

A PROPOSAL FOR A PROGRAM OF EDUCATION FOR THE
MIGRANT STUDENTS IN THE SECONDARY
SCHOOLS OF HARLINGEN, TEXAS

THESIS

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FOREWORD

When one realizes that the perpetuation of democracy in this country depends upon the education of its citizenry and that all members of all communities will likely become voters in their lifetime, it seems that all youth from all walks of life who are educable in any degree are entitled to receive an education commensurate with the limits of their abilities.

This study considers the education of the migrant and recognizes the appropriateness of the following statement made by the Supervisor of the Division of Special Education in the State of Ohio: "In planning education for the unfortunate children we look back to the level of the child's ability; we look out to the level of his social interest; and we look forward to the possibilities he holds for normal living in the adult community."

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CHAPTER I

INTRODUCTION

A. Statement of Problem

It is the purpose of this study to present a plan for educating the migrant student in the secondary schools of Harlingen Independent School District, Harlingen, Texas.

B. Importance of the Problem

As the secondary schools have been forced to become less selective and to admit students who continually move in and out of Harlingen, teachers and administrators alike have charged that these students have lowered the secondary-school educational standards and have impeded the progress of the capable students. Since the school population in Harlingen has continued to grow, the junior high, grades seven through nine, has approximately three hundred migrant students. It is for this reason that the educational philosophy should be changed from one of condemnation and despair to one of positive planning for a program designed to provide for the migrant students according to the limits of their abilities and interests.

This problem began to appear a decade ago, and a few of the larger school systems have acknowledged the presence of

the students and have taken steps to provide a program for them.

It is a stated belief by the administration that a continuing and democratic public education is the right of all citizens, and that it is a human need to be able to succeed in some area of life. The writer and other personnel in administration found it imperative that plans be made and put into practice to provide an intelligent program for the migrant students in the secondary schools.

Migratory farm laborers move restlessly over the face of the land; neither do they belong to the land nor does the land belong to them. They pass through community after community; neither do they claim the community as home nor does the community claim them. There is probably little that can be done to keep these families from migrating year after year, but a better school program may be provided for these children when they return.

When the classroom door opens to admit a new child in the middle of the school year and in the middle of the lesson, this is what the teacher must understand:

Unless this child finds opportunity here, he will find it nowhere. His education is the sum total of temporary school stops in classrooms like this, always at the busy time of the year. It can be no better than what I offer him now, for whatever time he is here.¹

¹Fresno County Project, Teaching Children Who Move with the Crops, p. 4.

In this study the writer will consider the following questions:

What factors in this community make a program for the migrant student necessary?

What changes in education and in school population make this program necessary?

What has been the experience of other communities with a similar problem?

What kind of program can be proposed that will meet the needs of the students in this particular community?

What educative needs will determine the curriculum for these students?

How can such a program be implemented?

What outcomes can be expected in terms of making effective citizens of these students?

C. Sources of Material

Material for this study has been obtained from the following sources:

Cumulative records, test data, and population figures from the Harlingen school system for the past ten years.

A survey of educational publications for recommendations and guides for starting and evaluating a program.

Personal interviews, where possible, with school personnel who have been involved in planning for, or working in, such a program.

Experience in the community and school and membership in the combined junior- and senior-high-school administrative council, which is the group working on this problem.

D. Definition of Terms

Slow-learning students.--A slow-learning student is one who cannot succeed in achieving a satisfactory rate of learning, and who cannot acquire a satisfactory quantity of academic content or approved skill in a normal period of learning. Among these students the following types may be found:

An unwilling student who does not desire the experience of organizing mental effort along academic lines.

A pupil from a social, economic, or racial background which has given him no readiness, motive, or desire to learn the traditional content.

A pupil in whom no basic need, motive, or purpose has developed into a pattern of action.

A pupil who is psychotic or emotionally disturbed and whose maladjustment is unknown.

A pupil who is physically handicapped, under-nourished, or suffering from some health problem.

A truly retarded pupil whose top limit of achievement is fourth or fifth grade and whose upper limit of intelligence is an IQ of 75.²

²Leon Mones, "What Programs for the Slow Learner?" Bulletin of the National Association of Secondary-School Principals, XXXIII (May, 1949), 48.

Educationally retarded students.--Educationally retarded students in the Harlingen schools are those who because of a severe language handicap plus nonattendance in school, and because of the inability to cope with their language problem, have been prevented from progressing in school at the same rate as their age-mates. These students have average or better intelligence, but they are retarded two or more school grades in their academic work.

Migrant students.--Migrant students are the children of migratory laborers who seasonally follow the crop harvest. These students live in Harlingen and attend school in Harlingen only from sixty days to four or five months each year. They are usually of Latin-American parentage and, as a result of their language background and short time in school each year, become seriously retarded educationally as they grow older. The problem for these students, and for the schools, is most acute when they reach junior-high-school age.

For this study a pupil has been classified as a migrant if he falls in either of the following categories:

1. Entered school after October 1 for the first time this school year.
2. Transferred to the Harlingen Public Schools from another district with a record of having attended school less than half of the time since the

beginning of the current school year. Resident pupils that have attended school less than half of the time since the beginning of the current school year have been included also as migrant pupils.

Basic education.--Basic education is the name decided upon for the program.

CHAPTER II

BACKGROUND OF THE PROBLEM

A. Changes in National School Population and Educational Policies

In statistical studies of school-population trends for the past ten years, a great increase has been predicted; and this prediction has become a reality. In 1954-55 there were 6.6 million students in the secondary schools, in 1956-57 there were 7.1 million students in secondary schools, and in 1959-60 8.5 million are predicted.¹ A comparison of figures available in the Harlingen Independent School District reveals that there were 3,703 students enrolled in the entire system in 1945-46 as compared with 9,719 students enrolled in 1957-58, an increase of 162 per cent in eleven years. (See Appendix A.)

With this increase, one of the many problems as yet unsolved in the Harlingen School District is that of the migrant students. With the compulsory school age now at sixteen years in Texas, with the increased emphasis upon education as a requirement for jobs, and with the improved social status that is acquired by education, the school

¹"Our Public Schools," NAM News, National Association of Manufacturers, August, 1954, p. 7.

population has changed from the select and homogeneous students who formerly attended high school to a heterogeneous and diversified population whose needs are quite different.

Schools have been criticized in periodicals, newspapers, and books for their failure to keep the curriculum up to the former standards and for graduating students with few academic competencies. Parents have become concerned because it is felt that the schools have "watered down" the traditional curriculum with nonacademic courses, that the privileges of education are being abused, and that teachers are teaching to mediocrity.

Joan Dunn, a former New York City school teacher, in her book Retreat from Learning states:

Education has changed from a privilege to a right, and from a right to an abuse. Instead of reclaiming its previous dignity after the loss became obvious, the school surrendered that last shred of self-esteem still clinging to it. The school administration, the teachers, even the custodial staff are hostages to the belief that by making themselves virtual servants of the children, they will eventually be appreciated and school buildings will certainly, if only at long last become temples of harmony. . . . This new methodology has raised a breed of child afraid of no one, awed by no rule or regulation. They know that courses are planned and diplomas accredited solely on the basis of pupil interest. They know that they no longer have to take and pass New York State Regents Examinations in order to graduate. School has been given to them to do as they will; it has become their toy, and they cannot understand a teacher's refusal to let them play with it.²

²Joan Dunn, Retreat from Learning, p. 65.

Casper D. Green, a teacher in Ohio, says in The Atlantic for May, 1956:

About a generation ago, attendance in school in America ceased to be limited to a few years or so to the more fortunate children and became in reality what it had been in theory, an almost universal fact. This change has, on the one hand, caused traditional ideas of the immediate purpose and function of the schools to be regarded as out of date; and, on the other hand, it now has profoundly altered the frame of attitudes, ideals, and prestige within which the schools work. As long as schooling was a privilege . . . and as long as the pupils were children of parents who had grown up with this attitude, one psychological climate prevailed. But a new atmosphere gradually replaced the old one as pupils and parents came to realize that schooling is not a privilege for the few but is something that nearly everybody experiences, and moreover that it is not even a voluntary experience or of voluntary duration.³

Green describes the incompetent students who are found in every high school thus:

Though the teacher may struggle against it with the utmost conscientiousness and much skill, in such a situation the most incompetent students will tend to set the standard and tone of the class. Unless they are insolent or obstreperous, they cannot be removed from the class. They cannot permit it, the community will not approve, and the parents would strenuously object . . . but it is precisely what the pupils most wish for, so that the threat of that eventuality is no inducement to them to make any effort.⁴

³Casper D. Green, "What Shall We Do with the Dullards?" The Atlantic, CXCVII (May, 1956), 73.

⁴Ibid., p. 74.

School systems have attempted to meet the needs of the diversified school population by adding more courses which might be of value to these students. These courses have not been the answer for the recalcitrant student or the migrant. The requirements in the new courses are only slightly less attainable for these students than are those of the academic curriculum. Green sums up the problem thus:

However, most communities have in effect turned over their classrooms permanently to a relatively small group who cannot or will not appreciate the serious, constant, inescapable, and profound importance of learning--learning from the first grade right on up. When at least 10 to 15 per cent of the students in a class cannot be removed from the class or from the school; and when only the smallest portion of them, either as a matter of policy or as a practical matter can be failed--in such a situation it is difficult to find any method of encouraging, let alone requiring, those who could learn, to work at it consistently.⁵

With community and parental awareness of, and concern for, the problem, educational administrators and teachers are now able to take steps to correct it. The March 15, 1957, issue of U.S. News and World Report reflects this nation-wide attitude:

Across the nation, America's public schools are heading back to the three R's.

Top-ranking educators, once again, are emphasizing the value, for every child, of a strict grounding in the fundamentals of reading,

⁵Ibid., p. 75.

writing, and arithmetic. High schools are beginning to stiffen their standards especially for students going to college.⁶

B. Community and School Population, Harlingen, Texas

The community of Harlingen, Texas, located in the lower Rio Grande Valley of Texas, has a population of 37,000; a school population of 9,719 students; one high school, grades 10-12, and one junior high school, grades 7-9. This school population is made up of the following types of students:

1. The Anglo-American group, which comprises 45 per cent of the total.
2. The Latin-American group, which comprises 55 per cent of the total.

Included in the above two groups are the Negro students, who comprise about one-half of one per cent; the immigrant students who understand only Spanish; the mentally retarded students; the emotionally handicapped students; the environmentally handicapped students; and the dull-normal students.

The Latin-American group in the Harlingen school system comprises the majority of the language-handicapped and migratory students. Appendix B shows the distribution of migrant students in the junior and senior-high-school buildings, grades 7 through 12.

⁶"Back to the 3 R's?" U.S. News and World Report, March 15, 1954, p. 34.

C. Prior Practices in the Harlingen School System

In 1953 the people in Harlingen became concerned about the heterogeneous grouping of students in all grades and the poor achievement records of some of the good students. A community survey of opinion relative to the schools was conducted by the administration in 1954-55; and from the results of the survey, citizen-teacher study groups were organized in the 1955-56 school year to study ways in which the school program could be improved. From this study came the suggestion for grouping of students for instruction based on achievement test, mental ability, and teacher's judgment.

With the beginning of the 1956-57 school year, students were grouped and taught at the level of their achievement. In the seventh and eighth grades, this level ranges from third grade through seventh grade. For the past seven years, students who cannot achieve in the regular high-school classes have been given a grade of "L," meaning local credit only. At graduation they are given a certificate instead of a diploma and passed along to get them out of high school by some means. School personnel recognize this only as expedient rather than a solution to the problem; they know that these students have not been given a program they can understand and profit from. Since 1956-57 the Harlingen high-school students have been placed in classes in which the level of work is below that expected of students in high school.

In the seventh- and eighth-grade classes in the junior high school, it was found at mid-semester that 75 per cent of the migrant students who were being taught at their level of achievement were passing, as compared to almost 100 per cent failure in ungrouped classes in previous years. The same year in the ninth grade, which was not grouped on the above basis, an attempt was being made to teach these students somewhere near grade level in a simplified curriculum. There were only eight students out of the seventy-five in this group who were passing, and five had withdrawn from school. Most of these students had previously been doing work below grade level in the eighth grade and were passed on because of age or because they had been in the eighth grade for two years. (See Appendix C.)

The behavior and dissatisfaction of these students have brought into focus the absence of realism in the approach to their education. Their presence in the classrooms and the difficulty in reaching them with grade-level work which is beyond their abilities and interests confound and discourage the teacher at a time when the profession cannot afford to lose a single teacher. For example, a ninth-grade science teacher in whose classes many of these migrant students were enrolled last fall has declared that trying to teach high-school-level work to them is so impossible that he considers

leaving the teaching profession. He is convinced that the students are as discouraged as he is and that they find the social benefits of contacts with other students and their inability to find a job their only reasons for attending school. Even though Harlingen High School offers five different plans for graduation, designed as routes through school to accommodate the great range of individual differences, these students have not been reached even with the terminal plan and its great flexibility. (See Appendix D.)

D. Educational Problems of Migrant Students
That Are Educationally Retarded

The educationally retarded migrant students belong in Texas schools by law, by right, and by the hope of future welfare of the community. A program must be provided that will meet their need, supply them with purpose, and help them find social satisfaction and value in their community. If the schools do not accept them and equip them for this responsibility, it will be delegated to some other agency, possibly the juvenile courts. In the community of Harlingen, it has been the unpleasant experience of the counselors and administrators to find these students, who meet nothing but failure in school, falling into juvenile delinquency because of idleness, nonattendance in school, and a desire to gain some status in life. Job opportunities in this community are

scarce and, in poor agricultural years, young people cannot find employment.

Leon Mones, Principal of Cleveland Junior High School, Newark, New Jersey, in discussing this problem says:

It is true that statistics show we have accepted an influx of such pupils into our high schools. But by and large we have accepted them on our own terms and with vested convictions as to their needs. As industry abolished its apprenticeship systems, as laws abolished street trades and other work opportunities for young people, we have had to take them into our schools. But we did little to provide the active environment they needed or wanted. We did indeed seek, somewhat hysterically at times, to revise our curriculum. But the typical results of curriculum revision have done little to help the well advertised sixty per cent for whom our high schools are unrealistic, unprofitable, and unimportant. . . . These pupils constitute our educational rejects--the school dullards, the sitters, whom we feel forced to tolerate in the schools, until at long last they reach the age at which it is permissive to release them to whatever fate is in store for them. They fail and they keep failing. They develop resentment at their stigma. Therefore, these and many more pupils more or less like these, we shall have to accept in our secondary schools. Academic learning which is necessarily based upon the mental skills, on inference, metaphor, and logical deduction is impossible and unprofitable to them. Our curricula which were created for pupils who would vocationally use their capacities of academically trained intelligence are not for them. But they can be educated through an experience in which they must ultimately become involved anyway, and that is the experience of sharing in group purposes. . . . Through usefulness in group activities, through learning how to follow and participate, through interest in simple occupational feeling, and a measure of social status and economic efficiency.⁷

⁷Ibid., p. 51.

Another factor which must be considered is the demand made by this group of students upon the time of administrators, counselors, and teachers. The academic failure of these students and their boredom result in poor behavior in the classroom, around the school, and in the community. Steps have been taken to eliminate some of the failure by the grouping of students in the junior high, and it now seems imperative that a plan be developed that will carry these students through to the completion of their education in high school.

CHAPTER III

EXPERIENCES OF OTHER COMMUNITIES

A. Programs for Migrant Students as Reported in Periodicals

A survey of periodicals covering the past ten years has been made by the writer in an attempt to find descriptions of programs for migrant students. The proposal of this study will include many suggestions taken from these programs for the educationally retarded adolescent as they fit the needs in Harlingen, but the following factors must also be considered:

1. Almost all of these migrant children are of Latin-American origin and come from homes where Spanish is spoken almost exclusively.
2. Teachers and principals of Harlingen are of the opinion that approximately one half of the migrant children enrolled in school this year do not understand English well enough to work in a regular classroom situation.
3. Most principals state that only one out of five migrant pupils is capable of doing regular classroom work with his age group.
4. Harlingen had a total of 1,019 migrant children, grades 1 through 12, enrolled in its public schools

from October 1, 1957, through January 31, 1958.

This represents approximately one ninth of the total student enrollment.

For these reasons, only certain facets of the programs and experiences of other schools with educationally retarded adolescents are considered applicable to the programs suggested by this study.

Fresno, California.--The state of California had migratory families even before the turn of the century. To meet the educational needs of their children, educators tried mobile classrooms that followed the migrant routes. But experiences showed that children learn best when they belong, when they are part of a community school. Also additional teachers were brought into the regular schools at peak seasons to handle the influx. In 1927 the legislature appropriated ten thousand dollars for special migrant classes to be conducted in rural districts.

With this background, at least one California city, Fresno, in the heart of the San Joaquin cotton area, learned that migrant children pose special educational problems for all schools. Its school leaders saw the need for intensive experimentation and, in 1953, were able to secure funds for this purpose from the Rosenberg Foundation.

School administrators, county consultants, and representative trustees from school districts involved participated in this

project, sponsored by county school superintendents and directed by a project council.

The whole point was to learn how teachers could improve the quality of school experience for migrant children. The following are some ways they found useful:

1. Help the children feel they belong.
2. Offer ways for them to practice healthful living, nutrition, homemaking, and money management.
3. Use familiar materials and activities.
4. Give each child's educational problems individual attention.
5. Exchange information with other schools.
6. Adapt courses to language difficulties.

The whole community got involved. Many civic, church, welfare, business, farm, and education groups that had never worked together learned to do so profitably. One result of their cooperation was the finding and setting down of tested methods of teaching "in three-room or forty-room schools, in classrooms where most of the children live in cotton camps or where only three or four newcomers come to ruffle the routine."¹

¹Fresno County Project, Teaching Children Who Move with the Crops, p. 9.

Waupun, Wisconsin.--In the summer of 1949, the Waupun Provisional League of Women Voters made a study that uncovered a serious lack of educational and recreational opportunities for migrant workers and their children. A Waupun Council on Human Relations was immediately organized to work out a solution. The council started a summer school for children and a family recreation program in cooperation with the Governor's Commission on Human Rights and the University of Wisconsin.

After the summer school had been held for three years, its leaders grew convinced of the need for a teaching unit expressly designed for migrant children. In 1953, therefore, the council established a laboratory school, the Waupun Curriculum-Development Project, which was sponsored by the state Migrant Committee, which raised the necessary funds, and was supervised by the state department of public instruction.

Oak Center School was chosen because of the readiness of its community and the demonstrated interest and ability of its school system. Two teachers of the Oak Center School District worked with the children, under the supervision of the project coordinator--the state supervisor of elementary education--with the cooperation of the county superintendent of schools and the state department of public instruction. Their goals were to:

1. Define the teaching skills and tools needed.
2. Learn how to make the most of the strengths of migrant children and overcome their weakness.
3. Develop teaching materials expressly designed for the use of these children.²

Palm Beach, Florida, and Northampton, Virginia.--The state and county school systems of these two cities made a study of educational needs of migrant children in the area and disclosed the fact that a significant number of the same children enrolled in these two county school systems year after year. The cooperating groups decided to embark on a project to improve teaching techniques and adaptation of programs of school studies, to institute better referral and transfer records, and to find better ways to recognize the children's possibilities and problems.

The two school systems, financed by a special research fund of the National Council on Agricultural Life and Labor, jointly employed a supervisory specialist. She worked as a member of the regular supervisory staffs of both school systems, met with individual school faculties, visited homes, and served on community committees--arranging her time to correspond with the movements of migrant families.

²Lazelle D. Alway, "Will You Make a School?" National Child Labor Committee, May, 1957, p. 10.

Some of the results included:

1. Two extension classes for teachers, conducted by the two Florida state universities and aimed at providing "in-service" training for all teachers, developing an outline of school subjects for use in college programs for teachers going into schools serving migrant children.
2. Employment of four of the best teachers as "helping teachers" in overcrowded classrooms in Northampton to give greatest attention to teaching languages.
3. Introduction of transfer cards system, developed by the U.S. Office of Education, for charting a student's progress.
4. Development of "demonstration center of improved home living," where boys learn such things as installing ceilings and refrigerators, making tables, while girls practice cooking and study buying of good foods.³

Freehold, New Jersey.--Every year, about a hundred migratory children attend summer school in Freehold, New Jersey. It is held under the auspices of the Migrant Labor Board and Bureau with the cooperation of the state department of education and local school boards.

In 1943, the legislature appropriated funds for migratory children's education. Attempts to teach the children through the established school program or to keep them in school made it obvious that a special program of studies was needed.

³Ibid., p. 13.

The demonstration school in Freehold was established to meet the needs of the migrant. But after three successful summers, it was closed because of a cut in the state appropriation.

However, the program was resumed the following summer at the insistence of citizens, led by the Consumer's League, the Home Missions Council, and other organizations. The school is now located in larger quarters.

A migrant family center, run by a community committee, and a migrant health program, made possible by the state department of health, add greatly to the strength of the school program.⁴

Long Island, New York.--In 1956, the state board of education operated two experimental schools at East Cutchogue, Long Island, and at Albion, New York.

The state department of education became interested in an experimental school conducted in 1952 by the National Council of Churches as supplementary education for migrant children living in the area during the harvesting season.

In the spring of 1956, after intensive efforts by several private and public agencies, including the National

⁴Ibid., p. 14.

Child Labor Committee, the legislature appropriated funds for two schools.

Both schools, which ran for six weeks, were directed by local school boards and supervised by the principals. Two certified teachers were employed, and about forty children, from six to thirteen, were enrolled in both schools.

Special features included:

1. Training in work with their hands.
2. Free bus transportation.
3. Hot lunches.
4. Physical examinations by county health agents.
5. Supervised play periods.

Accomplishments are still being evaluated. There is a possibility that out of these two schools will grow an extensive summer school program for migratory children as part of the total state public-school system.⁵

Wiggins, Colorado.--In Wiggins, Colorado, a "pilot" school was held in 1955; two more were held in 1956, and three more in 1957, plus a teacher-training workshop.

The board of education, prodded by a local school superintendent, his county superintendent, and its own

⁵Ibid., pp. 15-16.

chairman, looked into the state school-emergency-fund statute (long on the books) and was forced to recognize the education of migrant children as "an integral part of the total school effort" for which funds were authorized. In 1951, the Governor's Committee on Migrant Labor recommended that state funds be secured for migrant schools and that staff help be supplied by the state board of education.

In 1955, Wiggins, a town of three hundred thirty citizens, was chosen as the site for the first summer school; the local board of education provided building, books, supplies, a lunchroom manager, janitor, and bus driver. The superintendent, assisted by beet growers and processors and a ten-year-old boy serving as interpreter, recruited thirty-seven students in home visits with the Spanish-speaking migrant workers. Letters in colloquial Spanish, edited by the janitor, did much to win their confidence.

Two accredited teachers, employed for six weeks, taught youngsters from six to thirteen years of age in small groups, arranged according to learning ability. Attendance was good, although some pupils walked and others were brought by the bus, which went on a trip of one hundred miles a day to pick them up.

The emphasis was placed on helping each child to find out about himself and to feel at home in the group, although basic school work was given. Children also learned while taking daily showers and in toothbrushing periods, lunchroom hours, and playground times.

In 1956, thirty-one children, one third of whom had attended the year before, were enrolled for the school's second year. Its success led to development of a second school at Palisades, a fruit area, where children from Kansas, Missouri, and Oklahoma outnumbered Texas-Mexican children. The Peach Growers' Association, the Mesa County Migrant Council, and local groups played an important part in its beginnings.⁶

Ulysses, Pennsylvania.--A grant from the National Child Labor Committee enabled Pennsylvania State University to operate a seven-week summer school at Ulysses, Pennsylvania.

Facts about educational retardation of migrant children in the state were brought to the attention of university officials by the National Child Labor Committee, which drew up a general plan for supplementary school programs to be held during summer months. The university set up an advisory committee of officials from public, private, and religious agencies to assist in developing and operating a summer school.

The school was supervised by the department of education of Pennsylvania State University, sponsored by the University Christian Association, and assisted by the Potter County superintendent of schools. It was staffed by eight students from the university's education department and enrolled

⁶Ibid., p. 16.

forty-four students from five to eleven. The courses were tailored to fit the needs of the pupils enrolled. Its purposes were:

1. To provide extra schooling for migrant children.
2. To study the effects of migrant life on the school progress of the children and to measure the possible effectiveness of extra education.
3. To study the effects of the school upon the migrant workers and the local residents.

In 1957, the summer school was held again, financed by the National Child Labor Committee with the aid of grants obtained from the Jacob R. Schiff Fund and the Lucius and Eva Eastman Fund.⁷

Bay County, Michigan.--The cooperative efforts of state, local, and national agencies made possible a school in Bay County, Michigan, supervised by the state department of public instruction.

In 1954, studies were made in Bay and Van Buren counties that showed most migrant children were retarded in school. State education officials and leaders of the Michigan youth and employment commissions recognized the need for extra schooling for these children.

⁷Ibid., p. 17.

In late 1955, through the interest and encouragement of the National Child Labor Committee, a committee was set up to plan a school.

A seven-week summer school was operated by two experienced teachers during July and August at the Town Line School. It was attended by thirty-five Texas-Mexican children, whose parents participated in four "parents' nights."

The county superintendent of schools was chairman of a steering committee that included representatives from several state bodies, employment, public instruction, youth commission, and Central Michigan College. A grant from the National Child Labor Committee financed the first year. Major operating costs were teachers' salaries, cafeteria staff, food expenses, bus transportation, and classroom supplies.

Enthusiastic interest on the part of local citizens and the Inter-Agency (Governor's) Committee on Migratory Labor points to the possibility of an expanded summer school in Bay County in 1957 and the development of a second school in another part of the state.⁸

Des Plaines, Illinois.--Each summer a growing number of migrant children enroll for from five to six weeks in a school in Des Plaines, Illinois.

⁸Ibid., p. 17.

In 1948, a pediatrician whose calls had taken her into sordid, one-room, migrant homes suggested to the American Association of University Women, of which she was a member, that they sponsor a school, which has since grown into a community enterprise enlisting the service of well over a hundred volunteers.

The school now has a professional teacher in each classroom, although originally classes were taught by members of the AAUW. Increased enrollment has called for financial aid beyond that supplied by the Illinois Council of Churches and the Des Plaines Community Chest. Classes have moved from limited space in a church to the local school.

The general program emphasizes the "three R's" plus music, handcraft, dancing, and visual aids geared to the abilities of three age groups: preschool (three to six), intermediates (seven to ten), and an advanced group (eleven to sixteen).

A number of new and practical techniques emerged from the experience including:

1. Spanish-speaking social workers, recruited by the Division of Home Missions, spend evenings visiting parents to explain the school program.
2. Volunteer teachers and helpers bring their own children to the school as an example to migrant mothers.
3. A health clinic examines all children.
4. Daily cookies and milk or fruit juice are supplied by special groups.

5. Former Spanish-speaking pupils act as interpreters.
6. Family nights were attended by as many as ⁹four hundred migrant families and townspeople.

Caldwell, Idaho.--During the summer of 1956, a hundred children from six to thirteen years of age from the Caldwell, Idaho, labor camp attended six-week sessions at a school they called "estudios agradables" (agreeable studies).

The Migrant Ministry of the Idaho Council of Churches presented the idea of a summer school to the College of Idaho, a private, denominational college.

The school might have been called "Operation Shoestring," for dollars were scarce. The cost would have to be measured in terms of hours of volunteer service, unstinted energies, donations of goods, used books, equipment, and pocket money given to meet daily emergencies. The college provided blackboards, books, and general equipment, and the local school system donated used workbooks (erased by volunteers).

The management of the labor camp provided a large recreation hall with four classrooms. To make opening on schedule possible, a girls' state church conference adjourned to act as emergency clean-up crew. A local dairy donated milk, and various church groups provided cookies.

⁹Ibid., p. 18.

A morning school was supervised by the college, and an afternoon recreation program by the Migrant Ministry, because of convictions about the importance of keeping religion and education separate. The Migrant Ministry ran a separate nursery school during the hours school was in session to free teachers and baby-sitters from responsibility for younger brothers and sisters.

Four teachers under direct supervision of the college's division of education earned credits for supervised teaching. There were four classes, grouped according to individual needs, which met daily from 8:30 to 11:30. Average daily attendance was fifty-five.

Teachers gave special attention to the development of basic skills. When school ended, each child was given a report to take to his next teacher, telling the number of days attended, his progress, and the things in which he needed most help.

Pleas from parents for more weeks of school, the sacrifice of a father who, although unable to find work in the area, stayed to let his boy finish school, and the youngsters' pride of accomplishment seem to testify to the success of the venture.¹⁰

¹⁰Ibid., p. 20.

Crookston, Minnesota.--The Benedictine Sisters of Crookston, Minnesota, sponsored a school that has been held every summer since 1941. Enrollment reached one hundred ninety in 1956, about a third of whom had attended the previous summer.

The Cathedral School at Crookston had enrolled migratory children in its regular classes for years. But their attendance was uncertain, and their achievements, slow.

In 1941, extra summer sessions for the migrant children were begun. Then, in 1943, the six-week program was turned into a boarding school because the children had to be brought from such great distances each day.

Women of the church mended quilts and discarded sheets donated by local hospitals. After the women had cut them to size, the quilts and sheets were ready to be used on cots donated by the American Legion. School children and community citizens gave gifts and money to help turn classrooms into dormitories. Boys slept in the high-school gymnasium, while girls were bedded down in the classroom.

The school is conducted each summer. The Benedictine Sisters and some of the seminarians from nearby St. Joseph's are in charge of school classes, from kindergarten through the sixth grade. Children arrive on Sunday afternoon in time for dinner and live at school until Friday afternoon, when they are returned to their homes. Tuition is charged for those who are able to pay.¹¹

¹¹Ibid., p. 20.

New York, New York.--In 1956, the New York State and National Council of Churches, in cooperation with the state department of education, conducted this school for migrant teenagers in a New York labor camp. Financed largely by a grant from the Turrell Fund, the program was set up with the support of the camp's owner, manager, and crew leaders. A cabin was made available; and all equipment, except for an electric range, was improvised from fruit crates and scrap lumber. Fifty dollars was invested for an old car on which the boys could learn practical mechanics. The accent was always on using only materials available to typical migrant workers at a minimum cost.

Two instructors worked with about six boys and six girls. They taught the girls how to plan nutritious meals at very low cost, to prepare several new dishes, to make curtains out of flour sacks, and to practice numerous other domestic crafts. They taught the boys how to build a cabin out of scrap lumber, to make tables and benches for use at mealtime, to make simple automobile repairs, and to lay linoleum.

The main objectives of the school were to:

1. Experiment in the development of a program of school courses for vocational education, using only the limited materials available to migratory families.

2. Impart to the children basic homemaking and trade skills that would be of practical value in helping them improve their position in society.
3. Serve as a demonstration project.

During the six weeks, the teenagers learned many practical skills. Experimental as the project was, its sponsors felt it had been worth while. One of the parents summed up her appreciation this way: "If I had had this when I was a child, I wouldn't be following the crops today. I will pay anything if you will just learn my little girl."

These, then, are a few of the people who have made a school for the migrant. By and large, they have been people fired with purpose and enthusiasm, who have used any and every community resource to achieve their goal. They needed them to help combat the obstacles and apathy surrounding this problem.¹²

B. Programs Reported through Visitation of Surrounding Schools

The writer visited three school districts in the Lower Rio Grande Valley in an effort to learn more about the provisions that are being made for the migrant student.

¹²Ibid., p. 21.

Ed Couch-Elsa, Texas.--Ed Couch and Elsa are two small cities one mile apart. They have a consolidated school district with a scholastic enrollment of about four thousand children, forty per cent being migrant pupils. Provisions made for these students are as follows:

1. Every effort is made to take care of permanent residents first.
2. Two of the teachers for migrants are employed in September and help with the testing program until the migrants arrive. Others are added to the staff as enrollment increases. Some teachers return to Ed Couch-Elsa each year to teach only during the migrant season.
3. A health check is given each migrant child upon his return to determine his physical needs.
4. Elementary-age children, five through eleven, are placed on the basis of the scores they make on a word-recognition test. Placement is not based upon the grade level indicated on the pupil's report card from another school.
5. Teachers of migrants emphasize three basic areas: reading, speaking, and citizenship, which are taught in this order.

6. The McKee Reading Test is given in May to each child in the first grade. Most Latin-American children spend two years in the first grade.
7. Migrant pupils who are twelve years old or older go to a special building called the Annex. When a child in this school can score on an achievement test one fourth over the lowest score that is made on the same test by a student in the junior high school, he is permitted to enter the junior high school. Dr. Masten, the superintendent, states that this has curtailed their discipline problems considerably.
8. One or two teachers work throughout the system each day teaching phonics to classes in twenty-minute sessions. Regular teachers remain in the room during this period. The session is believed to serve as an orientation in phonics for the regular teacher.

Edinburg, Texas.--In this city of about twenty-five thousand, the migrant students who have reached the age of thirteen before September 1 and who have not completed the fifth-grade level of achievement are sent to the Lincoln School, where they are taught at their own achievement level. Pupils in the Lincoln School may go to the junior high school upon reaching the eighth-grade level.

Most elementary grades in each building have from three to five sections. Sections are held open for the arrival of

the migrant students. Upon their arrival they are placed in the section where it is felt they can work most satisfactorily. Each elementary school has special physical education and music teachers for grades three through six. This gives each teacher in this area two twenty-five-minute periods off each day. One period is designated for some special duty. This might be working with a slow reading or arithmetic group.

Classes in the Edinburg elementary grades range in size from thirty-two to forty-seven, and all teachers' schedules are submitted to the assistant superintendent for approval.

McAllen, Texas.--McAllen is a city of about thirty-five thousand people. The schools are composed of approximately fifteen per cent migrant students. Methods used for these students in their program are as follows:

1. An accurate week-by-week record of the number enrolled in each section is maintained. This is used very extensively in developing sections during the next year.
2. Sections that are formed in September are closed when they have thirty-seven pupils. This usually leaves several rooms open for migrants. Every attempt is made to keep from putting migrants into resident sections.

3. One large elementary school absorbs many of the migrant pupils. As many as two sections in each grade are organized after October.
4. Children attending preschool sessions for Spanish-speaking children are kept in sections apart from migrant pupils after school begins.

C. Programs Reported through Correspondence

In an attempt to follow up on published information and to discover what other schools in the nation were doing about the slow learners, the writer wrote letters of inquiry which were sent from the offices of the principals and counselors of the junior and senior high schools, Harlingen, Texas. Those to whom letters were sent were selected generally because it was felt that they would have the type of problem and program with which this study is concerned or that they were large enough systems to have separate and special schools planned for these students. Letters were sent to such communities as these: Corpus Christi, Texas; Phoenix, Arizona; Edinburg, Texas; Laredo, Texas; Vista, California; Canton, Ohio; and El Paso, Texas.

Some of the letters were not answered; possibly they were not answered because of the following reasons: the program was not in existence; the problem had not been recognized; the

problem was recognized but no program had been developed; or there was a lack of interest in answering such requests. However, Appendix E contains a copy of each type of letter sent and a photostatic copy of each type of reply. These self-explanatory letters reveal that some programs are just beginning, while other programs are already in operation and are adopting the suggestions of the literature on the subject as it fits the need of the community involved.

D. Summary

A survey of the literature, the visitation of schools, and correspondence with specific schools have been helpful in preparing the program for the migrant students of Harlingen, Texas. The various programs covered a wide area of the United States, from California to New York and Minnesota to the Rio Grande Valley in Texas, indicating the scope of the problem of the migrant children.

The suggestions these programs offered are listed as follows: provide a center of improved home living, where boys learn to work with their hands and girls learn cooking and food buying; emphasize the "three R's" plus music, handcraft, dancing, and visual aids geared to the abilities of the age groups; emphasize reading, speaking, and citizenship as the basis for the education of the migrant children; use Mental

Abilities Tests, Achievement Tests, and IQ scores as criteria for entrance into such a program; hold sections to a minimum so that migrant students may be placed as they begin moving into the area.

Some of the programs studied were organized specifically for private schools and others for the summer only. However, both types implied the necessity of an education for the migrant children as an integral part of the total school effort.

The reader will notice that the Harlingen school program has included additional areas as well as expanding areas used from research findings.

CHAPTER IV

THE PROPOSED PROGRAM

A. Planning for the Program

The high-school teachers have been increasingly concerned about giving high-school credit, even "L" credit, to the students in the grouped classes, who were still unable to do sixth-or seventh-grade work. Teachers and parents were also concerned about the achievement of students who must prepare for college. Increased college enrollment and warnings from colleges that high achievement and ability will be the only key for entrance have put the pressure upon high schools to produce more capable students.

Time for February 4, 1957, emphasizes this fact by stating:

Never before have so many Americans wanted to get into college . . . and never before has competition been so keen. Last week the U.S. Office of Education estimated that before the school year is out, enrollment in U.S. colleges and universities will hit a record high of 3,250,000. . . . By the time the present crop of first graders is ready for college, says Dean of Admissions Arthur Howe, Jr., of Yale, enrollments may soar to between 5,000,000 and 8,000,000 . . . with more and more students to choose from, the big name campuses are becoming more and more selective. . . .

"A college education," says Headmaster Edward Hall of Hill School, "is no longer a hereditary

right like membership in a club. It is a prize to be won against increasingly rigorous competition."¹

In October, 1958, the writer and other administrators in both the junior and senior high schools in Harlingen agreed that a proposal for some kind of program for the migrant and educationally retarded students must be developed as a natural outgrowth of the grouping, which would extend into the senior high school. The problem was discussed with the director of curricular services and with the superintendent, and it was suggested that committees should be set up from both schools to meet jointly for a study of the problem. This was done immediately, and the committee was selected from the administrative councils of both schools. Teachers of academic and vocational subjects, counselors and administrators, met together every two weeks to work on the problem.

Before the first meeting, the counselors and administrators drew up a statement of the problem so that all members of the committee would have an opportunity to consider it before the first meeting. At the first meeting, although some of the teachers had not given it much thought, all were enthusiastic about the study and agreed to investigate the current literature, talk with teachers from other schools, get opinions from other teachers in the schools and from parents in the community.

¹"Here Come the War Babies," Time, LXIX (February, 1957), 2.

The chairman of the committee agreed to send to the National Education Association, Division of Research, for materials and to give a report upon his findings at the earliest possible meeting.

In the discussions that followed, many problems about the needs of such a program were discussed, and some of the teachers indicated a lack of understanding. The Vocational and Industrial Arts teachers feared that the educationally retarded and slow-learning students would be placed in their program and would lower the level of work they desired to maintain as the high-school standard. The teachers of academic subjects, who are usually subject-matter oriented, could not see how they could teach these students the materials they were accustomed to teaching. Most of the members of the committee expressed doubt about the possibility of obtaining teachers and materials with which to handle groups of such students. Teachers' feelings about classes for slow-learning students are expressed in the words of Hortense Levisohn, a high school principal in Brooklyn:

It is only in our progressional capacities that we are shocked by low ability. The reason for one's displeasure is doubtless the discomfort in our professional lives caused by the necessity of making special provision for the non-academic pupils who cannot profit by our traditional curriculum. The teacher who complains, "Such students do not belong in high school," is merely expressing her discomfort because she realizes that

her materials and methods do not work with slow learners. . . . Such a teacher needs supervisory guidance for she has not yet learned that, inasmuch as the secondary school has become a common school for all youth, the non-academic pupils have as much right in the high school as have the academic. We all agree in theory that some kind of different education must be provided for slow learners, but, as usual, educational practice lags far behind theory.²

After all members of the total committee had reached an understanding and no longer felt threatened, subcommittees were appointed. One committee of counselors was to recommend the criteria for admission of students to the program, and a second committee of teachers and counselors was to recommend the over-all framework for the curriculum objectives when the program would be put into operation.

In the report from the counselor's committee on criteria for admission, it was pointed out that the results of the school-wide achievement testing program in the 1956-57 and 1957-58 school years (grades 3, 6, 8) were already available and that the results of at least one mental-abilities test was in the file of all students from the seventh grade through the twelfth. In view of the availability of this much evidence, it was felt that the additional tests needed could be administered before the close of the 1957-58 school year in order not to delay

²Hortense H. Levisohn, "What Program for the Slow Learner?" The Bulletin of the National Association of Secondary-School Principals, XXXIII (May, 1949), 52.

the inception of the program. The following tests were recommended by this committee:

1. Achievement Tests

- a. California Achievement Test Battery--administered in grades 3, 6, 8.
- b. California Reading Achievement Tests--administered in grades 7, 9.

2. Mental-Ability Tests

- a. Science Research Associates Primary Mental Abilities Test--administered in the seventh grade.
- b. California Mental Maturity Test--Non-Language Series--administered to seventh-grade students with language handicaps.
- c. California Short Form Mental Maturity Test--administered to students in grades 6, 8, 9.
- d. Wechsler Intelligence Scale for Children--administered to students whose group test scores differ too widely.

3. Teacher Estimates

Obtained from school grades, anecdotal records, and teacher-counselor interviews.

4. Conference with Parents

The parents must understand the following:

- a. That work taken in this program in the ninth grade in the junior-high-school building, and in

the classes in the senior-high-school building, will not lead to high-school credit.

- b. That a student in this program will not graduate from high school and receive a diploma. When these students leave school, they will be given a certificate stating the kind of work they had been doing and the level of their achievement.
- c. That whenever the student's achievement reaches the ninth-grade level, he will be permitted to enter the regular high-school classes.
- d. That objective achievement tests and the judgment of the teacher will determine the student's readiness for the regular high-school classes.
- e. That if the parent insists upon having his child in the regular high-school classes, he will be placed there after he has spent enough time in the eighth grade to justify his moving. Such a student will be given regular high-school work and will have to come up to high-school standards.

Some of the problems anticipated by this committee were as follows: the refusal of parents to accept the evidence presented by tests; the parental fear of stigma attached to this program; the resentment of Latin-American parents who do not understand the program; and the students' attitude that this program is of no value to them.

The committee studying curriculum presented a framework for the curriculum objectives. This report was in outline form and was based upon the educational needs of the migrant students which had been observed by the teachers involved, and also reflected their research into programs that have been found suitable by others. This committee delegated the responsibility for finding and recommending teaching materials to the director of curricular services, recognizing that the most that he could do at the time would be to assist in the search for materials needed to start the program. It was further realized that the development of a "packaged" curriculum would necessarily be the product of several years of study and practice.

After the reports of these two committees had been accepted, the following recommendations for the implementation of the program were agreed upon:

1. It would be desirable to keep class size to twenty-five students where possible.
2. The students in the program should spend at least half of the day with the same teacher where possible.
3. Students should spend the rest of the day with other students in classes like physical education, music, and art.
4. Teachers familiar with elementary-school methods would probably be the most desirable from the standpoint of past experience and interest.

5. Students should receive report cards like other students but marked Basic Education.

The proposal was then drawn up and sent to the superintendent and to the director of curricular services. The superintendent approved the work of this committee wholeheartedly but expressed concern for obtaining teachers and for community understanding. After further study the superintendent instructed the principals of the junior and senior high schools to inform students, teachers, and parents about the program and begin to prepare the necessary machinery for putting the program into operation in September, 1958. The director of curricular services was advised that materials for teaching, textbooks, workbooks, and other items should be investigated immediately so that some materials of the type needed would be available for study during the summer. It was also suggested by the superintendent that this program was so revolutionary for this community that the following precautions should be observed:

The program should be started slowly and should not be dramatized.

Students should not be forced to enter it but should be guided to do so.

All credits, regular or "L," should be honored until the present high-school students, grades 9-12, graduate. Wide publicity, school-board discussion, and letters to parents were not indicated at this time.

B. The Program of the Secondary-School
Administrative Council

Here, presented by the Secondary-School Administrative Council, of which this writer is a member, is the program designed for the migrant students of the Harlingen School System:

To: Mr. C. E. Burnett and Mr. Lee B. Gaither

From: The Combined Administrative Councils of the Junior
and Senior High Schools

Subject: Parallel Program for Retarded Students from 7th
through the 12th Grades

I. The Program and Its Scope

- A. In view of the presence of about 300 migrant students in the present 7th, 8th, and 9th grades with either low mental ability or low achievement records, or both, it seems necessary that some provision should be made for these students in our secondary schools for the 1958-59 school year.

It is the philosophy of our schools that each student should have the opportunity to receive all the education he can absorb; that it is a human need to be able to succeed in some areas of life; that our secondary-school standard of work should be maintained at a high level; and that the need for some program is imperative now with respect to these

students who are retarded to the extent that they cannot successfully receive instruction in a regular classroom.

We are faced with a further dilemma brought about by our present grouping of students and teaching them at the level of their achievement. If these students are doing good work at the fourth-grade level, although operating in our eighth-grade classes, what shall be the disposition of these students next September? The answer is difficult, but the committee recommends that we continue to let these students operate at the level of their achievement in grouped classes in a parallel program, rather than permit them to matriculate with regular classes where they are confronted with continued failure. The program should include in 1958-59 students presently assigned to the 6th, 7th, 8th, and 9th grades whose achievement does not warrant this placement.

B. Definition of Terms

Slow Learning: Students below average in intellectual capacity and who rank among the lowest 15 to 20 per cent in general intelligence.

Educationally Retarded: Students who because of language handicap and non-attendance in school have

been prevented from progressing at the same rate as their age mates, but who are average or better in intellectual capacity.

II. Criteria for Selecting Students

- A. This program shall be designed for slow-learning and educationally retarded students presently assigned to the 7th to the 12th grades.
- B. Placement in the program shall be determined by the following criteria:
 - 1. Achievement-Test results. Any student who is two years or more below average for his grade in reading and arithmetic.
 - 2. Mental Ability. Any student with an I.Q. of 79 or less as revealed by not less than two tests.
 - 3. Teachers' estimates as indicated by grades and their judgment of the student's potential success in a regular program.
 - 4. Consultation with parents where feasible.

II. Organization of Students in the Program

- A. To be grouped according to achievement levels (grades 4-8, inclusive).
- B. To separate, where feasible, the educationally retarded from the slow learners for instructional purposes. The educationally retarded should respond to an accelerated program.

- C. To operate within a self-contained classroom with the same teacher for the Language Arts, Social Studies, and Math. This teacher should be a person with training and experience as an elementary teacher.
 - D. To offer, during the rest of the day, simple homemaking and mechanical skills and/or occupational on-the-job training for those students who have reached age sixteen. Classes in physical education, music, and similar subjects will be taken with the other students in regular classes. Teachers for these classes should be carefully selected for aptitude and attitude for working with these students. Teachers should be paid an increment for this work.
- IV. Since work in the parallel program will be below the ninth-grade achievement level, high school credits will not be given. The certificate of graduation would be discontinued after 1959. A student leaving the program at any level would receive a certificate of achievement certifying his grade level.
- V. Because of the fallibility of educational measurement and human judgment, and because improvement in the achievement of educationally retarded students can be expected with regular school attendance, this committee agrees that placement of students in this program should be flexible

enough to allow students to move into the regular curriculum when there is sufficient evidence to support such a change. Standard achievement tests will be given periodically for this purpose. When a student reaches ninth-grade achievement level, he may enter the high-school credit program.

I. Framework of Recommended Curriculum

A. Language Arts

1. Reading: adequate for newspaper reading and evaluation of advertising.
2. Spelling and Vocabulary: Words related to everyday living.
3. Letter Writing: Simple letters and notes.
4. Handwriting: Legibility.
5. Usage: Elimination of vulgarisms.
6. Oral Conversation.
7. Listening: Ability to follow instructions.

B. Mathematics

1. Mastery of number facts.
2. Problems related to everyday simple living.

C. Social Studies

1. Elements of good citizenship.
2. Voting and representation.
3. Geography of the United States.

D. Health

1. Fundamentals of hygiene.
2. Prevention and cure of common diseases.
3. Simple first aid.
4. Safety: Home, school, highway, city.

E. Recreation and Leisure

1. Simple games.
2. Evaluation of T.V., radio, and movies.

F. Homemaking Skills (Girls)

1. Housekeeping.
2. Diet.
3. Simple cooking and sewing.
4. Facts of life.
5. Caring for children.

G. Hand Skills (Boys)

1. Use of simple tools.
2. Simple mechanics.
3. Repairing home appliances (high school students).

H. Occupational Education (For Grades 7, 8, 9)

1. Emphasis on health and community agencies (post office, fire department, recreation).
2. Opportunities for employment in city and surrounding territory.
3. Special shop and home economics classes.

I. Occupational Education (For Grades 10-12)

Opportunity for job experience in simple occupations: farm labor, mechanic's helper, carpenter's helper, housemaid, Highway Department, city service (garbage), gardening.

Assign to grade with one teacher in charge of all academic work.

Afternoon work-program (delivery boy and similar jobs).

Select the pupils who are to take the high-school course. Do not admit students with serious social incompetence and physical stigmata plus intellectual deficiency.

II. This committee requests that the Office of Curricular Services secure the materials and plan curriculum content from the fourth- through the eighth-grade levels within the above suggested framework of over-all curriculum.

C. Results of the Program for
the 1958-59 School Year

Although the program in Harlingen cannot be thoroughly evaluated at this time, some results are evident after one year in operation.

The Basic Education Program of the Harlingen Independent School District has been a satisfactory tool in advancing the education of the migrant students.

Teachers in the junior-high school found that students were behaving better, enjoying school more, and satisfactorily consolidating their learning of the basic skill subjects at their level of achievement.

It had been anticipated that parental fear of stigma attached to this program would be a problem, but that did not seem to be the case. Parents readily accepted the program as an instrument designed solely for their child's benefit and cooperated with school officials by seeing that their children were in school every possible day. Their appreciation was very gratifying to the writer and other people responsible for the program.

School administrators were pleased with the first year of administration of the program but realized the necessity of reorganizing and expanding to benefit all concerned.

The program has indicated the following advantages:

1. Improvement in holding power.
2. Reduction of delinquency.
3. Improvement in school behavior.
4. Increase in interest of students in the program.
5. Increase in student's effectiveness as a job holder.
6. Increase in the student's feeling of personal worth.
7. Increase in the student's effectiveness as a citizen.

It is believed by the writer that the teachers saw the challenge in the program and that the students saw it as an opportunity.

CHAPTER V

IMPLEMENTING THE PROGRAM

When the approval of the proposed program had been received from the superintendent, administrators and counselors in both the junior and senior high schools started immediately to gather information about students, to counsel with them, and to preregister them for September classes. As of May, 1958, the following steps had been taken:

A. Informing the Faculties

A copy of the proposal as given in Chapter IV was mimeographed and given to every teacher in junior and senior high school two days before meetings were called to explain and discuss the plan. When the program was explained, teachers were asked to consider their own possible interest in teaching the slow-learning and educationally retarded migrant students. It was pointed out that, if enough volunteer teachers were not found, some of the present faculty would be asked to take these students for three periods a day in the seventh grade, and for two periods a day from the eighth grade on up. It was agreed by the faculties of both schools that such a program was needed, and all felt that the most immediate benefit would be to the

average and above-average students who would then be required to work up to capacity. Many teachers felt that the benefit to the mental health of the migrant students would be immeasurable. Some teachers expressed concern about the attitude of the migrant student who would not feel any pressure to achieve and who might create serious behavior problems for the school. All teachers emphasized the immediate need for securing materials for teaching these classes but were aware that the exact needs could not be determined until the classes were actually in operation; however, some materials based on general assumptions could be sought in advance.

B. Completing Information on Students

It was necessary that additional tests should be given. Eighth- and ninth-grade students' cumulative files contained only one of the two required mental abilities, and the ninth-grade files had no 1957-58 reading-achievement test. The seventh-, tenth-, eleventh-, and twelfth-grade files contained most of the required information except for spotty testing needed to complete insufficient information. When these tests were complete and the teachers' grades, to date, were consulted, the teachers conferred with the counselors in both schools and recommended students for placement in the program. All of this information was compiled by the

counselors prior to preregistration for the 1958-59 school year so that it would be readily available for consultation with students and parents.

C. Informing the Students

Before the students could be informed, it was felt that a name should be given to the program. The name of Basic Education was chosen.

Before preregistration in late March and early April, the program was explained to students in the eighth and ninth grades so that they could consider their eligibility for it in the 1958-59 school year. It was discussed with students in terms of achievement scores they had made, and teachers' grades they had received in the 1957-58 school year thus far.

Ninth-grade students who had received no credits, or one credit in subjects like choir, shop, band, or art, were told that they might go into the senior-high-school building in the Basic Education program. They would be permitted to earn credits when their academic achievement warranted their transfer to the regular high-school classes.

Eighth-grade students were informed of their achievement on the California test battery in reading, arithmetic, and language which had been given in December, 1957. It was explained to these students that an achievement score of 8.4

was the normal expected on this test for their grade. The following guides were set up for eighth grade to be used by counselors and teachers as needed:

1. A student in any group who is passing all subjects and whose achievement is not less than 6.4:
 - a. May go into regular ninth-grade classes;
 - b. May choose Basic Education where achievement is low.
2. A student who is passing all subjects but whose achievement test score is 6.3 or less:
 - a. Will be counseled to go into Basic Education;
 - b. If student or parents insist, he will be permitted to try regular ninth-grade classes.
3. A student who is failing two or more of the major subjects, language arts, American history, mathematics, and whose achievement is 6.3 or less may:
 - a. Choose to stay in the eighth grade if he was not sixteen years old on September 1, 1958;
 - b. If he was sixteen years old on September 1, 1958, he will be placed in Basic Education in the senior-high-school building.
4. A student who is failing three major subjects remains in the eighth grade if his achievement is 6.4 or better, provided that he was not sixteen on

September 1, 1958. If he was sixteen on September 1, 1958, he will be placed in Basic Education in the senior high school.

Students in the sixth and seventh grades, during the 1957-58 school year, were told that they would be placed, in the 1958-59 school year, in classes according to their achievement scores. Since this had been done in the 1957-58 school year, no new decisions were required of these students. Students in grades nine through twelve who had been receiving "F's" or "L's" in high-school subjects were informed of their achievement-test scores. They were to be placed in the Basic Education program, if they so decided, after conferences with counselors and administrators. Most of these students thought that they could graduate since "L" credits would be honored for a certificate through 1959. For this reason most of the present high-school students (grades 9-12) stayed in the regular program unless they failed regular high-school work and volunteered for the Basic Education program. Most will go on to finish under the old plan, with "L" grades and a certificate at graduation.

D. Informing the Parents

No effort has been made to send letters to parents of students who are eligible for the Basic Education program. The information will reach them through the student, and it

is expected that any parent who wants more information will ask the school for a conference, which will be granted willingly. Interested parents have already taken note of the achievement test scores, some of which were sent home, and it is hoped that they are aware of the student's progress as reported every six weeks by the report card. The report card which has been given to students who are working below grade level, in the seventh-and eighth-grade grouped classes during the 1957-58 school year, bears a statement which says, "The grades on this card represent work done below grade level."

The information about the Basic Education program, and the students who were eligible for it, was given to students in the eighth and ninth grades during the last week in March and the first week in April. Choice cards which were made out by the students with the help of the counselors were sent home for parent's signature to indicate parental acceptance of the graduation plan chosen by their children. When the eighth-grade cards were returned, only one parent, an Anglo-American, called the school for an explanation of the program. This parent agreed that the program sounded like an excellent plan to encourage the student who had always failed in school. This parent also felt that the Basic Education program should identify the grade in school that the student might be expected to have reached in terms of the number of years already spent in school.

The administrators discussed the possibility of calling the program Basic Education Ninth, Tenth, Eleventh, or Twelfth grade, and it was decided that to do so would clarify the location of these students for parents, teachers, and administrators. One parent of a ninth-grade student came to the school and stated that she would prefer to have her son stay in the ninth grade rather than go to the Basic Education program in the high school. This is the type of response that was anticipated from parents who themselves represent a low intelligence and socio-economic status but who expect accomplishments from their children far above ability.

E. Obtaining Materials

A meeting of the textbook consultant, the director of curricular services, and the writer and assistant principal in charge of textbooks was held to discuss the needs of the Basic Education program. Each person who had been teaching students below grade level brought suggestions, and it was decided that the following guides in selecting materials should be used:

1. Textbooks should be sought which have not been previously used by these students in elementary school.
2. Workbooks should prove effective.

3. All materials should be selected with a concern for the students' social maturity.

At a later meeting a textbook consultant from the Texas Education Agency was present. It was found that there were many materials available which had never been used in this area of the state and which could be tried at less expense than regular textbooks. These materials contain work at a level the Basic Education students can do, but in most cases they will not be at their maturity level. It was decided, however, that these materials should be tried until something better was found later in the year.

F. Preregistration for Basic Education

Of the seventy-five students now in the ninth grade (see Appendix C), who by all criteria were eligible for the program, thirty of them had received "L" credits or one regular credit during the first semester. Their decision was to accept the "L" and stay in the regular high-school program since the junior high school requires only three credits (L or regular) for transfer to senior high. Of the remaining thirty-five students eligible, twenty chose to take Basic Education for the 1958-59 school year in the high-school building. The other fifteen students thought that they were making "L" credits which they felt would admit them to high school in the regular

classes. They did not choose Basic Education at the time. If they do not make the credits expected, they will probably choose the Basic Education program or drop out of school.

Of the seventy-six eligible students in the eighth grade (see Appendix B) fifty chose the Basic Education program for the ninth grade. Fifteen had withdrawn from school, and the others are waiting until the last grades are in to make their decision. They will have to decide to remain in the eighth grade or to go on to Basic Education classes in the ninth. Twenty-five of the eighth grade students will be transferred to the Basic Education program in the high school because of age.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

Migrant children have been denied the normal opportunities for education. The number of days of school is reduced by late entry, poor attendance, and early withdrawal. Family work has been an important characteristic of migratory labor, and the earnings, although small, are of considerable help to the family with a low standard of living.

The large number of migrant children in Harlingen creates a special educational problem. These children rarely receive any education except what they obtain in their home community of Harlingen. This lack of educational opportunity has resulted in their receiving only two to four months of schooling during the entire year. Also there are large numbers who are not in school at all because of lack of enforcement of the law by local officials. A partial solution to the problem is the encouraging of unsuccessful students to drop out of school by not offering suitable instructional programs to meet their needs. However, this solution is not in harmony with the growing public demand that schools should meet the educational needs of all children and youth, including those who are educationally handicapped.

A year's experience with grouping students in the junior high school, according to achievement, mental ability, and teachers' estimates, has made it necessary for the Harlingen schools to plan more intelligently for the education of the migrant students in the high school. It has been the purpose of this writer to attempt to present a program exclusively for the migrant students in the secondary schools of the Harlingen Independent School District. In order to meet the educational needs of these migrant children of secondary-school age who cannot make satisfactory academic progress in regular classes, the writer and other members of the administrative council organized a special instructional program exclusively for these pupils. It is called Basic Education. The responsibility of educating the migrant student is a serious one; and it is the obligation of school administrators to see that this right is not denied anyone.

During their junior- and senior-high-school years, the migrant pupils are given work to strengthen their skills in the "Three R's," to develop good citizenship, and to prepare them for earning a livelihood. When these pupils reach senior-high-school age, cooperative work programs are set up so that the pupils learn useful and rewarding vocations by working on a job for a half day and going to school the other half for job-related instruction. Through good counseling of parents

and the pupils, both are led to accept full-time employment for the youth as the ultimate goal of this special "tailor-made" instructional program rather than to expect a high-school diploma.

It is recommended that it be made possible for all pupils to earn a high-school diploma. In Harlingen it is not possible for all pupils to earn a high-school diploma. Rather than recognize their limitations and modify their expectations or remove the causes of their disabilities, pupils in this category and their parents often refuse to face the realities and insist upon having the pupils remain in school despite repeated academic failures and related disciplinary problems. James B. Conant's suggestions in his book entitled American High School Today give some help on this problem. He recommends that a student be given a passing grade in a required subject when he has done satisfactory work in that subject or the best that the teacher believes that the pupil is capable of doing. In elective subjects, all students would be expected to satisfy the minimum standards for each course. If this solution should be adopted, it is believed that many of Harlingen's students in the Basic Program could eventually graduate from high school.

B. Conclusions

The migratory pupil problem is a major problem confronting school administrators in Southwest Texas. The migration of

families has proved a severe handicap to the school attendance of their children. These children have a right to a basic education. The schools should have the responsibility for planning this program to include the education of the migrant children.

The problem of the education of the migrant child is not purely a local problem but one of interstate nature. Any solution of this educational problem should be made on a nationwide basis. In order that these children may attend school, the existing conditions that are denying these opportunities should be overcome.

In Harlingen the use of the Basic Education Program, organized to deal with the junior- and senior-high-school level, has been successful in eliminating some of the problems. An immediate need is the expansion of this program to include all children who are physically and mentally able to attend school. These efforts must include the strengthening of the enforcement of local compulsory attendance laws. Another requirement is the development of special educational methods and techniques that will meet the needs and interests of the migratory classes. Methods of teaching and materials which are suitable should evolve in the classroom and, it is hoped, will improve as the program grows. A program for the migrant student must involve a goal close to the everyday life of the

student and a purpose which he can realize, one which promises success.

These local efforts alone cannot solve the problem of providing educational services. The eventual solution must be on a nationwide basis. However, each local school must assume the responsibility for planning its program to meet the needs of the migrant group in the community.

C. Recommendations

At this time, it seems that the most practicable solution to the problem of educating migrant students of secondary age is to expand the Basic Education Program. The major reasons for recommending this solution are as follows:

1. The Board of Education, administrators, and teachers are already familiar with the present program, and many of these people favor strengthening the programs that are now in operation.
2. Considerable amounts of experience, instructional aids, and "know-how" which have been acquired in launching and developing the present program can be utilized in improving and expanding the program.
3. The cost of the program to the school district will not exceed greatly the normal outlay which would be required to finance the usual instructional programs

for the same number of pupils. At the same time the school district will be getting more services and greater benefits for the tax dollar expended in meeting the needs of the migrant children than by ignoring the special requirements.

4. It is believed that the educational needs of these migrant children can be met more satisfactorily through revising and expanding the present program than by any other means that this community is likely to accept and be able to finance.

It is recommended that the Basic Education Program be reorganized in the following way:

A. Gay Junior High School

7th Grade

1. Basic skills--3 periods a day
2. Physical education--1 period a day
3. Exploratory courses (art, music)--1 period a day
4. Citizenship education--1 period a day

8th Grade

1. Basic skills--3 periods a day
2. Physical education--1 period a day
3. Electives (crafts, homemaking, music, art)--1 period a day
4. Citizenship education--1 period a day

9th Grade

1. Basic skills--3 periods a day
2. Physical education--1 period a day
3. Prevocational training--1 period a day
4. Electives (Driver training, homemaking, shop)--1 period a day

B. Senior High School

10th Grade (1959-60 school year)

1. Prevocational training--2 periods a day
2. Physical education--1 period a day
3. Shop or homemaking--1 period a day
4. Electives--1 period a day

10th Grade (after 1959-60 school year)

1. Job-related training--2 periods a day
2. Physical education--1 period a day
3. Cooperative work experience--3 periods a day

11th grade (first semester, 1959-60 school year)

1. Prevocational training--2 periods a day
2. Physical education--1 period a day
3. Shop or homemaking--2 periods a day
4. Electives--1 period a day

11th Grade (second semester, 1959-60 school year)

1. Job-related training--2 periods a day
2. Physical education--1 period a day
3. Cooperative work experience--3 periods a day

12th Grade (1959-60 school year)

Same program as listed for the 11th grade, second semester.

12th Grade (after 1959-60 school year)

Continuation of the 11th grade program until pupil can discharge responsibilities of a full-time employee.

Since teaching migrant children requires special competencies, it is urged that only teachers who have an interest in working with them be used. While special training would be desirable for teachers of the pupils, flexibility, ingenuity, and a willingness to learn are essential characteristics for any teacher to be effective in the classroom.

To reorganize and expand the program in Basic Education, the administrators will need the following additional teachers:

The junior high school level will need only replacements for those teachers who have resigned or are being transferred to other positions.

The senior high school will need one shop teacher for four periods, one homemaking teacher, and one teacher for pre-vocational and job-related training, who may also serve as work-experience coordinator.

If the proposed instructional program is to be offered, it is necessary to have well-equipped classrooms for the pupils. If sufficient spaces are available, present classroom spaces, laboratories, and shop facilities may be utilized for the programs; however, a shop building at the junior high school should be equipped with hand tools and work tables.

If the educational needs of the migrant student of junior- and senior-high-school age are to be met by this school system, it is imperative that the necessary funds be included in the budget for 1959-60.

APPENDICES

APPENDIX A

HARLINGEN INDEPENDENT SCHOOL DISTRICT STATISTICS,
1945-46, 1955-56, 1956-57, 1957-58*

	1945-46	1955-56	1956-57	1957-58
Number of Buildings	8	15 owned 1 rented	16	18
Classrooms	120	279 [†]	288	300
Enrollment	4,316	10,390	10,990	11,815
Average Membership	3,238	7,859	8,950	9,789
Average Daily Attendance	3,066	7,396	8,002	8,987
Number of Teachers	125	320	376	399
Other Employees	16	53	55	60
Number of Buses	1	14	14	15

Data from Office of Pupil Personnel, Harlingen, Texas.

*Includes six rented and temporary classrooms.

APPENDIX B

MIGRANT STUDENTS IN GRADES 7-12, HARLINGEN, TEXAS, 1958-59*

Grade	Total	Latin-American	Anglo-American	Colored
7	100	72	28	-
8	76	38	28	-
9	70	60	10	-
10-12	50	40	10	-

*Data from junior-high-school records, Harlingen, Texas.

APPENDIX C

STATISTICAL DATA, NINTH GRADE, JANUARY, 1957*

Student Number	SRA-Primary Mental Abilities Test--1956		California Achievement Test--1956	School Grades
	IQ	Total	Reading	
1	64	5.2	4.6	Fail
2	72	6.2	6.3	Pass
3	69	5.9	5.2	Fail
4	76	6.4	5.9	Fail
5	70	6.7	6.4	Fail
6	73	5.9	5.9	Fail
7	84	5.5	5.2	Fail
8	73	no test	no test	Fail
9	68	5.9	5.9	Fail
10	74	no test	no test	Fail
11	73	6.6	6.8	Fail
12	73	5.8	6.1	Fail
13	73	7.8	6.4	Fail
14	69	no test	no test	Fail
15	none	6.5	6.5	Fail
16	76	6.3	5.8	Fail
17	72	6.4	5.8	Fail
18	79	5.8	5.8	Fail
19	73	7.2	6.8	Pass
20	none	5.9	5.9	Fail
21	74	7.0	7.4	Fail
22	74	no test		Pass
23	79	6.5	5.9	Fail
24	77	no test		Pass
25	65	5.7	6.1	Fail
26	73	7.5	7.5	Fail
27	74	7.2	6.7	Fail
28	81	6.4	5.4	Pass
29	79	6.1	6.4	Fail
30	59	6.5	6.3	I.A.†
31	72	5.8	5.2	Fail
32	74	7.8	7.3	Pass

*Data from junior-high-school records, Harlingen, Texas.

†I.A.--Insufficient attendance.

APPENDIX C (continued)

STATISTICAL DATA, NINTH GRADE, JANUARY, 1957

Student Number	SRA-Primary Mental Abilities Test--1956	California Achievement Test--1956		School Grades
	IQ	Total	Reading	
33	74	6.9	6.7	Fail
34	70	6.9	7.1	Fail
35	68	5.3	5.2	Fail
36	76	6.7	6.7	Fail
37	75	6.2	5.5	Pass
38	65	3.0	-	Fail
39	67	no test		Fail
40	70	8.1	7.4	Pass
41	76	6.9	6.9	I.A.
42	75	5.9	6.1	Fail
43	74	no test		Fail
44	75	5.6	5.4	Fail
45	78	5.3	4.3	Fail
46	74	6.4	7.0	Fail
47	74	5.5	5.5	Fail
48	70	7.0	7.0	Fail
49	77	no test		Pass
50	51	5.0	4.2	Fail
51	75	7.7	7.0	Pass
52	80	6.8	6.0	Fail
53	67	6.1	5.6	Fail
54	72	7.2		Fail
55	75	5.4	5.4	Fail
56	75	7.0	6.5	Fail
57	71	7.3	6.3	Pass
58	78	6.7	6.4	Fail
59	73	6.6	6.0	Fail
60	70	5.6	5.6	Fail
61	74	6.9	6.8	Fail
62	76	7.3	6.5	Fail
63	74	6.8	6.5	Fail
64	74	4.5	4.5	Fail
65	75	7.1	6.7	Fail
66	67	6.3	5.8	Fail

APPENDIX C (continued)

STATISTICAL DATA, NINTH GRADE, JANUARY, 1957

Student Number	SRA-Primary Mental Abilities Test--1956		California Achievement Test--1956	School Grades
	IQ	Total	Reading	
67	82	6.4	5.6	Fail
68	72	no test		Fail
69	73	5.9	5.7	Fail
70	77	no test		Fail
71	66	5.8	5.4	Fail WD
72	74	6.1	6.0	WD
73	76	6.2	6.6	WD
74	70	5.1	5.1	WD
75	70	5.1	5.0	WD

Any changes in requirements for graduation are subject to the Principal's approval.
To graduate, 12 units (other than Physical Education) must be completed in senior high school.

Subject	College Preparatory		Combined College Entrance		
	Standard	Math-Science and Engineering	Commercial	Vocational	General
English & Speech	4	4	3½ English ½ Speech	3½ English ½ Speech	3½ English ½ Speech
Social Science (World History, American, Civics for all)	2½	2½	2½	2½	2½
Mathematics	3 (Alg. I, II, Plane Geo.)	4 (Alg. I, II, Plane & Solid Geom.; Trig.)	2 (Alg. I, II)	2 (Alg. I, II)	2 (Any High School Math)
Science	2 (Biology; Chem. or Physics)	3 (Biology, Chem., Physics)	2 (Biology; Chem. or Physics)*	2 (Biology; Chem. or Physics)*	2 (Any High School Science)*
Foreign Language	2 (Both in same)				
Vocational Education (HM, VA, DE, ICT)				3	
Commercial (Sec. Tr., Bookkeeping, Typing, Jr. Bus.)			3		
Electives	2½	2½	2½	2½	5½

APPENDIX D (continued)
 REQUIREMENTS FOR GRADUATION

Subject	College Preparatory	Combined College Entrance	General
Physical Education	Required of all students except pupils in ICT, DE, and Band-- optional Senior Year.		

*Under the General Program, two years of Vocational courses or foreign language may be substituted for General Science if approved by the Principal. With the approval of the Principal, the same substitution, plus one unit of Biology, Chemistry, or Physics, will be accepted under the combined College Entrance Program.

APPENDIX E
COPIES OF LETTERS OF INQUIRY AND REPLIES

Copy of Letter from Junior High School Principal to
El Paso Public Schools, El Paso, Texas

March 10, 1959

Mr. Byron England, Co-ordinator
Director of Instruction
El Paso Public Schools
El Paso, Texas

Dear Sir:

We are planning to start a program in September for the migrant students in our secondary schools.

In our schools we have a large Latin-American and migrant student population and we have a program to take care of these and the retarded students up to the junior high school age.

We are wondering if you have had any experience with a program for these students at the secondary level. If you have we would appreciate hearing about it and knowing what you do that we might adapt to our situation.

We have received some students in our schools from yours and feel that you may have a similar problem.

Very truly yours,

Johnny C. Means
Assistant Principal

El Paso Public Schools

85

100 WEST RIO GRANDE STREET

P. O. BOX 1710

El Paso, Texas

SUPERINTENDENT

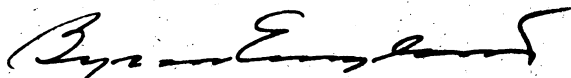
March 14, 1959

Mr. Johnny C. Means
Harlingen Public Schools
Gay Junior High School
Harlingen, Texas

Dear Mr. Means:

Actually, we do not have much of a migrant problem in our schools. Our population is rather stable and, except for an unusual number of spring visits to California, our students remain pretty well in El Paso. We do not have any special provision for them.

Sincerely yours,



Byron England
Assistant Superintendent

BE/mw

Copy of Letter from Junior High School Principal to
Canton Public Schools, Canton, Ohio

March 10, 1959

Eulalia C. Hyatt
Supervisor of Special Schools
City Public Schools
Canton, Ohio

Dear Miss Hyatt:

In reading the U.S. Department of Health, Education and Welfare Bulletin on Curriculum Adjustments for the Retarded, we have noted with interest your program for high school students.

We began only this year to carry our program for these students into the junior high school, but are well aware that many who should have a program of this type are now in the ninth, tenth, and eleventh grades, and if teachers can be found they should be put into a special program as soon as possible.

In making our plans, we are further confronted by a general feeling among educators in Texas now working on school accreditation that only one high school diploma should be given. This diploma should signify completion of the high school courses with creditable standing and would not be feasible for our special groups.

At the present time the retarded students who stay on in high school are passed along with local credit and given a certificate upon the completion of four years of high school. This has not been too satisfactory from the community standpoint, because the merchants who hire the students with the certificate have not been aware of the fact it is any different from a diploma, and have criticized the schools for graduating students with such poor basic skills.

We would appreciate any suggestions you could give us from your experience and feel that they would be very helpful to us in our planning.

Sincerely,

Johnny Means
Assistant Principal

The Canton Public Schools

618 High Ave. NW

March 20, 1959

Mr. Johnny C. Means
Harlingen Public Schools
Gay Junior High School
Harlingen, Texas

Dear Mr. Means:

Your letter of March 10 asking for suggestions for an advanced program for slow-learners on the high school level has been received.

We have the 8-4 plan in our schools and we have nine sections of slow-learners in one of our high schools. Our standards for entrance into these classes have been:

1. General academic achievement of third grade
2. C.A. 14-6 or 15 -- with rare exceptions
3. Social and emotional maturity
4. I.Q. range, 60 to 80

We give a special certificate or diploma, if you wish to call it that, to those who complete the four year program. We have been experimenting with one terminal class of high school age students with I.Q.'s in the 50's.

I am enclosing an outline of our four year program, a sample outline of the orientation unit and samples of our evaluation sheets for entrance into intermediate and high school slow-learning classes. I am sorry we do not have more printed material to send you, but because we have been reorganizing, we have not yet reached the point where we are ready to put it down in print.

I hope this bit of information will be of help to you.

Sincerely yours,

Eulalia C. Hyatt

EULALIA C. HYATT
Supervisor of Kindergartens
and Special Classes

ECH: jp
Encls

Copy of Letter from Junior High School Principal
to Laredo, Texas, Public Schools

March 23, 1959

Principal
Katherine Tarver School
Laredo, Texas

Dear Sir:

I was fortunate to have heard your part on the program of the section meeting concerning migrant students. I am vitally interested in this program as it concerns us here in Harlingen.

We are planning a program of necessity for migrant students and would appreciate hearing about your program in Laredo.

My particular concern is for the students at the junior high level.

Any information you can give me on this matter will be appreciated.

Sincerely,

J. C. Means
Assistant Principal

Luis Novoa, Jr. , Principal
 Katherine Tarver School
 Laredo, Texas

C. Means, Asst. Principal
 Junior High School
 Laredo, Texas

Sir:

Katherine Tarver School is an elementary school for over-age students. The term over-age is used here to mean all those students 13 years of age or older who are below their grade level. We do not have students enrolled at the junior high level, which is where you expressed concern. We have consulted with the principals of our two junior highs and they tell us due to the crowded conditions and lack of facilities they find themselves in the position of not being able to initiate any sort of program designed to help the migrant students.

For whatever it is worth, here is a brief resume of what is done over here with the over-age student.

When an over-age student is sent to Tarver, we place him according to grade and reading level recommendation of his previous school. Shortly after he is given a mental maturity test and an achievement test.

These tests give us an insight as to his weaknesses and strengths, frequently providing the teacher a better opportunity to help the student strengthen those weaknesses which the tests have shown. When it becomes necessary some students are "re-shuffled" in order to place them with a

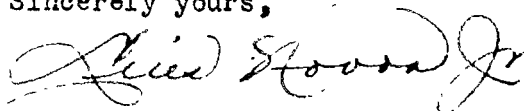
class in which they would be able to work better in accordance with their particular interests and abilities. Our program at Tarver is an accelerated -- the object being to get them ready for junior high as soon as possible. Each the individual student will advance in one year is up to the student himself.

Our school provides for one hour per day of shop work for all boys and one hour per day of home economics for all girls who are 14 or over. Our program also provides for one hour of physical education per day.

Migrant students who come to us are likewise over-age and they are processed through the same procedure. At present we are working on a program which would be more beneficial to migrant students. Since this program has not yet been put into effect, we are hesitant in furnishing the details of it for fear that it may prove, once it is put into effect, to be not as beneficial as we hope it will be.

Hoping that this will prove of some value to you, I remain

Sincerely yours,



Luis Novoa, Jr.
 Katherine Tarver School

Copy of Letter from Texas City High School, Texas City,
Texas, to Counselor, Harlingen High School

March 27, 1957

Mr. Robert R. Tait, Counselor
Harlingen High School
Harlingen, Texas

Dear Mr. Tait:

In regard to your inquiry about our program for the migrant student and slow learners, I merely want to say that we have no organized program for the entire school.

We have set up, in the high school, special classes for the low IQ's in mathematics, history (World and American) and in English. Regular teachers conduct the classes, but are all well-trained and experienced ones.

These slow learners are given the same subject matter in history, but on a different level. In math, I believe, they are given whatever they can do. For example, simple arithmetic if they can't do algebra.

Although they get a regular diploma and may graduate when they meet the required subjects and number of credits, they are given no grade higher than C's, C-, C+, in those special classes.

You may write the principal of the high school, Mr. L. B. Landers, for further information. I'm giving you what I know about it as a classroom teacher. I teach the special class in American history and like the arrangement very much.

Sincerely yours,

(Miss) Fern Holden

APPENDIX F

United Press Release, March, 1959

(Indicating Further Action Taken and Interest in the Problem
of This Study)

Over 25,000 Migrants Left the State in '58

AUSTIN BUREAU

AUSTIN — More than 25,000 migratory laborers were sent out of Texas last year by five agencies licensed through the State Bureau of Labor Statistics, a BLS report discloses.

The 25,073 migrants covered does not include those moving under Texas Employment Commission arrangements not under agency licensing.

Of the total reported by BLS, Hidalgo and Bexar counties provided by far the largest numbers—more than a third of all movements.

Fourteen thousand two hundred sixty one men and 10,812 women took jobs in other states through the licensed agencies during 1958. Of these, 2,853 were in the under 14 age group, 8,740 in the 14-20 group, 5,428 in the 20-30 bracket, 2,981 30-40, 2,830 40-50, and 2,241 over 50.

Hidalgo provided 4,523, Bexar 4,198.

These other Southwest Texas counties were among those from which the men and women departed for harvest jobs and other seasonal labor:

Cameron, 2,487, Webb 2,301, Zavala 1,723, Dimmit 645, Frio 267, Hays 401, La Salle 233, Maverick 681, Medina 289, Nueces 695, San Patricio 262, Starr 112, Uvalde 517, Val Verde 435, Willacy 350, and Zapata 292.

In all counties, bulk of the migrants were in the 14-20 age group.

The workers went to Colorado, Idaho, Illinois, Iowa, Michigan, Minnesota, Montana, North Dakota, Nebraska, Ohio, South Dakota, Utah, Wisconsin, and Wyoming directly. BLS personnel said many went on to still other states after reaching redistribution points in the states named.

Agencies licensed to move the laborers were American Crystal Labor Agency of San Antonio, 7,232 of the total, Consolidated Employment Agency, Austin, 6,467, Great Western Labor Agency, Laredo, 9,321, Wisconsin Labor Agency of San Antonio, 267, and U and I Labor Agency of San Antonio, 1,786.

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