

cipals of their high schools. One criterion for selection was that the teachers come from schools where there was a possibility of employing auxiliaries.

Twenty-five mothers were recruited and selected to participate as auxiliaries in the program. They ranged in age from 20 to 50, and all except two were receiving Aid for Dependent Children. These applicants were recruited through the efforts of the Maine Department of Health and Welfare. Social workers whose case loads included such women were apprised of the opportunity and, in turn, explained the availability of this training to women they believed would benefit from it and might make effective use of it. In some cases the social worker helped the client apply to the project; in other cases the applicant took the initiative. The two young women not receiving Aid for Dependent Children were recruited through the principals of their schools.

The criteria for selection of auxiliary-candidates were that the candidate: 1) be at least 21 years old; 2) be at least a high school graduate or express willingness to prepare for the High School Equivalency Examination; 3) be in good mental and physical health; 4) have her youngest child of school age; and 5) have a family income in the poverty range. Eligible candidates were given a battery of tests at Camp MAIN-Stay, including measure of assumed similarity and social distance. These women were further screened by the staff of Camp MAIN-Stay and by the director of this project. (Camp MAIN-Stay is an organization with wide experience in work with disadvantaged children and their families).

PROGRAM STRUCTURE

Following a two-week orientation program at Camp MAIN-Stay, the auxiliaries and their children moved into a fraternity house on the University's campus, where they remained in residence for six weeks. The teachers were housed locally or commuted from their own homes.

In the early morning, teacher- and auxiliary-participants attended class separately. The instructional program for auxiliaries included typing and preparation for the High School Equivalency Examination. The teacher-participants attended classes in sociology of disadvantaged groups and educational psychology and child development during this time.

At 10:00 A.M. both groups met with the children in the practicum classes. The pupils in the practicum were the children of the auxiliaries. There were five practicum groups, each having, generally, six teacher-participants, five auxiliaries, and approximately seven children. Usually only one teacher-auxiliary team worked at a time, while the others were observers. Audio tape and closed circuit television were used for observation and evaluation of these instructional activities. Staff members, teacher-participants, and aides joined in criticizing the learning-teaching activity. Opportunities were provided for participant experimentation with such procedures as: large group instruction, non-graded grouping, small group instruction, grouping by maturity, interest, and ability, one-to-one tutorial instruction, and team teaching. Opportunities were also provided for the investigation of highly directive instructional techniques and unobtrusive "discovery" methods. Each practicum class was supervised and organized by a member of the Institute staff. The practicum lasted until 3:00 P.M.

Every day directly following the practicum, the teacher-auxiliary teams met in small seminar groups to evaluate the practicum experience as well as other facets of the program. Occasionally these meetings were replaced with seminars on particular problems. There were seven such seminars during the project.

From 4:15 to 5:00 P.M. the auxiliaries participated in workshops dealing with audio-visual aids or dramatics. The teachers used this time for independent study.

Field trips were organized for the children in the practicum, on which they were accompanied by both the teacher-participants and the auxiliaries.

Each practicum group made two video tapes which were used in discussions, primarily for the exploration of the shifts in self-perception which the project staff had proposed as one of the objectives of the program.

The design and content of the program was directed toward preparing auxiliaries to assist children, individually and in small groups, in remedial work and in independent study, under the supervision of the teacher. The auxiliaries also performed clerical, monitorial, and custodial functions; operated audio-visual equipment; and prepared materials for class.