

STATUS OF MIGRANT WORKERS
IN SOUTHWEST KANSAS

by

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ABSTRACT

Mechanization of agriculture minimized the need for permanent farm labor, necessitating the use of migrant hand labor.

This investigation was undertaken to determine: the status of migrants in Southwest Kansas, the programs initiated to help the needs of migrants, and the steps necessary to alleviate the problem.

The procedure of documentary analysis was employed. The writer received and reviewed documents from the State Department of Public Health, Migrant Ministry of Kansas Council of Churches, and Superintendent of Literacy School. He also interviewed the County Health Officer of Finney County, Chairman of Migrant Ministry Committee, and Health Educator of the Southwest Kansas Project.

From this study the following important conclusions were ascertained: (1) The Kansas State of Public Health established needed services for migrant families; (2) health instruction attempted to replace superstition and ignorance; (3) many housing inadequacies were discovered and partially remedied; and (4) remedial instruction was provided for children and adults.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Problem	3
Procedures	3
Limitations	4
Definition of Terms	4
Summary	5
II. REVIEW OF LITERATURE	6
The Migrants	6
III. DEVELOPMENT OF THE SOUTHWEST KANSAS MIGRANT PROJECT	13
Early Development	13
Program as Developed by Migrant Corporation	17
IV. PROGRAM IN ACTION.	20
Health Education and Nursing	21
Sanitation	23
Education Report	24
V. SUMMARY	30
Conclusions	31
Recommendations	32
BIBLIOGRAPHY	34

LIST OF TABLES

Table		Page
1.	Home Base of Kansas Migrants, Summer 1964	20
2.	Percent of Chronic Disease by Home Base of Migrant	21
3.	Percent Vaccinated	22

CHAPTER I

INTRODUCTION

Situated in southwest Kansas is an area of intensified agriculture which has developed primarily due to a large supply of underground water suitable for irrigation. This fertile plain is well suited for the production of such crops as sugar beets, melons, pinto beans and other farm products that require seasonal hand labor. When this area was first developed in the early 1900's, immigrants from Europe settled on the farms. As methods of farming improved and machines were perfected to lessen the need for hand labor, these immigrants became farm owners, renters, or found employment in other occupations.

Sugar beet production became a large scale commercial form operation rather than a family type operation. Labor was needed only for the thinning and weeding of sugar beets; planting and harvesting being done entirely by machines. Spanish-speaking Americans began to enter this area as migrant workers to work a few weeks and then move on. This is still the case. These people are almost entirely from Texas and are considered part of the mid-continent migrant stream.

These people have few possessions and property. They take all their worldly possessions with them. Goats are frequently seen

picketed near the temporary dwellings of the migrants. Children too small to work in the fields care for the even smaller children. Mothers working in the fields often place their infants in baskets at the end of the fields or on the shady side of the family car or truck.

This applies to education. It has been said that:

One of the most severe handicaps of the migrant is the lack of education. Many migrants cannot even write their own names. While great strides have been made in the education of the rest of the nation's children, the children of migrants are receiving scarcely any better education than their parents. One reason is inherent in the nature of migratory life--they move so often from place to place. But even in communities where they remain for several months at a time during school season, many migrants are excluded from the schools, either through lax enforcement of existing legislation or lack of laws enforcing school attendance. The problems to small schools is great due to the coming and going of migrant children.¹

As one travels in an area of intensive agriculture, large numbers of persons can be observed hoeing, thinning, or harvesting crops by hand. Any person who is able must work in order to earn enough money to sustain the family until the next crop is ready. The next job may be a few days or a few weeks in the future. Their next employment may be several hundred miles away in another state.

¹Report of the President's Commission on Migratory Labor, Migratory Labor in American Agriculture, 1951, p. 167.

These people face many other handicaps such as poor housing, inadequate health services, meager and sporadic employment opportunities in addition to the language and cultural differences.

Some communities which are alert to the welfare needs of their own children remain either ignorant or oblivious to the equal or greater needs of the migrant children in their midst.

It was decided to investigate migrant services in southwest Kansas, the area in which the investigator has lived for the past nine years.

Statement of Problem

The purpose of this study was to determine:

1. The general status of migrants in southwest Kansas
2. To determine what programs have been initiated to help meet the needs of migrant people
3. What additional steps can be taken to alleviate the problems of the migrants.

Procedures

Due to the habit of moving frequently, and problems of communication in surveying a population such as this, it was decided, therefore,

to limit the procedures as follows:

1. A review of related literature pertaining to migrant programs
2. Reports of various organizations
3. Conversations with persons associated with migrants.

Limitations

The study was limited to Spanish-speaking migrants who entered southwest Kansas seasonally to work in the agriculture of sugar beets.

The review of literature was made at the Montana State University library and of materials available from the Kansas State Board of Public Health and Migrant Corporations.

Definition of Terms

Migrant: A person who enters another state to seek seasonal employment.

Migrant Corporation: Association for service to Migrant Works in western Kansas was created in order to receive state and federal funds to benefit migrants.

Migrant schools: Schools operated for migrant children and supervised by the Migrant Ministry of Southwest Kansas.

Day Care Centers: Nurseries to care for pre-school migrant children.

Stoop Labor: Labor that is done in a stooping manner such as thinning small plants or picking fruits or vegetables.

Literary School: Schools established by the Association for Services to Migrants in Western Kansas, Inc.

Summary

The author, as a result of this research, hopes to secure a better understanding of the problem areas of migrants and to discover possible solutions to their problems.

CHAPTER II

REVIEW OF LITERATURE

In order to get a better insight into the migrant's problems, it is necessary to understand the physical surroundings and the economic activity of southwest Kansas. The Annual Progress Report of 1964 summarizes the project area as follows:

The project area is in the heart of the vast and highly productive Kansas prairie. These counties possess some of the finest farm land in the United States with considerable oil and natural gas production.

The raising of everything from sugar beets and melons to wheat and pinto beans lends considerable support to plainsmen's claims of being to 'grow most anything if we can only get water to it.' This arid region has considerable underground water resources which have led to a surge of irrigation and consequently, to greater usage of migrant labor.

The twelve counties of the project area are sparsely populated, containing less than 60,000 people. The largest city is slightly over 15,000. The migrant families are scattered over an area 100 miles square and for the most part, live in individual type housing rather than large camp type arrangements.¹

The Migrants

The migrants who enter Kansas are from the central migratory

¹Southwest Kansas Migrant Project, Annual Progress Report, 1964, p. 7

stream for the nation. The other two streams are found paralleling the east and west coasts of the United States. Some families apparently change from one stream to another. As an example, one thirteen year old boy spoke of having traveled to California, New Mexico, Colorado, Wyoming, Nebraska, Michigan, and Florida with his family to work in the various crops. This boy's family has since settled in southwest Kansas and is adjusting very satisfactorily as citizens of the community.

The Kansas State Department of Public Health found that:

These families, almost without exception were from the Lower Rio Grande Valley and the panhandle area of Texas and are of Mexican-American descent. The towns of Lubbock, Brownsville, and Fronton contribute heavily to the Southwest Kansas migrant population. As far as numbers are concerned at any given time during the summer it is extremely difficult, if not impossible, to do other than approximate. There are several reasons for this: An actual census is impractical due to the enormous area involved (10,000 square miles) and the fact that there is a fair amount of movement within the project area itself. This creates a danger of duplication and/or omission. The figures from the Employment Securities office and sugar companies field men only represent 'workers' as such and not family members under 14 years of age.

However, with these factors in mind, and with figures gathered during the summer, the following estimates were made: during the peak season for migratory (June 1-July 30) there were approximately 1,600 migrants in Southwest Kansas. There may be

as many as 2,200 migrants in the area (although not concurrently) sometime during the season.²

Migrant children are among those with the lowest educational attainments found in the United States. Nor are they likely to get educational opportunities so long as they work during school hours and move from place to place with their parents in search of employment. They suffer also from discrimination and social stigma which excludes them from participation in the community.

The fundamental problem in the education of the migratory children is that our educational system is based on the principle of local responsibility and control--a sound principle for resident children.³

This condition created increased interest and concern especially in newly developing sugar beet areas or areas that increased production in crops that require "stoop labor." As new or more efficient methods of harvesting are developed, the need for poorly educated people is decreasing.

The need for migrant labor varies from county to county as the following sugar beet acreage report would indicate: Finney 4,700; Wichita 3,500; Greeley 600; Kearney 2,500; Grant 1,400; Stanton 3,300; Hamilton 160; Haskell 750; Wallace 600.⁴ These figures show

²Ibid. p. 9

³Migratory Labor in American Agriculture, Report of the President's Commission on Migratory Labor, 1951, pp. 167-168.

⁴Annual Progress Report, Op. cit. p. 133.

that the migrants are dispersed rather than concentrated in one area.

Since World War II the Mexican "Bracero" has been used to fill labor needs in many areas. The Bracero does not create the problems the migrant did because he is not accompanied by his family and returns to his home in Mexico after the growing season. He is guaranteed employment and adequate living conditions. This guarantee is not extended to the migrants.

A federal law now prohibits the importation of the Bracero. The labor supplied by the Braceros will have to be supplied by additional migrants. "Sugar growers are not happy with the situation. Growers say that it takes two migrants to replace one Bracero, and there is a problem of housing American migrants."⁵

In an article prepared for The Texas Committee on Migrant Workers, Wycoff reports:

Average annual earnings of all farm workers dropped from \$1,125 in 1960 to \$1,054 in 1961 and migratory agricultural workers' incomes dropped from \$1,016 in 1960 to \$902 in 1961.

⁵ Garden City Telegram, July 5, 1965, p. 1.

Economically, the migrant farm worker occupies the lowest level of any major group in the American economy.⁶

This statement is further substantiated by the Secretary of Labor who stated, "In 1960 the migrant farm worker earned an average of \$19.00 per week, the non-migrant \$22.00 per week, and the factory worker \$90.00 per week."⁷ Although these statistics refer to the United States in general, they will give an indication as to the status of migratory workers in southwest Kansas.

It is generally believed that if persons are to improve their economic and social status level, educational opportunities must be provided for them. From the evidence it is apparent that under present circumstances, children will fare little better than their parents.

The same document shows that several states have made an effort to serve the needs of migrant children. In 1964 the National Committee on the Education of Migrant Children sent a brief questionnaire to 48 state departments of education and 54 religious organizations known to have programs for migrants. The questionnaire was designed

⁶Children in Migrant Families. Report to the Committee on Appropriations, 1960. " Senate Document, 87th Congress, 1st Session, 84 pp.

⁷Ibid.

to locate and determine the number and sponsorship of summer schools in 1964. Thirty-two state departments and twenty-eight religious organizations responded. At least one report was received from 39 different states.

The questionnaire revealed that:

Twelve state departments reported migrant education programs in their states for a total of more than 45 schools. (Ohio and Idaho did not indicate the number of schools.) California and Florida reported their regular summer schools are open to migrant children.

Thirteen religious organizations in eleven states reported that 25 summer schools were carried out under their sponsorship. Schools of religious instruction only were not counted in the totals.⁸

The report also contained supplementary information returned with the questionnaire. Arkansas reported the smallest school with 23 enrolled. Colorado reported the largest with 800 in seven schools and 100 enrolled in pre-school programs. New York reported the largest number of schools with a total of thirteen. The report stated, "It appears there are increased efforts to provide special educational opportunities for migrant children. There is an increase in the awareness of need . . ."⁹

⁸"Preliminary Report on Summer Schools for Migrant Children," National Committee on the Education of Migrant Children, 1964, p. 2.

⁹Ibid. p. 2.

Although most of the literature surveyed referred to the United States in general, it would be reasonable to assume that conditions in southwest Kansas would be similar.

In Chapter 3 the development of The Southwest Kansas Migrant Project will be presented.

CHAPTER III

DEVELOPMENT OF THE SOUTHWEST KANSAS MIGRANT PROJECT

Early Development

Due to the acute needs of the migrant workers and their families, it became apparent to various individuals and organizations that effort must be made to better the health, education, and living conditions of the migrant workers. Migrant services in southwestern Kansas can be described as a dual program: education and health services. The first to be considered will be the education interest.

A local committee was selected from lay people and ministers in the Garden City-Holcomb area to plan and operate a school for migrant children. The school was established in 1960 under the auspices of the Migrant Ministry of the National Council of Churches. The first migrant school was held half days in a produce warehouse two miles north of Holcomb, Kansas.

A Migrant Ministry committee meeting held March 19, 1962, decided upon the following plan: The program was six weeks long, one week for teacher planning and selecting appropriate curriculum and five weeks of actual school. The classes met in a packing shed owned by the Garden City Company. Attendance varied from 35 to 55 students,

an average of 40 students. In addition to the morning sessions, Friday evening Family Nights were held. The purpose of the program was to extend Christian fellowship and friendship to the migrant people. Interest was expressed in the same meeting by representatives from churches in Leoti and Ulysses in establishing migrant schools. Committees were appointed to plan the schools for these communities. It was also reported at this meeting that the Kansas State Board of Health would provide a trained person for the day-care center for children six years of age and under.¹

In 1962 a day-care center was established by Kansas State University in the Holcomb Public School for children from two to six years of age. A church school for children seven to fourteen years was organized and held at the Holcomb Community Presbyterian Church.

Morning sessions at the church consisted of a Bible School using non-denominational literature. Afternoon sessions included a library hour including arithmetic, spelling, health, and Spanish. Afternoon refreshments were served by volunteers.

Field trips on Wednesday afternoons included a trip to the zoo, a swimming party, a nature hunt, a treasure hunt, or playground activity. Transportation for these outings was furnished by volunteers

¹ Migrant Ministry Committee Meeting, Kansas Council of Churches Division of Missions, Garden City, Kansas, March 19, 1962.

from the various churches. Another activity was the Friday night programs to which the migrant children's parents were invited. These programs consisted of songs and readings by the children. It was basically this program described above that established the pattern of the migrant programs to follow.

The second part of the program consisted of the health services available to the migrants. In the summer of 1961, the Kansas State Board of Health initiated a study of the health and sanitation problems of seasonal agricultural workers, focusing attention on a southwest Kansas center of migrant activity. The objective was to determine the nature of health problems among the children and to provide solutions.²

From these findings a plan was formulated to supply health services. The major objectives were as follows:

1. To organize a migrant health team composed of a public health nurse, a sanitarian, a health educator, a Spanish-speaking health aide, and a clerk-typist.
2. To provide intensive public health nursing services to migratory farm workers.
3. To provide intensive sanitation services to migratory farm workers and guidance and consultative services on problems of housing

²Annual Progress Report, op. cit. p. 9.

and sanitation to growers.

4. To provide health education services to improve the health knowledge and understanding of the migrants, and community organization services to the communities to assist the Migrant Ministry and church groups in their efforts to stimulate increasing community awareness and understanding of the problems of the migrants and to nurture the feelings of community responsibility.

5. To conduct a comprehensive evaluation of health problems and needs of migratory farm workers in Kansas. This evaluation will include a more accurate estimate of numbers and ages of migrants, their location and length of stay in Kansas.

6. To develop, field test, and produce educational material suitable for use with the Kansas migrant.

7. To provide needed primary and secondary preventive medical and dental services to migrants.

8. To create an awareness of the value of local public health services in the communities of southwest Kansas.³

When the migrant families arrived in the community, they were greeted by a bi-lingual representative of the migrant project who told them when and where to go for pre-school check-ups. The health

³Ibid. p. 15.

clinics were held in the evenings to enable the parents to bring their children. As the families arrived at the clinic, they were greeted by a bi-lingual receptionist who recorded necessary health data. Physical examinations, immunizations, tuberculin skin tests, prenatal care, well-child conferences, diagnosis and treatment of acute and chronic ailments were included in clinic care. Health education was also presented to the parents during the Friday night programs.

The health programs were supported by Kansas Child Care, a division of the State Department of Social Welfare. The Migrant Ministry program was supported by donations from churches and individuals.

In March of 1965 the Association for Service to Migrant Workers in Western Kansas was formed to replace the Migrant Ministry Committees in each town. The corporation was formed to serve eleven western Kansas counties.

Program as Developed by Migrant Corporation

On June 12, 1965, a grant was awarded to the Association by the Office of Economic Opportunity from the funds made available by the Anti-Poverty Bill to support the program for 1965. The program in the two schools emphasized remedial education. Nine certified

teachers and two administrators worked with about 120 children.

Children were picked up by bus and taken to schools to receive classroom instruction, a hot shower, hot lunch, and supervised recreation and physical education.

Other aspects of the program included an opportunity center in Lakin which provided instruction in sewing, cooking, and child care.

A day-care center was also part of the total program. The operation is funded through Kansas Child Care, which is a division of the state Department of Social Welfare. Day-care centers had about 85 children enrolled and provide a hot lunch, directed activities and play, morning and afternoon snacks, daily shower and nap. These children were from three to six years old, and received care to enable the older children to attend school while the mother works in the field.

The Association for Services to Migrant Workers in Western Kansas, Inc., was an outgrowth of the Migrant Ministry committees in each town. The corporation was formed to serve eleven western Kansas counties to receive state and federal funds. The corporation was eligible for funds from the Economic Opportunity Act because it serves families ranking below the poverty level which has been set at \$3,000 income each year. In this area approximately 600 families live under conditions quite common to the mid-continent migrant

stream--hot, hard work, long hours, bad housing, and social disaffiliation. The major purpose of the Migrant Ministry committees and the recently formed corporation was to break this continual poverty chain.

The sanitation report, health education problems, and health findings will be presented in Chapter 4.

CHAPTER IV

PROGRAM IN ACTION

The migrants entering southwest Kansas were predominately from Texas. Kansas, Colorado, and Arizona were represented but were only about one-fourth (26%) of the total. Kansas totals include families from Texas who had not returned to their home base, as set out in Table I.

TABLE I. HOME BASE OF KANSAS MIGRANTS, SUMMER 1964¹

Home base by Section of Texas and other states	Percent of migrant population
Panhandle	49
West Texas	2
South Texas	12
Central Texas	9
East Texas	2
Kansas	24
Colorado	1
Arizona	1
Total	100

The migrant workers in southwest Kansas prefer to be called either Latin-Americans or Spanish-Americans, rather than Mexicans.

¹ Annual Progress Report, op. cit. p. 88

The migrants were somewhat separated from the Anglo-American residents by their language which is referred to as "Mex-Tex," a dialect of Spanish. Language and cultural variations were found among the migrants. Cultural variation was not surprising, considering the size of Texas, the diversity of its economy, and environmental factors.

HEALTH EDUCATION AND NURSING

Migrants from various parts of Texas have different health levels, as indicated by Table 2, compiled by the Southwest Kansas Project.

TABLE II. PERCENT OF CHRONIC DISEASE BY HOME BASE OF MIGRANT²

Home Base	Percent of Migrant Population	Percent Distribution on Chronic Disease
Panhandle	49	50.3
West Texas	2	0.7
South Texas	12	31.5
Central Texas	9	6.3
East Texas	2	2.0
Kansas	24	10.5
Colorado	1	1.0
Arizona	1	1.0
Totals	100	100.0

²Ibid., p. 90.

Table 3 shows the comparison of immunization histories of 42 migrant children with Kansas children, based on a 1959-60 survey.

TABLE III. PERCENT VACCINATED³

Immunization	Kansas (percent)	Migrants (percent)
DTP	88.0	50.0
Polomyelitis	93.0	50.0
Smallpox	70.2	29.0

Part of the migrant's health handicap is due to his value system. This value system was derived from Mexican folk culture and tends to limit the effectiveness of the health services available to the migrants. Clark reports that this old value system still exists and its influence is felt throughout the central migratory stream.⁴ Of primary importance among the traits essential to the male is his prestige, attained by the full development of manliness. He displays this quality by his dignity, aloofness, the number of children he fathers, and the ability to stand up for his own rights. A public worker should never enter a migrant's home, be seated, or take any liberties until he is invited to do so.

³Gilbert and Schloesser, op. cit., p. 90.

⁴Clark, Margaret, Health In the Mexican-American Culture. A Community Study, p. 27.

Acceptance of charity by a migrant is a reflection on his self-reliance and is undesirable. The belief that illness can be caused by an 'evil eye' is held by some of the migrants. A member of the family is not considered ill until the head of the household agrees that it is so.

Major medical treatment cannot be administered to a migrant until the head of the household agrees. Adherence to these beliefs is strongest among the migrants from central and south Texas. Those from west Texas sections, parents under 30 years of age, and those with more than a sixth grade education are less influenced by these beliefs.

Sanitation

Migrant housing is occupied for about two months, depending upon the length of the thinning season. Because of this condition, it is not difficult to understand why the landowner or tenant is reluctant to expend much time and money in maintaining housing units. The migrants have caused some of this reluctance by excessively damaging the units and the furniture.

The Kansas State Sanitarian found that nearly one-half (49.6%) of the housing units checked lacked bathing facilities. Some of the bathing facilities of other units were inadequate for the number of people using them. Forty-seven percent of the units checked had dirty mattresses. Forty-two percent of the units were overcrowded.

Thirty-nine percent of the units had unsatisfactory sewage disposal.

Twenty-two percent of the housing lacked refrigeration.⁵

The Migrant Health Service was instrumental in passing housing legislation in some southwestern Kansas cities. For example, a minimum housing code was passed in Leoti after urging by the Migrant Services, and similar legislation is planned for Lakin.

Education Report

Until 1965 all the staff of the migrant school were volunteers. The goals were religious in nature with some effort on remedial instruction. The Migrant Ministry, through the Kansas Council of Churches, is first and foremost a religious ministry. Its program is Christian in motivation and carried on by the local churches and their people. The Migrant Ministry seeks to communicate the resources of Christian faith as the distinguishing characteristic of its program. The program goals may not be "evangelistic"-but at the core they are evangelical.

In keeping with the message of the Gospel, the Migrant Ministry's concern is for the whole person--not alone the "spiritual" dimension. For this reason, the churches are concerned for the migrant in terms of his human dignity. This motivates those concerned with the

⁵Annual Progress Report, Ibid., p. 44.

Migrant Ministry to point out needs whereby migrant children, youth, and adults might have some of the barriers to dignity removed.

On occasion, such concern and observation involves the churches in demonstration or pilot programs. At times the churches have engaged in remedial education, day-care, and similar programs. On other occasions, the churches have helped local and state agencies of government to employ their distinctive resources to meet the needs of the migrant, both as temporary or settled resident. In certain instances, church migrant ministries or church-governed bodies have cooperated in planning programs and recruiting volunteers. Church program coordinators have served to interpret specialized services to the newly-arrived migrants.

The Migrant Ministry believes the role of the churches is one of a catalyst, pointing to migrant needs, demonstration of needs, and cooperation and liason in administration. In other words, Migrant Ministry believes special education to be the responsibility of public education; health care to be the task of public and private medical and health technicians; welfare to be the function of established public and private agencies of welfare which have resources of funds and personnel for this specialized task.

The churches engaged in the migrant ministry felt called upon to assume the leadership to demonstrate effective types of remedy.

Where the need for assistance presents itself, the churches must speak and act to secure correction of root problems of a society which can safeguard and provide motivation and fulfillment to the disadvantaged people.

Basically, the Migrant Ministry believes it to be the appropriate task of public and private agencies with professional competence and appropriation resources to assume responsibilities for those service areas to migrants requiring technical skill and standards. In these efforts, the churches wish to enable, assist and support the appropriate agencies to share their resources to improve the life of the migrant.⁶

⁶Migrant Ministry Committee, Division of Missions, The Program Responsibility of the Churches in Serving Migrants, (typed unpublished policy statement) April 16, 1964, 2 pp.

The program under the Association for Migrant Services in Western Kansas, Inc. began operation during the summer of 1965. The Administrator, Mr. J. B. Shepherd, of the Migrant Corporation made the following comments relative to the literacy program:

...I have been hired as the administrator for the Association for Services to Migrant Workers in Western Kansas, Inc. It is my duty to aid the schools at Holcomb, Lakin, and Leoti plus helping new areas to set up similiar schools for next summer. This has been a new experience for me, but it is a very important and worthwhile work.

This is the first summer for these schools to receive OEO funds and to use hired qualified teachers. The program this summer was very successful and much was accomplished for the migrant children. Lakin and Leoti both had an opportunity center where adult education was taught. Lakin will increase these classes to include not only sewing and driver's education, but other courses as well such as home living, etc. It is not known at this time whether or not Holcomb will have an opportunity center.

Any new program needs some changes after the original planning has been put to an active test. It will be part of my duties to make plans for next summer. Instructional goals have not been outlined on paper as yet. We endeavored, through tests, to find the children's deficiencies. We tried to correct these weak points and enrich the program at the grade level in the various subjects. Much improvement was noted in the social, emotional, physical, and mental phases of the children's lives. The health program is a most important part of our efforts to help the migrant people. At the beginning of the term, each child was given a physical examination and a dental inspection. The physical

appearance of the children improved greatly by the end of the session. These children had eaten a well balanced lunch daily, besides their milk and juice breaks, had play and games in the sunshine and had a shower daily. All this improved the appearance of the hair, the skin and the general physical condition of most of the children.

The children grew mentally, too. Their behavior was much better by the end of the term. By comparing the type of work done at the end of the term with what was done at the beginning, much improvement was shown. All the children made a large growth in their ability to talk and understand English.

The lives of the adults were benefited by the medical program, Family Nights and the sale of used clothing. Each of these activities let them know that we were interested in their welfare and were trying to help them.

Many lives were touched by this project and I believe that it was very worthwhile. . .

The following class schedules were developed by the administrator and staff of the Finney and Kearney County Literacy Schools:

Kearney County Literacy School Schedule

AM	8:30- 9:45	(Bible Classes in church at church expense) (Separate)
	9:45- 9:50	Walking to School
	9:50-10:00	Juice Break (Juice and cookie)
	10:10-11:45	Arithmetic, English, and Reading
	11:45-12:00	Clean up - personal
PM	12:00-12:30	Lunch
	12:30-12:45	Recess
	12:45- 2:45	Social Studies and Science-Health
	2:45- 3:15	Arts and Crafts and Milk Break
	3:15- 3:30	Clean up - personal

Note: (Tuesday and Thursday at 1:00 Swimming for children)

Finney County Literacy School Schedule

Daily Schedule: (Following Bible School held in church)

AM	8:45-9:00	Milk
AM	9:00-10:30	Reading, English
	10:30-10:45	Recess
	10:45-11:45	Spelling, Writing, Safety
	11:45-12:00	Wash for lunch
PM	12:00-12:30	Lunch
	12:30- 1:00	Recess
	1:00-1:30	Physical Fitness, Shower
	1:30- 2:30	Arithmetic, Science, Health
	2:30- 2:45	Recreation and Refreshment
	2:45- 4:00	Music, Art, Social Studies

CHAPTER V

SUMMARY

There is concern for the welfare of migrants among both private and public agencies. Several states and numerous organizations have taken steps toward alleviating the health and education problems of the migrants. Housing, health, and education have not been dealt with as a part of a single comprehensive program in many cases.

Responsibility for migrant programs varied from private agencies, community, state, and federal government. Commendable as these programs are, they served to illustrate the sporadic and scattered nature of the approach to the migrants' problem.

The Literacy School in southwestern Kansas developed from a small church-sponsored school into the present school that accommodates six times as many children. The number of migrant centers increased from one to four and includes programs for migrants of all ages.

The value of the program according to the Kearney County public health nurse is:

They have learned the importance of taking care of themselves. If we can teach them to be aware of their responsibility as persons--if only one responds--we have served our purpose.

Community feeling and assistance is essential to a program like this; you cannot measure the projects' value in dollars and cents, but rather in the migrants' change in attitude.¹

Although considerable progress was noted in supplying health, sanitation, and education services to migrant families, greater gains can be achieved by continued financial support and the dedication of the agencies of the communities.

Conclusions

The Kansas State Department of Public Health saw need to organize a health team consisting of a director, coordinator, health educator, health nurse, sanitarian, health aide, and a clerk-typist; to establish day-care centers; offer medical clinics; administer preventive medicine including immunizations, diagnostic treatment, and referral services, for migrants of all ages.

The health instruction program endeavored to replace superstition and ignorance with scientific knowledge of causes and prevention of diseases.

Sanitation services not only included an evaluation of housing

¹Garden City Telegram, July 7, 1965, p. 1.

units occupied by the migrants but also attempted to improve local conditions by urging owners to correct inadequacies in sanitation.

Migrant Services were instrumental in achieving passage of city legislation establishing minimum housing codes.

Migrant Services provided balanced meals in the Holcomb Public School cafeteria to improve malnutrition.

Remedial instruction was provided by the Association for Migrant Workers in Western Kansas, Inc. through funds from the Federal Anti-Poverty Bill, to overcome illiteracy.

Recommendations

Permanent funds should be made available in order to assure continued operation of services to migrants. These funds should be awarded to the school districts for operation of the local schools during the summer months.

Responsibility for remedial instruction should be delegated to the local schools. State and Federal funds should be granted to the local institutions for hot lunch programs, instructional supplies, transportation, salaries of administrators, and staff of literacy schools.

A system of health and school records that would facilitate transfer

of information for the use of staff members in the various migrant school communities should be developed.

A regional department of migrant services should be created to study problems associated with migrants and develop appropriate curricula. This department of migrant services should be composed of educational leaders from each of the states in the migratory streams.

Regional department of education migrant services should be developed in appropriate locations using existing public school facilities.

The regional department of migrant services should be empowered to establish and enforce a code of minimum housing and sanitation throughout the migrant stream.

The regional department of migrant services should lobby for effective legislation concerning compulsory school attendance in migrants' home base states.

Federal agencies should study the possibilities of removing conditions which necessitate migration by diversification of agriculture and industry.

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