

reminded that we have to call aides 'clerical aides'. *There must be legislation in 1967 to give aides a place in the school."*

*E. Reactions of visitation team*

1. Requests of aides should be seriously considered: (a) to know more about the mental make up (especially emotional factors) of children before their service begins; (b) to be given more instruction in certain specific areas of their duties such as decorating the bulletin boards.

2. The request of some teachers for more training in what to expect of an aide was a valuable comment.

3. Also significant was the desire expressed by both aides and teachers that they should have time to meet as teams after working together in the classroom to review their common experience and plan together.

4. Rapport and creativity seemed to flow from the frankness of the T-Group sessions and from the dedication and ability of the instructional staff.

Mr. CAREY. Will Monsignor Donohue, Monsignor McManus, and Mr. Cicco resume their testimony, and Mr. Considine?

Monsignor DONOHUE. Mr. Chairman, Congressman Carey, we had concluded our formal statement, and we are in the process of answering any questions the committee might have.

Mr. CAREY. When we recessed, I was addressing a question to the panel in general, that anyone can answer, if you will.

First, on the question of Operation Headstart, and Followthrough, what has been your experience, in terms of mounting community support, getting community support, and effectuating successful programs for Headstart and Followthrough, in your contact with the programs themselves and the public educational agencies and the community?

Monsignor DONOHUE. Yes. I would like to ask both Mr. Cicco and Monsignor McManus, who have been working on these programs ever since their inception, in both Chicago and Pittsburgh, and whose knowledge of the kind of things that you are asking is very broad, to speak to this.

First, Monsignor McManus.

Monsignor McMANUS. Mr. Carey, we have 900 children in a child development program, under a subcontract with the Chicago Committee on Economic Opportunity, which in turn is funded by the OEO. I feel that now that we are in the third year of our operation, that our experience has given us reason to claim an extraordinary degree of success.

The essential aspect, in my mind, of the child development program, is that it is much more than a child program, and much more than a school program. Three major components in our program are the master teacher, the social worker, and the family life educator. We have approximately 20 in each category, for our program, and from our experience, we are fully persuaded that we will do little good for these 4-year-old children unless we simultaneously reach their parents; and the parental response, thus far, has been most rewarding.

Our discipline is strict. We are more strict with the parents than we are with the children. The parents who refuse to cooperate are at least threatened with having their children and themselves expelled from our program.

The program is operated according to OEO terms, along strictly nonsectarian lines. Children of all denominations are eligible, and the teachers are employed without regard to religious denomination.