

the correctness of "yes" and "no" answers to an objective test, using the teacher's answer book. An aide, who was a high school graduate, stood by, not permitted to perform this function.

In another program, where there was more flexibility about role and function, some of the auxiliaries were used as monitors and some were not. In one case, for example, a young Negro man had established such a "buddy-buddy" relationship with the Negro boys in the class to which he had been assigned as an auxiliary that his control of the group was weakened, but this same young man proved to be a tremendous asset to the program when he visited the boys' homes in truancy cases. The teacher, diagnosing both the needs of the pupils and the special contribution this particular auxiliary was then capable of making, developed his role imaginatively and with tangible pupil outcome.

2) Training: In New York City, a pilot training program for auxiliary school personnel has been established in District 3. Mrs. Verona Williams who testified before your Committee on March 15, serves as an auxiliary in that district, and because of her understanding of and involvement in the goals of school provides important linkage between school and community in the area. Mrs. Williams is an unusually fine and intelligent person but she illustrates the kind of school-community cooperation which is possible and which training may encourage.

In another district of the city, where such training is not yet available a supervisor commented thus about the situation:

"There is a tremendous need for in service training of well-motivated aids so that they can profit from 'process of observation and feedback' and so that they will understand the need to improve on the job. The biggest problem with the employment of indigenous auxiliary personnel is that of human relations. The following occur daily and become dynamite in any school:

- a. Gossiping to the community
- b. Overprotection of the aides' own children
- c. Tendency to be harsher than necessary to nonconforming children
- d. Tendency to complain about children who have problems
- e. Tendency to ignore time schedules and to expect special consideration for their own problems
- f. Development of friction between paid school aides and other parents"

3) Institutionalization: In some of the demonstration programs, a firm and honest commitment by the local school system to employ the auxiliaries after successful completion of the training program could not be implemented when budgetary changes required a cut-back in the employment of auxiliaries. This resulted in the ultimate frustration for a few of the trainees who had been motivated to train for jobs which did not exist.

However, when the local school system had incorporated the use of nonprofessionals as an integral part of the school structure, the result was not only stable employment but the opportunity for upward mobility.

For example, in Puerto Rico, where there was strong commitment to this program by the Department of Education, and where the University of Puerto Rico was involved in the planning, not only was every auxiliary-trainee in the Summer Institute employed when the school year began but they are all now enrolled in a work-study program at the University of Puerto Rico, leading to the possibility of promotion and eventually, it is hoped, to achieving professional status.

In Detroit, another school system which has incorporated this program as a permanent part of the school structure, a career ladder has been established with five job titles and job descriptions, and appropriate salaries, increments and fringe benefits for each step on the ladder.

President Niemeyer's final comment on the conditions which contribute to the effective utilization of auxiliary personnel was concerned with a broad approach to education—that is, perceiving all staff members, from the building custodian to the top superintendent as being part of the educational team. Such an approach cannot be described in quantitative terms. It reinforces the concept that like life the organization of education includes a variety of roles, adult influences and common experiences—all of which have an impact on the development of children and youth. This concept seemed to permeate the 15 demonstration programs.

Mrs. BOWMAN: I am going to address myself to some legislative action in the field of auxiliary personnel or nonprofessional in education for consideration by this august body. The demonstration of