

personnel reveal that such personnel demonstrate a capacity to make a positive contribution to the learning-teaching process, when the following conditions prevail:

1. When the roles for aides are developed in terms of the particular strengths of each aide and the particular needs of the pupils of particular classrooms, rather than the roles being defined in rigid categories which are supposed to apply to all situations.

2. When intensive and continuing training is provided, *both* for the non-professionals and for the professionals with whom they work.

3. When the job of the auxiliary personnel is incorporated in the entire school structure as a new and respected career, and not merely as a temporary expedient.

4. When the school and the school system look upon all members of staff, from the building custodian to the top superintendent, as being part of an educational team which is constantly influencing the lives of the young.

These essential components in the productive utilization of auxiliary school personnel are often lacking, almost always because there has been no comprehensive planning. The attitude so often is: "We certainly could use an extra pair of hands and somebody else is paying the bill, so let's get ourselves some aides." Whether this is precisely the attitude or not, we can say that the widespread employment of non-professionals without adequate orientation or training has often proved deleterious to the total program and has nullified its potential values.

State-wide planning agencies to clarify and confirm educational goals, such as providing education which is relevant to the needs of individual children, would, we believe, contribute significantly to establishing the conditions which we believe are essential if the important program of using auxiliary school personnel is to make the important contribution which it can make. State-wide planning agencies would be in a position to analyze the way in which the introduction of non-professionals into the classroom can help implement the goal of individualized instruction, and then develop innovative programs for the training and institutionalization of auxiliary personnel in school systems throughout each state in the nation.

Therefore, ladies and gentlemen, we want to give special endorsement to this particular section of the proposed legislation.

AUXILIARY SCHOOL PERSONNEL: THEIR ROLES, TRAINING, AND INSTITUTIONALIZATION

Based on a nationwide study of teacher-aides, teacher-assistants, family workers, and other auxiliary personnel in education

(By Garda W. Bowman and Gordon J. Klopff)

The employment of teacher-aides, teacher-assistants, guidance-aides, health-aides, family workers and other auxiliary personnel in schools increased sharply during the mid-sixties. Often however, the circumstances under which funds could be secured as well as the urgency of the need required a crash program. The essential component of preparation was therefore lacking—preparation not only of the nonprofessionals themselves but even more importantly, *of the teachers and other professionals with whom they would be working.*

Several convergent forces—social, educational and economic—have contributed to the mushrooming of such employment at a pace which sometimes precluded adequate orientation:

1. The ever changing and expanding needs for school services;
2. Acute shortages of professionals to meet these needs;
3. New dimensions in education, requiring a more complex and demanding role for teachers;
4. Heightened awareness of the special learning needs of disadvantaged children and youth;
5. Recognition of the communication blocks which often exist between middle class professionals and lower class pupils;
6. The plight of undereducated persons unable to compete in an increasingly automated economy;