

Mr. DANIELS. This does not interfere with a boy or girl going to a public or private school?

Mr. ROBINSON. No; it does not.

Mr. DANIELS. It supplements their education.

Mr. WASHINGTON. We also give help where it is needed in home-work.

Mr. DANIELS. Now, with respect to the teaching staff, will you enlighten the committee more about that phase of your operation?

Mr. ROBINSON. Most of the teachers are licensed teachers in the public school system. However, the most influential and most inspiring to the students were lay people, some people whom we look to as being authorities in Negro history and culture but who don't seem to hold the degrees and share the expertise and variety of some others, like John Clark, Richard Moore, and Kenneth Baird, who have done a lot of research and work. We also had at one time J. A. Rogers to come in.

We have had many other people come in from time to time like Malcolm X, and others who had something to contribute toward building a positive image. We were not hampered by the kind of thing you discussed this morning. We had educational liberty. We were not hampered by political persuasion, because we were not teaching politics.

We felt, although we had professional teachers, they had the least influence.

Mr. WASHINGTON. If I may add, we had a large number, I would say, we had up to 30 teachers who were teaching in the school system. They came to learn about Negro and Afro-American history. They said they were not able to teach this subject, because they did not know. So they came to school, and they got a liberal education there. They were then able to come in and teach.

Mr. DANIELS. As a result of opening this school for the past 3 years, is there anything concrete you can pass on to this committee that you believe will be most helpful in eliminating these problems that exist and also directing our committee into better race relationships?

Mr. ROBINSON. We have three levels, the primary, the junior high, and high school and adult level. The adult level was instrumental in opening the dialog between people while learning to discuss current issues and ancient history. An evaluation of the school was made by Mr. Johnson, who was writing his thesis.

We have one copy, which you may have. We have only one here. I think the tools used to evaluate the school and the study, which was done in two stages, were good. At the beginning of the year an investigative team came in, and at the end of the year they came back to compare the results.

They found in order to get the right kind of response they had white investigators investigate white youngsters and Negro investigators with Negro youngsters. They found that in the beginning a Negro student would not open up with a white person. The other way the child felt freer and began to come alive and to state his feelings. A lot of the children were warped, but at the end of the period, when the reevaluation took place for both groups, the white or black groups, the investigators found that the attitudes had changed more toward a healthy group than before.

Mr. DANIELS. Mr. Chairman, could we have any studies they have inserted in the record?