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## Development of a Filmstrip Designed to Recruit Teacher Aides from Specific Ethnic Groups

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DEVELOPMENT OF A FILMSTRIP DESIGNED TO RECRUIT  
TEACHER AIDES FROM SPECIFIC ETHNIC GROUPS



A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College



In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education



by  
Laura A. Hendricks  
May 1970

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## CHAPTER I

### PROBLEMS AND DEFINITIONS OF TERMS USED

An increasing awareness of the dissatisfaction of minority groups with the educational shortcomings of the public schools has inspired some school administrators and Federal and State agencies to search for new patterns of education. They were especially receptive to proposals that would reach children who were being bypassed in schools reflecting only the aspirations and objectives of the dominant middle class Caucasian society.

In 1965, the Elementary and Secondary Education Act was passed by Congress. Title I of this Act allowed the United States Commissioner of Education, United States Department of Health, Education and Welfare, to fund programs which attempt to overcome some of the inadequacies of the United States educational system.

#### The Center for the Study of Migrant and Indian Education

The Migrant Amendment P. L. 89-750 was an extension of the Title I Act. It was under this provision that the Center for the Study of Migrant and Indian Education, Toppenish, Washington, was funded April, 1968. The purpose

of the Center was to provide a vehicle for improving the education of migrant and Indian children (17).

Ethnic composition of migrant workers in Washington State. National figures show that of the total Washington migrant population, 49% are Caucasian, 41% Mexican-American, and 10% other, including Indians. Nationally, the Mexican-American or Spanish surnamed person belongs to the second largest minority group in the United States. The fact that his educational needs have been largely unmet is testified to by the dropout rate of children in this group. Figures vary from 50% to 75% attrition between grades 3 and 12 (21:5).

A second group of minority persons are the American Indians, who also experience an alarming dropout rate. Kathleen Beckmann, working with materials organized by Ted George, Program Development Specialist of the Small Tribes Organization of Western Washington, stated that total student dropout rates nationally were 28%. The national Indian average is approximately 60% (10:4).

Dropout factors. The original proposal for the funding of the Center pointed out that there were a myriad of causative factors which were reflected in the high dropout rates for both migrant and Indian children. Some of the factors were identified as poor oral language development, lack of cultural pride, low economic level, poor

nutrition and health, little social acceptance and general feelings of failure (17:4).

Educational needs of migrant and Indian children.

The educational needs of these children were described as being: (1) teachers and aides professionally trained to educate migrant and Indian children, (2) instructional materials geared to the ability of the learners, (3) health education, (4) oral language development, and (5) programs that build cultural pride (14:2).

Objectives for the Center's activities. From

these needs, the following objectives were described for the Center's activities:

1. Coordination of Federal, State, local programs devoted to migrant and Indian problems.
2. Development of special instructional materials.
3. Experimentation in program development and dissemination of the results.
4. Training and retraining of teachers to work with migrant and Indian education.
5. Training of teacher aides.
6. Providing consultant help for migrant and Indian education.
7. Evaluation of present and future programs.
8. Dissemination of information regarding significant developments and programs (14:4).

Yakima Valley School Districts Request  
Aide Training Program

In view of the objectives and the general purpose of the Center, the school districts of the Yakima Valley requested the new organization to institute a training program for teacher aides which would be especially directed to two segments of the Yakima Valley population: (1) adults of the community who represent various ethnic groups, and (2) students who were in school but who did not realize the implications of continuing the educative process.

In addition to this, the district administrators also believed that "trained" teacher aides would assist classroom teachers more ably, thus freeing the professional for other instructional duties such as lesson planning and individualizing assistance to students who need it.

THE PROBLEM

The Center personnel who were assigned the task of planning and implementing a training program for aides found that there was little in the way of interpretive materials that would apply directly to the ethnic cluster in the Yakima Valley.

Ethnic Groups in the Yakima Valley

This cluster consists of ethnic minorities of

Indians, Mexican-Americans, a small population of Orientals and a few Blacks. The dominant culture is locally referred to as "Anglo" (19:27).

Most Yakima Valley Indians belong to the Confederated Tribes and Bands of the Yakima Indian Nation located on a reservation which rims the valley and which includes some of the richest agricultural land in the area (18:2). Currently, the "service area" Indian population of the reservation is a plus 7,000 persons. The Indian children attend public schools. The dropout rate among Washington's Indians is reported variously between 42% and 100%, as compared to the national total student average of 28% (10:4).

Among the Mexican-American children who attend school in the Yakima Valley, the exact percentage of dropouts is difficult to ascertain because there is a large influx of Mexican-American migrant workers in March. Many incoming school age children never attend school in Washington (19:VII).

### Why These Children Drop Out of School

There are several reasons why migrant and Indian children do not attend school, or if they attend, why they drop out in the early grades:

1. Families need the income derived from children's work in the field.
2. School curriculum has little relation to life as they perceive it.



3. Many children have language difficulties because English may not be spoken in the home.

4. Oral language development is inadequate in any language (22:115-118).

The child with language problems may drop out of school as early as the third grade. Both the child and the family may agree that school is "not doing him any good." If a Mexican-American child attends school through junior high, the next attrition peak is noted between junior and senior high school. Girls and boys who are 14 or 15 years old may be expected to add to the family income by working with other adult members of the family (22:118-20).

Indian and Mexican-American children may see little relevancy in a high school which is geared to college entrance preparation. These students may never perceive themselves as being able to attend college. Indeed, they may have little desire to do so, as they have few models to emulate.

The "Anglo" migrant has many similar problems based, not on language difficulties as it applies to bilingualism, but to inadequate oral language development. The "Anglo" child will probably attend school 27 weeks in a 36 week academic year, whereas, the Mexican-American migrant child may attend only 17 weeks (19:38).

The "Anglo" migrant child generally suffers from poor or low aspirational levels and is in need of the same

sort of inspiration, oral language development and guidance that the other ethnic groups display. However, because he is ethnically related to the dominant culture, his needs may be submerged under the attention given to disadvantaged, ethnic minorities in the Valley.

### Statement of the Problem

The problem, as it related to the school district's request to develop a program for training teacher aides, was perceived to lie in the development of teacher aide recruiting materials, a program curriculum, and the implementation of the program. This study concerns itself with the development of a portion of the needed recruiting materials.

Audiovisual materials. It was decided that a filmstrip directed to an audience of potential teacher aides from the Valley ethnic groups might be an effective recruiting device. The specific audience for which the filmstrip was designed was composed of two factions: (1) adults from the local community, who represented various ethnic groups, and (2) young people who did not perceive themselves as being able to serve in other than traditional ways, such as waitresses, houseworkers, and day laborers, and who could see no advantage in planning to attend college.

Purpose of the filmstrip. The purpose of the proposed filmstrip was (1) to appeal to adults in the described ethnic groups to consider entering the educational field as teacher aides and (2) to enable girls and boys to perceive themselves in educational roles. The roles might be that of teacher aides or some position on the continuum between aide and a fully certified teacher (12:217).

#### Importance of the Problem

The importance of raising self perception and aspiration levels of minority groups has been documented in modern literature concerning teacher aides (27:3). It is believed that teacher aides from ethnic minorities serve as models for school children to emulate and relate to. It is felt that the child's aspiration level is raised by constant exposure to aides of their own ethnic groups.

In fact, the Governor's Advisory Committee on Mexican-American Affairs in a report dated March 31, 1970, made four recommendations directly concerning the use of aides in Washington schools:

1. That there be a bilingual Mexican-American teacher's aide in every classroom in the elementary schools with a 35% of Mexican-American children.

2. That the teacher's aides be screened and hired by the office of Mexican-American (Chicano) Education.

3. That the teacher's aides be required to attend a six week training institute, with a stipend, to be developed by the Office of Mexican-American (Chicano) Education, which will focus on Mexican-American History and Culture. . . .

4. That Mexican-American (Chicano) high school students be actively sought, identified, and encouraged to serve as part-time teacher's aides within their respective school districts. . . . Another possibility would be for Chicano high school students to serve as teacher's aides for one semester of an academic year (21).

The Center for the Study of Migrant Education noted in "Utilization of Teacher Aides," that over a period of time, aides from ethnic minorities seemed to have an improved perception of themselves as their familiarity with their responsibilities increased (16:28).

Use of the Recruiting Materials,  
Including the Filmstrip

The planned filmstrip is seen as a valuable tool to be used with other recruiting materials to be assembled for the Center's Teacher Aide Program. These materials will be used in several ways:

1. They will be utilized directly by the Aide Training Component of the Center in workshop sessions with teacher aides of the Yakima Valley.
2. The filmstrip will be used individually by administrators, teachers and trainers in various districts.
3. These recruiting materials will be made available to agencies, such as the Yakima Indian Agency and the

Bureau of Indian Affairs, and the Governor's Advisory Committee on Mexican-American Affairs.

4. These materials will also serve as models for other aide training programs which will be developed in the future in Washington and in other states.

#### DEFINITIONS OF THE TERMS USED

American Indian. Those professing at least one quarter Indian blood. In his treatment of Ethno-pedagogy, Henry Burger states that "ethnicity is probably better determined by attitude than by genetics" (13;18).

"Anglo." Those who belong to the dominant culture of the United States. The white middle class majority.

Center for the Study of Migrant and Indian Education. A project of Central Washington State College, funded under Title I of the Elementary and Secondary Educational Act, 1965, located on the Yakima Indian Reservation, Toppenish, Washington.

"Dropout." For this study, any child or youth who does not complete high school.

Mexican-American. Persons living in the United States, who are of Mexican origin (13;18).

Migrant. An agricultural worker who stays away

from home overnight in order to obtain temporary work on a farm (20).

Service Area of the Yakima Agency. Kittitas, Yakima, Klickitat Counties, in Washington State.

"Settled Out." Former migrant families who have taken up permanent residence in one agricultural area.

Teacher aide. A person who assists a teacher by carrying out necessary procedures under the teacher's guidance.

Tuff Coat. Commercial preparation applied to film and filmstrips to protect the emulsion from scratches.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Literature of Teacher Aides

Since the enactment of the Elementary and Secondary Act of 1965, a literature has grown up around the selection, training and utilization of teacher aides in public schools. A few films and filmstrips have been produced concerning the aide's place in the framework of the school setting, the aide's activities, and the aide's relationship to the community, school, teacher and child (3,4,5,6,7,11,29).

#### Literature Concerning the Ethnic Composition of School Children in Washington

There is a relatively small literature concerning migrants in general, and Washington State in particular. From a review of this literature, several generalizations have merged which will be briefly illustrated here by reference to specific sources. In a survey made by the Consulting Services Corporation, "Migrant Farm Workers in the State of Washington," it was determined that the migrant population in Washington is composed of 49% "Anglos" and 41% Mexican-Americans, with 10% representing that portion

of the migrant population which is collectively Indian, Oriental and Black (19:32).

A recent check with the Washington Employment Securities Department confirmed these figures to be reasonably accurate. Appropos the dilemma of locating accurate statistics, the Governor's Advisory Committee on Mexican-American Affairs cites this lack of research as a prime concern to the committee (21:6).

One attempt to collect data of this sort has been carried on by the Intermediate School District No. 105, which released a breakdown of pupils in Yakima County schools by ethnic group and by district. (See Appendix A.) These figures reveal that of a total enrollment of 38, 582 children, there are 4,891 with Spanish surnames and 1,766 listed as American Indians.

#### Stability of the Student Population

The ethnic mix changes percentages as the migrant workers move into and out of the Valley in search of agricultural work. However, it would appear that large numbers of Mexican-Americans have "settled out" and are permanent residents of the Valley. The migrant Mexican-American may be related to the settled out family, or may represent a total family cluster traveling together. As mentioned before, the Indian population is relatively stable as they remain in the vicinity for the total school year.



### Self Concepts and Language Problems

Frequently, Mexican-American families do not use English in the home and may not understand it well enough to have a relationship to the community in which they live during the summer work season (22;66).

The Mexican-American child may enter school totally unprepared for instruction in the English language. It does not take long for the child to discover that his way of life (especially if he is a migrant) sets him apart from the dominant culture. The inability to communicate often results in low self concepts, and few aspirations are seen in either adults or children to continue the educational process for any meaningful purpose. Pearl Porter, in Children of the Harvesters, says, "School can be a frustrating experience. He [the migrant child] is there only because he has to be, and every possible opportunity to miss school attendance will be employed" (26:96).

Though the Indian child will usually speak English when he enters school, his oral language development is low. He experiences the same feelings of frustration and anger. Nationally, the dropout rates for Indians are reported to be 60%. It is apparent that school does not fit the American Indian's needs. Indians truly seem to be torn between two worlds (18; 10).

It is interesting to note that the dominant society deprecates the concept of the "Total Indian," yet

exhibits grudging admiration for some of his ways. Indians have a whole complex of problems that are not solved by being submerged in the "Anglos" culture during the school day, only to return to home conditions which do not reflect the aspirations of the dominant culture. The Indian child, as well as the Mexican-American and the migrant child discovers that school does not relate to problems which he faces. Indeed, school only seems to deepen the distance between him and society in general.

The Application of Current Literature and Audiovisual  
Materials Concerning Teacher Aides to the Ethnic  
Mixture of Yakima Valley

The careful scrutiny of the literature concerning teacher aides and of recruitment materials revealed nothing that would appeal to the ethnic mixture found in the Yakima Valley. The Bank Street College of Education has produced several films, filmclips, and one filmstrip concerning the use of teacher aides in urban settings. The films and clips are orientated to a population of Blacks living in conditions not resembling the situation of either migrants or Indians in the Yakima Valley (3; 4; 5; 6; 7; 11; 29).

None of the materials reviewed was of a recruitment type, nor was it explanatory of the aide's position in the hierarchy of the school.

The investigator searched commercial catalogs for

listings of films or filmstrips that would help illustrate the role of the auxiliary person in the school system. No titles were located which would apply to this situation.

Therefore, the investigator decided that a filmstrip which could be used in most teacher aide recruiting situations should be prepared. The filmstrip could be directed to Mexican-Americans, Indians, and migrants, and yet those of other ethnic backgrounds would be able to identify with the illustrations in the film. This filmstrip should be of value to those who might be searching for the academic stimulation which aide training could provide. The filmstrip might prove to be a deterrent to the school dropout.

#### Statement of the Sources of Data

The written materials used as resource material have been published since 1965 (with a few exceptions) and have covered the development of the teacher aide concept and various facets of migrant and Indian problems in America today.

These writings fall into two groups: (1) generalized data which apply to many locales and situations, and (2) extremely localized, applying only to a precise situation.

A minimal amount of literature has been produced in the State of Washington concerning the training of

teacher aides. The 1969 annual conference of the Washington Department of Audio-Visual Instruction devoted one workshop session to this problem. The consensus was that the definition, selection, recruitment and utilization of teacher aides needed to be authoritatively documented (24).

## CHAPTER III

### PROCEDURES AND METHODS OF PREPARING THE FILMSTRIP

#### Development of the Filmstrip

Jerrold Kemp, in the second edition of Planning and Producing Audiovisual Materials, declares there are three levels of creation necessary for producing instructional materials:

1. Design for instruction. Kemp elaborates on this point by saying, "Audiovisual materials are conceived within a carefully designed framework for group or individual use" (23:9).

2. Creative; such as the conception and planning of a production.

3. Mechanical; that is, the technique of production.

The investigator found that development of the filmstrip, "Educational Careers: Teacher Aide," demanded rigorous application of all three levels of production.

Design for Instruction. The filmstrip which this investigator produced, mentioned above, was designed with a certain set of objectives to fit into a number of other recruiting materials. (See Appendix B.) The filmstrip

was meant to supplement them and to be fortified by them. For instance, in addition to the filmstrip, the design called for posters and notices to announce that the filmstrip would be shown to those interested in educational careers even though they might not have a college background.

Other recruiting materials would include a circular briefly outlining the material presented in the filmstrip. This would be available before the showing and also would be given to the viewers at the time of showing the material. Application blanks would be prepared for those desiring more information or an interview, with an invitation to complete and return before leaving the viewing room.

To carry the message to conclusion, other filmstrips detailing the various aspects of an aide's work would be prepared and shown on successive dates or in training sessions. Interviews would be arranged with those who desired to know more about the specific training program and with those who wished to enroll or have more information. In this way, the original filmstrip was perceived to be only one part of the total educational experience for the viewers.

Conception and Planning. The conception and planning procedures which Kemp mentioned involved the

planning and sequencing of materials to tell a particular story, to illustrate a certain point and to fulfill a set of objectives.

One indispensable step for the author was to outline the entire filmstrip idea. The outline was based on objectives which were deemed desirable for the viewers to achieve. Other than bibliographical notes and the objectives, the outline was the first visible coalescence of the author's research and contemplation of the subject.

While the work was still in outline form, the author conferred with several knowledgeable persons in the subject area of recruiting teacher aides to determine if the general pedagogical approach was acceptable. Objective scrutiny at this phase of development assisted in the elimination of inconsistencies which might have caused hours of rewriting later in the work sequence.

At this stage of development, decisions had to be made concerning the method of presenting the materials. For example, the basis for one determination was whether the filmstrip should have an accompanying narration or should it have captions. The writer also had to decide about the matter of style; that is, whether the audio should be as informal as a conversation or as academic as a lecture. For this filmstrip, a moderately terse, second person approach was employed.

Other considerations included the method of

illustration. The decision was between use of 35 mm transparencies of live situations and the execution of ideas in an art form. For this filmstrip, the author decided to use art illustrations which would be general enough so that the subjects could be Mexican-American or Indian. "Anglos" would also be included. The use of art allowed the writer greater flexibility in illustrating precise situations.

The next process in conception and planning of the filmstrip was the development of a story board. The author agrees with Kemp that story boards provide quick visual reference to the total concept of a filmstrip. It can be quickly arranged without necessitating rewriting or typing of the essential script. A story board is easy to manipulate and offers a vehicle for displaying sequences (23:41-2). Further, the act of sketching in the visuals on the story board enables the author to gauge the mood, density and appropriateness of the total visual impact. A graceful variety of long, medium and close-up materials can be decided upon before photography or art work is begun.

These considerations, outlining, conferring with resource persons, setting up a story board, deciding upon narration and the form of graphics, are illustrations of the level of production which Kemp calls "Conception and Planning." Other procedures are involved in this



phase of development, such as writing and rewriting the narration, selecting and sequencing of visuals, additional conferences and finalizing of the script form. More complete descriptions of these activities are available in several publications, although the author recommends Jerrold Kemp's second edition as the most informative and usable of those she has read (23).

The author would like to offer one slight deviation from Kemp's general instructions. That is, Kemp suggests the shooting narration be written across the full width of the paper, triple spaced. This writer prefers to set up the narration in script form, with opposite reference to the graphics, as in the script in Chapter IV (23:54-5).

Mechanical development of the filmstrip. The mechanical development of audiovisual material is the third level of the total production concept and includes a number of processes. For instance, the scheduling and photographing of graphic materials, such as original art work, charts, cartoons, titles and credits must be done on this level.

To complete the mechanical portion of the filmstrip, the author arranged to have the art materials suitably mounted on tag board and carefully sequenced with the audio script. The illustrations were then

photographed with a half-frame camera in black and white. The film was immediately processed and available for viewing within a few hours of the shooting.

The use of black and white film at this phase of the filmstrip shooting allowed the author to see and hear the materials as a filmstrip without the expense of making a test run with color film. Deficiencies in design, creation or mechanical production would be apparent in the black and white projection. Last minute corrections could be scheduled and implemented before the first frame of color had to be taken.

After the black and white filmstrip was checked and accepted, four steps remained in the mechanical realm for completion of the project:

1. The art work was rephotographed as a color filmstrip on the half-frame camera.
2. This film was sent to a commercial processor with the instructions not to cut or mount the film.
3. The audio portion was taped. Details of this process are carefully discussed in Kemp's reference.
4. When the filmstrip was returned, it was "tuff coated" for the purpose of preserving the surface.

When these operations were complete, the filmstrip was ready for use.

## CHAPTER IV

### FILMSTRIP, EDUCATIONAL CAREERS: TEACHER AIDE

#### VIDEO

1. Produced by Laura Hendricks
2. Educational Careers: Teacher Aide
3. Girl looking down marked path

#### AUDIO

1. Produced by Laura Hendricks
2. Educational Careers: Teacher Aide
3. In today's world, there are a number of vocational paths open to those who wish to take part in the peaceful revolution of the classroom. One way you may contribute to society is by becoming a teacher aide. Aides are needed from all ethnic groups.

4. Child being comforted by teacher
4. As an aide, it can be your presence that frees a teacher for extra time with those who need her the most . . . the slow, the handicapped, the frightened, the minority.
5. Classroom and teacher
5. It can be your influence as an aide that helps the community understand the ideals of education in America: that education is for all: migrants, Mexican-Americans, Indians, Blacks, Anglos . . . education is for everyone.
6. Aide with kids on floor
6. As an aide, you can help interpret school customs to youngsters who may not have been away from home before.
7. Educational ladder
7. If you wish, you may use this career as the first rung of a ladder toward becoming a teacher. We'll examine this educational ladder, as well as the responsibilities of a teacher aide.

8. Caption:  
definition
8. By definition, a teacher aide is a person who assists a teacher by carrying out necessary procedures under the teacher's guidance. This represents a newer concept of service in schools.
9. Two aides and teacher
9. Aides are part of an educational team. Their guides are the administrators and teachers who structure their classroom experiences.
10. Interlocking parts
10. An aide's influence can be thought of as three interlocking parts: as assistant to teachers; a message carrier between schools and community; and as liaison between schools and students.

- |  |  |
|--|--|
| 11. Teacher at<br>chalk board              | 11. Let's examine each of these<br>interlocking parts. First,<br>the aide's prime<br>responsibility is to provide<br>teachers with necessary time<br>to devote to formalized<br>instructional tasks. |
| 12. Dancing children                       | 12. The aide may find she assists<br>the teacher best by being<br>responsible for such tasks as<br>helping with cultural<br>awareness dances and plays...  |
| 13. Aide with child<br>and paints          | 13. ...with art projects and with<br>keeping bulletin boards<br>current and attractive.  |
| 14. Aide with<br>children on<br>playground | 14. The aide will probably assist<br>teachers by supervising<br>students on the playgrounds<br>and in school.  |
| 15. Aide at science<br>balance             | 15. Teachers may request<br>cooperation in special science<br>or art demonstrations.   |

16. Caption: interpret a school to community
16. The second part of an aide's duty is to help interpret school and school activity to the community. Aides who know and understand their own communities can have great influence on the ideas their neighbors have about school programs.
17. Caption: explain programs to children
17. The third task is to help explain school programs to children. Aides who are bilingual are often able to interpret for children who come to school with a limited background in English experience. Aides from the same ethnic group help students adjust to school life.

18. Interlocking parts, diagram
18. These then are the three main functions of an aide: (1) assist teachers; (2) serve as liaison between school and community; (3) and between school and student.
19. Caption:
1. Ed level
  2. Tech. skills
  3. Personal traits, etc.
19. These are important tasks and responsibilities, so school administrators must consider several factors when they select teacher aides: They think in terms of the applicant's educational level, knowledge of technical skills, and personal traits and character.
20. A woman and child
20. An aide must really have an affection for children, a pleasing voice, physical energy and health. An aide needs self confidence and a sense of humor.



21. Older woman and child
21. An aide may be as old as a grandmother, or as young as a high school student. An aide may be a woman or a man.
22. Caption on picture:  
pre-service  
in-service  
classroom
22. Aides are usually expected to participate in pre-service, in-service and classroom training programs. Training might impart basic skills, or teach how to be a responsible member of a working team.
23. Stylistic ladder
23. If an aide wishes to work and study, it is possible to advance up the educational ladder. The rungs are "Aide," as we are discussing, "Assistant," "Associate," "Teacher-intern" and finally, full status as a teacher.

24. Close up first rung
24. Briefly, aides are on the first rung of the ladder. They have the opportunity of evaluating the teacher's role and deciding if they want to move up one of the next rungs.
25. Close up entry level
25. The qualified person may enter at any level for which prepared, may stop anywhere along the ladder and find a comfortable plateau on which to work.
26. Close up of male teacher and aide working
26. The use of aides as part of an educational team is increasing in most school systems.
27. Linked circles
27. Remember, aides assist teachers, giving them time to work more specifically with children who need them most. Also, aides help serve as links between the school and the community. And students and school.

28. Smiling child

28. The aide's contribution can be unique. All Americans have a stake in the educational system. No matter from what ethnic group the aide may come, the aide is the other part of a team: administration, teacher and aide . . . working for and with children. Perhaps this is for you, consider being a teacher aide.

29. Finis

29.

## CHAPTER V

### SUMMARY AND RECOMMENDATION

#### SUMMARY

This study reviewed the background of the formation of the Center for the Study of Migrant and Indian Education, tracing its inception to a growing realization that all education was not "equal." Society was discontented with an educational system that bypassed the needs of disadvantaged children. The enactment of the Elementary and Secondary Education Act, in 1965, and the provisions of Title I (89-750), made possible the funding of the Center in April, 1968. The purpose of the Center was to provide a vehicle for improving migrant and Indian children's education.

A reference to the ethnic percentages of migrant workers in Washington revealed that 49% were "Anglos," 41% were Mexican-Americans, and 10% were classified as "others." This last classification included American Indians, Orientals and Blacks.

Further developing the background of the Washington migrant, the study noted that dropout rates of migrant and Indian children were considerably higher than the national average. The educational needs of migrant and Indian

children were listed and from these needs the objectives of the Center were developed. Among the objectives of the Center the "Training of Teacher Aides" was listed (23:2).

### The Thesis Problem

Local school districts in Yakima requested the Center to develop a teacher aide training program. A review of the available material led to the conclusion that the Center would have to develop its own teacher aide recruiting materials, its own curriculum, and would have to implement its own program.

This study concerned itself with the development of a portion of the needed recruiting materials. A determination was made to produce a filmstrip for recruitment purposes. It would be designed to appeal to adults from the local community and young people who did not perceive themselves serving other than traditional ways.

Importance of the problem. Current literature stresses that the use of teacher aides from local ethnic groups appears to be a deterrent to students dropping out of school. Further, the aides themselves seem to experience a beneficial raise of self concept as they perceive the importance of their work.

### Review of the Literature

A review of the literature revealed considerable background material on the ethnic clusters in the Yakima Valley, such as Mexican-American and Indian. The lack of reliable statistics concerning these groups was pointed out and reinforced with reference to the Governor's Advisory Committee on Mexican-American Affairs recent recommendations (21).

Self concepts and language difficulties of migrant and Indian children were explored. Literature frequently mentioned the function of the aide in school systems to bridge the gap between the non-English speaking student and the non-Spanish speaking teacher (2).

Review of audiovisual materials. There appeared to be no films or filmstrips which might apply to the ethnic situation in the Yakima Valley. The films viewed were slanted toward an urban, Black society with which the Valley population would not relate (3; 4; 5; 6; 7; 11; 29).

For these reasons, the writer decided to prepare a filmstrip which would appeal to the variety of nationalities in the Yakima Valley involved in the migrant way of life. Yet the filmstrip could be used with any ethnic group with reasonable success. The filmstrip was designed to be augmented by other recruiting materials.

### Development of the Filmstrip

The review of the literature is followed by a detailed account of the development of the filmstrip. Kemp's three "levels of creation" involved in developing audiovisual materials were applied to the thesis filmstrip.

### RECOMMENDATIONS

Based on the study, the writer has three recommendations to offer:

1. It is recommended that more reliable statistics concerning migrants, Mexican-Americans and Indians of the State and Counties of Washington be developed.
2. It is recommended that the Center for the Study of Migrant and Indian Education apply for separate, additional funding to develop teacher aide recruiting and training material that would appeal to the ethnic mix found in the Valley.
3. The writer further recommends that a set of behavioral objectives in the affective domain be developed and applied to the teacher aide recruiting materials developed for the Center.

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APPENDIX

## APPENDIX A

ETHNIC CLASSIFICATION--OCTOBER 1, 1969 ENROLLMENT  
 Yakima County Intermediate School District No. 105

Minority Group Enrollment

District No. and Name	American Indian		Spanish Surnamed American		Total Enrollment Number of Individual Pupils
	M	F	M	F	
2 Union Gap	11	14	22	15	495
Jt. 3 Naches	4	3	4	7	1,325
7 Yakima	82	91	231	248	13,495
90 Moxee	8	6	32	36	1,615
119 Selah	8	4	7	9	2,248
120 Mabton	2	1	170	188	696
116/200 Grandview	7	3	273	285	2,263
201 Sunnyside	13	10	605	529	3,762
202 Toppenish	166	184	421	408	2,763
203 Highland	1	5	11	23	987
204 Granger	70	53	206	243	1,198
205 Zillah	11	10	13	7	639
207 Wapato	265	288	384	372	2,996
208 West Valley	5	14	11	11	3,122
209 Mount Adams	229	198	62	60	978
TOTALS	882	884	2,452	2,439	38,582

## APPENDIX B

## BEHAVIORAL OBJECTIVES

Expressed in behavioral terms: After viewing this film-strip, the viewer should:

1. When given a list of three definitions of a teacher aide, select, with 100% accuracy, the definition stated in the film.
2. When given a list of 13 duties, be able to select, with 75% accuracy, those which a teacher aide might perform.
3. When shown a diagram containing three sets of interlocking parts, select, with 100% accuracy, the one that illustrates a teacher aide's relationship to teacher, student and community.
4. When presented with a list of five influences which an aide might exert, select with 100% accuracy the two mentioned in the film.
5. Should be able to list five personal characteristics desired of a teacher aide, as discussed in the film, with 100% accuracy.
6. When presented with a list of training terms, should be able to list two of the three kinds of training that teacher aides might experience.

7. When given a list of words and a list of definitions from the film, be able to match them with 75% accuracy.

8. When presented with a list of basic goals of training programs, be able to pick out and indicate with a check mark, those listed in the film, with 50% accuracy.

9. When presented with a diagram of the ladder leading to certification and a list of ten category words, be able to fill in the blanks on each rung, with the correct term, with 75% accuracy.

10. Given a diagram of the relationship of administration, teachers, aides and pupils, be able to label the diagram with 100% accuracy.

11. When presented with a paragraph concerning the needs for teacher aides in the public school systems, be able to write a paragraph describing how an aide could serve a specific community, listing three specific needs the aide could fill.