

these words: "The curriculum of the school and the process of instruction should reflect the physical, emotional, social, and intellectual needs of children as they relate to the promotion of their optimal effectiveness as individuals and as members of society." The formal objectives of school, i.e., the teacher's approaches, practices, and activities attempted to meet the child's needs.

The second determining factor of the program was the decision that the trainees include both parents employed as teacher-aides and neighborhood workers. The teacher-aides worked six hours a day. The teacher and two teacher-aides were seen as a teaching team within each classroom, the teacher being responsible for the training and limitation of instruction, and the aides acting as facilitators. The two aides were to be instructed daily by the teacher in periods of 20 minutes, both before and after school as to what was to be taught. Among the tasks performed by the teacher-aides were helping children who were having difficulties with the assigned work, marking objective tests, duplicating materials, reading stories, operating audio-visual materials, and talking with children who have become emotionally upset.

The second group of aides were the neighborhood workers. They, too, worked six hours a day, under the supervision of the guidance consultant, working with teachers who had not been assigned teacher-aides and for the school in general. They were to be the liaison between teachers and parents. They established contact with parents new to the school; made telephone calls or visited homes to discuss absences or lateness; and made home visits when the teachers could not establish contact with the parents. They were called upon occasionally to take children who became emotionally upset or obsterperous in the classroom to a "cooling off" room, where they continued their classroom work, played with toys, did art work, or engaged in other expressive activities in preparation for the earliest possible return to the classroom.

Other activities which they were occasionally called upon to engage in consisted of assisting the nurse with home visits, accompanying classes on field trips, organizing recreational activities during the noon hours, and observing students in the classroom when requested by the guidance consultant or teacher.

The third factor determining the structure of the program lay in the conclusions and follow-up of the Reading Curriculum Development Project of the Columbus University Laboratory School of September 1966. This project introduced a nongraded concept of reading into the schools. It encompassed the selection of a reading series with a new sequence in teaching word attack skills, rewriting the kindergarten through third grade portion of the reading guide; and the separation of word attack skills from comprehension skills. The reading program used an intensive phonics approach and reinforcement materials to make possible pacing of instruction to the child's ability to achieve. Children were grouped part of the time in terms of their ability to decode and at other time to comprehend.

The first, second, and third year parts of the program were divided into a number of segments called levels. Four to eight children who were at the same level of learning, and who were of approximately the same age, were brought together to form an instructional group in reading. The grouping of children of a classroom in levels provided an excellent opportunity to use teacher-aides to assume responsibility for groups other than the one in charge of the teacher at any given moment. The question involved presents itself forcefully: To what extent can this responsibility for separate groups be effectively assumed by untrained teacher-aides?

THE PROGRAM IN OPERATION

The classrooms: observation

All the classrooms observed were large and cheerful and adequate. The content of the activities was centered on the needs and interests of the children. The number of classrooms visited was small, and at least to one observer, insufficient for thorough analysis of a complex program. However, the observers were able to determine the place of the teacher-aides through observation and descriptions by teachers and aides in extensive interviews with them.

Two first grades, one second, third, fifth and sixth grade classes were visited. The activities in each of the first grades were notable in terms of the criteria for utilization of teacher-aides. At the Columbus School, in the first grade the teacher sat at the front of the room with eight children in a semicircle, working on "s" sentences. She was completely involved with the children, answering