

THE STAFF

The staff included the administrative director, (the Director of Continuing Education for the University) project director; one principal instructor; a professional counselor and instructor in child growth and development; a job developer; a research associate; and four other instructors, respectively of office machines, audio visual aids, health, and reading, speech, and grammar; as well as a secretary and another clerical worker. Originally an additional officer was included in the plans, an administrative assistant-coordinator as a part-time finance officer. The principal instructor for the program who lived in the dormitory with the trainees, serving as dean of students, had a substantial background in work with migrants. Such intimate knowledge was a major asset to the program.

STRUCTURE OF THE PROGRAM

The program was in progress from September 18, to October 29, 1966. The overall plan by weeks is as follows: The first week was devoted to orientation to work as a nonprofessional: review of speech, writing, reading and basic arithmetic; contemporary affairs information regarding matters of concern to trainees; counseling; and occupational skills. The second week was devoted to interviews and observations to acquaint trainees with program and services of community agencies; to review of speech, writing, reading, and basic mathematics; occupational skills; counseling; and job orientation. The third week was devoted to review of speech, writing, reading, and basic mathematics; and occupational skills. The fourth and fifth weeks—guided field experience (practicum) were devoted to job orientation, basic education, occupational skills. The sixth week was devoted to contemporary affairs; speech, writing, reading and basic mathematics; occupational skills; counseling; and community services. Preparation for work in their respective counties was an important feature of the final week with specific job requirements and orientation for each school system. Returns from the Study instrument (checklist of activities) filled out by potential employers was helpful in accessing and creating job opportunities.

The University of South Florida Bay Campus furnished an adequate setting for the afternoon unit sessions, the meals, and the dormitory which housed the trainees. In the dormitory a set of sensible rules was developed by the trainees and principal instructor. Recreation and entertainment were arranged by the trainees despite the long class hours which were from 8:00 a.m. to 5:00 p.m. with the occasional addition of an evening class. Considerable group spirit was evident among the trainees who organized a choral group and a final banquet for the staff, the practicum teachers and principals. The trainees, as a group, made an impact on the campus as a whole. Other University students would stop in at the trainees' dormitory to listen to their singing and to chat. The cohesiveness of the group was further demonstrated by their forming an alumnae group, the Certified Teacher Aide Association, which plans to distribute a newsletter to members and to hold a reunion to which they plan to invite the teachers in the schools in which they work.

During the program trainees were provided with \$3.50 per week for personal expenses on campus. Each trainee was given \$20.00 per week to send home, as well as reimbursement for travel expenses.

Practicums were held in the three weeks prior to the last week of the program. They took place in three Catholic parochial schools and covered kindergarten through 8th grade. The parochial schools were selected as the practicum setting because the University was not able to secure the use of the St. Petersburg public schools as a practicum for migrant aides. Because of over-commitment and other factors it was impossible to arrange for the practicum to be held in the local public schools. The resulting arrangement with the parochial schools, it was reported, worked out to the satisfaction of the parochial school administrators and teachers, the University, and the trainees, although it did not provide the same milieu as that in which aides would work later.

In the three schools the rooms were adequate in size and pleasant appearing. The aides were provided with their own work tables. Equipment noted included overhead projectors, opaque projectors, and flannel boards.

Of 16 classes observed, in only one was an aide absent (because of illness). Aides were correcting papers or putting marks in record books in six rooms; children were going to the aide for assistance in two; aides were moving around