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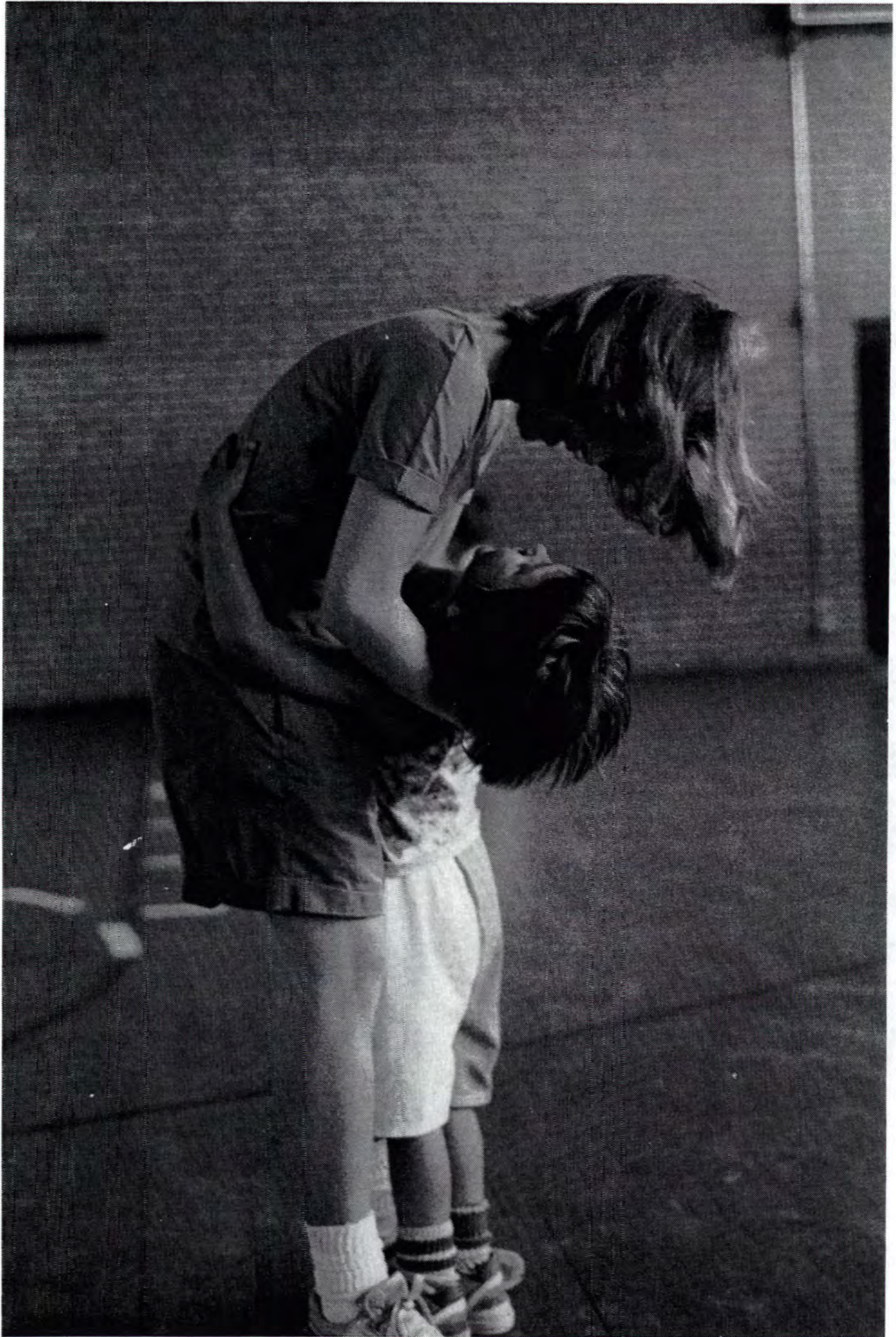
# Into the Fields

*A Guide and Resource Manual for  
Student Initiatives with Farmworkers*

*By Carolyn Corrie*

Center for Documentary Studies at Duke University

**Into the Fields**



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Student Initiatives with Farmworkers*

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*For all of America's farmworkers, in appreciation.*

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# Foreword

In the early and middle 1960's, when my wife, Jane, and I were getting to know migrant farmworkers and their children, we often wondered whether there was any way people like us, relatively well-off and privileged, could work to help make a difference in the lives of people living at the utter bottom in America—extremely vulnerable socially, politically, economically. Yet, soon enough, we encountered some extraordinary men and women whose everyday efforts were, indeed, of great use to migrants—public health doctors and nurses, certain teachers, some alert and savvy social workers, and not least, some politically awake, activist college students who had decided to move from words to deeds, from espoused convictions to stretches of time given over to teaching, to health education, to advocacy work in the halls of bureaucratic power (and indifference, if not outright callousness).

It is to such a tradition that this manual belongs—one of young idealism given the expression of a commitment to others that is worked into concrete action. Migrant families live very much apart from the rest of us, much to their detriment—even as their hard labor enables the rest of us to eat the food we so often take for granted. Still, the isolation and human suffering of these hard-working, itinerant people can be the subject of concern to the rest of us—and can be, too, a challenge to us if we aim to learn how to reach out and touch their lives in such a way that new possibilities come to them. To do so is no easy task, but there most certainly are ways to pursue, as the young people who have recently worked among North Carolina's migrants have learned: a knowledge and experience they share with us in the thoughtful and instructive pages that follow—a guide, a series of suggestions, and not least, a source of much needed moral inspiration.

Robert Coles  
Cambridge, Massachusetts  
October 1991

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# Glossary

**agribusiness**—the businesses collectively associated with the production, processing and distribution of agricultural products.

**coyote**—nickname for the person who illegally transports people across the Mexican-U.S. border for a fee.

**crew leader/crew chief/crew boss/farm labor contractor**—the person who recruits workers, brings them to their place of employment, and in some cases provides them with food and shelter.

**Eastern stream**—states stretching from Florida to Maine where migrants travel to find work. Also, "Western stream" and "Midwest stream." See the maps in Appendix F.

**ESL**—English as a Second Language.

**internship**—an experience wherein a student learns by taking on a responsible role in an organization, and observes and reflects on what happens there.

**\*migrant farmworker**—an individual or dependent whose principal employment is in agriculture on a seasonal basis, and who, for the purposes of employment, establishes a temporary home.

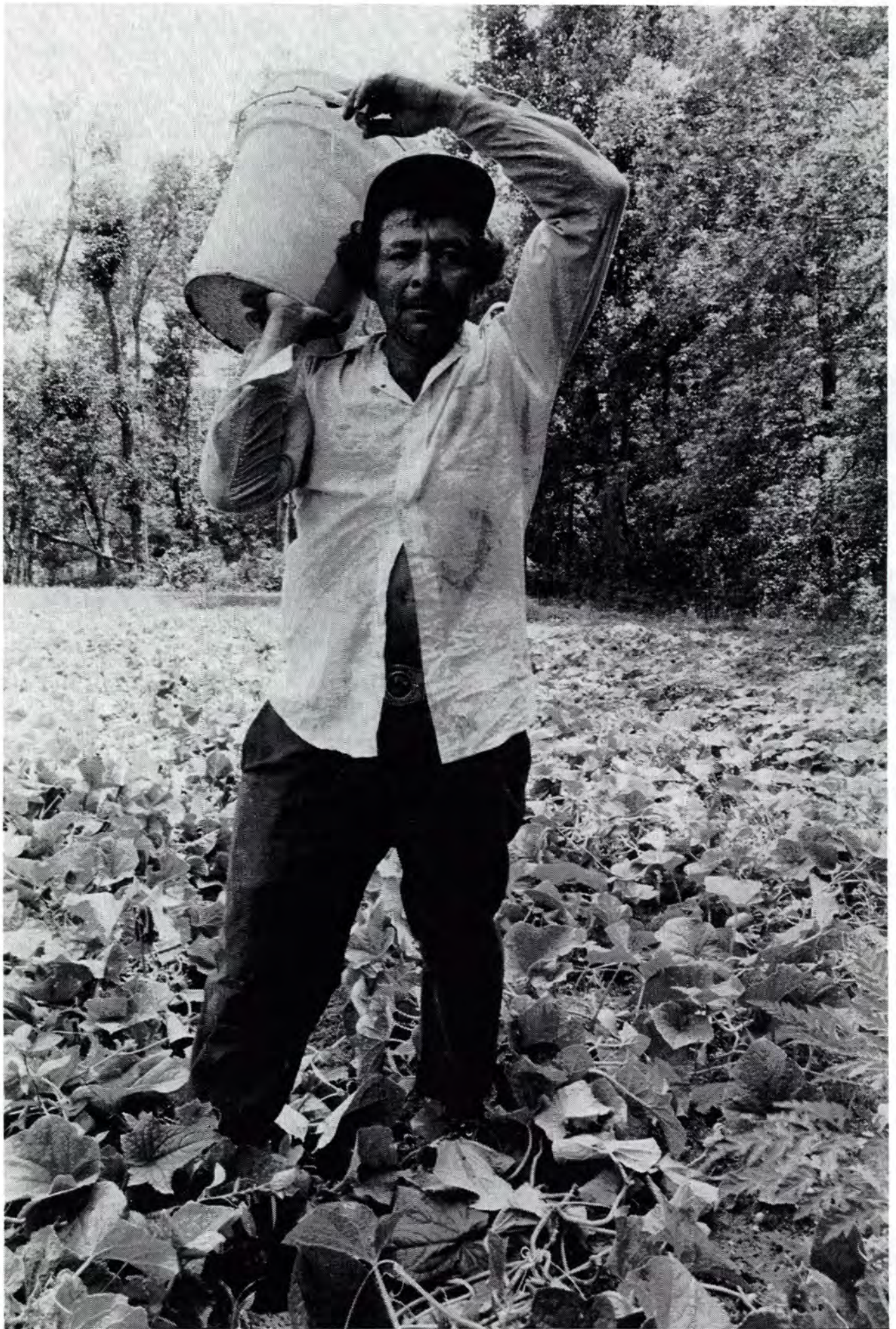
**\*seasonal farmworker**—an individual whose principal employment is in agriculture on a seasonal basis and who is not a migrating worker.

**service-learning**—"emphasizes the accomplishment of tasks which meet human needs in combination with conscious educational growth" (Southern Regional Education Board, 1969, *Service Learning: A Guide for College Students*, National Society for Internships and Experiential Education, 1981).

**settle-out**—to leave the migrant stream and take up a permanent residence.

**volunteer**—a person who freely offers his or her time and services to help individuals or an organization, on a one-time or continuing basis.

\*Various government programs use different definitions, usually with time restrictions, for eligibility. For example, to qualify for Migrant Head Start, the child's family must have crossed county lines in search of employment in agriculture within the last twelve months.



# Introduction

Susan wakes up and groggily reaches over to shut off her alarm-clock. She hops out of bed, dresses in a hurry, and just has time to grab an orange on her way to class. After class, she meets her friends for lunch at the university cafeteria. Susan chooses a salad and a bowl of tomato soup, finishing off with half a grapefruit. During her afternoon studying in the library, she snacks on an apple and a pickle. For dinner that evening, Susan enjoys a well-balanced meal of meatloaf, greenbeans, and potatoes, with strawberry shortcake for dessert.

Without even knowing it, Susan has nourished her body all day with products that are harvested by some of the nearly three and a half million migrant and seasonal farmworkers across this country. The orange and grapefruit have been picked by workers in California or Florida, the pickle came from a field in North Carolina or Michigan, and the tomatoes for her soup were grown in Florida, Ohio or Indiana. Farmworkers in upstate New York or in Maryland reached for her apple, while her strawberries were harvested in Oregon or Maine. Every day, Susan and other Americans enjoy high quality fruits and vegetables that they purchase at very low cost. In fact, Americans pay a smaller portion of their income for food than people in any other country of the world.

Yet this "low-cost" food comes at a very high cost to the people who harvest it. According to the National Safety Council, farmwork is the most hazardous occupation in the United States, outranking mining in terms of job-related injuries and deaths. However, most farmworkers lack health insurance and remain uncovered by workers' compensation and basic employee benefits that many other workers take for granted. The average life-expectancy for farmworkers is just forty-nine years, compared to seventy-three for the U.S. population as a whole. Infant mortality rates and incidence of malnutrition are higher for farmworkers than for most other sub-populations in this country (North Carolina Primary Health Care Association). Farmwork is a difficult and demanding job, but due to low wages and the sporadic nature of the work, the average household income for farmworkers is only \$5,291 (Economic Research Service, USDA, 1988). Many farmworkers have little opportunity to find a different occupation, as nearly fifty percent of migrant children are forced to drop out of school before they complete the twelfth grade (National Commission on Migrant Education, 1991).

Although farmworkers are in great need of the social services that are usually available to other community members, several barriers prevent them from receiving assistance. In recent years, growing numbers of Spanish-speaking workers have joined the migrant population, mostly Mexican-Americans, Mexicans or Central Americans. Coming from a different culture and in some cases lacking legal

**This "low-cost" food comes at a very high cost to the people who harvest it.**

residency, these farmworkers are unable to find or use health care resources, legal services, educational resources or social welfare programs. Geographic isolation, lack of transportation and lack of child care also increase the difficulties of the migrant farmworker family.

Yet we also should look beyond the statistics that portray the hardships of migrant life and remember that farmworkers are *people*. Despite the many adversities they face, they are proud of the work they do, proud of their culture and heritage, and proud of their children's accomplishments. They too lead full lives. Their situations may deserve our compassion or anger, but farmworkers themselves are people who deserve our respect.

Although there may be thousands of farmworkers within half an hour of Susan's college, she and other students remain unaware of their presence. American society has managed to marginalize and keep hidden the men, women and children who play a crucial role in our agricultural economy and in the very nourishment of our bodies. Yet Susan and others like her have much to gain from linking their lives with those of the migrant families in their area.

### ***Who is this book for?***

This book is written primarily for college students who are interested in initiating a service-learning project for students to work with farmworkers either during the summer or the school year. It is also for faculty, administrators, farmworker advocates, service providers, and anyone else who is interested in developing opportunities for students to join with farmworkers in the effort to create a more humane and just life for the thousands of people who provide food for our tables.

### ***What is this book about?***

This book is designed to be a resource manual for organizing or improving a college student volunteer effort working with farmworkers. It can easily be applied to student internships or volunteer projects in many other settings. It is written by a former intern and coordinator of a project at Duke University, with a great deal of advice and assistance from others knowledgeable about student volunteerism. The manual is meant to be a starting point and a springboard from which you will dream and scheme and innovate and create an effort that will be unique to your own campus and the farmworker community with which you work.

### ***How is this book organized?***

This introductory section deals with the philosophy of the project: Why create such a project? What are its goals? What's in it for college students? What's in it for farmworkers? What's in it for the organizations that work with farmworkers? What's in it for the long-term health of our democratic society? This section also includes a short history of the migrant internship project at Duke University, and an article on "Principles of Good Practice in Combining Service and Learning."

**The manual is meant to be a starting point and a springboard from which you will dream and scheme and innovate and create.**

The body of the work provides the details of the steps necessary to establish a summer internship project working with farmworkers. This section includes chapters on initiating a project, developing internship sites, creating a preparatory class, fundraising, finding housing, recruiting interns, and experiencing the summer itself, ending with the post-internship wrap-up.

The third part of this manual, chapters nine and ten, suggests other kinds of projects to involve college students with farmworkers, for the summer or year-round, and then discusses some of the potential problems of college student volunteer projects.

The last section is a series of important appendices: personal essays from three former interns, materials to help you with your program design, profiles from projects at other colleges, a list of resources to help you learn about farmworkers, service-learning, community organizing, and the student service movement, a list of organizations working with farmworkers and those working with college students, and a glossary of some of the terms used in this manual.

### ***Who benefits from an internship project?***

This manual outlines a plan for organizing a service-learning summer internship experience for college students to work with migrant farmworkers and their families. Service-learning is commonly defined as "a particular form of experiential education, one that emphasizes for students the accomplishment of tasks which meet human needs in combination with conscious educational growth." (Kendall, Jane, et al. *Combining Service and Learning*, Vol. III, Raleigh, NC: National Society for Internships and Experiential Education, 1987, p. i). The Duke project is different from most internships because the focus is on providing service to members of a community while at the same time providing structured opportunities for a *group* of students to learn and grow from the experience. In an ideal project, students, farmworkers, the organizations that serve farmworkers, the university, and the society at large all benefit.

In this mutually beneficial relationship, college students can assist farmworkers by helping with transportation, serving as translators, joining a health screening team as outreach workers, and providing extra hands in a migrant day care center or public school program. Farmworkers, in return, have much to teach college students about a different way of life, a different language and culture, and the importance of work for social change and justice. The overburdened and financially-strained organizations that work with farmworkers, such as legal services programs, health clinics, schools, labor unions, and other community-based groups, can benefit from the energy and talents of student interns. In return, the staff of such organizations can help students learn and encourage them to enter public service. The university benefits when students return to campus and share what they have learned, encouraging more students to join the community service movement. The society benefits when migrant children receive a better education, when health care

**In an ideal project, students, farmworkers, the organizations that serve farmworkers, the university, and the society at large all benefit.**

is available to more farmworkers, when people of different backgrounds and cultures interact and develop greater respect for one another, and when people from all cultures become involved and move on to socially responsible leadership roles.

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*We are all teachers and we are all students, and each of us has something to say to each other and each of us can learn from everyone else.—Intern 1990*



# A Brief History of the Duke Pilot Project

Many of the ideas in this guide are based on the experiences from a two-year pilot project at Duke University sponsored by the Center for Documentary Studies. The project grew out of the interests of Dr. Robert Coles, a psychiatrist, writer, professor, and long-time migrant advocate, in combining student service, migrant education and documentary work. During the 1970s, Coles had inspired a group of Duke students to spend several summers working with farmworkers in eastern North Carolina. In 1989, when Coles and others founded the Center for Documentary Studies at Duke University, his ideas developed into a plan for a summer internship project in which students from Duke would be both classroom helpers and observers, documenting the existing conditions and needs in the lives of migrant children. With the backing of the U.S. Department of Education, the two main goals of the internship were laid out: first, to try to understand the lives of the migrant children and families who would be affected by any government policy decisions, and second, to explore the possibility of using college student volunteers to improve migrant education.

In the fall of 1989, Dr. Coles, the staff at the Center for Documentary Studies, and several current and former students began to create the Migrant Children's Education and Documentation Project (referred to as "the Migrant Project"). They arranged for opportunities for students to work at an East Coast Migrant Head Start center and a public school migrant summer program. Fourteen students were recruited; I was one of them. We participated in a spring semester class to begin to learn about some of the issues of migrant life, the history of service and advocacy efforts in North Carolina, educational philosophy, community organizing and other topics.

When we arrived in eastern North Carolina in May, the school program had been shortened due to funding cuts, and we had to look for other ways to become involved in the lives of farmworkers. We began to work at a health clinic, a legal services program, and through churches and individual tutoring projects. As we went out to labor camps and accompanied families and individuals through the social services bureaucracies, we realized that there were many factors outside the classroom affecting the education of migrant children. The issues were all intertwined. A parent's immigration status too frequently determined whether or not a child attended school. Health problems interfered with learning. Low wages, unsteady work and lack of child care created an economic imperative for children to work in the fields. Language barriers and lack of transportation only added to the difficulties of the migrant child. It was clear that college students could not only be an important addition to a Head Start or public school program, but could assist migrant families in many other ways.

**We realized that there were many factors outside the classroom affecting the education of migrant children.**

The second part of the experience, the "documentary aspect," involved several components. We published a book of photographs, essays and poems entitled "Migrant Summer." We hung an exhibit of our work as well as art made by and photographs taken by the migrant children themselves. Several of us produced two videos, one about a migrant family and the other about the internship project itself.

We hope these works will convey our experiences to people in the broader community, many of whom are unaware of the lives of migrant families. We also hope to inspire others to become involved in the lives of farmworkers, and to think more generally about how to work for change to create a better, more just society.

While continuing the internship project at Duke, we hope to expand this effort to involve more students, at more schools, in more areas, in work with communities of farmworkers. This manual is intended to help start that process, but it will take the work of many people to make it happen. Welcome aboard!

# “Principles of Good Practice in Combining Service and Learning”

*(Please read this article and keep these principles in mind as you consider the other suggestions in this manual. )*

From Kendall, Jane C. and associates. Combining Service and Learning: A Resource Book for Community and Public Service, Raleigh, NC, NSIEE, 1990. Reprinted with permission from the National Society for Internships and Experiential Education. 3509 Haworth Dr, Suite 207, Raleigh, NC 27609-7229. 919-787-3263.

In 1987 the National Society for Internships and Experiential Education (NSIEE) began a process of articulating and refining principles of good practice for programs that seek to combine service and learning effectively. This was in response to the burgeoning growth of community service programs for youth, students, and adults and the increasing awareness among thoughtful practitioners that effective service and learning do not necessarily happen automatically.

As programs of the 1980s experienced the same challenges about program *quality* that programs of the 1960s and 1970s had also faced, NSIEE began a broad-based process of articulating the principles learned by experienced practitioners. We reviewed the advice of leaders in the community and public service movement of the late 1960s and early 1970s. We asked members of the NSIEE Service-Learning Special Interest Group to reach into their group's 15-year reservoir of experience. We asked more than 75 other national and regional organizations to do the same; the staffs and members of most of the organizations responded by adding their diverse perspectives, experiences, and advice. Nine drafts were circulated over an intense, 12-month period of refinement.

Then in the spring of 1989, the Johnson Foundation generously agreed to host a Wingspread conference to hammer out the final product. Several national organizations co-sponsored the May 10-12, 1989, working session: the American Association for Higher Education, Campus Compact, Constitutional Rights Foundation, Council of Chief State School Officers, National Association of Independent Schools, National Association of Secondary School Principals, National Society for Internships and Experiential Education, and Youth Service America. The 75 national and regional groups that had participated in the review process also provided examples of the implementation of the ten principles that resulted from the Wingspread working session.

What follows here are the Introduction, the Preamble, the ten principles refined from this two-year collaborative process, and an explanation of each. Examples of each principle as used in actual programs are provided in Volume I of this resource

book. Ellen Porter Honnet and Susan J. Poulsen of The Johnson Foundation graciously produced the final copy.

We invite you to use these principles in the context of your particular needs and purposes. You may decide to reject some of them, but we hope this work at least helps you ask some of the right questions about combining service and learning in an effective, sustained way.

—Jane Kendall, NSIEE

## Introduction

The level of interest and sense of urgency in community and public service grows greater every day. In every community, programs are being designed for participants from kindergartners to the elderly. Is there a set of guiding principles by which service programs can be designed and by which their effectiveness can be judged? Is there a set of ideas which have the potential for deepening and sustaining the current movements?

The principles described in this section reflect the grassroots experience and the thinking of thousands of people, hundreds of programs, and numerous national organizations over the last two decades. They are offered with the hope that current initiatives to create service programs will benefit from this rich history.

The combination of service and learning is powerful. It creates potential benefits beyond what either service or learning can offer separately. The frequent results of the effective integration of service and learning are that participants:

- develop a habit of critical reflection on their experiences, enabling them to learn more throughout life,
- are more curious and motivated to learn,
- are able to perform better service,
- strengthen their ethic of social and civic responsibility,
- feel more committed to addressing the underlying problems behind social issues,
- understand problems in a more complex way and can imagine alternative solutions,
- demonstrate more sensitivity to how decisions are made and how institutional decisions affect people's lives,
- respect other cultures more and are better able to learn about cultural differences,
- learn how to work more collaboratively with other people on real problems, and
- realize that their lives can make a difference.

The emphasis on learning does not mean these Principles are limited in any way to programs connected to schools. They relate to programs and policies based in all settings—community organizations, K-12 schools, colleges and universities, corporations, government agencies, and research and policy organizations. They relate to people of all ages in all walks of life.

## **Preamble**

We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve.

It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both.

Those who serve and those who are served are thus able to develop the informed judgment, imagination and skills that lead to a greater capacity to contribute to the common good.

The Principles that follow are statements of what we believe are essential components of good practice. We invite you to use them in the context of your particular needs and purposes.

## **Principles of Good Practice in Combining Service and Learning**

An effective and sustained program:

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Ensures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
10. Is committed to program participation by and with diverse populations.

*See the following pages for an explanation of each principle.*

## Principles of Good Practice in Combining Service and Learning

1. **An effective program engages people in responsible and challenging actions for the common good.** Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions require reaching beyond one's range of previous knowledge or experience. Active participation—not merely being a spectator or visitor—requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. **An effective program provides structured opportunities for people to reflect critically on their service experience.** The service experience alone does not insure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they are learning. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship. This reflective component allows for intellectual growth and the development of skills in critical thinking. It is most useful when it is intentional and continuous throughout the experience, and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served, as well as from peers and program leaders.

3. **An effective program articulates clear service and learning goals for everyone involved.** From the outset of the project, participants and service recipients alike must have a clear sense of: (1) what is to be accomplished and (2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties, and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of both those providing the service and those receiving it. Attention to this important factor of mutuality in the service-learning exchange can help keep the "service" from becoming patronizing charity.

4. **An effective program allows for those with needs to define those needs.** The actual recipients of service, as well as the community groups and constituencies to which they belong, must have the primary role in defining their own service needs. Community service programs, government agencies, and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed. This collaboration to define needs will help insure that service by participants will: (1) not take jobs from the local community, (2) involve tasks that will otherwise go undone, and (3) focus their efforts on the tasks and approaches that the *recipients* define as useful.

**5. An effective program clarifies the responsibilities of each person and organization involved.** Several parties are potentially involved in any service and learning program: participants (students and teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations, as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a careful negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all the parties involved.

**6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.** Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service-learning partnership affects development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership and citizenship. In effective service and learning programs, the relationships among groups and individuals are dynamic and often create dilemmas. Such dilemmas may lead to unintended outcomes. They can require recognizing and dealing with differences.

**7. An effective program expects genuine, active, and sustained organizational commitment.** In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's mission statement. Effective programs must receive administrative support, be an ongoing part of the organization's budget, be allocated appropriate physical space, equipment, and transportation, and allow for scheduled release time for participants and program leaders. In schools and colleges, the most effective service and learning programs are linked to the curriculum and require that the faculty become committed to combining service and learning as a valid part of teaching.

**8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.** The most effective service and learning programs are sensitive to the importance of training, supervision, and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations may recognize the value of service through appropriate celebrations, awards, and public acknowledgement of individual and group service. Planned, formalized, and ongoing evaluation of service and learning projects should be part of every program and should involve all participants.

9. **An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.** In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties. Sometimes a program can do more harm than good if a project is abandoned after too short a time or given too little attention. Where appropriate, a carefully planned succession or combination of participants can provide the continuity of service needed.

10. **An effective program is committed to program participation by and with diverse populations.** A good service and learning program promotes access and removes disincentives and barriers to participation. Those responsible for participation in a program should make every effort to include and make welcome persons from differing ethnic, racial, and religious backgrounds, as well as varied ages, genders, economic levels, and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation, family, work and school responsibilities, concern for personal safety, or uncertainty about one's ability to make a contribution.

# Into the Fields



# 1 Initiating a Project

## Assess the need

You must first establish that there is a need and a desire for student involvement in farmworker service, advocacy or organizing groups. You may think that the needs are obvious: farmwork is one of the lowest paid, least secure and least protected jobs in the country; migrant children lag far behind their peers in level of education; the health status of the farmworker population is similar to that of people in developing nations; and barriers of language and lack of transportation prevent many farmworkers from obtaining the basic services they need. Surely, it seems, a group of energetic, caring and capable students can offer significant help to improve these situations. In turn, clearly, most colleges and universities provide too few opportunities for their students to engage in “real world,” hands-on, experiential learning.

However, students and school administrators must temper their desires to help with clear thinking about the reasons for such a project. You should not decide to start a student volunteer effort without giving any thought to whether the farmworkers or service agencies want your assistance. This does not mean that you need to wait for a personal invitation to help out. It just means that you need to listen to what farmworkers define as their own needs and how they and their advocates feel you can and should be involved.

**Listen to what farmworkers define as their own needs.**

## Find out about farmworkers in your area

Find out about the farmworker population in your state or region. Many college students remain unaware of what is happening out in the fields beyond their ivy-covered walls. But it's fairly easy to find out. First, look at the list and maps in Appendix F. How many farmworkers are in your state? At what time of year do they come to your area? Is there a community of farmworkers near your school? Even if there is not a farmworker population near your school, you should consider the possibility of organizing an internship or spring break project in another state. Geography will certainly play a role in the nature of your project. The “downstream” or “homebase states”—Florida, Texas and California—are where most farmworkers spend the majority of the year, usually from October to April. In the late spring, farmworkers begin to travel north to the “upstream” states where they spend the summer. However, many states have a seasonal farmworker population who remain all year long. Be sure to consider migration patterns when planning your project. Next, start to look in your library for books, articles, or videos about

farmworkers and read and view as much as you can. Also see the suggested reading list in Appendix D.

### Find out about farmworker organizations

Look up the names of organizations that work with farmworkers in your area and find out what they do. Be aware that there are different kinds of organizations. Some are funded and run by the state, federal, or local government, while others are private non-profit groups, and still others are based in religious institutions. Agencies and groups are operated on national, state or local levels. Many are directed and staffed by non-farmworkers and focus solely on providing *services* for farmworkers—whether they are legal, medical, educational or job-training services. Some government agencies will focus on the *policy-making* aspect of farmworker assistance programs. *Advocacy* groups work to raise awareness and lobby the government to change laws and policies that affect farmworkers. Other groups work with farmworkers in *organizing* efforts to empower farmworkers themselves to make fundamental changes in the agricultural labor system.

Of course, many organizations defy easy categorization, and you don't want to try to pigeon-hole people and groups. For example, a church group may provide clothing for farmworkers (*service*), organize a letter-writing campaign to the state legislature to raise the minimum wage in agriculture (*advocacy*), and raise funds to help a farmworker organizing effort (*organizing*). While you should make contact with as many organizations as possible, be aware that their philosophies and agendas may be different and that the experience students have while working with them will vary widely. The following list will get you started.

- your state Department of Education for public school programs
- your state Office of Migrant Health for health clinics
- national networks of health, legal, education and job-training programs
- churches with migrant ministry committees or outreach programs
- statewide networks/committees
- a directory of farmworker agencies in your state
- national farm labor unions, like FLOC and the UFW (they may know of unions or organizing efforts in your area)
- grassroots organizations that focus on immigration, rural poverty, health, worker-safety, or other labor issues
- the list of national organizations in Appendix E

## Make the Introductory phone calls

Once you have a list of organizations, go ahead and call them. Ask to speak to the director, or the person responsible for working with volunteers, if there is such a position at their organization. Introduce yourself; tell him or her that you go to X college and are concerned about farmworker issues; and you would like more information about farmworkers in your area. Let this person know you want to raise awareness at your school, and would like to get students involved. Ask for information about their work and references to good educational materials about farmworker issues both nationally and locally. When you receive the materials, look them over and then call to set up a meeting to discuss the possibility of student involvement with area farmworkers.

## Have an introductory meeting

Your primary purpose at this meeting is to introduce the idea of an internship project to determine the level of interest. Find out the history of the organization, their mission, the day-to-day work they perform, and what options are available for internships. Look at the survey in Appendix B for further ideas on the kinds of questions you might want to ask. You may have to choose between potential sites, so have in mind what criteria you will use.

Be sure to outline for the agency the potential benefits of having student interns or volunteers at their organization, such as:

- extra workers at low or no cost to the agency
- an infusion of energy and creativity
- special talents that students may possess, such as computer skills, language skills, and legal or medical training
- a way to encourage young people to go into careers in public service
- an opportunity to help develop future leadership for long-term change

There are several excellent guides written specifically for organizations that sponsor interns (see Appendix D). Remember to listen to what the director or staff member of the organization is saying about their needs and the ways they think students can help out. Together establish a preliminary plan, including how many interns they might want, when, and with what backgrounds or skills. See if you can talk to some of the farmworkers with whom the organization works to hear their perspectives on how students can become involved in their lives.

## Develop support on your campus and build a core group

If you now know that there is a need for more student involvement, it's up to you to set the process in motion. But you'll need help. Recruit supporters wherever you can and then pull together a smaller core group of people who are committed to making it happen. You and another student should be the coordinators of the project.

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*I think it's a great program.  
It hasn't just been free labor;  
it's been a very active  
exchange of ideas and  
backgrounds.*

—Director, Migrant Head  
Start Center

Be inclusive—reach out to as many people as possible. You'll be surprised to find that the people you thought most unlikely to jump on the idea will be your biggest supporters. Talk to students, faculty, administrators, staff and alumni. Some suggestions for people to target are listed below.

**Be inclusive—reach out to as many people as possible.**

- your campus volunteer center director (also known as the “green dean”)
- leaders (or members) of campus volunteer groups
- political groups on campus
- religious youth groups
- ethnic and cultural groups
- fraternities/sororities
- faculty of departments such as public policy, sociology, history, education, Spanish, Latin American Studies, social work, public health
- the Dean of Student Life, Student Affairs or Campus Life
- Residential Life staff, Resident Advisors
- leaders of your student government
- dorm presidents
- your friends
- staff of community organizations

You may want to meet with these people individually and then set up a planning session for the core group. The ideal core group, who are committed to meeting regularly, will include a faculty member, an administrator, two or three students, and a member of the community. The other supporters you have recruited can then be called on when needed.

### **Develop a written plan for the project**

At the first meeting, you'll want to write out at least a preliminary sketch of the project using the suggestions of all the core group's members. Some important questions to consider are listed below, and the timeline in Appendix B may be helpful as well.

- What are the goals of your internship project?
- How many students will be involved?
- How will students be recruited?
- When will the internship happen, and for how long?
- What geographic area will you focus on?
- What organizations will you want to sponsor interns?
- Where will the interns live?
- How will the preparatory course be structured?
- How will meaningful reflection be incorporated into the summer experience?
- How much will it cost?
- How will you raise money?

Obviously, you will need more than one meeting to cover all these items. However, try to arrive at basic answers for as many questions as possible.

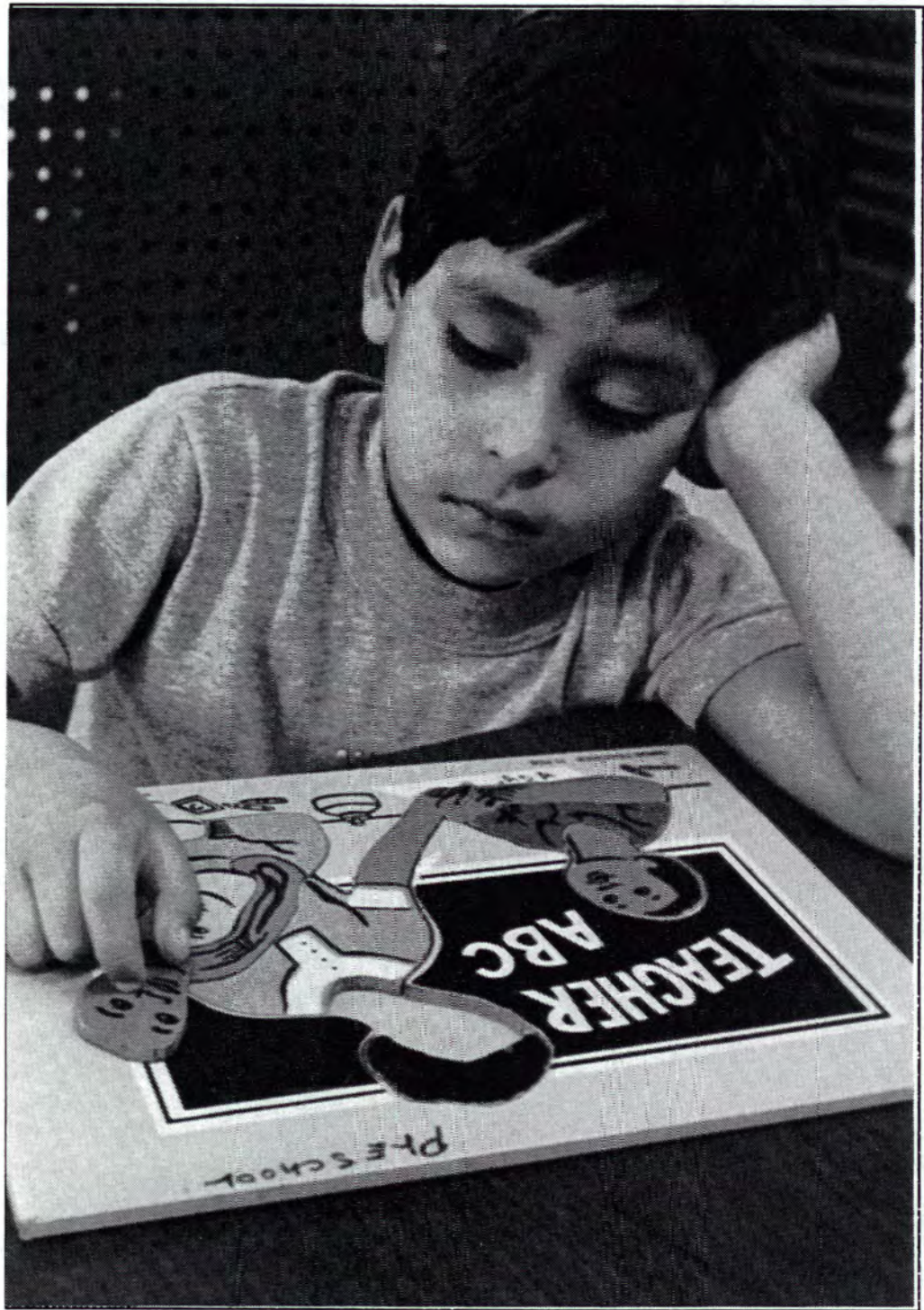
## Determine what resources you will need

Two of the most important concerns are what resources you will need and how you will obtain them. These resources include:

- office space
- telephone
- photocopying machine
- computer and printer
- paper, envelopes, a stapler, other office supplies
- mailbox

You may want to consider affiliating with an existing institution on campus, such as the volunteer center, student government, the chaplain's office, or an academic department, in order to have access to their resources. Or, ask your supporters in the administration if they know of office space you can use. An internship "sponsored by the ——" also will give credibility to your project and will help later with fundraising. The project could even be co-sponsored by two or three different departments or campus groups.

*I think it's important to find teachers who understand the lifestyle of these children and who will build upon the desire in them to continue learning despite the odds against them. It is important to find teachers who show them that they can do it.—Intern 1991*



# 2 Developing Internship Sites

## Share your preliminary plan

Once you have a basic outline of the project, go back to the organizations you have selected to serve as sponsors to develop the specifics of the summer internships. First of all, make sure you know what the agencies' needs are, how many students they will want to sponsor, and what work the interns will be doing. Tell them the goals of the internship project, the number of interns you plan to recruit, the basic elements of the preparatory class, the dates for the internship, and whatever other information you have. Get their feedback on these preliminary plans.

## Discuss the needs of both interns and sponsors

You need to discuss both the interns' needs and the organization's needs. Some of the interns' needs include:

- financial assistance: a stipend (if possible) or free housing, mileage reimbursement, etc.
- mix of meaningful "hands-on" work with office/clerical work
- clearly defined responsibilities, supervision, and structure
- respect from the staff members
- an orientation period to learn about the agency and its work
- a mentor—a person willing to spend time with the intern each week to talk over problems or questions and to serve as a role model and supporter

The internship can be valuable for all involved, but it does take time and energy on behalf of both parties. Organizations that have not had interns may not realize that it means a commitment of staff time to develop projects for interns to work on and to supervise and support the interns. **It is critical to keep the channels of communication open between the sponsors, the interns and the coordinators of the project.** The goals for both students and sponsors should be established and put in writing before the summer begins.

Keep in contact with the sponsors at the various organizations. Ask them for help in locating housing, in fundraising, in selecting readings or videos for the class, and in thinking of other possible internship sites. Most people will be overjoyed that you are interested in the work they do and will be glad to help in whatever way they can.

**The internship can be valuable for all involved, but it does take time and energy on behalf of both parties.**

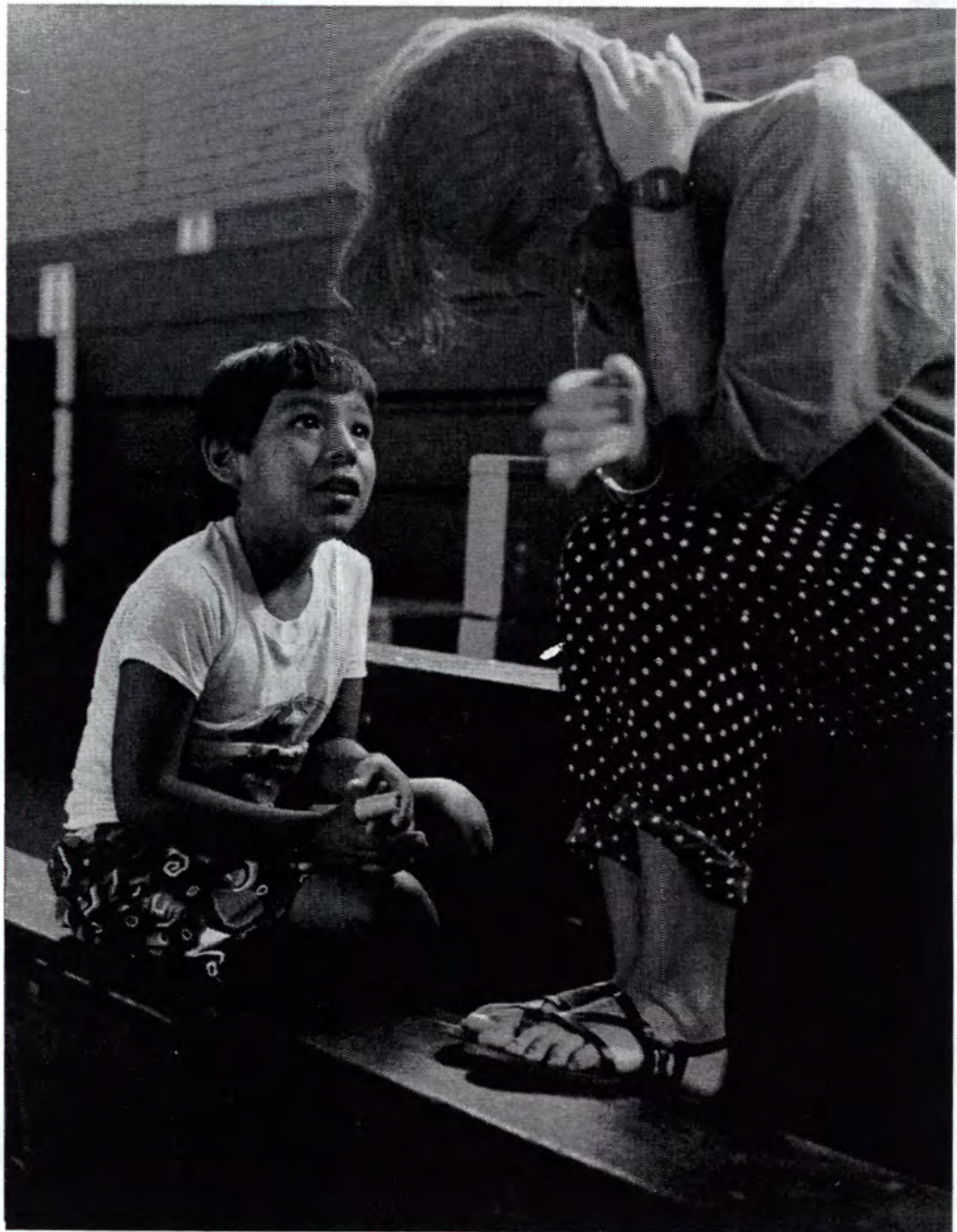
### Create a mutual selection process

Once the interns decide where they want to work, it is important for them to meet with the sponsors personally or to talk with them over the phone if the distance is too great. Try to work out some sort of reciprocal selection process, where both interns and sponsors are choosing to work with each other. For example, interns could narrow their choices down to two sites and send a cover letter and resume to each one. Sponsors could then send the coordinators a "ranked" list of their preferences for student interns. This is mainly to insure that each student's interests and skills are well-matched to the organizations' needs. In some cases the coordinators will need to facilitate the process, matching interns' preferences to the sponsors' needs.

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*Not only did they help fill the basic classroom requirements, but they also gave additional gifts of attention, positive interaction, self-image support, humor, and genuine love for the children.*

—Administrator, Johnston County Public Schools



# 3 Preparing the Interns

## Goals of the preparatory course

In order for the internship to be a true “service-learning” experience, it is important to provide a formal structure in which learning takes place. A great deal of learning emanates from service itself. For example, the student who volunteers once a week at the community homeless shelter is exposed to people and situations not found on the college campus. But the experience is limited without some forum for personal reflection, analytical thought and the opportunity to look into the root causes of homelessness.

While there is some truth to the comment that “nothing can really fully prepare you for the internship experience itself,” most students who have participated in the migrant farmworker internship project at Duke agree that they were glad to have had a preparatory class. You may decide to have a weekly meeting instead of a recognized class, but either way it should be a requirement for all interns. The goals of the class (or meeting) are to:

- educate interns about problems facing farmworkers and their causes
- discuss policy issues and potential solutions
- encourage interns to get to know one another and build a group spirit
- explore with interns their motivations for participating
- establish goals for the summer
- learn skills necessary for the summer
- involve interns in the planning of the project—fundraising, housing, and orientation

The official structure of the class will depend on your school. At some colleges, this course could be developed into a full-credit class under a department’s sponsorship. At other schools, students may be able to count the class for partial credit. Or it may simply be a required weekly gathering of the interns that will not count for academic credit. A faculty member could lead the class, or a student instructor under faculty supervision. You will need to explore your school’s policies on accreditation. Some schools are very open to the idea of integrating service and experiential learning into the curriculum, while others have less expertise in this area. There may even be a Center for Service Learning on your campus. Check COOL’s new resource book *Education and Action* (see Appendix D) for suggestions on ways to develop an accredited service-learning course at your school. You should also look into the possibility for students to receive academic credit for the summer work itself.

**It is important to provide a formal structure in which learning takes place.**

## The setting and format

Help establish the idea that this course is different than a typical class through the setting and format. An informal setting is best—try to reserve a dorm commons room or carpeted classroom where students can feel comfortable and sit in a circle on the floor. The role of the teacher is to facilitate discussion, not to lecture. Encourage student input on format and content of the class. The class can last anywhere from eight to twelve weeks, with each session lasting an hour and a half to two hours. Use the time well, so you cover all the material, yet keep it interesting. Keep the “business” part of the meeting limited to the first twenty or thirty minutes to discuss housing, fundraising, and intern placements. If there are any non-interns taking the class, they can come afterwards and be spared the administrative details. The speaker or film will take the next half hour to an hour of class time, and at least the last half hour should be reserved for discussion.

## The content and syllabus

The classes should contain a mixture of films, speakers, readings, discussions, and group activities. Some places to look for materials include: the bibliography in Appendix D, farmworker organizations in your area that may have suggestions, and recent newspaper and magazine articles (clip year-round and file!). Try to combine factual, policy-oriented materials and more interesting stories of individual farmworkers or families. If you have too many reading assignments, people won't keep up. Think about what you yourself would want to know. Keep a list of all the articles, books and films that aren't required and give the interns a recommended reading list at the end of the syllabus. You may want to alternate speakers and films each week, but be sure to have a few weeks that are “open” so the group can have good rap sessions. The coordinators should always complete all the reading and have a list of questions prepared to spark discussion. Or, have students take responsibility for certain weeks and lead the discussions. Reserve a week half-way through to evaluate how things are going and what changes need to be made.

## Volunteer work

If students are not already involved in some sort of weekly volunteer work in the local community, provide opportunities for them to become involved. You may want to make it a requirement for the course. This is one way to give them an idea of what the summer will be like. They may want to work in an area that will be good practice for the summer, such as tutoring if they are going to be working in a school program. Provide a variety of specific options: tutor at a local elementary school, teach ESL (English as a Second Language) at a community college, or do fundraising for an organizing project. If you live close enough to a farmworker community, why not go ahead and set up opportunities with agencies there?

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*The house course introduced me to all the opportunities available for my internship and then through group discussion and reflection papers helped me to formulate expectations for the summer.—*  
Intern 1991

## Written assignments

One of the best ways to start the reflection process is to ask students, at the very beginning of the class, to write a brief essay exploring their reasons for choosing to spend the summer working with farmworkers. Ask them to share their expectations and anxieties. Then require that they keep a weekly journal of their reactions to speakers, films, readings, or their volunteer experiences. Another option is to assign short, bi-weekly reaction papers. In either case, make sure these are collected regularly so students will keep up with them. You may want to photocopy an especially interesting essay or journal entry by each student and distribute them to the others in the class, with or without names attached, and with the permission of the authors, of course. These beginning essays are also great for interns to look back on when they have completed the internship.

## Speakers

Try to have a wide variety of speakers with different perspectives and opinions. Make sure to ask the speakers to discuss a specific issue such as immigration, health, or child care, as opposed to the general topic of "migrant farmworkers." Otherwise they will all start to sound the same after a while. Call them well ahead of time to find out what they have planned and to let them know what your expectations are. The following list provides some suggestions for speakers:

- farmworkers
- legal services attorneys or paralegals
- community organizers
- health care providers
- ESL teachers
- teachers who work with migrant children
- farmers
- students who have done the internship or have had similar experiences
- someone in state government who works on agricultural or labor issues
- a member of an advocacy group

Be sure to write thank-you letters to the speakers. If your budget allows, provide a small honorarium or pay for their travel costs. Or, you may want to take them to dinner before or after the class.

## Other Ideas for the class

Be creative! Try to keep the class as interesting as possible and as useful as possible for the soon-to-be interns. Some suggestions:

- role play situations you might encounter in the summer (for example, one student is the health intern, and the other is the worker who comes into the clinic after being sprayed with pesticides)
- group projects (for example, split the class into small groups and ask them to develop a plan for the ideal migrant education program)
- Spanish lessons or small practice groups (hire a farmworker to teach?)
- workshops on teaching ESL
- workshops on child care
- field trips to the agencies, a farm, a packing shed, or a processing plant (to better understand how the food gets from the fields to your table)
- group lunches or dinners

## Group-building activities

**The group is an important support structure for the summer.**

From the start of the class you should encourage people to get to know one another and feel comfortable as a group. The group is an important support structure for the summer, and part of the learning experience is dealing with group dynamics. For the first couple of classes, start with some “name-games” or “ice-breakers.” These are tried and true methods of building group cohesiveness and remembering everyone’s name. There are whole books full of games like this listed in Appendix D. The following suggestions will give you an idea of how they work:

- The Tennis Ball Name Game: Everyone stands in a circle and says his or her name. Then one person starts out by throwing a tennis ball to someone else as he or she calls the name of the person it’s headed to. That person catches it and throws it to another person, saying the new person’s name. Gradually add a second and third ball to the circle. Play until everyone seems to know each other’s names, or everyone is bored, whichever comes first. Bean bags and oranges may be substituted.
- Adjective Annie: Sit in a circle, and everyone says his or her name preceded by an adjective of the same letter. The next person says the first person’s adjective and name, and then adds his or her own, and so on and so on. Ex: Crazy Cathy, Wonderful Wanda, Marvelous Mike, etc.
- The Interview: Pair off with someone you don’t know, and interview your partner for five minutes. Then come back and introduce each other to the group. Try to find out something really unique or interesting about the person.

# 4 Fundraising

## Determine the costs

The answer to this question will depend on several factors: the number of students participating, the cost of housing for the summer, and how many “in-kind” contributions you find for the resources you need. You will need to have a budget, which will be difficult the first year but not impossible. The following is a sample budget:

### Office Expenses:

Phone	\$300
Mail	\$200
Xerox	\$200
Publicity	\$300

### Intern Stipends

10 students at \$1200	\$12,000
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### Housing

10 Students at \$500	\$ 5,000
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### Group Emergency Fund

\$500

### Miscellaneous

(seminar support, sponsor reception, etc.)	\$500
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\$19,000

These figures may seem high, but remember it is possible to run a program on much less money, and it is possible to successfully fundraise all that you need. It has been done!

## Develop a fundraising plan

Creativity and persistence are key words. The sooner you start thinking and acting on the funding front, the greater your chances are for success. There are several ways to approach fundraising. One is for the coordinators to try to raise the whole amount through grants from corporations or foundations. Another is to ask the interns

**Creativity and persistence are key words.**

themselves to pay their own way. A third approach, which has worked well for the Duke interns, is to divide the fundraising responsibility between the individuals who are participating and the group as a whole. For example, the interns take responsibility for raising their own stipends, and then everyone works together to raise the administrative, housing, emergency fund and miscellaneous expenses. The group money could also be used for stipends, if enough is raised. If individual efforts are more successful, students could pay for housing out of what they have raised. Set reasonable, achievable goals, but set them high enough so that there is a strong incentive to keep pushing.

### **Individual fundraising**

It is definitely possible for each student to raise the \$1200 stipend. In fact, students often are able to raise more than this amount. The stipend covers food, transportation (students will be driving many miles in this project), and other living expenses. In addition, many students will need to be able to contribute something to the costs of school in the fall. Some students will need more than \$1200, some will need less. This is simply an estimated figure, and you will need to set a target for your interns, either as a group or individually.

The primary reason students are asked to raise their own stipends is that the non-profit agencies where they will be interning are simply unable to afford to pay them. There are, however, several real benefits to individual fundraising:

- It forces students to articulate their motivations and goals for the project early in the process.
- It provides opportunities to educate others about the farmworker situation.
- It brings a commitment to the project by a wider community.
- It encourages students by giving them substantial responsibility.
- It builds students' self-confidence.
- It deepens students' own commitment to the summer experience.

There are several drawbacks. Some students do not have connections to individuals or groups who might sponsor them, and despite great efforts some students will not reach their goal. These students should still be able to participate in the project, and it is possible to make this happen. You might create a special scholarship fund for students who demonstrate financial need. Also, you could try to get matching funds. For example, the university, a foundation, or a corporation would agree to match the money raised by the student, up to a certain amount. For example, the maximum might be \$600, if a student raised \$600 or more.

Prepare a fundraising packet for the interns, which includes suggestions of where and how to start and some sample letters. (Please see the sample packet in Appendix B). After the recruitment meeting in November, hold another meeting for potential interns to discuss fundraising in more depth. Be upbeat and encouraging, and brainstorm with them about potential places to ask for support.

**Work with each student to develop an individual fundraising plan.**

You may want to work with each student to develop an individual fundraising plan, based on his or her particular contacts and needs. Students can start over winter break with phone calls and personal meetings, and then follow up with letters from school in the spring. In January, have a session to see how everyone is doing, and another in March or April.

Students should be encouraged to approach as many people as possible in their hometown, such as friends, family, local businesses, churches, and civic clubs. Some students originally express discomfort at the thought of asking friends, family or their church members for money. One way of looking at it is that these people often donate to charity in some way or another during the year. Now, instead of sending a check to an organization and not knowing how it is used, they can give more directly to those in need by supporting your summer work. Plus, you have something to offer them in return—a written and/or verbal report of all that you accomplish and learn over the summer.

Another option is for students to research scholarships that are available for this type of summer service-learning internship program. Some students may be eligible for work-study money. Also, try to work out an arrangement with the financial aid office to waive or lessen requirements for those students who need to bring back a certain amount of money for tuition in the fall.

Donations can be made to the student directly, or checks can be made out to the program so the donor can count it as a tax-deduction. Be sure to check with your university's gifts and development office if you wish to obtain tax-deductible donations.

**There are a million  
and one ways to try  
to raise money.**

### **Group fundraising**

The money raised through group fundraising efforts is used for the costs of running the program—photocopies, a telephone, mail, advertising—and for housing. There are a million and one ways to try to raise money—see some of the resource manuals published by COOL for more suggestions. Here are some ideas to start with:

- See if there is money available from your state or local government.
- Ask corporations or small businesses in your community.
- Apply for grants from private foundations.
- Find out what money may be available at your university (or if your school can provide free housing for students, office space, a phone, etc.) The following are potential sources of support:
  - student union/student government
  - the president or other administrators may have discretionary funds
  - the campus chapel/chaplain's office—maybe a special collection could be taken for your group
  - campus organizations such as fraternities, sororities, and dorms
  - faculty, staff and community members
  - alumni

- Hold a campus wide canvass (a door-to-door solicitation campaign). If there are 5,000 students at your school and only half of them gave \$5 each, you would have \$12,500—not bad!
- Show movies, hold a concert, or a talent show.
- Have a carwash, raffle, walk/jog/rock/etc-a-thon.
- Have a “build-a-thon” where students get sponsors for four hours of building with Habitat for Humanity—a great way to be of service and raise money at the same time.
- Ask the sponsoring agencies for a small contribution—some may have money budgeted for interns.

**Two special notes:**

- ☛ For some of these activities, you'll need to ask permission, especially for a student canvass and a mailing to alumni. Be sure to find the right authorities, such as the development or alumni office, and get their permission in writing.
- ☛ Remember to write thank-you letters to those who donate money or help in some other way with fundraising.

# 5 Housing

Finding housing for the interns can be one of the most difficult parts of organizing a summer internship project. It's hard, especially in rural areas, to find someone who is willing to rent to college students and/or to rent for just three months. It's best for the group to all live together in one house or apartment building or dorm, but sometimes this will not be possible. Living together insures that the interns will be in frequent contact with one another and will be able to provide support for each other.

## **Start your housing search early**

Begin looking as soon as you know the general area in which you will be working. You may have to move the internships if you can't find housing! You'll want something that is safe, relatively comfortable, and inexpensive. Try to be as close as possible to all the organizations where the students will be working. Here are some suggestions to start you in your search:

- Ask the sponsoring agencies for leads (maybe staff would be willing to house an intern or two if a group house is not located).
- Call colleges in the area (your own if it's close enough!) to see if they have housing.
- Call realtors.
- Put ads in the local newspapers.
- Write a letter to the community in the local paper, explaining your mission and needs.
- Contact churches to see if they have a suitable space.

Even if someone doesn't have housing for you, be sure to ask for other suggestions of where to look.

## **Check out your options**

Once you have located several potential options, the intern coordinators (and interns themselves, if possible) should go look them over. Never accept anything without seeing it first! Make sure the costs are clearly defined. How much per month? Are utilities included? Draw up a lease, show it to your university counsel, and have both the homeowner and intern coordinators sign it. Make sure that the housing providers understand what the internship program is all about, and that the interns

understand all the rules and regulations stipulated by the housing provider.

Another idea is to live with a farmworker family for all or part of the summer. This would probably have to wait until the internship program was a few years old, when program coordinators would have more contacts. It might work best just to have students spend two weeks with a family at the beginning (or end) of the summer. It would be especially helpful for those interns who want to learn Spanish to get such an intensive introduction at the start of the summer. Be sure to pay the families—they are offering a service, and you would be paying rent anyway. Even if they politely refuse, find some way to return the hospitality by buying groceries or some other gesture.

At the end of the summer, make sure everything in the group house or apartment is spotlessly clean, and write a thank-you letter from the whole group. You want to be invited back next year!



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*re to see things  
ple don't get to  
people most  
get to meet.—*

# 6 Recruitment

Now that you have the basics of the program decided, you need to recruit students to participate. Don't worry if every detail isn't finalized—the new interns can help with all that! In fact, it's doubtful that you will have housing determined or all the group money raised by the time you need to find participants.

## Determine the best time to recruit

November is a good time to start your recruiting efforts. This is early enough so students can talk to their parents over Thanksgiving and start fundraising. It allows them time for serious thought before committing to the class and the internship. You can try to recruit earlier, but many students aren't even thinking about the following summer in September or October.

## Publicize the recruitment meetings

First, set two dates and times for recruitment meetings, on different days of the week, so more people will be able to attend. Reserve a centrally located room that is large enough to hold forty to fifty people (Be optimistic!). Hold an awareness event, open to the campus and the community, a week or two before the meetings to draw attention to the issue and to announce the formation of the internship project and the dates of the recruitment meetings. In all your publicity, have a name and number to contact for further information, in case someone is unable to attend either meeting. You may want to design a logo or catchy slogan so people will become familiar with your project. Some ideas of how and where to publicize:

- Post flyers all over campus.
- Hang a large banner (spray paint on an old bedsheet works well) in a prominent spot on campus.
- Run newspaper ads.
- Spread the news by word of mouth.
- Get spots on campus radio/tv stations.
- Convince the school newspaper to write an article about this exciting new project a few weeks before the meeting.
- Post notices at job-placement or internship offices.
- Make presentations to:
  - campus religious groups
  - sororities/fraternities

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*I've always wanted to do something with my life that's a response to what I see as a real problem. That's the reason I did two internships, because I wanted to see who I am in the world and what I can do with my life..—Intern 1990*

- other dorms/living groups
- community service groups
- cultural groups such as the black student alliance or Latino student group
- classes—especially education, sociology, Spanish, history, law, or health policy.

Before you make presentations, approach the professor, president or group leader to explain the project and ask permission to speak to the class or group. You should practice what you will say in front of a few friends to gain confidence. When you do the presentations, send around a sheet to get names and numbers of interested students. Call to remind them of the meeting a few days in advance.

Be sure to be broad in your recruitment efforts and reach out to the many different populations at your school. A mix of different ages and backgrounds is highly desirable. The diversity of the students will add to their own experience during the summer and bring different perspectives to the project. In addition, a diverse group will have more to offer the farmworker community. Overall, diversity can only strengthen your project.

### **At the recruitment meetings**

Be well-organized and be enthusiastic. You want to convey the sense that this is a service project, a learning experience, and a fun thing to do for the summer! Keep these things in mind when planning your meeting:

- Have a written agenda—and stick to it.
- Dress nicely—you'll be taken more seriously.
- Serve refreshments.
- Show the "Into the Fields" video, or another short video about farmworkers.
- Have written material on the project (such as a brochure) with a description of each internship site.
- Enlist former interns to come and answer questions and meet with small groups after the meeting.
- Get everyone's name, address and phone number, and ask how they heard about the project.
- Distribute application forms with a due date.
- Announce the date for the follow-up fundraising meeting.
- Be as clear and informative as possible.

Introduce yourself and the goals of the project. Outline all the details: the required class, the kinds of work the interns will be doing at the various sites, the fundraising component, the group housing, and the dates of the internship. If there are requirements for participation, let students know. In some areas, students will need to have a car or team up with someone with a car to get to work and to do outreach to isolated migrant labor camps. Some internship sites may require that

students speak some Spanish. While you don't want to discourage interested people, you want to be honest and up-front about what the internship involves.

**FOLLOW-UP CALLS ARE CRUCIAL!** The coordinators should be in touch with everyone who came to the recruitment meeting and should meet with each one individually if possible. This will be helpful if it becomes necessary to select the group from a large number of interested applicants.

### **Selection of Interns**

You'll need to decide how you will select the interns. It can be a simple process, where anyone who wants to go (and can raise the money) gets to participate. On the other hand, you may have fifty interested students and only spaces for ten or fifteen because of internship placements or housing. In that case, you'll have to make some decisions. In either case, you should have students fill out an application. It can be a simple form with their name, address, phone, year, major, interests/hobbies, reasons for wanting to participate, and current choice of site placement. If you'll be choosing between applicants, you'll probably want to know more: What skills can they offer? What experience do they have? You could also take people on a first-come first-served basis or through a lottery or a priority system giving upperclass people first choice. Chances are that you won't have these problems when you begin your program. People tend to self-select for such a challenging commitment! (Please see Appendix B for two sample application forms.)



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*I want opportunities to meet people with whom something is going to happen because they are who they are and I am who I am, not just because they are migrants and I am here with the Duke group to do whatever internship it is.*  
-Intern 1991



# 7 The Summer Itself

## **The spring semester before**

Basically, all you need to know and do has been outlined in the previous chapters: the preparatory class starts, you work on fundraising, you look for housing, you finalize intern placements with the various sponsors, etc. The timeline in Appendix B should help keep you on schedule.

You need to look into the issue of liability before the summer starts. The department or program you are working with at your university may want the student interns to sign a waiver, basically stating that the students will not hold the university liable for accidents that occur during the summer. Please see the sample form in Appendix B, but **be sure to have your university counsel approve the final form** of what you ask your interns to sign.

## **Choose an on-site coordinator**

There should be someone who lives with the interns who takes on the responsibility of group coordinator. This person might be one of the people who coordinated the project during the school year. It could be a faculty member who decides to live with the group for the summer or an intern who wants to take on the extra responsibility. The role of the coordinator should be: 1) to keep in touch with all the sponsors and interns to make sure the internships are running smoothly, 2) to put together the weekly meetings/seminar and be responsible for other special events, and 3) to be the contact person for housing arrangements.

## **Organize a pre-internship retreat**

A great way to kick off the summer is to have a retreat for all the interns. This is a time for some serious group bonding before the internship begins. If the internship is scheduled to begin on a Monday, hold the retreat Saturday and Sunday. You may want to have it at the place where you'll be living for the summer, or it might be more fun to go away to a new place (especially if you end up living on your own campus). See if anyone has a house you can use. Or, check to see if state parks or

county parks have a suitable place, such as a group camping area or shelter. During the semester, break the interns up into small groups, each responsible for planning a part of the weekend—meals, games, group discussions, movies, etc.

### **Have a day of orientation**

Although each agency should plan an orientation for the interns who will be working there, it helps to go around to visit each site with the whole group. That way you get a better sense of where everyone and everything is. The coordinator should have good maps of the area for everyone, which you can probably get from your state Department of Transportation. You'll need them to find migrant labor camps! Point out any places of interest—the laundromat, the tobacco warehouse, the best place to get ice-cream, and the local hang-outs.

### **Throw an intern-sponsor reception**

At the end of the orientation day, or later in the summer, have a party for all the interns and the staff of the organizations where they work. This is a great chance for everyone to get to meet each other and have fun.

### **Hold weekly meetings/seminars for group reflection**

It is important to reserve some time each week when the group can come together to share their experiences, accomplishments and frustrations. Often interns get caught up in their individual work and lose track of what everyone else is doing. Bringing the group together allows everyone a chance to reflect about the summer and compare what they are seeing and doing with other students. This time is important to help interns analyze and process their experiences. Problems or frustrations can often be worked through with the help of the group.

The session can take different forms: a group dinner and meeting, a more formal seminar led by a faculty member, a discussion of a weekly reading or the events of the week, a presentation by a speaker or the showing of a video. However, you want to have time for each student to contribute to the discussion, and also for the group to have fun.

It is also important for students to have time alone to reflect individually on their summer experiences. Students should keep journals of their activities as well as their thoughts about all they are doing and seeing.

### **Some other ideas for the summer**

The summer is what you make of it! In addition to structured internships at particular agencies, you may want to add some additional optional activities, or even create an alternative summer experience. Here are some other suggestions for ways to involve student interns in the farmworker community. Don't let this list limit you or prevent you from more ambitious or creative plans:

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*The intern experience was far more personally challenging than I expected it to be. I had not realized in how many ways I was needing to learn.—*  
Intern 1991

- Arrange with one or two local farmers to have the students work in their fields for a few days or a week (if they last that long). They could be paired up with a farmworker, who would get part (or all) of the student's earnings.
- Invite faculty or administrators from your school to spend a day or a week of the summer at your project in order to raise their awareness and increase their support.
- Work part-time at the agencies and spend the remaining time with specific camps or families.
- Set up your own summer program for kids—in the camps, at a church, or at your university.
- Have students pair up into tutoring teams, and spend several evenings a week working one-on-one with kids or adults in the camps.
- Have an English-speaking student pair up with an Spanish or Creole-speaking farmworker to teach one another their native languages.
- Work with farmworkers to organize a weekend recreation program at a church, school, or health clinic with activities for adults and children. Be sure to provide food and transportation.
- Work with farmworkers to organize an all-day farmworker festival—games, music, dancing, a pot-luck supper.

Also check out the Program Profiles in Appendix C to see what students at other schools are doing.

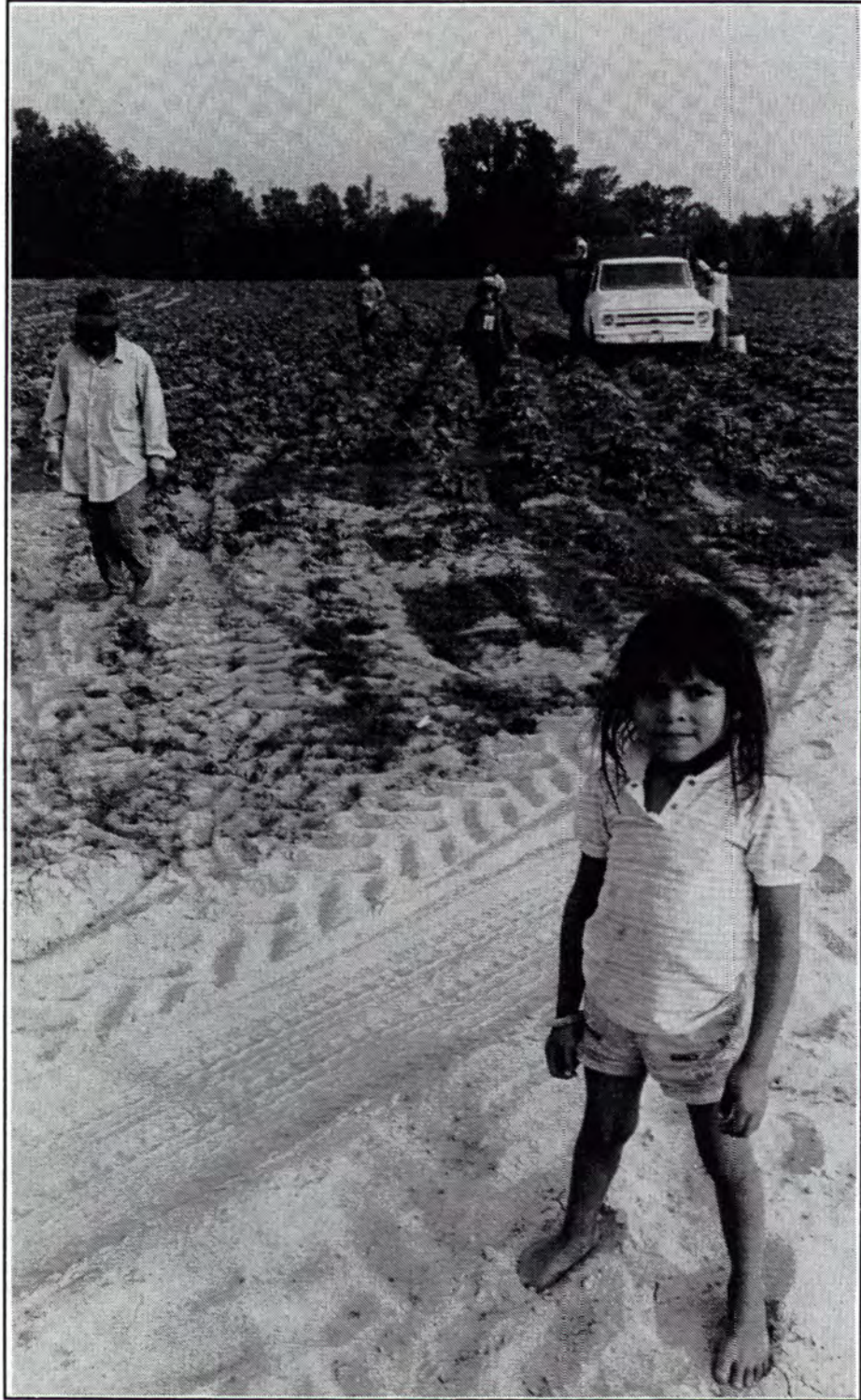



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*College volunteers add a spirit and adventure no other group can give. They bring in new ideas as well as enthusiasm to the classroom.—Teacher, Johnston County Public Schools*

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*It was frustrating to see a six-year-old go out into the fields to work instead of going to class.—Intern 1990*



# 8 After the Fact

## Send thank-yous and evaluations to all the interns and sponsors

The week before the internships end, the coordinator should hand out evaluation forms to all of the interns to get their feedback on the organization of the whole internship from the class through the end of the summer, as well as more personal reflections about their summer. Try to get these back before the interns leave. If not, you'll have to keep trying to follow-up in the fall.

The week after the internship, send a thank you letter and an evaluation form (with a self-addressed stamped envelope) to each of the mentors at the sponsoring agencies. If you haven't heard from them in two weeks, follow-up with a phone call. (You want to make sure it didn't get lost in the mail.) See the sample evaluation forms in Appendix B. These evaluations are critical to improving the program for future generations of interns as well as for the sponsoring organizations and the farm-worker community.

## Create opportunities for reflection, discussion, and further action

You may want to have several small group discussion sessions in the first few weeks of the following semester to help ease the transition from the intense summer experience to being back in the normal routine of school. People may need to work through some of their feelings from the summer. It might even help to use facilitators who were not part of the internship, to have a new face to stimulate thought and discussion.

You might hold a day-long or weekend-long retreat for interns when they get back to campus. Try to get everyone together during the first three weeks of school. Take a Saturday or Sunday and go to a nearby lake or park. Ask people to bring photos from the summer or any stories or essays they want to share with the group. Break up into small groups for discussion. Some possible topics are listed below.

- How did the summer influence my future career plans?
- How did the summer influence my political beliefs?
- Did the summer change my relationships with my own family or friends?
- Where do we go from here?
- How can we still be involved while being full-time students?
- How can we continue and improve this project for future interns?

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*I feel like I have learned so much through the internship, and it is only the beginning.*

*Through this experience, I have found much greater courage to help others.*

–Intern 1991

The retreat will hopefully be a chance for people to talk over some of their ideas for further action.

### **Help insure the continuity of the project**

All too frequently, new student initiatives don't last more than a year or two. The students who begin them graduate, and no one else is interested in keeping them going, or students are unable to obtain the necessary funding. In order to avoid this problem start thinking early on about who is going to continue the work you have begun.

You can create a long-term structure through an advisory board or steering committee for the project that will include students but also people who will be around longer, such as faculty and administrators at the university and staff members from community organizations. This could be an outgrowth of the core group you brought together to start the project. The purpose of this group is to offer advice and expertise, talk about the project, and help make contacts for fundraising. This group, even if it's not officially incorporated as a board, should meet each semester to help give general direction to the organization.

In addition, you may want to have a coordinating committee made up of students who have done the internship and students who are preparing for them. This way, during each academic year there would be members who have done the project already. Each member could take on one main area of responsibility: housing, fundraising, the class, relations with the sponsors, and group activities.

Don't forget to create a filing system and save all memos, notes, letters, evaluations, names of contacts, and any other relevant information for the new leaders of the project!

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*This is the kind of learning that's never going to happen on a campus. This is the kind of learning where you say, "Get in the situation and act." There's not too much thinking about it—there's just enough. Because there's only that thinking that allows you to act.—Intern 1990*



# 9 Beyond the Summer Internships

## Create year-round activities

There are lots of ways other than a summer internship that college students can become involved in the lives of migrant farmworkers and their families. It may even make more sense for schools in the downstream or homebase states, such as Florida or Texas, to begin a program during the academic year when the majority of farmworkers are in their state. In many states, both up- and downstream, there is a farmworker population present all year long who may be unemployed or temporarily employed in another industry. There are usually many needs to be met during this off-season. Refer to the chapters on recruitment, fundraising, and site development when planning year-round programs. Be sure to read the program profiles in Appendix C. Some ideas for year-long projects are outlined below:

- Organize a tutoring program for migrant children in the schools or camps.
- Organize a big sibling program, matching college students with younger migrant students.
- Create an adult literacy project, and provide learners with the choice of what language they would like to learn literacy skills in.
- Send volunteers to the health clinic or legal service programs.
- Set up field trips for migrant children—maybe high school students could spend a weekend with students at your college.
- Hold education/ awareness events on your campus or in the community—have speakers come or show films about farmworkers.
- Hold a food or clothing drive.
- Help farmworkers who are trying to organize a group of their own—you can make phone calls, provide transportation, or hold fundraisers.
- Begin an advocacy campaign on one or more issues—write letters to members of Congress, write editorials in the newspapers, have information tables on your campus, hold hearings or speak at them.
- Monitor the activities of the government agencies responsible for enforcing farmworker laws, such as housing inspections or field sanitation.
- Help farmworkers organize a festival or a farmworker appreciation week.
- Write articles about your work for the school magazine or newspaper.
- Hang a photo exhibit from college interns' work.
- Hang an art or photo exhibit from migrant students' work.
- Publish a documentary work including art, photographs, oral interviews and essays done by migrant students and college students together.

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*Lately, the college students from Duke have been coming here, and they're really interesting to talk to and get to know. You sort of have an idea of what it's like to go to college, and you give yourself more goals to shoot for.—*  
Student, Johnston Co. Public Schools Migrant Education Program

- Plan a spring or fall break trip to work with farmworkers in another area. For help, contact *Break Away: The Alternative Break Connection* (see Appendix E).
- Work with your university's medical or law school to send their students out to the camps or to set up a mobile clinic.
- Provide semester or year-long internship opportunities.
- Work on "action research" projects for farmworker agencies—find out what projects they haven't had time to do but would be useful. For example, a study of agricultural land ownership in the area, or a study of pesticide use. Some students may be able to receive independent study credit for performing this useful research.

### Help build a network

Please inform the office of Student Action with Farmworkers what you have created at your campus or if you find out about other university's efforts. We want to keep track of where and how student involvement with farmworkers is growing and improving. Your project will be part of a network of student activity across the country.

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*I learned from the volunteers, and I think they learned from us. Everything can sound good on paper, but nothing beats HANDS-ON experience. Migrant children need a lot of love, encouragement, self-building activities, and some success-oriented motivating work. They need hugs and people who really care about helping them become the best that they can be.—Teacher, Johnston County Public Schools*



# 10 Problems and Possibilities

While summer internship projects and year-long volunteer efforts have many benefits, there are also some potential questions and difficulties that students should be aware of.

## The limits of volunteerism

A service-learning internship project such as the one outlined in this manual can provide just what it describes: service to people in need and learning for college students. The recent increase in volunteerism in our society, by students and others, is a positive change. Citizen involvement is important in maintaining a strong democracy and a healthy society. But volunteerism does not in itself solve the problems it aims to address, and should not be seen as a substitute for the provision of paid professional human services or long-term strategies that focus on the root causes of the deep inequalities and injustices present in our society.

Students should think deeply about their role as volunteers and what the limitations of that role are. What can volunteers realistically accomplish? What needs remain unmet? How can these needs be better met? What is the responsibility of the government in solving the many social and economic problems this nation faces? What should be the role of the private sector? How can these various parties work together more effectively?

Other questions will no doubt arise as students become involved in the lives of farmworkers. How does the way we define certain terms such as "aid-recipient" and "aid-giver" affect the provision of services to those in need? Should college students be working in migrant head start programs—or should migrant farmworkers themselves staff these centers? Why aren't farmworkers or former farmworkers doing outreach from the health clinic to migrant camps? Why don't older migrant students tutor younger children? Why don't we focus on people's strengths instead of emphasizing the labels of "the needy," "recipients," or "clients"? Why aren't there more farmworkers on the governing boards of the service agencies and programs designed to benefit them?

Students may also question the value of the whole structure of government services and look to alternative solutions such as the empowerment of farmworkers themselves to improve their situations. How can farmworkers join together in organizations of their own, which they create, build, run, and define to determine their own needs and the means to meet them? What factors stand in the way of the creation of a strong movement among farmworkers? How can students most effectively support those farmworkers who are organizing?



These questions have no easy answers, and are only a few of the many tough issues student volunteers will encounter. However, it is important to consider just what can and cannot be accomplished by a student community service project, and what other solutions need to be developed.

### **The “problem with college kids”**

While many staff members of agencies that work with farmworkers will welcome your interest and desire to help, others may be wary of student involvement. Perhaps they have been disappointed in the past by students who failed to fulfil a commitment they made. Or perhaps the staff feels that they put a great deal of time into training and supervising interns and do not get as much out of it. Some agencies are worried that colleges students who may make waves in the community will be long gone when the repercussions come back to the service agencies. You should be aware of the potential for distrust and strive to prove you are sincere, committed, and sensitive to these issues.

Much more than service agency personnel, the residents of the community you are entering may be very resistant to your efforts. Obviously, each community will be different, and it is difficult to generalize. However, the farmworker population in a county often is hidden for a reason. You may find that local residents would just as soon not know about them or hear about them. Migrants are the “other.” These attitudes may be based on ignorance, fear, or racism. This is not to say that all residents of a rural community are mean-spirited. In fact, many honestly do not know that farmworkers are living in their backyards and would be willing to help

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*People are so distanced from it, it's amazing. That's something I remember about myself before I did this internship. It's in our backyard, it's in our front yard. And we don't even see it.—Intern 1991*

if they did know. It's just that most people live in their own worlds, are busy with their own lives, and do not take time to find out about problems or try to make changes. The permanent residents may resent "outside agitators"—such as student volunteers—coming in to "tell them how to run things." Farmers complain that students just "don't know how things work around here." This may be true. Students may not be well-informed about the difficulties of agriculture which hurt both farmers and farmworkers. But "the way things run" can also mean KKK meetings and deep-set expressions of prejudice—things students should not have to remain quiet about.

This manual cannot give answers to the problems and tensions that may arise between a group of inquisitive, active college student "outsiders" and the long-term residents of a community. Students are coming in as guests—of the farmworkers, the year-round community, and the organizations that work with farmworkers. These various players already have some sort of relationship with each other, one that may be precarious, difficult, and susceptible to damage when students begin to speak their minds.

For example, the health clinic may need the cooperation of grower X and crewleader Y in order to provide health care to the workers living in their labor camp. A student interning at the clinic finds out that the crew leader is abusing or cheating the workers in some way. She calls in the police and the media and raises a fuss in order to help bring justice to the farmworkers. However, this action damages the trust between the clinic and the grower, and the grower or crew leader will no longer bring workers into the clinic when they need health care. A broader underlying question is illustrated by the above example: How does one balance the need to speak out against injustice and the need to work within the community and within existing structures?

Another problem with college students is that most of their schedules and lives are unpredictable and changing. Most go home for the summer or on breaks, and they all eventually graduate. Most are not there for the long-term, and this situation can be problematic in developing relationships with people, especially children. Be careful of what expectations you set up. You are there to tutor this child only for the summer, or the semester or the year. In some ways, migrant children know a lot about unreliability and change because of the constant mobility of their own lifestyles. In some cases, they are likely to leave before the college students. On the other hand, migrant children may face more disappointments and let-downs than other children. Be sure to keep your side of any commitments.

#### Two general reminders for students

- ☞ You are there to learn from agency staff and farmworkers, and you do not have all the answers.
- ☞ Finish what you start and don't promise things you are unable to provide or do.

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*It's a very awkward situation to know you're coming to a place for just ten weeks. We came as students—we wanted to learn. But we also came as helpers—we wanted to help in whatever way we could. But it's hard if you're just there for ten weeks and you know you're going to leave.—Intern 1990*

## Common frustrations felt by interns

While agencies, farmworkers and local communities may find fault with students, students themselves may at times find fault with the internship. The experience is bound to have some frustrations and failures as well as successes and rewards, and students should be prepared for both.

One frequent frustration felt by interns is that nothing is changing! Students frequently say to themselves: "Here we are working all these long hours and people are still not getting paid what they should, kids are still working in the fields instead of going to school, and young children are still left home alone because their parents cannot find child care." Students come with a proper idealism. After all, someone's got to believe that things can get better! One of the hard lessons of the internship is how slow and incremental positive change is in our society.

On the other hand, often students *are* making a real difference, but one that is not always visible, widespread, or long-term. They are providing transportation so a family can apply for food stamps. They are translating papers so a worker can bring his family into this country. They are providing better care for young children by giving extra attention and love in an overcrowded day-care center. They are helping migrant teenagers learn about college and think about more options for their own lives. These are no small contributions, and students should be proud of what they can accomplish in a summer. At the same time they should realize that it will be a long time before the overall conditions for farmworkers improve.

Cultural barriers can be another frustration. The farmworker population in this country is made up of people from many different backgrounds, from many different countries, speaking several different languages. This can clearly be a positive factor, in that students will be greatly enriched by learning about cultures different from their own. However, misunderstandings may also arise, from literal misinterpretations between speakers of different languages to different cultural understandings of what is or is not acceptable behavior.

### So why do it?

These observations are not meant to stop students from becoming involved, but to let students know what some of the potential obstacles may be. With adequate preparation and good communication among all parties, these problems can be avoided. In addition, discussion and reflection on the part of interns can help ease many of these frustrations.

There is a potential for great things to happen when college students become involved with a community of farmworkers. Students can indeed provide important human resources when they assist in the work of farmworker service, advocacy, or organizing groups. At the same time, they are learning from this work and their relationships with farmworkers and their families. People who don't ordinarily interact will begin to understand each other better, and together work toward

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*Students can learn an enormous amount about the country they live in, about the communities that are not so very far away from where they are getting an education. They can learn this way. Otherwise, they won't learn at all.—Dr. Robert Coles*

changing the unjust conditions that many farmworkers face. New friendships will be formed. Hopefully, this manual will help you shape a project that is a fun, worthwhile experience for all involved.

### **GO FOR IT!**

**Now that you have some tools and ideas to proceed, go ahead and do it! You already have all the talent, energy and capability to make it happen. Good luck, and let us know what you create. If you have suggestions for how this manual can be improved, please tell us.**



# **Appendix A**

## **Personal Essays**

**Brenda Kurz**

**Jennifer Schradie**

**Eric Jones**



## Brenda Kurz, Duke 1978

*In 1978, Brenda decided to continue and expand the original migrant project at Duke which had begun in the summer of 1976. She is now a psychiatric social worker at a clinic for low-income children in Durham, North Carolina.*

I first became involved with migrant farmworkers as a teenager. I grew up in the Connecticut River Valley in Western Massachusetts and, like many other kids, picked local crops to earn money. Tobacco was the real big money-maker there. Teens from "the Valley," West Virginia and Florida worked side by side with men from Puerto Rico in the fields and the barns. The out-of-state teens and the men lived in university dorms and had their earnings monitored and managed by the various crew leaders. I was fortunate enough to live at home and did not have someone withhold money from my paycheck.

As a local I did not experience the prejudice the other workers faced. Locals were at the top of the tobacco farm social hierarchy. I was often told to stay away from the Puerto Rican men because there was no telling what things they might do to me. But instead I would talk and joke with these men while we worked. The fear people had of them made little sense to me.

After three summers in the fields, I was old enough to get other jobs, and soon I went off to college. At Duke, I learned that Bruce Payne and Dr. Robert Coles had set up a project that enabled Duke students to work with migrant and seasonal farmworkers in North Carolina. I wanted to know how the experience of North Carolina's farmworkers compared with that of the workers I knew in Western Massachusetts. I decided to get involved and continued to work with migrants for the next three years, devoting each summer and much of the academic year to the project.

In the summer of 1978 I spent many hours simply driving around the state, visiting the various agencies that worked with migrant and seasonal farmworkers, and spending time at the migrant health clinics. During the intervening year I identified the North Carolina Student Rural Health Coalition as a group that might be interested in working with migrant farmworkers. Together we began to develop a larger scale project.

Our goal for the summer of 1979 was to more rigorously assess the needs of migrant farmworkers—particularly those needs that a group of well-intentioned undergraduate, graduate, and medical students could meet. Various projects pertaining to health, nutrition, and legal rights were carefully planned, and a group of energetic and committed students dedicated themselves to the project. Unfortunately, much-promised funding for the interns' living expenses fell through. I had to

tell my crew of idealists that I would not be able to pay them. I expected all of them to leave, but every single person remained. Some got jobs at McDonalds. Others used their savings. We did live quite meagerly indeed and became experts on the many variations of the peanut butter sandwich. I have never felt more proud of a group of people.

That summer, we developed the idea of conducting preliminary medical screenings for farmworkers at their labor camps, since many had no transportation or access to health care. This project utilized the medical students from Duke and the University of North Carolina at Chapel Hill. Psychology and law students were also recruited for legal and educational efforts. By the next summer our numbers grew to fifteen and we set about the business of trying to be effective volunteers in the unwieldy and complicated systems imposed on farmworkers. Despite the obstacles, we were quite successful, screening over 500 farmworkers for health problems and informing many of their legal rights.

After many months of service, I passed the project on to the next generation of idealists, and I went on to graduate school, finishing my masters in clinical social work and doctorate in epidemiology. My experience with migrant farmworkers influenced my decision to combine these two seemingly disparate degrees. My work with migrants clearly indicated that socio-economic problems, and even health problems, cannot be adequately addressed in either solely a clinical or solely a research manner. Both are necessary. The clinical work keeps you "honest." People you treat will always tell you what the problems are, if you have an open mind and listen to what they are saying. Once you have listened, then you can pursue the indicated and appropriate research.

After graduate school I did a little migrating of my own and joined the Peace Corps in Zaire as a public health volunteer. My migrant work prepared me well for this experience. I was ready and able to adapt to a lifestyle that was very foreign to me. Now, I am back in the United State, working as a clinical social worker and researcher in a clinic that serves low-income children and their families. Again, my experience with migrant farmworkers has prepared me for my work in yet another complicated system, difficult to navigate.

The culmination of my experience is anger and questing for solutions. Throughout my years of working with migrants, I saw no real change. Indeed, Edward R. Murrow's 1960 documentary, "Harvest of Shame," looked no different to me than the scenes I witnessed many years later. In my present work I also see little change. I help some children and their families some of the time, but it is not enough. In addition, there is an extreme contrast between my life and the lives of the people I've seen in the migrant camps or the lives which I hear about every day in my office. For this reason, I am now seeking work that will be preventative rather than reactive in nature. For me, the migrant project was a fundamentally profound experience which forced me to acknowledge this discrepancy and seek out solutions to the injustices I saw.

## Jennifer Schradie, Duke 1989

*Jennifer participated in the Duke Interns in Conscience Program at the Florida site in the summer of 1987.*

The spring of 1987, I participated in a pre-internship class that introduced me and a group of other Duke students to the lives of farmworkers. At that time, I was also writing a research paper on the 1986 Immigration Reform and Control Act (IRCA) for a political science course. When I arrived in Florida that summer, these intellectual endeavors were ripped from my brain down to my soul as I saw the impact of this federal law. Yes, many undocumented farmworkers were "legalized," but at an enormous price. Application fees were \$400 for a family! In addition, many farmworkers decided not to travel northward up the migrant stream and sacrificed a season's wages so they could stay in Florida to track down the paperwork that they needed to get a shot at avoiding the oppression of being undocumented.

As I was slowly learning, even IRCA and other farmworker legislation that is passed through Congress or state legislatures (over the protests of agribusiness) is rarely enforced and hardly ever improves the rights of farmworkers. In this instance, it also produced waves of discrimination for anyone who looked foreign, since another part of this legislation mandated that employers hire U.S. citizens or documented workers. In other words, without a groundswell of empowered and organized farmworkers who would themselves enforce any legislation or contracts they would continue to be exploited.

That summer in Florida I researched the electoral system in Belle Glade. Belle Glade is a small town of African-Americans, Mexicans, Mexican-Americans, Haitians and Anglos. The town is basically controlled by a "good ol' boy" white power structure, with questionable election results—often by two or three votes. I was trying to determine the impact of IRCA to see if there would be an increase in the number of people of color who could vote in the next election, and in general to determine the chances of more black political power.

In the midst of this research, both the Miami Herald and the Palm Beach Post printed articles on the Duke interns, disappointingly but not surprisingly anointing us White Knights to help these poor people. In one of the articles, I was quoted as saying that Belle Glade politics were very conservative. That same day, the white mayor called me in for a meeting. I took the sound advice of an attorney and brought a fellow student in with me.

The mayor tried to tell us how liberal he was, since he was a Democrat. He really thought that I would throw away my views of him and his administration when he

told me, "You know, I don't support Reagan." I could barely keep from laughing.

I asked him why he opposed accepting the thousands of dollars that the county was donating to the town to construct and fund an AIDS hospice. When I was living in Belle Glade, it had the highest AIDS incidence rate in the country, especially among farmworkers. AIDS victims had to travel at least an hour to get to the nearest hospital for care. Trying to appeal to me as a college student, he said "How would you feel when you went away to college if you had to say that you were from Belle Glade, where there is a big neon sign that says "AIDS" ? You wouldn't be able to make any friends. I don't want my son to go through that. Would you? That's what would happen if we built that thing here."

On my own, I discovered a dynamic grassroots organization called B.O.S.S.—Blacks On the Serious Side. Comprised mostly of farmworkers, they are organizing to force the town's elected officials to be accountable to the people of color of Belle Glade. While I was there, I helped out with grantwriting to hire full-time staff. I was delighted to discover that as of September of 1991 this organization is thriving. BOSS recently led the community's fight to prevent the town board from building a school between a dump and a prison. Since almost all of the white students attend private schools the majority white town board had no interest in this issue until forced to respond by the members of BOSS.

Because of my experience in Florida that summer, I continued to grapple with the most effective way to bring justice to farmworkers and end the oppressive conditions that they faced. I knew that legislation wasn't the answer and that food, health and housing programs were helpful but failed to address the underlying conditions that perpetuated poverty. On the larger scale, these programs were mere crumbs thrown to farmworkers while they still labored in the fields.

The following school year, I worked with a local organization called Triangle Friends of the United Farm Workers which supports farmworkers who are organizing for better conditions. I organized a group of professors and concerned administrators to petition the Duke University Food Services to support the UFW grape boycott. This boycott was called to stop the use of toxic and deadly pesticides used on grapes and to force grape growers to bargain with the UFW in good faith. We were successful in this effort the following year.

The next summer I worked with FLOC (Farm Labor Organizing Committee) in Ohio as an intern. I learned how farmworkers who organize and come together to fight for justice can succeed. Members of FLOC have won contracts to increase their wages and general working conditions. It's a slow battle, but I was able to witness an extraordinary FLOC constitutional convention when hundreds of farmworkers came together to make decisions about how their organization is going to continue to fight for their self-determination and justice.

Through these experiences working with farmworkers, I have decided to continue to support oppressed and exploited people who are organizing for better conditions and a decent life. I learned through these experiences that only the people themselves know what they need and what a powerful force they can be when organized to realize those needs.

## Eric Jones, Duke 1992

*In the summer of 1991, Eric interned at the Tri-County Community Health Center in Newton Grove, North Carolina where he worked as an outreach intern and helped to organize a weekend recreation program for farmworkers.*

### "The Power of the People"

I wanted to cry as I looked at the boy facing me. His skin was burned from the waist up, his face like a tattered brown cloth. He was my age, Hispanic, and he sat on a bed in the corner of the room with his back erect. His brother held his outstretched hand and wrapped gauze around the arm. The flies in the room settled on the boy's cheeks and eyelids, seeming to know that he had no way of swatting them. Though the window fan spun its hectic rhythm behind him, the air remained static. I turned off my brain, determined not to ponder the causes, nor the consequences, of the scene.

Still, I wanted to cry.

It was my first visit to one of the camps where the migrant farmworkers of Sampson County, NC passed their summer nights. My "guide" on this day was David Thomas, an outreach worker for the East Coast Migrant Health Project. I remained quiet while David spoke in Spanish to the brother, a small man save for his thick forearms, whose long hair hung from the back of his Desert Storm camouflage cap. The brother described what had happened: The car the boy had been driving broke down in South Carolina; when he opened the radiator cap, boiling water spurted over his torso and face. He went to the nearest hospital but he couldn't stay because he had no health insurance, the brother said.

I saw the boy a few times in the following weeks at the Clinic where I worked with the Substance Abuse Prevention and Health Outreach staffs. I would sit down next to him, and though I could not speak enough Spanish to have an extended conversation with him, I could tell by his ready smile that he recognized me. Over the course of his visits, I saw his face lose its charred texture, turning pinkish, then regaining its original tan color. In this boy, I witnessed first-hand the healing power within human beings. The vision repeated itself throughout the summer. Many times I would encounter people in pain—pain caused by physical malaise or by psychological frustration and uncertainty. But tears never again threatened my eyes. Instead, the promise of recuperation—and the hope for regeneration—filled my spirit.

On that same day late in May when I first met this boy, David and I stopped at a gas station to greet a Hispanic woman holding a boy of three or four on her hip.

Divots of scab lined the child's forearms and blisters checkered his face. He too was a burn victim. He smiled as David offered him a small box of raisins, and he giggled as he tried to shake hands with David, who would pull it away as the boy reached for it. The woman's six year-old daughter also joined the laughter. She had been hit by a car the previous summer. She lifted her shirt and pulled back her hair to show us the scars. They seemed not to remind her of the horror. They were more like a birthmark, a forgotten part of her being that represented no stories and required no explanations. As David worked the children into raisin-chewing giddiness and their mother beamed, it occurred to me that these children healed the wounds in this woman's life, wounds caused by unending travel and poverty.

My classmates and I tried to prepare ourselves for this kind of lesson during the past semester at Duke. Always, we had stressed the importance of getting to know migrant farmworkers as people. So many times when we sit down to eat fruits and vegetables, we forget the men and women who get them from the fields to our tables. And if we do stop to think for a moment, the first images that come to mind are bent backs in the searing sun or crowded vans with Florida license plates.

Now, I think of the people of the fields as I never could have in May: *As people who love and laugh; who teach and learn.*

*One of these people is Melvin Haines.* The black American crew leader of a Johnston County migrant camp, Melvin struck me as misanthropic and fatalistic when I first met him. Once a woman there was saying she would like to return to school and improve her math skills. "Sheeit," Melvin said, "You can't teach an old dog new tricks." Another time Melvin lounged his 6'6" hang-bellied frame on the hood of his car while I played catch with a couple of the men. "Sheeit," he observed, "Where'd y'all learn to throw like a girl?" And when I came with the bus to transport the camp's interested workers to the Clinic's first Sunday afternoon Recreation Program, Melvin took me aside. He had a soft, almost dreamy voice for such a huge guy. But he had wide eyes the luster of cue balls that always looked straight past me and made me feel like someone was about to jump me from behind. "I'm not knocking you for trying to do this," he said. "But you're wasting your time. All them are a bunch of drunks."

Ten people got on the bus. And they kept getting on each Sunday.

Weeks later, the bus broke down on its way to Melvin's to pick up folks for a trip to see the Fayetteville baseball team. I ran into the camp and asked for help. Melvin had one of his workers drive me back to the Clinic. Half an hour later, I returned with a van, and with many thanks for Melvin. "Anytime," he said, flinging his cigarette down and looking at it in the grass. "I'm glad to do anything I can. I wish I could go along."

I brought back a team picture from the game that night for Melvin. Later in the week I handed out snapshots from the trip for those who went along and Melvin asked me to open the trunk of my car. He and some others filled my trunk with watermelons and cantaloupes they'd picked that day. "Anytime," Melvin said, watching me through the kitchen's screen door. "I'm glad to do anything I can."

*One of these people is Larry Winters.* Larry spent the summer on the Haines camp, a place where (not unlike other camps) nothing except a flickering television set

broke up the long periods of boredom, where the only constant was the day-to-day unpredictability of having work. A tall, muscular man with sideburns flecking silver, Larry showed everyone his ability on the Clinic's basketball court. And his ability to poke fun at himself. At the Recreation Program, he had a domineering presence when he ran the offense and when he partook of the picnic fare. "If I quit smoking," Larry would say, "I'll blow up to 300 pounds." He would grin through a mouthful of cake or cole slaw when I said, "And let's hope you don't, we'd all starve."

Larry volunteered to write a thank you letter to the local Grange (a social organization for farmers) which paid for our trip to the baseball game. He gave language to the emotions I feel in looking back upon the summer, in remembering the part a person like me could play in his life and that of others:

*.... We all enjoyed the game as well as the trip. We are very happy to know that there is people who care, and look upon us as people also. It's people like you that give us hope and motivation to strive for a better way in life. Tri County Community Health Center (the staff) is a group of fun loving and true caring people. They have made it possible for many camps to come together. We are happy to be a part of the Farmers In Prevention Planting the seed for a Drug free harvest. We will work hard to add Haines people that really want to have a drug free life. Life was boreing here before they started this program. Now we all have something to look forward to doing, as well as meeting new people. . . .*

*One of these people is Besula "Betty" Green. Born in Tahiti the daughter of a woman who did laundry at a U.S. military base there, she ran off with one of the soldiers when she was eleven. Now, nearly forty years later, her eyesight is failing, and she and I spent several days feeling our way through the social service system to get her a pair of glasses. She told me in her staccato, off-cadence voice about the countries she and her husband had visited. "Japan was my favorite," she said. "It was beautiful." But after his death five years ago, Betty entered the migrant stream. In the camp she lives with a Jamaican man named Royan. She gives him lessons on how to read and write in English when they have a day off from the fields. Royan married an American woman 25 years his elder many years ago in hopes of gaining citizenship. "It didn't work," Betty told me. "He's trying to get his divorce now. Royan and her never lived together or even had any children together."*

On my last day in the area, I went to tell Betty her glasses would be ready early in the next week. She stopped me as I got up to leave her room and said, "Royan's divorce came through last week. We're married finally." She smiled, showing her gold front tooth with the crescent moon shape cut out. "Well, you may now kiss the groom!" I said. Blushing, she walked to where Royan sat by the window, and kissed him on the temple.

*One of these people is Emilia Guerrero. On August 10, she turned eleven years old on the camp where she and her family live near Benson, NC. The second half of the summer, I spent nearly every evening at the camp learning Spanish, playing with Emilia and her four sisters, and dancing to Mexican pop music after nightfall. I*

became close enough with the family to earn the honor of sharing their meals and the nickname "*el Payaso*"—the Clown.

Emilia would cover her face in embarrassment whenever I or her sisters chimed, "*feliz cumpleaños*" on her birthday. But her palms couldn't hide her smile and it infected us all. One of her sisters taped a sign on the door of the family's room that said in English: "Emilia Guerrero THIS IS YOUR DAY August 10, 1980." It had the look of a workbook cut-out she'd picked up in one of the many schools the child of a migrant family attends in her travels. I brought eleven balloons with me that day and plopped them down on her head, "Uno dos tres. . ." and she covered her face, eyes shining through the cracks between her fingers. In the afternoon, Emilia, her father, and I went to buy a cake and bottles of orange soda for the celebration. Upon our return to the camp, the family set up a table normally used for sun-drying chili peppers and covered it with a bed sheet. Emilia blew out the candles on the cake in two tries and I asked if she'd made a wish. "No, but I make one now," Emilia said, closing her eyes for a moment.

It being Saturday, several of the men on the camp were drunk, and I worried that they would ruin her party. One old Mexican thrust out his fists and barked incomprehensibly while we sang "Happy Birthday". But no one in the family paid attention to him, except for when Emilia put a piece of cake in front of him on the table. And he turned out to be quite entertaining when we finished eating and all got in a circle, punching a beach ball across the dirt to one other. The drunk man insisted on standing in the circle. But when the ball came near him, it would hit him in the head or, if he saw it coming, bounce out of the path of his flailing arms. The children would laugh to the point of falling down, as if they too were drunk. And Emilia would race after the ball, shrieking with delight, not bothering to cover her face. There were no photographs taken of her blowing out the candles, no wrapped gifts, and the rest of the people on the camp seemed to ignore the scene as they sipped their malt liquor. But it didn't matter to Emilia. After all, this was her day.

I felt like everyday of this summer was my day. I have never before seen so vividly the way faith and hope work. All of these people have become my friends. And I've absorbed their lesson: That human beings cure the deepest of wounds in the course of everyday life, using what we all have—our smiles, our laughter, our dreams.

So as I think back to how so many of these people have touched me, again my eyes want to cry. But the tears come from my understanding of the healing power—not the capacity for suffering—I've witnessed.

# **Appendix B**

## **Program Materials**

**Timeline**

**Survey**

**Syllabus**

**Brochure**

**Applications**

**Fundraising packet**

**Fundraising letter**

**Waiver of liability**

**Intern evaluation form**

**Sponsor evaluation form**



## Timeline

### July, August and September

initiation of the project

### September

develop sites  
core group development  
locate needed resources  
write up plan of action

### October

write/submit grant proposals  
develop brochure/info. sheet  
develop individual fundraising  
packets  
plan the class  
advertise recruitment meeting  
hold awareness events  
begin housing search

### November

hold recruitment meetings  
follow-up calls and meetings  
fundraising meeting  
plan class

### December

individual fundraising begins  
application process/selection of  
interns  
set-up volunteer activities for the  
spring semester

### January

class begins  
plan group fundraising events

### February

interns meet sponsors  
field trip

### March

hold group fundraising event  
final site selection  
field trip

### April

plan retreat  
class ends  
finalize housing agreement  
interns sign waivers

### May

intern retreat  
orientation  
intern-sponsor reception

### June/ July

internship  
seminar/weekly meetings

### August/ September

send thanks and evaluations to  
interns and sponsors  
retreat for returning interns

## Survey

*(This survey is meant to give you an idea of the kinds of questions to ask potential sponsors. The spaces for responses have been eliminated.)*

Name and Title \_\_\_\_\_  
Organization \_\_\_\_\_  
Mission/Goals \_\_\_\_\_

1) Do you currently have, or have you had in the past, college students working with your organization?  yes  no (if no, please skip to # 12)  
For how many years?

2) What is the time frame for their involvement? How many students?  
(Please  all that apply)

- summer interns \_\_\_\_\_
- semester-long interns \_\_\_\_\_
- year-long interns \_\_\_\_\_
- weekly volunteers \_\_\_\_\_ hours per week \_\_\_\_\_
- special times  spring break \_\_\_\_\_
  - fall break \_\_\_\_\_
  - Jan. term \_\_\_\_\_
  - other \_\_\_\_\_

3) What have been their responsibilities within your organization?

4) From what colleges/universities have the students come?

5) How have you recruited interns/volunteers? (please  all that apply)

- advertise at local colleges
- advertise in local papers
- individual students have contacted us
- word of mouth
- through churches/religious groups
- other \_\_\_\_\_
- continuing relationship with a specific campus group  
name of organization, school and contact person:

6) What kind of financial support have you been able to offer interns?

- stipend
- room
- board
- work-related travel (mileage)
- we are unable to provide such support

7) What kind of orientation or training do you provide for your student interns/volunteer?

8) What kind of effect have students had on your organization and the work it does?

9) How could students be better utilized within your organization to meet the needs of farmworkers and their families?

10) What are the primary benefits of having student volunteers/interns?

11) What problems or drawbacks are involved with having student volunteers? How could these be overcome?

12) Would your organization or its affiliates be interested in involving more college students in the work you do with farmworkers?

In what capacity?

How many?

When are they most needed?

What skills are needed?

What kind of time commitment? (full-time in summer, all-year, once a week?)

What support (financial or other) would or might be available to them?

13) What other ways, outside of your organization, could college students most effectively work with migrant farmworkers and their families?

14) What do the farmworkers that you work with identify as their most pressing concerns? (number in order of importance, if possible)

- |   |  |
|---|--|
| <input type="checkbox"/> immigration status         | <input type="checkbox"/> living conditions     |
| <input type="checkbox"/> learning English           | <input type="checkbox"/> discrimination        |
| <input type="checkbox"/> day care                   | <input type="checkbox"/> job training          |
| <input type="checkbox"/> wages                      | <input type="checkbox"/> education             |
| <input type="checkbox"/> working conditions         | <input type="checkbox"/> access to health care |
| <input type="checkbox"/> access to legal assistance | <input type="checkbox"/> worker safety issues  |
| <input type="checkbox"/> transportation             | <input type="checkbox"/> nutrition             |
| <input type="checkbox"/> other (describe)           |  |

15) Do farmworkers or former farmworkers have a role in the planning or operation of your organization? If yes, please describe.

## Syllabus

*(This is a sample of a half-credit course at Duke)*

### Migrant Farmworkers in North Carolina

#### Description and Goals of the Course:

This course seeks to enhance students' understanding of the lives of the migrant farmworkers and their families who plant, tend and harvest crops each year in North Carolina. We will examine the following topics as they relate to farmworkers: health care, legal issues, education, working and living conditions and labor organization.

The course is geared toward, but not restricted to, those students who will participate in the Migrant Farmworker Summer Internships sponsored by the Center for Documentary Studies at Duke University. For this reason the course will highlight the various documentary approaches taken to explore and announce the situation of farmworkers.

The course will consist of twelve weekly two-hour sessions, with possible optional activities, speakers and/or films. Students will be required to keep a weekly journal which will be collected twice during the semester. Students may elect to write two 4-5 page critical reaction papers if they prefer not to hand in their journals. Students will be graded on attendance at class meetings, participation in class discussions and evaluation of the two written assignments.

January 17

#### Introduction

Film: "Harvest of Shame" CBS, 1960

January 24

**Who Are the Migrant Farmworkers?**, a discussion of the composition of the farmworker population and the experience of farmworkers in North Carolina during the past two decades.

Speaker: Thom Myers, Director of Telamon Corporation, an organization which assists migrant workers in "settling out" of the migrant stream.

Readings: "Migrant Farmworkers in the East Coast Stream" published by North Carolina Primary Health Care Association.

"Bent, But Not Broken: What a reporter found among America's migrants," by Michael Satchell, *Parade Magazine*, Oct. 10, 1982.

Video: "Season of Suffering" WTVD-11, 1980.

January 31

**Legal Rights of Farmworkers**

Speaker: Mary Lee Hall, Attorney with Farmworkers Legal Services

Readings: Sections on North Carolina and Federal Farmworker Protective Laws from Farmworker Protective Laws: A Guide for Farmworkers in the US and Puerto Rico, edited by Brian Craddock, 1988.

"N.C. Farmers want foreign field hands," by Matthew Davis, Wilmington Morning Star, Monday April 9, 1990.

Video on Perkins Reserve: "H-2 Worker" by Stephanie Black.

February 7

**Occupational Hazards: Pesticides and Field Sanitation**

Speakers: Caroline Arvani-Cordona, Farmworkers Legal Services

Gustavo Salidas, Director of the Worker Safety and Health Program, Farmworkers Legal Services

Video: "The Wrath of Grapes" United Farm Workers.

Readings: "N.C. Hearing Brings Debate On Further Pesticide Rules," Durham Morning Herald Sat. March 27, 1982.

"Farmhands' leaders cite high rate of poisonings" by Joan Oleck, Raleigh News and Observer May 28, 1982.

"The Health Effects of Agricultural Production," by Molly Joel Coye, Journal of Public Health Policy, Sept. 1985.

February 14

**Early Childhood Migrant Education: Existing Programs**

Speakers: Maria Horan, Recruiter for the East Coast Migrant Head Start Program

Rogelio Espinoza, Chairperson of the Parents' Committee for East Coast Migrant Head Start in Smithfield, NC.

Readings: "Uprooted Children," Chapter 3 from Volume II of Children of Crisis by Robert Coles.

February 19

**Migrant Women and Children**

Speaker: Dr. Robert Coles

Readings: "Living on the Road," from Women of Crisis by Robert and Jane Hallowell Coles.

February 28

**Migrant Education: Federal and State Programs**

Speaker: Sarah Carroll

Readings: "Significant Factors in the Migrant Experience" by Billie Davis, in The Ripe Harvest: Educating Migrant Children.

"Migrant Education in North Carolina 1988-89" published by NC Dept. of Public Instruction.

March 7

**Migrant Health Issues and Existing Programs**

Speaker: Jay Zimmerman, UNC School of Public Health

Readings: Information from Tri-County Community Health Center.

"An Overview of The Growth and Development of the U.S. Migrant Health Program" by Helen J. Johnston in Migration Today

"Health Problems Among Migrants" by E.L. Matta, Jr., in The Ripe Harvest: Educating Migrant Children.

\*\*\*\*\* First Written Assignment Due \*\*\*\*\*

\*\*\*\*\* Deadline for Choosing Summer Worksite \*\*\*\*\*

March 21

**Mental Health and Psychological Assessment**

Speaker: Dr. Janis Kupersmidt, UNC Department of Psychology

Reading: "The Lives of Migrant Farmers" by Robert Coles, M.D American Journal of Psychiatry, Vol. 122, Sept. 1965.

March 28

**Housing and Living Conditions**

Speaker: Amy Trestler, Episcopal Farmworkers Ministry

Readings: "History of North Carolina Council of Churches Farmworker Housing Development, 1980-1986."

"Church council buys land as site for worker housing," Raleigh News and Observer, August 27, 1986.

"Migrant Housing is Controversial," Hendersonville Newspaper (unknown date)

April 4

**Modern Slavery?**

Speaker: Carolyn Corrie, author of a thesis on North Carolina's farmworker slavery trials.

Film: "Plantation Legislature"

Readings: "Drugs and Debt: Shackles of Migrant Worker" by Peter T. Kilborn, NY Times, Oct. 31, 1989.

"Farmer is Charged with Enslaving Mexicans," NY Times, April 29, 1990.

Crime of Involuntary Servitude, General Assembly of North Carolina House Bill 864, Session 1983.

Optional coursepack reading: "Food and Justice," January 1990 published by the United Farm Workers.

April 11

**Farmworker Labor Organizing and Organizing Community Support**

Speakers: Jen Schradie, North Carolina Student Rural Health Coalition

Joan Preiss, Triangle Friends of United Farm Workers  
Readings: Selected materials from United Farm Workers and the Farm Labor Organizing Committee.

"Collective Bargaining Agreement between Farm Labor Organizing Committee and Vlastic Foods, Inc. and Growers Under Contract to Vlastic Foods, Inc." March 15, 1986 to December 31, 1989.

"Raising the Rights of Farmworkers Up to Those of All Other Laborers," by Jennifer A. Schradie, October 16, 1987, Duke Journal of Politics Spring 1988.

\*\*\*\*\* Second Written Assignment Due \*\*\*\*\*

April 18

**Course Conclusion**

Speaker: Dr. Robert Coles

Readings: Student reflections

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Course Requirements:

Students will be graded on attendance at class meetings, participation in class discussions and evaluation of two written assignments.

Students will keep a weekly journal to record the evolution of their thoughts. To complete the two required written assignments students may **either** turn in their journals **or** write a 5 page critical reaction paper on one or more of the topics covered in class.

Optional and **encouraged** class activities include . . .

opportunities to learn and practice Spanish speaking skills,  
the Project WILD ropes course,  
community work, volunteer tutoring of Hispanic students

Required readings will be available in coursepak form. The following is a list of other recommended readings: (*Please see the bibliography for examples.*)

## BROCHURE

*(This is a sample from the Duke program)*

### **An Invitation and A Challenge**

This summer Duke students will have the opportunity to make a difference in the lives of migrant farmworker children and families living in Eastern North Carolina, and to change their own lives by learning from the experience of people living in extremely difficult circumstances.

In recent years, an estimated 40,000 migrant farmworkers have come to North Carolina during the growing season to swell the ranks of the nearly 140,000 seasonal farmworkers who live in the state year-round. These people work in a state notoriously hostile towards labor, in an industry traditionally non-unionized and hazardous.

Migrant families are forced into marginal lifestyles cut off from political, economic, and social institutions. On the road eight to ten months of the year and constantly moving from farm to farm and state to state, the children of migrant farmworkers are often unable to participate in regular school programs. As a result, these children remain among the most poorly educated in the country. Ultimately, when these children enter adulthood, they find that their lack of education leaves them with little opportunity to choose a life for themselves or their children other than the one that they have known as migrant workers.

The goals for interns in this ten week summer project, sponsored by Duke University's *Center for Documentary Studies*, are three-fold:

- To help improve the lives of migrant farmworker children and families through education, health care and legal services.
- To document migrant farmworkers' lives in order to raise awareness of the conditions in which they live.
- To learn about situations of powerlessness and to find out what role we can play in changing them.

### **A Mutual Education**

This program began last year with a focus on migrant farmworker children's education. While the project is still very concerned with the problems of migrant education, the experience of the first group of interns taught us that a child's "education" is much more than the time that she or he spends in school. We cannot begin to think about the problems of migrant education without understanding the difficulties that migrant families face—problems of inadequate health care and housing, subminimum wages, language barriers and more.

The coming summer's interns will be able to work at one of five agencies, each educating the intern about a different aspect of migrant farmworker experience, each serving a particular need.

The East Coast Migrant Head Start Project was initiated in 1974 to provide continuity of pre-school services to the children of migrant farmworkers. The recipients are pre-schoolers, toddlers and infants, sometimes as young as two weeks of age. Without this program, most of these children would be in the fields with their parents. Interns at Head Start will be classroom aides and outreach workers.

NC Migrant Education is administered through North Carolina's public schools. The aim of this summer elementary school program is to provide supplementary education for migrant children, who encounter many interruptions in their schooling. Interns in the public schools will be teachers' aides and special subject teachers (P.E., Art, Music, Computers).

Tri-County Migrant Health Center serves the health needs of the farmworker population. Farmworkers face the special health hazards of repetitive motion disorder, poor nutrition and exposure to pesticides. Interns at Tri-County will be involved in outreach, health screenings, health education and prenatal care.

Farmworkers Legal Services addresses the legal needs of farmworkers in cases involving immigration legislation, working conditions, housing and other issues. Interns with FLS will be involved in legal education and outreach.

Episcopal Farmworkers Ministry operates a bus service to the Tri-County Health Center. EFM sponsors classes in English as a Second Language and will be organizing a community center and a daycare facility in Newton Grove, NC.

Because 80% of migrant farmworkers in North Carolina are Hispanic, some Spanish speaking ability is strongly recommended for people who intend to do outreach work.

Working through these different organizations, interns will provide invaluable service to migrant farmworkers. And, through the effort to understand the lives of others, interns inevitably will come to a different understanding of their own lives.

### **A House Course**

(... only a springboard)

During the spring semester, interns will participate in a house course in order to examine some of the issues that they will encounter in eastern North Carolina. Interns will meet and talk with people who work in each of the participating agencies.

### **An Important Word About Fundraising**

Because the organizations sponsoring students cannot afford to pay them, and because part of the philosophy of the internships is to give students substantial responsibility, interns will raise their own summer stipend, usually set at \$1200.

Don't be put off. Students in this and other similar internships have raised money successfully for many summers. They are happy to pass on the methods they have used. Fundraising is a way for interns to include more people in their summer efforts and an invitation to educate their sponsors about their experience when they are through.

## Sample Application Forms

This background information will be kept on file at the Migrant Farmworker Internship Program office.

Please fill out and return by the end of the meeting.

Name:

Mailing Address:

Campus Address:

Phone:

Year(Class):

Major(s):

Special interests or hobbies:

Past experience within or outside your community:

Are you interested in any particular internship site(s)? If so, what are they and why do they interest you?

How did you hear about this program?

Anything else you want to tell us?

Thank you!

*(These are some examples of questions you could include on a more involved application. Reprinted with permission from Alternative Spring Break at Vanderbilt University. Spaces for answers have been eliminated.)*

Please check your first four choices in number of preference. (1,2,3,4)

Nashville	Washington, D.C.
Rose's Creek, TN	Minneapolis, MN
Glen Jean, WV	McClellanville, SC
Monterrey, Mexico	South Dakota
Indiantown, FL	Marks, MS
Immokalee, FL	Atlanta, GA

Please be complete in your responses and feel free to use the back. We hope you take some time to reflect on the questions before answering them. There are no correct answers, so just be honest and tell us what you think.

1) What good do you hope to accomplish in one week? What qualities and/or skills do you possess that would help you accomplish this?

2) A group of your close friends are planning a Spring Break trip to an exotic and far away island. They really want you to join them and ask you to explain why you want to participate in ASB, instead. Give your response.

3) While helping clean up an area in a poor community by picking up pieces of glass and rusty debris, a poor stranger, possibly homeless, asks you for your gloves. You are currently wearing them and they are protecting your hands from both the cold and the trash you are picking up. How would you react? Discuss why.

4) What do you think the overall goals of Alternative Spring Break should be?

5) During spring break, you live and work with a small family. The father, you notice, is never home; his absence is not mentioned by the mother. At dinner, with the mother present, her child asks you, "Is your daddy in jail, too?" How do you respond?

6) While working at your ASB site, you hear another participant make a comment that is clearly racist. How do you react?

## Fundraising Packet

*(This is a sample originally used by the Duke Interns in Conscience Program.)*

To: Folks thinking about migrant farmworker internships for the summer of 1991  
From: The Coordinators  
Re: Fundraising strategies for the holidays

I wanted to put in writing some thoughts about steps you might take over winter break to initiate your fundraising efforts. Ideally, you will contact these people sometime before you get home for break to set up a time to meet with them when you're home over the holidays.

1. First things first. Think of at least 5 people or groups that you will contact the first few days you are home. If you cannot think of at least five, ask your parents or friends for help. If even after that, you can't come up with 5, go with what you can.
2. Before you call, **THINK**. Take some time and think about who you're going to call and what you're going to say. How do you know this person? Do your parents know them? What do you know about them and/or their organization? How will you initially get their trust on the phone? It's absolutely critical that you sound organized and confident on the phone. I would suggest roleplaying the phone calls with your siblings, friends, dog, or someone a few times before you make them.
3. **Remember: The purpose of the phone call is to get a meeting.** If at all possible, you want to avoid making a presentation over the phone. Why? For several reasons. First, it's easier to say no over the phone than it is face to face. Second, it's hard to know if you have their full attention over the phone, and even harder to explain all of the details of your request. Third, it's much harder to be creative on the phone, to explore other options than just yes or no. When you move to ask for a meeting time, always indicate how long you expect the meeting to last (never longer than 45 minutes, probably closer to 30 minutes). These are busy folks and they need to know that you're not going to tie up their entire day.
4. If you have to make the presentation over the phone, do so crisply, confidently, and concisely. Yes, you should rehearse this presentation. Also, you should know beforehand whether you are going to ask for a specific amount (e.g., \$50, \$100, \$1200), or simply tell them that you are trying to raise \$1200 and are asking for whatever they feel is appropriate. See discussion below. **AND**, you should never end a phone presentation, regardless of whether you have received a "yes," "no," or "maybe" before you have asked them for suggestions of who else to call.

5. OK, so now you have a meeting. Now what? The more you can find out about the person you are going to meet with and his/her organization, the better. The crucial decision you need to make before you go in is what concretely you're going to ask for, and what you're going to offer. So how do you decide how much to ask for? Who knows? There are no hard and fast rules, but there are some guidelines. I personally think that asking for a specific amount in the context of the total amount you're trying to raise is best. What do I mean? Something like: "Each intern has to raise \$1200. What I'm asking from organizations like yours is \$X." Such a statement conveys a great deal of information: the total amount you have to raise; that you are not just depending on this organization to raise it; that you want a specific commitment from them. You need to tailor your request to the organization. If you are going to a church that meets in a one room shack and has 50 members total, you probably won't want to ask for all \$1200.

6. "Wait a minute. Just above you said that I had to decide what I was going to offer. What does that mean? I'm not going to give them money, am I?" No. But you can give them other things. For example, you can offer to come speak at a meeting during or after the summer about your experiences. In the appropriate circumstances, you might offer some work in exchange for the contribution. You might have a number of other ideas, but the important point is that you seek to develop a relationship with these folks, and indicate that you are interested in them for more than just money.

7. So now you've made the decision about what to ask for, you've done as much research as you can on the organization and person with whom you will meet, you've reviewed the facts about the summer program. Now what? Roleplay, what else? Develop your presentation and go over it with a forementioned dog, friends, etc. until you are comfortable with it. It's actually better if you don't use your dog; you need your partner to ask you questions so that you can anticipate the questions that others will ask.

8. So now you're ready. Good luck. Remember to be creative. If they can't help you with money, do they have ideas about who might be able to? What would they do if they were you? AGAIN, never leave the meeting without at least asking them who else they would suggest you talk to.

9. One final point: If you're doing cold calls—i.e., calls to organizations with whom you have no contact person—you need to find out who the person(s) is (are) who can make the decision about money. If you don't find this out first, you may waste your time making several presentations only to be told that you have to make yet another one because you haven't yet talked to the person who can make the decision about money.

10. A second final point: As soon as you get your feet wet and begin to get some sense of what works for you, you should develop a personal fundraising plan, complete with target dates, amounts, and expected sources. Developing this plan will force

you to become excruciatingly concrete (if done well) about where you are going to get your funds, and by when.

11. A third final point: Fundraising is hard, but it isn't impossible. Most of all it takes creativity, perseverance, pluck, and a little luck. If you've raised only some of the money by the end of break, don't be discouraged. Obviously, the most important thing is to raise the money, but second to that is having tried. Because you're having difficulty doesn't mean that there is something inherently wrong with you, or that the task is hopeless. Remember, everyone else is almost certainly in the same predicament. Questions before or during break? Call:

## Sample Fundraising Letter

January 1, 1991

Dear Mr. and Mrs. Johnston,

With the end of my junior year fast approaching, I find myself wrestling with the big question: What am I going to do with my life? Although I am still of a changing opinion each day, I have developed considerable interest in the area of education. At this point, a position working with and helping children seems especially attractive to me. During my years at Duke, I have worked with terminally ill children at the Ronald McDonald House in Durham, and more recently tutoring and keeping professors' children after school. Personally, I think another strong incentive for my interest in teaching comes from being the oldest in a family of nine grandchildren! Whatever the reason, these experiences have taught me the importance of a solid education and I have decided to explore teaching more thoroughly this summer. Through the Center for Documentary Studies at Duke, I have found an internship which provides an education for hundreds of children who have previously been denied this opportunity.

This summer, I will work in Eastern North Carolina's terribly important but understaffed educational programs for the children of the migrant farmworkers who come to our state each summer. Migrant families are forced into marginal lifestyles cut off from political, economic and social institutions. On the road eight to ten months of the year and constantly moving from farm to farm and state to state, tens of thousands of migrant children are unable to participate in regular school programs. As a result, these children remain the most poorly educated in the country, frequently finishing school with less than a third or fourth grade education. Ultimately, when these children enter adulthood, they find their poor educations leave them with little opportunity to choose a life for themselves or their children other than the one that they have known as migrant workers.

My goal for this summer is to fight against this continuing cycle. I will be working with the preschool children in the mornings through the East Coast Migrant Head Start Project, and will work in the afternoons with elementary age children through the public schools' N.C. Migrant Education program.

Because the organizations sponsoring students cannot afford to pay them, I am asking for your monetary support. Each participant is required to raise his or her own stipend for the summer, set at \$1,200. This money will cover all housing food, and transportation costs for the 2 1/2 month stay in Johnston County, North Carolina.

Any help would be greatly appreciated, however, a gift from you of \$25.00 would insure my raising the necessary amount. Checks should be mailed directly to me at the Durham address listed above. They should be made out to the Center for Documentary Studies and are tax deductible.

I realize that my internship for the summer will be a challenging one, but I believe it will give me direction which will be useful upon my graduation from college. More importantly, I look forward to providing an opportunity to learn which might not otherwise be available. One of my favorite English professors at Duke has always maintained that many of the problems in our world today have come about because people do not understand one another. I believe one of the keys to understanding one another is education. It is a mutual process. If you have any further questions about the program, I would be happy to answer them for you. I can be reached at the address above. Again, thank you for your time and consideration. I hope this letter finds you and your family well.

Sincerely,

Jane Doe

## Waiver

### Waiver for Students Participating in the Center for Documentary Studies' Migrant Farmworker Internship Project

Name \_\_\_\_\_

I am participating in the Migrant Farmworker Internship Project, and I understand that the program involves working with migrant farmworkers and their families through the following agencies: Tri-County Community Health Center, Farmworkers Legal Services, St. Martin's Children of the Land Migrant Head Start, the Johnston County Public Schools, the First Baptist Church, and La Casa Maria. I will assist the staff in these programs and may make visits to various migrant camps in Johnston, Sampson, Harnett and other neighboring counties. I will be traveling frequently between Buies Creek and Newton Grove, NC.

In consideration of the opportunity given to me to participate in this program to deal directly with migrant families, I recognize that I have undertaken this project voluntarily, and I recognize that it is under my own volition that I will take whatever risks to myself and others that my actions entail. I therefore waive any right or course of action of any kind whatsoever, which may or could accrue from any liabilities, claims, damages or losses stemming from injury to person or property that arise from or in any way relates to my participation in the Migrant Farmworkers Internship Project, against Duke University, its trustees, officers, employees, or agents and against the Center for Documentary Studies, and its directors, officers, employees or agents.

I HAVE CAREFULLY READ THIS WAIVER, FULLY UNDERSTAND ITS CONTENTS, VOLUNTARILY SIGN IT, AND REALIZE IT WILL BIND ME, MY HEIRS, AND MY PERSONAL REPRESENTATIVES.

Date \_\_\_\_\_ Signature \_\_\_\_\_

## Intern Evaluation Form

*(This sample is from the Duke program. Spaces for responses have been eliminated)*

**\*\* Please complete and return to the coordinators on Mon. July 29th at our 6 pm meeting \*\***

Take time to read through all the questions before answering.

Name:

Internship Site(s):

### The House Course

Please write an evaluation of the spring semester house course. Use any form you wish, and use the following questions simply as guidelines for your reflections.

\* In retrospect, how well did the course help you to understand the policy issues involved in your internship?

\* How well did the course help you to understand the personal issues and challenges involved in your internship?

\* What would you absolutely want to preserve about the house course? What would you want to change?

\* What else could be added to improve the class?

### The Summer Internship

What staff member(s) did you work with the most at each agency? What was their position at the agency or title?

Do you feel that your sponsor (the person you worked with most closely) and the agency in general were well-prepared for you and the other interns?

Did the agency have an orientation for interns? Please describe and evaluate.

Please write a brief summary of your role within your sponsoring agency, including any particular projects you developed or coordinated

What days/hours did you work at each agency, for a total of approximately how many hours per week?

Do you feel that you were given (or took on) enough productive work to occupy your time? Explain.

Were you ever asked to do anything you felt uncomfortable with or did not like? Explain.

Did you ever feel that you were being asked to do too much? Explain.

Please write a personal evaluation of your internship experience. Take adequate time to reflect and organize your thoughts. You may use any form you wish. The following questions are offered only as guidelines for your reflections. Use as much space as necessary.

- \* How did the actual experience differ from your initial expectations?
- \* What were some of your successes?
- \* What were some of your frustrations?
- \* What did you learn from your sponsor?
- \* What strengths did you see in the agency you worked with? What weaknesses?

### **The Documentary Component**

Please describe how, if at all, you incorporated documentary work into your internship. What problems did you encounter in relation to documentary work? How could some of these be resolved? Do you feel there is a role for documentary work in an internship such as this?

Do you feel the Center for Documentary Studies offered adequate support for the interns? How could this relationship be improved?

### **Other**

Please evaluate the housing situation. Would you recommend Campbell for next year's interns? Other suggestions?

Please evaluate the "group experience". What are the benefits of living/interacting with other interns? How well do you feel the group functioned as a group? How could this situation be improved?

What was the best part of the internship, overall? The worst?

What are your suggestions for improving the internship program?

## Sponsor Evaluation Form

*(This is a sample from the Duke program. Spaces for responses have been eliminated.)*

Please take some time to read and answer the following questions. Return the completed form to:

Name:

Agency:

Student Intern(s):

**A. We would like you to evaluate the work of the student interns at your agency this summer and to suggest improvements.**

1. Please describe the responsibilities of each Duke student intern within your organization and how well they performed these responsibilities.

2. How would you assess the impact the students have had on your organization?

3. What problems did you encounter with the interns this summer?  
How could these problems have been avoided?

4. In what ways were the interns from Duke most useful to your organization this summer?

4. In what other ways could college student interns contribute to the work at your agency?

5. In general, could you suggest other ways college students can assist migrant farmworker families?

6. How many Duke interns could you use at your agency next summer?

7. Would you prefer interns with a particular background or skills? If so, what?

8. How can interns be better prepared for their work at your agency?

**B. We would also like you to evaluate your own experience with the Center for Documentary Studies Migrant Farmworker Internship Project.**

1. Would any specific information about the project or the Center have better prepared you to assume your role as an internship sponsor?
2. In what ways did your involvement as an internship sponsor benefit you personally or benefit others in your organization
3. Would you like to continue a relationship with this internship program? How can this relationship be improved?

**C. In general, what are your suggestions for improving this internship program?**

Thank you again for your help and participation in this program!

# **Appendix C**

## **Program Profiles**

**California State University at Fresno**

**DePauw University**

**University of Miami**

**State University of New York at Geneseo**

**State University College at Oneonta**

**Vanderbilt University**

## Program Profiles

### California State University at Fresno

Contact: Raul Diaz

University Migrant Services

5150 North Maple

Fresno, CA 93740-0067

209-278-4768

Through a program called **College Ambassadors**, college students who come from migrant or seasonal farmworker families visit junior high and high schools in the community to encourage younger migrant students to continue with their educations. The program began in the fall of 1990, when several students from Fresno's Migrant Student Alliance went to talk to junior high students. Soon other schools requested their time, and they decided to create the College Ambassadors Project: A Bridge to Success, College, the World. The program includes one-on-one presentations, small group discussions, assemblies, conferences, and college tours. The goals of the college ambassadors are to: "help students succeed, make a difference, encourage higher education, reduce the drop-out rate among migrant students, make students aware of their options, motivate future generations, and to let students know we care about the future, the world and the environment." The Ambassadors speak to both parents and their children to tell them about all aspects of college life, encourage them to continue on to college and to address some of their concerns. In 1990-1991, over 500 junior high and high school students were reached by the College Ambassadors.

### DePauw University

Contact: Dr. Fred Lamar

Campus Ministries Center

DePauw University

Greencastle, IN 46135-0037

317-658-4615

DePauw's 4-1-4 academic calendar lends itself to several novel service-learning programs such as the **Winter Term in Mission Program** and the **Voluntary Service Projects** for which students can receive academic credit. Each year, 200 students spend the month of January at eight sites throughout the nation and world, providing service to a wide variety of social welfare agencies. For the past five winters, students have gone to Immokalee, Florida to work with Habitat for Humanity, the Redlands

Christian Migrant Association, The Guadelupe Center, and the Immokalee Child Care Center. The students both live in and work at the Friendship House, a temporary homeless shelter. Students perform a variety of tasks, including helping to prepare for and implement two major events held by Habitat each January (Awareness Day and House Raising Day), working with children, and publicity and grant writing for the various organizations. The goal of the DePauw winter term programs is to enhance the awareness of the students and challenge them to make deeper moral, religious, and social commitments to the world in which they live.

#### **University of Miami**

Contact: Carrie Edmonston

University of Miami Volunteer Services Center

PO Box 249116

Coral Gables, FL 33124

305-284-4483

With help from a grant from Florida's Office for Campus Volunteers, residents from a University of Miami living area created the HOMES (Helping Others to Milestones in Education) program to work with migrant children from a Homestead migrant labor camp and from the after-school program of an organization called Centro Campesino. The program was first started when fifty migrant children were brought to the Apartment Area of the University of Miami on Halloween to trick-or-treat, get their faces painted and play holiday games. The following Easter Apartment Area residents again hosted the children from Centro Campesino. The group has decided to become more involved in the lives of these children. Now after-school tutorials, big siblings programs and homebuilding projects connect students from the Apartment Area with migrant families in Homestead. One of the goals of the project is to "benefit both groups of participants by allowing them to share their diverse backgrounds."

#### **SUNY Geneseo (State University of New York)**

Contact: Anne Salerno

BOCES Geneseo Migrant Center

Holcomb Building 210-211

Geneseo, New York 14454

716-245-5681

Students from SUNY at Geneseo volunteer with farmworkers in a variety of ways through the BOCES Geneseo Migrant Center. Several students each semester participate in for-credit internships, a few interns work in the summer, and other students volunteer for special projects on an occasional basis. Student interns come from a variety of academic departments, while volunteers come through campus-based groups such as fraternities and sororities, the Hunger Task Force, and

Hispanos Unidos. Volunteers and interns have helped with food and clothing drives, organized special events, worked on promotional materials, tutored in the In-Camp Adult Basic Education Program, worked with children and parents in a literacy project, served as members of a health outreach team, and helped to plan and mount exhibits of migrant art and culture.

**State University College at Oneonta and Hartwick College**

Contact: Lorrie Wolverton  
Oneonta Tutorial Program  
Bugbee Hall Room 310  
SUCO  
Oneonta, NY 13820

Students from Oneonta and Hartwick College work with migrant farmworker families through the New York State Tutorial Outreach Program (TOP). The program offers full or half-time internships to students during the fall, spring and summer semesters for which they receive academic credit. Students are involved in a variety of activities, particularly in making weekly home visits to migrant families. They tutor adults and school-age children, teach parenting skills, counsel teens on career education, and work with pre-school children to prepare them for school. Students also serve as liaisons between the families and other human services agencies, as well as counselors, support people and friends. The main goal of the internship is to provide the college students with "an opportunity to learn and practice skills necessary to be an effective helping professional."

**Vanderbilt University**

Contacts: Renee Smith, Brady Brown, William Aaron  
Alternative Spring Break  
PO Box 7065-B  
Nashville, TN 37235  
615-343-7878

Vanderbilt University is a national leader in developing alternative spring break projects in which students spend their mid-semester break working on volunteer projects while living in communities in sites all over the US and in Mexico. Each year, thirty students go to Immokalee and Indiantown, Florida where they work on homebuilding projects, tutoring, grantwriting and immigration assistance. In Indiantown they work with and learn from Guatemalan refugees, many of whom are migrant farmworkers, through an organization called Corn Maya. The **Alternative Spring Break (ASB)** program includes a pre-break orientation and training, a focus on community involvement during the week, and a reorientation period for reflection and local action after the break. The goals of ASB at Vanderbilt are to expose students to different cultures and to provide students for service projects on a local, regional, national, and international level.



# **Appendix D**

## **Bibliography**

**Farmworkers, agriculture, and rural poverty**

**Community service, service-learning, and organizing**

**Resources for organizations**

**Resources for student leaders**

**Group-building, reflection, and role playing**



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### Videos/Films

Videos and films are available from the following organizations. Call them for the latest information about rental fees.

**Triangle Friends of the United Farm Workers (TFUFW).**  
2722 McDowell St., Durham, NC 27705. 919-489-2659.

**United Farm Workers (UFW.)**

Public Action Department, PO Box 62, Keene, CA 93531. 805-822-5571.

**Episcopal Farmworkers Ministry (EFM).**

PO Box 1514, Dunn, NC 28335. 919-567-6917.

**North State Public Video (NSPV).**

PO Box 3398, Durham, NC 27702. 919-682-7153.

**National Migrant Resource Program (NMRP).**

2512 South IH35, Suite 220, Austin, TX 78704. 512-447-0770.

**Penn State University (PSU).**

Audio Visual Services, University Park, PA 16801. 814-865-6314.

**Texas Migrant Interstate Program(TMIP).**

Drawer Y, Pharr, Texas, 78577. 512-787-9994.

"Aspiracion de Una Hija." Depicts a migrant family trying to cope with oftentimes frustrating conflicts of culture and tradition versus today's values and lifestyle. TMIP.

"Canne Amere." ("Bitter Cane") 1983. Haitian-Creole with English subtitles. EFM.

"Day Without Sunshine." 1976. Documentary color film by WPTB Public TV Miami, Fla. about three farmworker families in Florida. TFUFW.

"El Norte" Drama about Central American refugees in Southern California. Available from Festival Films, 2841 Irving Ave South, Minneapolis, MN 55480.

"Farmworkers' Contributions to Agriculture." This 12-minute video depicts the many contributions the migrant farmworker population has made to American agriculture. TMIP.

"Fields of Dignity." This 30-minute documentary provides a brief history of migrant and seasonal farmworkers from the bracero program to the present influx of Mexican aliens. TMIP.

"Fighting for Our Lives." 50-min color film or video. Tells the story of the Teamsters/ UFW struggle in 1973. UFW.

"49 Years in the Land of Plenty." 30-minute documentary on pesticide exposure and health problems among farmworkers with field interviews, actual spraying footage, and testimony from health experts.

- "Grapes of Wrath." John Ford's 1940 film version starring Henry Fonda as Tom Joad. Available from The Classics Collection of Films, Inc. 440 Park Ave. South, New York, NY 10016. 212-889-7910.
- "H-2 Worker." Produced by Stephanie Black, 1989. The story of Jamaican sugar cane workers in Florida brought in under the H-2 A program.
- "Harvest of Shame." Classic CBS Reports 1960 documentary with Edward R. Murrow. PSU.
- "Health for America's Harvesters: The Migrant Health Program." 1989. A 13-minute video which provides an overview of the federal migrant health program. NMHP.
- "Letter to a Georgia Mother." A 60-minute documentary shot during the 1950s tracing the movement of a migrant crew up the East Coast which ends with the formation of a farmworkers union in New Jersey.
- "A Migrant Experience." Provides a student's perspective as he travels with his family and moves from school to school. TMIP.
- "Migrant: An NBC White Paper." 53-min color film by NBC 1970. PSU.
- "New Harvest, Old Shame." NBC Frontline special from April of 1990 follows a migrant family from Ohio to Florida. A thirty-year follow-up to "Harvest of Shame." EFM.
- "Plantation Legislature." This 20-minute video traces the legislative history of North Carolina's anti-slavery law, passed in 1983. Includes interviews with farmworkers and lawmakers. NSPV.
- "Prisoner of the Harvest." 30-min documentary from Tampa, Fla. after a five-month investigation of the Warren family crew leaders, which resulted in their eventual conviction on federal slavery charges.
- "Reflections of Fifteen Years," "Fields of Dignity," "A Migrant Experience." All are available from TMIP.
- "Season of Suffering." WTVD 1980. 25-minute documentary about farmworkers in North Carolina.
- "Si, Se Puede." Film by the UFW that tells the story of Arizona Governor's recall campaign and Cesar Chavez's fast of 1972.

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# **Appendix E**

## **Organizations**

**National and regional farmworker organizations**

**National student service organizations**

## National and Regional Farmworker Organizations

### **Association of Farmworker Opportunity Programs (AFOP)**

Diane Mull, Executive Director  
408 7th St. SE  
Washington, DC 20003  
202-543-3443

AFOP is a national network of over 250 offices that serve migrant and seasonal farmworkers in rural agricultural communities across the United States. AFOP's member organizations provide farmworkers with education, training and employment opportunities both within and outside of agriculture. AFOP serves as a clearinghouse for information about programs and services that address the needs of farmworkers, assists other agencies and the general public to better understand the purpose of farmworker programs, provides technical assistance to member organizations, and serves as a liaison between member organizations and funding sources. AFOP publishes a monthly newsletter, *AFOP Washington Newsline*, and an annual publication that analyzes issues related to farmworkers.

### **East Coast Migrant Head Start Project**

Geraldine O'Brien, Executive Director  
4200 Wilson Blvd., Suite 740  
Arlington, VA 22203  
703-243-7522

East Coast Migrant Head Start Project establishes, provides and promotes continuity of Head Start services to migrant children and their families. Their mission is : "Through enabling children to reach their full potential, parents are challenged to become more self-actualized by being involved with their own child's development and in decision-making structures through ECMHSP." ECMHSP distributes funding through delegate agencies in twelve states. Each year, nearly 5,000 children from ages one month to five years are served at over seventy child development centers.

**East Coast Migrant Health Project**  
Norma Rivera, Executive Director  
1234 Massachusetts Ave., NW  
Washington, DC 20005  
202-347-7377

The ECMHP recruits volunteers and staff to operate out of community health centers which serve migrant and seasonal farmworkers in thirteen states from Florida to Maine. The primary emphasis of its work is on outreach and empowerment. Field staff work through existing migrant health clinics to make sure health services are available, accessible and acceptable to the migrant population. Through its provision of health care, its outreach social services and its promotion of preventative health care, ECMHP seeks to direct its energies towards the empowerment of farmworkers and their families. To this end, the ECMHP asserts its role as agents of social change to enable farmworkers to claim and achieve their just place in society.

**Farmworker Justice Fund, Inc.**  
Michael Hancock, Executive Director  
2001 S. Street NW Suite 210  
Washington, DC 20009  
202-462-8192

The mission of the Farmworker Justice Fund is to provide advocacy for farmworker interests. Their work includes litigation, education, and public policy advocacy at the state and federal levels. FJF publishes a quarterly newsletter, *Farmworker Justice News*.

**Farm Labor Organizing Committee (FLOC)**  
Baldemar Velasquez, President  
714 1/2 S. St. Clair St.  
Toledo, OH 43609  
419-243-3456

FLOC is a labor union founded in 1967 by Baldemar Velasquez that primarily works with farmworkers in Ohio and Michigan. A Florida office is open during the winter months to maintain contact with members. During the 1980s, FLOC won the nation's first tri-party contracts among farmworkers, growers and major processing companies such as Heinz and Campbell's. Three of FLOC's programs are the campaign against sharecropping, the Family Leadership Development Project, and the US-Mexico Exchange, which seeks to link FLOC's leaders with labor union leaders in Mexico. In addition, FLOC's parallel arm, the Farm Labor Research Project, develops projects on issues such as health care, migrant education, housing and improving the overall living conditions of farmworkers.

**Interstate Migrant Education Council**

Dr. Jim Gonzales  
Education Commission of the States  
707 17th St., Suite 2700  
Denver, CO 80202-3427  
303-299-3680

The goals of the Interstate Migrant Education Council are to: 1) develop broad-based understanding among education, business and government decision makers in order to create an awareness of the unique needs of the migrant student population, 2) facilitate opportunities for interstate cooperation through the sharing of model programs in migrant education, and 3) identify major barriers and develop alternative solutions for minimizing the difficulties attributable to student mobility, intermittent attendance, limited English proficiency and other factors.

**Midwest Migrant Health Information Office**

Sister JoAnn Marusa  
Lourdes Building 4th Floor  
6131 West Outer Dr.  
Detroit, MI 48235  
313-966-6894

The primary goal of the Midwest Migrant Health Information Office is to empower farmworkers to be responsible for their own health. Through the Camp Health Aid Program, this organization initiates pilot projects on the local level and trains farmworkers to become resources and liaisons between their community and health services.

**Migrant Legal Action Program**

Roger Rosenthal, Executive Director  
Bea Bobotek, Librarian  
2001 S. Street NW, Suite 310  
Washington, DC 20009  
202-462-7744

Since 1970 the Migrant Legal Action Program (MLAP) has provided legal representation to migrant and seasonal farmworkers. MLAP provides litigation support, training, resource materials and advice to the more than forty migrant legal services field programs which serve farmworkers. MLAP also assists a number of less specialized legal services programs and private practitioners in their representation of farmworkers. In addition, the MLAP staff is actively involved in federal court litigation and engages in administrative and legislative advocacy. The program publishes a manual and a bi-monthly newsletter.

**National Commission on Migrant Education**

Lisandra Carlos, Policy Analyst  
8120 Woodmont Ave., 5th Floor  
Bethesda, MD 20814  
301-492-5336

The National Commission on Migrant Education was established in 1988 by the U.S. Congress to study issues relating to the education of migrant children and to report to Congress and the President with recommendations for improving services for migrants.

**National Farm Workers Ministry**

Sister Pat Drydyk  
1337 West Ohio  
Chicago, IL 60622  
312-829-6436

The National Farm Workers Ministry is an ecumenical organization composed of 44 denominations and religious groups. Their purpose is to stand with farmworkers as they organize themselves to improve their working conditions and to win contracts. They have historically supported the United Farm Workers (UFW) and Farm Labor Organizing Committee (FLOC) and now support the UFW of Washington State. The National Farm Workers Ministry links churches and farmworkers together. They seek to involve church people in support of farmworker boycotts and other campaigns. The NFWM has an administrative office in Chicago, offices in Florida and California, and staff members working in Texas, Michigan and New York.

One special program of the NFWM is Witness for Farmworker Justice, which sends delegations to live with farmworkers in Delano, CA for three to five days to learn first-hand about farmworkers' struggle for justice. Students should contact the Chicago office for more information. The NFWM also publishes a quarterly newsletter and has other resources available for community groups.

**Migrant Head Start**

Administration for Children, Youth and Families  
US Department of Health and Human Services  
Frank Fuentes  
330 "C" Street SW  
Washington, DC 20013  
202-245-0455

The federal Migrant Head Start Program distributes and oversees grants to over twenty grantee organizations in the nation providing early childhood services to preschool migrant children.

**National Migrant Resource Program**

Roberta Ryder, Executive Director  
2513 South IH 35, Suite 220  
Austin, TX 78704  
512-447-0770

The mission of the National Migrant Resource Program is to improve the health status of migrant and seasonal farmworkers through the effective application of human, technical, and information resources. This mission is carried out through the collection and distribution of migrant health informational and educational materials, technical assistance to migrant health providers, and the development of collaborative working relationships between agencies serving farmworkers. NMRP produces a bi-monthly newsletter *Migrant Health Newslines* and publishes an annually updated *Migrant Health Centers Referral Directory*.

**Telamon Corporation**

Richard Joiner, Executive Director  
4917 Waters Edge Dr., Suite 220  
Raleigh, NC 27606  
919-851-7611

Telamon Corporation provides services to migrant and seasonal farmworkers through 53 offices in eight states (Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Indiana.) These services include employment training, housing, nutrition, counseling, English as a Second Language classes, Head Start, literacy programs and emergency services.

**Triangle Friends of the United Farm Workers**

Joan Preiss  
2722 Mc Dowell St.  
Durham, NC 27705  
919-489-2659

The Triangle Friends of the UFW is a volunteer organization dedicated to improving farm worker conditions by supporting the work of the United Farm Workers and the Farm Labor Organizing Committee (FLOC) and by advocating for better conditions for all farm workers. TWUWF is involved with advocacy campaigns, educational and informational services and programs, fundraising, and networking. They also serve as a resource, research and referral center.

**US Migrant Health Program**

Sonia Reig, Director  
Bureau of Health Care Delivery and Assistance  
Room 7A-30, Parklawn Building  
5600 Fishers Lane  
Rockville, MD 20857  
301-443-1153

The Office of Migrant Health oversees the provision of primary health care services by clinics across the country for migrant and seasonal farmworkers.

**US Department of Education**

Office of Migrant Education  
Francis V. Corrigan  
400 Maryland Ave. SW  
Washington, DC 20202-6135  
202-401-0740

The Office of Migrant Education oversees several federal programs providing services to migrant and seasonal farmworkers and their dependents. These programs include: CAMP (College Assistance Migrant Program), the High School Equivalency Program (HEP), Migrant Even Start, and the State Basic Education Program.

**United Farm Workers of America- AFL/ CIO**

Cesar Chavez, President  
PO Box 62  
Keene, CA 93531  
805-822-5571

The United Farm Workers of America is a labor union founded in California in 1962 to fight for more just living and working conditions for farmworkers. The UFW primarily works in California and has staff members in several other states.

## National Student Service Organizations

From Meisel, Wayne and Robert Hackett. Building a Movement: A Resource Book for Students in Community Service. Campus Outreach Opportunity League, 1986. Reprinted with permission from COOL, 386 Mc Neal Hall, University of Minnesota, St. Paul, MN 55108-1011.

### **ACCESS: Networking in the Public Interest**

96 Mt. Auburn Street  
Cambridge, MA 02138  
(617) 495-2178  
Jim Clark, Executive Director

*ACCESS is the only comprehensive national clearinghouse of jobs and internships in the nonprofit sector. Each month ACCESS collects more than 250 new opportunities from a wide spectrum of nonprofit organizations, including arts, education, environment, health/human services, international, and housing. These listings are published in a job register called "Opportunities in Non-Profit Organizations," which is sent to subscribing college placement centers, public libraries, foundation centers and private referral centers. Contact ACCESS for more information about its programs or a regional office near you.*

### **ACTION**

1100 Vermont Avenue, N.W.  
Washington, DC 20525  
(800) 424-8867, (202) 634-9445  
Jane Kenny, Director

*ACTION is an independent federal agency that operates a series of volunteer programs. These include: Volunteers in Service to America (VISTA), the Student Community Service Program, the Retired Senior Volunteer Program (RSVP), the Foster Grandparent Program (FGP), the Senior Companion Program (SCP), and the Older American Volunteer Program (OAVP). College-age students can apply to be VISTA volunteers and receive a living stipend to support their work with a local community service agency.*

### **American Association of University Students**

3831 Walnut Street  
Philadelphia, PA 19104-6195  
(215) 387-3100  
Thomas Goldstein, Executive Director

*AAUS is a network of student governments at more than 200 major research colleges and universities. Modeled as a student "think tank" and clearinghouse, AAUS tracks various trends, including federal and state legislation, that impact students and institutions of higher education. AAUS has recently developed a minority leadership development program to promote cultural awareness, philanthropic spirit and a sense of community at AAUS member schools, and an annual student leadership seminar exchange for U.S. and Soviet students. AAUS offers student internships in its national office.*

### **Association for Volunteer Administration**

P.O. Box 4584

Boulder, CO 80306

(303) 497-0238

David Tobin, Executive Director

*AVA is a membership organization that promotes volunteerism as a profession and fosters the exchange of knowledge and experience in the field. Services include a certificate program, regional and national workshops, a newsletter, and current professional information. Special membership plans are available for students.*

### **Break Away: The Alternative Break Connection**

Peabody Campus, Box 18

Vanderbilt University

Nashville, TN 37203

615-343-0385

Laura Mann, Michael Magevney, Co-Directors

*Break Away is a national organization whose mission is to "promote service on the local, regional, national and international level through break-oriented programs which immerse students in often vastly different cultures, heighten social awareness, and advocate life-long social action." Break Away grew out of Vanderbilt University's Alternative Spring Break (ASB) program. The staff provides technical assistance to schools starting a break program or trying to improve an existing one. In addition, they publish a resource book and newsletter, operate a Sitebank (a database of community organizations that want to host students for break projects), work on special projects and sponsor regional conferences.*

### **Campus Compact**

The Project for Public and Community Service

Box 1975, Brown University

Providence, RI 02912

(401) 863-1119

Susan Stroud, Director

*Campus Compact, a project of the Education Commission of the States, is a national coalition of 230 college presidents founded to create public service opportunities for college students and to develop the expectation of service as an integral part of student life and the college experience. The Compact provides information and technical assistance to member campuses; creates incentives for student involvement in service by helping to shape policy at the federal, state and local levels; and promotes a national awareness of the important resources college students offer in the public interest.*

### **Campus Outreach Opportunity League (COOL)**

386 McNeal Hall, University of Minnesota

St. Paul, MN 55108-1011

(612) 624-3018

Julia K. Scatliff, Executive Director

*COOL is a national nonprofit organization that promotes and supports student involvement in the community. COOL's staff of recent college graduates has developed resources to help build stronger, more comprehensive student-based community service organizations. These include consulting and training programs (on-site technical assistance, peer consulting and COOL Fellowships); publications (a bimonthly newsletter and resource guides and manuals on issues of literacy, hunger and homelessness); meetings (regional workshops, the COOL Summit and the annual COOL National Conference); and special projects (a minority outreach initiative and a community service awards program). COOL recently initiated a Campus Affiliate program for campuses seeking closer ties with the COOL National Office.*

### **The Fund for the Improvement of Postsecondary Education**

7th and D Streets, S.W., Room 3100

Washington, DC 20202-5175

(202) 732-5750

*FIPSE is an organizational unit within the U.S. Department of Education's Office of Postsecondary Education. FIPSE assists educational institutions and agencies by administering grants for innovative new programs or to reform existing programs. Many campuses receive FIPSE support under the "Innovative Projects for Student Community Service" program.*

### **Independent Sector**

1828 L Street, N.W., Suite 1200

Washington, DC 20036

(202) 223-8100

Brian O'Connell, President

*Independent Sector was created to preserve and enhance the national tradition of volunteering and charitable giving. Members of the Independent Sector focus on national interests and policies that affect philanthropy, volunteer action and other activities, including education, science, health, welfare, and the cultural and religious life of the United States.*

### **National Association of Student YMCAs (NASY)**

101 North Wacker Drive

Chicago, IL 60606

(800) 872-9622, (312) 269-1142

Jean Burkhardt, Director

*NASY coordinates a network of 50 college-based YMCAs. The YMCA is the world's largest social welfare agency with 30 million members in 52 countries. Campus*

*YMCAs concentrate on community service, leadership development and social change, with a strong focus on internationalism and community development. The national office provides training, a newsletter, a national conference and services to member associations, as well as consulting services to new organizations.*

### **National Society for Internships and Experiential Education**

3509 Haworth Drive, Suite 207

Raleigh, NC 27609

(919) 787-3263

Jane C. Kendall, Executive Director

*NSIEE is a national organization that promotes learning acquired through experience-based opportunities. It has a long history of supporting active learning through community and public service work. NSIEE provides assistance in developing experiential education programs. NSIEE is a membership organization.*

### **National Student Campaign Against Hunger and Homelessness**

29 Temple Place, Fifth Floor

Boston, MA 02111-9907

(617) 292-4823

Leslie Samuelrich, Director; Claudia Horwitz, Assistant Director

*The Campaign works with high schools and colleges in the fight against hunger and homelessness. Staff members conduct school visits and phone consultations and provide organizing manuals, fact sheets, a newsletter and an Opportunities Catalogue, which lists domestic and overseas travel, and internship and career opportunities. The Campaign sponsors three major events - a Leadership Conference (October), Campus Hunger and Homelessness Week (November), and the Hunger Cleanup (April), the country's largest student-run community service work-a-thon to raise funds for the impoverished - as well as SPLASH (Students Pushing for Legislative Action to Stop Hunger and Homelessness), a legislative action program.*

### **National Youth Leadership Council (NYLC)**

1910 West County Road B, Room 216

Roseville, MN 55113

(612) 631-3672

Jim Kielsmeier, President

*NYLC is a national nonprofit organization whose mission is to develop service-oriented youth leaders. NYLC provides intensive, experiential training for educators and young people (K-12 and college) who are interested in developing effective youth service/leadership programs, and publishes related materials. NYLC also serves as a national youth service resource center and is home to the Minnesota Campus Service Initiative, the first intensive state-based effort to promote and support college student involvement in service-learning.*

## **Public Interest Research Groups (PIRGs)**

29 Temple Place  
Boston, MA 02111  
(617) 292-4800

*Founded during the early 1970s by college students, PIRGs today are the fastest-growing network of environmental and consumer organizations in the country. With offices in 24 states and Washington, D.C., PIRGs combine the power of student activism with the expertise of a professional staff to research and advocate on issues, including toxics, hunger and homelessness, clean air, clean water, pesticides, safe energy, and consumer rights. PIRGs provide students at more than 90 campuses nationwide with the opportunity to attack social problems, learn from experienced professionals, and assume organizational leadership. The existing PIRGs provide assistance to students working to start new PIRG chapters at their campuses. PIRGs hire more than 250 graduating seniors each year for positions as campus staff, canvas directors, and project coordinators.*

## **Student Coalition for Action in Literacy Education (SCALE)**

c/o Campus Y Building  
Campus Box 5115  
University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599-5115  
(919) 962-2333

*SCALE, a project of Project Literacy at the University of North Carolina at Chapel Hill and the Campus Outreach Opportunity League, is a network of college and university students, administrators and faculty who are committed to increasing literacy. SCALE works to support established literacy organizations while providing the impetus for the formation of new campus literacy organizations. Founded in 1989, the initial SCALE goals include working to facilitate current campus literacy efforts through the SCALE network and creating a systematic program for developing new literacy organizations around the country. Recent projects and plans include a survey of existing campus-based literacy programs, an information bank, a peer consulting network, a legislative alert, and an opportunities listing.*

## **Student Environmental Action Coalition (SEAC)**

c/o Campus Y Building  
Campus Box 5115  
University of North Carolina at Chapel Hill  
Chapel Hill, NC 27599-5115  
(919) 962-2333

*Begun in the spring of 1988, SEAC is a national network of student environmental groups and a clearinghouse for information on recycling, rainforests, global warming, toxics, and grassroots environmental organizing. The coalition includes more than 450 groups and individual members representing all 50 states and seven countries. SEAC's aim is to amplify the voice of students who have the most to gain from the wise use of our planet's natural resources and whose future will be determined by the environmental decisions being made today.*

### **United Way of America: Young America Cares!**

701 North Fairfax Street  
Alexandria, VA 22314-2045  
(703) 836-7100

*United Way of America (UWA) is a national organization serving more than 2,300 autonomous United Ways nationwide. UWA provides a variety of support services for its members, including technical assistance and publications. In 1987, UWA created YOUNG AMERICA CARES ! (YAC!), a program that supports United Ways across the country in their efforts to engage young people in community service. Since 1987, YAC! staff have organized an annual Young Leaders Conference and gathered information about how young people are currently involved in their communities through the United Way.*

### **Volunteers in Service to America (VISTA)**

1100 Vermont Avenue, N.W.  
Washington, DC 20525  
(800) 424-8867, (202) 634-9445  
Patricia A.E. Rodgers, Director

*VISTA is a full-time, year-long volunteer program for individuals 18 years of age and older from all backgrounds, who commit themselves to increasing the capability of low-income people to improve the conditions of their own lives. Volunteers are assigned to local sponsors which may be state or local public agencies or private nonprofit organizations. VISTA Volunteers receive a monthly subsistence allowance.*

### **Volunteer: The National Center**

1111 North 19th Street, Suite 500  
Arlington, VA 22209  
(703) 276-0542  
Frank Bailey, Executive Director

*Volunteer acts as the national center for more than 400 local Volunteer Action Centers around the country. Volunteer offers a variety of membership plans for organizations and individuals. It publishes several regular publications, hosts a national conference held each spring, and establishes and administers national demonstration projects. Volunteer provides leadership in promoting and supporting volunteerism on the local, state and national levels.*

**Youth Policy Institute (YPI)**

1221 Massachusetts Avenue, N.W.

Washington, DC 20005

(202) 638-2144

David L. Hackett, Executive Director

*YPI is a research center that monitors national youth policy and other issues that concern or impact youth. YPI publishes a number of publications, including two monthly magazines, Youth Policy and American Family, the bimonthly Youth Record, Future Choices and Student Press Service. YPI hires high school and college-age interns who work on these publications with full-time staff.*

**Youth Service America (YSA)**

1319 F Street, N.W., Suite 900

Washington, DC 20004

(202) 783-8855

Roger Landrum and Frank Slobig, Co-Directors

*YSA is a national organization that seeks to make community service a universal experience among America's youth. YSA provides technical assistance for emerging problems, publishes a newsletter, provides an informational and policy guidance network, and promotes mission-oriented programs for the elderly and academically at-risk children. Most recently, YSA convened a working group on national service, which was composed of members of the many different streams of the youth service community, to help guide legislators in the development of state and national youth service legislation.*

**White House Office of National Service**

Old Executive Office Building, Room 100

The White House

Washington, DC 20500

(202) 456-6266

Gregg Petersmeyer, Deputy Assistant to the President

*The Office of National Service advises the President on community service policy and strategy; communicates the President's community service strategy and the role that every individual, group and organization in the United States can play in the evolving community service movement; proposes ways for the President and other government officials to highlight outstanding community service leaders and initiatives; participates in the solution of problems such as drug abuse, education reform and others whose solution is largely dependent on community action; and recommends government reform policy in such areas as tort law and the tax code to remove impediments to community service.*

# **Appendix F**

## **Maps and Numbers**

**Maps of migration patterns**

**Estimated numbers of farmworkers**

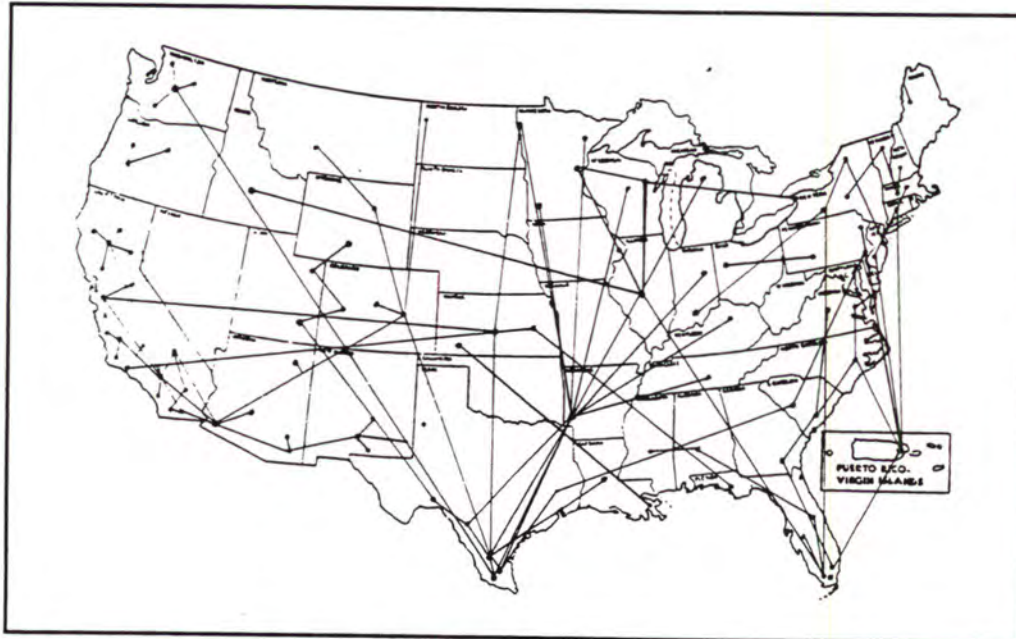


## Maps of Migration Patterns

From Prewitt-Diaz, Joseph O. et al, The Effects of Migration on Children: An Ethnographic Study, Harrisburg: Pennsylvania Department of Education, 1989.



Map 1: Shows the traditional pattern of migration identified by the U.S. Government



Map 2: Shows the current patterns of migration identified by the ethnographic data

## Estimated numbers of farmworkers

From: An Atlas of State Profiles Which Estimate the Number of Migrant and Seasonal Farmworkers and Their Dependents. U.S. Department of Health and Human Services, March 1990.

### ADJUSTED STATE PROFILES (FARMWORKERS PLUS DEPENDENTS)

STATE	MIGRANT	SEASONAL	TOTAL MSFW POP.
ALABAMA	4,083	2,400	6,483
ALASKA		- NA -	
ARIZONA	21,189	10,606	31,795
ARKANSAS		- NA -	
CALIFORNIA	426,831	935,703	1,362,534
COLORADO	20,220	29,127	49,347
CONNECTICUT	4,756	4,665	9,421
DELAWARE	1,651	3,746	5,397
FLORIDA	182,790	252,583	435,373
GEORGIA	28,081	65,523	93,604
HAWAII		- NA -	
IDAHO	44,513	75,455	119,968
ILLINOIS	17,508	3,332	20,840
INDIANA	6,506	1,210	7,716
IOWA	1,728	32,502	34,230
KANSAS	5,460	13,073	18,533
KENTUCKY		- NA -	
LOUISIANA		- NA -	
MAINE	5,580	3,080	8,660
MARYLAND	1,416	2,851	4,267
MASSACHUSETTS	4,721	3,092	7,813
MICHIGAN	59,831	7,396	67,227
MINNESOTA	11,965	1,379	13,344
MISSISSIPPI		- NA -	
MISSOURI	1,343	18,981	20,324
MONTANA	10,417	2,609	13,026
NEBRASKA	4,030	14,726	18,756
NEVADA		- NA -	

STATE	MIGRANT	SEASONAL	TOTAL MSFW POP.
NEW HAMPSHIRE	526	200	726
NEW JERSEY	6,377	7,145	13,522
NEW MEXICO	6,706	2,549	9,255
NEW YORK	19,209	11,602	30,811
NORTH CAROLINA	44,062	300,882	344,944
NORTH DAKOTA	9,000	6,000	15,000
OHIO	9,058	2,563	11,621
OKLAHOMA		- NA -	
OREGON	89,412	39,152	128,564
PENNSYLVANIA	14,734	9,977	24,711
PUERTO RICO	99,046	132,843	231,889
RHODE ISLAND	281	178	459
SOUTH CAROLINA	10,760	7,800	18,560
SOUTH DAKOTA		- NA -	
TENNESSEE	2,894	3,677	6,571
TEXAS	281,778	218,360	500,138
UTAH	7,220	1,763	8,983
VERMONT	1,515	270	1,785
VIRGINIA	5,731	9,348	15,079
WASHINGTON	175,595	266,849	442,444
WEST VIRGINIA	-	-	2,700
WISCONSIN	7,792	407	8,199
WYOMING	5,560	1,240	6,800
TOTAL	1,661,875	2,506,844	4,171,419



## Tell us about your program!

We want to hear about what you have created on your campus and your ideas for improving this manual. Please fill out the following form and return to:

Students Action with Farmworkers  
Center for Documentary Studies at Duke University  
331 W. Main St., Suite 511  
Durham, NC 27701  
919-687-0486

Name:

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