

not part of the regular curriculum for the Freedom School. It is extra, like once a week for the study of Negro culture. Other than that there is no attempt to integrate the text, put the missing pages back and give a view of what is missing.

We also found the texts most used in the public schools are texts that are edited or authored by principals or administrators within the school district and, naturally, their books would be the first ones called. We have characterized this—we think, but don't know—as a conflict of interest. It does not necessarily spell quality because an administrator wrote it.

Chairman POWELL. Have you any proposals for this committee to consider that would, to use the general phrase, "Stop the educational genocide"?

Mr. ROBINSON. That would go beyond the texts. We would have to apply the enforcement powers in title VI, which has to do with the availability of Federal funds to aid in bringing about democratic education where, at the present time, in New York anyway, it is aiding in bringing about undemocratic education.

We are aiding the growth of segregation and in some instances aiding the development of parochial and private schools, it seems to us.

This is the approach or recommendation we would have in looking into this situation because New York, to us, has one great industry that is never described as such, that is, education, where approximately 86,000 people are employed. Whereas the proportion of Negroes, Puerto Ricans, and orientals involved in education in New York City as students is about 40 percent, we don't find that kind of representation anywhere along the line, not among the teachers or at the policy-making levels.

So the approach to curing or ending this educational genocide would have to take place on a broader front than just the text. The text seems to get at the attitude of the young and perhaps a few of the older children, if they are not too far brainwashed. We feel the approach through textbooks has its validity. We agree, too, that changes are needed in the public relations media such as books, novels, TV shows, and movies, as well as in the philosophy of public education.

Chairman POWELL. Mr. Daniels?

Mr. DANIELS. This Freedom School you talk of; it was formed by the parents?

Mr. ROBINSON. Yes.

Mr. DANIELS. The membership for that group, is it confined to New York or is it nationwide?

Mr. ROBINSON. It is not considered a nationwide organization, we have just found that the publicity about the group has brought about applications for membership outside the State and city.

Mr. DANIELS. It is purely a volunteer group which is interested in uplifting the educational standards of the Negro in Harlem?

Mr. ROBINSON. It's interested in education for all children.

Mr. DANIELS. The student body of the school is composed of Negro and white children?

Mr. ROBINSON. And oriental and Puerto Rican.

Mr. DANIELS. This has been functioning since 1963?

Mr. ROBINSON. Yes, and after school and 1 hour on Saturday.