

1248 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

(3) Inclusion of both auxiliaries and teachers in the trainee group, preferably as teams from a given school—teams that will work together in an actual school situation after the training.

(4) Scheduled time for daily analysis of their practicum experience by the teacher-auxiliary teams, and team planning for the next class situation based on this evaluation.

(5) Instructional content in foundations of child development, inter-personal relations, the life conditions of disadvantaged pupils, and the school as an institution.

(6) Basic education in communication and language arts as well as skill training in technical and service operations such as typing, record keeping and operation of audio-visual equipment.

(7) Availability of individual and/or group counseling to help participants deal with their own personal needs.

PROFILE OF A PROGRAM FOR TEACHER EDUCATION AND PARENT-TEACHER AIDES IN A CULTURALLY DIFFERENT COMMUNITY

(Sponsored by Berkeley Unified School District, Berkeley, Calif.)

Of the 115,000 people living in Berkeley one-third are Negro. Most Negroes live in the south and west section of the city. To be found there are the conditions of ghetto life, including poverty, physical and social separation from the white majority, and the web of family and social habits and attitudes that constitute a culture of its own. It was in two schools of that part of the city that the Teacher Education and Parent-Teacher Aides in a Culturally Different Community program was initiated October 24, 1966, with the intention of carrying it through the entire school year. Teachers in the schools of such low income minority communities are often strangers to the families living there; the teachers are the culturally different ones to the children, bringing to them for a few hours of every weekday another culture—the subculture of the school.

One intent of this program was to sensitize teachers to the life style, the language, and the concerns of the parents and children associated with the school. Additionally, it was meant to modify the parents' perceptions of child rearing, of learning, and of the school. Plans of the project were both psychologically and socially oriented. Confidence in the proposal was reinforced by assurance of cooperation from the Berkeley Unified School District and the University of California at Berkeley.

PURPOSES

In the words of the director of the project, "The purposes of the program were: to reduce the alienation of parents and teachers to the school; to open channels of communication between the home and the school; to decrease the degree of polarization between parents' and teachers' views of how to reward and punish, how to teach, how children develop intellectually and socially; and to raise parents' educational aspirations for their children and possibly for themselves. Styles of school and home are so polarized that the child finds it extremely difficult to adjust to such different styles daily. This program is also based on the premise that the child has two sets of teachers, those in school and those at home, and that the more alike their styles are the more effective and efficient the school will be.

"It is believed that these differences in style are traumatic to the child and have a negative effect upon the child's emotional, social, and academic adjustment to the school. It is hoped this program will improve his ability to work and play with other children in the school setting. The school is seen as an instrument for social change, and the classroom is the place where parents, as aides, and teachers can actively alter each other's perceptions, attitudes and behavior."

COMPOSITION OF THE PARTICIPANT GROUP

The program design provided for two major dimensions, the first involving the use of teacher-aides in the elementary school classrooms. The second included the use of neighborhood workers employed to establish a communication