

not only acted as a bridge between school and the low-income children, but were able to get to understand the children and know them in a new way through helping with their speech and reading problems.

The proportion of teachers and auxiliaries to children in the practicum was designed to give each participant an opportunity to work closely with one child at a time. Although the teacher-participants were at first bewildered by such an "unreal" situation, the project staff defended it on the basis that it gave the teacher an opportunity to concentrate on teaching rather than using time and energy on problems of control. The project director made the observation that "teachers tend to fly to administrative problems. They often become involved with the 'how' of handling a situation rather than in teaching." This situation provided an opportunity to innovate, to see what could be done, given ideal circumstances, then to adapt and transfer as much of the new approach as possible to the regular classroom. "Anyway," he added, "standing in front of 70 kids and lecturing on the history of Maine can scarcely be called a 'real' situation."

The program was designed to use the interaction between teachers and aides in the classroom as a departure point for discussion and counseling. The three staff observers noted that sufficient time was scheduled to permit full development of these processes. They also found that the effectiveness of an auxiliary's participation in such team or group discussions was generally reflected in her effectiveness in the classroom. The auxiliary who participated actively and freely in these discussions, was just as positive in her role in the classroom.

The project staff also believed that the value of the three staff observers in this program indicated the need for a full-time observer in the school at all times.

The teacher-participants of the NDEA Institute which was associated with this project met together near the close of the program to evaluate their experiences. They made a number of recommendations for changes which they would like to see in future programs of this nature. Orientation, both for teacher and aide participants should be longer, and both the objectives and process of the program should be interpreted to all the participants. Communication during the program, between participants and staff, could be facilitated by having a member of each practicum group attend staff planning meetings. Teachers expressed the need for the practicum to be scheduled for more than three weeks. Teachers also believed that time should be scheduled so aides will have fewer conflicts between instruction (such as A-V classes) and planning time with teachers related to the practicum.

Teachers also believed that the selection criteria for teacher-participants might be changed. Their feeling was that teachers who choose to attend an NDEA Institute tend to be those who desire self-improvement. They believed that "other teachers needed the experience more."

The staff reported that the training would be assured of more impact once teachers and aides were working in their schools if they could have been selected in teams of one teacher and one aide who would train together and then return to the same classroom to work together during the school year.

Evaluation of the overall program by the project staff revealed the advantages of embedding an integrated auxiliary and teacher training program in the context of a real, though admittedly innovative, instructional program for rural disadvantaged children. The quality and quantity of interaction among staff-teacher-aide-child, all channeled towards improving the learning situation for children, resulted in a successful learning experience for staff, teacher, and aide as well. Certainly questions remain unanswered but a few have been clearly and conclusively answered: insofar as this demonstration is concerned, "There is *no reason* to disqualify a person as a potential auxiliary in the classroom solely on the basis of her status as an A.D.C. mother. A highly intensive program of relatively short duration *can* begin to change the stereotyped thinking and attitudes that teachers have of poverty families and of A.D.C. mothers in particular. Stereotypes that children and mothers from disadvantaged backgrounds have developed of teachers and school *can* be brought into question when opportunity is provided for communication in a natural, mutual effort to improve the learning situation for children. A whole host of attitudes that teachers have developed concerning children, subject matter, and learning that tend to make the classroom rigid, cold and inhospitable *can* be affected by the introduction of aides."

The Director believed that in the Maine program such changes did and therefore *can* occur. Whether positive results can or will be duplicated in less for-