

and others. One particularized group consisted of low-income persons in Appalachia (predominantly white). Migrant workers were another particularized group. The geographical distribution for the 15 projects was broad, covering the states of Arizona, California, Florida, Illinois, Indiana, Maine, Massachusetts, Michigan, Mississippi, New York, Ohio, and West Virginia as well as the Commonwealth of Puerto Rico and the District of Columbia.

Recruitment and selection of the teacher-participants were usually done by principals in whose schools the institute practicum would be conducted, or by principals whose teachers would be working with auxiliaries during the school year. In Maine and Northern Arizona, where the project was conducted jointly by an NDEA Institute for Advanced Study for Teachers of Disadvantaged Youth, the teachers in the NDEA Institute were the teacher-participants in that project.

In the four programs which included administrator-participants as well as teachers and auxiliaries—Northern Arizona University, University of Maine, Ball State University, and Southern Illinois University—the administrators were recruited through personal contacts made by the program staff, through mass media, and through the distribution of brochures announcing the availability of the program.

Residential facilities

Some interesting variations were evident in the type of residential facilities which were made available in the different programs. Garland Junior College provided opportunity for a cross-class, cross-culture, racially integrated experience. A salient feature of this plan was that some middle-class Negroes were included as well as some low-income Caucasians. In Maine, the mothers receiving Aid to Dependent Children and their children were housed in a campus fraternity house. The migrant auxiliaries in the South Florida program lived in one dormitory on the Bay Campus.

At Ohio University, which offered a summer institute and a year-long program, the high school auxiliary-trainees and their college student sponsors lived in campus dormitories during the six-week campus phase of the program. The high school students then returned to live at their homes for the remainder of the program. The college student sponsors found their own housing in the communities of their high school student advisees during the four-week practicum phase of the program, returning to the campus in the fall to continue their academic training.

Instructional content

Notable similarities and differences appeared in the instructional components of the institutes. In almost every program auxiliary-participants and teachers, in those programs involving teacher-participants, received instruction in the philosophy of education, child development (often quite specifically the psychology of the disadvantaged child), and the general goals and procedures of the local school system. These substantive areas were covered in lectures or seminars. In most programs, the participants, both professional and nonprofessional, met as a group for some portion of this academic instruction. At Detroit and Puerto Rico instruction was directed to the auxiliaries exclusively, with the teachers attending as observers so that they would be aware of what the auxiliaries were learning.

Instruction in specific skills for the auxiliaries usually included typing, record keeping, use of audio-visual equipment, and the skills needed in assisting with reading, games, and creative activities, such as music and art. Basic communication skills were stressed. In the Howard University project, special skill training in physical care was provided for health aides.

In most cases the decision to offer instruction in these skills was based on the functions for which the auxiliaries were being prepared; and this, in turn, was influenced by but not restricted completely to the current policy of the local school system in the use of auxiliaries. In a few instances, the instruction was given in response to a request by many of the auxiliaries. The Jackson State College auxiliaries, for example, derived such personal satisfaction from the clerical skills instruction that they asked for further guidance in related matters like working effectively with people and personal grooming. The teacher-participants in many programs assisted in the instructional program by tutoring in the evening, especially when the auxiliaries were studying to pass high school equivalency examinations. The teachers, on several occasions, remarked that they