

# Golondrina



MARCH, APRIL, MAY, 1975



**LA FAMILIA**

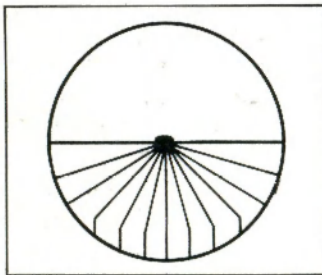




PUBLISHED QUARTERLY BY THE OFFICE OF MIGRANT EDUCATION REGION I

... en este vuelo ...

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# Golondrina

the fields.

The choices for a child who must go to the fields with his parents are immediately ended. The availability of summer school programs provides him and his family with little alternatives as to how he will spend his summer.

The Federal and State legislation has charged us with a specific responsibility of providing total services to migrant children during the time they are in our area. This responsibility is not less during the summer, but in some areas, becomes more acute. The State of California has taken this responsibility so seriously that we are now looking for alternative ways to which summer school may be provided to migrant children in those areas where none is available through the school districts.

During the month of January we have been in contact with all school districts within Region I who have shown interest in summer school. Last summer, 21 districts out of 42 participated in summer school. Those participating, averaged less than six weeks of summer school. Within this average length, only 14 extended their summer school for an average of two hours past the end of the regular session. We are very pleased with the services that were provided then.

We must now aim for more extensive efforts to provide the following:

- **Full supportive services during the AM district summer school (these are Migrant Education services we normally provide during the school year).**
- **Extended day which includes the time from the termination of the regular summer school program through the afternoon. NOTE: the length of this session is determined by polling the parents of the children participating in this program. This survey will dictate to**

**us when the parents will be back from work thus able to receive the children. We have found that migrant parents are hesitant to send their children to summer school because when school ends, there is no one to receive their children at home and it causes them a hardship.)**

- **Extended summer school was that time where Migrant Education provided day long services to migrant children. This would come in immediately after the termination of the school district's regular summer school. Our statewide experience has been that this service is still needed into late summer.**
- **Summer time is an economical catch up opportunity for migrant families. Their school age children become more of a burden than an asset during this time. Extended summer school provides them a service which cannot be found anywhere in the community.**

It is now time for you to prepare yourselves for the summer that will soon be upon us. Those of you participating in this program must "catch your second wind" and anticipate an exciting time during the challenging summer sessions. All districts in Region I will receive persuasive encouragement to participate in our summer school efforts. Where the school district is prepared to provide these services, we will join them in their efforts. Where these services are not to come from the district, we ask them to join us to find alternatives for our children.

For the sake of our migrant families, may this be the best summer school ever.

*"Ya es tiempo pa qué, Ma?" the child asks his mother.*

*For the sake of our migrant families, let us hope the answer will be . . .*

*"Para ir a la escuela de verano. hijo."*



*The woman moves almost silently in the tiny kitchen preparing breakfast and lunch for the family. It is still dark outside and faint rays of sunshine begin to break through the dusty window pane. She pushes the curtain aside and can tell that it's going to be another cold and soggy morning. The soft sounds of running water as the husband moves around in the small bath bring her back to her task. She moves quickly to the pile of blankets, leans over the sleeping children and gently synchronizes the gesture with "ya es tiempo."*

So begins a typical day for a migrant child about to participate in either a summer school or a day in



# ROSA GUERRERO

"Migrant Education is fast becoming all that it promised to be," said MIA Rosa Guerrero recently while preparing lessons for her migrant children at Juanita School in the Oxnard Elementary School District.

"Our program is finally getting there," says Rosa. "In the past year or so great progress has been made by the Region One concept. I look forward to the next years for a completely new and better educational program. The MIST idea of the program is working and we are real lucky to have Pablo (Rubio) as Oxnard's support teacher."

Rosa is not a person to hold back in saying whatever she feels. Or does.

## Former Migrant

Prior to becoming Juanita's MIA, Rosa was an instructor with the **Headstart** Program at a parochial school in Oxnard.

"I've been on Frank's (Rodriguez) staff for two years now," said Rosa. "And I couldn't have come to a better school."

As a child, Rosa used to work in the nearby fertile fields along with her ten brothers and sisters.

"We used to spend some long and hot summers out there," said Rosa pointing to the east. "But I suppose

all of that farm labor had one good point, it became good learning experiences later on in life."

Rosa recalls having to work even during the school year.

"A lot of times we'd end up going into the fields after our school day was over. We'd come home tired and still had to do our homework and be ready early the next day to attend classes."

Regional Director Cabrera has visited Juanita School several times this year and has always had high praise for Rosa's teaching abilities.

"Rosa is one of Region One's better examples of Aides using their migrant experience to relate to migrant children. Maybe that's why she is so patient and understanding when it comes to working with them."

## "The Children Care..."

At the present time Rosa has 63 migrant children assigned to her and is providing instructional service to 40 of them. The rest of the children are adequately served by some of the talented bilingual faculty at Juanita.

"I sure wish I could see all of my migrant children when I meet with them," said Rosa in an exciting but somber tone of voice.

## "It Will Always Be Dark"

Rosa Guerrero is blind.

But this is not what makes her a unique individual in a unique school with a unique personnel.

"She is one of the most sincere individuals dealing with our children," said principal Frank Rodriguez. "Rosa takes each one of them to heart and becomes part of their life."

"I became totally blind in 1971," said Rosa. "At first I was bitter and hostile. Nothing would ever seem right."

Her courage has been an inspiration for many.

"Not everyone can cope with the fact that it'll always be a long, dark journey through life. It takes a **specia** breed of people to cope with this," said Cabrera recently.

"I often talked to myself," said Rosa. "I'd ask, 'Y ahora que vas hacer?'"

After attending a special school in San Francisco for half a year, she began to 'see' through the Braille System.

"That school really got me out of a rut," said Rosa. "I had become so dependent on my relatives for everything."

This dependency made her detest the very thought of having to be helped.

## ". . . many people helped me . . ."

Back in the groove of educational matters, Rosa found that the Juanita staff was ready to help her put it together once again.

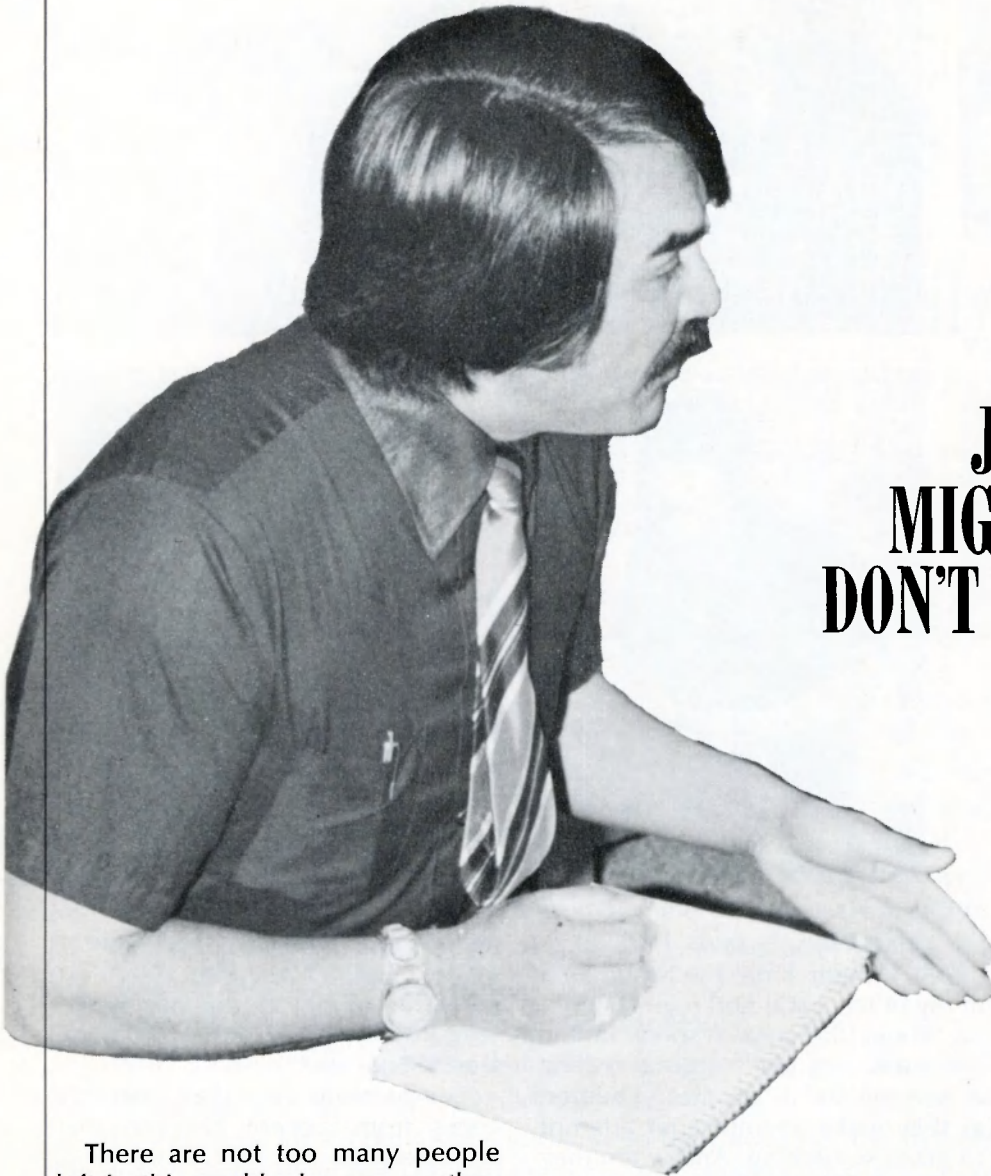
"Somehow Mr. (Norman) Brekke found me an aide's job and here I am," said Rosa.

Rosa thinks highly of her principal Rodriguez, "Frank just can't seem to do enough for our migrant children here at Juanita. And I'll always be grateful to him for giving me an opportunity to help these children . . . es por los **ninos** that I strive to do the best I can."

And everyone can see that . . . nearly everyone.

# A PORTRAIT OF A REMARKABLE PERSON





**AT  
JUANITA SCHOOL  
MIGRANT CHILDREN  
DON'T JUST ATTEND...  
"THEY BELONG"**

There are not too many people left in this world who can say they care about children and really mean it.

Frank Rodriguez, one of a handful of Chicano principals in California's public schools, is one of these individuals.

"I firmly believe that some of our children need the kind of protective environment that we give them here at Juanita," said Rodriguez recently.

The Oxnard Elementary School District is responsible for the educational and physical upkeep of Juanita. Rodriguez takes an almost personal responsibility of seeing that "my kids enrolled here at Juanita receive nothing but first class treatment . . . in everything."

The area where Juanita School is situated is known for its abundance of drug users, alcoholics and other personas non gratta. It would be logical to assume then, that school vandalism was rampant in the area, right?

"Wrong," said Rodriguez. "It is an almost uncanny feeling, but the people around here are so proud of Juanita that not even a junkie during his worst hour of need would think of breaking into our school and helping himself to any of our equipment to go pawn."

Rodriguez himself aides with the barrio problems by belonging to

*"Frank truly reflects the spirit of our school district," says Oxnard Elementary School Superintendent, Norman Brekke. "He has the ability to recall all of his children's names and gets along extremely well with the parents of Juanita."*

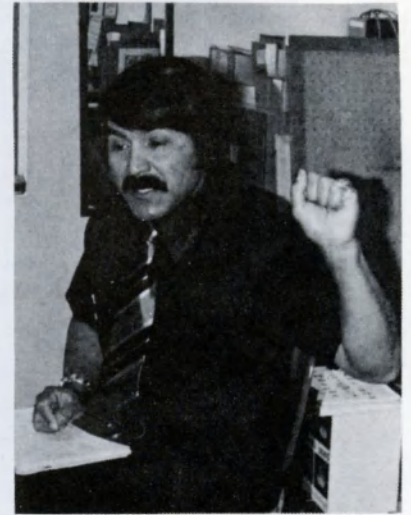
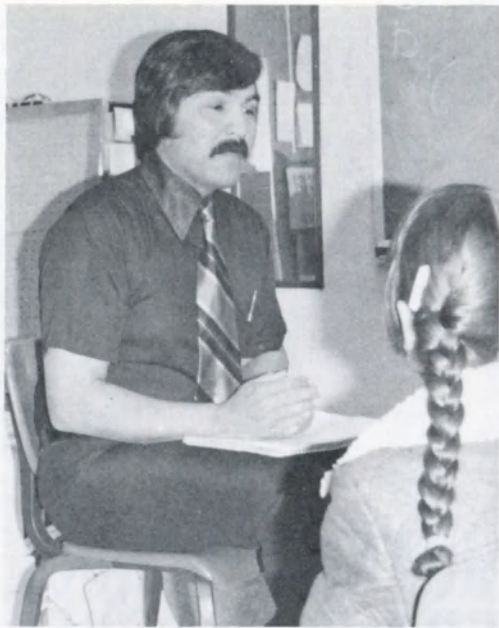
*Brekke, a strong supporter of Migrant Education feels that the entire district is richer on account of Frank's presence in the Oxnard schools.*

*"Frank, who began as a classroom teacher some 15 years ago, is a most competent school administrator. He is doing an outstanding job for us as he is very thorough in all he undertakes."*

*Brekke goes on to further praise Frank by saying, "there are many exciting and innovative educational things happening at Juanita . . . we are extremely fortunate to have him on our staff."*

*"Frank Rodriguez reflects all the good things a school principal should possess," concludes Brekke.*





several of the organizations helping the Oxnard indigent population.

"I meet with one particular group," said Rodriguez, "and more than half of them are former addicts who really know what they're talking about. Sometimes we put our thoughts together and really come up with worthwhile alternatives to ease the horrid situations that exist within our barrios."

Rodriguez further explains that while some of the other existing problems in the Juanita area may not be as pressing, they are looked into with all sincerity.

"And you know what I receive in return?" asks Rodriguez. "Respect. For the entire area. No vandalism on our campus and the smaller children are also learning the meaning of taking care of their school and other people's property."

So involved is "el Mr. Rodriguez," with his children at Juanita that he teaches a small class of five year-olds before school starts.

"It's kind of fun to get back into

the classroom," said Rodriguez, "Even though I do the instructing in my office, I still find myself thinking about the days I spent in the classroom. It's really a good feeling to see the smiles on these children as they make attempt after attempt to grasp something. And when they finally do, their glowing faces reflect all that teaching should be about."

Rodriguez has never had it easy. No one told him that life was nothing but a happy trip.

"I recall my earlier days with the folks," said Rodriguez. "We never did go the actual migrant route but we did occasional field labor. I don't relish the idea of our Juanita children toiling in the fields around the country but I suppose that's the way it has to be."

But when they are at Juanita the children are happy and carefree. The way children should be.

"The other day one of my little ones approached me," said Rodriguez, "and he told me he would

rather spend most of his time here at school. I didn't ask him about his home life or whether he had problems. But we both knew what he was telling me."

Compliments like that can only come from sincere children that are cared for.

Rodriguez, who has assisted Region One in many inservice sessions, is principal at the Juanita School of the Oxnard Elementary School District. He is probably one of the most qualified individuals when it comes to telling other administrators and teachers how to activate a protective environment for Migrant Children at the elementary school level.

"Frank is one of Migrant Education's real friends," says Regional Director J. Eduardo S. Cabrera. "He is the kind of school official that can be trusted with any type of child, especially a migrant child. His philosophy echoes that of some of our own personnel . . . he just really cares about our migrant kids."



\*TWO FAMILIES OPENED THE 1974 NATIONAL CONFERENCE ON MIGRANT EDUCATION IN SAN DIEGO. THIS IS PART OF THEIR STORY ONE YEAR LATER.

# Las Familias\* . . .

## A Glimpse Into A Migrant Family

---

The Farm Workers Housing Camp is nestled in the center of the lemon and orange orchards.

The parents' meeting had been called in the building by all of the residents for community meetings. The night was so dark that moving from the car to the building resulted in groping and weaving to avoid stumbling over shrubs and uneven terrain.

The classroom-size building had few tables with folding chairs and pew-type benches along the walls. Soon there were over 50 migrant parents quietly sitting anticipating the beginning of a meeting with school administrators which they had initiated.

"We believe that the teachers of our children expect too little from our children" stated a parent. "Teachers are too easily satisfied with the menial accomplishments of our children."

This dialogue moves as we hastily translated for the benefit of the administrators. "We are very much aware that the school cannot do the job alone. We are prepared to do our share at home and at the school," expressed another parent.

"Why were our children served by the migrant bilingual aides last year and now they are not available for services" asked a parent as they became more and more at ease with the procedure of the meeting.

"Why is it that our children's needs must only be met with money from outside of the district?"

"Why do they teach sex education in school?"

"Why didn't the bus pick up my child last week?"

"Why don't we have teachers that understand the language of our children."

"Why was my child kept after school yesterday?"

The questions forced the session into a three-hour meeting. The outcome of this meeting set precedence in the district that offered the families alternatives in meeting what they thought to be their immediate needs. A standing committee was established to meet monthly with the school officials so communications would continue.

The significance of this meeting for Migrant Education was that two of the families participating in this committee were the same ones who in May of 1974 charged the Seventh National Conference on Migrant Education with the responsibility of educating their children.

This then, is a candid interview with the migrant families who set the conference mood and spirit for hundreds of educators during the San Diego experience.



*The children spend most of the day riding in a glass elevator. In Suites 1026 and 1304, two humble migrant families twist their hands in anticipation asking Cabrera, "What are we supposed to say tomorrow?"*

**Cabrera: "You say whatever you feel."**

*And they did. With simple confidence.*

*"These are our children. They are*

*our only hope. We give them to you. Educate them. Por favor."*

*Many would have made the mistake of upstaging these 'gypsies of the freeway,' as Lieutenant Governor Mervyn Dymally would later call them. Dr. Leo Lopez merely said, "I had planned a welcome speech to inspire you for this conference . . . our families have said it all."*

*A year has elapsed, since that*



# . . . un año despues

windy and sometimes wild week in San Diego. The pair of temporarily transplanted migrant families made history at the Seventh National Conference on Migrant Education and captured the hearts of thousands with their mere presence.

"The man clutching his month-old baby while his wife pleaded for us to care for her children . . . God I always will remember that conference . . . it changed my entire concept of Migrant Education."

"We ran through the halls all day long. . . I enjoyed the ice-cream. . . I had never had a hamburger in bed. . . You mean if you pick up the phone you get them? . . . The waiter was sure surprised when el Sr. (Andy) Porras gave him a five dollar tip!"

Room Service: Anything they want?

**Mr. Cabrera: Yes, Anything! Anything they want!**

Room Service: (Again). Anything?

**Cabrera: ANYTHING!**

Room Service: Yes Sir.

"I'll never forget when Mrs. Murillo said that our children were on a ship! I ran to the balcony only to be gladly relieved that it was the restaurant across the street that she spoke of."

"Is it possible to go to the famous San Diego Zoo. No, Pa, I want to go take the Bay Cruise. . . No, how about going to the Marine World . . . Hey Dad, how about going to see Tic Juan in Tijuana. . . Let's just go to the movies. . . It's Sunday don't we go to church today? I wonder if Manolo is in town today. . . Oye Ma, . . ."

*Have the lives of your children been affected by San Diego?*

Our children have become more involved in their school activities. We seem to be following in their footsteps. It is very difficult not to attend a meeting when your children are persistent. We were nervous at San Diego, but find that we are less nervous at each meeting we attend.

**Cabrera: We were proud of you**



then and are more proud of you now. San Diego also has good memories for us. The part you played is probably the main reason. Migrant Education is not a one time program. When you speak of the affects to the family, we feel that we have made a small difference.

"Our children, because of Migrant Education and LA GOLONDRINA, are looked at by students and teachers differently. Unfortunately, their friends are still looked at the same way. Que triste, no?"

**Cabrera: Yes, our work seems to never end.**

"Si, tenemos mucho que hacer."

*The avocado trees blooming in the humble, but well manicured grass-covered backyard were gradually being coated with dust blowing from the dirt roads criss-crossing the camp they call home.*

"Many of the families believe that they must make a special trip to Mexico every year in order to qualify for your program. We know different. And we have let our vecinos know."

*How many campesinos in California are confused about programs that are available to them?*

**Cabrera: We are constantly training our people working in Migrant Education. Unfortunately, there's much to be done. By you. By them. By us.**

**You got to know Dr. Lopez well in San Diego. He is the chief spokesman in California for Migrant Education. If migrant parents have not taken advantage of this program because they have not heard of it, then, it is our fault. If they will not, well, what can we say.**

You're so right, we seem to spend a lot of time and money for many programs and few things seem to come of them. Our children have done well by Migrant Education. The Migrant Instructional Aide has been an inspiration to our children. The activities that have been developed by them have shown much progress for all of us. This is not enough though.





**Cabrera: What else can we do? Where else do we turn?**

The schools, of course. They are in a sense, our parents and you are our Godparents. In case they cannot meet our needs, you can help us find other ways. But then, only if there is no other way of meeting our basic needs.

**Cabrera: You put it very well. When there is a need that can't be met locally, then other agencies are considered. That's why we are here.**

*Remember the outdoor education program?*

We never knew a camp setting could be as enjoyable as that week we spent in Calamigos.

The first day we got there we were longing to return; it was cold

The unimposing frame dwelling's lights burned deep into the night. Outside a weak breeze hurled puffs of dust at the front yard. Inside could be heard children's laughter as they recalled time and time again the many good things they had experienced throughout the year.

it had been a formal visit to conduct an interview. But the festive mood aroused was unavoidable. Only the piñata was missing to call it a full fledged fiesta!

It became a happy time.

And the memories of San Diego soon settled into sacred souvenirs for all. . . .

and dark, and we wanted to come home.

The last day we cried because we were leaving.

How many times have our children stayed away from something that could have been good and enjoyable?

I never could have gone if my work day had not been covered by your office.

I think the teachers that were there learned more than the children. Who knows how many children were noticed for the first time.

**Cabrera: We want to do more of this type of learning experiences. It seems that we are trying so hard to bring our children the basic services that we overlook the value of these**

**kinds of experiences.**

I took the bus with my children to school last summer. It was an experience. I didn't realize children could scream so loud. Thank God the bus drivers are deaf. I could have picked all day, but well you know, the kids kept asking for my presence. What could I say?

**Cabrera: What can we say when the need comes to us in the form of a request, a sigh, a gesture or a silent glance. Do we turn away, or do we face our responsibility. It's bad enough that many don't even ask.**

You know Sr. Cabrera, the other day we were all wondering. What if we had never spent those days in San Diego . . . What if we had said no . . . I wonder . . .







# la gente . . .

by Andy Porras, Editor

One of the disadvantages of being an editor is the fact that you have to do just that, edit. It's a disadvantage because somewhere along a story you simply have to make it fit the space allocated in a dummy (contemplated piece of printing). Such is the case with the story on page 20 featuring Mr. Frank Rodriguez, principal of Juanita Elementary School in Oxnard.

Frank is one of the finest persons that I have had the opportunity to meet during my travels with Director Cabrera. He seems to project an almost visible aura of caring about "his" children.

Talking with Frank can be an experience in itself. One realizes that few, if any, misfortunes break this man. Death has always been close to the Rodriguez family. His only two children became fatally ill and close relatives of Frank have met tragic ends. But this only seems to add to Frank's courage.

In the story, Frank relates about a "protective environment" regarding his concern with the Juanita children.

People in education know the meaning of such jargon.

But it is the phrase of one of the Juanita children that possibly best explains such a meaning.

"El Mister nos quiere mucho!"

And Frank has no argument with that. No way.



## LOGO?

Ever since Region One first introduced its logo, the symbol you see in almost everything pertaining to Region One, many of you out there have been writing in to inquire of its origin and what it symbolizes. In many a meeting, personnel from the Regional Office have explained it. But, for those of you that were out of hearing distance, here it is.

First of all, a 'logo' indicates a particular sign or symbol that when people see it, they quickly associate it with a commercial or non-commercial organization. Let's see if you have any "logo-rhythm" — If you were to see the outline of a bell inside a circle, you'd associate it with a telephone company like Ma Bell. Or if you were to see a red, white and blue sign with chevrons, you'd know it was a particular brand of gasoline. And so on.

"The Regional Logo," explains Cabrera, "symbolizes both a reality and hope. At first sight, it gives people the impression that they are looking into a field full of rows with something in the background. The colors, of course, vividly tell a similar story: green for the fields, yellow to indicate the sun and the red tells people that it gets pretty warm out there. A second and more concerned look will reveal our Logo to be an open book being looked at from the top. The rows of crops now become pages and the background portion is the spine of the book."

Region One is simply saying to us that we must do our best to take our migrant children away from the fields and into schools.

So much for your first lesson on the fascinating world of 'Logos.'

\* \* \*

## DANKE SCHOEN, DOC . . .

Region One says "Gracias!" to Dr. Philip Blodget who performed an ear operation on one of our

migrant students enrolled at Fillmore's Sespe Elementary School, Jose Caldera. The good doctor completely donated his services for the Caldera surgery. We don't know if Dr. Blodget still goes on house calls or not, at any rate, he is definitely on our Good Guy List for '75. Muchas gracias, señor doctor!

\* \* \*

## FUTURE GOLO GREATS

Coming up in the future issues of Region One's magnum will be important State of California educators and statesmen interviewed. The line-up of "heavies" includes Dr. Wilson Riles, State Superintendent of Public Instruction, who will appear in the Summer (June-July-August) Issue of LA GOLONDRINA and Lt Governor Mervyn M. Dymally who will make his GOLO debut in our Fall (September-October-November) Issue.

The Winter (December-January-February) Issue will see Governor Edmund G. Brown Jr., interviewed exclusively for Region One and the Spring '76 Issue will have the world's most recognized and respected spokesman of the Farmworker, Cesar Chavez.

Issues in 1976 will carry interviews with other personalities as the year progresses including Assemblyman Peter Chacon and Speaker of the House Leo McCarthy.

\* \* \*

## CHACON CHAIRS CHICANO CAUCUS

Assemblyman Peter R. Chacon (D-San Diego), was recently elected Chairman of the Chicano Caucus in Sacramento.

Chacon, who will be featured in a future issue of LA GOLONDRINA, called for a strong commitment by the Administration and Legislation to deal with the problems of California's 3.7 million Spanish-surname residents.

"Although Spanish-surname stu-



dents make up more than 17 percent of public school enrollment, K-12, less than three percent of the teachers and administrators are Chicanos," said Chacon.

The Chairman declared he would work closely with other leading Chicanos in the state, both in and out of government.

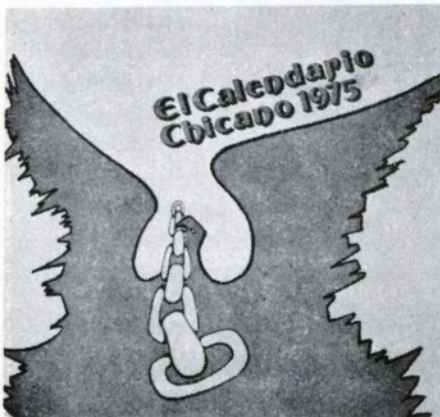
Cesar dice, "Si Se Puede!" . . . A ver si Chacon Can!

\* \* \*

### HITS AND MISTS

Sorry about that, Alice Mendeke! In the last issue of LA GOLO we called you one of our MISTs, (which is correct) from Pescadero (which is wrong). Alice, for the benefit of our readers, is Region One's MIST at Half Moon Bay. And, we might add, she is one of the busiest ones.

"Alice is really an involved MIST," says Debbie Lopez Revels, statistical liason. "She is involved in every aspect of Migrant Education . . . parent involvement, community organization . . . you name it and Alice is probably on the committee. She is dedicated and committed to helping the migrant children."



\* \* \*

### TIME MARCHES ON . . .

Chicano Calendar coordinator Armando Valdez called in to thank LG for publicizing the sale of the unique Calendario.

"We still have some left," said Valdez, "And we believe this project to be one of a kind. So are the calendarios. We strongly urge Chicano educators to *dispay* one of our calendarios in the classroom and offer instant historical reference to the contributions made by our Raza."

For more info, look at page 21 of the Christmas Issue of LA GOLO.

### WHY LA GOLONDRINA?

And now, from the same Region that gave you a lesson in Logos, comes another milestone: porqué se llama LA GOLONDRINA LA GOLONDRINA?

"In the beginning," begins Director Cabrera, "there was no Golo . . . not even a name for the Regional Magnual."

But lo and behold . . . Santa Clara County Office of Education assistant superintendent Phil Schneider and Meg Muldary, principal of Northwood Elementary School in the Berryessa Union School District were entertaining the Director and Yours Truly with one of their patented dinners one evening about a year ago.

"It is an ancient custom to take a stroll after dinner," said the pretty principal from Northwood.

Along the way, the Director performed his almost illegal Texas Hounddog imitation waking up about 73 per cent of the dog population in the hills of Morgan Hill with Phil performing an old Russian dance and Meg and YT laughing all the way. The mood turned serious after awhile, and soon, Mexican tunes were being whistled by the Frolicking Four.

"Then it hit me," recalls Cabrera. "Right there in the middle of a muddy country road, the haunting tune of "La Golondrina" came into my mind."

Little did any of the four know at that precise moment that LA GOLONDRINA would make its maiden flight at San Luis Obispo and find a place in the minds and hearts of thousands of Migrant Education personnel all over the country.

"The more we thought about the title, the more meaningful it became," remembers Cabrera. "Then too, the golondrina is a migrating bird. Look at the winged wonders that return to San Juan Capistrano each year . . . it was perfect!"

Perfect? Well, we're working on it.

## THE GAME OF THE NAME

What's in a name?

Plenty. If it's yours, Region One says.

The back inside cover of this issue carries an "ad" for Migrant Education.

"We want to go on record as stating that we need many committed advocates for migrant children in order to continue our Migrant Education programs," said Regional Director J. E. S. Cabrera recently.

### The Name Game

The kind of spokesmen Migrant Education seeks must sign his name on a card, not a check.

"We are hoping that we'll be able to reach thousands of concerned individuals with our plea," said Cabrera. "Can you imagine collecting some 50,000 signatures?"

But what for, you might ask. We'll tell you.

"It's the game of the name," quips Cabrera. "We secure all of these names, you see and then. . ."

### Communication with Children

Cabrera explains that the idea behind the initial plea being made by LA GOLONDRINA is to arouse interest and inspire people to an immediate commitment.

The signed cards will be processed at the Region One office in San Jose and then forwarded to the MISTs and MIAs to give to migrant children.

"Eventually," said Cabrera, "We will have migrant children writing to all of you who respond. Can you imagine that? Migrant children communicating with you! It'll be a wild trip!"

### Be a Game-dropper

Region One staffers can lend a helping hand once again. Make sure that the "ad" is seen by your friends. Duplicate it, post it, spread the word!



## LITTLE ROCK ARKANSAS

# M★S★R★T★S

—PART ONE—

by Maxwell Dyer  
Coordinator of MSRTS

For the first time in American history, a marriage of education and technology has become a reality on a nationwide basis.

The name of this cooperative venture is the Migrant Student Record Transfer System (MSRTS). The MSRTS is an automated telecommunication system that has, as of this writing, associated the 48 contiguous states and the trust territory of Puerto Rico into one giant school district that has put an unusual thrust behind efforts to provide continuity of educational and health programs for the two million-plus children of seasonal migrant workers of America. Seasonal migrant workers, in this case, mean those who are involved in agribusiness and fishing on a seasonal basis. The purpose of MSRTS are to rapidly provide appropriate public school personnel with pertinent educational and health information on children of seasonal migrant workers as they move from school to school and to provide management data to administrative personnel in planning academic and health programs for them.

The movement of these workers has, in the past, taken their children to an average of three to four schools during a school term. This pattern has meant short tenure at many of the schools, thus seriously disrupting the continuity of educational and health services normally provided for resident children.

The process of deciding on an appropriate program for a migrant

student in school usually requires several days. Many times the migrant child will have already moved on to another school before the evaluation process has been completed and a program of study developed for him. Also, because of a lack of background information, migrant children have either received little or no medical attention or were given multiple inoculations for the same disease. The former proved detrimental to normal growth and development; the latter proved to be discouraging to the child's school attendance because of the fear of getting more "shots."

### Children Move

During a calendar year, migrant children may be found in any state in the nation. The movement pattern, however, is that most of the migrant children generally reside in the southern latitude states during the winter months and move to the northern tier of states during the late spring, summer and early fall months following crop harvests. Upon completion of northern harvests, there is a large southward migration to their home bases. Relative to this migration the U.S. Office of Education says:

"As the northern orchards and fields go into winter dormancy and thousands of migratory agricultural workers follow the sun southward, school administrators in the warmer harvest areas struggle to absorb the migrants' offspring into the local schools. All too often in the past, the Nation's migrant children have been lost in the shuffle, their

school and health records misplaced or nonexistent, the children falling further and further behind until they end up among the 90 percent of migrant children who never finish high school.

MSRTS offers a solution to the lack of background information for agricultural migrant children and it makes provisions for the information on a rapid transmittal basis. The 48 states are associated by a telecommunication network of 137 teletype terminals that are strategically located in areas of high concentrations of migrant farm workers. These terminals provide the means through which schools both request accumulated student data and enter new information about each migrant student in their care. The contemporary use of technology makes possible the receipt of pertinent student data within a few hours of his enrollment in a school.

### Computer In Little Rock

The nationwide communication system is serviced by a computer operated by the Arkansas Department of Education, in Little Rock, Arkansas. To complement the automated System, MSRTS headquarters provides technical training services for personnel in all of the participating state departments of education, the terminal operators, and regional and local service personnel such as administrators, teachers, counselors, nurses, and others.

The total service of MSRTS is funded upon authorization of Public Law 89-750 of 1966 which is an amendment of Public Law 89-10 of



1965, the Elementary and Secondary Education Act. By competitive bid, the U.S. Office of Education entered into a contract with the Arkansas Department of Education to develop and operate the System.

In passing the Public Law 89-70 amendment, Congress expressed concern about the educational and health welfare of migrant children and mandated that a record transferal system be created. Upon receiving funding for migrant programs, the state directors of migrant education assumed the initiative to create a functional system of information transferal from school to school among the several states by requesting the J.S. Office of Education to use some of the national migrant funds to contract for the record transferal service and by developing student record forms that were acceptable to all participating states.

#### **TOs Important**

There are three primary communications elements that comprise MSRTS: **School, terminal operators** and the **computerized data bank**. Schools initiate all information that is entered into a student's data base record. Information is sent from a school to a teletypewriter terminal operator who serves that school. Each terminal operator serves many schools. The terminal operator prepares the information for transmission by wire to the computer. After the data is processed by the computer it sends the appropriate responses to the terminal operator and prepares the appropriate student records for mailing to the schools. All student records are mailed by MSRTS on the day following the receipt of information from the terminal operator.

Time is the name of the game in making up-to-date information readily available to schools when migrant children enroll. Speed is one of the factors underlying the basic design and development of MSRTS. Speed becomes tremendously important when one considers the time that can be saved in evaluating program and service needs of migrant children upon enrollment in a school.

#### **Primary Points**

Speed is determined at four primary points in the information flow

cycle: School, U.S. Mail or other courier, terminal operator and the MSRTS office in Little Rock.

**SCHOOL** — Two practices are found in the schools relative to forwarding enrollments to the terminal operator (T.O.): Sending on the day of enrollment and holding for several days (batching). Forward-



ing to the T.O. on the day of enrollment is the better practice. This helps to more equitably distribute the T.O. work load and will provide faster service to the schools.

**U.S. MAIL or OTHER COURIER SERVICE** — Generally the transportation of student data from school to T.O. is by U.S. Mail or other courier service. Some use the telephone. The speed of this link in the flow cycle is determined locally according to the method used and may vary from place to place.

**T.O.** — Most T.O.'s have been trained to be very efficient and conscientious in getting their work done. Delays are generally realized at this point if several schools batch enrollments or, the time is during a peak enrollment period for the area served. Usually the severity of peak enrollments can be reduced by the schools sending enrollments to the T.O. on a daily basis.

**MSRTS LITTLE ROCK** — A schedule for data movement at the Central Depository is as follows: Day 1 —Receive enrollment request, enter enrollment data in student's record, return critical data via TTY and print student records. Day 2—Mail student records to schools. A survey of delivery to schools in areas of greatest distance from Little Rock shows a two to four day delivery after date of postmark. It would be helpful to the MSRTS staff to have your feedback relative to time required from Little Rock to your schools.

TO BE CONTINUED NEXT ISSUE



by **Nellie Rivas Montano**  
**Moorpark MIST**

We have come to the age in education when we finally realize that parents have a right to be informed about what we are doing with their children in school.

The State Department of Education so firmly believes this that all state funded programs mandate an advisory board made up to include parents of the children served through funded programs. Well, that's how this particular group in Moorpark started.

Month after month, a group of our migrant mothers diligently would come to our advisory board meetings. We translated all of the topics covered during the meetings as best we could. Sometimes the translations were done right after the speaker spoke; at other times we would sit in a group and try to do the translation simultaneously as the speaker was speaking so as not to hold up the meeting, but somehow it was never quite satisfactory.

These concerned parents would continue to come, continue to listen but never actually participate. Then at one of our MIST nservice on parent participation, Regional Director J. Eduardo S. Cabrera suggested conducting separate meetings for migrant parents in Spanish so that we could get to know our people better and derive more active participation from them. We decided to give it a try and called our first meeting for November 13 at 10:00 a.m. We purposely wanted this session to be small so that it could be kept informal and friendly. This was to be a get acquainted social session . . . and so it was!

Ten mothers came, four of them with their little ones. We talked about them, us and the school. We explained the different programs we are involved in and particularly the Migrant Education program and what it means to their children. Each of the aides personally explained what her job was and told of the things she performed with her children and finally, for the first time, the mothers verbally expressed some of their feelings about the school. We were most pleased that as a whole they had only glowing things to say about our Migrant Edu-

**"...NELLIE, HAS  
SIMPLY TURNED  
ON MIGRANT  
PARENTS TO  
SCHOOL"**

*"Moorpark Elementary school District occupies a very special spot in the minds and hearts of Region One." said Regional Director Cabrera during a visit to Moorpark. "This is the only District that has provided MIST services for their migrant children without expecting Migrant Education funds. Truly a sign of commitment to our efforts."*

*Nellie Rivas Montano is one of the most dynamic individuals helping migrant children in Region One. Seldom is there an educational workshop that Nellie will not become involved in if she is present.*

*"Nellie is the kind of person that vibrates her love for children and soon all of those around her become instant carriers of this love and care for our migrant children," says Regional Director Cabrera.*

*Nellie's superintendent, Charles W. Magill also praises the Region One MIST for her activities with the Moorpark children.*

*"Nellie, our instructional specialist, is truly an outstanding teacher. She is doing a tremendous job for us and in return we say that Migrant Education gets 100 per cent backing from us."*

*Magill goes on to say that Nellie is filling an important need in Moorpark's educational system.*

*"Nellie," says Magill, "has simply turned on migrant parents to school."*

*Nellie Montano, Region One MIST, and superperson, is making a lasting impression on Moorpark's children and parents alike as she goes on about her duties at a fast pace.*

*"That's the only way I know how to act," says Nellie. "Always at full speed when it comes to education and children."*

*Let's hope Nellie never slows down.*



cation program and our staff. They expressed the desire to be heard and how they continued to come to the meetings even though they could not express themselves personally because they wanted the teachers to know they appreciated what was being done for their children. Not too many questions came from this meeting but the group decided they liked getting together, "aunque sea para cambiar de impresión," as they put it, and after the chocolate and pan dulce, a date was set for the next meeting.

It was at this second meeting that they really opened up. It was gratifying to hear them ask questions about the areas they did not understand without hesitation. Then came the expressed desire that they might have the opportunity to learn to speak English, to read and write in English, to read and write in Spanish. Without realizing what we said, we jumped and said "why not?" After all, what better way is there to help them understand what school is all about? We accepted the challenge.

It would have been very easy for us to right then and there sign them all up and set a time and day for the first class, but we thought that it would be more meaningful if they made the actual commitment. We stated the need to know how many others there might be who were also interested in such a class and when it would be convenient to schedule it. One of the mothers volunteered to conduct a survey and get this information to us before the Christmas holiday so we could begin soon after. And that's how



it started.

The decision was that 10:00 a.m. was the perfect time. The husbands and children would all be taken care of and out of the house, except for the pre-schoolers and those could come with them to our child care center. Also they still would have the rest of the day to get their chores done before the husbands came back home. Our first class was held on Tuesday, January 21.

Six Migrant mothers nervously

and eagerly came to see what it was all about. We began with a short orientation and explanation of the method to be used plus an individual oral inventory was taken of each participant with special attention to their individual needs. Those who wished to learn to read and write in Spanish would be pulled from the group and receive the individual help as needed.

The enthusiasm was so great that they wanted to meet every day but

because of time limitations, for the time being, we will be meeting only twice a week, on Tuesdays and Thursdays with Hilda D'Amico, the Flory School Migrant Instructional aide as my co-instructor. To date the group has met only three times and the class has grown from the original six to 10.

What a joy it is to have such eager students, who are concerned enough to say," ¿ Y nosotras?

# "Y NOSOTRAS"

## MADRES MIGRANTES PREGUNTAN

Hemos llegado a la era en educación en la cual nos damos cuenta de la necesidad de que los padres sepan lo que hacemos con sus hijos en las escuelas.

El Departamento de Educación del estado cree ~~tár~~ firmemente en esto que todos los programas con fondos estatales deben de tener un Comité Consejero que incluya padres de familia de aquellos niños que participen en estos programas. De esta forma es como, particularmente con el grupo de Moorpark, todo principió.

Mes sobre mes, un grupo de madres migrantes venían diligentemente a las juntas del comité consejero. Nosotras traducíamos los temas cubiertos por el orador en las juntas, lo mejor posible. En ocasiones las traducciones se hacían al terminar el orador; en otras ocasiones nos reuníamos en un grupo para tratar de traducir simultáneamente lo que el orador hablaba para no retardar la junta, pero de ningún modo fué satisfactorio.

Estos padres interesados continuaban viniendo y escuchando, pero nunca participando. Después en una junta de MISTS' en "Participación de Padres," el director regional, Señor J. Eduardo S. Cabrera, sugirió que conduciésemos juntas separadas en Español para estos padres para de esta manera poder conocer nuestra gente y obtener más participación activa de ellos. Basados en esto acordamos tratar y decidimos tener la primera junta el 13 de noviembre a las 10:00 de la mañana. Nosotros teníamos el propósito de que esta junta fuera pequeña para poder mantenerla en una forma informal. Esta debería de ser una sesión para conocernos . . . ¡¡ y lo fué!!

Diez madres vinieron, cuatro de

ellas trayendo a sus pequeños. Hablamos de ellas, nosotras, y de la escuela. Les explicamos los diferentes programas en los cuales estamos envueltas, especialmente el de Educación Migrante y lo que significa para sus hijos. Cada una de las ayudantes de los maestros personalmente explicó lo que constituye su trabajo y el ~~le-sarollc~~ del mismo con los niños . . . y finalmente, por primera vez, las madres expresaron verbalmente sus sentimientos sobre la escuela. Fué agradable oír que solo tenían elogios que dar sobre la escuela de Educación Migrante y su personal. Expresaron también el deseo de ser escuchadas y continuaron viniendo a las juntas, aunque no podían expresarse personalmente porque querían que los maestros supieran que estaban agradecidas por lo que se estaba haciendo por sus pequeños. No fueron muchas las preguntas en esta junta, pero el grupo decidió que les gustaba la idea de juntarse "aunque fuera para cambiar impresiones," como ellas dicen, y después del chocolate y pan dulce, la fecha se fijó para la próxima junta.

Fué en esta segunda junta donde verdaderamente se dieron a conocer. Fué complaciente oírlas hacer preguntas, sin titubeos, sobre temas que ellas no entendían. Después vino el deseo que quizá ellas pudiesen aprender a leer y escribir Inglés y Español. Sin darnos cuenta de lo que decíamos, dijimos "Por qué no?"

Después de todo, que mejor manera para ayudarlas a entender de que se trata la escuela. . . . ¡¡Aceptamos el reto!!

Hubiera sido muy fácil para nosotros si lo hubiésemos hecho en el momento, fijar la fecha y la hora para la primera clase, pero pensamos que

era mejor si ellas hacían el compromiso actual.

Nosotros les informamos la necesidad de saber cuantas personas más estaban interesadas en una clase semejante a ésta y cuando era conveniente llevarla a cabo. Una de las madres se ofreció voluntaria a hacer una encuesta y entregarnos la información antes de las fiestas Navideñas, para de esta manera poder dar principio poco después. . . .

**Y así es como todo empezó.**

La decisión fué de que sería perfecto a las 10 de la mañana. Los esposos y niños serían atendidos y fuera de sus casas, salvo los niños pre-escolares y quienes podían venir con las madres al centro de niños. También les quedaría tiempo de hacer sus quehaceres antes del regreso de sus esposos a casa. La primer clase se llevó a cabo el martes, 21 de Enero.

Seis madres migrantes llegaron nerviosas y ansiosas de ver de que se trataba la cosa. Dimos principio con una corta orientación y explicación del método que se usaría. Una entrevista personal de cada participante se llevó a cabo, con atención especial a sus necesidades individuales. Aquellas personas, o madres que quisieran aprender a leer y escribir en Español se separarían del grupo y recibirían la ayuda individual necesaria.

El entusiasmo fué tanto que ellas querían juntarse a diario, pero por causa del tiempo tán limitado en esta época se decidió que nos reuniríamos dos veces por semana, los martes y jueves con la señora Hilda D'Amico, ayudante de migrantes de la Escuela Flory, como mi co-instructora. Hasta la fecha el grupo se ha reunido solo tres veces y la clase ha crecido del númerc original de seis, a diez.

Que alegría es tener alumnas tán deseosas, e inquietas quienes llegaron al grado de decir " Y Nosotras?"

\*MISTS—Migrant Instructional Support Teachers.



# UNA CARTA DE PARTE DE LA NINEZ CAMPESINA

“Educación Migrante . . . ofrece oportunidades para los niños migrantes. . .  
No circunstancias.”

Este pensamiento nacional para la Educación Migrante debería de convertirse en realidad si nuestro principal objetivo es alcanzar que los niños migrantes participen como miembros contribuyentes de nuestra sociedad. Grandes beneficios han transpirado por medio de los esfuerzos llevados a cabo por todas aquellas personas, que de una manera u otra, han contribuido en servir a los niños migrantes. A pesar de los frutos que hemos recogido, no podemos descansar nuestros esfuerzos, ya que todavía queda mucho por hacer!

**El Plan Maestro de California para Educación Migrante** es un hecho. Nuestros sueños y aspiraciones para educación migrante descansan en este Plan. Simplemente, es nuestra Biblia.

Debemos leerlo cuidadosamente, estudiarlo diligentemente, y aplicarlo fielmente, porque de allí los niños migrantes empezarán a encontrar “esas oportunidades” que los sacarán fuera de “esas circunstancias.”

Estamos en el portal de soluciones educacionales para niños migrantes. Usted es parte de esta solución. Llevemos adelante nuestro compromiso por medio de esas soluciones que se encuentran grabadas en el **Plan Maestro**.

Actúe inmediatamente. Solicite su copia de este documento. Léalo, y ayúdenos a proveer oportunidades a nuestra niñez campesina.

Sinceramente,  
J. EDUARDO S. CARBRERA







# LET'S WAKE UP TO TOTAL PARENT INVOLVEMENT

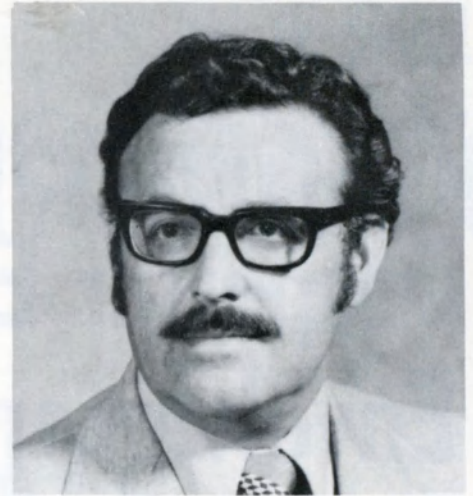
by Dr. Leo Lopez

Migrant Education Parent Involvement is a dormant part of our program which must be awakened.

We can no longer pass this to any other segment of the educational community. The time is upon us to develop responsible district, regional, and state migrant parent involvement. The Master Plan for the Education of Migrant Children has officially documented the commitment that the State Board of Education through the State Department of Education has made. "The active participation of citizens in programs operated by the government is one of the cornerstones of our democracy. Parent and community involvement is basic to the success of programs for the education of disadvantaged schoolchildren."

What child, if not the migrant child, begins school with a disadvantage. The circumstances that surrounds his life have insured that these disadvantages multiply as he continues in the educational process. The commitment that we must all make is obvious. The commitment that we must extract from your own community is up to your own creativity.

It is important that the family of each migrant child be known by project staff members who regularly serve the child. Time should be set aside for home visits and activities involving parents. Critical fam-



ily needs should be known in order to understand and relate to the pupil.

There are many types of family services which improve a child's chances for success. Among the many which might be listed are:

- a. Information to the family concerning educational opportunities and services available within the district.
- b. Information and assistance in obtaining needed pupil assistance.
- c. Educational and family counseling.
- d. Assistance in communicating with individuals and agencies concerned with helping migrant families.
- e. Assistance in obtaining needed health and nutritional services.
- f. Information about the local community, such as data about housing, employment, shopping and entertainment.

### Family Service

Accept from all levels of the California Migrant Education Program a sincere and committed fountain of resources to develop Migrant Parent Involvement. The true evaluation of our efforts will come with the documentable evidence of parent participation. Simply, will they be convinced that their participation will make a difference in the education of their children?

For the sake of migrant children in the State of California, we must convince them.



# Tenemos Que Despertar El Envolvimiento En Los Padres...

by Dr. Leo López

Educación para el involucramiento de los padres migrantes es una de las partes de nuestro programa que aun no ha despertado totalmente.

Ha llegado el momento en que no podemos permitir que esto siga sucediendo. Tenemos que desarrollar la educación para el involucramiento de los padres migrantes en todos los niveles, estatal, regional, y en los distritos? El Plan Maestro de California Para Educación Migrante ha documentado oficialmente el compromiso que la Mesa Directiva de Educación del Estado de California ha establecido por conducto del Departamento de Educación del Estado. "La participación activa de los ciudadanos en programas operados por el gobierno

es uno de los fundamentos de nuestra democracia. La participación de los padres y de la comunidad son elementos básicos y esenciales para un programa exitoso de educación de los niños con desventajas."

Qué otro niño aparte del niño migrante empieza a ir a la escuela sin ventajas. Las circunstancias que lo rodean le han asegurado múltiples desventajas durante su camino en el proceso educacional. El compromiso que todos debemos de hacer, es obvio. El compromiso que se debe extraer de su propia comunidad depende de su propia creatividad. Es importante que la familia de cada niño migrante sea conocida por miembros del personal del proyecto que regularmente atien-

der al niño. Se debe fijar tiempo para las visitas a la casa y para las actividades envolviendo a los padres. Las necesidades críticas de la familia deben ser conocidas de manera de comprender al alumno y relacionarse con él.

Hay muchos tipos de servicios familiares que mejorarán las oportunidades del niño para su éxito en la escuela. Entre los muchos que pueden citarse están los siguientes:

a. Información a la familia con respecto a las oportunidades educacionales y los servicios disponibles dentro del distrito.

b. Información y asistencia para obtener la asistencia pública que se necesite.

c. Consejos educacionales y familiares.

d. Asistencia en las comunicaciones con personas en particular y las agencias relacionadas con la ayuda a las familias migrantes.

e. Asistencia para obtener los servicios médicos y nutricionales que puedan necesitarse.

f. Información acerca de la comunidad local, tales como vivienda, empleo, compras y diversiones.

## Servicios Familiar

Acepte de todos los niveles del Programa de Educación Migrante de California el compromiso sincero de ayudarlo a desarrollar el involucramiento de los Padres Migrantes. La evaluación verdadera de nuestros esfuerzos brotará con la evidente documentación de la participación de los padres. Simplemente, quedaran ellos convencidos que su participación hará la diferencia necesaria en la educación de sus niños.







# EL ENVOLVIMIENTO DE LOS PADRES...

(SPANISH)

*"Los maestros son los expertos."  
"Las escuelas saben mejor que nadie que es lo mejor para nuestros hijos."  
¿Qué podemos hacer, ni siquiera hablamos Inglés?* Estos son los sentimientos expresados día con día por padres migrantes acerca de la educación de sus hijos. ¿Verdaderamente, qué pueden hacer? ¿Cuántas oportunidades tienen para que el potencial de sus contribuciones se realice? Estas oportunidades se pueden contar con los dedos de una mano.

## ¿Por qué Los Padres?

La mayoría de los distritos y agencias de servicios han desarrollado Envolvimiento de los Padres para llenar requisitos descritos en las leyes. Como otras acciones débiles esto está edificado en cimientos de arena y destinado al fracaso. ¿Pero cual es la razón que esta acción sea diferente? La mayoría de los niños migrantes están programados para fracasar, ¿por qué va a ser diferente una actividad que envuelva a los padres? Simplemente, porque los padres están determinados a no permitir esto! Fíjese en su alrededor. Nuestro País está pasando por una era tumultuosa económica y socialmente. Los Estadounidenses se están haciendo preguntas que con anterioridad aceptaban ciegamente. Los padres migrantes también se han movido en esta era. La unión, huelga, derechos civiles, peticiones, involucramiento de los padres en las escuelas, todas estas son ideas y prácticas comunes en la comunidad migrante. Las instituciones educacionales ya no se encuentran inmunes a la escrutinada de los padres migrantes. Es tiem-



po que reasesoremos el papel tan importante que los padres migrantes tienen que adoptar en nuestro Programa. Si el involucramiento superficial que ahora tenemos es adecuado, entonces estamos haciendo un trabajo asertado. Si lo que estamos tratando de encontrar es una asociación educacional entonces tenemos mucho por hacer.

## El Padre Como Maestro

El niño migrante no ha estado viviendo suspendido en el espacio antes de llegar a la escuela! El ha tenido, por lo menos de dos a cinco años, su lenguaje, cultura, conocimientos, y experiencias. Todo esto se ha desarrollado dentro de un círculo familiar inmediato y de parientes. ¿Quién puede mejor decidir de que manera puede desarrollarse? . . . ¿La escuela que

nunca antes había atendido, o la familia que ha participado en su crecimiento? Una familia de trabajadores de campo significa dólares para todos. El padre que le enseña a sus hijos a "pizcar" bien, gana más dinero. En un instante la habilidad de "pizcar" se convierte en dinero inmediato. El dócil, el sumiso, el pícaro, el rápido, el que coopera, todos ellos se han desarrollado bajo el mismo clima hacia un esfuerzo unido. El niño de seis años que "pizca" todo el verano para ayudar a comprarle un refrigerador a su mamá, los hermanos de ocho y nueve años que se acoplan para que su madre no tenga que salir a trabajar, los estudiantes de secundaria y high school que tienen permiso para trabajar y que han pasado de la escuela de continuación a la escuela de adultos, a la escuela nocturna, y después





muy calladamente han desaparecido del sistema educacional. La tenacidad puesta para que una educación significativa llegue a estos niños, es inmensa. Son pocos los servicios educacionales que se han enfrentado ante todos estos problemas.

**“No Les Importa . . .”**

*¡A los padres migrantes no les importa la educación de sus hijos! ¿Por qué no se regresan a México? ¿Por qué tienen tantos hijos? Cuando los invitamos a la escuela los padres nunca vienen. . . . Los padres migrantes no son diferentes al resto de los padres. Ven a sus hijos como la esperanza de un futuro mejor. En sus hijos descansan sus sueños y aspiraciones. Qué poco se puede esperar de un sistema que ha fallado en servir tres o cuatro niños de una misma familia y aun faltan de pasar por este mismo*

proceso otros **perqueñuelos**. Si sus hermanos o hermanas mayores dejan de asistir a la escuela antes del quinto grado, ¿qué forma de participación ciega puede esperarse de los mas pequeños?

#### **En Nuestra Región**

Exito significa la suma total de las experiencias positivas que afectan a todo ser humano. Envolviéndonos así en la educación de los padres por toda la región, hay veces que cuando hacemos alguna presentación, resulta un fracaso completo. Nadie se ríe de nuestros chistes, los niños parecen mas traviesos que de costumbre, tirando el pan y el café en el suelo, la sala de juntas esta cerrada sin poder encontrar al portero, todos los invitados a la junta recibieron diferente horario, en pocas palabras, la junta resulta un fracaso completo. Así tam-

bién hemos tenido muchas juntas que resultan “éxitos.” Los chistes son aceptados por la gente con gusto, las personas presentes estan deseando participar, los niños contribuyen con sus actividades en el momento oportuno, el personal hace sus presentaciones con atino y los padres migrantes aprenden que es lo que sus niños estan aprendiendo. Naturalmente, los pocos fracasos que hemos tenido afectan nuestro orgullo, pero solamente temporalmente. Tenemos todos los éxitos para equilibrar nuestro orgullo rebajado. El estado emocional se afecta por la acumulación de experiencias, ya sean buenas o malas. La familia migrante ha tenido muy pocas buenas experiencias en nuestro sistema educacional.

Crear experiencias educacionales positivas en nuestras actividades con el involucramiento de los padres es ofrecer a las familias migrantes una “pila” de éxitos. Esto, entonces, es lo que buscamos.

#### **¿Y Ahora Qué?**

El involucramiento de los padres migrantes debemos de dejar de verlo como un requisito de afuera. Debe de tomar y llegar a ser parte interna de nuestras experiencias diarias no porque “debemos,” sino, porque así lo “preferimos.” Es obvio que los hechos son factibles. Nuestras escuelas han fallado con los niños migrantes. Nuestra responsabilidad es ayudarlos a obtener la educación que se merecen. Formemos una coalición **permanente** con los padres migrantes para que así podamos romper el “ciclo de fracasos” en el cual sus hijos se encuentran envueltos.



# PARENT INVOLVEMENT

(ENGLISH)

*The teachers are the experts. The schools know what is best for our children. What can we do, we don't even speak English. . .*

So go the usual feelings that migrant parents have had toward education.

Indeed! What can they do?

What avenues have been open so that the potential of their contributions is realized?

These can be counted on one hand.

## Why Have Parent Involvement?

Most districts and agencies have developed Parent Involvement activities in order to "meet guidelines." These, like most weak actions, are built on foundations of sand, destined to be washed away. But why should this action be any different? Most of their children are programmed for failure, why not the parent activities?

Simply, because the parents will no longer allow it!

Look around you. Our country is into a difficult economic and social era. Americans are now questioning things which before were blindly accepted.

Migrant parents have also moved into this era. Unions, strikes, petitions, civil rights, and parent involvement in schools are now common ideas and practices in the migrant community.

The educational institutions are no longer immune to the migrant parents' scrutiny. It is time to reassess the role that migrant parents must play in our program. If the superficial involvement we now have is adequate, then we are doing a good job. If it is an educational partnership to help his child that we seek, then we have much to do.

## Pre-School Teacher?

A migrant child has not lived in a vacuum before coming to school. For two or five years he has had language, values, culture, and experiences. All of these have been developed around the immediate



and extended family circle. Who is better equipped to assess what climate the child learns better in? The school who has never seen the child before. Or his family that has participated in his early growth?

A farmworker's family means dollars for all. A father that teaches his children to pick well earns more. In an instant, working abilities for an entire family can be made. The moody, the schemer, the docile, the cooperative, the fast, all have been developed under their own climate toward an effective family work force.

The six year old adult who will pick all summer to help buy a refrigerator for his mother, the eight and nine year old brothers who pair off so that their mother won't have to work, the junior high and high school students who have work permits and have moved from continuation school to adult school, to night school, and then quietly disappear out of the educational system, all have one thing in common, they are participating in activities at the survival level. The challenge for meaningful education aimed at serving these children is tremendous. Educational services that have addressed themselves to this challenge are few.

## "Parents Don't Care . . ."

*Migrant parents don't care about the education of their children!*

*Why don't they go back to Mexico? Why do they move around so much? Why do they have so many children? We invite them to the school and they never come.*

Migrant parents are no different than any other parent. They see their children as their hope for a better tomorrow. In their children rests their dreams and aspirations. Few good things can be said about the understanding and compassion of a system that has failed to serve three or four children within one family and expects the other siblings to continue in the same pro-

cess. If his older brothers and sisters dropped out mentally or physically before the fifth grade, what form of blind participation is expected of the younger ones?

## Throughout The Region

Success is the sum total of positive experiences that affects all of us. As we involve ourselves in parent education throughout the region, there are times when our presentations are complete failures.

No one laughs at our jokes, the kids knock the coffee and "pan-dulce" on the floor, the meeting room is locked, everyone attending has a different starting time, in short, the meeting turns out to be a complete disaster. We have had these, but we have had many more meetings that are "successes." Everyone laughs at our jokes, the mood of the meeting is exciting, participation is at the ultimate, the children contribute with their activities at the right moment, the staff relates to the activities well and migrant parents learn what is happening to their children.

Naturally, the few failures affect our pride, but only temporarily. We have the many successes to mend and balance our weakened ego. Emotional survival is affected by the accumulation of good and bad experiences. The migrant family has had few good experiences in our educational system.

To build positive educational experiences in our parent involvement activities is to provide our migrant families with a stockpile of successes. This then, is our challenge.

## What Now?

Migrant Parent Involvement must cease to be seen as an outside requirement. It must become an internal part of our daily experience not because we "must," but because we "prefer."

The facts are apparent.

Our schools have failed migrant children.

Our only hope for reversing this outrageous neglect is our responsibility. Let us form a permanent coalition with migrant parents so that we can break the "failure cycle" we have enrolled his child in.

Let us put the "involve" back in parent involvement.





EN HALF MOON BAY . . .

# La Participación De Los Padres En El Plan Maestro De California Para Educación Migrante Se Está Realizando

*by Alice Mendke  
Half Moon Bay MIST*

La fuerza del Plan Maestro de California para Educación Migrante se debe en gran parte a sus múltiples facetas de servir al estudiante.

El estudiante recibe servicios educacionales junto con servicios físicos y psicológicos. Ya que el Plan Maestro pues, se dedica al desarrollo total del estudiante, se toma en cuenta la indispensable tarea que tienen los padres del estudiante — la tarea de ayudar a nuestros hijos ser todo lo que sea en su poder.

Ya que los padres quieren nada menos que el futuro más brillante para los hijos, una manera de llevar este futuro a cabo, no solo es apreciado sino también bien utilizado por ellos. He aquí entonces esa llama que enciende el sendero a un mejor futuro. Esa llama es el Plan Maestro de California para Educación Migrante.

La llama, que es el Plan California, brilla y vive solo con la ayuda que le den todos los que sirven a los estudiantes. Estos son los padres, los instructores y administradoras del distrito escolar, la oficina regional de "Migrant Ed" y los administradores del Estado de California que trabajan en "Migrant Ed." Cada uno de estos es necesario para el máximo servicio y bien al estudiante.

En el Distrito Escolar Cabrillo de Half Moon Bay tenemos un maravilloso ejemplo de como todos ayudamos para guardar ardiente la llama del Maestro de California para Educación Migrante. Los padres identificaron la necesidad de tener un centro para el desarrollo de niños. Esta necesidad se presentó en la junta mensual del mes de septiembre del comité de padres migrantes. Con la co-operación de su servidora, el director de la Escuela Hatch, el Dr. John Mehl, y los padres se acordó identificar a los niños que necesitarán el centro. Del comité de padres unos tomaron la responsabilidad de la identificación. Ellos son los Srs Eligio Acosta, J. Jesús Acosta, Luis Martínez, Nicolás Mederos, y los hermanos José Virgen Ruiz, y Francisco Ruiz.

Para la junta del mes de octubre, el comité presentó su identificación y su solicitud para ayuda para fundar un centro infantil de desarrollo. El Dr. Mehl aceptó la petición y el district Cabrillo pidió la ayuda al director Sr Eduardo Cabrera y su asistente Reinaldo González. Ya el proceso co-operativo comenzado en junta del comité de padres ida en

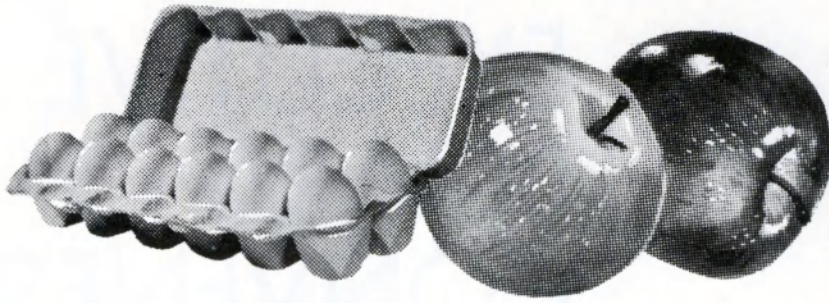
aumento. Ya que la ayuda a los estudiantes es estatal, la oficina regional pidió ayuda a la unidad para centros de desarrollo. Allí, el buen amigo, Sr Yhinio Arreguy gentilmente dió de su experiencia para ayudarnos.

En el mes de noviembre, nos reunimos los padres del comité, las familias, las profesoras, el Dr. Mehl, representantes de Región I, Sra Revels Lopez, Reinaldo González, y nuestro amigo de Sacramento el Sr Arreguy. Fué una gran junta con muchas preguntas, repuestas, y un sincero deseo del trabajar juntos para el mejoramiento de nuestros hijos. Los padres aceptando la responsabilidad de tener un centro, decidieron ayudar al Distrito Cabrillo de Half Moon Bay a la Región I, y a la oficina estatal de los Centros de Desarrollo para obtener tal centro aquí en Half Moon Bay.

Hemos co-operado reuniendo nuestros esfuerzos como padres, educadores, y administradores sabiendo que solo con el esfuerzo común podemos guardar brillante la llama que enciende el sendero a un mejor futuro para nuestros hijos.

¡Que vivan los estudiantes!





## NUTRITION

**Region One's concern with the education of its almost 10,000 migrant children does not stop with the ringing of the last school bell.**

The nutritional habits of these children are also dealt with as Mrs. Grace Meeker, assigned to the Regional Office by the University of California Cooperative Extension, makes periodic visitations to the schools requesting her services.

"Any school wishing to implement a nutrition education program is eligible," says Mrs. Meeker.

Training sessions on the usage of nutrition education materials for grades K-8 are available to these schools at no cost to them.

"It's probably one of today's better nutritional values," said Mrs. Meeker.

The Regional nutrition specialist is also ready to serve migrant parents and pre-kindergarten children throughout the eight county area.

"So far," said Mrs. Meeker, "We have serviced ten schools this year. And more are on our schedule."

Here then, is Region One's second offering in the ever busy world of "watching what you eat."

### THE BATTLE OF THE BULGE

**"Oh, that this too too solid flesh would melt, Thaw and resolve itself into a dew!"**

This fervent desire of Shakespeare's *Hamlet* is a feeling shared today by about 40 million or more Americans who wish their extra pounds would just "melt away." Maybe you are one of them.

**Why lose weight?** Being overweight adds unnecessary strain to your body. Overweight people are also more likely to get certain dis-

eases . . . especially heart, kidney, and circulatory diseases and diabetes.

**How did the fat get there?** All food contains calories. Some foods are higher in calories than other foods. Your body breaks down foods so the calories can be used for energy. You will:

1. **STAY** at the same weight if you eat as many calories as your body uses.
2. **GAIN WEIGHT** if you eat more than your body can use because your body stores extra calories as fat.
2. **LOSE WEIGHT** if you eat less than your body uses because your body will use the stored fat as energy.

Most people gain weight slowly over a period of years. Just three pounds gained a year (not much, is it?) means **thirty pounds extra in ten years.**

**How do I lose weight?** Your determination to lose weight and keep it off is the first and biggest step. A safe way to lose weight is to attack the fat from two sides. Consume less calories AND spend more energy so your body will use the stored fat.

There are all kinds of diets with promises to lose weight **fast**. We call these "crash diets" because that is what they do — crash. There is no fast or easy way to lose weight safely. "Crash diets" crash because they usually call for rigid and very limited food choices. Many needed nutrients are usually lacking in these diets, such as "eat all you want," "calories don't count" and "diet revolution." This could lead to kid-

ney, heart, and respiratory problems and general ill health.

There is no magic way to lose weight. But, there are many devices advertised to lose weight "magically." These include reducing salons, Gyms, slant boards, exercisers, padded suits and belts, reducing aids, such as cookies, candies, prescription reducing pills, capsules, and shots. Save your health and your money.

### A guide to losing weight . . . .

1. Change your eating habits permanently. You can't cure fat, only control it.
2. Eat a wide variety of foods in a moderate amount. Include protein foods, milk and milk products, fruits and vegetables, and breads and cereals.
3. Eat meals regularly, no skipping.
4. Exercise actively and reduce calories. Walk several blocks instead of driving; use the stairs instead of elevator. Gradually increase your activity — don't overdo the first day.
5. Get your doctor's approval.
6. Plan to lose no more than 1 or 2 pounds a week.
7. Remember, it's never easy or fast.

### Tips to cut down calories

**Cut down on fats.** Trim fat from meats. Cook foods without adding oil or fat. Use skim milk or buttermilk instead of whole milk. Eliminate bacon, rich salad dressings, fatty meats, nuts.

**Skip Sweets.** High sugar foods add unneeded calories and increase tooth decay. Skip candy, cake, pastries, cookies, and soda pop, sugar cereal, etc.

**Watch your serving sizes.** Skip second helpings.

**Snack on low calorie, nutritious foods.** Try fruits, vegetables, cheese wedges, skim milk, unsweetened fruit juices, coffee, tea.

There is no magic, no easy way, no fast way. The safe way to lose weight takes time. Reduce your calories permanently by cutting down on fats and sweets and never overeating.



# REGION 1's EXECUTIVE BOARD CONVENES IN OXNARD



"This is the kind of audience our Board should face each time they meet," said Regional Director J. E. S. Cabrera prior to the opening of the session. "We have always encouraged our MISTs and MIAs to make their parents aware of these meetings and we are quite happy that some of the migrant parents were able to be with us."

Cabrera, who is the executive secretary of the Board, met with the parents prior to the meeting and discussed the Migrant Education Program with them and also answered some questions the parents had prepared.

"Region One is always eager to

shed light on any question that migrant parents should have regarding the operation of our program in any of the areas we are servicing," Cabrera told the parents.

The Regional Executive Board met at the old Oxnard Air Force Base on January 10 and for the first time in its existence, had an audience made up of mostly migrant parents.

"It was a pleasant surprise," said Dr. Glenn Hoffmann, Executive Board Chairman. "It's always a good feeling to know that our migrant parents take time out to attend such functions."

About a dozen migrant parents

managed to squeeze into the small meeting room adjacent to the Occupational Educational Services cafeteria, a learning center for Ventura County teens.

Members of the Board and visitors were treated to bilingual abilities in action as presenters of various topics and projects spoke in English and Spanish.

"If this meeting accomplished anything new," said Ren Gonzalez, Region One Administrative Aide who presented a proposal for a child care center to the group, "It made all of those present aware of the usefulness of bilingual educa-





tion. One could say it was a 'live lesson' beneficial to both the presenter and listener."

Other presentations included Augie Perez's description of the Regional Outdoor Education Program and several favorable reports on the progress Migrant Education is enjoying in the southern part of Region One.

"We have 150 migrant students in our program that includes two schools," said Ms. Edda Caraballo, MIST, Briggs School District in Santa Paula. "We have four instructional aides and one statistical aide and we are very pleased with our program."

Pablo Rubio, MIST, Oxnard Elementary School District, passed out

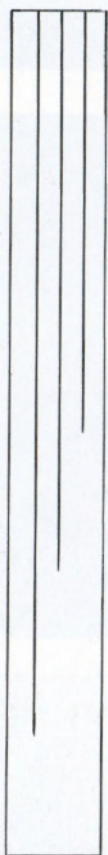
booklets that were prepared by his staff. Rubio and nine aides service 13 schools in the Oxnard area.

Other reports included career education, enrollment statistics, service centers and a recent visit by a state reviewing and monitoring team.



# King City's

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## Migrant Children Say "Gracias" Creatively

Migrant Education's MISTs and MIAs, as most of the Regional personnel know, often deal with the creative minds of the migrant children. It's not always filling out forms or calling in information into the Regional Office. Here is an excellent example of what migrant children under the thoughtful guidance of King City MIST Linda Luporini and her MIAs produced recently. The children all attend the San Lorenzo Elementary School.

Somewhere between San Francisco and Los Angeles, on famed Highway 101, is King City. To quote one of the local town's auto's bumper sticker, "Where The Heck Is King City?"

Surely, everyone in Region One knows about King City and its MIST, Linda Luporini, and her aides, Mrs. Domingo Carrasco, Josefina Duque, Nalia Rios, Mrs. Margarita Martinez and Phyllis Urquidez.

Recently, at a holiday gathering, students at San Lorenzo Elementary

wrote their original thoughts on the subject of giving thanks over the Holiday Season. Here then, are some excerpts of the children's thoughts.

". . . . I give thanks because I now know many things I didn't know . . ." — **Hilda Perrales**

**Maria Panales** says, "I give thanks to my teacher Linda for teaching me English. . ."

"Thanks to God for giving me one more day of life. . ." — **José Lupercio**



"Gracias a mis padres . . . porque ellos me dieron la vida." — **Pedro Garcia**

"Gracias, Padre Eterno, porque nos has dado un año más de vida." — **Manuel Zamora U.**

**Victoria Martinez** expressed herself in this touching manner, "I give thanks for a new day . . . for the food that we eat . . . for the sun that never stops shining . . . and for my parents who gather the food we eat. . ."

"I give thanks to my teachers who are helping me learn the English language." — **Jose Martinez**

**Domingo Rubalcaba** said, "I give thanks to God, mainly for having my parents alive. . ."

"I wish to give thanks for my teachers that are good and for them being so understanding and making me feel that nothing is really bad. . ." — **Rodolfo Z.**

**Marycela Saucedo** had this interesting viewpoint, "Yo doy gracias por el sol . . . por las estrellas que son tan bonitas y que se ven en los cielos y por todo lo que me quieren mis padres."

**Lupe Gallegos** put it this way, "I give thanks for being together with my family and for being welcomed into this school."

"I give thanks for new days . . . for the sunsets . . . for hope and for everything. . ." — **Filadelfo Silva**

**Hector Parrales** tells the world, "I want to give thanks to God for all the good and kind people that are with me. . ."

**Catalina Esparza M.** had this to write, "I give thanks for coming to school and for having a teacher as good as Miss Luporini."

"I give thanks to God because even though we are poor . . . we are happy." — **Sergio Saucedo**

**Agustin Garcia** dice, "Doy gracias porque aunque sea pobre, soy feliz . . . gracias por tener a mis padres . . . gracias por tener una maestra como la Srta. Luporini and Sra. Martinez. . . y doy gracias por vivir y ser feliz. . ."



"Doy gracias por que Dios me ha dejado vivir un poco mas." — **Guadalupe Barajas.**

"I am grateful for coming into this world . . . and also because I am happy and for having bread to eat each day." — **Diego Moreno**

**Juan Chavez** told it this way, "I'm happy that no members of my family are sick. . ."

"I give thanks for being able to go see my father. . ." — **Panfilo**

**Laura Parrales** said, "I give thanks to God because all of my family is alive."

**Sandra Parrales**, "I give thanks to God for letting my father, mother, brothers and sisters . . . all of my aunts and uncles and all the world live. . ."

"Thanks for the days with sunlight." — **Ana Maria Garcia**

**Daniel Zalazar** had this to say, "Thanks for my parents not getting angry with each other . . . except sometimes."

"I give thanks for my mother and father being together." — **Tony Robles**

**Tony Valerio** said, "I give thanks for my Saint's Day."

"Doy gracias a mis amigos por portarse tan bien conmigo." — **Mario H. (El Gato) H.**

And last, but not least, by any means is the simple and thoughtful reflection written by **Rodolfo Trujillo Mora**, who said, "I give thanks for having friends."

Region One gives thanks to people like Linda and Mrs. Martinez for inspiring such sincere thoughts to come from the migrant children.



## GUEST EDITORIAL

by FRANK LUDOVINA  
*Region II Director*

Region One is one of seven state regions that comprise the California Migrant Education program. LA GOLONDRINA, in an effort to focus on other regions and their programs, will be bringing you "guest editorials" as its editions are published from quarter to quarter.

This first offering is written by Region II Director Frank Ludovina. Those that were present at the National Conference in San Diego last May will recall Mr. Ludovina's welcoming remarks to the out of state guests. Mr. Ludovina didn't exactly "remark;" he sang his welcome. The Oroville baritone sang Las Mananitas to the delight of the delegates.

In the next issue, LA GOLONDRINA will carry an article by Fabio Clet, Director of Region III. — ED.

### WHAT IS THE ROLE OF THE MIGRANT EDUCATION PROGRAM?

The Migrant Education program in Region II has a dual thrust. One emphasis is a short-term approach which offers direct services to migrant children to meet their needs in education, health and welfare.

The second emphasis of the Region II program is a long-range, indirect approach which attempts to encourage agencies charged with these responsibilities, to develop procedures which will meet these same needs. Migrant Education is also working toward the goal of having migrant families and agencies seeking each other **without** the assistance of the Migrant Education program.

We must continue our short-term efforts of tutorial, medical and dental services because we cannot ignore these immediate needs of migrant children.

However, I believe that the most important aspect of our program is our long-range efforts. Without these, we would guarantee the need for programs such as Migrant Education **forever**.

We intend to work ourselves out of a job.







by Frank Romero

To say the least, the success of any program lies with responsible people (staff) which in turn makes for a successful and responsible program as I believe migrant education is. In order to get the funds to the grass roots level we largely depend on legislators and key people who have great commitment to our migrant families. These people are responsible and is so manifested by the dollars we receive at the school district level. A great deal of responsibility and commitment has also been shown by the Region Directors in California since they are the ones that fight for the top dollar for their budgets in order to implement a sound program for migrant children at the school level. Superintendents and project directors at the school district level are also responding favorably towards the commitment the school district has to its migrant population; again, to provide the best program possible.

Building level administrators have always been in key positions in the implementation of all programs. With strong support from building principals throughout the region delivery of services are being assured to migrant children. We, of course, have to keep in mind the guidelines provided by the California Master Plan for Migrant Education. The proper use of aides is mainly the responsibility of the

principal with the cooperation of the MIST. We must never forget our migrant children are entitled to all the services and programs provided by the district and these same children must be serviced **additionally** by migrant support staff and materials. It is the major responsibility of the principal to see that this is done effectively, otherwise our children will be hurt.

Now, let's talk about the responsibilities of the classroom teacher . . . a vital role for the success of the program. Commitment and understanding beyond their teaching abilities are the essential ingredients for childrens' success. The classroom teacher must try to understand the migrant experience (many already have achieved this) in order to better relate to the needs of migrant children and parents. Fortunately, Minicorps persons (under the auspices of Migrant Education) have been and are being trained for the task of educating our migrant children. Every summer they have done a tremendous job and many of them now hold full time teaching positions in districts where they are badly needed. The teacher then, must be quick to respond to the child's needs and must be aware of all supportive services (dental, medical, psychological, etc.) available to the child for his mental and physical well-being.

# RESPONSIBLE PEOPLE FOR A RESPONSIBLE PROGRAM

I have mentioned the MIST briefly, but we must not underestimate their importance to the program. The MIST is directly **responsible** to the Regional Director for the most effectively implementation of the program in each district. Actually, they keep the districts accountable. It gives me great satisfaction to say that all MISTS (and I've met many of them) are totally responsible and committed to the task of educating migrant children. You will never find a more devoted group of people. ¡ADELANTE Y QUE JAMAS PIERDAN SU ENTUSIASMO!

Other supportive staff include the statistical, instructional, health and parent involvement aides who meet weekly with the MIST to verify delivery of services to the migrant children, exchange ideas and receive **inservice** training. This year, a stronger effort is being made to have greater parent involvement. I am pleased to say parent groups are blossoming all over the Region.

By now you are probably familiar with your migrant staff in your district; they are a very dedicated group. They need your support for a responsible program. DEMOSLES EL APOYO QUE NECESITAN.

Join me in vocal support for Migrant Education. When you do, you are part of the solution; when you don't you are part of the problem and have cast our migrant children into oblivion.





# Viva la Riza®

## Return to Sender

Sometimes, when all seems dark and despairing, gloom sets in. Gloom will soon turn to unhappiness and then on to misery. Por qué? LA GOLONDRINA, with this added feature, hopes to shoo away your blues . . . at least por un rato!

We may add that humorous anecdotes or ideas for original cartoons will be accepted from our readers. Smile, laugh, be happy!

Imagine what Rigo Chacon, of KGO-TV News in San Francisco would've said had he received (1) a collator and (2) an empty binder that were sent to him due to a minor comedy of errors at the Regional Office the other day.

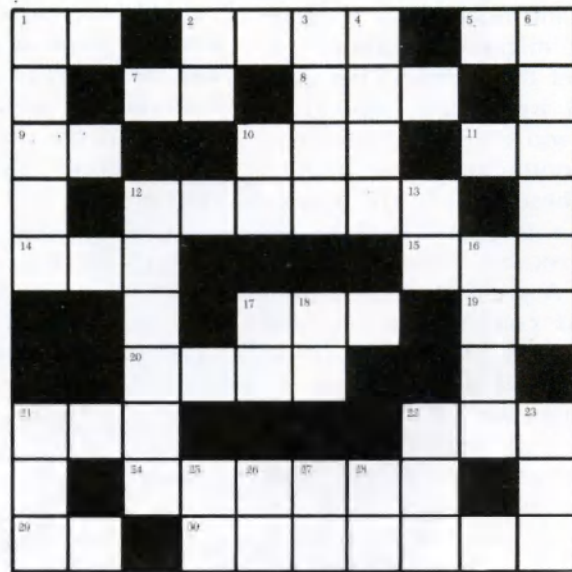
Seems that Pedro Nieves, Regional maintenance man, saw a note attached to the collator that was atop the binder. Being the efficient individual that he is, simply followed directions.

\* \* \*

## GOLOGRAMA

### ACROSS

1. Appears on cover. Also Spanish for **the**.
2. Affectionate name for this publication.
5. Precedes 1. down and 24 across.
7. Vital personnel for success of M.S.R.T.S.
8. A plant. Edible in Japan.
9. La estafeta—abbreviate in English.
10. President Ford's concept for fighting inflation.
11. Motion picture rating Code.
12. Site of Region IV, Migrant Education office.
14. \_\_\_\_\_ WORLD, a defunct music magazine.
15. Last name for a Rock group. Also a pronoun.
17. Tome asiento. English.
19. Biblical name of Heliopolis. Also a preposition.
20. "They represent Migrant Education in their districts."
21. One of the Three Stooges.
22. Ver. English.
24. National Director of Migrant Education.
29. Short for advertisement.
30. Said "20 across" and "21 down." "El Jefe!"



### DOWN

1. Chief of Migrant Bureau.
2. English for anda.
3. Spanish first name. Also middle name of '74 Region I Institute Site.
4. Organización De Nuestros Niños. Abbv.
6. Area designated as One.
10. Nosotros. Eng.
12. One of three classifications of migrant children.
13. Nuestro mundo — abbv. in English.
16. Las mujeres y los bomberos no pueden estar sin esto.
17. Seguro Social/Social Security. Abbv.
18. Substitute for a neuter noun.
21. "They are the nucleus of our Migrant Education program."
22. Society of Automotive Engineers.
23. Chronologic notation reckoned from a given date.
25. Suffix forming adjectives from nouns.
26. Veterans Administration. Abbv.
27. G. — . — . Initials of Santa Rita Superintendent.
28. Railroad. Abbv.



The note read, "Please mail to Rigo Chacon at KGO-TV in San Francisco."

What Pedro didn't know was that the note was placed there **after** another package had been mailed to Chacon!

Pedro, asking several Regional staffers if they were sure of the materials being mailed, proceeded to do his thing.

It wasn't until someone missed the collator that the mistake was discovered. As of this writing the collator has yet to make a return trip from The City and so far, Rigo hasn't announced anything on TV regarding the two items . . . anybody out there seen a wandering collator hanging on to a red binder?

**Don't Spell Well**

ATTENTION: Public Relations Desk and Secretary. Perhaps if you

guys learned to spell the Lt Governor's name correctly he'd answer your mail!

Correspondence to the Lt Gov. had been going out to "Lt Governor MELVYN M. DYMALLY" instead of Mervyn M. Dymally!

Sorry about that, *Señor* Dymally.

\* \* \*

**Far Out**

Region One has always considered itself to be a "far-out" agency . . . but are you ready for this: Africa!

Africa?

Seems Regional Terminal Operator (T.O.) Lesbia Rivera was transmitting MSRTS information to Little Rock when she spotted some interesting data.

A migrant family living in San Mateo County, the Fontes, had submitted the following international information:

The Fontes, Jorge and Rita have seven siblings, Filomena, Florabel, Isabel, Albilio, Carlos and Velia, all born in Angoa, Africa!

"And if that doesn't trip-out your teletype," said Lesbia, "They came into Region One via Sao Jorge, Portugal!"

Commented Cabrera, "It's really a small world!"

\* \* \*

**The U.S. Pest Office?**

Ten to one, if you have a Spanish surname, your name has been (post) manhandled for many a year, no?

Recently, Grace Meeker (and that's not even a Spanish surname!) received some junk mail with this name: Mrs. Grace M. Migrant!

Meeker said she had heard of dedication but ". . . these guys are ridiculous!"

**MARCH 1975**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
February 1975 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	April 1975 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30					1
2	3 Regional Office	4	5	6	7 REGION I MIST & MIA INSERVICE IN SAN JOSE — HYATT HOUSE	8
9	10 Regional	11	12	13 Office	14 Executive Board Meeting in San Jose 10:00 A.M.	15
16	17 Area	18 "C"	19 Area	20	21 "D"	22
23	24 Regional Office	25	26 Regional Directors' Meeting in Sacramento	27	28 EASTER HOLIDAYS	29
30	31			<b>NOTE: Region I Areas are now:</b> <b>AREA "A":</b> San Mateo, Santa Clara, Santa Cruz and San Benito Counties <b>AREA "B":</b> Monterey County <b>AREA "C":</b> San Luis Obispo and Santa Barbara Counties <b>AREA "D":</b> Ventura County		



## APRIL 1975

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<p>NATIONAL MIGRANT CONFERENCE AND NATIONAL MIGRANT EDUCATION WEEK</p> <p>Braniff Place Hotel in New Orleans, Louisiana</p>																																																																																																								
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# el buzón

## THE ISSUE

Keep those letters and cards coming! It's nice to know you care about LA GOLONDRINA and take the time to drop us a few lines. Just thought you people out there would like to know that we appreciate your Migrant Education concern. Gracias and keep your writing hand ready!

Dear Mr. Cabrera:

I want to take this opportunity to express my appreciation to you for sending me a copy of the first issue of LA GOLONDRINA. I certainly appreciate the opportunity to read the publication and learn of the many activities in the field.

Sincerely yours,  
ALISTER McALISTER  
Assemblyman,  
Twenty-Fifth District

\* \* \*

Dear Ed:

A copy of the **Region I Migrant Education Quarterly** was forwarded to me by Leo's office recently. I want to commend you and Andy Porras and all the members of your staff for a job beautifully done. The publication has got to be one of the most well laid out I have seen in a long time. More importantly, it brings an exciting message to the reader regarding migrant children.

Here's wishing you continued success and keep in touch.

Sincerely,  
DR. RAMIRO REYES, Chief  
Office of Program Planning  
and Development

\* \* \*

Dear Sir,

Congratulations on the Regional quarterly. It is really impressive!

KIM GRANJA  
Sacramento

\* \* \*

Dear Sir,

It was very nice of you to send me your magnificent magazine. I sure enjoyed reading it. All of these years that I have worked for Region I, I have seen all the good you have done for the migrant children and I thank you for that. I am looking forward to working with the

migrant children, God willing. Thank you for sending LA GOLONDRINA. It is an excellent publication and I sincerely wish you success in the future.

MARY C. LUGO  
Calexico

\* \* \*

Dear Golondrina Staff:

That was an excellent edition of Region One's GOLONDRINA!

DR. STEVE MORENO  
San Diego State University

\* \* \*

Dear Ed:

OK. OK. Ed. I won't call your magnal "La Gaviota" anymore. Seriously, your last issue was really great.

FRANK LUDOVINA, Director  
Region II Office of  
Migrant Education

\* \* \*

Estimado Señor Editor:

Después de leer la segunda edición de "La Golondrina" decidí tomar papel y pluma para poder expresar mi agradecimiento a todos aquellos conectados con la educación para el "migrante."

Recuerdo los tiempos de mi niñez cuando me tenía que entretener dentro del carro (en compañía de mis hermanos) mientras mis padres y hermanos mayores trabajaban en la labor. En ese entonces no existía la clase de programa educativo que ustedes ofrecen hoy al campesino, y ignorantes a toda otra ley que no fuera la del "ranchero" nos conformábamos con lo que nos daban.

Solo puedo agregar que espero que el trabajo que ustedes estan desempeñando en esta forma tan extraordinaria continúe, pues solo teniendo "nuestra gente" interesada en el mejoramiento de "nuestros hijos" podemos lograr que las otras razas vean que a los mexicanos de veras nos importa el mejoramiento de "la raza." Adelante y Buena Suerte.

Atentamente,  
SYLVIA G. CORRAL  
Personnel Department  
Office of the Supt. of Schools  
Santa Clara County



Sir:

Many thanks for sending us a copy of LA GOLONDRINA.

We enjoyed it very much, especially the very well written articles and your layout. We believe LA GOLONDRINA to be among the two or three best publications which we have ever seen prepared by an "agency."

Hope you will continue to send us your excellent publication.

May we have permission to quote from it in our FORUMEER, newspaper of the American GI Forum? Am enclosing a recent issue of our newspaper, to remind you to send me YOUR next issue of LA GOLO. I even like the name, La Golondrina is my favorite song!!! ARRIBA!!

DAVID SIERRA, Editor  
THE FORUMEER, San Jose, CA

Dear David:

It would indeed be an honor for LA GOLONDRINA to be quoted in the national publication of the American GI Forum, THE FORUMEER.

Gracias for the support. Adelante!

\* \* \*

Dear Mr. Cabrera,

Thank you for sharing LA GOLONDRINA with me.

I read with interest the many topics included in the recent edition.

LA GOLONDRINA is a needed instrument in "telling the story about Migrant Education."

Yours for continued success.

Sincerely,  
LEONA H. EGELAND  
Assemblywoman, Twenty-fourth District



Dear LA GOLONDRINA Staff,

Thank you so much for the copy of LA GOLONDRINA. I read it with much excitement and hope articles of our extension services will be included in future issues. If and when I can ever be of assistance, all you need to do is call me.

CHLOE BEITLER  
Home Economist  
Agricultural Extension Service  
University of CA, Contra Costa

\* \* \*

Dear Editor,

Region One did an excellent job again with LA GOLONDRINA. This "magnual" is one that we read and appreciate from beginning to end.

It was gratifying to receive LA GOLO the day before Christmas. It turned out to be one of our better presents!

You can't imagine how precious the magnual has become to all of us. Each of the issues becomes a real "collector's item." Our people are always anxious waiting for the arrival of the next issue.

Keep up the good work and God bless you.

### UNAS AIDES de Region I

\* \* \*

Dear Mr. Cabrera:

Volume 1, No. 2 of LA GOLONDRINA has just reached my desk, and it is a handsome and valuable contribution to migrant education. We wish to thank you for your efforts and offer our help and support.

Please add our name to your mailing list.

If there is a copy of Volume 1, No. 1, please send it to us.

Nuestras felicitaciones a usted y sus colegas.

Sincerely,  
NANCY SMITHER  
Distinguished Visiting Professor  
Boise State University  
Boise, Idaho

Dear Nancy,

There have been so many requests for our first edition that we are currently negotiating for a second printing of the first GOLONDRINA. Thanks for your support.

Dear GOLO Staff.

Do you answer questions? Regional Director Cabrera, LA GOLONDRINA, and Region One personnel in general always talk about "our logo." What in heaven's name is a "logo?" We here at school are eager to find out! Please don't sign my name because my fellow aides may think I'm not too bright or something. Just sign me . . .

AN AIDE  
\* \* \*

Dear A.A.:

Yes, we do answer questions . . . when we know the answers!

If you read the column La Gente, you will find the answer to your second question, the one about the Regional Logo.

\* \* \*

### PARENTS RESPOND

Estimados Aimgos.

It is with a deep feeling of gratitude and appreciation that I take time to congratulate all of you who are responsible for making LA GOLONDRINA fly for us.

It is only now that we realize that someone somewhere cares whether we live, learn, survive, die or merely exist. Dr. Leo López must surely have his place in heaven!

What can I say? Migrant Education has made a difference in our lives. My wife has learned to participate in what the schools do. Our children now feel that there is a purpose and a reason for their attending school and even me, your humble servant, as Dr. López would say, "have become involved."

This voice of the campesino must speak for us. Our children's education is our only hope, and if our hope is to continue, then, someone somewhere must continue to speak through us.

I know you are very busy individuals. But if there is anything we can do to assure the continued success of LA GOLONDRINA, I know I speak for most of my fellow campesinos when I say, "Como puedo yo ayudarles?"

LA GOLONDRINA is truly the voice of the migrant people. There are too many of us who have been touched by its song to make it anything less. Viva LA GOLONDRINA. Viva nuestra niñez! Y Viva el Dr.

Lopez! Dios los bendiga.

LEON LOPEZ, ESPARZA  
Saticoy, California

\* \* \*

Es con un sentimiento profundo de gratitud y aprecio que tomo tiempo para felicitar a ustedes los responsables por hacer que LA GOLONDRINA vuele por nosotros.

Ahora realizamos que existen personas que se preocupan si vivimos, si aprendemos o simplemente existimos. El Dr. Leo López de seguro tiene un lugar ganado en el cielo!

¿Que podre decirles? El programa de la educacion de los niños migratorios ha cambiado nuestras vidas. Mi esposa empieza a tomar parte en asuntos escolares. Nuestros hijos ahora sienten que existe una razon y un motivo para asistir a la escuela y hasta yo, su humilde servidor, como diria el Dr. López, "me he comprometido."

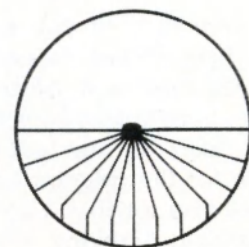
LA GOLONDRINA es una de las voces mas fuertes del campesino.

La educacion de nuestros hijos es nuestra unica esperanza, y si nuestra esperanza ha de continuar, entonces alguien debe hablar por nuestra causa.

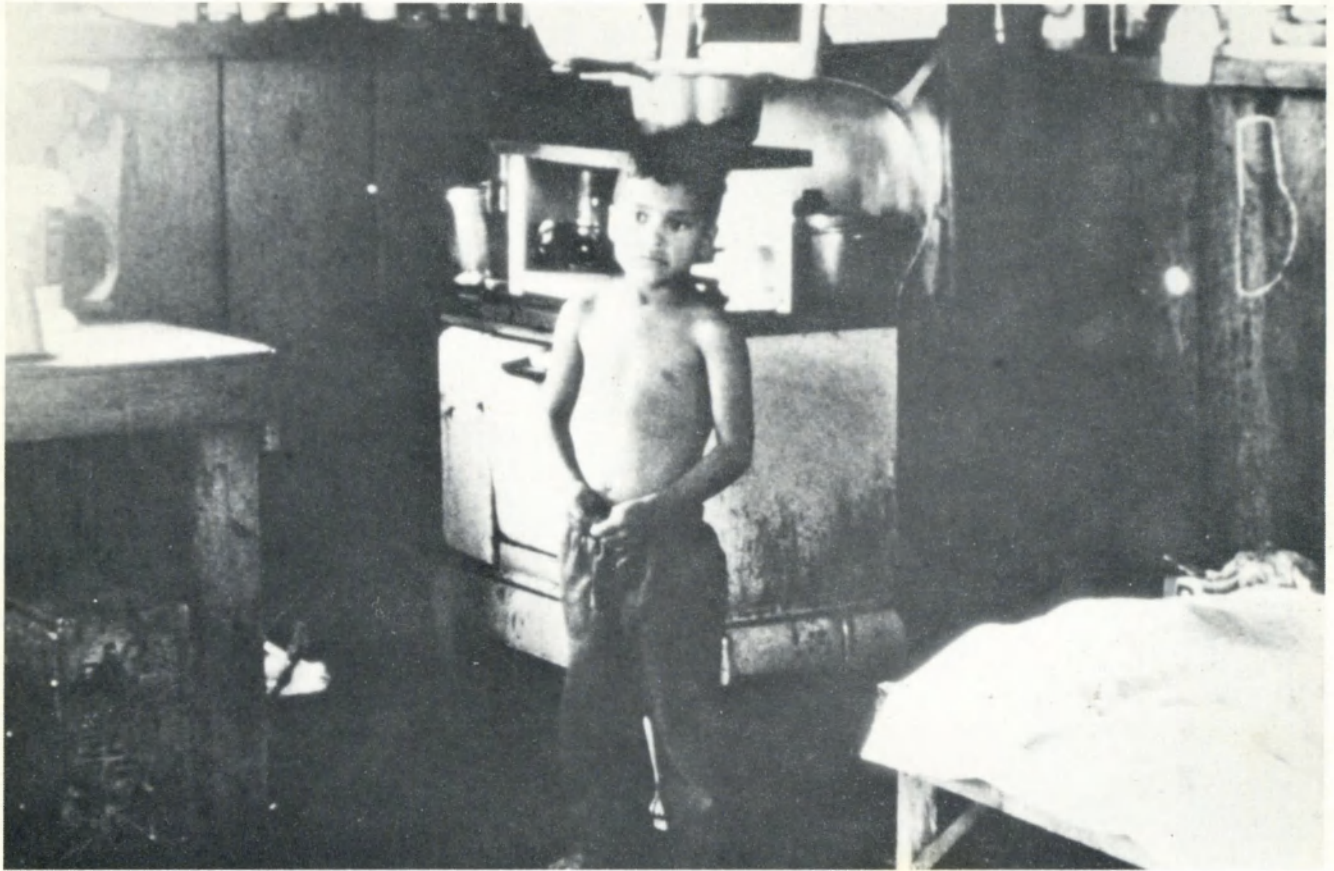
Yo comprendo que son ustedes unas personas mucho muy ocupadas. Pero si en algo puedo ayudar para asegurar el exito de LA GOLONDRINA, yo le aseguro que hablo por mis amigos campesinos cuando digo, como puedo yo ayudarles?

LA GOLONDRINA es en verdad la voz del migrante. Somos muchos a los que nos ha afectado su cancion para que sea algo menos. Viva LA GOLONDRINA! Viva nuestra niñez! Y viva El Dr. López! Dios los bendiga.

LEON LOPEZ ESPARZA  
Saticoy, California







## ***THIS MIGRANT CHILD NEEDS A NAME. GIVE HIM YOURS.***

Your name. Migrant children want it. They need friends like you. Like a pen-pal.

We must tell you that:

- Migrant children have a higher mortality rate than children in both North and South Vietnam.
- Most migrant children will never go beyond the third grade. Mentally. Physically.
- Only one per cent of these migrant children will ever see a high school diploma with their name on it.

- Diseases now eradicated in most countries still run rampant in migrant labor camps.

But the children want to tell you good things. Migrant children have listened to too many promises. Few have been kept.

Migrant Education with its limitations provides these children with many services.

But some things are priceless. Like your name.

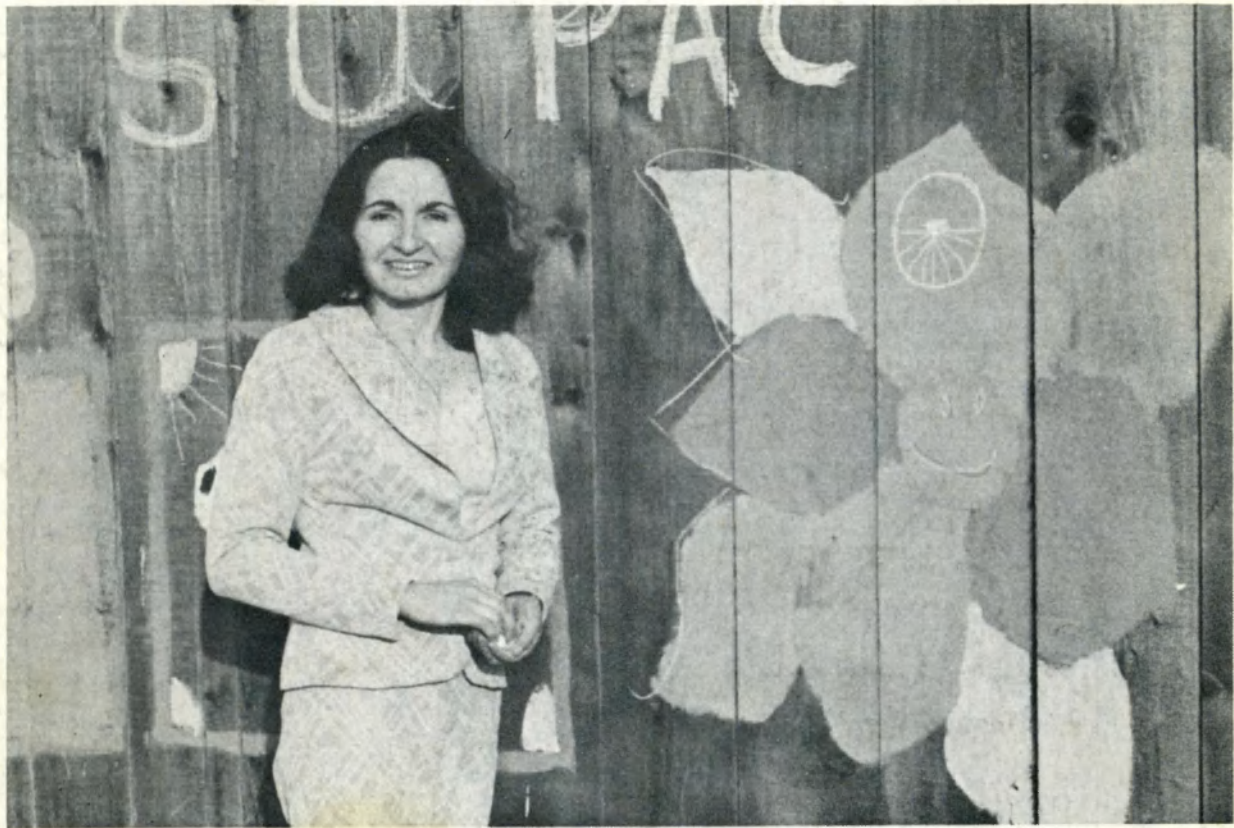
Help Migrant Education make good its promise. Help us acquire a good name.

Send us yours.



# REGIONAL PROFILES

(Pronounced Do-ers . . . as in people who do things . . .)



## ALICE MENDEKE

HOME: Half Moon Bay, California

AGE: "Over 21."

PROFESSION: Educator. Currently a Region One Office of Migrant Education MIST.

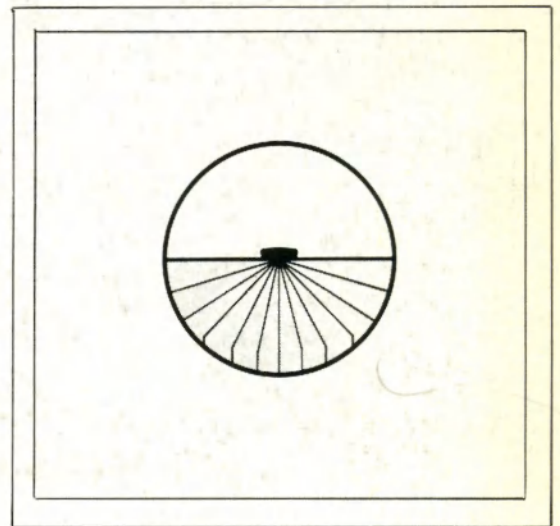
HOBBIES: Beachcombing, sightseeing ("When I have time,") and visiting migrant parent homes. Reading about politics and history.

LAST BOOK READ: Octavio Paz's "The Labyrinth of Solitude."

LAST ACCOMPLISHMENT: Worked with Migrant Education Regional and State personnel to begin communications with Sacramento for the establishing of a child Development Unit at Half Moon Bay to serve entire area.

QUOTE: "Soy Una Persona Amable y Capaz" — "I Am a Loveable and Capable Person."

PROFILE: Vigorous. Proud. Courageous. Committed. Charming. Speaks out for the rights of the migrant children and all Chicanos.



**Authentic.** There are more than a thousand ways to call people in California, but few are authentic enough for LA GOLONDRINA's "Regional Profiles." The quality standards we have set down will never vary. Into each profile will go intensive research by the Regional Office.

**Doers never vary.**