

proposed amendment to title V to provide for comprehensive planning with emphasis upon the planning for effective utilization of auxiliary personnel. I speak to that point particularly as coordinatory of a nationwide study which Bank Street College is conducting of 15 demonstration training programs for nonprofessionals in school systems throughout the country.

Mr. SCHETER. Who is the sponsor of that?

Mrs. BOWMAN. The funds are provided by the Office of Economic Opportunity. We have just been refunded for another year and are starting with seven additional projects one of which is in eastern Kentucky, Mr. Perkins. Moorehead University is the local sponsor and will develop preservice and inservice training in four counties in eastern Kentucky.

I thought you might be interested to know that we are concerned with your area and that we expect to get great results from our analysis of the programs there.

I am not confining my remarks to the written testimony for two reasons: One, I wanted to get a little more quickly to the gist of what I hoped to say to you and, two, because I would like to keep this testimony open since, as I have been sitting here—

Chairman PERKINS. Without objection all of your prepared statement will be inserted in the record and you may proceed any way you choose to.

Mrs. BOWMAN. I would like to submit later some substituted material.

Chairman PERKINS. Without objection, you may do so.
(The document referred to follows:)

ILLUSTRATIONS OF THE NEED FOR COMPREHENSIVE, SYSTEMATIC AND CONTINUING PLANNING OF EDUCATION AT ALL LEVELS

On March 15, 1967, John H. Niemeyer, President of Bank Street College of Education, stated before the Committee on Education and Labor of the House of Representatives in Washington, D.C. that:

"Preliminary findings from the analysis of 15 demonstration training programs for auxiliary school personnel reveal that such personnel demonstrate a capacity to make a positive contribution to the learning-teaching process, when the following conditions prevail:

"1. When the *roles for aides* are developed in terms of the particular strengths of each aide and the particular needs of the pupils of particular classrooms, rather than the roles being defined in rigid categories which are supposed to apply to all situations.

"2. When intensive and continuing *training* is provided, *both* for the non-professionals and for the professionals with whom they work.

"3. When the job of the auxiliary personnel is incorporated in the entire school structure as a *new and respected career*, and not merely as a temporary expedient.

"4. When the school and the school system look upon *all members* of staff, from the building custodian to the top superintendent, as being part of an *educational team* which is constantly *influencing the lives of the young*."

The following material is illustrative of these four points. It is drawn from a Study of Auxiliary Personnel in Education, conducted by Bank Street College of Education for the Office of Economic Opportunity.

1) Role Development: In one state where a demonstration program was conducted, rigid categories were defined by state legislation which were to apply to the utilization of nonprofessionals in all school situations. As a result, nonprofessionals were not allowed to monitor pupils on buses, and the bus drivers had to take their attention from the road to maintain quiet in the bus. In this same program, a third grade student was observed helping his classmates check