

tion together; more orientation in content areas is needed, especially reading and spelling and new math, and more in the specific grade areas in which they will work; more than one week of orientation is needed, as well as more psychology, more science; more time should be scheduled with the teacher during the program; and more time should be provided after school when teachers can show aides what they did in the classroom.

They spoke of wanting to help the teacher and of wanting to plan with the teacher. One or two found great delight when a recalcitrant child opened up to them. One discovered a child could not read at all. They wanted more respect from the children and more rules for the children.

The reactions of the neighborhood aides

Four neighborhood workers in each school worked out of the guidance department under the supervision of the guidance director and with the help of the psychologist. Neighborhood workers were available to all the teachers in the school who did not have two assigned aides in the classroom. The neighborhood workers reported that they got designated parents to come to school to make use of the facilities and services available to them. When one worker got a request to visit a neighbor of her own, she turned it over to another worker. Occasionally they persuaded the nurse to make home visits. If it became necessary to make evening calls, neighborhood workers received compensatory time off.

The neighborhood workers maintained that most parents, when urged, came to the school, although the guidance counsellor said later that few parents had come. When there was resistance to the neighborhood workers' requests, they said, quite logically, "We feel our way." If a parent asks, they stay outside the house during the home visits. Usually, however, the worker had called by telephone (if there is one) before going a great distance. If the parent cannot come to school, the neighborhood worker presented a "conference sheet" filled out by the teacher on which the child's progress in the various subjects dealt with in the school periods is described as "excellent," "satisfactory," "working below capacity," or "special learning problem."

They said they spent about half the time in the school and half in the community. They went into the homes sometimes where they found persons they knew through some outside connection, such as P.T.A. or Girl Scouts, and found the common membership was a help in establishing friendly relations. There was unanimous avowal that they applied for the job because "We wanted to be needed, not because of the money." Among other motives were: "My children's education is involved;" "I gave up a key-punching job to work in school because working with people is more important;" "I love working with children."

Other tasks they spoke of included: working in the office with children needing help; getting new parents to come to school; planning for a Saturday movie; organizing a school-community dance for adults.

They expressed needs for improvement in program in these terms: more training in the orientation sessions which were "really just for teacher-aides;" more understanding by teachers of duties of neighborhood workers; more communication between aides and teachers, aides and administrators; scheduled time for aides to talk with teachers.

Tasks neighborhood workers occasionally do, which have not been recorded above, cover checking on attendance, tardiness and related situations; organizing and assisting with parent discussion groups; setting up a place for receiving children who need temporary removal from the classroom or class activity; providing an atmosphere which will help to prepare the pupil for the earliest possible return to the classroom; helping pupils who are known to get lost to find their appropriate rooms; accompanying classes on field trips; observing in classrooms to understand school programs; assisting the guidance consultant in other areas as indicated; involvement in organizing playground activities or recreational activities during noon hour; and observing pupils in classrooms when requested by the guidance consultant or teacher.

The inservice training

The inservice training was conducted in each school each week for two hours under the direction of the University of California School of Criminology. It consisted of a modified T-group approach emphasizing effective learning. The content of the T-group sessions constituted the data for the research component of the project.