

come to meetings of our advisory commission, has ordered copies of this interim report, and distributed it to his membership. He has expressed approval of our basic goals. Albert Shanker in New York has come to our conferences and we have been in touch with him.

Mr. SCHEUER. What is his position?

Mrs. BOWMAN. His position was favorable also. He is president of the New York Federation of Teachers.

Mr. SCHEUER. I would like at this point to ask unanimous consent that the record be kept open in the event either of these two gentlemen would like to submit a statement.

Chairman PERKINS. Without objection the record will be kept open for that purpose and if there is no objection from the members the record in general will be kept open until the middle of next week for anyone who wants to place in the record any additional information either by the majority or the minority.

You will both have that opportunity on these amendments or any other relevant subject matter in the elementary and secondary education amendments.

Mr. SCHEUER. I would like to ask one final question of Mrs. Levin. Can you give us from your experience a brief statement as to how you would like to see this committee and this Congress implement and encourage the kind of change that you see as desirable in the use of title I funds and change in the way of educational system function?

I know that is a broad subject.

Mrs. LEVIN. It is a rather broad subject and I thought I covered it in the six points I made. I would like to reiterate, however, that greater sums of money are going to be needed to do the job.

It would be tragic if these funds were wasted because new methods were not explored and developed to effect change.

From our own observation up to this point, the moneys in New York City have been used substantially for a maintenance budget and not to effect change.

Mrs. BOWMAN. I would like to add one more point in terms of the question you asked me before. I mentioned role development and training as to institutionalization we did find in northern Arizona where Navajo Indians were training to be aids and in Florida where migrant workers were trained to be aids, even though there was a firm and we believe an honest commitment in advance to employ the aids, in the end circumstances which were said to be beyond the control of the superintendent of schools prevented this.

So a few of these aides were trained for jobs that did not exist. However, to give the other example where there was adequate pre-planning and funds were layed aside and kept for this purpose and where there was an adequate cooperation between the institution of higher learning and the school system—I speak now of one case, Puerto Rico—not only were all of the aides trained during a summer program placed in the school systems in the fall but all are now enrolled on a work-study basis at the University of Puerto Rico in a special program that the university provided to try to assist aides to grow on the job.

Mrs. BENJAMIN. I would like to respond to your question about how the Citizens Committee for Children feels that we might see changes come about that would actually be innovative.