

watch over the cafeteria, and supervise physical education as well as playground activities. Young women were employed because it was believed they could take directions more readily. Before undertaking their duties as regular teacher aides, the women were enrolled for an inservice training program. According to Mr. Stanley, the experience proved to be most satisfactory. The conclusion was reached that a good teacher can effectively utilize the services of a teacher aide. On the other hand, it was observed that a poor teacher won't benefit from an aide because such a teacher does not spend the necessary time planning to use the aide to good advantage.

Mrs. Marilyn S. Scott, a classroom teacher from Alaska, told of the use of library aides to good advantage. She emphasized that these aides are not used to process books but to help counsel children. When the use of aides was first suggested, the community action program people wanted to assign several aides to move tables and chairs and direct hall traffic. But the final program provided much more effective utilization of aides.

Alexander J. Plante, Title I coordinator, Connecticut State Department of Education, suggested it would be a wise move to establish a formal structure for both professionals and paraprofessionals in education. Various levels of professional standing could be created for teachers, specialists, and aides similar to the structure which now exists in the health professions. He suggested there might be a place for some sort of assistant teacher educated at the 2-year or associate degree level. He also suggested parents and other residents in the school neighborhood might contribute much as full- or part-time aides, performing such functions as would be compatible with their capabilities.

Samuel A. Madden, director, field services, Virginia State College, seconded the move for training of teacher aides at the college level, whereupon panelist Wilson announced that San Francisco Junior College already has a teacher-aide course. In addition Dr. Wilson noted that under the Head Start program, Arizona State University, Utah State University, and the University of South Dakota have been cooperating in a paraprofessional program including orientation, inservice training, and an advanced cycle.