

an opportunity not only to be trained herself but an opportunity to talk with the teachers to whom she is assigned and to review their common experiences and plan together on the basis of the experience.

Now in another district of New York City where there is no training at the present time for aids, it is reported that there are evidences of auxiliary personnel acting daily in a way that becomes dynamite to the school because they just have not been given an understanding of the school goals.

They gossip to the community about the schools. They over protect their own children in the school. They don't stick to time schedules according to the reports we have received, and I don't want to say this is true of all of the aides in the school nor is Mrs. Williams who is really an unusual person really representative of all the aides in district 3.

However, we do have far more problems reported in New York City in those places where there are no training facilities. I referred to the fact that it was so difficult to provide adequate training to all of the schools in an immense city like New York, but I would like to refer to a very imaginative device that Detroit has developed for a mobile training team of five persons to go from school to school and work with students and teachers in one school after another.

Mr. SCHEUER. Do you mean teacher aides?

Mrs. BOWMAN. Yes; by students I meant in a sense the student aides, the aides who were learning to help in the school situation.

The team of five consists of, first, a sociologist who helps the teacher understand the life conditions of the situation in which he is teaching. There is a teacher-educator who helps the people with whom he works to define educational goals and philosophy and to discuss methods for implementing these goals.

There is a technical expert, one who is familiar with programed instruction and the so-called hardware in the schools and can help the aides to utilize these programs and provide the individualized help to the pupils while they use a machine and work at their own level of speed.

There is also a psychologist who conducts group counseling sessions with teachers and aides together to get out into the open any of the difficulties that they face, any of the insecurities.

Some teachers feel that aides are a threat to them. Sometimes aides are too intent upon their new role and tend to object to doing any task that they consider too menial.

These are things that need to be talked out together. Certainly the aide should not be given functions that should be assigned to the custodian or to the pupils, but only through an opportunity to express their so-called gripes and talk it through can this be resolved.

The fifth member of the team is an experienced and successful aide who talks as one who has done this and who has faced the problems and has some concrete suggestions about how they can be resolved.

Mr. SCHEUER. May I ask you one last question? What has been the reaction of the teachers unions and the teachers themselves where aides have been used? How have they reacted to the change in their role?

Mrs. BOWMAN. Let me tell you on our advisory committee is Charles Cogan, the president of the United Federation of Teachers. He has