

Mr. DELLENBACK. I would assume that before you came before us on this that you sought to discuss these matters with either the lay board or the school authorities, am I correct?

Mrs. BENJAMIN. Decidedly.

Mr. DELLENBACK. What reaction have you gotten from the school authorities on this?

Mrs. BENJAMIN. You may recall that we have said in our testimony that we concluded that the only recourse was legislative.

Mr. DELLENBACK. I wish you would put it right here in the middle of this discussion that you found on these suggestions it was necessary to have some outside leverage to get the board to follow down to implement these suggestions.

Mrs. BENJAMIN. Decidedly.

Mr. DELLENBACK. Were there other suggestions that you put to them that they did not go along with you on?

Mrs. BENJAMIN. There are other matters that I have dealt informally with members of the board about which I would like to summarize for you in later communications if you like.

Mr. DELLENBACK. Have they been receptive to these ideas?

Mrs. BENJAMIN. Yes, but the way is not as clearly defined for their operations as they or we would like. They are dealing with a strong bureaucracy, as you have heard it described, whose concern is the day-to-day operation of ESEA and not overall policy matters.

It is very difficult when you have such a close view of the situation within the board of education staff to step back and see what it is all about in the long run.

Mr. DELLENBACK. I see here a potential advantage for a group like the CCC. You do have a degree of objectivity or should have to bear on this. Sometimes we get so close to things we don't see the forest for the trees.

How many members are there on the New York Board of Education?

Mrs. BENJAMIN. Nine lay members. One serves as chairman of State and Federal aid committee on which another member also serves.

Mr. DELLENBACK. You have found as you discussed elementary and secondary education problems with citizen members of the board, lay members of the board that they have been receptive by and large to your approaches and to the suggestions you have made?

Mrs. BENJAMIN. Yes; but I believe we might say that they are hamstrung by a lack of effective functioning between the staff level and the lay board level of the board of education.

Mr. DELLENBACK. Mr. Chairman, I am not just rambling on this but partly what I am thinking of is what seems to be a major importance. If we are concerned with the importance of being charged with education in education, do we deal directly with State departments of education, the professionals in the field. This series of comments is interesting to me if it is typical it says something that the thrust of legislation that comes out on the Federal level.

We may find ourselves in the situation where education is so much in the hands of the educators that they become an immovable bureaucracy that officialdom is at a loss to really to bend no matter what we