

Mrs. Williams, and Dr. Klopff have presented is a very exciting one. I think it is one that this committee and this Congress should explore further. Perhaps it is possible that we might even make some strides in opening the horizons that I think exist in the utilization of the paraprofessional. I commend Mrs. Williams for the work that she is doing. It is vital, very necessary, and I commend you, Dr. Niemeyer, for being willing to come here today and for giving us the benefit of the background and experience that you have had in this field. I think you have done an outstanding job, and I am grateful that you came, grateful that you gave us a chance to hear from you.

Mr. NIEMEYER. Thank you.

Mrs. WILLIAMS. Thank you.

Mr. SCHEUER. Well, Mr. Steiger just made my speech. All I can add is a ditto on it. And I will add one question as a postscript, Dr. Niemeyer. Having observed the development, perhaps the Topsy-like development of the teacher aide as an institution, can you give us any suggestions as to amendments or legislative direction that we can give to this rapidly growing field of activity, either insofar as training of the aide is concerned, or the orientation of the profession?

Can you give us some guidelines that we might include in the legislation, or in the legislative history of this bill?

Mr. NIEMEYER. Well, I believe that out of the study which we referred to, various criteria for guidelines are beginning to emerge, or have emerged. I think it would be—I would be very glad to ask my colleagues to prepare some kind of a document. Dr. Bowman is coming down on Saturday to testify; whether she could have something like that drawn up before Saturday or not, I don't know, but I am sure that it can be done rapidly, and the study isn't over yet, so we are a little bit reluctant to say this is the definitive list, but I am sure that we would be only too happy to pass on anything that we think is worth passing on to you.

Mr. SCHEUER. Well, thank you very much, and I will just append my ditto mark to Mr. Steiger's fine statement.

Mr. NIEMEYER. We appreciate very much this opportunity.

Mr. SCHEUER. We appreciate your coming down to this committee. Thank you from the bottom of our hearts.

(The following material was submitted by Mr. Niemeyer for the record:)

A COMPOSITE PICTURE OF FIFTEEN DEMONSTRATION TRAINING PROGRAMS FOR
AUXILIARY SCHOOL PERSONNEL CONDUCTED IN 1966

"No one ever listened to me before," said a trainee in a *Project to Prepare Teacher Aides for Working with Disadvantaged Children* conducted by the Department of Education, San Juan Regional Office in Puerto Rico. Understandably, this auxiliary-participant in the Summer Institute became an effective "listener" in one-to-one or small group relationships with pupils in the practicum¹ classroom, applying to her work with children in an economically deprived section of San Juan the insights she had gained as to the art of listening and the joy of being heard. In the practicum, she, like the 49 other auxiliary participants, was teamed with a teacher who was himself a participant in the Institute. These 50 teacher-auxiliary teams experimented together in 50 separate classes, with the auxiliary performing a variety of functions related to

¹ Practicum is defined as a sustained supervised training experience with children in an actual educational setting.