

the learning-teaching process and the teacher playing a triple role: (1) as teacher of the class, (2) as guide to the auxiliary, and (3) as a learner, himself, in terms of effective utilization of the auxiliaries' services. Later, in group counseling sessions, teachers and auxiliaries reviewed their experiences in the classroom and explored the meanings as well as the possible values of their new roles and relationships.

At the University of Maine's *Project to Train Auxiliary School Personnel (Teacher-Aides)* in connection with *NDEA Institute for Advanced Study for Teachers of Disadvantaged Children*, listening was also an important function of the auxiliaries, who were mothers receiving Aid to Dependent Children. One pupil in the practicum was heard by a visiting consultant telling an auxiliary about his frustrations in class. The auxiliary was able to interpret the experience to the boy, and the boy's problems to the staff. Some aspects of his complaints were considered by staff and resulted in programmatic changes.

In the *Pilot Program to Train Teacher Aides*, conducted by the Detroit Public Schools, a spirit of openness to new ideas was evident. Auxiliaries had been used for two years in this school system but the policies restricted their utilization to clerical, custodial and monitorial functions. The teacher auxiliary teams in the Institute were told, in effect, to throw out the "rule book" during the practicum, and to explore just how far they could go in involving the auxiliaries in the learning-teaching process with benefit to the pupils. The teacher-participants, though willing to put aside the rule book, had to deal with their own not-too-covert fear of auxiliaries usurping the professional's role in the classroom. The director, and the school system supporting him, guaranteed professional standards while the auxiliary appeared not only to understand the need for guarantees based on role differentiation, but openly expressed their desire for maintaining clear lines of role definition. "We work as a team," said one auxiliary, "with the teacher having authority and responsibility, like the head of a firm or the captain of a ship."

In Berkeley, California, during the *Project on Teacher Education and Parent-Teacher Aides in a Culturally Different Community*, an aide reported, "One day I went to a child as I had been doing every day since coming to the classroom almost a month ago, to give him help in reading certain words. The child gave me a beautiful smile—one I'll never forget—and said proudly, 'I don't need you any more.' He was on his own. He knew I would be there if he needed me. He now felt sure enough to work by himself." The child who is present physically but completely absent mentally during the independent work period often needs the presence of a concerned adult to help him use the time for such study most profitably. Such a function was performed by aides this autumn in the Berkeley Unified School District schools serving disadvantaged children.

These projects were four of the 15 demonstration training programs financed by the Office of Economic Opportunity and coordinated by Bank Street College of Education as part of its nation-wide Study of Auxiliary Personnel in Education.

The programs were studied in two groups: the preservice group comprising nine programs with preservice training only, and the inservice group comprising six programs with a very brief preservice program followed by an extended program in the regular school situation. All nine preservice programs were of the "institute" type—that is to say they enrolled small groups of participants to work intensively for a relatively short period of time (two to eight weeks).

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