

Mr. FUQUA. Would this be experience gained in the school system or out of the school system?

Dr. CARROLL. In the school system or a special course of some sort that would train aides.

Mr. FUQUA. Where would you train them?

Dr. CARROLL. With our own in-service courses in the school system.

Mr. FUQUA. What does this training consist of, and how long would it last?

Dr. CARROLL. It might vary considerably depending on the type of work. We might have a person who would work at a lower level in a science lab setting up the equipment, taking the equipment down and cleaning it and putting it away and watching the instruction and possibly learning even how to explain what is going on and help students set up their experiments. If a person spent a year working in this way with a science teacher we felt that—and also took some in-service courses which might be given by the science supervisor in the science department, we felt that he might well qualify as a GS-4 as a teacher-aide. This would vary considerably. A librarian aide might have a very different arrangement than the science aide.

Mr. FUQUA. How many of these aides do you have? I notice someplace in the statement by Commissioner Washington that the National Education Association reports approximately 38 percent of the school systems require of aides only elementary school education. This is relating to this equivalent experience. Is that true in what you plan to do?

Dr. CARROLL. Excuse me, I missed that.

Mr. FUQUA. Is this what you are planning to do? I refer to page 8 of the Commissioner's statement, at the top of the page, end of that paragraph: "The National Education Association reports that approximately 38 percent of the school systems require only elementary school education." This is for the teacher-aides, I assume. Is this working out, this equivalent experience, then, I assume—

Dr. CARROLL. Yes, we would not require—we have been thinking about this as having a high school graduation or certification equivalent. We had not been thinking about having the elementary level being all that is required. But most important, we want to have the training and we have many people in this City who may have had eight grad training and done a great deal of work and now would like to work with us and we would like not to have highly rigid requirements, and certainly not at the 60-hour level. We would like to be able to say, in our judgment on the training that has been set up you can be an effective classroom aide to a teacher to perform certain work. The GS-4 is the level we bring in most of our clerk-typists in our school system.

Mr. FUQUA. How many schools throughout the school system have so-called teacher-aides?

Dr. CARROLL. I think 38 percent.

Mr. WEINBERG. We have the report from the N.E.A., sir, which indicates that since 1960, the greater growth in the teacher-aide program was the enactment of the education and—Elementary and Secondary Education Act, and that in 217 schools that were surveyed there were 44,000 teacher-aides.

Now, the survey that we recently made in the local jurisdictions indicates that all the school systems are using teacher-aides in one