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ABSTRACT

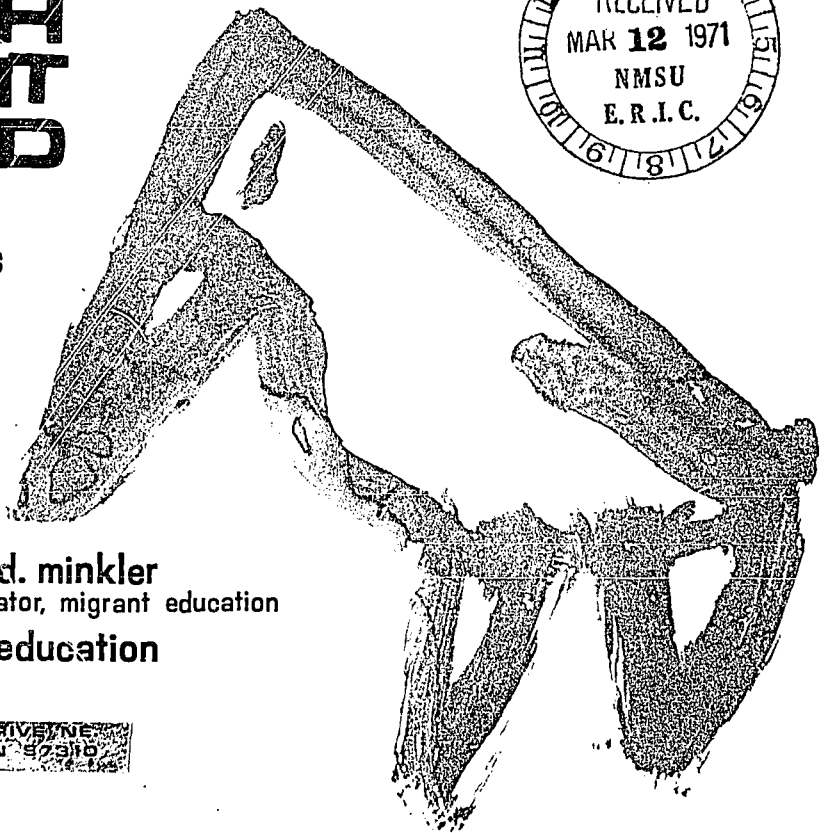
In the Foreword, it is stated that "It is not the purpose of this publication to set forth a grand scheme for migrant education programs, nor is it intended to serve as a progress report or an assessment of the Oregon State Plan for Migrant Education. It is published with the much more humble intent of reflecting in some degree the philosophy of the project activities of the state programs." Included are thoughts on objectives, symbolization, sympathy, homogeneous groupings, identifying the individual, bilingual culture, and the use of school-home coordinators. Ongoing Oregon projects selected by the authors for discussion are the Dayton Migrant Summer School and Teaching Laboratory, which involves all age groups; the outdoor educational experiences provided at Lake Creek Camp Grounds; the Migralab Service; and the Ontario Program for academic development of preschool through high school migrant students. Appendices are provided on curriculum development, utilization of migrant education grants, and criteria for migrant education programs. (LS)

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TO TEACH A MIGRANT CHILD

programs and concepts
in migrant education



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foreword

It is not the purpose of this publication to set forth a grand scheme for migrant education programs, nor is it intended to serve as a progress report or an assessment of the Oregon State Plan for Migrant Education. It is published with the much more humble intent of reflecting in some degree the philosophy of the project activities of the state program.

The inclusions consist of excerpts from memoranda, addresses, and news stories that have resulted from our endeavors to fulfill our commitment to the migrant children. There is no recitation of objectives, nor is there the objectivity and statistical information and elaborations that are evidenced in an evaluation.

Perhaps it would suffice to state that it is not our intention to provide information as to what we have accomplished or to glorify our achievements. We merely wish to present an unostentatious report of some of the concepts and activities that are indicative of the intent and content of the program.

acknowledgement

To the thousands of migrant children who have, no doubt, contributed as much to our education as we have to theirs. Should our efforts in some small way contribute to a changing world in which these children will cease to exist and begin to live, then we will have been rewarded.

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objectives

Objectives are to education what opiates are to the medical profession. With knowledgeable and considered administration, both opiates and objectives play an important role in implementing the services provided by the respective professions. Inexpert or careless application of either can produce negative and irremediable results.

Our concern here is with objectives. We read of objectives, we discuss objectives, we lecture and listen to lectures about objectives, and we are sometimes obsessed with and overcome by objectives. There are program directives, goal-directed objectives, and behavioral objectives – the current kick.

The purpose here is not to depreciate objectives per se, for without goals and objectives there can be little direction. The theory of behavioral objectives is defensible although the general concept and application too often leaves much to be desired. Behavioral objectives should not anticipate preconceived behavioral patterns that will evolve at a predetermined time to predetermined stimuli. We say, "This is what he is (we think), and this is what we shall make him." We endeavor to take the child from here to there in a straight and virtuous line from which we shall not deviate.

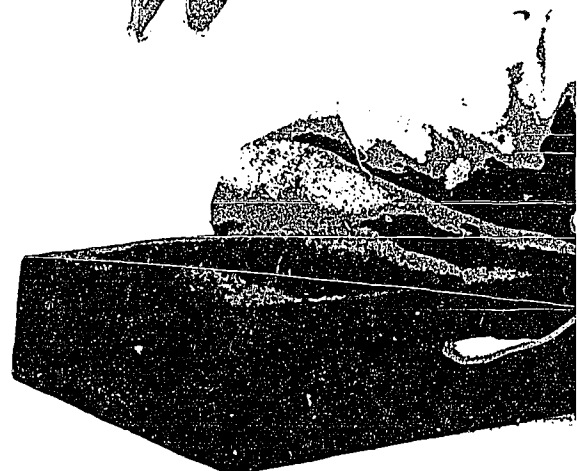
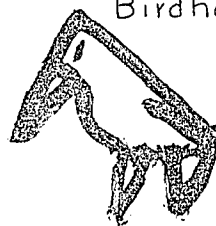
Behavioral objectives are the forte of animal trainers. The dog should learn to fetch, roll over, speak, sit up, and heel. Perhaps the child is more versatile and should be allowed more latitude than the dog.

In consideration of this, one objective that might be applicable would be:

"To provide an atmosphere and environment that is stimulating and conducive to the child developing his own goals and objectives in accordance with his own interests, his own needs, and his own capabilities, providing flexibility of time and goals commensurate with the changing attitudes, educational acquisitions, and social maturity of the child."

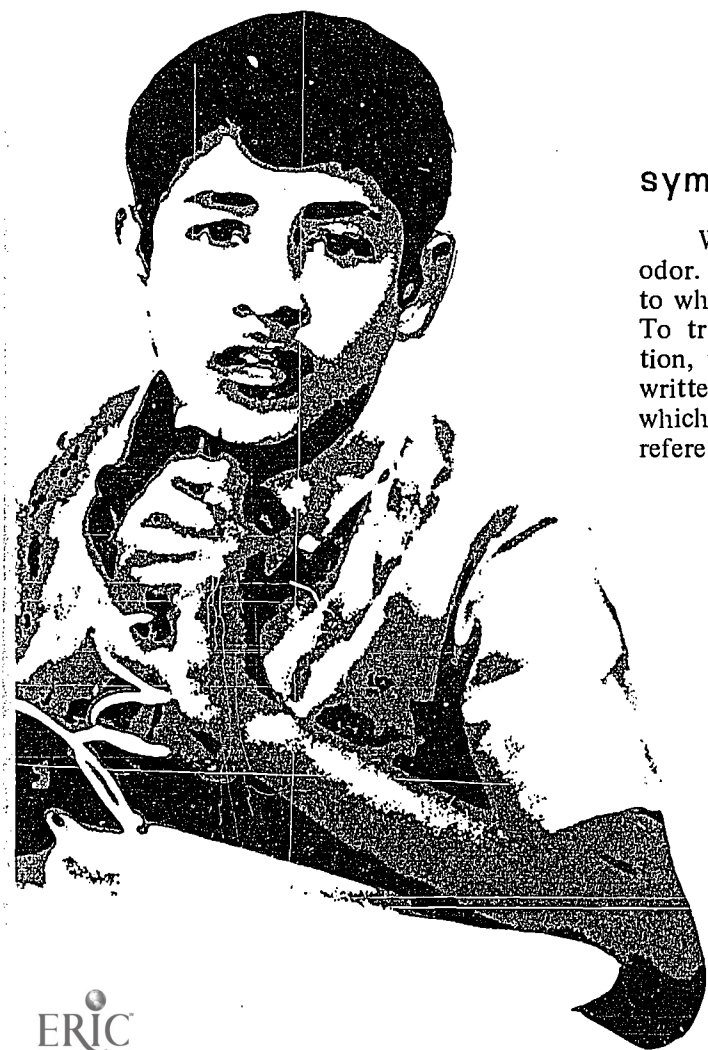
Our job is not to mold; it is to nurture.

Bird in Rudy's
Birdhouse



symbolization

We see, we hear, we feel, we taste, we detect an odor. These sensations provide the object references to which the spoken words, the verbal symbols, refer. To transmit these words without oral communication, we have developed written symbols. Thus, the written word is a symbolization of the spoken word which in itself is a symbolization of the object reference.



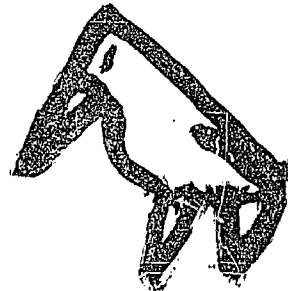
It would follow that the logical progression of learning would be: first, acquire the experiences that will provide awareness, knowledge, and recognition of the object reference; second, learn the verbal symbol that will identify the object reference; and third, learn to identify the written symbol that corresponds with the verbal symbol; thus, on to reading and writing.

Historically, our first grade programs have been designed to accommodate the child that has an extensive vocabulary. It anticipates that his vocabulary is meaningful and based on correct concepts of the object references. We project our primary programs on the theory that the child's preschool experiences have provided a base that is the consequence of having been exposed to a middle class home environment.

With the migrant child, as well as other disadvantaged children, the gap between this expectation and reality is so great that it is impossible for the child to function. The tools he has acquired are not sufficient for the tasks with which he is confronted. Adequate tools must be provided before any comprehensive formal education program can be meaningful.

Also, let us not assume that the difficulties the migrant child has can be solved by parallel exercises in Spanish-English translation. To teach this child that the English equivalent to "amario" is "closet" or that the English equivalent to "espajo" is "mirror" is nothing more than teaching nonsense syllables if "espajo" and "amario" are not included in the child's Spanish vocabulary, and he has no object reference to which he can associate these symbols.

We must provide for the migrant child the environment and experiences that will give him an opportunity to associate the word symbols with the objects, acts, or conditions to which these symbols refer.



sympathy

Contrary to much of the literature and the beliefs of many, the migrant child does not need or desire any demonstration of sympathy or pity. In fact, such demonstrations are not conducive to developing good relationships and establishing open avenues of communications with the migrant child, his parents, or any of those whom we consider to be educationally disadvantaged.

What the migrant child needs is not sympathy but understanding, not charity but opportunity, not indulgence but consideration. He needs an environment in which he can grow, not a refuge from reality.

We who work with migrant children must express not sympathy but appreciation — appreciation of what they are; for they are fellow Americans, a product of a different environment than is ours, and, perhaps, a better product than we would be, had we been raised in that environment.

It is our great fault that we consider those who do not conform to our social tenets, that do not possess the economic and cultural acquisitions we so cherish, to be marginal Americans. We have been hesitant to acknowledge that certain cultural acquisitions that are theirs should be retained by those who are so endowed. The time has come for us to step down from our pedestals and, instead of looking

homogeneous groupings

There are times, when, because of usage and social implication, words which are neutral in their correct interpretations come to have negative connotations. One such word is segregation. This term now is fraught with unacceptable implications. Most people equate segregation with racism and discrimination. This has resulted in a profound modification of program planning.



Many educators are so imbued with the false concept of segregation that they are fearful of programming any activities that would result in homogeneous grouping, even for short periods of time and encompassing only a small part of the total day's activities. For to do so, they believe, would leave them subject to minacious cries of segregation.

Be this as it may, there are periods of time devoted to specific activities when the migrant, or any other educationally disadvantaged child, should be placed in an environment in which he can succeed – succeed, not in the eyes of the teacher, but in light of his own concept of success.

To provide him an opportunity to do so, he must be placed in an environment in which he is nearly equal in ability to those with whom he is associated; an environment in which he can compare favorably in his response and contributions with the responses and contributions of his classmates; an environment in which he is comfortable and secure in knowing that the results of his effort will be comparable with those of his classmates.

This does not anticipate isolation of any group. It does indicate that the migrant child could benefit materially by being placed in homogeneous ability groupings for short periods of time for selected activities.

school-home coordinators

To attract the migrant child to the school, the opening of doors and the ringing of bells will not suffice. To encourage him to attend, provisions must be made for family counseling and student recruitment. These are the duties of the school-home coordinator, a person who has the background experience, the personality, and the disposition to be comfortable in the home and social environment of the migrant family. This will be a person who has empathy with and understanding of the migrant child and the social milieu in which he lives.

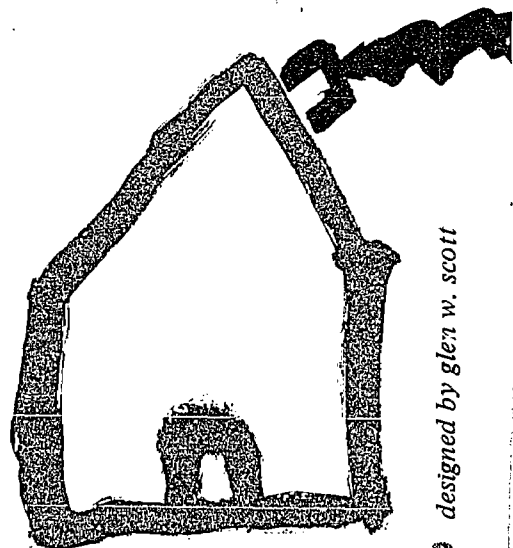
There are many sincere, considerate people who cannot, because of their concepts of social propriety and their prejudices, be comfortable in the migrant's home and environment. And not being comfortable themselves, they bring no comfort to, nor do they develop rapport with people whose social, hygienic, educational, and material concepts and acquisitions they may consider to be offensive rather than remediable. This is not to fault those who are so affected. It is only to request that the truth be recognized, and that those who cannot truly relate to or identify with the migrant and his family, leave the counseling assignments to others.

For those whose attitudes would disqualify them as coordinators, there are many other phases of the migrant program in which they can participate and make contributions according to their interests and capabilities.

The coordinator has but one basic responsibility — that of locating the migrant children and, by soliciting the support of the parents, encouraging them to enroll in school. However, because the coordinator serves not as an attendance officer who demands attendance through threat of law and legal force, but, contrariwise, serves as a public relations and liaison person between school and home, this one basic responsibility develops many manifestations.



The coordinator must be aware of all the services that are made available to the migrant by the various agencies functioning in the area. He must work with the migrants to encourage and help them to utilize services such as day care, school, preschool programs, adult education, health services, job placement, or housing assistance. Each service supplements the others. For example, day care services release the older children from baby-sitting so that they can attend school. The migrant father or mother attending adult education classes appreciates more fully the educational needs of the children. The healthy child responds better to an educational experience than one who is in need of medical care.



designed by glen w. scott

identifying the individual

The sum of the individual's past experiences dictates how he will respond to all stimuli — the choices he makes, the concepts he sustains. Major events of his existence modified by minor events, that at the time of happening seem inconsequential, result in the essence of that individual. The human computer registers each event, each instance of stimulation, regardless of how trivial. The substance of each experience is stored, perhaps not for immediate retrieval or perhaps never to be recalled per se; but, it will serve to modify or control the acts, responses, or considerations that result from subsequent stimuli.

The essence of an individual cannot be determined by a critique of his society, nor can an evaluation of the individual provide the information necessary to project the tenets and acquisitions of his society. Caricatures, characterizations, or any form of stereotyping of the individuals in a society can result only in the depreciation of the worth and individuality of the members of that society. A society is not a mean or median of the parts that comprise the whole. It is a composite that results from the interaction of the individuals and segments of which the society is constituted. Generalizations may suffice to describe the characteristics of any one of the multitude of potatoes in a cellar, but such generalizations will not apply in endeavoring to describe the individual plants that constitute a botanical garden. The analogy, though incongruous, is evident.

Much of man's trouble derives from concept characterization of those that are not included in his political or geographic area, or those from different economic or ethnic groups. The results are obvious in the nature of international wars and intranational prejudices, persecution, and riots. The abominable misery and inhumanity which result from these incidents are exceeded only by the heinous consequences of the egoistic self-righteous characterization of one's self and one's isolated social segment or clique. That characterization is based on arbitrary values by which all others are evaluated and depreciated because their concepts of social being, their morals, mores, and manner of living do not conform to those of the evaluator's immediate ambience. In such instances consideration is given not to relative merit with respect to humanitarian principles and ethical consideration, but only to conformity.

Until we come to appreciate that the individual is a product of his past experiences; that societies and cultural groups are comprised of individuals, each unique in his own right; and that moral concepts, mores, and cultural acquisitions of those not included in our own immediate social environment should be evaluated according to their own merits instead of on a basis of conformity to our concepts, there will be no possibility of international or national social and political equanimity. Nor will there be in evidence the attitudes and atmosphere necessary to implement educational programs that will be meaningful to, and provide motivation for, the disadvantaged children from different economic and ethnic groups.



bilingual and bicultural education

A. Bruce Caarder, South West Council for Foreign Languages, 1965:

"The greatest barrier is that the schools reflecting a dominant view of the dominant culture, want the child to grow up as another Anglo. This he cannot do without changing himself and his family and his forbearers, a form of masochism no society should demand of its children."

John M. Sharp, South West Council for Foreign Languages, 1965:

"...No less a foreign language to him than it would be for a child from Argentina or Colombia..."

"...The problem of learning English is, for him, enormously increased by his unfamiliarity with what objects and situations the no less unfamiliar words and phrases stand for."

The sudden immersion of the child into an atmosphere which lacks the warmth and comfort of human relationships found in the home, plus being confronted with English which to him is a foreign

language, can and will create psychological barriers that will not disappear in a lifetime.

In many states the schools are required by law to carry on classroom instruction in none other than the English language. One of the responsibilities of educators who live in states in which these archaic and super-patriotic laws exist is to initiate legislative action to have such laws struck from the statutes.

We have school districts in which the resident Anglo-American children are required to take courses in Spanish in order that they may be blessed with the advantages of being able to communicate in two languages. We have no argument with this concept. But when these same schools forbid the Mexican-American students to use their native language, as if it were a vulgarity, we must ask for some explanation of this inconsistency of values. Is all else subordinate to the child's ability to "talk American"?

Also we have children who are nominally bilingual, those who speak a polyglot and are only semi-literate in two languages. Because they have the ability for limited communication in English, they are often considered to be sufficiently proficient to participate in the regular school English oriented classroom. The child with a limited knowledge of English and with cultural acquisitions and concepts not concomitant with the classroom environment withdraws and accepts the attitude of failure; or, in order to combat or defy the minacious authority, develops emotional and psychological characteristics that will interfere with both his educational and social development.

We must learn to recognize and accept the child for what he is, and place him in an environment in which he can succeed. And, above all, we must provide him with the opportunity to employ the language, social, and cultural tools he has previously acquired.





Dayton program involves all age groups

During the summer of 1968, the staff of the Dayton Migrant Summer School and Teaching Laboratory made an all-out and successful attempt to involve all age levels of migrants in the school program and activities.

The summer school program, which was designed to provide a rich, ever-changing, though somewhat controlled environment, emphasized the apt of learning through experience. The same

attitudes and concepts were reflected in the activities that were extended to the migrant camps and homes.

The family counselor, aided by staff members who volunteered their evenings and week ends, visited all migrant homes in an effort to recruit school age children, ages four and up. When visiting the homes, the staff made an informal survey by asking the migrant adults, what, if any, evening and week end activities the school could provide that would be of interest to the migrant people. The

response was good, and the interest was high. The migrant families were enthusiastic about the program for two reasons. First, they were included in the planning. Second, by being included in the planning they could indicate and request activities and programs that were tailored to their needs and desires as seen by themselves.

As a result of the planning, the following activities were provided for the migrant homes and camps:

1. Bilingual instruction
2. Documentary and travel films
3. Episodes in health and family life
4. Music and physical education programs
5. Projecting film slides and video tapes of school activities. (These served as a good entree into the homes and camps. The parents were pleased to see their children in the slides and on tape and to see what activities their children had participated in at school.)

Besides the home and camp activities, there was an evening program for the migrant teen-agers. The summer school buses would cover the area, picking up all the interested members of this age group and bringing them to the school where they could participate in numerous activities such as sports, art, handcrafts, and music. Some found the library inviting and spent their time browsing and reading.

As a consequence of these activities, the migrant families became more aware of and more interested in the school programs. This resulted in better attendance of the school-age children and more involvement of the parents in the school activities.

outdoor educational experiences

Thirty-five miles south of Prairie City, Oregon, at the Lake Creek Camp Grounds, 104 migrant students, 20 instructors, a camp nurse, and the Ontario summer school program director spent a week investigating the marvels and phenomena of Mother Nature and using her contributions as educational materials.

The accommodations at the camp consisted of a large lodge for cooking, eating, and meetings, and several smaller sleeping cabins. The concentration of learning skills and academic activities that was emphasized in the rest of the summer school program was given limited consideration for this one week.

The activities of the camp were planned to accommodate the following objectives:

1. Develop personality and character

The camp provided opportunities for the children to show or express their individual aptitudes and qualities in an easy, socially comfortable, and informal setting.

2. Learning to assume responsibility

The camp provided the students with an opportunity to assume responsibility for their own decisions and actions without family guidance or security. Maximum opportunity for decision-making is inherent in such an environment.

3. Training in leadership

Activities such as cabin cleaning, camp maintenance, bed-making, outdoor cooking, group singing, drama skits, and group or tribal meetings provided opportunities for experiences in leadership and organization.

4. Making new friends and developing rapport with others

The camp experiences gave students an opportunity to meet and work with other people through committee meetings, program planning, living together, and other group activities. The camp environment gave the children an opportunity to associate and compete with others without concern for the status of academic achievement.

5. Training new skills

Activities were included that provided the students an opportunity to develop skills in swimming, camp craft, nature study, handicraft, wood craft, games, and sports. These served a two-fold purpose: abetting the child's physical, social, and emotional growth, and developing skills and interests that will assist him in future leisure time activities.

6. Spiritual growth

The camp personnel created and maintained a climate favorable to moral and spiritual growth through a high standard of staff conduct and example, orderliness, and inspirational programs.



7. Building good health

Good health practices were promoted through concern for proper nutrition, cleanliness, physical fitness, and plenty of rest.

8. Having fun

This very important objective needs no clarification or amplification.

The daily schedule was:

7:00 a.m.	Reveille
7:20	Flag raising
7:30	Breakfast
8:15	Cabin and camp cleaning
9:00	Interest groups
11:45	Clean up for lunch
12:00	Lunch
1:00 p.m.	Rest period
2:00	Interest groups
5:00	Free time
6:00	Dinner
7:00	Flag lowering
7:30	Campfire (song and story time)
9:00	Retire to cabins
9:15	Taps

In the morning the students were divided into three groups. Two groups were assigned to teachers working with crafts, etc., while the other group worked with the resource person assigned for that day. The groups were rotated every hour. The resource people were from the Oregon State Department of Forestry, fish and game commissions, and Malheur Game Refuge, and volunteers who were interested in outdoor activities, photography, etc.

The afternoon sessions provided a variety of activities from which the students could choose. The children were encouraged to vary their participation in activities such as hiking, swimming, nature study, archery, gun safety, softball, volleyball, fishing, and horseshoe pitching.

The children were assigned to cabin groups; each group chose a name of an Indian tribe. Each child developed an identity with and a loyalty to the group. The different tribes were assigned different camp responsibilities each day.

We cannot recite in norms, percentiles, inches, pounds, or other objective measurements the benefits the students derived from this experience; but for those who will accept the obvious subjective evaluations, assurance can be given that the objectives were met and the children responded positively to the experiences provided at the camp.



willamette valley migralab service

The Migralab is a mobile classroom designed to supplement and extend the regular classroom instruction of migrant children and to provide in-service training for the classroom teachers. Two teachers are assigned to each unit. The teacher in charge is a person who has had considerable training and experience in working with migrant children, and who also has had training in working with the teaching aids and equipment that are part of the unit. The second teacher has the capacity to serve as a substitute teacher for all grade levels in the primary and elementary schools.

During the regular school term, the Migralabs operate in the areas in which there is an influx of migrant children. With exceptions, it serves the smaller schools that do not have a sufficient number of migrant children or lack the space and personnel to establish a district program. The Migralab calls at each scheduled location two to four times each week. Each class period is from one to one-and-a-half hours' duration.

When the Migralab arrives at a location, the head teacher remains aboard to work with the children and their teacher. In order for the district teacher to accompany her migrant students while they attend classes in the Migralab, the second teacher relieves her of her classroom assignment and works with the resident children that remain in the classroom. While in the Migralab, the district teacher observes and works with the Migralab teacher. Not only does this provide practical in-service training, it also makes it possible for her to provide follow-up activities for the migrant students when they return to their classroom. In order to make more meaningful the follow-up activities, the Migralab carries additional teaching materials, aids, and equipment that can be left at the school until the next scheduled visit.

As the migrant population shifts from one area to another, the Migralabs' schedules are revised. During the summers the program is similar but modified to meet the unique needs of a summer program and scheduled to provide educational and recreational programs at the migrant camps in the evenings. The labs are operated at capacity 11 months of the year.



The Migralabs are fully equipped with many kinds of teaching aids and devices aimed at helping an expert teacher provide individualized instruction for migrant children who have language or other educational and developmental problems that can best be served through the use of additional self-training activities. These needs are determined, and required activities implemented, by a teacher who is acquainted with the needs and problems of the migrant children and who has had special training in meeting these needs, in diagnostic procedures, and in the use of the available teaching aids, prescription teaching packages, and audio-visual equipment. It is her responsibility to diagnose the needs and to design individual programs for boys and girls who come aboard the Migralab for direct instruction. This instruction takes place at individual study carrels, in the Migralab, where the pupil receives direct assistance from the teacher and from the auto-instructional equipment that has been programmed to meet his unique problems of communication or remediation. Through the multi-media approach the Migralab teacher uses tape recorders, filmstrips, individual viewers, record players, earphones, language labs, and various kinds of headset devices so that each youngster's needs can be fully met within the limited time he is aboard the Migralab for instruction.

Tape recorders also play an important part in the Migralab program. The child's "personal" tape recorder promotes interest in himself and his activities. It provides exercises in language development and stimulates interest in repetitive exercises. It gives him an opportunity to work individually and at his own level of achievement at a rate concomitant with his abilities. The large tape recorder is used with read-along stories and for creative writing experiences.

If they are to be meaningful the educational experiences designed for the migrant child must, above all else, make provision for an atmosphere and a level of expectation that will give the child an opportunity to experience success and enhance his self-image. It is apparent the services provided by the Migralab have succeeded in meeting these needs. These services have also succeeded in creating excitement, interest, spontaneity, and individualization, as well as imparting new experiences and supplementing school activities through the use of educational media. They have served to make the educational environment more meaningful and enjoyable for the migrant child.

Experience indicates that the most widely used and most effective unit of equipment in the Migralab is the video tape recorder. By producing video tapes of the child's playground activities, classroom experiences, field trips, and the activities of his community, the staff is able to capitalize on the immediate "now" of his experiences. The video tape recorder helps the child to relive those experiences and uses them to reinforce and make more meaningful the classroom exercises designed for language and concept development, thus utilizing and enriching the experiences and increasing his level of understanding. The proper use of teaching aids does not minimize the person-to-person relationship of the student and teacher; contrariwise, it tends to enhance and increase an important facet of the educational process.

Following are some comments contributed by teachers and administrators representing districts the Migralab has served:

"The Migralab gave the children some of the social and cultural background that they lack and helped to bridge the cultural gap between a migrant child and his Anglo peers."

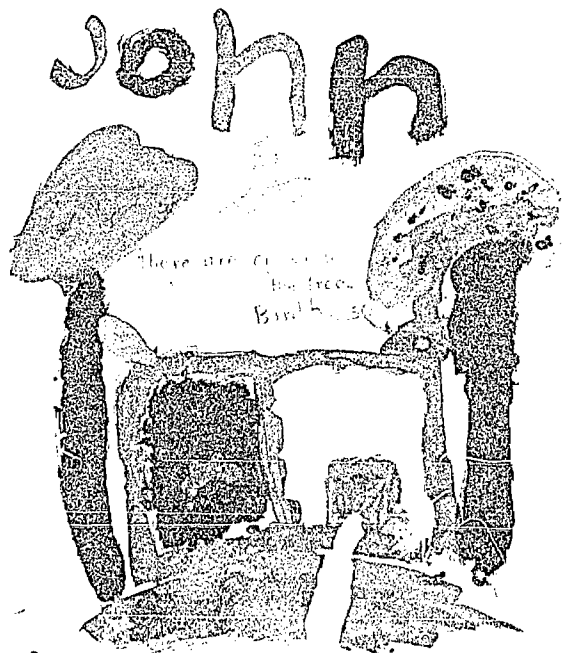
"The children were excited about attending the lab; they came back to class with big eyes and positive attitudes. The experience encouraged self-expression in the classroom afterwards."

"The strongest point was that it got down to individualized instruction."

"The ability to feed the children through various stimuli at the same time or individually is a distinct advantage."

"You've got to be yourself or something that you know in order to be interested. Seeing themselves on the video tape helped them to verbalize."

"The immediate feedback of the activities was of great benefit to the students. It occurred while the interests were still high and the repetition was successful and came at the right time."





the ontario program- preschool through high school

During the past two years, 22 school districts in Oregon have administered migrant education programs funded by Title 1, ESEA, Migrant Amendment. Each year approximately 3,000 migrant children are enrolled in programs designed especially to accommodate their needs. Although emphasis is placed on academic development, provisions are made to provide services that will alleviate the health, social, and psychological needs of these children. In all districts the emphasis has been on providing the migrant children with an environment that will provide multifarious experiences in order to acquaint them with the concepts and symbols of the Anglo-American culture.

Although many of the Oregon school districts have developed exemplary programs worthy of comment and publication, our focus here is on the Ontario program which provides special educational programs for all migrant children from preschool age through high school.

To provide housing for the preschool group, the Ontario district has acquired portable facilities to accommodate 50 students. These facilities are adjacent to the May Roberts Elementary School, making it possible for the teachers and students to utilize the materials and equipment available at that school. The close proximity to the elementary school also makes it possible for the preschool children to utilize the health, hot lunch, and other ancillary services that are provided for the elementary school students.

The preschool program consists of two sessions. The regular school term, which runs from September to May, serves mainly the home-based migrant students. The summer school session is designed to meet the needs of the inflow migrant children. Although these are general categories, there is a mix of home-based and inflow students in both sessions.

The objectives of the preschool program are to provide an environment that will enhance the educational and social maturation of the migrant child. This maturation is essential for satisfactory first grade participation. The preschool activities must also encourage and assist the migrant child to understand and habitually to speak the English language. This is especially necessary for many of the inflow Mexican-American students who have little, if any, knowledge of English and are accustomed to speaking Spanish in their own homes.

The migrant child must also be provided with the experiences that will give him the social and cultural background that will make meaningful the cultural concepts and experiences to which he will be exposed when entering the public school first grade environment. If this can be accomplished, he will be much more likely to succeed in his first grade assignments and progress through the subsequent grades without supplemental remedial programs. A good preschool program can prevent much of the frustration and discouragement that results in the first grade. This preschool experience is necessary; for if a child cannot respond properly to the first grade experiences and environment, he is headed for successive and accumulative failures.



In the primary and elementary phase of the total program, the migrant students become involved in especially designed exercises and experiences that are incorporated into the regular school program. The groups are heterogeneous and to a degree ungraded. At the age levels and in the disciplines where applicable, team teaching is made a part of the program. Language arts are the core of the program. And, as is true with the preschool and junior high students, the primary and elementary children are provided a wide range of experiences both within the classroom and by use of walk-out and extended field trips.

At the junior and senior high level, two special projects have been designed to meet the needs of the migrant students. Although it is a difficult task to recruit and hold the migrant students at the primary and elementary level, it is an even more demanding task to solicit and retain the interests of the older students. In order to retain their interests, the curriculum must include programs and activities that

will serve the students' immediate needs; because of their cultural acquisition and their day-to-day existence dictated by their type of employment and living, they are "now" oriented. To meet this need the Vocational Exploratory Plan and a work study program were developed. To provide the experiences and educational activities that will accommodate the students' future needs, a special language arts program is an important part of the curriculum.



A Special Training Center and a Resource Center serve as the core of the language arts program. In the Resource Center, numerous and diversified publications, materials, and texts have been made available for use by the students and teachers. These are all of a type, design, and level of difficulty that are concomitant with the interests and abilities of the migrant students.

Although the philosophy of the program calls for close student-teacher relationships and one-to-one communications, the Special Training Center utilizes various teaching aids. These are used, not to isolate the student, but to sustain and reinforce the individual instruction. The aids that are proving most effective are the Language Master, the Audio-Flash System, the Hoffman, and the EDL Controlled Reader. These permit the students to progress apace with their own abilities and interests and provide a diversified program that will hold the students' interests.

The Vocational Exploratory Program affords the students high interest activities and gives them an opportunity to sample, explore, and prepare for the types of vocational opportunities available in the community. Provisions have been made to enroll 80 students, both boys and girls. The Treasure Valley Community College is cooperating with the school district by providing facilities, equipment, and consulting personnel. The VEP is an incentive program in that those who are enrolled must, according to their abilities, have a satisfactory record of attendance and performance in their regular school assignments.



All students enrolled in the VEP participate two hours a day five days a week. The program for the boys includes shop procedure, small engine repair, power machine operation, and building and construction trades. The girls are provided experiences in distributive education, secretarial and business education, health occupations, and personal development. Both boys and girls are provided opportunities for on-the-job training in addition to scheduled classwork.

Inasmuch as recruiting and student counseling is an important part of any migrant program, the Ontario district has employed family-school liaison personnel to enroll the students and to serve as coordinators between the students and their families. These same employees serve as district representatives to work with business, industry, and other agencies in the community. These coordinators were selected because of their knowledge of and empathy with the migrant way of life and their cultural acquisition. They are also bilingual. Provisions are also made to serve the medical, dental, optical, and psychological needs of the migrant students through agency agreements and special professional services.

Appendix

CURRICULUM DEVELOPMENT

In any educational program a basic concern is for curriculum content and implementation. This often results in a definite pattern that is considered to be essential curriculum structure establishing well-defined concepts to be applied in a somewhat rigged and restricted environment.

In the migrant education programs there has been developed a responsible alternate to the all-encompassing statewide structuring of classroom activities that can result from overzealous curriculum planning.

The goal of the migrant unit of the Oregon Board of Education is to develop, project, and instill in the personnel involved in the migrant education program a philosophy which is conducive to understanding and meeting the needs of the migrant children, and also to develop the materials, methods, techniques, and strategies that will make possible the articulation of that philosophy. Through the process of in-service training, intra-district and inter-district communications and exchange of ideas, there is developed a concurrence of concepts as to the program substance and the continuity of its progression which are the two basic ingredients of any curriculum.

The effective migrant teacher, like any other merit teacher, is both a professional and an artist. She is a professional in that through her diagnosis she must be able to determine the educational, social and emotional needs of the child. She is an artist in that she must be creative in developing the type of environment, activities, and programs that will best serve those needs; the needs of the individual and the group which is assigned to her at any given point in time, and which will not be constant considering the ever-changing clientele with which she works; the child's needs of the moment and his future needs as a student and as a free and functioning agent in our society.

To assist the teacher in developing the philosophy of education and the sensitivity to the needs of the migrant child that are necessary in implementing this type of curriculum concept, and in order to provide her with the tools she will need to implement the activities and programs she designs, the following programs and services have been provided since the advent of Title I, Elementary and Secondary Education Act, Migrant Amendment, funding:

1. The Dayton Summer School programs during the summers of 1967 and 1968 provided eight-week training sessions for 52 teachers of migrant education. The Dayton programs were designed as a teaching laboratory in which the teachers were provided experiences in a regular classroom environment working with migrant children. Consultants' services and in-service

programs were an integral part of the total program.

In this laboratory environment the teachers were given the freedom to experiment with new methods, materials, techniques and strategies that they considered to be applicable to the needs of the migrant children. Those that proved to be successful were presented at the in-service sessions, and were evaluated by staff members on the basis of classroom observation. Consideration was given to resulting student attitudes, behavioral changes, and measurable achievement in performing their selected tasks and assignments.

Reports on the methods, materials, techniques, and strategies that were found to be successful were provided for each teacher and were recorded to be made a part of a teacher handbook to be distributed throughout the state.

2. Through the services of the Oregon Board of Education, the Migrant Education Service Center, the Eastern Oregon College of Education, the concepts and materials developed at the Dayton summer sessions have been and are being prepared for statewide dissemination through the use of video tape, film, and publications. Also a statewide communications system has been set up through statewide conferences, teacher exchange and inter-district meet-

ings and visitations whereby information regarding success or failure of program innovations in one district can be made available to all other districts.

Both the Migrant Education Service Center and the Eastern Oregon College personnel are constantly in touch with the districts in their area. They assist in developing programs and are made aware of new materials and concepts that would be reproduced and disseminated to other districts.

3. A coordinated effort has been made by the staff of the Oregon Board of education, Eastern Oregon College, Migrant Education Service Center, and the Ontario Project to develop "Migra-lessons" or teaching packages that are applicable to migrant education. Consideration is given to the social and cultural characteristics of the migrant child as well as the education and linguistic levels.
4. Eastern Oregon College is developing a system of indexing and color coding of all such materials. The areas of concern in indexing are the levels of difficulty and curriculum continuity.
5. The Migrant Education Service Center has developed video tape, film and recordings. Some of these materials are for use by the teachers in the classroom, and some are

projected at a level of sophistication adequate for training of teachers and teacher aides. These are made available to any district conducting migrant education programs. The Center staff is prepared and available to demonstrate their application to classroom activities, or to provide the in-service training for teachers and teacher aides.

SPECIAL CONSIDERATIONS FOR UTILIZATION OF P.L. 89-750 MIGRANT EDUCATION GRANTS

Title I, ESEA of P.L. 89-10 was designed to include special services for migrant children as well as other disadvantaged children, but it soon became apparent that migrant children were not receiving the attention needed under Title I, ESEA; therefore, Congress voted to supplement these funds with special appropriations for local attendance areas with high concentrations of migrant children.

Local districts with yearly influxes of migrant children and resident migrant children have an obligation, through local funds, to provide for the basic education of these children. The guidelines of Title I, ESEA indicate that high priority should be given to migrant children in preparing Title I projects; and now additional special funds are provided via the Migrant Amendment. Hence, all three funds are sources to be shown by districts submitting projects for a special Oregon Board of Education grant for migrant education. In other words, grants under P.L. 89-750 are to supplement other revenues and are not to be the sole source of funding for migrant education projects.

Special grant funds for migrant education should be used to provide exemplary learning opportunities for migrant children above and beyond those that are provided for the normal disadvantaged resident children. How this will be carried out should be clearly delineated in the application for a grant.

The principal concern is, of course, that these children in many cases start behind, lag behind, and drop out earlier than the other children. The reasons by now are quite well known. Among the causes of their inability to cope with the normal instructional fare are lack of initial readiness due to the absence of positive home and neighborhood influences, frequent interruptions of schooling due to family movement, limited English language facility in many instances, discouragement due to the lack of school success, low vitality due to diet and to health problems, and low motivation.

These are cause factors in the children's inability to learn at normal rates. So often we tend to treat symptoms instead of going after the causes. A child is slow in reading so we give him more reading or a different kind of reading instead of identifying his problems and helping him to overcome them. Perhaps he does not see or hear well, perhaps the words are not within his world of experience and have no meaning to him, perhaps he lacks the energy tostrate, or perhaps he sees no reason for learning

The Migrant Amendment Program envisions the development of projects that show promise of removing or alleviating the barriers to normal learning which typically confront the migrant population. It is expected that many Oregon school districts which have significant numbers of qualifying children will devise some imaginative and exemplary programs which will attack the causes of low migrant pupil achievement.

There appear to be two most critical periods in the educational lives of migrant children. One is at the entry and pre-entry level where the child normally needs compensatory experience and concept development necessary for beginning success in the school subjects. The other is at the upper elementary or junior high level where the high dropout rate for migrant children begins to occur. It is suggested, therefore, that local districts consider giving these areas special attention in planning their projects.

The Migrant Amendment should not be considered a crash program which is expected to produce immediate and striking results. While project applications must suggest short-range objectives against which terminal evaluations can be made, the long-range hope is that the funds for supplementary experiences and services which are made available under the program will serve to enable the migrant children to profit as well by their school experiences as the other children, and that many of them may thereby escape from semi-poverty. This will be a slow and arduous task but is achievable if serious attention is given to the planning of an instructional program, and that program is carried out with dedication and perseverance.

CRITERIA FOR MIGRANT EDUCATION PROGRAMS

1. Identification of Preschool and School Age Children to Participate in the Program

The Local Education Agency must identify the migrant children who are residents of the area and provide an estimate of the number of transient migrant children that will move into the area during the period designated in the application. These estimates must be based on the best evidence available from previous years, obtained from school records, the Growers Association, Bureau of Labor, etc., either through interviews of agency personnel or a review of their surveys.

2. Advisory Committee Development

In planning, developing, implementing, and evaluating the program, each district will involve members of the community and target group. Such involvement will be in keeping with Program Guides No. 46 and 46A as outlined in the Oregon Board of education memorandum dated January 31, 1969.

3. Schedule

Each application shall include schedules indicating the period of time the program will be administered and a daily schedule of activities. It is appreciated that during the regular school term the daily time schedules will be determined by the bus schedules and the standard school day program; however, when staff and facilities are available, evening activities should be planned for the migrant children and their parents.

The summer programs should be designed to accommodate the schedules of the parents. Consideration must be given to scheduling early morning and late afternoon bus runs, and to extended day programs at the school or at the camps.

4. Family Counseling and School Enrollment

Each application should include provisions for home counseling and student recruitment. In the larger project areas this can be done by employing a bilingual school-home coordinator who has an understanding of the social and cultural acquisitions of the target group. When this is not feasible, these services can be provided by teachers and project directors assisted by teacher aides selected from the migrant population.

5. In-service Training

Each project application shall give evidence of definite planning for in-service training for teachers and teacher aides. The Oregon Board of Education, Eastern Oregon College, and the Migrant Education Service Center will provide assistance in planning and implementing these services.

6. Ancillary Services

Each application shall include provisions for medical, dental, optical, nutritional, and social services concomitant with the needs of the students and in keeping with the services and facilities available in that area. The application shall contain specific information as to the manner and degree that cooperation of other agencies and service groups in the district have been obtained to assist in providing these services.

7. Personnel

The application form requires a breakdown of all classes and levels of personnel to be employed; it further requires a statement of incidental salaries and a distribution column indicating prorated disbursements from local resources and Title I, ESEA, Migrant Amendment funds. Also required is a statement anent employment of personnel from the target group including information as to efforts made to recruit such personnel and the number employed and their assignments.

8. Curriculum

Because of the nature of the needs of a majority of the migrant children, the curriculum emphasis is on language arts, with progressively increasing concern for the developmental skills in the other discipline areas. It is appreciated that, because of the somewhat restricted environment of the migrant child, provisions must be made for him to become aware of the objects, concepts and experiences of the resident Anglo-American child. To do so may require exposure to areas and institutions other than the

playground and school. To serve this need, class period walk-out field trips, or full day field trips are warranted. Prerequisite to such field trips should be well-planned pre-trip and post-trip classroom activities that relate the experiences gained on the trips with the activities of the classroom.

9. Cost Distribution

The evaluations of the migrant programs for fiscal years 1967 and 1968 provide the information needed to project an approximation of the cost distributions that will result in effective migrant education programs. Briefly, they are:

Administration	3.5%
Instruction	63 %
Attendance services	2 %
Health services	3 %
Community services	.5%
Transportation	4 %
Plant (operation and maintenance)	3.5%
Fixed charges	5 %
Food services	7.5%
Equipment	8 %

10. Per Student Costs

An assessment of the 1968 migrant education programs reveals the following statistical information with respect to student costs. These are the composite of all districts.

	Regular Term 36 weeks	Summer School 8 weeks
Total days membership	118,512	26,340
District disbursements	\$185,852	\$219,000
Cost per students per day	\$ 1.57*	\$ 7.46
Cost per student per term	\$ 291.00*	\$ 298.00

Costs in all districts are not constant; the costs per student for equal services are more in the smaller programs. It is also true, however, that in most instances the districts administering the larger programs have the staff and facilities to provide additional services, thus tending to equalize per student costs. This does not mean that applications are approved or disapproved on the basis of strict adherence to per student costs. It does mean that any considerable deviation from these projections must be justified adequately.

***Supplemental to District Contributions** – Whereas the summer school programs, with exception of plant utilization and incidental costs, require no expenditure of district funds, the Title I, ESEA, Migrant Amendment funding for regular school programs supplements local funds. The districts are

obligated to fund the basic program and services for the migrant students at the same level as is provided for resident students.