



TEACHER AIDE PROGRAM

The Teacher Aide program was initiated on February 16, 1966, with a total of 241 aides being assigned to six secondary and fifty-four elementary inner-city schools. Prior to the assignment of the aides, meetings were held with the principals of the public and non-public schools in the Target Area to acquaint them with the program. One hundred eighty-eight of the aides were assigned to thirty-four public schools that had an enrollment of nearly 27,000 pupils. The other fifty-four aides were assigned to twenty-six non-public schools with an enrollment of over 8000 pupils. Work began for the teacher aides with an in-service meeting held on the morning of the first day.

The primary objective of the Teacher Aide program was to improve the teaching-learning situation in schools located in the Target Area by employing teaching assistants to take care of some of the time-consuming and non-instructional duties performed by teachers. The use of these aides allowed more time for the teacher to spend on teaching and in the preparation of specialized materials. It also provided for a more creative use of teacher competencies. The broader objective of the project was to increase the amount of individual attention that a classroom teacher could expend on each pupil.

Positions for the program were set up in three categories or major areas of assistance — clerical, monitor-proctor and kindergarten. The major task of the first group was the typing of tests, and review sheets, and preparing other duplicated materials. Attendance taking, fund collecting, distribution and collection of