise to present a more accurate picture of this growth will enlarge our scope of knowledge of our success (or failure) with these children. During the summer session, the children should be grouped chronologically and then the teacher will have to rely on her own diagnostic tests, locater tests, anecdotal records (when available), and other relevant materials in grade placement.

APPENDIX

The migrant programs in Idaho have grown to 28 in 1970, which illustrates the fact that providing equitable educational opportunities for migrant children is a very real concern of the local school districts. Some of the exemplary programs now being provided are listed below.

The Perceptual Motor Development Program in Snake River School District No. 52 is one which was conducted for 30 minutes a day for a total of 18 weeks. This program showed that many of the children made a significant gain in perceptual motor skills. It had other positive effects, particularly in building the child's self-concept and self-discipline.



The Program at Snake River also included a fine physical fitness program which improved the well-being of the child. This program was designed to give migrant students an introduction to some basic physical skills which would permit students to progress according to their abilities. As their skills improved, so did their confidence.

Caldwell School District No. 132 conducted a teenage program for migrants. Sessions were held on Monday and Wednesday evenings from 7:00 until 9:30 where courses in typing, art, and physical education were offered. These were well attended.

Migrant students in Glenns Ferry School District No. 192 displayed their art work in a booth at the Elmore County Fair.

A new mobile unit was added to the migrant program in Minidoka County School District No. 331. The unit is a van equipped with many different types of educational materials including physical education equipment. The van is available in the camps where the materials and equipment can be used effectively by teenagers and adults.

The children in Weiser School District No. 431 literally built the city of Weiser, block by block, on two tables. Detailed work contributed greatly to the development of dexterity in each child. A new acquaintance with the city, the relation of direction from the abstract to the concrete, and the establishing of new relationships between the areas of the city were of much value.

Mr. Lee C. Frasier, Texas Director of Migrant Education, was requested by the Idaho Title I Program Administrator to evaluate the state programs in Idaho. He had this to say:

"It is my feeling that the Idaho State Department of Education is to be congratulated on the operation of an outstanding Migrant Child Education Program."

After Making on-site project visitations, he listed the following strengths of these programs:

1. Attitude and support of State Department personnel
2. Enthusiasm of Local Education Agency personnel
3. Innovative teachers and programs
4. Ample instructional materials
5. Excellent food programs
6. Acceptance of migrant children by local communities
7. Excellent art, music, and recreation programs
8. Emphasis on oral language development
9. Intensive visitations in and knowledge of migrant labor camps
10. Extensive field trips, plus the study units developed as a result of the field trips
11. Effective and meaningful pre-service and in-service training sessions for teachers
12. Initiation and support of the Uniform Migrant Student Transfer Record System

The one major weakness that he pointed out was the need for more oral language development. His conclusion was that no radical program change should be initiated at this time, but that efforts be aimed at improving minor weaknesses and in maintaining present strengths.

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