

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1275

they were observed. Classes were held from 9 AM to 3 PM. The actual activities observed are tabulated below.

Activities	Size of class		
	Dunbar, 29 to 34	Longfellow, 26 to 42	Monroe, 27 to 38
Interaction between teacher and aid.....	3	1	
Collecting milk money.....	1		
Cutting papers principally for bulletin board use, also phonic aids.....	4		2
Dittoing.....	1		
Mimeographing.....	1		
Preparing border of room.....	1		
Preparing bulletin board.....	4		1
Taking care of child who has had an accident.....	1	1	
Passing papers.....	1		1
Assisting a child with seat work.....		1	
Observing teacher's methods with class.....		1	
Helping children with coats.....		1	
Going to restless child.....		1	
Calling the roll.....		1	
Taking over class under teacher supervision.....		1	
Bringing 1 absent child up to date.....		1	
Attending to immediate need of child.....		1	
Having conferences on report cards.....		1	
Reviewing work on capital and small letter.....			1
Using pointer.....			1
Arranging books on shelves.....			1
Putting cards in library books.....			1

NOTE.—If the classes instead of the schools had been used as the basis of differentiation 1 class in Dunbar would have shown up as presenting the majority of items checked; 1 class (i.e., 1 aide) in Longfellow would have shown up as responsible for 7 of the 10 items checked.

The total number of items checked are arranged in the following tabulation under the major categories found in the planned activities. The items appearing on a list prepared by one teacher in Monroe is also presented to show the teacher's attitude toward functions of an aide. (Interpretation of proper inclusion of items under the planned categories may not be identical with the thinking of planners or teachers).

Planners' categories of activities in the schools	Dunbar	Longfellow	Monroe	Worksheet from teacher in Monroe
1. Clerical duties.....	2			7
2. Room maintenance.....	5		1	2
3. Instructional assistance.....	5	8	5	21
4. Self-help assistance.....	1	3	2	

The greatest likelihood of misplaced items lies between 1, Clerical duties, and 3, Instructional assistance, due to the similarity of obvious clerical work and clerical aspects of instructional activities. Nevertheless the category, Instructional assistance, shows up in both observations and the Monroe teacher's worksheet as outweighing the comparative emphasis put on it in the planning of the program. Furthermore at the Dunbar school "instructional assistance" presents itself as one of two main categories, despite the principal's insistence that the state law forbids it. Clearly there must be the need for the function and the recognition of its practicability by the teachers when they are in the classroom. This appears to be a difference in interpretation as to what "instructional assistance" actually means. It is a term which permits various interpretation.