

were surprised at finding that the auxiliaries had such desire and capacity for knowledge. The teachers also recognized and remarked that their surprise came from stereotyped misconceptions about people who had experienced economic or educational deprivation.

*Practicum or regular school experience*

Opportunity to integrate substantive learning and innovative practice was provided in the practicum which was defined as a sustained, supervised experience with children in an actual educational setting. In approximately half of the programs the participants worked together in the practicum as teacher-auxiliary teams. In the other programs the auxiliaries worked under the guidance of a demonstration teacher who was not, however, a participant in the program. Only at Berkeley, Jackson State College, and Ball State University did some of the teachers and auxiliaries who were to work together during the school year have an opportunity to work together in the practicum as a team, although this was a goal of all programs. At Berkeley and Southern Illinois the aides began working immediately in the classrooms with the teachers to whom they were assigned all year.

There were variations in the length of the daily practicum. Most lasted from two to three hours in the morning. Four—Garland Junior College, Ohio University, Southern Illinois University, and San Fernando Valley State College—lasted for the entire school day. Three of these were prekindergarten programs. The Southern Illinois University program was in an elementary school. At Garland, half the participants took part in the practicum while the other half were in classes at the college; then the groups reversed assignments. In Detroit, where the teachers were assigned to classes in the system's summer school program for the whole morning, the auxiliaries worked in the practicum with them for only one hour. In South Florida the aides worked in the practicum a half day only.

The grade levels of the practicums ranged from prekindergarten through high school, but the central tendency was toward prekindergarten and elementary. Detroit was the only program that included high school and only two programs included junior high school pupils: Detroit and Maine. At Riverside some junior high school students worked with younger children in an experiment in cross-age teaching. Only in Northern Arizona and Riverside were ungraded groupings used. Of the preschool programs, four were for Head Start children.

Great variety was evidenced in the organization of the practicum. Several programs used the local system's regular summer school sessions (New York University, Ball State University, Detroit, and Riverside). In Puerto Rico, Northern Arizona University, and Jackson State College, special practicum classes were set up for the institute, and parents were asked to send their children. In Northern Arizona the children were Navahos from the reservation and had to be housed in a Bureau of Indian Affairs dormitory while they attended the school in which the practicum was located. Ohio University and San Fernando Valley State College used Head Start Centers as practicums and Garland Junior College used a day-camp operated by the Associated Day Care Centers, Inc. In the Maine program, the practicum was for the children of the auxiliary-participants. Parochial schools in St. Petersburg provided the practicum setting for the University of South Florida. Public school classes during the regular school year served as the practicum for Berkeley, Howard and Southern Illinois.

In almost every instance in the summer programs there were fewer children in each practicum class than there are normally registered in a class during the school year. The enrollment in these programs ranged from seven in Maine to approximately 20 in most programs. The small classes provided an opportunity to experiment with innovative techniques. The directors believed that the experiences could be transferred to larger classes during the school year, after principles and promising practices had been formulated in the experimental settings. The four year-long programs used actual operating classrooms varying in size from 15 to 47 students.

In the summer programs where children attended practicums which were not part of the system's regular summer school program, the projects found it necessary to modify the content and methods used in the classes, offering some vacation-type activities as well as the regular or remedial instruction originally planned, in order to maintain steady attendance.

Most practicums provided experience for auxiliaries with many tasks in a variety of situations. It was the intention of each project staff that auxiliaries