This interview was conducted as part of a series on the Mexican American in Minnesota.

Pete Moreno was born October 6, 1924 in Renville, Minnesota. He has lived in Minnesota all his life. He has worked for the Housing Authority, and the Ramsey County OEO Program. Right now he is working with the Migrant Education Program.

Mr. Moreno gives us his background experience in Government Agencies that he brings with him to his post. He also tells the goals, philosophies, and activities of the program and the direction in which he believes the program is moving.

This is a transcript of a tape-recorded interview edited to aid in clarity and ease of comprehension for the reader. The original tape recording is available in the Audio-Visual Library of the Minnesota Historical Society.
Moosbrugger: This is Grant Moosbrugger, interviewing Mr. Peter Moreno, the Director of Migrant Education, for the Minnesota Department of Education. Today is August 6, 1976. I am interviewing you for the Minnesota Historical Society, Mexican American History Project. Do I have your permission to interview you?

Moreno: Certainly.

Moosbrugger: When and where were you born? Can you tell us a little of your background of your personal life; and the experience you bring to this position?

Moreno: I am fifty-two years old. I was born October 6, 1924 in Renville, Minnesota. I have lived in Minnesota all my life. The year I was born, my folks were working sugar beets in Renville with my grandparents. That year they decided to settle down in St. Paul, and work out of St. Paul. We worked sugar beets until I was sixteen or seventeen years old.

Moosbrugger: Have you lived in St. Paul, since you were sixteen or seventeen?

Moreno: I have lived in St. Paul since I was a year old.

Moosbrugger: What is your background in working with governmental jobs?

Moreno: I have been with the Housing Authority for about a year. I was placed on an assignment, to help get the Ramsey County OEO Program going. I worked very close with that particular project, on a loan basis, from the Housing Authority. It was so closely related to what we were doing. Funding for that program came through. I was offered a position as a target area representative. They wanted someone of Mexican American descent to work on the West Side. As well as, over in the public housing areas. I took the position. About a year after, there was a vacancy in the Deputy Directorship. I applied for the position and was appointed by the board, as a Deputy Director of the Ramsey County OEO Program. I held that position for about three and one half years. At that point, I was asked to consider taking a position with the Governor's Office of Economic
Opportunity. It was a move, from the county level, to the state level. I took that position, because I wanted more experience at the state government level. I took that position in February of 1970. I was with the Governor's Office of Economic Opportunity (OEO), until this past year. During the time I was with the OEO, I was a field-representative. I was considered as a technical advisor, to the community action agencies. I was responsible for seven agencies across the southern part of the state. Shortly after I got on the Board, I was given an assignment, or a responsibility as the liaison person with the Migrant Program. At that time, it was Migrants Incorporated. The position was more or less, monitoring what they were doing. There was no official task of any kind. Within a few months after that, the program went bankrupt. We didn't have the Migrant Program, then. Some decision had to be made, on what should be done with certain aspects of that migrant program, namely the Migrant Headstart Program. I was involved in determining what the future was of the Migrant Headstart Program. About six months after that, I was visited by a representative of the Washington Office, Migrant Division of OEO, about the prospect of developing another migrant organization, here in the state of Minnesota. I became involved in getting a group together, to formulate or be the basis nucleus of a new migrant program, which is now the Minnesota Migrant Council. At that point, my job description was re-written completely, and I was assigned as the migrant program specialist. I was taken out of community action work and assigned totally to migrant work.

Moosbrugger: This would have been about what year?

Moreno: I believe it was 1971. My sole responsibilities then were working with migrant programs. The conclusion that I had come to, and had convinced my director of, was the fact that the biggest problem we had with migrant programs and migrant services from the state level, was a lack of coordination. There were a lot of services available, but not much was being
Moreno: done in terms of inter-agency coordination or cooperation. I think a classic example, was the Department of Public Welfare, that had a day-care program; a food stamp program; and a few other services. One division, or section, never knew what the other one was doing. They didn't even know who it was, or who was involved. This was within one department. You can imagine what it was on an inter-departmental basis. My job was to get these agencies together: divisions, sections, department, whatever; to try to develop a more coordinated effort towards providing services to migrants. We worked very closely together. My contention at that point, was that the real problem, was the fact that there should be, and there was not, an office, at the Governor's Office level, that should be performing that kind of function, that is to coordinate services for migrants, at the state level, on a more formal basis. Things developed. It took about three years to finally develop and convince people that such a need could be fulfilled by developing an office of that type, and the office came into being. At that point, I was transferred from the Governor's OEO program, to the Department of Administration, as a migrant Consultant, to help get the program off the ground. As the program developed, I felt my services could be better used elsewhere. The position of Director of Migrant Education, had become a reality. I applied for the position, because to me, education has always been very close to me. I thought of it as a top priority of migrant services. I was appointed on July 16, 1975. That is what I am doing now.

Moosbrugger: Could you give us some of the background of this program? Where does the funding come from? Who are you answerable to? How much latitude do you have in tailor-making your program to fit the needs of the people? Whose needs do you meet?

Moreno: The funding of this program comes from Title One, "Elementary-Secondary Education Act." Under amended law of 1965, this migrant title one was
created. Under regular title one, the original law, there was provision of providing services to the culturally and educationally disadvantaged children. Like so many other programs, it was brought out, that those who needed the program the most, were not receiving them. In this particular case, it was brought out, that migrant children, were in dire need of this kind of a program. They were not receiving this kind of service. Consequently, the amended law of 1965, which specifically pointed out that a certain portion of the Title One funds would be allocated towards migrant education. The group was very specifically spelled out by definition. The monies were allocated on a formula basis, based on the number of migrant-agricultural workers in a state, at a given time. This is formulated then through the bureaucratic systems up on the Washington level, to come out with some kind of money allocation. Because of the reporting procedures that were used by various states, Minnesota was consistently funded in a very low level. It was only because of the inaccuracy of the head count of the number of migrant workers in the state. That has been changed with the new system, which was develop in the last three or four years. It's called the Migrant Student Record Transfer System. Which is a nationally computerized system. With a data bank in Little Rock, Arkansas. Congressional mandate now says that funding to states will be allocated based on the number of children that are being served and enrolled in the state on the Migrant Student Record Transfer System. Consequently, the funding level for the state of Minnesota this year has gone up considerably. For example, in 1975 the funding allocation for Minnesota was $510,535.00. I was recently given notice, that our funding allocation for the 1977 program will be in the vicinity of 976,000.00, plus! You can see that a considerable amount of work has been done to identify the number of children we have enrolled here in the Migrant Student Transfer System. I think, more specifically, the emphasis can be seen, by the fact that in 1974, based on
the enrollment figures, we serve something like 2,575 children in the program. In 1975, we had on record 4,333 children actually enrolled in the program. You can see the difference, or change that took place by emphasis on identification and recruitment of migrant children. Our rough figures have already come in. We have something like a little over 4,500 students for this year, 1976. We anticipate an even greater number for next year. We have already been told there will be an increase in the sugar beet acreage. Anytime there is an increase in sugar beets acreage, you can rest assured there will be more workers. We anticipate that by 1980, we should have a considerably increase in migrant workers due to the fact that, there will be another sugar refinery being constructed, in the Red River Valley area, somewhere in the vicinity of Thief River Falls. They are talking about fifty to sixty thousand new acres of sugar beets. We estimate that calls for another twelve to fourteen hundred workers. If you use the general form, it's 5.7 children per family, you get an idea of how many children we can anticipate as an increase, by 1980.

Moosbrugger: Those families and children who you serve, are here on a seasonal basis, is that right?

Moreno: Right. They get to Southern Minnesota, about mid-April. That is the asparagus area, its an early crop. The sugar beet workers arrive here, about mid-May. By mid-July, or the latter part of July, most of them have gone. However, some of them stay to work other crops in Southern Minnesota. Some of them stay to prepare for the harvesting of the sugar beets, in the fall and truck driving or whatever, things of that type. Not all of them leave, but there is a considerable reduction in the number of people who stay.

Moosbrugger: Do you have to go on serving and having programs, for those children who stay later in the year?

Moreno: We are very limited on what we can do with that grant, because of the money
Moreno: limitations. For example, our program was scheduled to start this year, on the seventh of June. They were completed on the seventeenth of July. First of all, we do that, because there are funding limitations. Secondly, there are physical limitations. By physical, I mean buildings. The program cannot start much earlier than the seventh of June, or the first week of June. The regular school programs don't leave their buildings until the end of May. It usually takes a little bit of time to get a program started. We try to get going as early as we can. Although, actually, if we were to do this program on the basis of the arrival of migrants, we really should start the programs about mid-May. We don't have any physical plants in which we can start these programs. We have to wait until the school is vacated. We terminate about mid-July. Money seems to be running out about that time. However, there are migrant children around for a considerable time after that. Not having money and personnel, it's difficult to run a program. We are kind of hamstrung, in that respect.

Moosbrugger: If you had the money and the personnel, would you be able to start developing programs for serving the children, whose families settle out of the migrant stream? I know there are a certain number of migrants that do that every year.

Moreno: Well, what we do for those children who settle out of the migrant stream, what that really means is that they are going to get into the regular school system in September. Last year, we had three site areas, where such a thing happened. We had some children down in Owatona; Litchfield; and Kennedy, Minnesota. Litchfield had the largest number. We found that there were about thirty children out there, who were in the regular school program, and had definite language problems. We were able to get together with the administrators out there, and develop a small program. It was a tutorial program: a pull out type, where the tutor would take these children for an
hour or two during the day. She would rotate it among four schools. She was able to provide enough assistance to these children, so they could begin achieving at a fairly good level, or equal level to their peers. It was not an expensive program. It really was a pilot project, but it was a very successful project. I see more and more of that activity beginning to take place as these children are settling out, and getting into the regular school system. We don't know how many others there are, that have settled out, in small numbers scattered throughout the state. I am sure that there are some around. Obviously, there are some, because we know every year some families settle out. The largest number settle here in the Twin City area, St. Paul and Minneapolis. We have been working with the St. Paul School District, to identify the number of children that have settled out, in the last five years. Although, we have not yet done that completely, out of those children; I believe it was 167 that were identified; how many need this kind of assistance, we don't know yet. Not every one of them does.

Moosbrugger: Just primarily language assistance?

Moore: Primarily language programs, yes. Its a language development program.

Moosbrugger: Do you think these children have any other specific needs?

Moore: Yes, I do. I think that the cultural shock that comes with changing from one cultural environment to another, is rather severe. It could have a detrimental affect on the child's learning abilities. I think it requires a change in the regular school program, where these children are enrolled, that would take into consideration the child's cultural background as well as the his language. Of course, this takes a special kind of a teacher. Not every teacher can teach that particular system, or within that system. We are emphasizing, to the school system, that if we are to get involved in this kind of a program, there are certain criteria that we would expect them to adhere to, or take into consideration in developing their program.
Moreno: One of them, is being a strong cultural program, as well as language.

Moosbrugger: At this time, I suppose it's a matter of funding, and developing of cooperation?

Moreno: We aren't sure yet, in terms of monies grant. I don't know yet what kind of carry over monies that we are going to have. I have already been informed in what kind of funding level we can expect for next year. I am sure that we don't have enough money. I know, what it cost for a summer program. We have to take into consideration that our first priority, or first mandate is the current active in-stream migrant. Our directors tell us, if our funds are available. Then we can provide services to the settled out migrant. The in-stream active migrant is the first we have taken into consideration. Therefore, we are told that we can provide educational services to the settle-out migrant. Not to the detriment of the active in-stream migrant. We know pretty well what our budget figures are for the summer programs. I have to go over all the budget figures to see what, if anything, is available beyond those amounts. That we could put into a program such as is being offered. Or being propose here for the city of St. Paul. Right now, I don't know what that amount is.

Moosbrugger: Tell us how this state division plays a role in developing programs? What kind of input are you able to have from your office here in guiding the direction for those programs for migrants?

Moreno: Across the country, the Migrant Educational Program, has a very unique position. Contrary to other programs, where the department or section only, provides technical assistant, or consultation, or advisory roles. This particular office actually administers the program. By administers, I mean we have the say-so, the final approval on funding levels. If they will even be funded. The final approval on staff selection, the criteria for program development; the whole bit. If we approve fine, if we don't approve we don't
Moreno: don't fund. So, it's a unique position this program has. That is one of the mandates of the U.S. Office of Education. In terms of program development, the role that we have here is to develop a state plan. A state plan is to meet criteria that is handed down to us by the U.S. Office of Education. They have a very stringent criteria that we must follow. So that any program we develop must fit this pattern of regulation requirements, that are handed down by the U.S. Office of Education. The way we do this, is to approach the school districts where we are going to be conducting programs. Based on past experience; input from parent advisory councils that we have through the program years. To develop the kind of program that will meet specific assessed needs of this migrant child. Doing needs assessment for the migrant children is a federal mandate. We don't just simply pull material out of the clear blue sky to write up a program. It must be designed to meet the particular problems of these migrant children. We have to have a written proposal for each project. The proposal must be submitted to us for review and approval. Upon approval, we will allocate funds to that particular school district for conducting a program. Once the program is approved, we take the role of monitoring. We provide in-service training and pre-service training. We do evaluations along with the project director and the appropriate staff. We supervise the identification and recruitment of these migrant students. To make sure that we tap into every family, we do as much as we can to encourage a family to get their children into school. We pretty much have the total say-so in how that program is conducted. We try to make at least two site visits to every school during a program period. This is a period of six to ten weeks. That makes a pretty tight schedule. This is what I shoot for as a goal. No less than two visits, during the program year. More if possible.

Moosbrugger: This would be how many school districts?
Moreno: There are sixteen school districts all over the state. They are from the southern part of the state all the way to the north western corner of the state, up in the River Valley area. Its a long distance. That is one of our biggest problems that we have, distance. We still try to maintain that kind of contact.

Moosbrugger: What is your team like that you go out with?

Moreno: I have a curriculum consultant and a supervisor of identification and recruitment. We are also responsible for the student record transfer system. I have a base terminal operator here, who has been trained at the Base Terminal in Little Rock, Arkansas, whom I use to oversee the activities of all the terminal operators; the record clerks, in all the out state areas where we have projects. We maintain a pretty close contact through out the program, with the person in the out state area.

Moosbrugger: It is the responsibility of the school district to come in with a proposal to you? Are they suppose to fulfill the needs of the children of the migrant families in their area?

Moreno: Yes. I think we go even further than that. A little while ago I mentioned advisory councils. By mandate, we are suppose to have at least one advisory council on a state basis, to receive input into the development of the program. We go further than that, we have an advisory council in each of the sixteen projects, so we have sixteen parent advisory councils. They are very active, contrary to what others may say. Parents are very interested and concern in what their children are learning in school and what is going on in the school. Realizing this, we want their input. If they don't feel that we are doing the job for their children, then what is the purpose of having a program.

Moosbrugger: These are primarily migrant parents? They are not established people that have been around for a long time?

Moreno: Migrant parents. We encourage the residents of the area to come in too.
Moreno:

But we do encourage even more, the parents of these participating children, they are the ones that we want to talk to. We want to hear what they have to say. I guess, basically, there's two different attitudes, two different kinds of outlooks on an education program. If you live in the community as against just passing through the community. Since the program is designed for children who are passing through. It's just the parent input from those children that we are really concern with. At least twice a year, when the migrants are back in their home state, and the children are back in their home school, most of them are in Texas. We go down to Texas as a group. Representatives of the Migrant Education Section, Titled I, the community council for the Migrant Headstart and Day Care program. There is an appropriate staff from each program. They go down and visit with a group of parents whose children participated in our program. We set that up by or with the Texas Migrant Council and the Texas Health Program personnel. We call them and tell them that on such a date we would like to go down and would they contact about fifteen families that will be coming to Minnesota to meet with us to discuss the education program. They are fully aware of our program and they can give us a good in sight, from their point of view of how good the education program is. Translating that into "felt needs", as against "real needs." How we might develop the program to fulfill what they see as needs. With their reactions, we can come up with some pretty strong changes. As an example, last year the parents were concerned because they felt their children weren't getting enough to eat. They wanted to know if the children could go for seconds. Even more then that, not too long ago, there was a change in the menu. The kids were saying they wanted some beans, tortillas, and tacos once in a while. The menu was changed to incorporate that kind of meal. At least once a week they get that kind of meal, depending on how long the food supplies last. Also we felt that to make
Moreno: Mexican food, you should have Mexican cooks, so we hired people from the migrant stream to work in the kitchen.

Moosbrugger: Are you funded separately, do you get to plug in the existing school budget for food allotments?

Moreno: The food money is part of the regular year-round food allocation to the school district. It's just a continuation of special feeding programs. In this case, the summer feeding program was nothing more than an extension of what was being done in the regular year. It was not a cost to us. Anyway, using this kind of input from the parents, we develop our programs. Before we get ready to write the whole program, we make our second trip to Texas. We meet with the same parents, if at all possible. We say to them: "here is what you said to us the last time we were here." Here is how we are going to write up this program. If they agree, we write it up, if not we make whatever changes they say. The next time we write it, will be the final proposal.

Moosbrugger: This procedure then is intended to be a yearly process?

Moreno: Its a year-round process. Although the program only provides services for six to ten weeks. Depending on the location of the program. Our actual funds here are on a year-round basis. People thought that since the program is for six to ten weeks, we don't need the kind of staff that we have. I wasn't too sure at first. Having been here a year, I haven't seen the difference in the let-up, yet. There is an awful lot of planning that takes place, which is necessary to develop this program. Once the program gets going, its so high pressured that we don't have time for planning.

Moosbrugger: The impact of a good six or eight week course, can be far greater, then a poorly plan and executed year-round program. I think that we have seen that happened time and time again. It its poorly planned and doesn't reflect the needs.
I agree with that, Grant. We realize that we are here to provide a special kind of an educational service. These children face problems that are very pertinent with their lifestyle. I can't imagine anyone not being able to understand these problems, that could do a justifiable job. I personalized this thing to much, maybe, because of my own personal life; or my experiences in my childhood. Of leaving school early because you had to work in the fields, then returning back late. Leaving school before you could take your tests to find out whether or not you past your grade. Going back to school too late in the semester to be with your classmates, and going backwards in school. I went through that situation and never finished the tenth grade. I couldn't take my tests and I just to the point, where I was getting too far behind in my class. I decided that there just wasn't any use in trying, so I quit school. Reflecting back, I just can't imagine any kind of program than, that we have now. I can't understand why any student would have to go through that experience. I guess I committed myself to the point where we will do everything we can to provide the kind of service that is necessary to see that a child is educated adequately. To that point also, I've come to the conclusion, along with many of my working associates, that one group that we are failing with is the secondary level group. We are not providing an educational service for the secondary level age. Even though, we talk about encouraging students to stay in school. The one level that we should really be working with, we are not even touching! Recently, we held a meeting in Texas, because of the concern of Region Five. The six states in Region Five. That we are not serving this particular level. We met with the people in Texas from ten different school districts. The Texas Education Agency and other personnel from their school districts, to talk about how we could get together in coordination and conjunction with their educational systems in Texas, to provide secondary level education. This is for teenagers that are up here and can attend night school for a couple of
hours. How we might transfer credits that are accumulated here, that will be credited towards their high school education. We were pleasantly surprised by the attitude that Texas had. They were willing to do anything possible to coordinate with our programs up here. They would accept any transcript we send to Texas, indicating the completion of a particular unit in any particular course. We are really encouraged by their attitude towards coordination between our six state Region Five and Texas.

Moosbrugger: Is that the Minnesota, and Dakotas?

Moreno: Minnesota, Wisconsin, Michigan, Indiana, Ohio, and Illinois. We work very closely together. We are in the process of developing our statistical information. We are receiving data from Texas. I have already received data from one particular school district which identifies by name, those students who are at the secondary age level that will be coming to Minnesota next year. We will start pin-pointing the school sites where we can develop night classes for the secondary level. I think, that is another indication of the kind of commitment that we have within these programs, the necessary changes that will take place to really do an adequate job in educating the migrant children.

Moosbrugger: Don't you think it's going to take a terrific amount of commitment on the part of the high school, where youth have to put in a very hard day of physical labor in the fields, and then get themselves to night school?

Moreno: Yes, but I think that we have short-changed these young kids an awful lot of times. If you think back, when you were 16 years old, you probably had a lot of energy to burn, I know I did. I could go out and work a full day then go out and get in the car and party it up all night long, get home in time to change clothes and go out and work again. There has been a pilot project already tested, proven, and funded in the state of Washington. It started out with fifty kids. This is about three years ago, in that period of time, that program has grown to over 500 students. It's a fantastically successful program. I know the director of the migrant program in the state of Washington. I felt his enthusiasm about the success of the program. My contention is, we don't have to re-invent the wheel. It has already been done, let's piggy-back, to modify it to our use, to our regional area. It is a difficult thing to do, but I can't help feeling that the attitude of the secondary level children is that they want to finish school. They will finish school given the opportunity. I don't think that two hours in the evening school, say from 7 to 9 o'clock, is a long time, even after 12 or 14 hours out in the field. I think that it is going to be our job to convince them, that this is strictly a plus for them for whatever length of time they are here. They can work up a number of units, that will be
Eoreno: applied towards high school education. Some of them might even get out of high school earlier. I think that is a selling job we have to do. Like any other of our programs, we have to sell it to our people, and I think we can do it.

Moosbrugger: Terrific! The children you have been serving in the past year, how long has the services been provided in this department?

Eoreno: This department has been providing a Migrant Program since 1967. It was kind of a segment of the regular Title One Program. It didn't have a staff, except in a part time basis, because they always seem to have priorities that were greater than the Migrant Program. It took about three or four years to convince the department that Minnesota couldn't do a creditable job, it was more of a discredit, based on what was being done in other states. I guess that was the technique I was using when I was working with the governor's CEO program, and when I was working with all kinds of agencies, this was probably the hardest one, but I was convince that the education program is by far the most important service we can provide for children, if we are going to do anything with them in their future. My contention was that only by getting the program visibility and assigning a full time staff, could they really do enough to bring this program up to the level Minnesota should have. Minnesota has a good reputation for all kinds of services. Certainly a progressive state in the area of education. But, in the area of migrant education, we were way behind and that was only because we didn't have adequate staff.

Moosbrugger: What ages have you been serving?

Eoreno: The program is designed to serve from six to seventeen years old. Technically, we can serve from five to seventeen. The program actually serves children from six to fourteen. After they are fourteen years old, they can be out in the fields, and that is where they go. This last year, unfortunately, our legislative activity reduced that minimum working age to twelve. I can't imagine a twelve year old working out in the fields, when he should be in school.

Moosbrugger: At any rate, you are picking up any slack in the education of the older children, by making your efforts and developing your plans of offer evening school?

Eoreno: I have had this as one of my objectives for quite sometime. I have always felt that we are really doing a dis-service at this level. But again, funds determine an awful lot of the activities. If you don't have the funds, you just don't do anything. I am very encouraged after our federal program
review, that there will be funds available and I am even more encouraged after our meeting with the state of Texas and the results of the meeting. The U.S. Office of Migrant Education, Migrant Division, will do everything they can to see if Region Five will have adequate funds to conduct this kind of program.

Moosbrugger: What is your general philosophy to make this kind of program work, or make it more successful?

Moreno: One has to believe that programs of this type are people type programs. You don't have a program, if you don't have people involved. I guess, because of my OEO training, background, and basic philosophy, I feel if people don't accept anything, you can't ram it down their throat, if you ram it down their throat, they will only resent it. However in this case, we can move our programs around to any place that we want, the place where we wish. Before we place a program, we do a lot of public relations work prior to introducing a project. We select the site, then we approach the board, as many groups, church and school groups, committees, anywhere we can in the community to give them our presentation of the education program, what can be expected, what can be done, and more than anything else to quite their concerns about any cost to the community. I emphasize the fact that a migrant family, a migrant group, are really an asset to a community, not a liability. Without the migrant's help, what would the agricultural workers do. The fact that they are coming there to work, and they will make money. It has been documented that, better than 60% of their total income that is made in that community, will stay in that community. Also, the fact that a program such as this creates jobs in that community, and heaven know now that jobs are really a necessity. Particularly in the summer time, how many teachers work at part-time jobs at what ever they are doing. Wouldn't it be better if they could work in the field they are trained in. We are giving them the opportunity to do it by experimenting with the program. Although it has its guidelines, it does leave room for a lot of flexibility. Innovativeness is the key word in this type of program. Where else can a teacher, a principal, project director, or anybody working on the Migrant program, have an opportunity to do some experimentations on theories or techniques? I think, community acceptance, is by far the most important part for this kind of program. We do everything we can to encourage the community residents to participate in this program. Even if its only to visit the school, to view the activities. We also encourage them to volunteer their services. It's amazing how many people in these small towns volunteer their
services. They actually get involved and really feel the enthusiasm of the program. I don't know of a group more committed to the program then the people of the community. Then the personnel, teachers, aids, and anyone else in the program, they are all dedicated, it is a beautiful thing to see. You have to see it, to really appreciate it. In the Renville community, where we just opened new projects last year for the first time. It is a seven county area, around the new sugar refinery. Many of these counties never had a migrant before, never had seen one, but they had heard of them. Consequently, they were very apprehensive, suspicious, the old stereo types, lock everything up because anything loose around they will steal. They are dirty, etc, etc,... Well, we did a lot of spade work in the community before the program ever got started. We introduced them and educated them as much as we could, as to what they could expect, both the pros' and the cons'. When the programs got started, the people were curious. They naturally made it a point to visit these programs. It wasn't very long before they were really getting along very well. The other thing that took place is that some of these growers families got to know the migrant families that were working in their sugar beet fields. They became very close friends. It was a beautiful thing to watch. At the end of the school program year, there was a big community fiesta put on in the town of Renville. It was totally a community thing, with the Chamber of Commerce behind it. They decorated and baracked the streets. They had a Mexican orchestra playing. The whole thing had a very festive air about it. A lot of Mexican food was made and sold. As a matter of fact, they sold Mexican food three or four different times. The committees got together, they tallied their activities, the Migrant committee came up with $480 in funds. The Migrant Committee went to the Mayor's office and they donated the money to the community so they could purchase playground equipment. That was their token of appreciation for the services and the care that had been given to their children, while they were living in the community. I thought, this was a beautiful way to express the kind of change that took place in the attitudes of the people. It also proved to me that we were on the right track. By working with the community this closely through our services, our agency, our people and other people involved. That a program can be introduced successfully, is a great feeling. Last year, it was so easy to get the program started, the enthusiasm was there and people were looking forward to it. The children had been looking forward to getting back to school. I was told story after story.
Moreno: How the children were running to their teachers that they had last year. The happiness that was shown when they came into school. This to me, is what encourages a child to go to school. If the same kind of enthusiasm was shown in the regular school, I don't think we would have half of the problems that we have in school. I look forward to more of this kind of activities. Hopefully, it will continue the way it has been.

Moosbrugger: Sounds like this program is a fine success. We sure wish you continued success. Thank you very much for the interview.

Moreno: Thank you, Grant.