

the 15 programs to which I referred revealed that nonprofessionals do have a capacity to make a positive contribution to the learning-teaching process when adequate training is provided, when there is a flexible attitude toward the function that may be performed by nonprofessionals and when the utilization of nonprofessionals is incorporated into the whole structure as a permanent, stable career ladder rather than as a temporary expedient.

We believe that these goals are important not only to the utilization of auxiliary personnel but to the whole educational enterprise. Basing our recommendations on the findings from this study, we have five suggestions to make for specific legislative action which hopefully you will find worthy of your consideration.

The first is that when funds are made available under title I of the ESEA to a local school system for the employment of auxiliary personnel, there be a requirement that an adequate plan for training of these personnel as well as the professionals with whom they work would have to be submitted and approved by the agency granting the fund so as to avoid the problem we see so frequently of auxiliaries being employed without training for those who are about to use the auxiliary personnel.

We have seen teachers say to auxiliaries, "Sit over there and wait until I have an errand for you to do," instead of utilizing what we believe to be a tremendous potential for education, because the professionals had not been trained. We have seen some auxiliaries themselves transgressing, trying to take over, gossiping about the school to the community, objecting to the kind of discipline that the school operates because they were given no understanding of the goals of the school before they began to work.

So we feel that employment without training is a very dangerous development, and we urge that a plan for training be required before any additional funds for employment are provided under title I.

The second specific recommendation relates to the possibility of regional planning conferences regarding the use of auxiliary personnel which might be made available under the amended title V as suggested to you and which might be done on a continuing basis if the recommendation that title V money be provided on a 5-year basis instead of year by year meets your approval.

We believe that if such regional planning conferences on the utilization and training of auxiliary personnel were established, they should include administrators, teacher educators, teachers, auxiliaries, and parents or representatives of professional organizations such as unions and the NEA and indigenous personnel represented on community action agencies.

We also believe as our third recommendation that there should be funds for faculty workshops in selected colleges of teacher education.

This would probably not fall under the Elementary and Secondary Education Act but more appropriately under the Higher Education Act, but unless teachers understand their expanding role in a broader, basic approach to education, we will not have effective utilization of the people who help the teachers.