

(b) Tracing a route on a map:

On an outline map or a map of the world drawn by the students, have the children trace Cinque's journey from Sierra Leone, West Africa, to Cuba, to Long Island, New York, to New Haven, Connecticut and back to Sierra Leone.

(c) Locating information in an encyclopedia:

Have the students look up the word "Mendi" or "Mandingo" in a good encyclopedia. This will give more information about Cinque's background.

4. Reading Skills Related to this Unit:

(a) Looking up in a dictionary the following words from the text:

shipment
leadership
weapons
courage
coast
vessel
escorted
interpreter
kidnapped

Mr. ROBINSON. Let me again say I am happy to be here with you today. If you will go through our document, you will find many things that will aid in teaching African and Afro-American history in our American schools. Then you will see a change of attitudes among people in this country.

Chairman POWELL. You mentioned there were white children in attendance in the Freedom School?

Mr. ROBINSON. Yes; there are.

Chairman POWELL. You believe that the teaching of the children concerning any ethnic group is of value to all groups of the United States?

Mr. ROBINSON. It is of tremendous value.

They begin to look at each other in a different light.

Chairman POWELL. Harlem Parents Committee, about how large a group is that altogether?

Mr. ROBINSON. It is difficult to say because it is not confined to Harlem. We have members as far west as Colorado, a few in Washington, D.C., some in New Jersey, Harlem, Brooklyn, the Bronx, all over. The bulk of the membership is in Harlem, between 4,000 and 5,000 paid members, active participants, real activists who believe in the cause.

Mr. WASHINGTON. It is integrated, also.

Chairman POWELL. You referred to a publication by Houghton Mifflin. Do you know what year that was?

Mr. ROBINSON. I am not certain, offhand, but it is one of the latest books placed in the schools. Most books are placed in the schools by the principal. There is a screening committee of about 15 people. They are called together once a month to screen books and to give their approval.

I have met the people on the committee. It is a "hail-fellow-well-met group." They look at the books a bit. There is no inquiry into the content of a book. It is approved and then placed on the list. Then the principal has the option to select the kind of book he wants in his school.

There is no program to bring about teaching of minority history. This would be a farce because there are no books that can be used in the public schools as texts.

These books then may be sought outside in the ghetto because the parent association is asking for them. The study of these books is