

The fear focused not only on others in the group but also on the project administration. The two trainers believed that one norm of the group was that it is best not to speak and behave so that discomfort occurs in group situations. They cited instances of an aide becoming more cognizant of her own tendency to project her short-coming; of a person attaining an ability to express herself well; on the other hand, of a teacher with middle class values becoming less accepting of the views of others.

Observation of the trainers in action with their groups led directly to the conclusion that they were doing very little leading in situations in which the group discussions called for freedom within a structured framework.

IMPRESSIONS FROM VARIOUS SOURCES AND RECOMMENDATIONS

(1) If the program aims to change parent attitudes toward authority in the home, it should involve the community so far as it is at all feasible. A step in this direction was taken as the Economic Opportunity Organization and the Urban League did the initial screening. The community influences the attitude in the homes and will need to be related to the program if the school is to be effective as a change agent. The school cannot do the job alone. That there needs to be great care taken is surely true, but a beginning might be made through the professional workers in the area, social workers, and trained personnel in other agencies.

(2) Many teachers and aides expressed need for longer preservice training. They raised more than one question. a) Is it possible to lengthen the 30 hours devoted to training? b) Will a careful examination of the difficulties met in the program form a basis for a better preservice course that will give teachers more assurance of ability to use aides, and aides a better notion of what is expected of them than the contents of *Cultural Patterns of Differentiated Youth*?

(3) One of the criteria for selection of teacher-aides and neighborhood workers is that they "must be willing to abide by the rules of the school." It would seem sufficient to impress upon the parent workers that they would be entering an ongoing institutional and professional system during the screening interview without being arbitrary or dogmatic. However, the Study Team made observations after only six weeks of program operation, and some progress toward understanding was evident.

(4) More time is needed in which teachers and aides can talk together. The 20-minute periods before and after the school session reportedly were usually taken up by other and more pressing problems.

(5) Teachers and aides continued to be separated by a considerable social distance after six weeks of the program. A suggestion was made by an aide that one or more brief social gatherings before or during the preservice training might have eased the tension. This was done at one of the two schools. Probably teachers would accept the responsibility of making first advances in such gatherings in another year.

(6) The large number and diversity of activities proposed by the planners of the program for the neighborhood workers and discovered by them and the teachers, provided a striking contrast to the relative hesitancy to designate functions and activities for the teacher-aides. This suggests alternatives for the future: a) the number of neighborhood workers may be multiplied; or b) teacher-aides may train for a school year as neighborhood workers; or c) a study of the reasons for the ready acceptance of the role of neighborhood workers may indicate suggestions to be applied to teacher-aide relations.

(7) A suggestion from a teacher had logic in it: to discuss content in initial training and later human relations. The same sort of idea came out of T-group training and other group process deliberations.

A PROFILE OF A PROJECT TO TRAIN AUXILIARY SCHOOL PERSONNEL (TEACHER-AIDES)
IN CONJUNCTION WITH AN NDEA INSTITUTE FOR ADVANCED STUDY FOR TEACHERS
OF DISADVANTAGED CHILDREN

(Sponsored by The University of Maine, Orono, Maine)

Travel folders will tell you that the State of Maine is larger than the other five New England States combined. They will tell you that within the borders of the State is the largest fresh water lake contained entirely within the United