

1274 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

INSTRUCTIONAL CONTENT FOR TRAINING PROGRAM

To prepare the trainee to perform the multiple possible functions listed above, content in the following areas was contemplated :

A. Human development and relationships

1. Children :
Infancy and preschool—normal,
Later childhood—normal,
Child guidance,
Deviants.
2. Adult :
Human relationships,
Human needs,
Development of good relationships.
3. Parent and Society :
Race—problems and solutions,
Socio-economic level—problems and solutions,
Social agencies.
4. Relating Self to Others :
Professional school personnel to parents,
Manners, attitudes, self-knowledge.

B. School system: structure, function, educational techniques

1. Goals, legal responsibilities and relationships of professional school personnel :
Principal,
Social workers,
Teachers.
2. Teaching and learning process :
How accomplished from preschool through grade 3,
Techniques and materials teachers use to aid skill development.
Curriculum and social development in children—progression of learning from preschool through grade 3.
3. Home-school relationships : Parents contact, meetings, newsletters.

C. Technical and general skills

1. Operation of audio-visual equipment and development of skills in preparation and display of material for bulletin boards and parent meetings,
2. Operation of duplicating machines,
3. Speech, reading, manuscript writing,
4. Records and record keeping.

D. Sensitivity and communication training

OBSERVATIONS

The Study Team visited 11 classes in session in three schools, six in Dunbar, two in Longfellow, and three in Monroe. Eleven observations were a relatively small number when viewed in the light of the total number of classes in the three first grades in the schools. More particularly, the period of time spent in observation was small when compared with the purpose of noting the full process of activities in the classes, the specific purposes in the minds of the teachers, and the results that might follow incidents seen momentarily by the observers but in long term perspective by the teachers. In some measure this limitation in the coverage of the observation was compensated for by the answers given to questions put to teachers, principals, and staff of the project. In addition, a caveat must be voiced concerning the duration of the work experience prior to observations. Aides had been on the job only two weeks when