

should be prepared for something more than the routine custodial, clerical, or monitorial functions often assigned to such personnel. The visitation teams found auxiliary-participants engaged in a wide range of activities, related to instruction, from working on a one-to-one basis with a child in remedial reading, to reviewing tests with large groups of pupils.

Supervision of the practicum was carried out in a number of ways, the most common of which was to have project staff supervisors and/or instructors schedule visits to the practicum classes for the purpose of observation and conferences with the auxiliaries and teachers. At New York University this procedure was supplemented by having each auxiliary keep a daily log of practicum experiences which the staff read and commented on, and which was used as the basis of seminar discussions.

A critical training factor was the provision for scheduled time for the teacher and auxiliary teams to plan and evaluate their practicum experience together. Detroit developed a comprehensive procedure for such conferences. For an hour and a half following the practicum this team sat down together to review that day's experience. At this time, the teacher and the auxiliary wrote out their observations of the day's experience and analyzed it. Then the teacher wrote out the next day's program and discussed it with the auxiliary in terms of his responsibilities. Copies of these plans and analyses were given to the project staff who used them to guide the design of seminars.

At the University of Maine, daily analysis and planning of the practicum took another form. There, several teachers and several auxiliaries operated in a single practicum classroom. This group met immediately following the practicum with a staff advisor for a seminar on the day's experiences and plans for the following day.

At Berkeley, time for planning and evaluation together by each teacher and his two aides was built into the program. Children leave school at 2:30 at Berkeley, and the 2:30 to 3:10 period was earmarked for such meetings. In practice however, both teachers and aides reported that it was seldom possible to use this time in the manner planned. Parent-teacher conferences and staff meetings were often scheduled then.

In the eight programs where teacher-trainees were included among the participants, the practicum appeared to be particularly productive in terms of teacher-auxiliary relationships. Conversely, in those programs where no teacher-trainees were included, the directors frequently expressed regret that their programs lacked this component, the auxiliaries in group interviews spoke of the need for more interaction with the teachers in the practicum and the visiting teams noted the difference in mutual understanding and trust between professionals and nonprofessionals as they worked together. To the team members the inclusion of teacher-trainees appeared to be the pivotal feature of most programs.

Instructional process

A variety of processes was employed by the individual institutes to facilitate learning for both professionals and nonprofessionals. Group counseling sessions with auxiliaries, teachers, and staff members meeting separately were utilized by Puerto Rico, Garland Junior College, Howard University, University of Maine, and San Fernando Valley State College to help participants deal with their personal needs. At the University of Southern Illinois small groups of auxiliaries, teachers, and principals met together for group counseling. The Riverside program was the only one to conduct daily sensitivity training sessions in the belief that both teachers and auxiliaries could learn about themselves as persons from the frank reactions of other participants, and could also learn to use themselves more effectively in the educative process through this experience. At Riverside, self-evaluation was also fostered by viewing and discussing video tapes of the various sessions, both of the practicum and of the seminars. A variation of the T-Group was employed at Berkeley but the meetings were held only once a week.

All projects except Riverside used lectures, most of which were given by project staff. Jackson State College and Detroit invited guest lecturers to speak to the participants. Films were used by almost all of the projects. At Garland Junior College a film made during the previous year's aide training institute was used. A notable use of film was in the University of South Florida project where "Harvest of Shame", a film on migrants, was used with the participants