

tion of the school population or the socio-economic background of the auxiliaries. In summary, the multiple benefits which were perceived as possible in *all* school situations were—

1. *To the pupil*, by providing more individualized attention by concerned adults, more mobility in the classroom, and more opportunity for innovation;
2. *To the teacher*, by rendering his role more satisfying in terms of status and more manageable in terms of teaching conditions;
3. *To the other professionals*, by increasing the scope and effectiveness of their activities;
4. *To the auxiliary*, by providing meaningful employment which contributes at one and the same time to his own development and to the needs of society;
5. *To the school administrator*, by providing some answers to his dilemma of ever increasing needs for school services, coupled with shortage of professionals to meet these needs—a solution, not *the* solution, and certainly not a panacea;
6. *To family life*, by giving auxiliaries, many of whom are or may someday become parents, the opportunity to learn child development principles in a reality situation;
7. *To the community at large*, by providing a means through which unemployed and educationally disadvantaged persons may enter the mainstream of productivity.

In addition to these global considerations, there are some specific benefits which may flow from the utilization of indigenous personnel as auxiliaries in schools serving disadvantaged neighborhoods.

The auxiliary who has actually lived in disadvantaged environments often speaks to the disadvantaged child or youth in a way that is neither strange nor threatening. He may help the new pupil to adjust to the unfamiliar world of the school without undue defensiveness; to fill the gaps, if any, in his preparation for learning; and to build upon his strengths, which may have more relevance to the new situation than the child, himself, realizes. This cultural bridge is seen as an asset, in and of itself, even if there were no need to provide jobs for the poor.

Moreover, the low-income auxiliary, having faced up to and overcome some of the difficulties and frustrations the children now face, may serve to motivate the child to further effort. His very presence in a role of some status in the school says to the child: "It can be done; it is worth trying to do; you, too, can succeed here." This has far more meaning than the story of a Ralph Bunche or a Felisa Rincon de Gautier to one who obviously lacks the exceptional ability of these great but remote persons.

Naturally, this message would be imparted more forcefully if the faculty, too, were mixed in terms of socio-economic background. As work-study programs become increasingly available, economic integration may become more frequent in school faculties. Meantime, the low-income auxiliary sometimes provides incentive to poor pupils which would otherwise be lacking.

Further, the auxiliary from the child's own neighborhood may be able to interpret to the middle class professional some aspects of the behavior of a child who is non-responding in a school situation. The auxiliary may, in turn, interpret the goals of the school and the learning-teaching process to both parent and child. To reach the child for a few hours a day without reaching those who influence his mode of living may be of little avail. The parent who doesn't understand a school official sometimes finds a neighbor serving as a school auxiliary helpful.

However, the fact that low-income auxiliaries may and often do facilitate communication between school and community does not mean that *all* poor people can work effectively with poor pupils and their families. Naturally, any candidate for school employment should be carefully screened for those personal characteristics needed to work with children and youth. However, the demonstration programs have revealed that a flexible and imaginative selection process may discover in poor people potential that has been overlooked thus far—potential which may be developed as an asset in a school setting.

In summary, new dimensions in education call for the utilization of school personnel of various socio-economic backgrounds and at various levels of training working together as teams to meet the wide range of pupil needs in changing communities. Since economic, social and educational problems often have some