

Solondrina



REGION I MIGRANT EDUCATION
QUARTERLY
December, January, February, 1974-75

KEEP IT FLYING!

It's nice to look back once in awhile and find out that good things have happened in the past. Such a flashback in this particular mind is the first issue of LA GOLONDRINA. Although it was hectic preparing the Regional "Mag-nual" — nothing beats the excitement of challenging time . . . known in the trade as deadlines.

This working magazine is gradually telling the Migrant Education Story. And this Region is utilizing all of its resources to change that story.

Throughout its eight California Central Coast counties, Region I's LA GOLONDRINA flew into administrative offices, MIST and MIA trailers, classrooms, and even teacher lounges. To quickly sum it up, LA GOLONDRINA is now nestled in some 40 of Region I's school districts. Hopefully, many of our 8,450 migrant children will also thumb through the pages of the unique publication.

Letters of congratulations and encouragement poured in a week after most of the mag-nuals had been mailed out. Some readers even wanted to "subscribe" to it since they were not Migrant Education personnel. Others wrote in stating that the publication should come out more often (which drew stares of anguish from editor Porrás) and still many simply requested more copies.

During the coming issues, we hope to accomplish what was initially stated by Director Cabrera in his first column that, "in order for any program to have a process by which it ties all of its components together, communication must take place . . . through this medium we hope to provide more services to the migrant child . . ." But it cannot be done by a handful of Regional staffers. We need more "outside" cooperation. Any information that might be helpful to us will be greatly appreciated. Photos, ideas for future stories, comments (good or bad), nearly anything will be more than welcomed.

It would certainly be disheartening for us to announce the demise of our mag-nual. Keep LA GOLONDRINA flying! Read it and submit to it as often as possible.

In a world awash in communications of one form or another, presentation of material found in LA GOLONDRINA is of paramount importance. Gracias.



DR. GLENN HOFFMANN
Region I Executive Board Chairman

ANDY PORRAS
Editor

J. EDUARDO S. CABRERA
Director Region I Office of Migrant Education

MARTIN PEREZ
Art Director

LA GOLONDRINA — Volume 1, Number 2. A quarterly publication of the Office of Migrant Education Region I, 100 Skyport Dr., San Jose, CA 95110. LA GOLONDRINA, funded under provisions of the Elementary and Secondary Education Act of 1965, Title 1, Public Law 89-11, as Amended by Public Law 89-750 of 1966, is published by Region I for distribution throughout its participating counties, (San Mateo, Santa Clara, San Benito, Santa Cruz, Monterey, San Luis Obispo, Santa Barbara, Ventura,) as a component of the California Master Plan for Migrant Education. Manuscripts subject to editing are welcomed. Reproduction of any article, column, etc., is encouraged but credit to LA GOLONDRINA must be given.

Golondrina



by J. Eduardo S. Cabrera, Director

The new year is upon us. We would hope that the circumstances which surround the migrant family had bettered in the last year. Unfortunately, the situation for migrants in the United States in general, and California in particular, has very far to go. Good news is always an excellent way to begin a new year. Resolutions, plans and hopes for the future seem to all come together at the end of the old year. Migrant families share in these dreams, but have yet to benefit from realization of even their smallest wants.

Those of us directly connected with Migrant Education reconfirm our commitment to provide services to migrant children. Individually and collectively these resolutions must be voiced throughout our Region. As members of this project you must embrace these commitments with renewed energy and excitement. The banner of Migrant Education must be carried by us, if we don't, who will?

As we develop this project we are prepared to share with you general strengths and weaknesses of

our program. If we are to develop an educational component which will complement what school districts are doing for migrant children then we must study our history carefully.

In seeking to prepare for the future needs of migrant children, we cannot afford the luxury of ignoring our past failures. In the same token we cannot afford to dwell on our accomplishments.

These facts should provide you with a yardstick for implementing individualized migrant programs. It is the responsibility of the school districts to fuse these individual concepts so that umbrella services to migrant children become a reality.

The regional program for Migrant Education in the State of California has proved to be a success. With the experience we have gained during its few years of development, we are able to anticipate much that affects our program. We know for example, that in school districts where superintendents, principals, classroom teachers and other school district staff are aware and supportive of the migrant educational con-

cept, success for migrant children is very probable. In school districts where the certificated and classified staff are not informed about migrant education, difficulties in program implementation arise. We could then say that a formula for success can be predicted and consequently can be planned for.

School districts are responsible for five basic areas in Migrant Education:

- * Instructional Support Services
- * Instructional Assistance Services
- * Statistical Services
- * Health Services
- * Parent Involvement Services

These areas are the minimal services which migrant children receive with Migrant Education funds. As should be common knowledge, migrant children are eligible for all services that the school district offers all children. Districts must be very careful in insuring that migrant services are always above and beyond the normal school district services. Migrant funded personnel must make it their responsibility to assist the district in carrying this plan out. Services to migrant children must be placed in priorities. These priorities will be affected by the district resources available to all children and by the individual needs of children being served. It is very possible then that the migrant children in the same school district having the same need would receive different levels of assistance from the migrant program. For example, if two first graders who have been identified as migrant children eligible for services are in two different classrooms, and only one classroom has bilingual instructors then migrant education could concentrate on that child who has less bilingual resources available to him.

This concept could be extended to cover most individual needs of children be they academic or social.

As we approach the questionable future may we offer our support in all that is necessary to find better ways to serve our migrant children.

La Región Uno se une con la niñez del campo para brindarles unas felices pascuas y un prospero año nuevo.



Dr. Leo Lopez

a candid conversation with the chief of migrant education

Editor's Note: Dr. Leo Lopez, Chief of the Bureau of Migrant Education, was recently in the offices of Region I for a Directors' Meeting held in San Jose. While attending the meeting with all of the other Regional Directors, Dr. Lopez kept the attendants informed as to exactly where Migrant Education in California was, has been and is heading for. Here is an exclusive interview with the man who keeps abreast of all the services Migrant Education renders its nearly 50,000 children it serves in this state.

LG: Dr. Lopez, we always hear of our program being an ever expanding one, just how big are we?

Dr. Lopez: As of this month we are servicing 212 school districts in 34 counties in our state. We know that there are approximately 80,000 migrant children below eighteen years of age residing in California. We also estimate that there are another 100,000 children who are members of families who have left the migrant way of life in the last five years, and are suffering from educational handicaps.

LG: Dr. Lopez, sometimes we receive letters from our own region and other concerned citizens asking just how many children are we presently serving or have served in

past years. Can you give us a breakdown, say within the last three years?

Dr. Lopez: Of course. We understand that many of our own personnel need to know such information. In 1971-72, we had 37,049 migrant children enrolled in our regular school term. For the summer portion of that year, we had 12,613. During the 1972-73 school year we were serving 35,971 and only 7,992 in the summer months. For this last school year we have projected a total of 49,603.

LG: All those numbers bring to mind one thing Dr. Lopez, money! Who's paying for all of these services being rendered to this many children?

Dr. Lopez: Yes, money is always a question. For the 1971-72 year, we received \$8,285,802 under the ESEA Title I Migrant Amendment and in 1972-73, we operated with \$9,262,289. This last year, 1973-74, we managed to have \$9,832,415. All of the funding comes from the same Amendment.

LG: Is it true that there is no funding provided by the state?

Dr. Lopez: This is correct.

LG. Do you think this philosophy will ever change? After all, California, probably the most fertile piece of land on this earth grosses

well over the billion dollar mark from its agri-business.

Dr. Lopez: We are hoping that new legislation will bring about the much needed change.

LG: How about academic progress? Have we any way of finding out how effective our efforts have been?

Dr. Lopez: In the past it has been found that migrant children are on the average two years below grade level for their age. Their rate of progress is usually not more than seven months for each academic year. Evidence from our 1972-73 evaluation reports indicate that our Migrant Education programs have helped improve the migrant child's performance on standardized tests. A sample of 2,122 children who were pre-and post-tested in reading and who participated in the program for at least five months showed a mean gain of 1.6 months for each month of participation. A sample of 2,229 children who took math tests showed a gain of 1.7 months for each month of participation in our migrant program.

LG: Dr. Lopez, in layman terms, would you say that our migrant children, then, are definitely improving their educational status because Migrant Education exists?

Dr. Lopez: Yes.



LG: How about health problems? Are we doing anything to aid the child healthwise?

Dr. Lopez: During the 1972-73 year, a total of 17,525 children received medical services and some 6,000 received dental services.

LG: Does the program cover other necessary services for these children?

Dr. Lopez: How about food? For our nutrition project, over 16,000 of our migrant children were provided free lunches, snacks and breakfasts. Another 6,222 received these same services in the summer projects. And still, many other migrant children received these same services from the regular school food programs.

LG: Do you find that these children really enjoy school? Do they attend classes with the same attitude as other students? How about the parents, do they help in getting the child to school and show interest?

Dr. Lopez: Yes, these children attend school just as regular as their neighbors. Contacts with migrant families have continued to increase. The favorable atmosphere created by such contacts has resulted in increasing regular attendance by migrant children.

LG: Recently, many of our personnel received the California Master Plan for the Education of Migrant Children. When did this crop up? Who was responsible for putting our commitment on paper?

Dr. Lopez: On October 1, 1973, A.B. 1062 became law, adding Article 2.5 commencing with Section 6464 to Chapter 6.5 of Division 6 of the Education Code.

LG: Pardon us for interrupting, but can't we just explain it?

Dr. Lopez: I was just going to. This law required that the State Board of Education adopt a state master plan for services to migrant children. The required master plan was prepared, adopted by the State Board of Education and submitted

to the Legislature last April.

LG: Needless to say, it did meet with their approval and we now have something to follow, right?

Dr. Lopez: Yes, that is correct. And if anybody wishes a copy, either in English or Spanish, they may request it from any of the Regional Offices or from our department in Sacramento at no cost.

LG: Thank you for that valuable information. Now can you give us additional information regarding Migrant Education activities?

Dr. Lopez: I'll be glad to. I'd like to place emphasis on our in-school compensatory programs for our elementary and secondary pupils. Much emphasis is on language development, reading and mathematics. A diagnostic-prescriptive approach is used, employing paraprofessional tutors (MIAs) and resource teachers (MISTs) to assist the regular classroom teachers in providing supplementary instruction to identified migrant children.

LG: You have mentioned the summer school programs, can you give us more information on this?

Dr. Lopez: Yes, during the summer's regular programs, we also conduct what we call the extended summer school programs. The extended summer programs for Migrant children were operated through August 1974. Most of the programs encompassed 10 to 12 weeks of instruction and it also included activities in the morning and in the afternoon. Not all of our participating school districts conducted these programs, but we will look forward to more doing so in the future.

LG: Oh yes, we are also aware that these summer programs boost the instructional efforts with additional personnel, who are these people?

Dr. Lopez: The personnel you ask about are known as the California Migrant Teacher Assistant

Mini Corps. Approximately 200 college and university students as teacher assistants for Migrant pupils in summer programs. Currently about 30 of these students are serving Migrant children in regular school year programs on a part-time basis.

LG: How about the children who are not of school age, who takes care of them?

Dr. Lopez: For these children we operate preschool/day care programs. These day care programs for Migrant children are administered by the Child Development Program Support Unit. There are several of these day care programs operating throughout the state.

LG: Give us more information on health services.

Dr. Lopez: Health services are provided through the seven region components, regular health agencies, and local resources.

LG: I believe we are near the end of the interview Dr. Lopez, would you like to make any statements regarding the future plans of Migrant Education.

Dr. Lopez: Yes, let me say that there are great strides being made for our program. Federal authorization for migrant education is included in PL 93-380, the Education Amendments of 1974. Formulas included in this legislation should continue the program at at least the present level of funding. The passage of Assembly Bill 1062 assures that services to migrant children will continue in California, and will be expanded to include all migrant children by the 1976-77 school year. In the past, migrant education programs with funding between \$7 million and \$9 million have reached less than 50% of the migrant children in California. It is estimated that at least \$38 million will be required to reach all eligible migrant children in the state.

LG: Thank you Dr. Lopez.

Dr. Lopez: You're most welcome.



la gente . . .

by Andy Porras, Editor

LA GOLONDRINA

So here we are again. You, "La Golo" and I. Like I told the Boss (J.E.S.C.) if we ever get this issue off the ground (no pun intended), it'll be a good one! Therefore, if YOU are reading this prior to breaking for the Yule Season, you'll know we made it. Again.

Deadlines & Bylines

You're probably tired of us reminding you . . . but . . . porque no toman tiempo y una pluma/lapiz/maquina de escribir/etc. and get it on . . . paper that is. Get what on paper? Copy! Material for La Golo . . . anecdotes . . . todo lo que ustedes gusten mandarnos sera considerado seriamente and publicado in this unique magnal.

And you know what else? We'll even give you a "byline" — that line below the headline or title of a story that tells the world YOU wrote something for publication! But all of you prospective escritores you must heed our "deadlines"—that terrifying word that tells you that you've run dead-out-of-time to submit material to us. Deadline for the next Golo is hereby set for January 31, 1975.

Faces & Places

Traveling with Region I's Director gives me opportunities to view our program from all angles. Since there is nothing "typical" about going out on the field, sometimes the smallest project will provide us with the greatest satisfaction by way of knowing that Migrant Education DOES work.

Just the other day we visited a small community's school and while Mr. C. went over the program's responsibilities with the MIST and school officials, I went over to the classrooms to chat with our MIAs and some of their pupils.

One of the youngsters asked me who the "big guy that looks like a gringo but speaks Spanish was?"

I explained to him that he was the man responsible for the Region I program for children like him (no, I didn't tell him he was "different" or a migrant). He looked bewildered then finally exclaimed, "you mean he's like a Santa Claus?"

Merry Christmas, Senor Director and Region I!

FACES & PLACES

If CATHY GARCIA'S cooking is any indication of the kind of food her husband PEDRO serves at THE HOLLISTER INN in Santa Barbara, you Region One-ers are in for a treat if in that beautiful city for a day, weekend or whatever. La Sra. Garcia, our MIST for Santa Barbara County, catered our lunch during an Area C and D MIST meeting in Santa Barbara.

JUAN SERMENO, Santa Paula MIST is really a busy individual. He has designed several office-aids to speed up the messages and mail into our office employing Region I's logo (symbol used in nearly everything concerning Migrant Education Region I). Dale gas, Juan!

Received a real neat item from Hollister-San Benito MIST Shirley Perez the other day. She is fast becoming one of Region I's (North-eners) busiest MISTs. Gracias, Shirley, we really appreciate receiving material to help us in publishing La Golo!

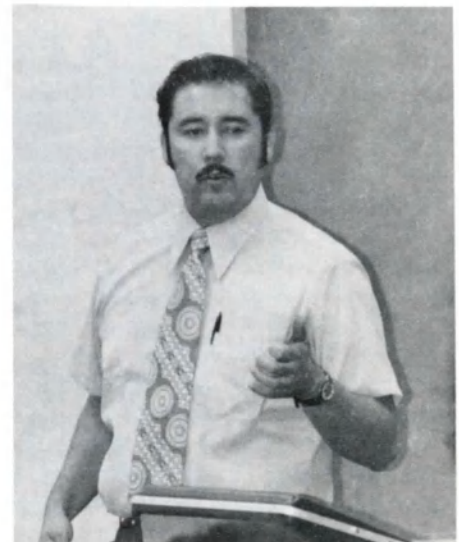
Did you know that Ventura County MIST PABLO RUBIO recently became the proud papa of a little



Juan Sermeno
Santa Paula and **Pablo Rubio**,
Oxnard MIST



Cathy Garcia
Santa Barbara, MIST



Carlos Molina
Santa Clara, MIST

coed? Congrats to Pablo and his Sra. Now that Pablo has a nina, we wonder if his little hijo is still Numero Uno? Pablo is another of our MISTS that has taken Region I's logo and applied it to several of his area's materials.

CARLOS MOLINA, Santa Clara MIST is still trying to figure out what happened during an Area A & B MIST Meeting held in San Jose in early November. Carlos, arrived after the meeting had begun due to some prior commitments and immediately discovered he had been named Chairman of his area for the planning of the MIA In-services. His counterpart is dynamic MIKE McGRAW, the smiling Irishman with a heart of gold... and green (almost like the Regional logo!).

NOTITAS DE NINOS

It was in Spreckles that a MIST had asked some of her children what they would do if they had one million dollars to call their own. The youngsters each had different answers, ranging from "I'd buy a big house" to "give the money to my Mom."

Some, however, were deeper in thought (keep in mind that these children were only in their first year of school).

"I would buy a school," said one. "I wish for a hospital," said another. "I want a courthouse," exclaimed one.

But the one that really grabbed me was the answer one specific child gave.

"I would bring my father back," he said.

We never asked him if he meant bringing his father back from death or what. The mere knowledge that this youngster thought that much about his father is something to keep in mind. What would YOU do with a million bucks, reader?

THE SUN ALSO...

In another school the teacher asked her children to draw a pic-

ture and write what the picture meant to them. Most of the illustrations depicted bicycles, horses, trees and playgrounds. It was the picture and text of a dark brown face child that attracted most of my attention.

He had drawn an impressive and elaborate picture of a section of his hometown (in Morelia, Mich. Mexico) with a clear outlining of his house, trees in his backyard and a big old Sun shining and smiling upon his house.

Below the picture he had scribbled, "I miss my house in Morelia. It was a good house. We had fun there. And we could see the Sun."

Everybody knows that the Sun shines all over the world. But maybe HIS Sun WAS warmer, brighter and didn't signal another summer day of toiling in the cold fields.

UN AMIGUITO

On another occasion, this time in Fillmore, during their annual Winter Social for the migrant parents, I came across a talkative niño that I still think about... often.

An impressive list of Migrant Education personalities had joined the festive group for an evening of dining and viewing a program with many of the migrant children participating. Dr. Lopez, Mr. Cabrera, Dr. Glenn Hoffman, Phil Schneider, and State Consultant Arnoldo González were all there. Even the Governor had sent a personal envoy for the evening. After finishing off the excellent food prepared by some of the migrant parents, led by none other than Mrs. Minnie Ybarra, I went into the crowd to "get a story."

I got one.

My interviewee, a youngster with a ready smile and busy hands, turned out to be one of the most talkative subjects I had ever interviewed!

"Que hace toda esa gente aquí?" he asked me. I told him that I was suppose to do the question bit; he would provide the answers.

"Y que hace usted aquí?" He still

kept on asking me questions.

I told him about Migrant Education and of all the benefits we had to offer. I still don't know if it impressed him or not. We talked about school and he brought up the subject of friendship.

"Most of the boys in school pick on me and call me names," he said. "I don't have any friends."

I assured him that he'd make friends and then maybe he was not trying too hard to be a friend.

"How about you?" he asked. "Would YOU like to be my friend?"

"Of course I want to be your amigo!" I replied, trying to stop my recorder from taping my excited exclamation.

His face reflected a glow of excitement that rivaled the reflection of artificial icicles hanging from the auditorium ceiling. He ran toward a crowd and grabbed an arm that led to a lady in a grey coat. I could see him pointing at me and almost jumping at the beginning of each word as he explained to his mother that he had found a friend.

He pushed his mother's friends aside and ran toward me. He never lost his stride as he leaped and hugged me. My camera, gadget bag and tape recorder dangled from my right shoulder as I put my other arm around him.

He tightened his hold on me and said, "Gracias! I am so lucky to have found a friend in you Señor. Gracias!"

I managed to hide a lump coming up in my throat and shook his hand. He waved goodbye and I started back to the table full of dignataries near the stage.

"Well," someone asked, "Managed to find anybody special out there?"

"No," I replied, "Just a friend."

* * *

Feliz Navidad y Prospero año Nuevo, out there. Play it cool, this Yule!



EVERY CHILD IS ROSEMARY'S "BABY!"

"There's nothing in the world I enjoy more than being helpful to children," says Rosemary Gonzalez, one of the Migrant Instructional Aides (MIAs) at Fremont Elementary School in the Hollister School District.

Miss Gonzalez goes on to explain that as a child she spent much of her time "playing school with my younger brothers and sisters."

Former Migrant

Rosemary, as she likes to be called, was born in El Centro and has harvested crops from the Imperial Valley to the San Joaquin Valley.

"My parents used to pile us into their car or truck and we'd hit the harvest trail," recalls Rosemary. "I

suppose that's why I understand the migrant child."

Rosemary is currently enrolled at Gavilan College and working towards her AA Degree to become still a better MIA.

"I keep telling myself that nothing for me is satisfactory unless it's work concerned with migrant children," says Rosemary. "And I also know that I would not be happy working as a regular aide."

An Innovative Gal

Rosemary's commitment to Migrant Education is quite evident.

"I love to work with my third and fourth graders at Fremont and make every attempt at setting up interesting and stimulating activities for the children on a daily

basis," says Rosemary.

Her love for the children, by the way, is not a one-way affair.

"So many of the little ones search for me during their recess or lunch periods," she admits in an almost shy manner. "I suppose my love and concern for these children is rubbing off on my family, since now my sister Ruth is working with migrant children at Southside School."

It would be nice if Rosemary's love and concern for migrant children would rub off on more people. Migrant children can use all the love and care in the world.

Especially from personnel in the classroom.



“SAY . . . SOMETHING IN MIGRANT”

by Dr. Leo Lopez

In August of 1964, as Director of California's program for Compensatory Education, I had the opportunity to visit one of the first pilot programs in a small school district in Northern California. This program was aimed at providing services to 35 identified migrant children.

I can still recall that day in August; it was on a hot Thursday afternoon when I drove to the school with a population of less than 250. The Principal-Superintendent invited me into the office where we exchanged pleasantries and agreed that it was a hot day. The project was a very simple one, whose objective was to bring additional reading material relevant to the disadvantaged child in that school district. In the process of looking at the project I asked to talk to one of the children.

My host called out to a youngster by the name of "Manuel" to come and talk to us. Manuel reluctantly left his game of tetherball and walked slowly to where we stood. As he approached I could see that he was about 10 years of age and wearing the work clothes usually worn by children who work in the fields. I immediately tried to warm up to him by asking his name in Spanish. The child remained silent and did not respond to my gesture of friendship. I rephrased my question in Spanish, but with little success. He still did not say a word. After a few minutes, my host became very exasperated and said, "Manuel, say something in **Migrant**." Manuel continued to look at

us without saying a word (I believe that he was thinking — Que *extraños*!) I finally said, "Thank you, it is good to meet you and I hope you are enjoying school." I walked away asking my host to do likewise. I still don't know to this day why Manuel didn't respond to me — even after I used my best Spanish.

The point of this story is not that Manuel did not respond, but that my host inadvertently expressed ignorance, frustration and prejudice by blurting out, "Say something in **migrant!**" Hopefully, my host meant to say "**Spanish**," but I believe that in this person's mind, **migrant** was equated with **ignorance**. We hope that we have come a long way from that day in August of 1964.

I am certain all of us recognize that a great deal has been done to bring the migrant child into the sunlight of opportunity and equality. While much has been done, we must acknowledge that we are still a long way from doing the best we can. In order to do better we must, **first**, understand ourselves so that we can understand others. **Second**, give more of ourselves in order to be more accepted by those we serve. **Third**, we must never forget that we are here to serve and not to be served. We have come a long way, but the best is yet to come. The future looks bright and full of opportunity. We encourage you to enthusiastically share in the exciting migrant adventure yet to come.

Our children are saying to you in **Migrant** — "**Gracias por todo.**"

Let's respond — "Aqui se habla migrante."



LA MOVIDA

... from 99 (notre dame) to 100 (SKYPORT)...

Exactly 874 boxes and 879 (five boxes were lost) headaches later, the Office of Migrant Education — Region I, finally settled down to serve its eight county region from the sparkling Santa Clara County Office of Education in San Jose.

"You guys seemed to have more stuff than two or three programs

combined!" remarked Dr. Glenn Hoffmann, County Superintendent and legal education agent for Region I.

Most of the staff got into the "moving mood" one day before the official move-day had been declared.

"I had been planning to get 'sick'

on the official day," said Ren Gonzalez of the program's child care division, "but I think El Jefe outsmarted us and called the "movida" a day earlier!"

Scores of Sores

Near the end of getting most of the region's materials, equipment, etc., ready for total effective usage, three staffers left earlier than usual (to buy Ben-Gaye, etc.) leaving the remaining faithful to arrange (and rearrange) and rearrange (and arrange) the office furniture. Scores of sore backs, arms, hands and smashed fingers later, they retrieved to one of the nearby lounging areas to look at their bush league try at interior decorating.

"What do you mean I have to use the phone with my left hand?" asked one of the secretaries, "I am right handed . . . and besides, I don't look too good speaking to my left!"

Another remark from one of the staffers indicated office division when he complained, "You #\$\$&\$ \$*!\$%* bunch! You deliberately placed my desk BEHIND the largest pillar!"

Thirty-nine changes later the office still looked like a group of Child-Care Center Dropouts had had a field day with the furniture!

All's well . . .

A few days before the Grand Open House, however, most of the changes had become acceptable to many. Sure.

The big day came and thousands of people came by to see what in the world an office called the County Office of Education housed. They found out . . . amidst flowers, speeches, music and people explaining what it was all about.

So, in the end all went well . . . excuse us, we hear someone yelling something about moving another divider somewhere!



FOLLOW THE LEADER

PART I

"While some offices can be run by telephone," says Cabrera, "I don't think our Office can. In fact, I'm a firm believer of being wherever our kind of action is taking place."

In this case, the "action" Cabrera refers to are visitations, parent involvement meetings, inspecting MIST quarters and meeting all of the Regional MIAs.

"I never know what to expect when I pay these visits to our school districts," says Cabrera. "Most of the time our visits result in positive attitudes for our program."

"it's a challenge . . ."

Taking to the field is nothing new for Director Cabrera. As a coordinator for the Regional Day Care Centers, he logged thousands of miles inspecting and facilitating the three centers located in Region I.



"When I became Regional Director in July of 1973," says Cabrera, "I promised myself that I could be more effective if I went to the programs . . . and not let the programs come to me."

During the last 16 months Cabrera has paid visitations to every participating school district and has "talked Migrant Education to any and all persons connected with our project."

During staff meetings in each of the respective districts, Cabrera always allows himself time to put in a good word for the program, both statewide and nationwide.

"I was telling our Regional MIST's during the San Jose session in October to call on me whenever they felt someone had to tell their fellow staffers about Migrant Education when I saw most of them raise their hands," says Cabrera. "They all wanted for me to go and tell the migrant education story."

A week later Cabrera had been to almost all of the schools that had requested his presence.

"getting there is half the . . ."

Much of Cabrera's traveling is done by air, and the Regional station wagon, dubbed LA GOLONDRINA II, also serves as a mode of travel.

"Sometimes we just pack our 'roundsteaks' (Bologna), cheese and a loaf of bread or pack of corn tortillas and hit 101," grins Cabrera. "This saves us valuable time (and money) whenever we are in a hurry to get somewhere . . . cheap."

But sometimes not even LA GOLONDRINA II can be relied on. Earlier this month a radiator leak stranded Cabrera "some forty-nine miles from the middle of nowhere."

So, right there, in the middle of

nowhere, Cabrera and his aide begin to lay out plans for the December issue of LA GOLONDRINA.

"likes to talk . . ."

Cabrera's "speaking engagements" sometimes number three or four per day. On certain occasions he'll speak before a faculty gathering in the morning, address a civic club during lunch and then attend and conduct a parent involvement meeting in the evening. Does he get tired?

"Not really," he says, "as long as I know that I'm getting the Migrant Education message across to those I speak to, I don't feel tired at all."

"nothing typical . . ."

While most executives follow a pattern and always have a "typical week" — Cabrera's long and laborious days are anything but typical.

During the planning of the National Conference on Migrant Education amidst all of the Regional visitations, Cabrera really became "an office on the go."

Region I MISTs and MIAs can vouch for all of the traveling Cabrera does.

"Pobre Sr. Cabrera," says Pam Garza, a MIST in Santa Maria, "We see him at our school during the day and at night he'll be making a presentation to our parents and the next day we hear of him being in Ventura County and on he goes. . ."

"It's really a wild trip," says Cabrera himself. "It really is. . ."

"meanwhile back at the . . ."

But it's not all travel, travel for Cabrera. Back at the office, when he is present, transactions, with school districts must be negotiated. Decisions must be made that affect the Region and countless office matters must be straightened out.

"I try to wrap up most of the office matters as fast as I can so that more time will be devoted to actual field work," says Cabrera. "But sometimes, or should I say MOST of the time . . . I run out of time!"

Time or no time, Cabrera stands ready to serve Region I and is fully committed to the philosophy of Migrant Education.

"For me," says Cabrera, "Migrant Education is saying to us that our migrant children should be reaping harvests of hope . . . not shame."

(to be continued)

John Wilber—

A SUPERintendent that cares...



"Every dime we can get from outside this district that helps give our children a better education will be sought," says Fillmore Unified Superintendent John Wilber. "We have gone from \$40,000 in categorical aide funding for Fillmore in 1969 to almost a quarter of a million this fall."

Wilber is a trim man with a quick knowledge of his entire district, especially in relation to Migrant Education. He has been at the helm of the Fillmore educational system for three years and enjoys the picturesque town hidden from the main thoroughfares of busy coastal life behind groves of citrus trees and grey mountain peaks.

"I can almost say that I've come back home," says Wilber as he reminisces of his childhood in Orange County. "We used to have orchards like Fillmore does. The folks here really care about the educational well-being of their children."

"... people here care ..."

Wilber points out that a recent school bond election saw the entire community participate at the polls.

"What's more interesting," says Wilber, "is that 75% of the town voted the approval of the bonds, that's much more than you can say for recent and similar elections throughout California."

His pride in the city taking an active part in its school plants is further justified as records indicate that Fillmore had the longest running summer school for migrant children in Region I this year.

"We don't isolate our migrant children when it comes to summer school," says Wilber. "We gladly make them part of the functional part of our regular summer programs."

"... respect parents ..."

Wilber likes to recall his first days in Fillmore.

"Few people know of the many benefits available for the education and care of the migrant child," he said. "One day, Minnie Ybarra took us to visit a labor camp and see for ourselves a Migrant Parent Advisory Committee in action. We went, and I, for one, have been ever grateful for the opportunity afforded us to meet with such a concerned group of individuals. Minnie explained (in Spanish) the many benefits that migrant children could be rendered . . . it was just one unique experience."

Ever since that meeting, Wilber has been one of Region I's most faithful and helpful allies.

"... run their own show ..."

Wilber feels that if a school administration is to be an effective one, "then we must let our instructional personnel do 'their own thing' and really have a good relationship with their children and parents."

Wilber says that teachers must have good relations with their children on a day to day basis.

"This way we establish good feelings with our parents," says Wilber. "Just like the day Minnie took us to see those parents, a lot of barriers that existed between us and the parents fell."

"... enjoy my spare time ..."

Wilber and his wife, a former classroom teacher, Peggy, have three children, Barbara 14, a high school sophomore; Patricia, 10, in the fifth grade and eighth grader John, 13.

"I enjoy my spare time trying to remodel my wife's kitchen," says Wilber. "It's a project that I've begun and plan to see to the end."

Peggy hopes so. According to Wilber himself, the project was started five years ago!

"All kidding aside," says Wilber taking an occasional puff on his pipe, "Most of my spare time is devoted to do-it-yourself projects at home and also spending additional time with children, be it little league baseball, scouting or maybe to do a little fishing with my son."

"... migrant parents grateful ..."

"Sometime after our migrant children and some of us that accompanied them to Calamigos Ranch in Malibu for the weekend outdoor program," says Wilber, "we had Mr. and Mrs. Martin Robles address the school board in regard to the weekend outdoor programs Region I afforded their children. Although most of their talk was in Spanish, the board members related to them. Sometimes just by listening and looking at people's gestures, we can understand them."

Wilber, who began his teaching career in an Apache Indian reservation in eastern Arizona, values his opportunity of becoming involved with the education of migrant children.

"I firmly believe that the basic reason for Region I enjoying the success that it has so far," says Wilber, "is that the people working for the program really are concerned about the education of the migrant child."

"... likes to recall ..."

The former B-29 Flying Fortress navigator has been in education long enough to see "some of the good things and some of the bad things."

"It's very easy sometimes for educators to forget what their role is in the life of a child," says Wilber. "I say that the day I forget how I felt when I was in school, I'll quit."

John Wilber has a good memory.

VERY INSPIRATIONAL PERSONS



Minnie Ybarra: A Very Special Lady



Minnie Ybarra likes to help people.

"I remember one morning I passed by one of the area's labor camps and a number of children were huddled together to keep dry from a sudden downpour," says Mrs. Ybarra. "I reported to Sespe Elementary to begin my usual day of filing out MSRTS forms and I kept thinking of the children out there getting wet."

Mark Twain liked to tell people that they only talked about the weather but did nothing about it.

Minnie Ybarra did do something about it — not the weather — but she visited with the manager of the camp and convinced him to build a shelter for the migrant children waiting to be picked up by their respective bus.

"I then proceeded to talk to other camp managers to follow suit," said Minnie. "Within a few days migrant children absenteeism dwindled."

Migrant children, like other school

children, don't relish the idea of arriving late and wet to school.

"... a friend of la gente ..."

Mrs. Minnie Ybarra, mother of three and one of Region I's statistical aides, is responsible for the enrollment and verification of some 260 migrant children in the Fillmore Unified School District. Mrs. Ybarra is charged with the gathering of data from Sespe Elementary, which serves as her base of operations, Piru Elementary, San Caytano Elementary, Junior High and Fillmore High School.

"It keeps me busy," says Minnie about her migrant statistical aide job. "All the way from pre-kinder to high school . . . but they are really my pride and joy!"

They must be. Minnie is well known by most of the Spanish speaking community of Fillmore and surrounding area. And it is not uncommon to find her responsible for making arrangements for celebrations of all kinds involving migrant children, parents and aides. She has promoted Christmas parties, parent involvement meetings and a host of other activities.

"... love my work ..."

"Sometimes we go out into the labor camps and urge the migrant parents to come forth and become involved," says Minnie as she counts some of the MSRTS forms. "We tell our migrant parents about all of the services available to them and how to get them, something that not everybody really knows."

Asked how she feels about Region I's Migrant Program, she wastes no time in replying, "People must become involved . . . they must care to make this program a success. I mean all kinds of people, teachers, parents and even the children themselves . . . if you come to Migrant Education for the money, then you're way off base!"

"... tengo a mis hijos ..."

The former apricot and walnut picker is proud of her two daughters, Evelyn, a teacher and Barbara a student, attending college under the Operation Chicano Teachers Program.

"I also have Robert, who attends Sespe," says a beaming Minnie. "My Evelyn received her B.A. from the University of California at Santa

Barbara and now Barbara also wants to go into teaching after having worked as a summer school teaching assistant."

Husband Woody is the head custodian at nearby San Caytano Elementary. He, too, used to pick fruit in the Fillmore area.

"Just don't ask me to give you any dates!" jokes Minnie.

"... enjoy solving problems ..."

"My work permits me to help people," says Minnie. "It has given me a chance to really do something rewarding . . . like the other day that I was out on one of my house visitations. Seems a young man had legal problems. . . "

Minnie explains that the youngster almost ended up being fined for an auto mishap that had indications of being someone else's fault. Minnie managed to explain to the judge and officers present during the young man's court hearing what had really happened and offered herself as a material witness.

"We pulled him out of the fire," says Minnie. "The judge was very understanding and nothing happened to the young man."

"... they come to my house ..."

So much trust do the Fillmore Spanish-speaking have in Minnie that her day seldom ends with the ringing of the last school bell.

"Sometimes it's just the beginning," says Minnie. "I've had people come to my house long after the sun has disappeared beyond the Topa-Topa Mountains. They even come to me with their personal problems and I make a decent attempt to aid them in whatever way I can."

Mary Casas, an NYC worker, thinks Minnie is one of the better things that has happened to the Fillmore Unified Migrant Program.

"There is no one else we turn to when we have problems here at the office. Minnie knows just about everybody, and, like I said, she is the one we usually turn to for help."

So do most gente in Fillmore.



REGION I's CHILD CARE CENTERS EXPLAINED

Region I presently administers the operation of four child care centers located within migrant housing centers, or flashpeak camps, in four counties. The area encompasses Gilroy, Hollister, King City and Watsonville.

Children served number close to 300 during the six months that the centers are open, and they must be camp residents between the ages of two to five years. Centers are open from 6:00 a.m. to 6 p.m., Monday through Friday.

Services provided to the children include preschool education, psycho-social development, health, nutrition and social services. In order to provide these services, a full complement of staff are hired each season, which normally runs from mid-May to November. Staff includes a Center Supervisor, teachers, teachers' aides, a social service aide, cooks and a custodian at each center. The adult-child ratio is maintained at one to five, which allows for close supervision and assistance.

All federal and state regulations governing child care are adhered to, and on-site visits are made regularly by regional staff to insure ongoing compliance. State supervision is done by the Child

Development Programs Support Unit, and they do official compliance checks at all centers a minimum of three times during the days of operation.

During the season just ended in November, Region I was funded for \$340,953 and received an additional non-food assistance grant from the state for \$17,946 to equip the center kitchens. Total fiscal responsibility totalled \$358,899. If present plans materialize, a fifth center will be added, which will extend the regional operation from its present ten months to twelve months. Expansion of the program is necessary to meet the growing need which migrant families have for child care.

Administration of the program and its 70 field employees is accomplished, in conjunction with consultation from the Region I Director, J. Eduardo S. Cabrera, by Administrative Aide, Ren Gonzalez, Secretary, Linda Barrientos, Clerk, Bea Martinez, and Maintenance Man, Pedro Nieves.

Child Development Programs Support Unit Consultant, Gene Arreguy, has provided ongoing invaluable information and assistance throughout the season.

The tall man in casual jeans and plaid shirt ran after a loose ball during a physical education session on the campus of Sespe Elementary School of the Fillmore Unified District.

"Corrale Mr. O!" yelled some ten migrant children in unison. "Hey Mr. O. Hurry up and get the ball!"
Mr. O.?

The "O" stands for Ospenson. Don Ospenson. Summer school principal during the long warm summers in Fillmore.

"Yeah, I do the principal bit during the summer," says Ospenson, "then I head back to the classroom in the long term and teach sixth grade."

"... digs the Mini Corpsmen ..."

Ospenson has been summer school principal for the last six years and is especially fond of the role he plays in the extended day program of Region I's summer school package available for all participating districts.

Seven mini corpsmer were allocated to Fillmore this past summer.

"These young men and women are really wonderful," says Mr. O., "But I have one problem with them . . . they never want to quit!" Mr. O. also had praise for the Migrant Education Summer Aides at Fillmore.

Ospenson says that the seven mini corpsmer working with the migrant children last summer helped the program develop better relationships between teachers and students.

"With the Mini Corpsmer around," says Mr. O., "the kids had no hangups about speaking up in a classroom or giving it a try in English or work a math problem on the board in front of the class. It makes quite a difference when mini-corpspersons are around campus."

"... enjoy teaching ..."

Mr. O., who came to the Santa Clara Valley (in Ventura County) some ten years ago from New York has found the relaxing way of life in the Fillmore area to be to his family's liking.

Mrs. O., Lucille and family, Barbara, attending Junior High; Kenny enrolled at Ventura College; David,



el
Mr. "O"

attending Moorepark College and Carri and Donna both married all agree that it was a great move.

"I have one grandchild," says Mr. O., "Jennifer is her name and we are very proud of her."

As principal in upstate New York, Ospenson was in charge of several elementary schools from kindergarten through the sixth grade level.

"It was in this area of the state that I first came in contact with migrants," says Ospenson. "Many youngsters from the Deep South migrated north and we would get to see them for five or six weeks."

"... music and trains ..."

What does Mr. O. do in his spare time?

"I play the organ and direct the choir in church," he says, as a youngster calls his attention. "I also tinker with hobby trains and model trolley cars."

Mr. O. says he envies the closeness of the migrant families he has gotten to meet in Fillmore.

"We used to experience this same kind of togetherness," says Ospenson, "but this kind of culture is

rapidly fading away from the American scene. I find that migrant parents are anxious to see that their children continue in their education. I am impressed."

"... just a little break ..."

Mr. O. becomes excited when he relates some of the experiences he has had with the migrant children and Mini Corpsmen.

"I've always said that the migrant children can make it . . . all they need sometimes is a little break. And perhaps the Migrant Program has provided that opportunity."

Ospenson says it took him 23 days to get from New York to Fillmore when he moved.

"I had a beat-up old Rambler, five kids, two collies and all of our possessions when we hit downtown Fillmore," says Mr. O., "My wife still kids me and tells me that if I had seen the way I looked that day I probably would not have had the courage to ask for a job here!"

It's a good thing Mr. O. didn't look in a mirror that day. It would have been a bad break . . . for Fillmore and the migrant children.

Soy Una Persona Amable y Capaz

En los días 25 al 30 de agosto los profesores de la educación para niños migrantes se reunieron en San Luis Obispo para estudiar como mejor servir a nuestros niños. Allí aprendimos mucho de las varias necesidades de nuestros alumnos y de sus familias. Una de las presentaciones que nos conmovió y nos inspiró a acción fue la de los colegas Dr. Eliazar Ruiz, Silvia Karzag, y Chuy Rodríguez. El tema de su cursillo fue SUPAC—Soy Una Persona Amable y Capaz. Decidimos vivir este lema y también inculcar tan sano propósito en nuestros niños.

Y cómo se pone SUPAC en práctica? Diariamente, al principiar la clase hablamos de SUPAC y discutimos como cada niño es capaz. Se pregunta—¿Qué sabes hacer bien? También se pregunta—¿Qué vas a aprender a hacer bien? Al comenzar la tarea, sea español, inglés, o matemática: le decimos a cada alumno— Sé que eres capaz y vas a hacer esto muy bien. Se guardan todas las tareas y vamos viendo prueba de la habilidad del alumno. En cada tarea, el alumno compite contra si mismo para ver cuantos puntos le puede agregar a su SUPAC. Así, no es cuestión de quitar puntos de 100, sino de ir acumulando prueba de capacidad y, aún más importante, prueba de mejoramiento de día a día. Al terminar la lección el niño tiene su prueba de capacidad y tiene su profesora que le dice—Ves que capaz eres ¡Qué bien hiciste esta tarea! Da gusto ver la sonrisa contenta del niño que se siente capaz, contento, y por consiguiente, amable. Así es que cada lección es una oportunidad para poner el SUPAC en acción.

El SUPAC ya no es un lema, sino una feliz realidad en la vida diaria de nuestros niños.

by Alice Mendeke,
La Honda-
Pascadero MIST



NOTICIAS BREVES . . .

PLAN AHEAD DEPT. U.C. Santa Barbara will be the site for the annual CATESOL Conference slated for the latter part of April, informs David P. Dolson. Bilingual Director of the Briggs-Olivelihoods Elementary Schools.

"CATESOL has always had quality workshops," says Dolson. "The conference will deal mainly with ESL, Bilingual Ed and Cultural Awareness."

Congenial Cliff Rodriguez of the Ventura County Office of Ed is chairman of the meeting with Dolson serving as vice-chairman.

"We'd like to have Region 1's staff attend this conference," said Rodriguez. "We'll keep the cost of attending down by providing the participants with dormitory type accommodations at the UCSB campus."

Both Rodriguez and Dolson have been strong advocates of Migrant Education. They promised to keep Region I informed of the conference.

* * *

Region I was well represented at the annual conference of the National Association for the Education of Young Children (NAEYC) held November 23-26 in Washington D.C.

Regional Director J. E. S. Cabrera, administrative aides Ren Gonzalez and Andy Porras along with Child Development consultant Gene Arreguy attended the four-day meeting that began on Saturday evening with an address by Jerome Kagan, one of the world's most respected experts in human development.

While in Washington, the California quartet met with several legislators and educational leaders to discuss the plight of the California migrant child.

Several resolutions were introduced by Cabrera to emphasize national commitment for the education of the migrant child.

HOFFMANN EXPLAINS EXECUTIVE BOARD ROLE

by Dr. Glenn Hoffmann
Region I Executive Board Chairman

The Executive Board of Region I Migrant Education is set up by the California Plan to give advice to the Agency County Superintendent of Schools, and as the Agency Superintendent, I depend on that advice. The Board includes the county superintendents for the eight coastal counties that make up Region I, along with seven representatives of teachers, district and school administrators and the public at large. Among its duties, the Board reviews Region I policies and administrative procedures, the budget, and both new and ongoing programs. While the Agency Superintendent is held responsible for the overall management of the Region, he cannot know the special needs and circumstances in all eight counties, so he must rely on the Board for counsel and direction. This I have done from the beginning.

The Board is also an important communication channel for those working in migrant education and for the public, whose support and understanding are much needed. Board members exchange ideas among themselves about mutual problems related to migrant education; they keep an ear to the ground between meetings and bring in ideas and concerns from the communities where they live and work; and in turn, they interpret migrant education to their local constituencies. Thus, they become very helpful points of contact throughout the Region. In addition, the Board has some two-way communication going with the State Department of Education, making the most of the opportunity when State staff members attend Board meetings to discuss changes in

law, state management procedures, new personnel and so on.

The Board meets on the second Friday of every other month, the next meeting being January 10 in Ventura and the public is welcome to attend. Meetings are usually in San Jose, to minimize expense to the Region, but the Board met in Santa Barbara last spring, and there are plans for a meeting in Monterey later on in 1974-75.

Readers who are concerned about anything related to migrant education are invited to contact any member of the Executive Board.



the S.L.O. experience



Termed one of the most successful institutes ever held for Migrant Education personnel in the state, Region I's pre-school sessions on the campus of Cal Poly at San Luis Obispo ushered in the 1974-75 school year for more than 250 Migrant Education instructors and aides.

"We finally felt we had given our support teachers and aides a worthwhile glimpse of our Region's Migrant Education program," said regional director J. Eduardo S. Ca-

brera at the end of the week long institute.

State Director Impressed

Dr. Leo Lopez, who leads the California migrant projects, was impressed with the calibre of the Institute's workshops and participating instructors.

"Region I is to be commended for having taking the initiative in supporting such an institute," said Dr. Lopez. "This will undoubtedly afford the Region's newly employed

staff a much needed 'look-into' before they enter our program."

During the initial general session held at Cal Poly, Dr. Lopez heaped praise on the Region for all of its creative and innovative ideas that have helped earn it the respect and admiration of "almost an entire country."

"This national program which reaches 48 states," said Dr. Lopez, "is in dire need of some of the things you people in Region I accomplish!"



Institute Insights

Close to 40 sessions were conducted during the August 25-30 Institute with special ones for district administrators and fiscal personnel.

Things got off to a fast start with the MISTs registering before noon followed by a seminar conducted by the Southwest Educational Development Laboratory from Austin, Texas, headed by Mr. and Mrs. Donato Rodriguez and Alcira Toscano.

Following dinner, the meeting's first general session was conducted by Cabrera.

The remaining five days saw more MISTs arrive with the MIAs coming in on Tuesday along with the rest of the regional personnel, including statistical, health and parent involvement aides.

Bob Silvas, of Region I, handled the statistical Aides enrollment and verification seminar. All of a sudden the initials MSRTS became

more meaningful as aide after aide began to grasp the seriousness of their responsibilities to the Region.

The Special Services sessions that included Parent Involvement, Nutrition and the ever popular Outdoor Education were conducted by Arnoldo Gonzalez, Andy Porras, Grace Meeker, Julio Garcia and Augie Perez.

Dr. Eleazear Ruiz, of the County Office of Education in Santa Barbara, demonstrated the highly suc-



Successful sessions on Cultural Awareness for the attending personnel.

Entertainment Too!

One of the Institute's highlights came on Wednesday, at the University's Poly Grove, where a Cultural Tardeada was staged for the Regional personnel. Complete with Mariachis and an outdoor comida, the Tardeada drew raves from the non-Chicano personnel present.

Several of the MIAs got into the act by belting out Rancheras al estilo de la Raza. It was during the Tardeada that LA GOLONDRINA made its initial appearance amidst gritos de felicitaciones y alegría.

"This is an excellent manner in which to let the Region know of its activities, new rulings on the education of migrant education, and just about anything pertaining to

the educational objectives of our program," said Cabrera, prior to handing out the first copy.

Some 100 lucky persons were the first to see the publication, later labeled as a cross between a news magazine and working manual.

"We'll just call it a 'mag-nual' and encourage our regional staffers to participate in its mission," said Cabrera.



ENROLLING

Region I has enrolled more migrant children during the first three months of school than ever in the history of this project. Much of the success for enrolling migrant children rests on the fact that school districts are more aware of their responsibility for identifying migrant children. This service will undoubtedly provide immeasurable returns to all levels of the migrant program.

In order to continue this level of identification, special emphasis must be given to insure that all migrant funded staff work as a team in identifying, enrolling, updating and withdrawing migrant children from the Migrant Student Record Transfer System (MSRTS).

In those districts that the Migrant Education team has developed a process for this service, success has been a matter of fact. Where the team concept lacks cohesiveness, identification has not developed as well.

There are some basic guidelines that affect migrant children within the district setting:

1. Migrant children are eligible for services during the school year which they are identified. (The school year is defined as 12

ENROLLING, UPDATING AND WITHDRAWING A MIGRANT CHILD

PART II

months). This means that a child identified in November '74 is eligible for services through November '75.

2. A migrant child identified as eligible for services will never be dropped from the program during the school year. The same child, identified in No. 1, because of this second guideline, will not be dropped in November '75, but rather continued until June '76.
3. Special attention must be given to the line in the enrollment from which asks for the number of siblings. Migrant children should be identified by families so there is no duplication count.

The following list will further explain those areas that are considered agricultural activities in which the migrant child's parent must participate in order to be eligible for services.

- Cotton farms and related activities such as ginning.
- Tobacco growing and related activities such as warehousing.
- Farm activities related to field crops such as alfalfa, broom-corn, flax, hops, peanuts and sugar beets.

- Orchard activities related to fruit and nut trees and vines including sorting and picking.
- Farm activities related to the production of vegetables including sorting, freezing and canning.
- Farm activities engaged in the production of milk and other dairy products not including commercial dairies not located on a farm.
- Farm activities related to the production of poultry and poultry products.
- Farm or ranch activities related to the production of livestock and live stock products.
- Farm activities related to horticultural crops such as bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds and sod crops.

UPDATING & WITHDRAWING

It is of no use for other school districts to receive migrant student records (blue forms) which have only the name, address, and previous school of the migrant child. We must make an effort to help the system to provide the services that it is capable of providing for the migrant child. Updating like enrolling must be a team effort. Once it has been developed as an on-going process then migrant children are assured of continued services. School districts must provide written direction so that all working with the migrant child are in tune with the on-going updating process.

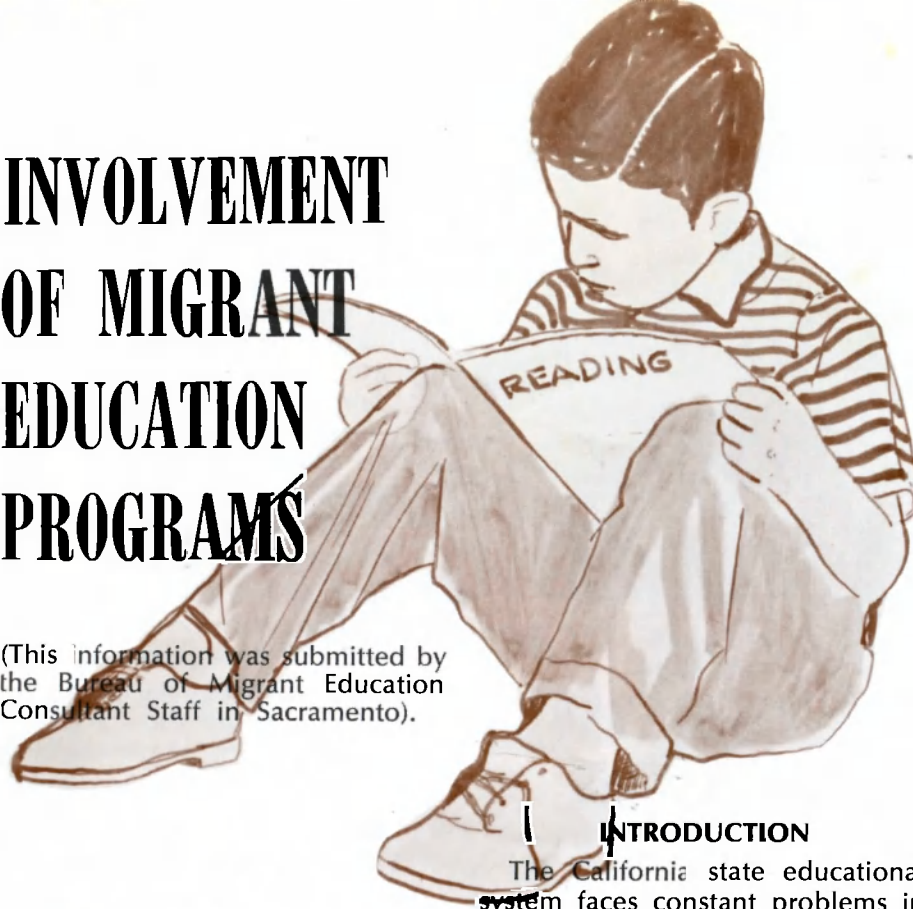
Withdrawal must then become a matter of terminating the migrant child's activity within the district and the attention that it gets is directly proportioned to the services that migrant children receive upon reaching their new school.

If we are to indeed work as a national program all levels of migrant education activities must carry out their responsibilities. If at any point there is a breakdown in communication and services then migrant children are hurt by a program that should be helping them.

**Coming in the next issue: Part III
FISHERY ACTIVITIES**

INVOLVEMENT OF MIGRANT EDUCATION PROGRAMS

(This information was submitted by the Bureau of Migrant Education Consultant Staff in Sacramento).



INTRODUCTION

The California state educational system faces constant problems in providing educational services to children. The greatest problem that the state has been challenged with is that of providing a quality education to migrant children. Traditionally a migrant child is a child that moves from city to city, county to county and from state to state. In 98% of the cases his schooling is interrupted. (p. 11 — Calif. Plan) The magnitude of the problem is largely unexplored due to the great mobility of the farm laborers in the agricultural areas of the state.

Migrancy itself is perhaps the most serious deterrent to education. The mobility of children accounts for irregular attendance and loss of many days at school. Migrant children demonstrate low levels of achievement and are often low achievers in most subject areas of school work. Administratively there is difficulty in obtaining transfers and records from schools previously attended. This difficulty, in turn, causes problems in immediately and accurately assessing achievement and assigning the children to grade level and programs. A multiplicity of differences in school programs compound this problem.

Cultural differences, health and economic problems also provide educational restraints to children

whose families follow the crops. Traditionally the parents do not view regular school attendance as a high priority of need due to their economic needs. This attitude is, in turn, often reflected in the children. Lack of proper food and possesses a value structure based on strong family ties and religious beliefs. The child's cultural differences in interpersonal relations, coupled with lack of skills, complicates the problem of learning for both teacher and child. Alfred M. Potts, in his essay "Developing and Understanding of Culture," provides these insights:

To teach effectively one must: (1) have awareness of the meaning of the term "culture;" (2) be aware of the varied characteristics of the major and minority cultures exhibited by his pupils; and (3) possess a reasonably accurate understanding of his culture. The latter is essential for the understanding of contracts of one's own enrichments, limitations, and possible biases when identifying and appraising the culture possessions of the pupils.

The true task of learning is not based on memorization of facts but on implications and application of knowledge. Children, in learning a language, must be able not only to remember words; they must also be able to enter into processes which allow for the internalization of the language for expression and beauty. It is here where much difficulty is encountered both by the teacher and child. The teacher many times is unable to remove herself from her frame of reference, using simple words or processes which in many cases are alien to such as pressing garments, setting the table, playing ping pong, etc., the child. Simple processes may be completely unfamiliar to the migrant child. The writer clearly recalls his first encounter with the beautiful two-story home he first visited in California. He remembers struggling with words such as staircase, drawer pull, casters, and especially with the "ch" and "sh" sounds, etc. (To this day he sometimes pronounces teacher instead of teacher.



NOTICIAS BREVES . . .

TIMELY NOTE

Want to keep time of the times? Suggest you secure a CALENDARIO CHICANO, a calendar noting interesting and little known facts about Chicanos in this country.

It's one of the better Chicano products to hit the market, thus far, and just the research alone done for the publication is worth mentioning.

Armando Valdez coordinated the project with LA GOLONDRINA'S own graphics expert Martin Perez being one of several Chicano artists contributing to the beautiful art work.



"El Calendario Chicano is an attempt to place the contemporary Chicano movement in its proper historical context," said Valdez. "It is the primary purpose of this calendar to show, on a day-by-day basis, that the Chicano struggle for liberation and justice is not a recent phenomenon."

GOLONDRINA readers wishing a copy of this outstanding contribution to La Causa can write to: Southwest Network; 1020 "B" St., Suite 8; Hayward, CA 94541. Be sure you enclose \$1.50 and tell 'em LA GOLC sent you!

Principals:

Migrant Ed's Middle Men



Mr. J. E. S. Cabrera has asked me to provide him with an article to be incorporated in this edition of LA GOLONDRINA (la voz de la educación Migrante en la Región I). It is with great pleasure that I accept this responsibility with the fondest hopes that via this magazine we can better affect the education of migrant children.

Allow me to give you a thumbnail sketch of the author of this article who is totally committed to the efforts of Migrant Education in Region I. My name is Frank P. Romero, Principal of Barbara Webster Elementary School (grades 4-5-6) in the Santa Paula School District in Ventura County. Our district serves approximately 250 migrants at the peak of impaction and our migrant parents work primarily in the citrus orchards. My parents were born in Ventura County. During the years of my formal education in the Fillmore Schools

we harvested local crops (walnuts, oranges, apricots, tomatoes) and we would spend the summer months harvesting a variety of crops in the San Jose area. This involved constant movement from orchard to bean field. I would like for you to know the migrant experience is very dear to me. I attended Ventura College and Northridge University, taught in Oxnard and Santa Paula and I have been a school principal since 1972. I was appointed to the Executive Board, Region I, in July of this year.

We, as school principals, sit in middle management positions . . . key to the success of building level migrant programs. I am sure you also share this view and accept the challenge and responsibility. I have an excellent working relationship with Eduardo Cabrera and his staff and I am sure you will find him a fair man and completely dedicated to his task as Region I Director. Feel free to call on him or his staff for any assistance.

I have only attended one meeting of the Executive Board but I intend to become more involved and will try to bring your concerns before the Board. In order for this to happen there must be dialogue between us. This is an open invitation for you to call me or drop me a note. I realize we are all extremely busy, nonetheless, please try. In order to make change, gain more services for your area and resolve problems, I must hear from you.

I hope you all have an exciting year as I am having.

Cordially,

FRANK P. ROMERO

Principal

Barbara Webster School

P.O. Box 710

Santa Paula, Calif. 93060

Phone: (805) 525-2182,
ext. 243



NUTRITION

WHAT'S SO GREAT ABOUT BREAKFAST?

Breakfast isn't a magic meal. Whether *you* should eat breakfast or not depends on several things:

1. How do *you feel* mid-morning when you skip breakfast? Some studies show that people who don't eat breakfast may be less able to pay attention, may have more accidents, may be more irritable as the morning goes on. If you get the 10:00 A.M. jitters, maybe you ought to try eating breakfast for a few weeks and see if you feel a difference.
2. What do *you eat* the rest of the day? If you skip breakfast are you able to get all the foods your body needs — in the right amounts through the rest of the day. A good breakfast should provide about one-fourth of your daily nutrient needs. Another way to check your breakfast for quality is to see that it contains 3 of the Basic 4 Food Groups. If you skip breakfast are you able to include those foods in meals later on? Most of us don't.
3. What do *you do* when hunger pains hit later on? Have a coffee break? Coffee and a doughnut at coffee break may relieve hunger but give you little food value except calories. Do you load up on lunch? Again, you may easily get more calories than you need and still not get the needed nutrients.

Breakfast doesn't have to be bacon and eggs. Any combination of three foods from the Basic Four would be an excellent way to start the day. Remember the Basic 4 Food Groups? Meat and Meat Substitutes; Fruits and Vegetables; Breads and Cereals; and Milk.

NUTRICION

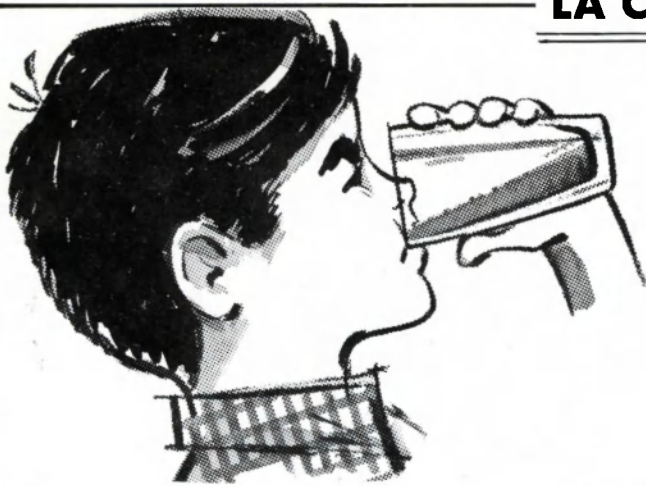
¿QUÉ ES LO QUE HACE AL DESAYUNO TAN ESPECIAL?

(o "almuerzo" como algunos le refieren)
El Desayuno no es una comida mágica. Si se debe desayunar o no depende de varias cosas:

1. ¿Cómo se siente Ud a mediados de la mañana cuando no se ha desayunado? Algunos estudios efectuados muestran que las personas que no se desayunan ponen menos atención, pueden tener mas accidentes, pueden irritarse más a medida que progresa la mañana. Si Ud se pone nerviosa a eso de las 10 de la mañana, quizás debe tratar de desayunar por unas semanas para ver si siente alguna diferencia.
2. ¿Qué come Ud el resto del día? Si deja de desayunarse, es posible consumir todos los alimentos que su cuerpo necesita y en las cantidades necesarias durante el resto del día? Un buen desayuno debe proporcionarle una cuarta parte de los nutrientes que Ud necesita diariamente. Otra manera de verificar la calidad de su desayuno es ver si contiene 3 de los 4 grupos de alimentos básicos. Si Ud. deja de desayunarse, es posible, incluir esos alimentos en sus comidas mas tarde? La mayoría de nosotros no lo hacemos.
3. ¿Qué hace cuando más tarde se siente con mucho hambre? ¿Coge unos minutos de descanso para tomar café? Café y donas pueden aliviar el hambre pero le dan muy poco valor alimenticio excepto calorías. ¿Come Ud demasiado durante el "lonche?" Muy facilmente puede Ud de nuevo consumir mas calorías de las necesarias y aun no recibir los nutrientes necesarios.

El desayuno (o "almuerzo") no tiene que ser tocino y huevos. Cualquier combinacion de tres alimentos de los 4 Grupos de Alimentos Básicos sería una manera excelente de empezar el día. Recuerda los 4 Grupos de Alimentos Básicos? Carnes y substitutos de carnes; Frutas y Verduras, Panes y Cereales; y Leche.

LA COCINA



How do these breakfast menus check out with the Basic 4? Do you know which food group is missing?

1. Snappy Tomato Juice
Cheese Enchilada
2. Egg Salad Sandwich on Whole Wheat Bread
Frozen Orange Juice Bar
(frozen orange juice in paper cup or popsicle maker)
3. Breakfast in a Glass—made with Orange Juice Concentrate, Milk and Egg whipped together
4. Cottage Cheese with Melon Slices
Toast with Spread
Coffee
5. Orange - Chiller
Hot Cereal w/Milk

ANSWERS

1. Meat
2. Milk
3. Bread and Cereal
4. Meat
5. Meat

How about trying breakfast for you and your family?

ORANGE CHILLER RECIPE (1½ quarts)

4 cups cold water
1 2/3 cups non-fat dry milk
1 - 6 oz. can concentrated frozen orange juice
1 tablespoon sugar (more or less, as you like it)
Pour half of water into large jar or pitcher. Add non-fat dry milk, orange juice concentrate and sugar. Mix well use wire whip, egg beater or spoon. Add rest of water. Chill thoroughly.

¿Cómo comparan los siguientes menús para desayunos con los 4 Grupos Básicos? ¿Sabe Ud. que Grupo de Alimentos falta?

1. Jugo de tomate
Enchilada de queso
2. Sandwich de ensalada de huevo en pan de trigo
Una barrita de jugo de naranja congelada (jugo de naranja congelado en un visito de papel o en un moldecito de popsicle)
3. Desayuno en un vaso — hecho con jugo de naranja concentrado, leche y huevo, todo batido.
4. Requesón con pedazos de melones
Tostada (con mantequilla o margarina)
Cafe
5. Naranja — Heladora (Vea se receta)
Cereal Caliente con leche

RESPUESTAS

1. Carne
2. Leche
3. Pan y Cereal
4. Carne
5. Carne

¿Qué tal si Ud y su familia se desayunan?

RECETA PARA LA NARANJA HELADORA

4 tazas de agua fría
1 2/3 tazas de leche en polvo desgrasada
1 lata de 6 oz. de jugo de naranja congelado (concentrado)
1 cucharada de azúcar (agregue o disminuye segun a Ud le guste)

Vierta la mitad del agua en un frasco grande o en un jarro. Agregue la leche en polvo, el jugo de naranja concentrado y el azúcar. Mezcle todo bien, usando un batidor de alambre, o un batidor de huevo o una cuchara. Agregue el resto del agua. Hiele todo bien.

Da un cuarto y medio de galón.

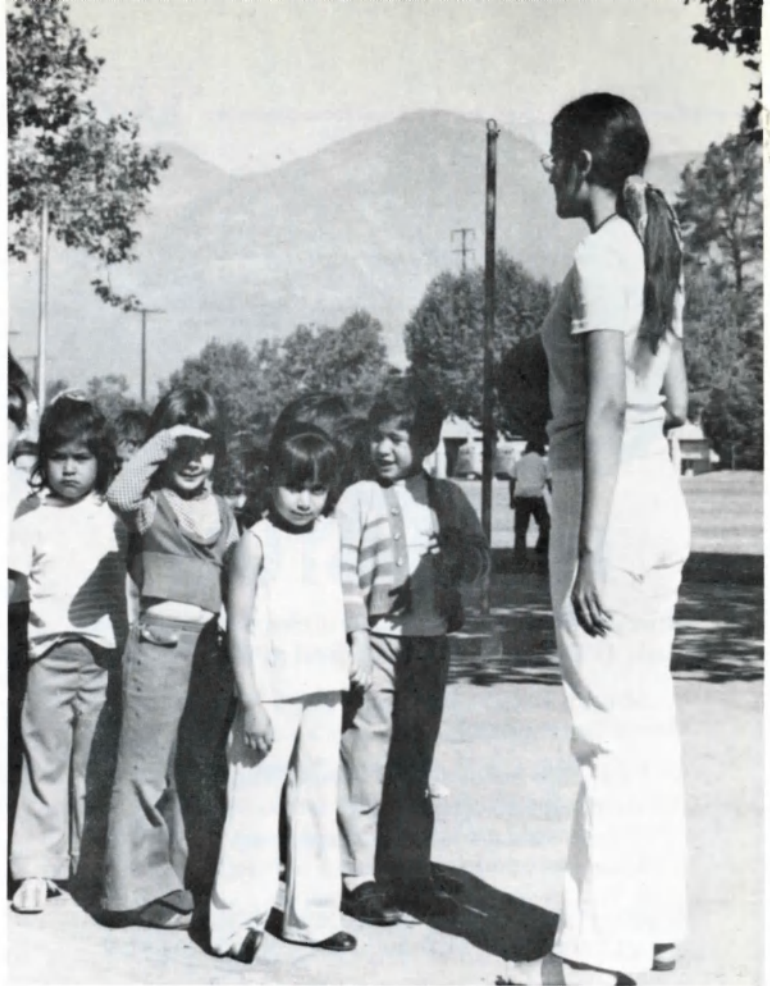
California's Mini-Corps: a promise of hope for a migrant child

(Editor's Note: The California Mini-Corps Program is directed by Herb White with Sid Tarango acting as assistant director.)

The California Mini-Corps Project as part of the California Master Plan for the Education of Migrant Children is funded under P.L. 89-750, the Migrant Amendment of 1965.

The purpose of the California Plan P.L. 89-750 is to provide direct and categorical services to migrant children. These services are supplemental in nature, they are not intended to supplant the educational services provided children by the schools. Migrant Education's function is to assist the schools with the education of the migrant children. The basic aim of the Mini-Corps is to provide a corps of bi-lingual - bi-cultural teachers who are highly skilled in teaching children of migrant farm workers.

At the San Diego Multi-Lingual Multi-Cultural Conference in 1973 Dr. Juan Aragon made a statement to the effect, "teachers who are educationally deficient are teaching children who are culturally different." For too long now, schools and educators have been labeling the culturally different as culturally deprived, culturally handicapped, etc.



What is closer to the truth is that we do have teachers who are educationally deficient, in terms of not knowing some of the crucial aspects of teaching children who come from a different cultural background. Basically, this is the reason for the existence of the Mini-Corps Project: to provide the rural areas with teachers who have migrant backgrounds themselves, working with rural and migrant children.

The Mini-Corpsmer provide direct and categorical services by working in school districts that have service agreements with Migrant Education Regions. The Mini-Corpsmen work as teacher aides or teacher assistants depending on their experience. Generally, it is the lower division students who work as teacher aides. As aides, their function is to learn the mechanical aspects of the teaching profession, working with machines, projectors, attendance, roll call and the routine matters of the day. They are also given opportunities to work with children on a one to one ratio, or small group instruction.

Theoretically, it is the upper division students that have enough

experience in the classroom so they are more apt to "take over" a whole class for increasingly longer periods of time. During this time, the master teacher is working along with the class and the Mini-Corpsmen.

Before the Mini-Corpsmer and the teacher team work with the migrant children, they receive intensive training at a college or university. The purpose of the training is twofold. It enables the Mini-Corpsmen and the teacher a chance to get together as a team and plan for the summer prior to their meeting the children with whom they will be working.

It is during this time that the teachers are "sensitized" as to what feelings the migrant youngsters have as they are being "educated" through our system. The affective domain is one which is usually verbalized; in Mini-Corps it is actualized. It is at the institute that the learning begins both for the teacher and the prospective teacher, the Mini-Corpsman. The Mini-Corpsman learns from the teacher more concerning the relevance of the cognitive domain, and the teacher learns more from the Mini-Corps-



man about the affective domain and the application it has for the migrant child.

The Mini-Corps was so labeled because it was fashioned after some of the federal programs of the Kennedy Administration, mainly the Peace Corps. The concept of helping others help themselves was, and still is prevalent in the Mini-Corps. Many of the Mini-Corpsmer live on or near the Federally funded migrant labor camps. By being in the migrant community, the community sees the teacher every day. The teacher — (the school) — is visible.

While living in the camps, the Mini-Corpsmer assist the migrant families in identifying those agencies which can be of assistance if the families are eligible. The Mini-Corpsmer also assist in planning and/or directing the recreation for the youth of the camps. Mini-Corpsmer also provide tutorial services for the children and young adults of the camp and provide adult education classes such as E.S.L., cook-

ing, sewing, and drivers education where they can.

Statistically, we need 23,000 teachers if we are to attain a balance of Chicano teachers to Chicano children. We have only 6,000 teachers. We need 17,000. Eighty-five per cent of the California migrants are Chicano.

We are beginning to meet some of the demands of affirmative action. We are preparing bi-lingual, bi-cultural teachers!

This past summer there were 50 Mini-Corps persons working in the schools having service agreements with Region I Migrant Education. The Mini-Corps persons provided all of the services and were instrumental in establishing good rapport between home and school for the migrant children and their families. Region I Mini-Corps persons were also involved in a unique Outdoor Education experience. For two weeks, a specially selected group of 12 Mini-Corps persons were train-

ed in outdoor survival skills and given lessons on nature and environment by naturalists provided by the University of California Cooperative Extension Service.

The two weeks training took place in the Sierras. The final week of training, the Mini-Corps persons were at Redwood Glen Camp where they trained on the site that would be their "home" for at least three weeks serving the North area. The final two weeks, these 12 Mini-Corps persons were the teachers and counselors for the Southern area Region I at Camp Cachuma. There were many migrant children that were provided good wholesome and recreation experiences, while the Mini-Corps persons were afforded the opportunity to gain some unique pre-credentialing experiences.

Region I's unique program will hopefully spread to other regions so that more migrant children can enjoy these experiences.



El Ultimo Tributo

Somewhere in this issue of LA GOLONDRINA is a story concerning Region I's Director and some of the traveling he does. However, not all of his trips have been pleasant ones. In particular, one he made in the final days of October to Kingsville, Texas, his hometown. J. Eduardo S. Cabrera traveled to Texas for the burial of his father, Wayo, as he was affectionately called by his many friends.

"I have always considered my Dad to be my best friend," said Cabrera one day last summer. "He and I have a lot in common. Why you'd think Wayo had a college education! He is really an administrator at heart. He can organize, plan and carry out almost anything he undertakes."

Cabrera always wondered if Wayo felt the same way about their father-son relationship.

The Region-roving Director openly admits that it was probably from his Dad that he learned his administrative qualities.

So it was one cold October mid-

night that Cabrera boarded a jetliner to Texas in an attempt to out-distance time and see his father alive for the last time. A serious operation had given Wayo a "one in a million chance for survival," the doctors had told the family.

God has strange ways of making His people aware of His existence. A two hour delay in the world's largest airport (Dallas-Ft. Worth) robbed Cabrera of his last minute attempt to bid farwel to Wayo.

Wayo passed away in the early hours of Thursday, October 24, 1974.

Regional Directors (in San Jose for a monthly meeting), Region I staff members, and friends of Cabrera immediately wired their sincerest sympathy. Others sent flowers. Some retired to a nearby nook, away from the usual office traffic and said silent prayers. A few cried.

"All of a sudden it seemed as if one of my own relatives had died," said a tearful staff member. "I suppose our office has become a close group and anything that hurts our boss hurts us too."

The burial in Kingsville was, according to local law enforcement officers, "the largest we've ever witnessed . . . and that includes the one we had recently for a world famous Texas rancher."

Wayo was laid to rest atop a rolling hill overlooking a mesquite

lined stream close to the legendary King Ranch. The Gulf of Mexico is also situated nearby. So near that on a quiet afternoon you can hear the seagulls as they hunt for fish in the surf.

"I wish to start a family cemetery on our land," Wayo had told his family priest and county authorities. "We want to be together **now** and **forever.**"

Ironically, it was Wayo who became the first Cabrera to be buried there.

Cuando se sepulcra a la gente buena los cielos se abren y derraman lluvia — when good people are buried the sky opens up and it rains — goes an old Spanish saying.

The day Wayo was buried began with a typical Texas sun shining. As the day wore on, it became cloudy. After the burial, it rained.

Cabrera returned to California with many fond memories of his family and especially Wayo.

"Both Wayo and I loved the same music," said Cabrera. "He sent me these records a few months ago and I haven't even had a decent chance to listen to all of them."

He went through all of the albums Wayo had sent him. He pulled one out and set it aside. There was an inscription on it.

It said simply, "To Eduardo, my son and my best friend."

PARENT INVOLVEMENT COMPONENT

In order to provide a Parent Involvement component that reflects a comprehensive involvement of migrant parents, we must first instruct the participating parents. We have found that one of the best ways to provide instruction to migrant parents on Parent Involvement

is under the small group concept. Through this process all migrant funded personnel use the following outline.

1. Everyone participating is asked to invite two migrant parents to the first meeting.

Las Breves

STATE CONFERENCE CALLED OFF

The recent notice cancelling the February state conference on Migrant Education in Sacramento has prompted Region I Director J. E. S. Cabrera to initiate plans for an all Region I meeting or a possible intra-regional gathering.

"The information we received from Dr. (Leo) Lopez indicates that there will not be a state conference for California's seven regions as previously planned," said Cabrera. "Now I'm toying with the idea of conducting a gathering of all our Region I staff members or maybe even an intra-regional one."

Cabrera said that his office had made "initial and promising contacts with two other regions recently but nothing affirmative had been discussed."

More than 1,000 Migrant Education employees were expected at the state conference in Sacramento. The proposed meeting would have been a mandatory attendance—one, had it been followed through.

In his notice to Cabrera, Dr. Lopez also explained that many conferences were on tap for February thereby adding to the cancellation of the Sacramento meeting.

LA GOLONDRINA at press time has learned from Cabrera that "the week of February 10 through the fourteenth looks good and perhaps Asilomar (near Monterey) will be our choice."

Cabrera also noted that Region I MISTs and MIAs will be kept informed as to the conference.

Bilingual-Bicultural Confab Nears

Some of Region I's personnel will be attending the three day Southern California Bilingual Education Conference scheduled for January 23, 24 and 25 at the campus of the University of California at Riverside.

The meeting will draw local, regional, state and national speakers and facilitators for the benefit of the conferees.

Fernando Worrell, conference chairman, recently provided LA GOLONDRINA with an insight of the annual conference.

"Our goals are to provide teaching personnel with Bilingual-Bicultural classroom strategies and techniques as well as to provide an opportunity for conference participants to review commercial and teacher made materials," said Worrell. "We will also be focusing on the importance of community involvement and participation in furthering and therefore strengthening Bilingual-Bicultural Education."

The conference, held in Riverside in 1973 also, will have most of the workshops conducted by teachers or resource teachers who are directly involved in bilingual education.

...FLASH...

Region I, along with Regions II and IV, has begun plans to hold the First Annual Northern California Migrant Education Conference on February 25 and 26 in Sacramento.

Regional personnel will be kept informed of the conference through memos from the office.

2. This invitation is followed up with personal contact to insure their attendance. It may also mean providing transportation for the parents.
3. Special attention must be given to invite migrant parents who have a history of spending more than 6 months in the school district. Where possible parents with 9 months of residence will be highly desirable.
4. It is imperative that a permanent day of the month is picked as a meeting date, i.e. First Tuesday of the Month.
5. During the first few sessions parents are instructed in the basic concepts of Migrant Education, Legislation, Job Responsibilities of all staff, and in the overall procedures of school settings.
6. These small sessions are opportune times for providing demonstration lessons to the parents with their own children.
7. As soon as the level of awareness of the Parent Involvement responsibilities has been reached by the parents the next step is a general meeting of as many migrant parents as can be invited conducted by the nucleus of migrant parents previously involved.
8. The parents themselves can then begin to provide the same kind of instruction to their colleagues.
9. From this group of migrant parents can then emerge representatives to the District wide Parent Advisory Committee, County Migrant Parent Committee, Region I Migrant Parent Advisory Committee, and the Statewide Migrant Parent Advisory Committee.
10. The most important component of the Parent Involvement process is that continuity be established which provides on-going information and instruction for migrant parents so that they can truly provide all segments of the educational levels with beneficial advice.

JANUARY 1975

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 FELIZ Y PROSPERO AÑO NUEVO!	2	3	4
5	6 REGIONAL OFFICE	7 REGIONAL OFFICE	8	9 BUDGET REVIEW AND ADJUSTMENTS 9:00 - 12:00 S. Barb. & S.L.O. Counties at S.B. Co. Office of Ed. 1:00 - 4:00 Ventura County	10 EXECUTIVE BOARD MEETING IN VENTURA	11
12	13 SAN BENITO HIGH	14 BUDGET REVIEW AND ADJUSTMENTS 9:00 - 12:00 All Northern Counties at the Regional Office	15 LUCIA MAR	16 SUMMER SCHOOL PLANNING MEETING SANTA BARBARA	17 LOMPOC AND GUADALUPE	18
19	20 OPEN FOR AREA D	21 OPEN FOR AREA D	22 OPEN FOR AREA D	23 RIVERSIDE BILINGUAL CONFERENCE	24	25
26	27 REGIONAL OFFICE	28 SUMMER SCHOOL PLANNING MEETING SAN JOSE	29 REGIONAL OFFICE	30 REGIONAL DIRECTORS MEETING IN SACRAMENTO	31 REGIONAL DIRECTORS MEETING IN SACRAMENTO	JANUARY

DECEMBER 1974

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY				
1	2	3	4 REGIONAL OFFICE	5 REGIONAL OFFICE	6 REGIONAL OFFICE	7				
8	9 MIA INSERVICE San Jose	10 GILROY DISTRICT OFFICE 8:30 a.m. HOLLISTER SCHOOL DISTRICT 10:00 a.m.	11 SANTA MARIA	12 MIA INSERVICE Santa Barbara	13 REGIONAL OFFICE STAFF INSERVICE 10:00 p.m.	14				
15	16 SALINAS CITY ELEMENTARY	17 SOLEDAD	18 ALISAL AND SALINAS HIGH	19 VENTURA	20 REGIONAL OFFICE	21				
22	23 BILINGUAL MEETING LOS ANGELES	24	25 FELIZ NAVIDAD!	26	27	28				
29	30	31	<p>NOTE: Region I Areas are now:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> AREA "A": San Mateo, Santa Clara, Santa Cruz and San Benito Counties </td> <td style="width: 50%; vertical-align: top;"> AREA "C": San Luis Obispo and Santa Barbara Counties </td> </tr> <tr> <td style="vertical-align: top;"> AREA "B": Monterey County </td> <td style="vertical-align: top;"> AREA "D": Ventura County </td> </tr> </table>				AREA "A": San Mateo, Santa Clara, Santa Cruz and San Benito Counties	AREA "C": San Luis Obispo and Santa Barbara Counties	AREA "B": Monterey County	AREA "D": Ventura County
AREA "A": San Mateo, Santa Clara, Santa Cruz and San Benito Counties	AREA "C": San Luis Obispo and Santa Barbara Counties									
AREA "B": Monterey County	AREA "D": Ventura County									

FEBRUARY 1975

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 REGIONAL OFFICE	4 REGIONAL OFFICE	5 NORTH MONTEREY COUNTY	6 KING CITY AND SOLEDAD	7 OPEN FOR AREA B	8
9	10 REGIONAL OFFICE	11 REGIONAL OFFICE	12 HOLIDAY	13 PAJARO	14 HALF MOON BAY	15
16	17 REGIONAL OFFICE	18 SPRECKLES AND CHUALAR	19 ——— OPEN FOR ALL REGION AREAS ———		21	22
23	24 REGIONAL OFFICE	25 REGIONAL OFFICE	26 REGIONAL OFFICE	27 REGIONAL DIRECTORS' MEETING IN SACRAMENTO	28 REGIONAL DIRECTORS' MEETING IN SACRAMENTO	FEBRUARY

el buzón



Editor's Note: As expressed in the first issue of LA GOLONDRINA, we welcome comments from you in letter form . . . be they complimentary or condemning! Why not spend a few minutes of your time and the price of a stamp and write your thoughts to us. Let's hear from you as often as possible. Gracias muchas!

Dear Region I,
. . . . La Golondrina is a very fine publication
John Rojas, Director
Tri-County Migrant Education Program
Bakersfield, California
* * *

Dear Mr. Cabrera,
La Golondrina is excellent. We congratulate and commend you for your fine work. All of us in Arizona wish you continued success and if we can help in any way, please let us know. . . .
Again, Felicitaciones.
Sinceramente
J. O. Maynes, Ph.D.
Director
Migrant Child Education
Arizona
* * *

Dear Mr. Cabrera,
Significantly — and maybe by design — the first issue of La Golondrina arrived today, the anniversary of Mexican Independence. Great job — and I hope it helps do the job.
Phil Jordan
Sacramento
* * *

Dear Eduardo:
I just received your first copy of your publication "La Golondrina." I am very impressed with the format, the information provided and the total impact of your publication. I sincerely wish you success in the other publications you might produce. I know that it will be a leader in disseminating information about migrant education programs, teaching resources for migrant children and as a vehicle for involving

many people in the total enterprise. If I can be of any help to you in the future, please contact me.
Que Viva La Raza
Pero Que La Raza
Sea Viva
Sincerely yours,
Hector R. Burke, Consultant
Teacher Preparation
Sacramento, California
* * *

Dear Mr. Cabrera,
La Golondrina is an excellent publication and it will be most helpful to my staff in staying in close contact with your region.
Maxwell Dyer, Coordinator
Migrant Student Record Transfer System
Little Rock, Arkansas
* * *

Dear Mr. Cabrera,
Just a short note to compliment you and your staff on your publication, La Golondrina. I really enjoyed reading it as it was very informative.
Jennie Rogue
Health Aide
Freedom School
Freedom, California
* * *

Muy Estimados amigos y colegas,
Congratulations on your first issue of La Golondrina! I think it's great.
Bill Bryant, MIST
Gilroy Unified School District
Gilroy, California
* * *

Dear Sir:
I am writing this letter to your mag-nual to tell you an interesting episode that happened to me after I returned from the institute at Cal Poly, — mind refreshed and more than eager to get back to work.
I was on my way to work and I over-heard a "Chicanglo" say that the "reason" Mexican children didn't learn anything in school was because they were "lazy." Listening to her say this made me sick. Boy! Dr. Leo Lopez was correct in saying "nosotros hemos fracasado!" This brings back to mind an edi-

torial on Chicano activism in your memorandum given to us at the cultural awareness workshop.

The editorial starts out with "Do you believe" and it goes on to mention all the generalities that "others" all too readily use to state that if you believe Mexicans are lazier and less motivated than others you've got a problem, etc. with the remainder of the list. I took home that woman's words in mind and it made me uneasy and mad! I had to get back to the problem.

Now here was a mature and intelligent (so I thought) woman. She married a man from Mexico. He worked hard and made good for himself. He joined civic organizations — the whole works. I'm not putting them down for this, but somewhere along the line they lost the Chicanismo.

Unfortunately, there are too many of our people like that. But God, let's not be blind to who and what we are!

The following day I showed her the editorial to enlighten her some. I especially pointed out the paragraph in the editorial that starts out with "Examine your conscience." She read it. When she was through, she became so angry that she called me a militant! I bit my tongue.

For coming to the defense of my "gente." I was called a militant.— Enough to drive you mad? Porque?

Obviously this lady is one of the biggest hypocrites of all time! Let's work together to help the cause, not defeat it!

EDITOR'S NOTE: Although the person writing this letter DID NOT request to delete her name, we are not printing it to avoid further problems at this particular school district. It is sad, but true, many of us sometimes forget who we really are!

* * *
Dear Mr. Cabrera,
I've read every word of La Golondrina, and I'm impressed with your first issue. Congratulations on a job well done.
Glenn Hoffmann, Ph.D.
County Superintendent,
Santa Clara County
* * *

Dear Mr. Cabrera,
Thanks for sending me a copy of

La Golondrina. I found it very interesting. We are delighted to be associated with Migrant Education.

George B. Alcorn, Director
Cooperative Extension
University of California
Berkeley, California

* * *

Dear Mr. Cabrera,

. . . received your Golondrina last week and I must say I really enjoyed reading it . . . the cover is extremely well done.

. . . I am again impressed by the tremendously important work that your organization is doing.

Elaine Beaubien
Managing Director
The Caccerole, Inc.
San Diego, California

* * *

Dear Mr. Cabrera,

I want to congratulate you on your marvelous magazine La Golondrina. I've heard many good reviews from the persons I let read my copy. Your staff is something else! Keep on with the great editing job.

Margie Hurtado
Instructional Aide
Hollister, California

* * *

Dear Mr. Cabrera,

I would like to request that you send me 125 copies of La Golondrina

Juan L. Zermeno, MIST
Fillmore-Santa Paula
Ventura County

EDITOR'S NOTE: Sorry Juan, the first issues of LA (printing run of 1250) were requested so frequently after their initial showing at the Cal Poly Institute that not even the San Jose staff were able to file any for their own usage!

* * *

Mr. J. Eduardo Cabrera
100 Skyport Dr.
San Jose, CA 95110

Dear Mr. Cabrera:

Thank you for sending me the first issue of La Golondrina. I am pleased to have a copy and will read it with interest.

Sincerely,
ALFRED E. ALQUIST

* * *

Estimado señor Cabrera:

Esta carta tiene por objeto salu-

darle, como también informarle de nuestra impresión del Instituto de San Luis Obispo.

El Instituto fué de mucho beneficio para nosotros y fué un placer ver el progreso del último año del Programa de Educación Migrante.

Quedamos sumamente impresionados con la calidad de las sesiones de entrenamiento para la facultad migrante.

Aprovechamos la oportunidad

NOTICIAS BREVES . . .

MIST MEETING

MISTS from the eight county area that Region I serves attended a successful three day conference in San Jose during October 16-18.

The Santa Clara County Office of Education was turned into a "learning and discussion center" for the duration of the MIST gathering.

Regional Director, J. Eduardo S. Cabrera, welcomed the guests from throughout the area. The sessions included the viewing of bilingual materials for their respective school districts.

Health and dental services for migrant children were also discussed by the MISTS.

On Thursday, Phil Schneider, Assistant Superintendent of the Santa Clara County Office of Education, and Meg Muldary, principal of Northwood Elementary, hosted a Tardeada in Morgan Hill.

WE CARE

Somewhere in the community of Guadalupe, beyond Santa Maria, is one happy family. For, in this particular household, one of the children, who almost went totally blind, is recuperating from a successful cataract operation that has saved his eyesight.

Adele Embry, MIST in the Guadalupe Schools, recently notified the Regional Office of the child's illness and the wheels of care began to turn . . . in time.

The operation took place in Santa Maria where all of a sudden, the operating local hospital staff found out what Migrant Education was and so amazed were they with the pro-

para hacerle llegar algunas sugerencias que le puedan ser útiles en el planeamiento para el resto de este año y el año próximo. Estas sugerencias las vamos a enviar por medio de nuestra Profesora de Recursos, Miss Edda Caraballo.

Sin mas que informarle me despedido de usted.

Muy atentamente,
DAVID P. DOLSON
Director Programa Bilingue

gram that Santa Maria MIST Pam Garza, was invited to speak at one of the staff's luncheons.

"We are really impressed that such an agency exists and cares so much about these children," said one of the hospital supervisors. "It's some kind of special blessing to know that Migrant Education is out there."

SHE'S GOT 'SOLE'

Right out of the movies and/or comics is the situation that occurred to one of Region I's secretaries the other busy day.

She showed up with two shoes on . . . but each one a different color!

The foot fancy gal quickly called for outside assistance and managed to change her footwear without too much commotion.

One of her colleagues kept staring at the two color shoes and wondered if it was the latest footwear fad?

* * *

THE LETTER GAME

Do you belong in the 'A' or 'B' group or are you with the 'C' or 'D' group?

No, we do not speak of your old school grades! But we want you to know that the Regional Office has designated Santa Clara, Santa Cruz, San Mateo and San Benito Counties to belong to Area "A" while Area "B" belongs to Monterey County.

In the South, Area "C" is comprised of San Luis Obispo and Santa Barbara Counties, Ventura County is the other lone area that has a letter all to itself, "D."

Who knows, maybe someday our Region will be letter perfect!