

**The Unique Elementary School Experience of Migrant Children:  
Common Difficulties that Teachers and School Administrators  
Perceive Migrant Children to Encounter**

## **I. Introduction**

Children of migrant laborers often have a unique educational experience within the United States. Their family=s circumstances in the United States has significant effects on their educational experience. The migrant child often confronts many difficulties once he or she enrolls in school. The most common difficulties that migrant children encounter in school are associated with the fact that their family=s primary language often is not English. In addition, migrant children=s difficulties within school may also result from their family=s low socio-economic status and transient lifestyle.

## **II. Comparison to other studies**

There have been a multitude of other ethnographic studies written on the difficulties that migrant children encounter. Many of the studies that I found have been conducted by governmental agencies, such as the Department of Education and the Office of Civil Rights, in the hopes of achieving solutions to the difficulties that complicate the education that migrant children receive. These studies were far more expansive than the study that we were able to conduct during this semester. Most likely these studies benefitted from large budgets and experienced researchers.

The National Commission on Migrant Education was able to provide a great deal of statistical data in their ethnographic study, Invisible Children: A Portrait of Migrant Education in the United States. According to the study, A[I]n 1991, more than 600,000 children were certified as eligible for Chapter 1 MEP throughout the United States@ (Chavez 27). Migrant children represent less than one percent of the children enrolled in public schools across the nation (Chavez 28). Nonetheless, migrant children have a variety of needs that need to be addressed. ?[T]he Commission was discouraged to find that based on the changing demographics within the migrant workforce, some children migrating now have even greater needs than those of the past@ (Chavez 27).

The Commission feels that governmental agencies should study areas where school district have a high concentration of migrant children enrolled in their schools, and attempt to solve some of the problems that they experience (Chavez 27-28). Even though migrant children represent a small population of students nationwide, their concentration in certain areas often exceeds the native population in the area (Chavez

28). Therefore, particularly in those areas of high concentration the children's needs should be addressed.

In the ethnographic study, Effects of Migration on Children, Diaz, Trotter and Rivera were able to talk to students, parents, and teachers about the difficulties children experience as a result of migration. The study noted that problems often arose in relations between the parents and the school. Unfortunately, the school often attempted to communicate with migrant parents when the child was having problems in school. While migrants value education, schools all too often were seen in a negative light by parents who would otherwise have been supportive of their child's education (Diaz 85). According to one of the parents, *[a]ll of her trips to school involved some problem with P, either failing grades or some complaint about his behavior* (Diaz 85). The school inundated the migrate parents with negative comments about their children, therefore, reducing their desire to have a role in their child's education.

The study also mentioned the adverse effects of social isolation on migrant children's education. Since they were constantly moving, it was difficult for the families to be surrounded by their family and friends. According to the study, *A[i]solation often fosters fear of strangers and an unwillingness to make contacts* (Diaz 48). Constantly having to adjust to new environments with new people is very difficult for the children (Diaz 48). Several children interviewed in the study commented, *Yeah, it's the same thing for whatever you have to leave. It's hard to always leave and come back and say goodbye all the time . . . Sometimes you get so nervous about it, though, you get like sick. You know like an upset stomach . . . You know, now really sick. Oh, just sometimes* (Diaz 48).

In Delgado-Gaitan and Trueba's study, Crossing Cultural Borders, they discuss the ethnic identity problems that migrant children experience in school. As I mention later in my own research, the schools do not promote enough programs to ensure that the migrant children learn about Hispanic and American culture. By failing to provide ethnic identity programs, the students are often isolated from the school and have an undesirable social experience in the school (Delgado-Gaitan 33). The failure to provide contexts by which the children can learn in school have contributed to the complex factors that have caused Mexican-American students to drop out of school in later years. Compounding factors include the students' personal self-identity aspirations and perceptions, family background, academic programs, and community support (Delgado-Gaitan 33).

By ignoring migrant children's cultural differences, the schools fails to address the unique needs of the migrant population. The school needs to be aware of these differences and develop a curriculum that will accommodate these differences. For example, many Mexican-American girls end up dropping out of school early because they see themselves providing for their family after school. Mexican-american girls do not see themselves in professional roles following school, so the desire to finish school is diminished (Delgado-Gaitan 36). Schools in the United States seem to focus on

promoting purely American values. By failing to address the needs of the Hispanic population, the school is unable to effectively educate the migrant students.

### **III. Methodology**

It was relatively easy to contact people for our project because all of the names of the elementary schools in are in the phone book, as well as any administrative offices and social service agencies. Fortunately, I was successful in finding a great deal of contacts, most of which were very willing to return my calls. I called nine people in all and received calls back from five people. I found that teachers and social workers were the most responsive.

Initially, I called Bermudian Springs Elementary because Professor Enge had mentioned that he had already contacted the principal there and had told them about the Mosaic program. After I introduced myself and explained what my intentions were, the secretary told me that she would have a Mrs. Smith. call me back after school. We decided to meet her on October 26, 1998 at Bermudian Springs Elementary. The only information that she told me on the phone was that she was an ESL teacher for the elementary and the high school and that she was a new teacher. I had typed up a list of questions to ask teachers, as well as a separate list for interviews with administrators and students. On the phone, I mentioned to her that I might want to tape our interview, but that I would give her the questions and come back another day for a formal interview. (See Appendix A)

On the phone we had agreed to meet with her while school was in session in the hopes of possibly being able to talk to some of the students in her class. However, the children were very quiet the moment that we entered the classroom. The teacher told me that the migrant children were often very shy when new people came into the class. She said that the children do not know how people are going to respond to them, so there is usually a period of time when they remain quiet. Tommy and I tried to conduct an informal interview with Mrs. Smith, and we found out that this was her first year teaching. We also learned that she works for Lincoln Intermediate, who has a contractual agreement with the local schools. As a result, she told us that she was very isolated from the rest of the teachers in the school. Before Tommy and I left, we gave her a list of questions to look over before the interview, and we planned to return for an oral history interview on that Wednesday.

When we arrived two days later to do a formal interview with Mrs. Smith, we realized that she was not a good source for an oral history interview. She had been teaching for a short period of time and therefore, seemed very reluctant to make honest responses to many of our questions. Instead, we decided that we would do an informal interview. She was able to give us some insight into the difficulties that the children in her ESL

class experience, but she was so apprehensive to answer any of the questions that required a value judgement, which many of her responses were very vague. For instance, we asked her if she had witnessed any racial or class discrimination towards the children within the school. She told us that she had not lived in the area long and could not accurately say. However, she was more than willing to answer questions that were factual.

The following afternoon I went to Arendtsville Elementary to meet Mrs. Heasley. When I called the school, the principal told me that she had been teaching ESL students for approximately ten years and would therefore, be very familiar with the children's difficulties. Tom and I did our first Oral History interview with Mrs. Heasley at Arendtsville Elementary on November 1, 1998. Mrs. Heasley was very informative and was able to give us a clear insight into what the elementary experience is like for a migrant child. Surprisingly, she was very open about the attitudes of the school and the community toward the migrant population. I was also impressed when she admitted that she was not able to do everything she wanted to do for her students. Several times during the interview, she admitted that it was impossible with the large amount of students she has, for her to meet the enormous expectations that the school has for ESL teachers. After our interview, she called me several times and gave me names of other teachers and administrators that might be able to help Tommy and I with our projects.

On November 1, 1998 Tommy and I did an informal interview with Mr. Elkin, the principal of Bendersville Elementary. He was the only principal that returned my calls, and he was actually very informative. However, I found his perception of the migrant students to be in opposition to many of the comments that the teachers had made. He talked to us for about forty-five minutes. His background in education was quite extensive. He has worked as either a teacher or as a principal for twenty-six years in Adams County. Since he is responsible for governing the school, he wanted to give us the impression that everything was running smoothly in the school. For example, he told us that every student that walks through the doors to the school is entitled to the same services and receives equal t

When I asked Mr. Elkin about the changes that the Office of Civil Rights was making in the school, I realized that I had hit a nerve. At that point, he became more emotional and told us how frustrated he was by all the bureaucratic paperwork that he was forced to fill out for them. It became quite clear that he did not want to help the migrant children, and he felt burdened by the extra work that the migrant population was causing his office to perform. He did not seem to have any idea of the difficulties that these children were experiencing. As expected, he was merely doing his best to make sure that the school was doing as little as possible for these children while remaining in compliance with the law.

My next interview with with Mrs. Kobb on November 4, 1998 in Gettysburg. Mrs. Kobb has been working as the ESL coordinator for Lincoln Intermediate unit for eighteen

years. She is responsible for placing ESL teachers in the school and acts as their boss. While I was there, I was able to gather a whole bag full of video documentaries and literature on migrant education. I had already given her a copy of the questions for the interview on November 2, so we were prepared to do the Oral History interview on November 10, 1998. (See Appendix B) Tommy and I were then able to do an Oral History Interview on November 10 with Mrs. Kobb.

Our meeting with Mrs. Lane at Keehauver Elementary in Gettysburg provided us with limited information. We planned to meet with Mrs. Lane on the afternoon of November 11. She was an older woman and had been teaching ESL for many years. On the phone I thought that I had been able to give her a clear idea about our intentions. However, it seemed as if he had forgotten that we had planned to visit her classroom. Mrs. Heasley and Mrs. Kobb had both told me that she would be an excellent source of information because she had been working as an ESL teacher for many years. Unfortunately, I felt the trip to her classroom was a worthless experience. Our intentions were to meet some migrant students and ask them some questions. Tommy and I had hoped to ask the migrant children about the difficulties that they experienced in school. The two children that she was teaching the afternoon that we visited were limited English speakers. They were sisters and had moved to the United States last July. I was astonished to learn that the children did not speak any English when they arrived. It appeared as if they were able to have basic conversations in English, and they seemed to understand the questions that Tommy and I were asking them.

On November 12, 1998, we had our first recruiting trip with Mrs. Miller. Thanks to Mrs. Heasley, we were able to go on home visits with Mrs. Miller in Biglerville. Tommy and I met Mrs. Miller at the seven eleven in Biglerville. We learned that she was a recruiter that worked for LIU. She had been working for LIU for approximately six years. Evidently she commutes from Silver Spring, MD to Gettysburg everyday because she enjoys the job so much. Her purpose is to enroll new students who might have recently moved to Adams County, and she visits children who are having problems in school.

The first house that we visited was new and was in a nice neighborhood. Evidently seventeen people were now living in the house. When their extended family found out about the new house, the young couple that owned the house told us that they decided to migrate to the area from Mexico. The woman who owned the house spoke English fluently, and told us that she would be happy for us to come back and ask her children any questions.

On November 16, 1998, Tommy and I journeyed to Gettysburg to do an Oral History Interview with Mrs. Mort. Mrs. Mort is the Supervisor of Curriculum and Instruction for Gettysburg Area Schools. She had mentioned to me on the telephone that she had graduated from Dickinson about fifteen years ago. I think that is one of the main reasons why she was so willing to talk to us. Obviously, I was not very successful in gathering other administrators to talk to for the project, so I was pleasantly surprised

when she agreed to talk to us. It was difficult to even talk to many administrative types because you usually had to speak with several secretaries and assistants before you got to them. Most of them had their secretary tell me that they were too busy.

Prior to the interview I had dropped off a copy of the questions we planned to ask her, as I had planned. During the interview, we learned that she had only been in this position for one year. However, she had held similar positions for about ten years. The responses to our questions were very general, and she was not very confident that what she was telling us was true. When we asked her about information, she was even more doubtful about how accurate her answers were. She prefaced many of her reactions with the phrase, "Don't quote me on this but . . ." I was surprised that she did not know the information that we were asking her. It seemed like someone in her position would be able to answer our questions with confidence.

The following day, Tommy and I decided to try to talk to some children at Bermudian Springs Elementary. We made this decision with a lot of hesitance because of our lack of success with the school in the past. We had both called the school on several occasions and our calls had been ignored.

At the school, Tommy and I decided to try to talk to the principal in the hopes that he would be able to guide us in the right direction. Tommy told the principal about our project and that our intention was to talk to some migrant children about the difficulties that they experience in school. In addition, we mentioned that we had been to the school before and had already met with Mrs. Smith. Tommy mentioned that we wanted to go to a classroom with both migrant, as well as non- migrant students. Despite our hopes of going to another classroom, Tommy and I were once again sent to Mrs. Smith's classroom.

Our visit to Bermudian Springs that afternoon was a disaster. We reluctantly ventured in to her classroom. I think that she was upset that we just showed up unannounced. I felt like we were interrupting her classroom. We both apologized profusely, but it was still uncomfortable. The children read a story and painted a picture about the story after she finished reading. All of the students that had been in the classroom the first times that we visited were now gone. The room was filled with unfamiliar faces. Luckily, these children were more outgoing than the previous group had been. We were having constructive conversations with the children, until Tommy and I tried to ask the children questions about the difficulties they had in school. Many of the children started to act silly and made up funny answers to our questions. Unfortunately, her class had to leave before the school day was over. She told me that she did not have many students any more because many of her children had migrated. Mrs. Smith then told us that she was helping out in a kindergarten class next door, since she had so few students of her own. She invited us to accompany her, and we accepted. She told us there were some migrant children in the classroom. Unfortunately, the children were only in

Kindergarten and were too distracted that afternoon to answer our questions effectively.

Erin accompanied Tommy and I on our second recruiting visit with Mrs. Miller on November 18. Tommy, Erin and I hoped to meet the parents by accompanying Mrs. Miller, and return to meet with their children at another time. Erin can understand Spanish, so she was able to fill in Tommy and me on what was going on at the homes. The first people that we visited were very hospitable. They lived in a very small apartment in Biglerville. We felt very sorry for them because they had no furniture and the only toy that the two year old little boy had to play with was a can opener and a spoon. The mother and the little boy were the only ones home at the time, and she told us that it would be fine for us to come back the next evening to talk with her daughter.

The three of us were very excited about our trip on November 19. After dinner we met to drive to Biglerville to meet with the two families we had spoken to the day before. Earlier that afternoon Erin and I had purchased a few toys to give to the family that did not have much. When we knocked on the door, the father peered through the door and told us to leave in Spanish. Erin told him who we were, but he told us to leave. We noticed that when we arrived, they turned off the lights. Surprisingly, when we were driving away, they turned them back on.

#### **IV. Findings and Analysis**

Based on the information that I was able to gather over the course of the semester from teachers and administrators, the most common difficulties that migrant children experience in elementary school are related to being bilingual and their families transient lifestyle. In addition, the children also seem to be negatively effected by the schools indecisive attitude about migrant education and the local communities ambivalence toward the migrant population.

The majority of migrant children=s difficulties in elementary school can be attributed to their need to be able to communicate in English, as well as Spanish. These children must learn to decipher between two seemingly different worlds. At home they learn to communicate almost exclusively in Spanish, and at school they must learn to communicate entirely in English. In addition, often times they live very isolated lives since they tend to spend time with members of the Hispanic community. According to Mrs. Kobb,

*[T]hey live two separate lives. And they do a personality check in and out, I think, at that the beginning of school and the end of school. Much of what we know as public school, in this county, is really so far removed from the actual life of our migrant children and especially the Mexican culture. . . Due to other cultural differences such as family being very important, the*

*most important, instead of competition and one standing out as a individual is pushed so much in american schools, there re really very many different cultural things from school culture to home culture. So that the child is somewhat caught in between the expectations of the parents, the expectations of the school@ (6).*

Amazingly, they must make this transition from one culture to another everyday (Heasley, 2 November 1998).

Many of the children begin school speaking very limited English and are therefore, at a significant disadvantage academically. The schools in Adams County are having to make accommodations to teach a great deal of students English, and often lack sufficient funds to hire enough teachers to spend an adequate amount of time with each student.

*If they score non-English speaking, which is the lowest level. They get, are supposed to get ninety minutes of service a day, five days a week. If they are limited English, then they get forty-five minutes a day instruction. . . With the two schools I think it is impossible [to spend the proper amount of time with each child, each day]. . . You can=t really have non-English speakers with limited English speakers because the non-English speakers won=t do anything. . . You can=t really cover too many grade levels or it=s worthless@(Heasley, 2 November 1998 page 11).*

Therefore, due to lack of funds the schools are unable to ensure that each child=s educational needs are being fulfilled.

Migrant children=s education is also disrupted by their families transient lifestyle. During the agricultural off-season, many of the students miss several months of school as their families travel to visit relatives for the holidays. The time that the children miss often causes them to struggle to catch up when they return. Many of the children attend other schools while they are away and are forced to assimilate to their new environment. According to Mrs. Kobb,

*But their education is not continuous. And it=s often, well, when they=re traveling they often miss days of schools. And if they leave here and go to Mexico, if you=re not there on the first day of school in Mexico, in some states, you can=t get I. So if they leave here in, like around Thanksgiving, which they often do, and don=t come back until the end of January, they have not attended school anywhere (9).*

Since all teachers lessons plans are not the same, many of the migrant students repeat material that they have already learned or have difficulty catching up to the other students in the classroom. Some of the migrant students that leave for the holidays, especially those that travel to Mexico may not even attend school for the several months



that they are gone. This places them at even more of a disadvantage. If they miss too much of the school year, then they may have difficulties progressing to the next grade level. A[*Their education is very disrupted by migration*] Um there=s not really a national curriculum. . . A lot of the students will go back to Florida and they=re doing something entirely different or they go to Texas and then some of them go to Mexico and they may never go to school at all@ (Heasley, 2 November 1998 page 6). Over the years, they will most likely become further and further their classmates that remain in school.

When I asked the children if they were friends with non- Hispanic students in the school, most of them said they felt more comfortable with the other migrant children. ?*The younger children are a lot more accepting. By the time that they get in fourth and fifth and sixth grade, I think they=re a little bit more isolated, and they kind of stick with the other Hispanic children*@ (Heasley 2 November 1998 page 15). They children seem to be aware of the communities perception of the migrant population. Many of the teachers commented that it took several weeks for the many students to feel comfortable enough to talk with anyone in the school. A*When they come the um, especially the language students have a very uh. . . Have a period that they don=t talk at all. And that=s very frustrating for teachers because they think they=re not getting anything. And they might last. . . It might last three ta six months and they don=t say anything in the classroom*@ (Heasley 2 November 1998 page 25). If the school taught children when the were young about the migrant population and promoted acceptance of others, then maybe the next generation will be less ambivalent toward the Hispanic community.

## **V. Conclusions**

When migrant children enter school, they are often educationally behind the other children in the school. Since their parents often have a little education, and as a result they are unable to effectively teach their children the basic skills, such as the alphabet needed to enter school. Due to the language barrier, children have a difficult time talking with their teachers and comprehending assignments. Without the necessary help needed to assist the children in learning English, migrant children are frequently left behind the other children in the classroom.

There is also a communication problem between the school and migrant parents. Teachers have difficulty notifying parents of their child=s educational needs and abilities in the classroom. Certain materials from the school must be translated. However, school events such as PTA meetings are not required to be translated. Therefore, migrant parents are excluded from most of the extra curricular events held by the school because they are not notified about the events in their native language.

Another set of difficulties occur as the children migrate with their family throughout the school year. The children become further and further behind the other children

because with each new school, the child has to adjust to a new class schedule. Since teachers' lesson plans vary from one school to another, migrant children often enter a new school with little knowledge of what they are studying. If the child goes to Mexico during the school year, he or she may not have attended school while they were there. Therefore, the child may have difficulty progressing to the next year due to their transient lifestyle.

The school seems to act ambivalently on issues concerning the migrant children. I sensed that the principal, Ron Ebbert felt burdened by the extra work that he has to do for the migrant children. The schools seem to do as little as possible for the migrant students. If the children are not ESL students, then they do not receive an extra help from the school. In addition, the school does not foster any programs to facilitate their assimilation into the school. Mrs. Heasley and Mrs. Kobb both commented that many of the children are ashamed that they are Hispanic and are ashamed to speak Spanish to the teachers. They do not realize how valuable it is to be bilingual.

All these factors create a great deal of obstacles for migrant children to overcome while they are in school. As a result, school often becomes an undesirable experience for migrant children academically, also socially. Despite improvements, the education that migrant children receive is relatively poor. The national school system was not designed with the migrant child in mind. Educators and social workers have been able to identify many of the common problems' that migrant children experience. For instance, educators realize that due to language deficiencies, the children are unable to understand concepts and communicate in comparison to the other children in the school. However, educators have been unable to significantly improve the education that these children receive because they have relatively little power. In addition, educators also frequently lack the financial resources needed to alleviate the problem.

I believe that this problem is cyclic as is evidenced by the past mistreatment of migrant workers. As soon as a generation of workers is able to achieve social and economic mobility out of the migrant labor force through increased education and other social services, another group of lower status workers is recruited and hired as their replacement. Education is often the impetus needed to achieve a higher quality of life. By ensuring that these children do not receive a proper education, those in agribusiness are able to rely on a new generation of migrant workers. These children seem to have many factors working against them.

The purpose of the research that I conducted in Adams County this semester was to attempt to pinpoint the common difficulties' that migrant children encounter in school. I focused on migrant children in several elementary schools within the county. Over the course of the semester I was able to collect data from several teachers from Arendtsville Elementary, Bermudian Springs Elementary, Bendersville Elementary, and Keehauver Elementary. In addition, I was also able to speak to several social workers, a principal, and an administrator for the Gettysburg School Board. I was able to gain insight to the

difficulties that teachers and administrators perceive migrant children to encounter. I was also able to recognize a variety of inconsistencies between the perspective of the teachers who work directly with the students in comparison to an administrator or a principal who represents the school.

## **Appendix A**

### **General questions for interviews with teachers:**

- 1) What improvements have been made to promote the academic advancement of migrant children?
- 2) What programs have been successful? Which have failed?
- 3) Are the improvements that have been made been able to ensure increased social status in the future?
- 4) What was migrant education like in the past?
- 5) How disrupted is the children=s education?
- 6) How many years does an average migrant children remain in school?
- 7) Are migrant children still used as labor in the fields? Do children accompany their families in the fields?
- 8) What is the average educational background of the children=s parents? What is the family=s degree of literacy?
- 9) Do the children receive bilingual education? What form is used?
- 10) In your opinion, are the migrant children socially accepted by the non-migrant children in the school?
- 11) What language do the majority of the children speak at home? Is English spoken at home?
- 12) What are the past and current graduation rates of migrant children? How many migrant children attend college?
- 13) What are the legal policies for migrant children followed by the school?

- 14) What guidelines do you follow in response to the migrant students in your classroom?
- 15) Do you feel that migrant children experience more learning disabilities in comparison to the other students? How have you chosen to address these learning problems?
- 16) Do you think that the children have difficulties forming an identity due to the intermingling of cultures that they experience? Does the school foster programs to ensure that they learn about both cultures?
- 17) What are some common problems that the migrant children experience? What problems are unique to the migrant children?
- 18) What are your expectations for the migrant children in the classroom?
- 19) Do you believe that the children are well received by the school? How do teachers respond to the children?
- 20) Do you feel that the migrant children are academically behind the other children in the school? How have you addressed this issue?
- 21) Have you witnessed any form of racial or class discrimination towards the migrant children?
- 22) Are you able to update migrant parents about their child's progress in the classroom?
- 23) What do you feel is your main role as a teacher to the migrant children? What do you hope to achieve in working with the children?
- 24) Do you feel that the children need help adjusting socially to the environment? What has been done to assist the children in assimilating into the school?
- 25) Do you feel that the migrant children have problems developing friendships?
- 26) What do you focus on teaching the children in the ESL class? How do you incorporate both languages in the classroom?
- 27) Do you think that it is valuable for the migrant children to retain their minority language?
- 28) What is your opinion of the national attitude towards bilingual education?

## **Appendix B**

### **General questions for administrators:**

- 1) What improvements have been made to promote the academic advancement of migrant children?
- 2) What programs have been successful? Which have failed?
- 3) Are the improvements that have been made been able to ensure increased social status in the future?
- 4) What was migrant education like in the past?
- 5) How disrupted is the children=s education?
- 6) On average, how many years do migrant children remain in school?
- 7) Does the school receive records on the children=s academic status from the previous schools that they have attended?
- 8) What is the average educational background of the children=s parents? What is the family=s degree of literacy?
- 9) Do all migrant children in the schools receive academic assistance?
- 10) In your opinion, are the migrant children socially accepted by the non-migrant children in the school? What does the school do to help the children adjust socially?
- 11) What language do the majority of the children speak at home? Is English spoken at home?
- 12) What are the past and current graduation rates of migrant children? How many migrant children attend college?
- 13) What are the legal policies for migrant children followed by the school?
- 14) What changes has the Office of Civil Rights made in the schools?
- 15) Do you feel that migrant children experience more learning disabilities in comparison to the other students? How have you chosen to address these learning problems?

- 16) Do you think that the children have difficulties forming an identity due to the intermingling of cultures that they experience? Does the school foster programs to ensure that they learn about both cultures?
- 17) What are some common problems that the migrant children experience? What problems are unique to the migrant children?
- 18) What Title I services are migrant children entitled to?
- 19) Do you believe that the migrant children are well received by the school?
- 20) Do you feel that the migrant children are academically behind the other children in the school? How has the school addressed this issue?
- 21) Have you witnessed any form of racial or class discrimination towards the migrant children?
- 22) Are you able to update migrant parents about their child's progress in the classroom?
- 23) Do you feel that the children need help adjusting socially to the environment? What has been done to assist the children in assimilating into the school?
- 24) Do you feel that the migrant children have problems developing friendships?
- 25) Do you think that it is valuable for the migrant children to retain their minority language?
- 26) What is your opinion of the national attitude towards bilingual education?

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(note- names from three interviews are pseudonyms to protect privacy).