

develop functions for auxiliaries in terms of specific needs of pupils in each situation rather than following rules that are supposed to be applicable to every situation.

To illustrate, in Illinois there is restrictive State legislation which prohibits the utilization of nonprofessionals in a monitorial capacity.

When we observed a program in East St. Louis, Ill., we saw two rather disturbing examples of the application of this rule. First we found in one classroom a third-grade student helping to check yes and no answers on an objective test prepared by the classmates.

This bright student used the teacher's book; it went very well. The student was being helpful. But the aid, a high school graduate, had to stand by and was not permitted to perform a function which was adequately performed by a third-grade student.

In another instance, we found complaints by busdrivers that because aids were not allowed to serve in a monitorial capacity on the buses, their attention was diverted from the road, the lives of the children were endangered while the busdriver unaided by any nonprofessional tried to quiet the children.

Now to go to the positive in this. In Washington, D.C., we observed a program which was sponsored by Howard University in co-operation with the model schools division of the District of Columbia Public Schools where there was flexibility about the functions and where teachers were allowed to select those functions which best suited the needs of the pupils and the particular skills which the aid could give.

I saw an example of one Negro male auxiliary who was not good at the monitorial function and was not used in that because he had established such a buddy-buddy relationship with the boys in his class that his control was weakened. However, he was excellent in going to the homes in cases of truancy and talking to the boys and to their parents and saying to them, "You must come to school and study harder. Believe me, I know." I had that experience. And here was a Negro young man talking to Negro boys in such a way that they would listen to him. So here was a case where the teacher who was a very observant person could diagnose the situation and use the aid and there was enough flexibility as to make this role possible.

Another word in regard to training. The problem in New York City is that the situation is so vast, providing adequate training is so difficult that at the present time they are doing a demonstration pilot project in district 3 in Lower Manhattan and Mrs. Verona Williams, the lovely aide who came to you and who is a member of our advisory commission, works there and does help to bridge the gap between school and community by being involved in the school.

As a parent aide she understands the school and can interpret it to the community but she also understands the problems of the area and can help to interpret the children to the middle class professionals so she serves as linkage between school and community but she does this after very intensive in-depth training in terms of the school's goals. She was not just plunged into this situation with no help.

Mr. SCHEUER. How long was her training period?

Mrs. BOWMAN. She trained for a summer institute and now she is engaged in a followup inservice training for a term, so she has had