

the room assisting individual children in six: aides were preparing attractive bulletin boards or had prepared them in 16; one aide was helping administer a standardized reading test in another; and in at least one class, an aide was seen preparing material for the teacher to use.

The children in the three schools were white, with only one exception. They appeared to be of a higher socio-economic status than most of the aides. The aides seemed to be very well accepted by the children. The principals told of a measure of bewilderment and confusion among the teachers, at first, as to the function of the aides, the relationship between the teacher and the aide, and some trepidation among at least a few of some possible threat to themselves in terms of status. Not only had these feelings largely disappeared by October 19, but it has been replaced by acceptance mounting to enthusiasm in many instances. In one case it was expressed by a teacher in the words, "I couldn't get along without her."

One device which assisted the principals and teachers in understanding the possible functions of an aide was the distribution of the Study Questionnaire to everyone who would be using an aide in the practicum. The research director reported that teachers were able to select a number of possible functions for aides to perform from this questionnaire.

The daily schedule differed between different periods of the program. In the period through October 8, roll call and collection of assignments began the day. From 8:45 to 9:30 job orientation took place, followed by a 15 minute recess; 9:45 to 11:00 was devoted to contemporary affairs, a film, or a guest speaker. At 11:00 counseling was required except on Thursday. Luncheon was from 12 noon to 1:30 p.m. followed by occupational skills on Monday; a free period for reading and study on Tuesday; counseling on Wednesday until 3:30 when office machine operation and visual aide equipment operation lasted until 6:00; on Thursday the afternoons were devoted to a film and/or reading in the schools.

Beginning October 10 all students were in the schools for a practicum session lasting from 8:00 a.m. until noon. Seminars took a larger place in the daily schedule during the two weeks of practicum. Many of the items listed in the previous weeks' routine continued.

Job orientation took first place in the content of the training, covering classroom aides, library aides, clerical aides, and home liaison work. Orientation was achieved through much classroom discussion, through speakers from community organizations, through correlation with the work in child growth and development, through visits to homes with the five home-school liaison trainees, through practical projects of various kinds, and finally through instruction in manuscript writing.

In counseling the trainees were given achievement testing and individual interviews. For two weeks they attended a child growth and development class for one hour including lectures, discussion, and films. Small groups of ten each met twice during the third week of the program. These meetings were followed by seminars and work with individuals.

In the course on contemporary affairs occurred one of the highlights of the program; the film, "Harvest of Shame," a documentary on migrant life, brought a dramatic response from the trainees. At the beginning of the program they had been hesitant to acknowledge their identification with migrants. They had even objected to the word "migrant" in the title of the project. A little later during a discussion of what "migrant" means, many admitted having experienced something of migrant life. After the film was shown a number spoke in resentment of the injustices they had known and observed. From that time the training appeared to have more meaning to the trainees.

In the course on audio-visual aids the values of showing films and using other media were demonstrated. The principal types of equipment were introduced: the overhead projector, the opaque projector, the filmstrip/slide projector, and the 16 mm film projector. The class divided into five groups to work with this equipment. Another area of occupational skills was taught. Office competency covered telephone courtesy, typing, spirit duplicator use, paper cutting, mimeographing, and the use of the thermofax machine. Classes were also conducted on the role of the teacher aide in reading instruction, in health, and in grammar.

The program was followed up by the staff in a variety of ways. Staff visited the school superintendents in the counties from which the trainees were selected. The study instrument was used by staff to help interpret to local school administrators the possible uses of aides in the classroom. Wherever possible, guarantees