

"This program I think is best said to be necessary and enriching. Thank you for the opportunity to join in building not kids for the world but the world for their kids."

"I cannot find words strong enough to express the impact of this conference and training upon me. Though I have lived in poverty, I have worked in poverty, but never have I been so educated to the task before and means to handle this task as I have in these two weeks. I am sincerely grateful to all the trainers, sponsors and all concerned with this program. Thank you kindly."

"I feel that taking this training was very valuable to me. I do feel that I am better qualified to approach the problems that will confront me. This training has enlightened me to feel secure in the task that I am going to do."

"This whole project was very well planned and organized. There was a wealth of information, enthusiasm and good-will evidenced by all in charge which was then reflected among the group of trainees. It was very inspiring at all times and I hope we can take back to the Head Start Center most, if not all of the help we received."

"A sense of well being now exists within me as a direct result of this training program. I feel confident now and anxious to begin as a Head Start teacher. The content of the program was well planned and used excellent resource people. I enjoyed every minute of the meeting. Thank you."

"It is remarkable how much learning I did during the short period. Along with the learning, I have been motivated into doing all I can to make Head Start a worthwhile program in Child Development."

"The training I have received has been of great importance to me. I feel I am indeed a better human being for having it. It has improved my skills as a teacher and mother. Thank you."

"When I came to this class for training, I had many questions about the setting up of the school and our relationship with the parents. Now since it has ended my questions were answered. I feel very secure in the job I am looking forward to starting."

"This was just great!!! I'm leaving with a feeling of self-confidence I badly needed. You've increased our sense of mission."

This program demonstrated the values in the use of indigenous people as auxiliary personnel in disadvantaged schools in a particularly dramatic manner, according to the visitation team. One team member reported that his observations of the teacher-assistants in action in the Head Start programs (after having received training at the Center) made him much more optimistic about what "the people from the community" have to offer educationally in their schools—to their children and to the professional staff. He suggested that they bring a fresh and different way of viewing children and educational problems. Such auxiliaries raise questions which help teachers and administrators to understand better the community and the children. These aides help to establish initial contact with children (e.g., a Mexican-American teacher-assistant can reach the non-English-speaking Mexican-American preschooler in a way that a non-Spanish-speaking cannot). They help to explain education and schools to parents and others in the community who fear or resent education and schools. They provide positive models for children of effective, skillful people doing important work.

In support of this observation, a teacher-assistant declared in a group interview, "This program has helped me learn. I've become aware of the real situation in the classroom. But I have been able to help as well as to learn. I've helped get parents interested in education and involved in the school. I know the parents and I know how they feel and how they think better than, perhaps, the teacher does. This is my main accomplishment in this particular school."

The close relationship of the teacher-assistant to the community was stressed throughout the program. The potential of the auxiliary as a link between school and community was capitalized on by home visits the teacher-assistants made once they were on the job. Many auxiliaries reported not only improvements in parent's understanding of the job the school was trying to do with their preschooler, but also in the auxiliary's own self-image of herself as a productive helpful person. An example of this dual result is an anecdote one teacher-assistant related to the visiting team. "I went on one home visit with the teacher which was very helpful. We visited one man whose wife was dead, and he had five children. The home—it was in such a terrible state that I just went