

A STUDY OF
THE EDUCATIONAL STATUS OF THE NEGRO IN KANSAS

A THESIS
SUBMITTED TO THE DEPARTMENT OF EDUCATION AND THE
GRADUATE COUNCIL OF THE KANSAS STATE TEACHERS
COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

KANSAS STATE TEACHERS COLLEGE
WILLIAM ALLEN WHITE MEMORIAL LIBRARY
EMPORIA

By

CHARLES LAWRENCE SHEPHERD

May 1934

R. S. T. C.

EMPORIA KANSAS

5 34 Charles Lawrence Shepherd=g.

the
of
the
the
the
the
the
the

Approved for the Department:

Edwin K. Brown.....

Approved for the Graduate Council:

Edwin K. Brown.....

ACKNOWLEDGMENT

The writer wishes to acknowledge his appreciation and gratitude to Dr. Edwin J. Brown, Director of the Graduate Division of the Kansas State Teachers College of Emporia, for the kind and willing assistance which he gave in directing the efforts of the writer in making this study, and for the good advice which he gave at all times during the period of graduate study.

TABLE OF CONTENTS

Chapter	Page
I. Introduction	1
Purpose of Study	
Method of Procedure	
Sources of Data	
Limitations of the Study	
Organization of Chapters	
II. Negro Population	5
III. Negro Education	11
Legal Status	
Educational Progress	
Negro Schools in Kansas	
School Enrollment and Attendance	
College Students	
Teachers	
Segregation	
Illiteracy	
IV. Negro Social Status	36
Race Prejudice	
Health	
Crime	
Religion	
V. Negro Economic, Industrial, and Political Status .	65
VI. Summary	78
SELECTED BIBLIOGRAPHY	82
INDEX	87

LIST OF TABLES

Table	Page
I Growth of Negro Population in Kansas	6
II Urban and Rural Negro Population in Kansas	9
III Educational Progress of Negroes in the United States	14
IV Negro School Attendance in Kansas	18
V School Census and Enrollment for Negro Children in Kansas, 1930-31	21
VI School Census and Enrollment for Negro Children in Kansas, 1931-32	28
VII Negro Illiteracy in Kansas, 1860 to 1930	31
VIII Does Negro Education Pay?	34
IX Negro Women Admitted to the Women's Industrial Farm, Lansing, Kansas	54
X Negro Convicts Listed in the Kansas State Penitentiary, Lansing, Kansas	56
XI Negro Inmates Listed in the Kansas State Industrial Reformatory, Hutchinson, Kansas	58
XII Negro Inmates of the Boys' Industrial School, Topeka, Kansas	59
XIII Religious Progress of Negroes in the United States from 1866 to 1933	61
XIV Economic Progress of Negroes in the United States from 1866 to 1930	66
Map Distribution of Negroes in Kansas, 1930	10
Chart	
1 Percentage School Population (5 to 20 years of age) is to total Negro Population, and Percentage Increase of School Attendance and Literate Persons, 1850 to 1930, inclusive	30

CHAPTER I

INTRODUCTION

PURPOSE OF STUDY

The main purpose of this study is to set up a picture of the educational status of the Negro in Kansas at the present time. The writer intends to show the position which the Negro holds in the educational system of Kansas and how this education has affected his social, economic, industrial, and political life. There is no intention to attempt to settle the race question nor is the writer attempting to make any predictions as to the probable trend of events in the future. He is merely trying to present the facts as they exist so that people of both the colored race and the white race in Kansas, may see the situation as it now exists and be better prepared to meet it.

As a more or less secondary purpose of this study, it is hoped that the two groups may better realize their relationships with each other and the important place which education has in making these relations be of the best type. The colored people and the white people are living together in the same communities and must continue to do so, which makes a universal education and understanding all the more necessary.

It is hoped that this study will be usable in that it brings together in one short volume, a large amount of information and data which has been scattered out in various books, articles, and surveys.

As far as the writer has been able to determine, there have been no previous attempts in Kansas to collect and

analyze data on the Negro briefly. Various statements have been made in widely scattered articles and texts about the Negro in Kansas but no collections of these facts have been attempted. Studies of this type have been made in some other states but they have been confined to the states of the South where the situation is entirely different. Kansas is a border state in Negro population and this fact must be kept in mind while analyzing the Negro situation.

METHOD OF PROCEDURE

In compiling and making this study, the writer has used the historical method of approach which reports what is found to be the facts and leaves to the reader to decide whether the facts are good or bad, high or low, superior or inferior. All available sources of information on the Negro in Kansas since 1860 have been studied in collecting material for this study.

SOURCES OF DATA

The data for this study have been collected mainly from the following named sources:

- (1) Yearly reports of the State Department of Education.
- (2) Reports of the United States Census Bureau.
- (3) Reports of the state institutions of Kansas, such as the state colleges, state institutions for criminals, and state hospitals for defectives.
- (4) General text books which deal with all phases of Negro life.

(5) Articles on Negro life and education in current periodicals.

(6) Direct observation and contact with Negroes in school and daily life.

The tables which are used, have been assembled from a large number of sources and put into a compact form so they may be more easily found and understood.

LIMITATIONS OF THE STUDY

There are several factors which tend to limit this type of study in Kansas and to affect its reliability to some extent. First among these is the fact that many of the institutions in Kansas fail to keep separate records of the Negroes which are connected with them. Another is the fact that where records are kept, they fail to distinguish between Negroes, Mulattoes, Mexicans, and other groups of people. They take all of these classes into one group and this invalidates these records for the purpose of studying the Negro. Also, many reports and records are partially unreliable because the person or persons responsible for making them out, admit prejudice in stating facts as they exist.

ORGANIZATION OF CHAPTERS

The chapters of this study have been organized in a chronological order with attention focused on the present.

Chapter II deals with the growth of Negro population in Kansas from 1860 down to the present. This serves as a background or basis upon which many of the facts and conclusions

are set up for observation.

Chapter III takes up the education of the Negro, his legal status in the schools, growth and development of Negro schools, increased enrollment and attendance, segregation in schools, and the influence education has had in decreasing Negro illiteracy.

Chapter IV sums up the social status of the Negro in relation to education. This chapter includes a discussion of race prejudice, Negro health, crime, religion, and the influence education has had on each of these.

Chapter V deals with the Negro's economic, industrial, and social status. The chapter attempts to show how the Negro stands financially in comparison with the rest of society and just what his living conditions and economic situation is today. It brings out the industries and occupations in which the Negro is engaged and indicates the ones that are open to him. It attempts to show where education has put the Negro as far as industries and occupations are concerned. It sums up the political status of the Negro with emphasis upon his legal right to vote, hold office, and take part in the government of his state and nation.

Chapter VI sums up the facts which have been presented in the other chapters and draws some general conclusions.

CHAPTER II

NEGRO POPULATION

Historians disagree as to when the first Negroes were brought to the continent of America. Some writers say that Columbus had Negroes with him when he discovered America. Other writers maintain that the first Negroes were brought to America by later Spanish explorers. It is quite commonly agreed that the first Negro slaves were brought to the North American continent by some Dutch traders in 1619. Beginning with this small group of twenty colored men, an industry grew up which changed the whole social make-up of the United States. More slaves were imported to the colonies and added to the natural increase of those already here. In a comparatively short time, the Negroes were found in all the states of the union.

As the white population moved from the East and South sections of the United States to the North and West sections, a small number of the colored population moved along with them. For several years there was very little inducement for the Negroes to move out of their homes in the South but as the slavery question grew more intense, the Negro population began to spread out.

The first free Negro was brought to the territory of Kansas in 1855. Three brothers, William, Edmund, and George Ross brought the Negro to Lawrence and settled there. There is no exact record of the negro population in Kansas before the government census of 1860. The census of 1860 listed 627

Negroes in Kansas out of a total population of 102,204 people. The Negroes were classified as two of them being slaves and 625 being free. A complete record of Negro population in Kansas, is given in Table I.

TABLE I

GROWTH OF NEGRO POPULATION IN KANSAS*

<u>Year</u>	<u>Total Number of Negroes</u>	<u>Percent of Total Population</u>
1860	627 (2 slaves 625 free)	.58
1870	17,108	4.7
1880	43,107	4.3
1890	49,710	3.5
1900	52,003	3.5
1910	54,030	3.2
1920	57,926	3.3
1930	66,344	3.5

Read table thus: In 1860, there were 627 Negroes in Kansas. This was .58 of one percent of the total population of the state. Read in like manner for the other ten year periods.

Beginning with the small group of 627 Negroes in Kansas in 1860, there has been a steady increase in colored population up to the present time. The increase may be traced by reading Table I. The colored population makes up between ten and fifteen percent of the total population of the United States, and it makes up three and one-half percent of the total

United States Census Reports, 1860 to 1930, inclusive.

population of Kansas.

In 1879, there was a general movement of the Negroes from the plantations of the South to the new states west of the Mississippi. This movement was probably caused by crop failure and low prices in the South. Benjamin "Pap" Singleton, who located in Morris County, Kansas, was called the "Father of the Exodus" because he helped induce the Negroes to move to "Sunny Kansas".

The KANSAS MONTHLY for April, 1879, refers to the movement as a stampede of the colored people of the Southern States northward and especially to the state of Kansas. The movement continued into 1880, a few came in 1881 and 1886, but it never again reached the high tide of 1879. Many donations of money and equipment were made by the white people to aid the Negroes in getting started to Kansas. About one-third of the Negroes had teams and wagons for work on the farm while the other two-thirds located in towns and urban districts.

These new settlers spread out over the state rather widely but the larger number of them settled in the eastern half of Kansas where they and their descendants are still concentrated today. Only one important settlement was made by them in the western part of Kansas. It is the little town of Nicodemus in Graham County which now has a population of three-hundred people.

Outside of a few scattered settlements, there are very few Negroes in the Western half of Kansas today. The United States Census Report of 1930, listed six counties, Cheyenne,

Rawlins, Sherman, Stanton, Haskell, and Comanche, as having no Negro inhabitants. In contrast with these counties, Wyandotte County had a Negro population of 21,584, making up fifteen percent of its total population. Also, there were eight other counties which had a Negro population of from five to ten percent of their total population. For a more graphic picture of the distribution of the Negroes in Kansas at the present time, the reader may refer to the map page 10 which shows the exact distribution for each county according to the federal census of 1930.

According to the census report of 1930, there were only three cities in Kansas with a Negro population of over 2,000 persons. The three cities were Kansas City with a total population of 121,857 of which 19,120 were colored. Topeka had a total population of 64,120 of which 5,756 were colored, and Wichita had a total population of 111,110 of which 5,623 were colored. The reader can see from these facts that the Negro population is quite widely scattered in the smaller towns and in the rural districts.

Referring again to the census report of 1930, one finds the Negro population divided into two classes as rural and urban Negroes. There were 51,281 Negroes classed as urban and 15,063 classed as rural. This gives a definite slant to the problem of education because 7.7 percent of the colored population live in the cities and urban districts while only 3.3 percent live in the rural districts. Of those living in the rural districts, 10,671 were classed as non-farming while 4,392 were classed as farmers.

Tracing the division of the Negro population, one can go back to the year 1890 when the federal census first classified the Negro population in Kansas. According to the report of 1890, there were 28,170 urban Negroes and 21,540 rural Negroes in Kansas. From a distribution of 5.7 percent in the urban districts and 4.3 percent in the rural districts in 1890, the rural Negro population has rapidly decreased while the urban population has rapidly increased. This makes the setting of the Negro population today, a decidedly urban one. The reader must keep this fact in mind while getting a picture of the educational status of the Negro in Kansas. For a statistical summary of the division of Negro population in Kansas according to urban and rural classes, refer to Table II, below.

TABLE II
URBAN AND RURAL NEGRO POPULATION IN KANSAS*

<u>Year</u>	<u>Urban</u>	<u>Rural</u>	<u>Percent Urban</u>	<u>Percent Rural</u>
1890	28,170	21,540	5.7	4.3
1900	31,763	20,240	6.0	4.0
1910	36,196	17,834	6.7	3.3
1920	42,097	15,829	7.3	2.7
1930	51,281	15,063	7.7	2.3

Read table thus: In 1890, there were 28,170 urban Negroes in Kansas, which made up 5.7 percent of the total Negro population. In the same year, there were 21,540 rural Negroes in Kansas, which made up 4.3 percent of the total Negro population. Read in like manner for other ten year periods.

United States Census Reports, 1890 to 1930, inclusive.

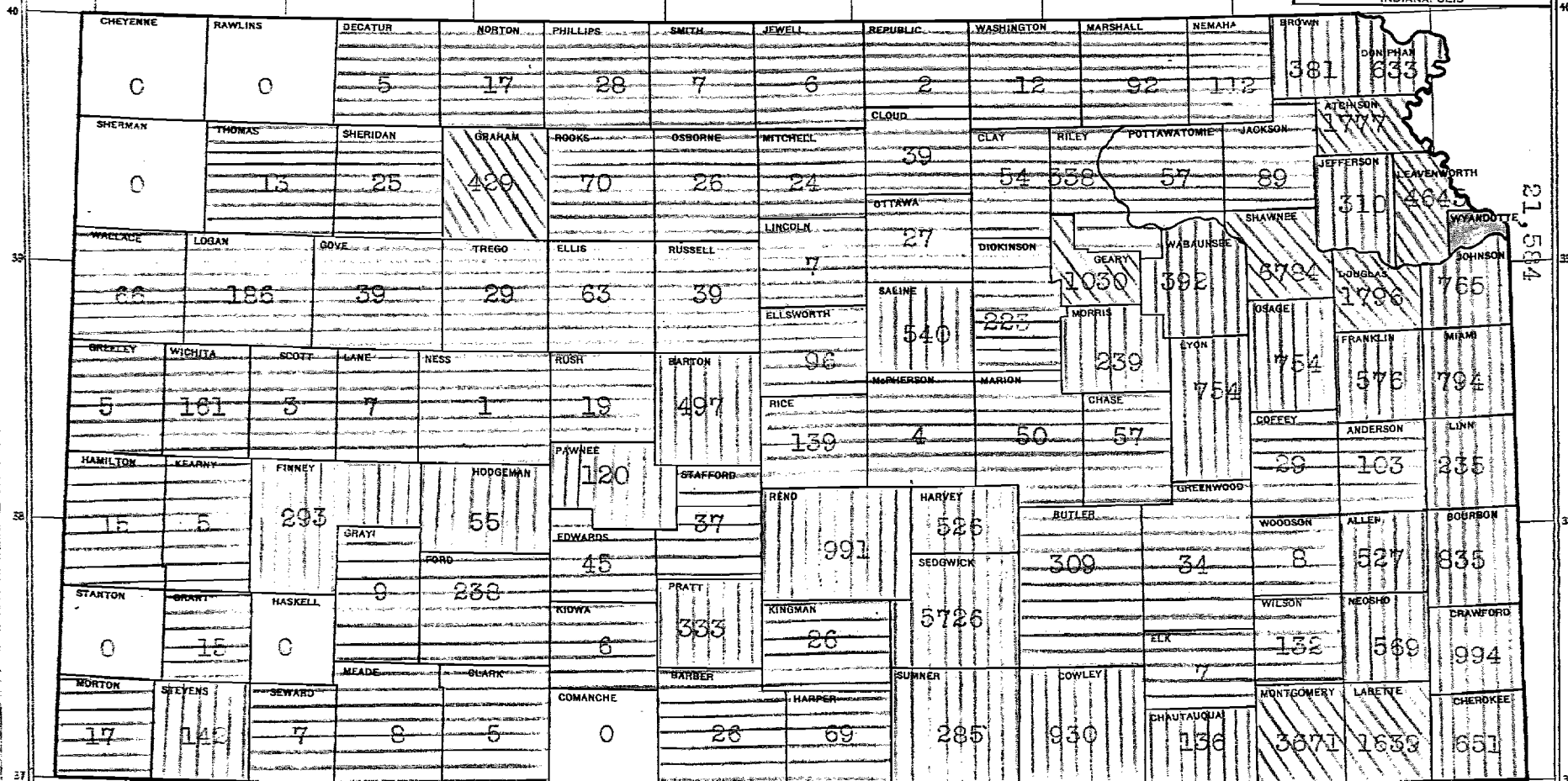
DISTRIBUTION OF NEGROES IN KANSAS, 1930

CRAM'S
8½x11 Outline Map
KANSAS

SCALE

0 5 10 20 30 40 MILES

COPYRIGHT
THE GEORGE F CRAM COMPANY
INDIANAPOLIS



Key to Map:

1. *Chlorophyll*
2. *Chloroplast*
3. *Chlorophyll*
4. *Chloroplast*
5. *Chlorophyll*
6. *Chloroplast*
7. *Chlorophyll*
8. *Chloroplast*
9. *Chlorophyll*
10. *Chloroplast*

From 1% to 5%

White Population - 1,792,847 or 95.3%

Negro Population - 66,344 or 3.5%

Other Races -----	21,808	cr	1.2%
-------------------	--------	----	------

No Negroes

1000 4000 10

160

CHAPTER III

NEGRO EDUCATION

LEGAL STATUS

Very frequently in the everyday life of the people of Kansas and especially with those who are connected with the schools, the question arises as to what is the legal rights of the colored children in the schools. Does the Negro have the right to enter any of the schools or can some one decide what schools he may enter? What is the law concerning the segregation of white children and colored children for educational purposes?

The writer will attempt to clear up these questions by quoting from the laws of Kansas and also from the Supreme court decisions which have been handed down concerning the Negro.

1

Persons entitled to attend district schools.

The district school established under the provisions of this act shall at all times be equally free and accessible to all the children residents therein over six and under twenty-one years, subject to such regulations as the district board in each district may prescribe.

.
The members of any district board willfully violating any of the provisions of this article or refusing the admission of any children into the common schools, shall forfeit to the county the sum of one-hundred dollars for every month so offending during which such schools are taught.

And providing further, that the provisions of this act shall not apply to cities of the first or second class.

1

Revised Statutes of Kansas, 1923, Sec. 72, p. 1107-08.

2

Public schools in cities of the second class.

In each city governed by this act there shall be established a system of free common schools which shall be kept open not less than three nor more than ten months in any one year, and shall be free to all children residing in such city between the ages of five and twenty-one years. But

3

County high schools shall be free to all persons of school age in their respective counties.

4

Public schools in cities of the first class.

The board of education shall have power to elect their own officers, make all necessary rules for the governing of the schools of such city under its charge and control, and of the buildings, subject to the provisions of this act and the laws of this state; to organize and maintain schools for the education of white and colored children, including the high school of Kansas City, Kansas; no discrimination on account of color shall be made in high schools, except as provided herein; to exercise the sole control over the public schools and such school property of such city;

Supreme Court rulings on colored school attendance.

The statutory act (Regular Session 72-1728) providing for separate schools for white and colored children in cities of the first class is not invalid. In cities of the second class neither the superintendent nor board of education has authority to separate pupils of the Negro race from those of the white race on account of race or color unless so authorized by statute. The legislature has not passed an act establishing separate schools for the education of the white and colored children and the boards of education of cities of the second class have no power to exclude colored children from any schools of the city where there is no reason for their exclusion except merely that they are colored.

2

Revised Statutes of Kansas, 1923, 72-1802.

3

Laws of 1897, ch. 180, sec. 5, March 26.

4

Revised Statutes of Kansas, 1923, 72-1724.

Discrimination on account of color is forbidden by statute in all high schools of the state. The court denied an injunction to prevent the board of education from carrying out an order transferring a colored pupil from a school maintained for white children to one maintained for colored children. In the provisions of the statutes (R. S. 72-1724) a board of education of the city of the first class has the implied power and authority to expend moneys raised by taxation to pay for the transportation of colored children who live remote from the schools provided for their use.

5

Cities of the second class cannot exclude colored children from schools.

There have been other supreme court cases in Kansas concerning Negro education but the ones quoted here will answer the common questions which come up. The reader may refer to the laws and supreme court rulings for further information on the legal status of Negro education in Kansas.

As far as the laws of Kansas are concerned, the Negro has the same privileges in Kansas schools as the white child. The arranging and assigning of Negroes in the schools rests with the school board as long as the board does not make discriminations which are against the laws of the state.

EDUCATIONAL PROGRESS

In order to get a background upon which to base the development of Negro schools and education in Kansas, a general picture of the progress of Negro education in the United States as a whole, will be briefly outlined.

5

Board of Education v. Tinnon, 26 K. 1, 16, 20.

TABLE III
EDUCATIONAL PROGRESS OF NEGROES IN THE UNITED STATES*

	<u>1866</u>	<u>1930</u>	<u>Gain, 64 yrs.</u>
Percent literate	10	90	80
Schools for higher training	15	800	785
Students in public schools	100,000	2,288,000	2,188,000
Teachers in all schools	600	56,000	55,400
Property of higher education	\$ 60,000	\$50,000,000	\$49,940,000
Annual expenditures for all education .	\$700,000	\$61,700,000	\$61,000,000
Amount raised by Negroes	\$ 80,000	\$ 3,500,000	\$ 3,420,000

Read table thus: In 1866, 10 percent of the Negroes in the United States were literate. In 1930, 90 percent of them were literate. This was a gain of 80 percent in 64 years. Read in like manner for other items in table.

Table III sums up briefly, the educational progress which the Negroes in the United States have made during the life time of Kansas. No group of people has been more successful in overcoming educational difficulties. While progressing in general education, the Negroes have also progressed in the fields of higher education.

6

Since 1876, at least eighty-five doctorates have been granted to colored persons by outstanding universities in

Negro Year Book, 1931-32, p. 118.

6

Harry W. Greene. "The Number of Negro Doctorates;" in SCHOOL AND SOCIETY, 38:375, (September 16, 1933)

the United States. Two-thirds of the doctorates were awarded during the past decade, while nearly one-third were awarded during the past period of economic depression. Twelve Negroes received Ph. D. degrees or equivalent degrees during the scholastic year of 1932-33. Of the eighty-five degrees conferred upon the colored students, eighteen were conferred for work in the field of social studies; sixteen in the field of physical science; thirteen in the biological sciences; twelve in the field of education; eleven in the modern languages, while the remainder were distributed over various other fields. About all of these colored students with doctorate degrees, are employed at the best institutions. At least sixty percent of them do research work in the District of Columbia and in the Northern States.

With this brief picture of the educational progress of the Negro race in the United States as a whole, now turn to a picture of his educational progress in Kansas.

NEGRO SCHOOLS IN KANSAS

There are two special Negro schools in Kansas which are given state support. They are "The Kansas Vocational School" located one and one-half miles east of Topeka, and "Western University" located in Kansas City.

The Kansas Vocational School was established as a church school by the Baptists in 1885 but it was conveyed to the state in 1923. Most of the students work for their board and room after paying an entrance fee. About sixty-five percent of the students pay all or part of their tuition.

The institution produces a large part of its food and the students do most of the sewing and tailoring which they require for their own needs. The school has courses for training in various trades, vocations, and in addition, the regular academic subjects of the high school are taught. Military training is required for the boys. Very little college work is offered.

In September 1931, the total enrollment of the school was 157 students. They were distributed in the various classes as follows: seventh grade, 17; eighth grade, 19; freshmen, 33; sophomore, 26; junior, 35; senior, 21; college, 6.

Although the vocational school is not a big school, it is doing a great deal to aid the colored children in Kansas. Most of its students are of high school age and ranking but a few are taken in below the sixth grade.

Western University operates under an unusual arrangement whereby it secures part of its support from the African Methodist Episcopal Church and part from the state. At the present time, approximately \$65,000 is contributed by the state for the industrial department of the university. The church contributes about \$17,000.

The institution was founded as "Friends University" in 1860 and became Western University in 1874 as a church supported and endowed institution. State support of the institution was authorized in 1899 because it seemed important to the state to establish some special institution for Negro education. Most of the work is in the high school and trades departments. Most of the college work is of junior college rank.

In 1932, there were 200 students --103 girls and 97 boys-- in the institution. They were classified as follows: college department, 33; high school department, 73; commercial department, 25; trades and music departments, 61; theology department, 8. About one-half of the students were boarding students and one-half were day students. The work of the trade school seems to be the most highly developed.

These two special institutions working in cooperation with the regular schools of the state, are doing a great deal to raise the educational standards of the Negroes. Many colored students are able to attend these two schools and work their way through school when it would be impossible to work their way through the regular schools of the community in which they live.

SCHOOL ENROLLMENT AND ATTENDANCE

The school enrollment and attendance of Negro children in Kansas have been steadily advancing during the twentieth century. The colored people are beginning to realize the importance of attending school. They are making a determined effort to send their children to the schools and as a result of this effort, the percent of colored children attending school has steadily risen, while the percent of illiterate colored children has steadily declined. Table IV, page 18, gives a summary of Negro school attendance in Kansas since 1900.

TABLE IV

NEGRO SCHOOL ATTENDANCE IN KANSAS *
(5 to 20 years of age)

<u>Year</u>	<u>Total Number</u>	<u>Number Attending School</u>	<u>Percent</u>
1900	11,257	Not classified as to	color
1910	15,549	10,049	64.6
1920	16,222	10,864	67.0
1930	18,198	13,412	73.7

Read table thus: In 1910, there were 15,549 Negroes in Kansas between 5 and 20 years of age. Of this group, 10,049 or 64.6 percent attended school. Read in like manner for other ten year periods.

Table IV brings out the fact that there has been a steady increase in Negro school attendance in Kansas since the beginning of the twentieth century. With 73.7 percent of the colored children between the ages of five and twenty years now in school, it is only a matter of time before Negro illiteracy will be reduced to a minimum.

According to the 28th Biennial Report of the State Superintendent of Public Instruction in Kansas, Negro school enrollment in 1931, compared with white enrollment as follows: 77.6 percent of the colored boys of school age were enrolled in school while 77.8 percent of the white boys of school age were enrolled in school. Of the total number of girls of school age, 77.2 percent of the colored girls were in school

*United States Census Reports, 1900 to 1930, inclusive.

28th Biennial Report, State Superintendent of Public Instruction in Kansas, 1931, 32, p. 398.

and 77.5 percent of the white girls were in school. This shows that the percent of colored children of school age enrolled in school, is as great as the percent of white children of school age enrolled in the schools of Kansas. The increase in the percent of colored children attending school, gives a favorable outlook for Negro education.

D. T. Blöse made a study of the schools in Kansas in 1928, which gives a very good idea of the place which the Negroes held in the school system at that time.⁸ He found that there was a total of 3,257 colored students in junior and senior high schools at that time. Of this total number, 1,414 were boys and 1,843 were girls. Among the colored teachers, there were 10 men and 17 women in the junior high schools, and 10 men and 9 women in the senior high schools. In the elementary, secondary, and college departments of the private and state secondary and higher schools for Negroes, Mr. Blöse found a total of 325 students.⁹ This group was made up of 158 boys and 167 girls. The colored teachers in these departments consisted of 17 men and 11 women.

This study brings out the fact that there was a higher number of colored girls attending school in 1928, than there were boys. The number of colored men teachers increases in the upper grades while the number of colored women teachers

⁸ D. T. Blöse. Statistics of the Negro Race, 1927-28. U. S. Dept. of Interior, Pamph. No. 14, 16 pages, pp.11-12.

⁹ Ibid, p. 14.

is greater in the lower grades. This distribution of men teachers in the upper grades and women teachers in the lower grades holds true for the white teachers of the state as well as for the colored teachers.

There is a slight difference between the Reports of the Government Census Bureau and the Reports of the State Superintendent of Public Instruction as to the school census and the school enrollment for colored children of school age in Kansas in 1931. The difference may be due to a difference in classification of students by the two departments. Table V, page 21, gives a summary of the Negro school census and enrollment in Kansas for the school year 1930-31.¹⁰ In order to get a comparative picture of Negro school enrollment for two years, Table VI, page 22, gives the school census and enrollment for Negro children of school age in Kansas, during the school year 1931-32.¹¹

By comparing Table V with Table VI, one will see a general decrease in the percent of Negro boys and girls attending school in the one-teacher schools and in the two-teacher schools during the school year 1931-32. There was also a general increase in the percent of Negro boys and girls attending school in the first and second class cities.

¹⁰ 28th Biennial Report, State Superintendent of Public Instruction of Kansas, 1931-32, p. 398.

¹¹ Ibid, p. 399.

TABLE V
SCHOOL CENSUS AND ENROLLMENT FOR NEGRO*
CHILDREN IN KANSAS, 1930-31

	Census		Enrollment		Percent Attending	
	Boys	Girls	Boys	Girls	Boys	Girls
One tr. schs.	466	403	400	336	85.8	83.3
Two or more tr. schs...	806	740	745	697	92.4	94.1
Cities of 1st class..	5791	6176	4254	4582	73.4	74.1
Cities of 2nd class..	2061	2107	1571	1654	76.3	73.8
Total.....	9124	9426	6991	7284	76.6	77.2

Read table thus: During the school year 1930-31, there were 446 colored boys of school age in the one-teacher school districts in Kansas. Of this number, 400 or 85.8 percent were enrolled in school. During the same school year, there were 403 colored girls of school age in the one-teacher school districts in Kansas. Of this number, 336 or 83.3 percent were enrolled in school. Read in like manner for other classes of schools.

Considering the percent of Negro boys attending all the schools listed in Tables V and VI, there was a decrease of 2.6 percent from the school year 1930-31 to the school year 1931-32. During the same period, the percent of Negro girls attending the schools, increased .6 of one percent.

The Report of the State Superintendent of Public Instruction for 1931-32, shows that private and parochial schools below college ranking, enrolled 125 colored boys and 103

*Ibid, p. 399.

Ibid, p. 399.

colored girls. This was a decrease in the number of colored boys in private and parochial schools for 1931-32, while there was an increase in the number of colored girls in these institutions.

TABLE VI

**SCHOOL CENSUS AND ENROLLMENT FOR NEGRO*
CHILDREN IN KANSAS, 1931-32**

	Census		Enrollment		Percent Attendance	
	Boys	Girls	Boys	Girls	Boys	Girls
One tr. schs.	425	402	315	283	74.1	70.4
Two or more tr. schs...	837	753	710	676	84.8	89.8
Cities of 1st class..	5757	6290	4329	4633	75.2	73.7
Cities of 2nd class..	1961	2118	1644	1713	83.8	80.8
Community high schs..			15	21		
Total.....	8980	9563	7013	7326	79.2	76.6

Read table thus: There were 425 colored boys of school age in the one-teacher school districts in Kansas during the school year of 1931-32. Of this number, 315 or 74.1 percent were enrolled in school. During the same year, there were 402 colored girls of school age in the one-teacher school districts in Kansas. Of this group, 283 or 70.4 percent were enrolled in school. Read in like manner for other classes of schools.

*

Ibid, p. 399.

COLLEGE STUDENTS

The state department of education does not require separate records to be kept of the Negro college students. The colleges have not kept records of the colored students except for their own use. The records which have been kept are very incomplete and as a result, unreliable. No exact statistical data can be given for the number of Negro college students in Kansas but a summary of their participation in colleges, will be presented.

The colored students have become more and more a part of Kansas colleges in recent years. The number of colored students has steadily increased with a larger percent being girls. The percent of colored students which graduate from the colleges is very small compared to the number which enter the schools. This brings out the fact that the colored students have not fully adapted themselves to higher education and only a small percent of those who enter college, actually complete their work and receive degrees.

This failure of the colored students to complete their college work may be accounted for in several ways. First, race prejudice still exists among some of the students and this places the colored students at a big disadvantage. He has to either take a back seat in the classroom and receive little recognition or he has to be a super-student in order to be recognized with the white students. The ideas of race prejudice are gradually becoming less pronounced among students

and instructors. The writer has been in several classes with colored students in recent years and has observed that the colored students are becoming an active part of the classes. They take part in the class recitation along with the white students and receive the same advantages as the white students. The colored students are given courteous treatment in the college library and on the college campus. They have not been generally accepted in the social affairs of most of the colleges but a few institutions have taken them into all school activities with the white students.

Another reason for many of the colored students failing to complete their college work, is the fact that they do not have the money necessary to continue in school. They are not able to work their way through the schools as many of the white students do. A great many jobs open to white students, are not open to colored students.

NEGRO TEACHERS

The percent of Negro teachers in Kansas is very small. The 28th Biennial Report of the State Superintendent of Public Instruction reported that there were no colored teachers in the rural schools of Kansas in 1931-32. There were two colored men and seventeen colored women teachers in the kindergarten and grade schools. There were no colored teachers reported in the junior and senior high schools or in the private and parochial schools. Practically all of the teachers in Kansas, which are listed as colored, are teaching in cities of the first or second class. There were three colored men and sixteen

colored women teaching in the second class cities of Kansas in 1931-32. These teachers were distributed as follows: kindergarten, 1 woman; grades, 3 men, 15 women.

There were 31 Negro men and 181 Negro women teachers in the first class cities of Kansas during the school year 1931-32. They were distributed as follows: kindergarten, 8 women; junior high school 9 men and 19 women; senior high school, 10 men and 9 women. This report of colored teachers in Kansas, indicates that only the larger cities and schools have colored teachers. There are many more colored women than colored men teachers. The women teach in the lower grades while the men teach in the higher grades.

In cities with a large Negro population, there is a tendency toward segregation in the schools while in cities where the Negro population is negligible, there is no Negro problem in the schools. There are only four separate Negro high schools in Kansas. There is a junior high school and a senior high school for Negroes in Kansas City. There is one separate Negro high school in Wichita and one in Topeka. The percentage of Negro enrollment increases with the size of the city. The percentage of Negro teachers decreases with a decrease in the size of the city. The number of Negro teachers is not in proportion to the Negro population and school enrollment in Kansas.

SEGREGATION

The question often arises as to which type of school, the mixed or the separate school, is the best. Jennie D. Porter made a study of Negro notables for the purpose of finding the

13

type of schools they attended. Among the one-hundred notable Negroes studied, Porter found that 83 attended separate public schools, while 17 attended mixed public schools; 27 attended separate colleges, while 54 attended mixed colleges; 10 attended mixed colleges part time and separate colleges part time, while 9 did not attend college.

The facts reported, indicate that separate public schools have been the larger contributing factor to Negro education in terms of distinction achieved by the school product. The evidence shows that children in a Negro school have lost nothing vital from lack of contact with white children; that the standards of teaching and pupil accomplishment are not lower in separate schools than in mixed schools; and that the greater proportion of Negro notables have attended separate public schools.

Comparative measurements of the colored and the white pupils in the high schools of a large city in the North Central Division, in the intelligence examination known as the I. E. R. Tests of Selective and Rational Thinking, Generalization, and Organization, ¹⁴ revealed that less than four percent of the colored children passed the median white score for the same grade. When the tests were repeated a year later, the median gain for the colored students was 13½ percent, and for the white students, 23½ percent. The colored children gained

¹³ Jennie D. Porter. The Problem of Negro Education in Northern and Border Cities. Doctor's Dissertation, Teachers College, University of Cincinnati.

¹⁴ E. L. Thorndyke. "Intelligence Scores of Colored Pupils in High School;" in SCHOOL AND SOCIETY, 18:567-70. (Nov. 10, '23)

three-fifths as much as the white children during the year. These tests give some idea of the intellectual ranking of the two races in one particular type of school. The writer does not know to what extent the test results are influenced by environmental factors. Any difference which may exist between the two races as to scholarship may be accounted for partly by environmental factors which prohibit the Negro from doing his best work. The Negro generally comes from a poor family and must work his way through school and then pay back the money. If he has a job while in school, he frequently receives less money for his work than the white student receives for the same job. The Negro teachers must teach in Negro schools or in large city systems as a rule because of their color. The intellectual Negro is marooned from cultural contacts. He cannot, as a rule, exchange his ideas freely with the white people, while at the same time, he is isolated from his own race because of the relatively few highly trained Negroes. He must hold himself apart and up or else drop back to the average and lose his scholarship advantages. Race prejudice tends to cause the Negro to develop an oppression-psychosis. He becomes morbidly introspective and super-sensitive. This warps his mind and causes him to think race thoughts. The intellectual Negro is a propagandist in that he must write of the Negro, study of the Negro, sing of the Negro, and think of the Negro.

Very few schools in Kansas attempt to segregate the colored children from the white children. The children occupy the same rooms and do the same work in the schools. Where there

is segregation, it is generally carried out by the wish of both races. The question of segregation is important only in the larger cities at the present time but as the colored population continues to increase, the question will become more important. Unquestionably, the education of the Negro is an important matter both to the Negro and to the state as a whole. Since the Negro population has been increased by 10,000 since 1920, it would seem that the problem is becoming increasingly important. There are reasons for special training for those who are not able to avail themselves of the advantages of the state colleges and universities. A large share of the Negro group inevitably expect to earn their own living in the various trades. It would seem advisable to provide some means for their securing such training.

The question has been raised as to whether the two institutions, Western University and Kansas University, should be combined and a more effective program developed. Essentially, the program of both these institutions is educational and should be given intelligent consideration by specialists in the educational field.

ILLITERACY

The question of literacy among Negroes is one which is difficult to settle definitely because of the wide disagreements among the agencies keeping the records, as to what constitutes a literate person. Some agencies regard as literate, any person who can read, some count only those people

who can read and write, while other records include only those people who can read, write, and fulfill certain other educational qualifications. The variations in classification tend to make statistics and records unreliable but the data will give an idea of the situation as it now exists.

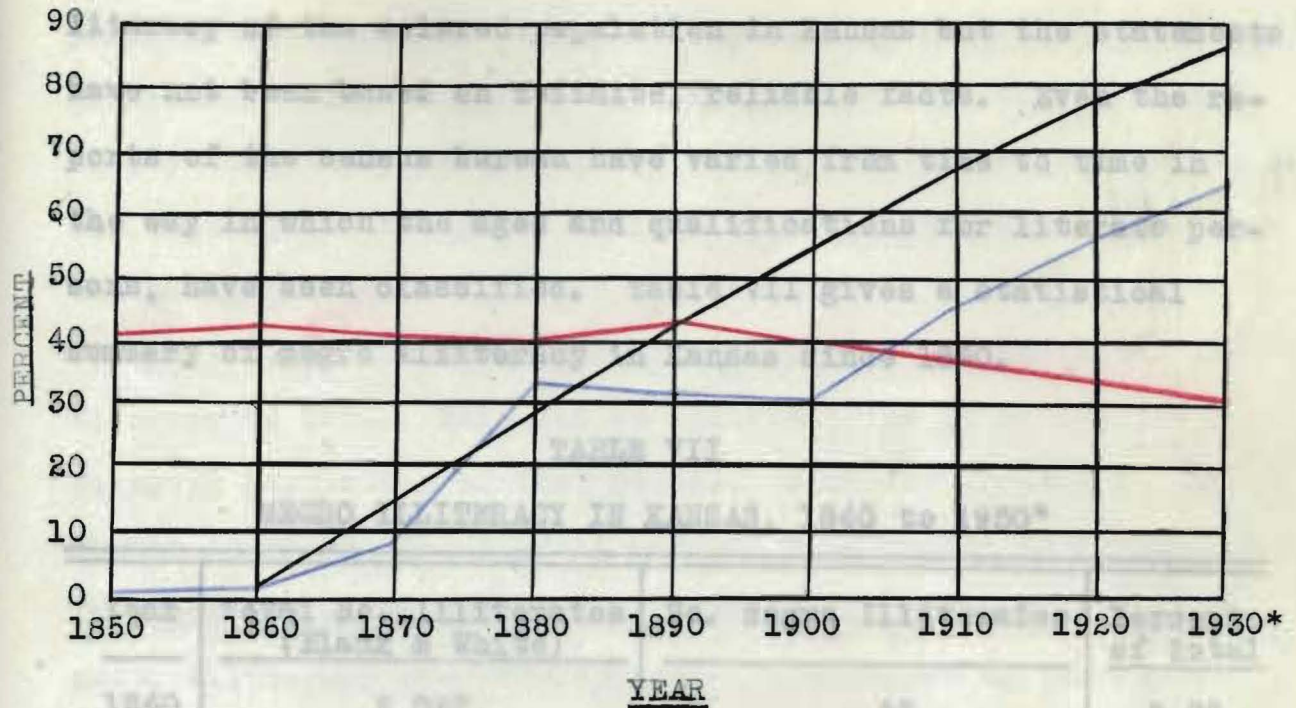
15

Jane Addams made a survey of the United States and found that Negro literacy has increased from two percent in 1850, to eighty-five percent in 1930. This is a tremendous increase and shows how far the Negroes have progressed in overcoming one of their greatest handicaps. No other group has made such a big step in education in the same length of time. The colored children have had to face adverse conditions in practically every section of the country. Their schools have been in the rural districts with little equipment and poorly paid teachers. In the cities, they have had to face race prejudice when going to school with the white children and face the problem of inadequate buildings and other equipment, when going to their separate schools.

For the purpose of giving a background to the picture of Negro literacy in Kansas, Chart 1, page 30, sets up a general picture of Negro education in the United States between 1850 and 1930. It gives a comparative picture of Negro school population, school attendance, and literacy.

15

Jane Addams. "The Rise of Negro Education;" in SCHOOL LIFE, Vol. 18, -p. 98 (January, 1933)



16

Chart 1. Percentage School Population (5 to 20 years of age) is to Total Negro Population, and Percentage Increase of School Attendance and Literate Persons, 1850 to 1930, inclusive.

*

1930 figures for school attendance as of 1928. School population and literacy figures for 1930, estimated.

The red line which represents school population, shows that the percentage of Negro school population (5 to 20 years of age) has decreased in proportion to the total Negro population. At the same time, the blue line which shows school attendance, indicates that the school attendance is rapidly increasing. The black line which represents the percent of literate persons, shows that Negro literacy has increased to over 85 percent.

The only reliable source of information as to the status of Negro literacy in Kansas is the Reports of the United States Census Bureau. Many statements have been made concerning the

16

Ibid, p. 98.

literacy of the colored population in Kansas but the statements have not been based on definite, reliable facts. Even the reports of the census bureau have varied from time to time in the way in which the ages and qualifications for literate persons, have been classified. Table VII gives a statistical summary of Negro illiteracy in Kansas since 1860.

TABLE VII

NEGRO ILLITERACY IN KANSAS, 1860 to 1930*

Year	Total No. Illiterates (Black & White)	No. Negro Illiterates	Percent of Total
1860	3,067	63	2.05
1870	16,369	7,213	44.0
1880	64,979	14,588	22.4
1890	42,079	12,259	29.1
1900	32,518	9,230	28.3
1910	28,968	5,341	18.4
1920	22,821	4,228	18.5
1930	18,680	3,228	17.2

Read table thus: In 1860, there were 3,067 illiterate people in Kansas, 10 years of age and over. Of this group, 63 or 2.05 percent were Negroes. Read in like manner for other 10 year periods.

Table VII gives a picture of the effects of education upon the Negroes in Kansas. With a population of only 627 Negroes of all ages in Kansas in 1860, 63 of them over ten

*

Reports of the United States Census Bureau, 1860 to 1930.

years of age were illiterate. There are no records as to the illiteracy among Negroes below ten years of age but it is safe to say that there were very few, if any, literate Negroes below that age. This gives an idea of how little education there was among the colored people at that time.

The Negroes reached the highest percent of the total illiteracy in 1870. This can be accounted for by noting the changing population of that decade. With the freeing of the slaves in the South, a great many of them rushed to Kansas. They had had no opportunity to become educated and as a result, illiteracy was wide spread. In contrast to the report of 1870, the report of 1880 shows an increase of 48,610 illiterates in both the colored and the white races. The number of Negro illiterates in Kansas only doubled and the percent of the whole group, was about half of what it had been the decade before even though there was a triple increase in illiteracy in the two races. This decrease can be explained by the introduction of education among the Negroes and also by the fact that a great many of the Negroes which came to Kansas during the rush of 1879, were literate. The colored race was beginning to realize the importance of education and to take advantage of it.

There was a steady increase of Negro population in Kansas and a corresponding decrease of Negro illiteracy from 1860 to the census of 1930. The problem of Negro literacy looks very favorable in Kansas at the present time.

According to the census reports of 1930, there were

1,519,562 people over ten years of age in Kansas. Of this group, 18,680 or 1.2 percent were illiterate. Within this total group, there were 55,143 Negroes of which 3,228 or 5.9 percent were illiterate. One can see from this summary that the percent of Negro illiterates is still slightly higher than the percentage for both colored and white people. On the other hand, when one considers the handicaps under which the Negroes have worked, one realizes that the race has made a truly remarkable progress.

After studying the increase in school population for colored pupils, a person can realize how far education has gone in eliminating illiteracy among the colored children in Kansas. One finds the social, economic, industrial, and political standards of the colored race rise with the elimination of illiteracy and the raising of their educational standards.

Quite often people ask the question, does Negro education pay. It would seem from all the material evidences which can be seen to prove that it pays, people would stop doubting an obvious fact. There have been no surveys made in Kansas to determine what the general ideas are concerning the value of Negro education but a report will be reproduced which will apply very well to Kansas. The survey was made by William A. Clark of the Tuskegee Institute. Mr. Clark sent out questionnaires to representative white citizens in all types of communities in twelve states. He received 136 replies which are summed up in Table VIII, page 34.

TABLE VIII
DOES NEGRO EDUCATION PAY?¹⁷

<u>Questions</u>	<u>Yes</u>	<u>No</u>	<u>Unanswered</u>
Has education made the Negro a more useful citizen?	121	4	11
Has it made him more economical and more inclined to acquire wealth?	98	14	24
Has it improved the morals of the black race?	97	20	19
Has it made the Negroes' religion less emotional and more practical?	101	16	19
Does it make him a more valuable workman, especially where thought and skill are required?	132	2	2
Do well trained, skilled Negro workmen find difficulty in securing work in your community?	4	117	15
Is there any opposition to the colored peoples' buying land in your community?.	3	128	5
Is it as a rule, the ignorant who commit crimes?	116	3	17
Does crime grow less as education increases among the colored people?	102	19	15
Is the moral growth of the Negro equal to his mental growth?	55	46	35
Do the relations between the races grow more friendly as the Negro is educated?.	113	11	12

This questionnaire offers evidence to indicate there is still doubt as to the moral and intellectual capacity of the Negro. On the question, is the moral growth of the Negro

¹⁷

William A. Clark. "Does Negro Education Pay?;" in the JOURNAL OF EDUCATIONAL SOCIOLOGY, Vol. III, No. 3, (Nov., 1933) p. 168.

equal to his mental growth, 55 answered yes, 46 answered no, and 35 gave no answer, which indicates a wide difference in opinions . The questionnaire indicates that education makes the Negroes more substantial citizens, it raises their intellectual level, increases their skill, and increases their earning power. Taken as a whole, education is beneficial to the colored race and it is less costly to society to educate the Negroes, than it is to police and maintain institutions for them.

Turning from the educational side of the Negro's life in Kansas, one will get a picture of the other sides of his life and the influence education has had on them. Society quite often fails to see the actual, true to life situation of the colored people. White people have a tendency to look on one side of the picture and close their eyes to the other sides which may be the best sides.

While obtaining a picture of the social side of the Negro's life in Kansas, the reader should keep in mind all the time, the relation of education to this social status. Just where and how has education of the colored people influenced their position in society? Has education been the big factor in determining what this status shall be? With this point of view in mind, Chapter IV sets up a picture of the social status of the Negro in relation to his education.

CHAPTER IV

NEGRO SOCIAL STATUS

In order to get a true picture of the social status of the Negro in Kansas and the part which education has had in determining his place in society, there are several sides of his life which must be pictured. The discussion will be divided into four main divisions under the headings of race prejudice, health, crime, and religion.

The best place to begin picturing the social position of the Negro is to go back to the time when he first began receiving social recognition. From the first entrance of the colored people into the United States, up to the year 1865, they had no social standing worth mentioning. They were scarcely recognized as human beings in most sections of the country. In 1865, the Thirteenth Amendment of the Constitution of the United States, was passed. This amendment made slavery unconstitutional in the United States and was one of the first steps in raising the social position of the Negroes. Three years later, in 1868, another step was taken toward social recognition when the Fourteenth Amendment was passed. This amendment made the colored people citizens of the United States. The last important legal step was the passing of the Fifteenth Amendment in 1870, which gave the Negro the right to vote. With this constitutional recognition, the Negroes began their actual climb to the position which they hold in society today. It is this present position in society and the part education played in obtaining it, that

will now be presented.

RACE PREJUDICE

Chapter III mentioned the segregation of the colored and the white children in Kansas schools. One finds that same segregation being carried out to a certain extent in the general society of Kansas. The colored person often finds himself being forced into certain social levels. This discrimination, which has become known as race prejudice, is largely due to lack of education on the part of certain individuals in both races. The racial differences which most complicate the tasks of racial adjustment, are the cultural and mental differences of the two groups. When these differences are equalized, the Negro is more able to take care of himself. He is a better producer, presents fewer health problems, is less of a burden on the courts, has a fuller religious life, and is less likely to become a defective.

Education is the greatest force in equalizing these mental and cultural differences. Education trains the colored race as well as training leaders to aid and encourage the masses. Kansas has progressed far in adjusting the differences of the two races. The great increase in literacy is proof that the Negro is capable of holding a high place in society. The white people brought the colored people into Kansas society and it is up to them to give the colored people their proper recognition.

The colored race and the white race are living together with much more harmony and cooperation in Kansas today than they are in most of the states of the Union. One finds colored

people trading at the stores of the white merchants and receiving the same courteous treatment that the white shoppers receive. One finds the two groups working side by side in common labor such as road work and day labor in the country and city. In the labor camps set up by the government, the men of both races are working and living side by side. Of all the examples of racial adjustment and elimination of racial prejudice in Kansas, none is more important than the one which is seen on the streets of all cities as well as in the rural communities where the two races live together. As a person passes along the streets, he sees colored children and white children walking side by side or he sees them in mixed groups playing on some vacant lot. Education is almost entirely responsible for this assimilation of the two groups. As these children grow up and take the places of the older people in society, racial prejudices are going to with-draw farther and farther into the background. The older people in society are the ones who keep holding up the obsolete social standards of several hundred years ago. Kansas people stand high in recognizing the social rights of the colored population.

The question has been raised many times in recent years as to what influence the period of so called depression, has had in drawing the two races together. Unquestionably, it has had a great deal of influence in eliminating racial prejudices and will have a lasting influence on the relations of the two groups. When people reach a certain state of dependency where they have to cooperate with each other and put forth mutual

effort, they tend to forget their differences. Charity has helped both groups, work has been provided for them, and they have been thrown together in social enterprises. Although these conditions have originated under somewhat unnatural circumstances, they will tend to continue after the immediate necessity has passed. There will be a more common social feeling existing, especially among the common laboring class of people which makes up the larger part of society.

HEALTH

The problem of health has been one of the most important problems facing society all through the ages of civilization. Without health, no civilization can exist nor can a race exist within a civilization unless it is a healthy race. The conditions of health within these United States have been improved immensely during recent years but too frequently, these improvements have been made with only the white citizens in mind. Health officers have taken the attitude of why bother with the Negroes. They can be set apart where they can work out their own problems or die in their unsanitary surroundings. This attitude might have worked at one time but it certainly will not work at the present time. Ignorance invites vice and filth while education eliminates them. The health of the Negro is of the utmost importance to the people of Kansas. When the colored race makes up three and one-half percent of the total population of the state, one can see the importance of their being healthy.

18

At the Annual Tuskegee Negro Conference in 1914, charts were displayed in which it was shown that 456,000 Negroes were seriously ill all the time in the South. This meant a loss of eighteen days a year for each Negro inhabitant. The annual cost of sickness of these 456,000 Negroes, was \$75,000,000. One-half of this sickness was preventable. It was estimated that the annual economic loss to the South because of Negro sickness and death, was over \$300,000,000. This gives an idea of how important the problem of Negro health can become. The problem is not as big in Kansas as the one pictured for the South but it is still one of the greatest importance.

One every hand, one can see where Negro health in Kansas has improved. Their physical health and the sanitary conditions of their surroundings have been improving very rapidly. No longer does the well educated white person avoid the educated colored person because of fear of contracting diseases. The Negroes have been handicapped in their fight for better health and more healthful living conditions. Many times they have been forced to live in the most undesirable sections of the communities and then given very little assistance in cleaning up these sections. They have been forced to go without medical assistance or advice but against all of these odds, they have made a steady improvement in their health.

18

Monroe N. Work. "Tuskegee Institute More Than an Educational Institute;" in JOURNAL OF EDUCATIONAL SOCIOLOGY, (November, 1933) p. 201.

The death rate for colored people is in excess of that for white people for every age from infancy to old age and for each sex. In every age group except one, the excess is more pronounced among females than among males. Practically no statistics were kept on mortality before the Civil War but mortality was generally high regardless of race. Data collected in cities revealed that during the first half of the nineteenth century, cholera ranked high as a cause of death among Negroes. About ¹⁹fifty-one colored people per thousand died from it. This was during the bad cholera years and not all the time but it gives an idea of how far health education has gone in eliminating one disease. Today, cholera is of very minor importance as a cause of Negro deaths.

The death rate per thousand Negroes today, is about what it was for white people thirty years ago. The rate for whites in 1900, was 17.1 deaths per thousand. The rate for Negroes in 1926, was 17.3 deaths per thousand. In order to get an idea of how far the death rate has declined in some of the other important diseases of the Negro, statistics will be given from the Negro Year Book of 1931-32.

The death rate from tuberculosis in 1911, was 380.8 deaths per 100,000 population, while in 1927 it was 192.9 deaths per 100,000 or a decrease of 49 percent. For typhoid during the

same period, it decreased from 44.4 deaths per thousand to 18.3 deaths per thousand, which was a decrease of 59 percent. For malaria, the rate decreased from 26.3 deaths per thousand to 6.4 per thousand during the years from 1911 to 1922, inclusive. Deaths from communicable diseases of children declined 57 percent from 1911 to 1927. Diarrhea and enteritis declined 62.3 percent and deaths from pneumonia declined 41.8 percent. The rate of death increased for only two types of diseases during this period. Deaths from venereal diseases increased to 42.9 per thousand in 1922 or double the death rate for 1911. Syphilis is a tremendous factor in the high Negro death rate, not only for this venereal infection but for the "degenerative diseases" which it super-induces. Deaths from chronic diseases such as cancer, diabetis, cerebral hemorrhage, and organic diseases of the heart, have increased rapidly.

There has been a big general decline in the death rate among the colored people during the last twenty years regardless of the fact that all of these diseases have been present. The Negroes improve their health and living conditions as they advance in education. This has resulted in lengthening their span of life. The most reliable statistics available for estimating the life span of the colored race, are the statistics compiled by Louis I. Dublin, statistician for the Metropolitan Life Insurance Company. From the data which Mr. Dublin has

compiled, one finds that the average life of a Negro is fourteen years less than that of a white person. The average life expectation is forty-five years for the Negro and fifty-nine years for the white person.

Education has aided the Negroes in lengthening their life span from thirty-three years to forty-five years since 1900. This means that their lives have been lengthened over one-third in thirty years. Statistics also show that the average woman has a longer life expectation than the average man. One of the best examples of education aiding the Negro to increase his life expectation, is the great decrease in infant mortality. Hundreds of colored mothers have been educated to the point where they have eliminated a large percent of the deaths of children at birth. One finds racial differences and prejudices eliminated to such a degree in Kansas that white doctors and nurses go into the homes of the colored people and render medical assistance. It has taken many years and much education of both races, before this mutual aid could be brought about.

Mary Gover made a survey of mortality among the Negroes of the United States and found some very interesting causes of differences in mortality among the colored and the white people. ²¹ Premature birth, the most frequent cause of death among colored and among white infants, is very little higher, relatively, among the colored people and the white people. Respiratory

21

Mary Gover. Mortality among Negroes in the United States. Public Health Bulletin, No. 174, 1928, United States Government Printing Office, Washington, D. C.

diseases are more important causes of death among the colored than among the white people. Gastro-intestinal diseases, together with congenital debility, rank third as the cause of Negro deaths. Injuries at birth, congenital malformations, and organic diseases of the heart, are less frequent among the Negroes. Communicable diseases are less numerous in the colored race. Better living conditions exist among the Negroes in the country than in the towns which results in less sickness in the country. The Negroes in the South are healthier than those in the North because of more sanitary conditions in the rural districts where most of the Southern Negroes live. Negroes in Northern cities are more healthy than those in Southern cities because more attention is given to sanitation in Negro quarters in Northern cities. The death rate for Negroes in the North, rural and urban combined, is higher than in the South because of environmental factors of changed climatic conditions, changed economic conditions of clothing, food, housing, and medical attention.

Kansas was included in this survey and with these statistics as a background, a person can readily see that the health of the Negroes in Kansas is much better now than it has ever been in the past. Health education, which is being taught to all colored children and white children in the schools of Kansas, will steadily improve the health of the Negroes and the sanitary conditions under which they live. One must remember that all health improvement must be carried on locally as no wide law or rule can be established which will fit the

conditions in all localities.

In the autumn of 1914, Booker T. Washington, one of the greatest Negro educators of all times, started a "National Negro Health Week" which has been a great success. The United States Public Health Service has now taken it over and made it a unit of the Public Health Service under the title, National Negro Health Movement. This movement has done much to educate the colored people concerning health problems and how to meet them.

Another side of the health of the Negro in Kansas, is his mental health and the influence education has had on it. As the general economic status of the Negroes in Kansas is below that of the white population, it is natural to suppose that dependency is more prevalent among them even though there are no comparative figures from the state or county records to verify the difference. Conditions are very unfavorable for comparisons regarding mental diseases because of incomplete records and irregularity in classifying diseases and races.

While the Negro population in Kansas is only about three and one-half percent of the total population, the intake of Negro children by private institutions is a little over five percent of the total.²² This is not a great difference and surely not great enough to draw any important conclusions. Prejudices against institutional care are breaking down and hospitals are increasing their facilities for both the white

race and the colored race.

When statistics for mental diseases are classified under urban and rural headings, it is found that the rates for urban communities are in general, about twice as high as those for rural communities. Urban Negroes are exposed to the influences which tend to make the insanity rate higher in cities than in rural districts. Urban Negroes in Kansas are mostly immigrants and for that reason, they have to adjust themselves to a new environment which as far as they are concerned, is an unfavorable one in climatic, industrial, and social conditions.

Mental diseases occur principally in adult life, the median age of first admittance to institutions for the mentally diseased being forty years for colored people and forty-five years for white people in 1922. Many statements have been made concerning the question of racial differences in the mental diseases but very few of these statements will stand careful, scientific examination. Until this becomes possible, no sweeping generalizations can be made concerning the susceptibilities of races in Kansas to the mental diseases. The colored race is better off than the white race in many of the mental diseases.

There are two important reasons for so few people in the institutions for mental diseases in Kansas, which admit colored people. The first reason is the fact that adverse conditions among the colored people are more often left to eventuate in disaster than those among the white people. Education is rapidly overcoming this condition and with the aid of health societies, the Negroes are rapidly coming to receive the same

attention as the white people. The second reason for few colored people in the institutions, is the mutual aid which Negroes give to each other. If a colored person is able to be of assistance to his neighbor, he takes the responsibility and carries it. Negroes with mental diseases or other disabilities, are cared for by the others of the race instead of being sent to an institution.

Actual statistics on the colored population in the institutions of Kansas are very incomplete and somewhat unreliable. In the Annals of the American Academy of Political and Social Science for November, 1928, ²³ the editor says that in 1920, Kansas had less than 5,000 Negroes for each 100,000 of its total population. Of this number, over 80 per 100,000 Negro population were in institutions for paupers, and from 40 to 60 per 100,000 of the Negro population were in institutions for the feeble-minded. This was not a big percent as the figures were tabulated on the basis of 100,000 Negro population.

Examinations of disabilities of inmates of almshouses, give no support to the assumption that inferior mentality is responsible for Negroes entering almshouses at an earlier age than whites. Physical disability, possibly the sequela of tuberculosis and venereal disease, has a great deal to do with the condition. Physical incapacity seems to be the biggest reason for a large percent of Negroes in institutions of this type.

There are a number of homes in Kansas which are conducted for adult Negroes and children or which admit them. These are briefly listed as follows:

Mother Bickerdyke Home at Ellsworth. It is maintained by the state for soldiers, their widows, and their children.

Kansas State Soldiers Home at Fort Dodge. It is maintained by the state for soldiers and their families.

Kansas State Protective Home at Leavenworth. It is a private institution for aged persons and orphans.

National Home for Disabled Volunteer Soldiers at Leavenworth. It is maintained by the United States government and cares for disabled volunteer soldiers and sailors.

Old Folks' Home at Lawrence. It is kept up by the Colored Baptist State Convention. It cares for aged and infirm persons.

Florence Crittenton Home at Topeka. Supported by the National Florence Crittenton Mission for fallen women.

State Orphans Home at Atchinson. It is maintained by the state for dependent children.

Industrial School and Hygiene Home for the Friendless at Hillsboro. Supported by the Crimean Mennonite Brethren for homeless and destitute children.

Colored Orphans Home at Leavenworth. Kept up by the Oblate Sisters of Providence for homeless and destitute children.

Orphan Childrens' Home at Kansas City. It is a private corporation for orphans and destitute children.

Helen Gould Orphans Home at Wichita. It is a private institution for orphan children.

Phyllis Wheatley Home at Wichita. It is a private institution for children from the age of three to fourteen years.

Childrens' Home and Day Nursery at Kansas City. It is a private concern for orphans and friendless children.

There are three Negro hospitals and nurse training schools in Kansas.

Kansas Vocational School Hospital at Topeka.

Mitchell Hospital at Leavenworth.

Douglas Hospital and Teacher Training School at Kansas City.

With this picture of Negro health in Kansas, one can see that the colored race has gone far in improving their health and sanitary conditions of living. As they continue to become better educated and adapted to their new conditions of life, their health and span of life will continue to improve. The colored race has realized the importance of education to their better health and are making more effort than ever before, to advance. The white race has also realized the importance of Negro health and are aiding them in improving it. It takes mutual cooperation of the two races to gain the best results and that mutual cooperation is gradually coming about through the schools of the state.

CRIME

Few people in Kansas have a true picture of the criminal situation in the Negro race. With all of their education and

broadening of social view-points, the white group have a tendency to look at one side of the Negro picture and forget the other. Without stopping to think whether they are right or wrong, the white people say that the colored race is the main cause of all the crime in Kansas. When the colored race makes up three and one-half percent of Kansas society, it is time to face the problem of crime and its influence upon society as a whole.

Crime statistics are incomplete and somewhat unreliable but those which are available, will give one a good idea as to the part the Negro plays in Kansas crime. The Negro race has a large but not excessive criminal element. With the exception of thefts, the majority of their crimes are committed against other Negroes. Negro criminality is over emphasized many times by great numbers of unfair and unjust arrests which are given much publicity because of race prejudices. Negroes are more easily found and identified than whites when they commit an offence. This results in a greater percent of convictions among Negroes. The Negroes are often forced into the most undesirable parts of the communities and cities which throws them into contact with crime.

Democracy is vitally involved in the successful adjustment of the legal relations of the two races. The right to a fair trial by an impartial jury is one of the bedrocks upon which freedom rests. If it cannot be preserved when the courts serve two races, then democracy itself rests on quicksand. The machinery of justice in Kansas is entirely in the hands of the

white man. He has evolved the court system, he makes the laws which courts enforce, he furnishes the judges, court officers, and the juries. It is his great responsibility, in the face of any personal feelings, to render justice through the courts.

Negroes are very seldom convicted unfairly for a crime but whites are not given the punishment which they deserve for the same crime. Records show that Negroes draw sentences which are longer and more severe than those drawn by white men for the same crime. A critical study of prison sentences in Kansas will prove this statement to be true. Probably no trial judge would deliberately give a longer sentence to a colored person than to a white person yet the fact remains that this has been done many times in the past. The general education of the Negroes has brought them to realize this fact and they are demanding the justice which is rightly theirs. The pressure of race prejudice and jealousy and the desire of some classes of white people to exploit, often leads to injustices toward the Negro. Great advances have been made in recent years in eliminating this unfair treatment but it will take much educating of certain classes of white people before this can be entirely eliminated.

The task of preserving law and order may be divided into two parts. First, education to reduce crime among certain irresponsible classes of Negroes. Second, education to reduce the violence and injustice among the irresponsible classes of white people. All the causes of criminality must not be put on the colored people as there are a great many white people

in Kansas who seem to go out of their way to cause trouble for the Negroes. This element must be eliminated before the Negroes will get all the rights which are due them.

24 Thomas J. Woofter in his book entitled, The Basis of Racial Adjustment, says that the outstanding causes of Negro criminality may be classified in four groups. First, the Negro's racial background; i. e., his lack of adaptation to the codes and institutions of the white race; second, his migration from the country to the city; third, the adverse economic and living conditions surrounding him; and fourth, feeble-mindedness. Only the last of these is due to inborn traits. The others can be minimized by education, painstaking effort to adjust the Negro to Kansas life, and humane and modern administration of penal institutions.

With these facts in mind, one can see where the Negro stands as a criminal in the minds of Kansas people. Spontaneous and unfair decisions have often resulted in crimes being committed against innocent Negroes by white people. One of the most hideous offences against innocent Negroes as well as guilty ones, is the crime of lynching which is committed in the heat of anger and without stopping to pass judgment as to whether it is deserving or not. From the year 1882 to the year 1932, there were fifty-two lynchings in Kansas. Of this number,

24 Thomas J. Woofter. The Basis of Racial Adjustment. Ginn and Co., Boston, New York, (etc.) 1928, 258 pages, p. 128.

25

Negro Year Book, 1931-32, p. 293.

eighteen were colored people. Kansas ranked fourteenth among the states in the number of lynchings during this period. Over one-third of the hangings were carried out against the colored race which makes up less than four percent of the total population of Kansas. Most lynchings were for the crime of murder and less than one-fourth of them were for the crime of assault. The number of colored criminals killed in this way is entirely out of proportion to the number of like crimes committed by white people. This brings out the fact once more that race prejudice still exists among a certain class of the white population against the colored people.

The Negroes have a relatively lower percentage of crime in Kansas than the emigrant races which come here. The crime rate is higher in the cities than in the country because the colored people are thrown into an environment which readily leads to crime. The cleaning up of city crime regions and the education of the inhabitants in them is the only method of eliminating this criminal element. Much is being done at the present time to remedy the situation but much still remains to be done. In order to give a definite picture of the number of Negro inmates in the corrective institutions of Kansas, the writer has compiled several statistical tables from the reports of the institutions. The data in these reports vary somewhat in reliability under the different men in control of the institutions but taken as a whole, they give an objective view of the Negro crime situation as it exists in Kansas.

TABLE IX

NEGRO WOMEN ADMITTED TO THE WOMEN'S*
INDUSTRIAL FARM, LANSING, KANSAS

<u>Year</u>	<u>Total No. Inmates</u>	<u>No. Negroes</u>	<u>Percent of Total</u>
1922	626	92	14.7
1924	654	123	18.8
1926	674	108	16.6
1928	762	120	15.7
1930	725	145	20.0
1932	717	165	23.1

Read table thus: In 1922, there were 626 women admitted to the Women's Industrial Farm. Of this group, 92 or 14.7 percent were colored women. Read in like manner for other two year periods.

Table IX gives the number and percent of colored women taken into the Women's Industrial Farm but it does not give the length of term for which they were sentenced. For further information on this topic, refer to the footnote given at the bottom of this page.

In analyzing the data given in Table IX, one can get an idea of the influence which economic conditions in Kansas has upon the rate of crime among Negro women. Beginning with the report of 1924, the percentage of colored inmates declined steadily as economic conditions improved. In the report of 1930, the percentage of colored inmates jumped up and continued to climb during the period of the last report. This big increase was probably due to the collapse of good economic

Biennial Reports of the Women's Industrial Farm, Lansing, Kansas, 1922-32, inclusive.

conditions in Kansas. One can see by the tendency of increased crime during periods of hard times, Negro women are not as well educated to meet economic changes in life as are the white women. More adult education will tend to eliminate this weakness.

26

In a study made by E. Franklin Frazier, he found that illegitimate births among Negro women in Kansas have remained about constant during recent years. A slight increase is registered for the period from 1917 to 1928 but the increase may be attributed to a more accurate keeping of records. Better education and more stable living conditions will gradually eliminate this type of offence in Kansas.

Table X, page 56, records the number of Negro convicts listed in the Kansas State Penitentiary at Lansing. In analyzing the data given in Table X, the reader must keep in mind that there may be a slight error in the classification of the inmates. Some of the reports are not accurate in eliminating Mexicans, Mulattoes, and other race groups from the Negro group.

Beginning with the year 1863, there was an almost steady increase in the percent of Negroes in the penitentiary up to the report of 1910. From that year down to the report of 1932, there was a rather steady decrease in the percent of Negro inmates. The percent of Negro inmates is too high in relation to the percent of Negro population in Kansas but the fact still

TABLE X

NEGRO CONVICTS LISTED IN THE KANSAS*
STATE PENITENTIARY, LANSING, KANSAS

<u>Year</u>	<u>Total No. Inmates</u>	<u>No. Negroes</u>	<u>Percent of Total</u>
1863	43	6	13.9
1868	234	35	14.9
1880	691	111	16.1
1881	900	159	17.7
1888	929	153	16.6
1902	1089	299	27.4
1906	1205	354	29.4
1908	1314	446	34.2
1910	890	325	36.5
1912	909	327	36.0
1922	858	170	19.8
1924	812	182	22.4
1926	982	174	17.8
1928	974	146	14.9
1930	1080	172	15.9
1932	1329	214	16.1

Read table thus: In 1863, there were 43 inmates in the Kansas penitentiary. Of this group, 6 or 13.9 percent were Negroes. Read in like manner for other years.

*

Biennial Reports of the Kansas State Penitentiary,
Lansing, Kansas, 1863 to 1932 with certain reports unavailable.

remains that much progress is being made in cutting down the criminal element among Negroes.

The average age for the inmates was approximately twenty-five years. As higher education increases among the Negroes of Kansas, more and more of these young men will be found in the schools instead of roaming the streets getting into trouble. A frank facing of the reasons for Negroes in the penitentiary, and then the elimination of these reasons, will gradually reduce the colored criminality to a minimum. The prison officials are doing much to educate the Negroes by teaching them industries and trades while they are in the institutions.

Table XI, page 58, records the number of Negro inmates listed in the Kansas State Industrial Reformatory at Hutchinson. In analyzing Table XI, one finds that it corresponds very closely to Table X for the inmates of the state penitentiary. The percent of Negro inmates increases somewhat steadily during the first few years of the twentieth century and then declines to the present time. The responsibility for most of this decline can be traced directly to more and better education of the colored children. When one realizes that the average age for the inmates of the institution is between sixteen and twenty-three years, he can readily see how education is keeping them from being thrown into bad company where there are many opportunities for committing crimes. Intelligent cooperation on the part of adults in society along with the work which the schools are doing, and most of these petty criminals can be eliminated. The chief offences which the inmates have been

TABLE XI

NEGRO INMATES LISTED IN THE KANSAS STATE*
INDUSTRIAL REFORMATORY, HUTCHINSON, KANSAS

<u>Year</u>	<u>Total No. Inmates</u>	<u>No. Negroes</u>	<u>Percent of Total</u>
1895	133	No record	as to color.
1902	182	41	22.5
1903	115	25	22.6
1904	176	35	19.8
1905	164	30	18.2
1906	189	48	25.4
1907	131	42	32.0
1908	182	42	23.1
1909	205	42	20.5
1910	243	49	20.2
1911	268	63	23.5
1912	239	55	23.0
1919-20	560	71	12.7
1921-22	752	92	12.1
1923-24	682	86	16.6
1925-26	924	106	11.5
1927-28	905	104	10.4
1929-30	980	110	11.2
1931-32	1055	120	11.4

Read table thus: In 1902, there were 182 inmates listed in the Industrial Reformatory. Of this number, 41 or 22.5 percent were Negroes. Read in like manner for other years.

Annual and Biennial Reports of the Kansas State Industrial Reformatory, Hutchinson, Kansas, 1895 to 1932 with certain reports unavailable.

convicted for in recent years are grand larceny, second degree forgery, burglary, and second degree burglary. None of these offences are classified as serious but they will eventually lead into more serious crimes. Most of the inmates when asked the reasons for committing their offences gave the answer that they had had no guidance from their parents or had had no parents. They had fallen in with bad company which had taught them to do bad deeds.

TABLE XII

NEGRO INMATES OF THE BOYS' INDUSTRIAL*
SCHOOL, TOPEKA, KANSAS

<u>Year</u>	<u>Total No. Inmates</u>	<u>No. Negroes</u>	<u>Percent of Total</u>
1908-09	116	32	28.4
1909-10	148	23	15.5
1912-13	125	39	31.2
1913-14	168	30	17.9
1918-19	177	49	27.7
1919-20	126	39	30.9
1920-21	138	28	20.3
1921-22	140	20	14.4
1922-24	235(3 year (period)	64	27.2
1924-26	294 "	126	42.9
1926-28	324 "	128	39.5
1930-32	258 "	64	24.8

Read table thus: In 1908-09, there were 116 inmates in the Boys' Industrial School. Of this number, 32 or 28.4 percent were colored. Read in like manner for other years.

* Reports of the Boys' Industrial School, Topeka, Kansas, 1908-09 to 1930-32 with certain reports unavailable

The total number of boys received in the Boys' Industrial School from June 5, 1881 to June 30, 1930 was 6211. Of this number, 1507 or 24.26 percent were colored. Again the percent of Negro inmates runs rather high but still far from the high average that most people in Kansas have a tendency to think.

The wide fluctuations in the percent of Negro inmates for different years may be partly accounted for by inaccuracy in the records which were kept. Various wardens of the institution classified the inmates differently for their reports and this fact makes the reports somewhat unreliable. Taken as a summary covering a number of years, the reports give a good idea of the tendency of Negro boys toward crime.

The chief crimes for which the boys have been convicted in recent years are stealing, incorrigibility, auto theft, and delinquency. Most of these crimes are due to bad associates and bad environment. Improper home conditions or no home training at all, is given by most of the boys as the beginning of their troubles. There has been a very sharp decrease in the number and percent of colored boys in the institution during the last few years. This can be attributed to better education of colored boys and to better environmental conditions in the cities where most of the boys are convicted. Kansas has made much progress in the work of improving the living conditions of its colored citizens. As the mass of people become more highly educated, juvenile delinquency will gradually decrease.

In June 1932, there were 174 girls in the Girls'

27

Industrial School at Beloit. Of this number, 22 girls or 12.6 percent were colored. The percent of Negro girls in the Industrial School is about half of that for the boys. The chief offences of the girls were immorality, incorrigibility, delinquency, and evil associates. All of these offences can be reduced or eliminated by proper education of the girls and improvement of their environmental conditions.

RELIGION

A picture of the social status of the Negro in Kansas would be incomplete without a view of his religious life and the important part which education has played in improving it. In order to get a background for the picture of Negro religion in Kansas, a brief table will be given to show the religious progress of Negroes in the United States from 1866 to 1933.

TABLE XIII

RELIGIOUS PROGRESS OF NEGROES IN THE* UNITED STATES FROM 1866 to 1933

	<u>1866</u>	<u>1933</u>	<u>Gain 64 yrs.</u>
Number of churches ---	700	42,000	41,300
Communicants -----	600,000	5,000,000	4,600,000
Sunday schools -----	1,000	36,000	36,000
Sunday school pupils -	50,000	2,150,000	2,100,000
Value of church property -----	\$1,000,000	\$200,000,000	\$198,500,000

Read table thus: In 1866, there were 700 Negro churches in the United States. In 1933, there were 42,000 Negro churches in the United States. This was a gain of 41,300 Negro churches in 64 years. Read in like manner for other items.

Table XIII shows what a tremendous gain the colored people have made in their religious life during the last sixty-four years. The church is the most powerful institution in Negro life. A larger proportion of the colored people in Kansas are reached by the church than by any other institution. This makes it one of the most important means of educating the colored race as a group and especially those who do not have access to the schools. There are hundreds of colored people in Kansas who have never been inside of a modern school building. In fact, the proportion of church membership among Negroes is higher than the proportion among the white population. The Census of Religious Bodies of 1916, showed that forty-five percent of the total Negro population in the United States were church members while only thirty-eight percent of the total white population were church members.

Education has been carried on through the church because of the strong grip of the religious motive on the emotional nature of the Negro. The church is not used as a social building for church only but it serves as a community center where the Negro makes many good contacts. Good speakers are brought into the churches for the purpose of enlightening and stimulating the colored members. A large number of community enterprises originate in the church and are carried out by them for the general growth and development of society.

The most important Negro church denominations are the Methodist Episcopal Church and the Baptist Church. These two bodies include practically all of the colored church members. The services in the larger organized churches of today, are very much confined and well organized. Education has taught the Negro the foolishness and inadequacy of the old type of hysterical service which was characterized by moaning, shouting, shaking of the body, jumping and rolling on the floor. The only Negro churches in which this type of service is found today are those which are built up and organized around individual preachers or leaders who split away from the other churches. This type of congregation is slowly giving ground before the advance of better educated preachers and people who have learned the meaning of religion and self-control.

Most of the important Negro churches in Kansas have adopted a definite educational policy. This educational policy embraces not only the Sunday school but also contributes to the support of denominational schools. Many of the denominational schools and corrective institutions in Kansas, are supported almost entirely by church contributions. The teaching of morality and the value of cultural development by the churches has gone far in raising the educational and social levels of the colored people in Kansas.

The schools are realizing the value of churches as educational institutions and are cooperating with them in order to reach a greater percent of the colored population. By combining the teaching of the churches and the schools, the

Negro is slowly but steadily raising his social standing in Kansas. His conditions of health are improving and his criminal records are declining. He is being recognized as a definite part of society and is being given a place in it.

CHAPTER V

ECONOMIC, INDUSTRIAL, AND POLITICAL STATUS

The economic status of the Negro in Kansas is much more stable than it is in many other states of the Union. The stability is caused by more Negroes having permanent homes, steady jobs, and better education. The Negroes are learning to adjust themselves to their economic needs but they still have a long way to progress before their economic position will be secure.

The Negro lives nearer the margin of economic security than the white man, consequently fluctuations in employment and wages affect him more readily and more severely than they do the white man. Any type of economic depression causes a larger percent of Negroes to be out of work than white men. As long as society progresses in a certain set system, the colored person lives with very little worry but as soon as some change comes up which demands that he readjust his method of living, he is unable to meet the situation. He finds himself out of his customary routine of living and unable to maintain his economic standards until a readjustment can be made.

The economic progress of the Negroes in the United States has been very great during recent years. Table XIV, page 66, gives a brief picture of their general economic progress during the last 64 years.

TABLE XIV

ECONOMIC PROGRESS OF NEGROES IN THE*
UNITED STATES FROM 1866 TO 1930

	<u>1866</u>	<u>1930</u>	<u>Gain 64 yrs.</u>
Homes owned . .	12,000	750,000	738,000
Farms operated .	20,000	1,000,000	980,000
Businesses conducted . .	2,100	70,000	67,900
Wealth accum- ulated	\$20,000,000	\$2,600,000,000	\$2,580,000,000

Read table thus: In 1866, there were 12,000 homes owned by Negroes in the United States. In 1930, there were 750,000 homes owned by Negroes in the United States. This was an increase of 738,000 homes owned by Negroes during a period of 64 years. Read in like manner for other items in table.

No statistics are available as to the number of colored people in Kansas who have bank accounts but in talking with colored people and with bankers, one finds that a very small percent of the colored population put money in the banks. The tendency not to save money may be accounted for in three ways. The first reason is that the average colored person lives a "happy-go-lucky" type of life. As long as he has a dollar he is willing to spend it and let tomorrow take care of itself. The second reason is that very few of the colored people hold positions which pay enough wages for them to save large amounts of money. Their jobs are much more irregular than those of the white men so they need their surplus to

take care of them while they are out of work. The third reason for their failure to save money is the fact that most colored people are willing to share their money with their friends and relatives. Many colored people have been considered wealthy at one time while at a later time they have been without funds because they shared their money with their friends and relatives. These traits of the colored people keep them so near the economic margin that they have no reserve upon which to draw in case of need.

The economic status of the Negro affects the other sides of his life. Much of the Negro's low educational standard can be traced to his unstable economic position. He is unable to pay for education and for that reason, large numbers of colored children stay out of school in order to work for a living. Kansas is helping this situation by requiring all children between certain ages to attend school. The children are taken in to the public schools, given a free education, and as a result, they will be better fitted to meet their economic problems.

Although the death rate for Negroes in Kansas has continued to decline, there are still a great many deaths due to lack of food and shelter. Many deaths can be traced to the poor economic conditions under which some of the colored people live. A great deal of the illegitimacy among the colored race may be traced directly to their economic conditions. They do not have enough money to carry on a legal married life.

Many petty crimes are committed under the direct urge of necessity.

Even with the many weaknesses which still need to be corrected in the economic life of the Negro, he is making great progress in Kansas. The schools are rapidly training the colored boys and girls to realize their economic weaknesses and how to meet them. New leaders are arising among the colored population and these leaders are truly educated men with scientifically trained minds. General education is increasing for the mass of colored people while more and more of them are attending colleges and universities. The colored people are learning to adjust themselves to their urban living conditions. Wide spread circulation of Negro papers and magazines gives them a broader outlook on economic conditions.

At the present, the colored people are more optimistic than the white people over the economic conditions of Kansas. The colored people say that the hard times are pulling them together, teaching them thrift, cooperation, and causing the white and the colored races to draw closer together. Negroes are being accepted and treated more courteously in trains, stores, restaurants, and schools. The white people are realizing the value of Negro trade and are welcoming his business. The two races are working side by side in many enterprises which they never entered into before. Whether the relations will be permanent, time will tell but at the present time the economic standards of the colored race and the white race are more nearly on the same level than they have ever been in the past.

There is a new element entering into the life of the Negro in recent years which is having a great deal of influence upon his economic status. This element is the mulattoes who are becoming more and more numerous in society. The mulatto is a cross between the white race and the colored race. He seems to be gradually dominating the economic life of the full-blooded Negroes.

28

In a survey made of the United States, E. B. Reuter found that of 9,172 Negro students in institutions of higher learning, 7,567 or 82.5 percent were mulattoes. Also, 1,606 who were classed as "colored" were not necessarily full-blooded Negroes. Among 580 Negro ministers of prominence, only 95 were considered full-blooded Negroes and 485 were known to be mulattoes. The mulattoes are having a great influence upon the position of the Negroes in society. They are cooperating with certain classes of white people for the purpose of holding the Negro down. The mulattoes have come to hold a slightly higher social and economic standing in society than the Negro and as a result, the Negro's progress has been retarded. The Mulatto is given social, educational, and economic preference over the full-blooded Negro.

The white people who help to retard the economic progress of the Negro, may be divided into two classes. The first class is made up of those people who in various ways exploit

28

A. H. Shannon. "Racial Integrity of the American Negro;" in THE CONTEMPORARY REVIEW, 144:581-92, (Nov., 1930)

the Negro for their immediate pleasure or profit and without regard for the higher or ultimate interests of either race. The second class is that which under the guise of helpfulness to the colored race, habitually accepts the mulatto element and assists it into positions of leadership. Thus the Negro race is discredited by those which make up a baser element of a more fortunately situated race, and with little endeavor by anyone to bring the character or the intelligence of either race to bear directly and energetically upon the situation. The only solution for the improvement of the economic life of the Negro is broader and more general education. Kansas is rapidly educating the Negro on economic problems and as a result of this education, the Negro's economic position has become more stable, he is becoming more able to take care of himself financially, and to provide the necessities of life.

INDUSTRIAL STATUS

The Kansas Negro has found himself getting along much better in industry during recent years than ever before. Due to his adjustment to the industrial conditions of Kansas and due to his greater education, he is becoming more stable in industry. He is cooperating with the white race and working side by side with the white laborers.

There are several difficulties facing the Negro in industry. Among these difficulties are race prejudice, lower wages than white workers, more difficult jobs when doing piece work, inability to gain access to some of the better trades, and

labor unions often discriminating against him. Race prejudices are being rapidly eliminated by education of both the white race and the colored race. Race prejudices are not as pronounced in Kansas industries as they are in the other border states in the Union.

The government is doing much to eliminate wage discrimination between the two races. Men of both groups are being hired for the same jobs and given the same wages. That creates a more mutual feeling between the two groups and makes industry more stable. The idea of giving the colored man the harder job is not being applied by the better class of employers. The laborers are given the same type of work and then both groups are expected to do the work as they have agreed to do it.

The colored people have been forced out of certain types of businesses such as barber shops, catering establishments, restaurants, and other similar types of businesses. They are not always forced out by unfair means but by application of superior managerial ability, more capital, and by race prejudices and discriminations. The white people do not trade with the colored business men so most of the businesses still maintained by colored men are patronized by Negroes.

About seven out of ten Negroes are still engaged in domestic and personal service. Negroes fill most rapidly, the semi-domestic occupations as janitors, porters, sweepers, and so forth. Negro women are engaged almost entirely in domestic and personal service jobs such as chamber maids in hotels,

workers in laundries, and elevator attendants. They also occupy many border line jobs between domestic and industrial labor.

The National Negro Business League made a survey of Negro²⁹ business enterprises in thirty-three cities in 1928. Of 2,757 enterprises studied, grocery stores represented 19 percent; barber shops 14 percent; cleaning, pressing, and tailoring establishments 11.3 percent; restaurants 11 percent; drug stores, auto mechanics and service tied with 6 percent each.

New businesses have sprung up for the Negro. He is taking an active part in banks, insurance companies, newspapers, and real estate business. Prejudices against the old businesses helped the new ones. As the Negro becomes better educated, he cooperates with other Negro business men and the business unions give him more recognition. There were ten local business leagues for Negroes in Kansas in 1919. At the present time there are three ways in which the unions deal with colored labor. The Negroes are organized into separate subordinate local unions, into separate coordinate local unions, or they are included in the same local unions with the white men. Most of the labor unions in Kansas, include the Negro in their organizations.

Adjustment of the Negro and organized labor is one of the most important phases of race relations because some of the

most violent race friction arises from economic contacts, especially during periods of unemployment. During such periods the Negro is the target for the jealousy of the white man out of work. The idle Negro is the scape-goat for crime in the community. A great deal of strife and even riots have resulted in the cities because employers have laid off Negroes regardless of seniority and also because employers have retained some Negroes who had seniority rights.

Taken as a whole, the Negroes are much more desirable as laborers than the new immigrants who are unable to speak English or adapt themselves to the ways of industry. Many organizations including the United States Department of Labor, are rendering valuable service in keeping proper relations between the colored and the white laborers. The task of adjusting the colored labor supply to Kansas industry is one of so many complications and such vast scope that it demands the full and intelligent cooperation of all agencies, federal, state, and local.

According to the Fifteenth Census of the United States, there were 55,143 Negroes in Kansas in 1930, ten years of age and over. Of this group, 30,287 or 54.9 percent were gainfully occupied. There were 28,405 colored males ten years of age and over. Of that group, 21,977 or 77.4 percent were gainfully occupied. There were 26,738 colored females ten

years of age and over. Of that group, 8,310 or 31.1 percent were gainfully occupied. The figures show that over twice as large a percent of Negro men were occupied than Negro women. The lack of employment accounts for a great amount of the increased delinquency among colored women in Kansas.

There are a large number of Negro farmers in Kansas. In ³¹1930, there were 1,036 colored farm operators owning 157,126 acres of land in Kansas. In 1920, there were 1,238 colored farm operators owning 189,055 acres of land in Kansas. The value of the land and buildings in 1930 was \$6,653,525, while in 1920 the Negro farm land and buildings were valued at ³²\$10, 578,475. Government statistics show that the number of Negro farmers in Kansas has decreased during recent years. At the same time the value of their land and buildings has decreased. The land which the colored farmers own has a value of \$64.22 per acre. About 89.8 percent of their farm land is farmed while the average size of the Negro farm is less than that of the white farmer.

The decrease of Negro farm owners in Kansas during recent years may be traced to their economic conditions. The Negroes live close to their economic margin and are unable to withstand a depression. They can survive on their farms under ordinary conditions but as soon as they are forced to meet an

³¹

Ibid., p. 1292.

³²

Ibid., p. 1309.

economic change they are unable to face the situation. The federal government is helping the Negro farmers of Kansas to meet the adverse conditions which they have had to face in recent years. The government is loaning the colored farmers money the same as it is doing for the white farmers. The Federal Land Bank at Wichita has made many loans to colored farm operators.

The Negro is coming out of the present industrial crisis a better and wiser industrial worker. William Pickens in an article entitled "N R A: Negro Removal Act?" stated that the N R A program raised the wages and as a result, many Negroes were forced out of work. In some places employers gave the Negro less wages than the white man and still displayed the Blue Eagle. Thousands of Negro porters, janitors, elevator men, messengers, and drivers were forced out of work because employers hired white men when they had to pay the same wages to both groups. Friction has been created over work, wages, distribution of relief funds and jobs so it will be impossible to tell for some time how the Negro came out of the latest economic and industrial struggle. As industrial conditions improve the Negro will be the last group back to normal as they are the farthest down the scale. The only hope for the Negro to gain an equal industrial standing with the white man of Kansas is to continue his education to the point where he can

33

William Pickens. "N R A: Negro Removal Act?"; in WORLD TOMORROW, 16:529-40. (Sept. 28, 1933)

demand an equal standing and then maintain it.

POLITICAL STATUS

The laws of the United States and the laws of Kansas give the Negro and the white man the same political rights in Kansas. The Fourteenth Amendment to the constitution of the United States made the Negro a citizen, while the Fifteenth Amendment gave him the right to vote. No legal discrimination can be made against the Negro regarding his position in the political life of Kansas. He has the right to vote, hold office, and take part in political questions of all types.

There has been a steady increase in the number of eligible Negro voters in Kansas. According to the United States Census Reports in 1910 there were 32,877 colored people of voting age which made up 3.5 percent of the total voters in Kansas. In 1920, there were 37,010 Negroes of voting age and they made up 3.7 percent of the total number of citizens eligible to vote in Kansas. In 1930, there were 42,964 Negroes of voting age and they made up 3.8 percent of the total number of people of voting age in Kansas. The steady increase in the number of colored voters indicates that the colored race is becoming more and more important in Kansas government. They are casting enough votes in some localities to determine which candidate shall be elected. Their newspapers and organizations are playing an important part in political discussions.

There are four Negro owned newspapers in Kansas which play an important part in influencing Negro political life.

They are "The Topeka Plaindealer" at Topeka; the "Kansas City Advocate" at Kansas City; "The Negro Star" at Wichita; and "The Coffeyville Globe" at Coffeyville. These four newspapers determine quite largely how Negro votes are cast in Kansas elections.

The Negroes in Kansas have made few attempts to hold political offices. They have taken an active part in voting for certain white candidates but have seldom attempted to win an office. In the Negro Year Book, 1931-32, Negroes were listed as holding four political positions in Kansas. A Negro was appointed as County Treasurer of Shawnee County, one was assistant health director of Kansas City, one was an alternate to the 1928 Republican Convention, and one was an alternate at large to the 1928 Republican Convention. Five cities in Kansas, Topeka, Coffeyville, Kansas City, Emporia, and Wichita, have one or more Negro policemen. Negroes are appointed to some minor city offices but considering the political set-up as a whole, the Negroes take very little part in the political life of Kansas except to exercise their voting power.

CHAPTER VI

SUMMARY

In concluding this study of the educational status of the Negro in Kansas the writer will sum up briefly the main facts which have been brought out.

There has been a steady increase in Negro population in Kansas since 1860. The largest Negro migration to Kansas came during the year 1879 when the great Negro migration was in full swing from the Southern States to the Northern and Western States. Most of the Negro population lives in the eastern half of Kansas, especially in the city and urban districts. Seven and seven-tenths percent of the colored population lives in the rural districts.

The problem of Negro education is a decidedly urban one because of the large percent of colored population living in urban districts. The colored children and the white children have the same legal rights in the schools of Kansas. The arranging and assigning of Negro students in the schools rests with the school board as long as the board does not make discriminations which are against the laws of the state.

There are two special Negro schools in Kansas which are given state support. They are "The Kansas Vocational School" located at Topeka and "Western University" located in Kansas City. Most of the colored children in Kansas attend the same schools with the white children.

According to the United States Census Reports, 1930, there were 18,198 Negro children in Kansas between the ages

of five and twenty years. Seventy-three and seven-tenths percent of that group were in school. There was less than one percent difference between the percent of colored children of school age attending school and the percent of white children of school age attending school. The percent of school attendance is slightly higher for girls than for boys. There has been a steady increase in the number of colored students attending institutions of higher learning.

There is very little attempt made to segregate the colored children from the white children in Kansas schools. The Negro problem is important only in the larger cities and they have had very little difficulty in handling it. Separate Negro schools have been set up in some of the larger cities and they have taken care of the large groups of colored children. The smaller cities and rural communities have ignored the question and placed the two groups of students together.

Illiteracy among Negroes has dropped from 44 percent in 1870 to 17.2 percent in 1930. (Table VII, page 33) This fact gives an idea of how general Negro education has become in Kansas. With the decrease in Negro illiteracy the Negro's social status has been improved.

Race prejudices are becoming less pronounced each year. General education of both the white and the Negro race has improved their social relations very much. Negro health has been improved until he is better off in many of the diseases than the white man. The Negro's life span has been lengthened from thirty-three years to forty-five years since 1900.

He lives under more sanitary conditions and has less sickness during his life time.

There are comparatively few Negroes in Kansas institutions for mental diseases. This is accounted for partly because Negroes aid each other in taking care of those who are mentally diseased instead of sending them to institutions. Also many Negroes are kept out of institutions because of race prejudice and lack of interest on the part of health inspectors. There are quite a large number of homes and institutions in Kansas which are for Negroes or which admit Negroes.

Negroes have a large but not excessive criminal element in Kansas. A greater percent of Negroes are caught and convicted for crimes as they are more easily apprehended and identified than white criminals. A Negro generally receives a longer sentence for a crime than a white man receives for the same crime. In the institutions for criminal offenders in Kansas, there is a larger percent of colored inmates than white inmates in proportion to the total colored and total white population in the state. Even though the percent of colored inmates is too high it has been reduced very much in recent years through greater education of the colored race.

Negro religion is taking a big part in the education of the colored race. A larger percent of the colored people attend church than attend school so the churches are becoming important as educational centers. Negro religion has become much more refined and educational in recent years through

better educated preachers and more intelligent congregations. The schools and churches are cooperating with each other in order to increase the educational advantages for the colored people of the state.

The economic status of the Negro has been greatly improved in recent years. The Negro lives a more stable life, is more inclined to own property and accumulate wealth. He is not living as near the economic margin as he has in the past and as a result he is more able to take care of himself during periods of economic depression. His place in industry is more stable, he is being recognized by the labor unions, and he has entered new fields of business and is making progress in competition with others in the same fields. The Negro has his own business leagues and organizations and is beginning to rely upon his own initiative for industrial success.

Beyond exercising his right to vote the Negro has taken very little part in the political life of Kansas. He has held a few minor offices but has made no attempts to hold the more important offices. The Negro has the same legal rights as the white man in Kansas but for various reasons such as race prejudice, he has failed to exercise many of these rights up to the present time. As the Negro continues to become better educated he will take a more active part in all phases of Kansas society. He will be recognized by society and given the proper position which he rightfully deserves in the life of Kansas.

SELECTED BIBLIOGRAPHY

Addams, Jane. "Rise of Negro Education;" in SCHOOL LIFE, Vol. 18, p. 98 (January, 1933) Title of article indicates nature of work included.

Allen, George A. Kansas Educational Directory, 1932-33.
Kansas State Printing Plant, Topeka, Kansas.

Beebe, Charles S. The Negro in American Civilization. Henry Holt and Co., New York, 1930. 538 pages. A general discussion of the Negroes in America including a large number of statistics.

Biennial Report of Western University, Kansas City, 1931-32.
State Printing Plant, Topeka, Kansas.

Biennial Reports of the Boys' Industrial School, Topeka,
1908-09, 1909-10, 1912-13, 1913-14, 1918-19, 1919-20,
1920-21, 1921-22, 1922-24, 1924-26, 1926-28, 1930-32.
State Printing Plant, Topeka, Kansas.

Biennial Report of the Girls' Industrial School, Beloit,
1930-32. State Printing Plant, Topeka, Kansas.

Biennial Reports of the Kansas State Industrial Reformatory,
Hutchinson, 1895, 1902, 1903, 1904, 1905, 1906, 1907,
1908, 1909, 1910, 1911, 1912, 1918-20, 1921-22, 1923-24,
1925-26, 1927-28, 1929-30, 1931-32. State Printing
Plant, Topeka, Kansas.

Biennial Reports of the Kansas State Penitentiary, Lansing,
1863, 1868, 1880, 1881, 1886-88, 1902, 1906, 1908, 1910,
1912, 1922, 1924, 1926, 1928, 1930, 1932. State Print-
ing Plant, Topeka, Kansas.

Biennial Reports of the Womens' Industrial Farm, Lansing,
1922, 1924, 1926, 1928, 1930, 1932. State Printing
Plant, Topeka, Kansas.

Blackmar, Frank W. Kansas. Standard Publishing Co., Chicago,
1912, Vol. II, 995 pages. pp. 339-41. A general history
of Kansas.

Blose, D. T. Statistics of Education of the Negro Race, 1925-
26. United States Bureau of Education Bulletin, 1928,
Vol. 19, 42 pages.

. . . ., Statistics of the Negro Race, 1927-28. United States
Department of the Interior, Pam. No. 14, 16 pages.

Brawley, Benjamin G. A Social History of the American Negro. Macmillan Co., New York, 1921. 420 pages. A general history of the Negro problem in the United States.

Cason, Clarence E. "Black Straws in the Wind;" in the NORTH AMERICAN REVIEW, Vol. 236, pp. 81-6 (July, 1933) A discussion of the Negro in present day society.

Clark, William A. "Does Negro Education Pay?;" in THE JOURNAL OF EDUCATIONAL SOCIOLOGY, Vol. 3, No. 3, p. 168 (Nov., 1933) Title of article indicates nature of work included.

Cook, P. A. W. "Guide to the Literature on Negro Education;" in TEACHERS COLLEGE RECORD, Vol. 34, pp. 671-77 (May, 1933) A bibliography of Negro literature.

Connelly, William E. "History of Kansas State and People;" American Historical Society, Inc., Chicago, New York, 1928. Vol. 2, pp. 677-78. Title of article indicates nature of work included.

. . . ., "Kansas and Kansans;" Lewis Publishing Co., Chicago, New York, 1918, Vol. 3, pp. 1691-92. A biographical text of prominent Kansans of the past.

DuBois, William Edward B. Darkwater; voices from within the veil. Harcourt, Brace and Howe, New York, 1920. 276 pages. A collection of articles on Negro life.

Frazier, E. Franklin. "An Analysis of Statistics on Negro Illegitimacy in the United States;" in SOCIAL FORCES, (Dec., 1932) pp. 249-57. A statistical table of Negro illegitimacy in the United States with a discussion of what the table reveals.

Editorial. "Educating the Whites on Race Questions;" in CHRISTIAN CENTURY, Vol. 50, p. 1077 (Aug. 30, 1933) Title of article indicates nature of work included.

. . . ., "Negro Churches Need Educated Ministry;" in CHRISTIAN CENTURY, Vol. 50, p. 1052 (Aug. 23, 1933) Title of article indicates nature of work included.

. . . ., "Negro's Northward Exodus;" in LITERARY DIGEST, Vol. 110, p. 9 (Aug. 29, 1931) A discussion of the reasons for recent Negro migration to the North.

. . . ., "Negro Workers and the N R A;" in CHRISTIAN CENTURY, Vol. 50, p. 1165 (Sept. 20, 1933) Discussion of the effect of the N R A on the Negro.

- Follansbee, J. T. "Recognition of the Negro;" in SCHOOL AND SOCIETY, Vol. 38, pp. 869-70 (Dec. 30, 1933) Title of article indicates nature of work included.
- Frazier, E. Franklin. "American Negro's New Leaders;" in CURRENT HISTORY, Vol. 28, pp. 56-9 (April, 1928). A discussion of new Negro leaders and trends in Negro life.
- ... "Children in Black and Mulatto Families;" in AMERICAN JOURNAL OF SOCIOLOGY, Vol. 39, pp. 12-29. (July, 1933) Title of article indicates nature of work included.
- Gover, Mary. Mortality Among Negroes in the United States. Bulletin 174, 1928. Treasury Department of the United States Public Health Service. A statistical summary of Negro mortality in the United States.
- Greene, H. W. "Number of Negro Doctorates;" in SCHOOL AND SOCIETY, Vol. 38, p. 375 (Sept. 16, 1933) A Summary of the number of Ph. D. degrees granted to Negroes since 1876.
- Handbook of Kansas Social Resources, 1932. Kansas Conference of Social Workers, 302 pages. Kansas State Printing Plant, Topeka, Kansas. A survey of Health, education, and welfare in Kansas.
- "Illiteracy in the United States;" United States Bureau of Education, Pam. 20, p. 19. Title of article indicates nature of work included.
- Johnson, Charles S. The Negro in American Civilization. Henry Holt and Co., New York, 1930. 528 pages. A general discussion of the Negroes in America including a large number of definite statistics.
- King, Clyde L. (ed.) The American Negro. Annals of the American Academy of Political and Social Science, Philadelphia, 1928. 359 pages. A general discussion of the American Negro.
- Klein, Arthur J. Survey of Negro Colleges and Universities. Bulletin 7, 1928, United States Bureau of Education. A general discussion of Negro education in colleges and universities of the United States with emphasis upon the Southern States.
- Lacy, L. D. "Relative Intelligence of White and Colored Children;" in ELEMENTARY SCHOOL JOURNAL, Vol. 26, pp. 542-6 (March, 1926) Report of an experiment to determine the relative intelligence of the white and the colored children.

Locke, Alain LeRoy. The New Negro; an interpretation. A. and C. Boni, New York, 1925. 415 pages. A discussion of the Negro in society.

. . . ., "Negroes in Times Like These;" in SURVEY, Vol. 69, p. 222 (June, 1933) Discussion of the present economic situation of the Negro.

Miller, K. "Black Streaks on the Blue Eagle;" in CHRISTIAN CENTURY, Vol. 50, p. 1413 (Nov. 8, 1933) Discussion of the effects of the N R A on the Negro.

Moton, Robert Russa. Finding a Way Out. Doubleday, Page and Co., Garden City, New York, 1920. 296 pages. An autobiography of the author's life and work with the Negro development.

Negro Education. United States Office of Education, Library Division, 1927-28. pp. 188-9. Bibliography of research studies in education.

Pechstein, L. A. "Problem of Negro Education in Northern and Border Cities;" in ELEMENTARY SCHOOL JOURNAL, Vol. 30, pp. 192-9 (Nov., 1929) Title of article indicates nature of work included.

Pickens, W. "N R A: Negro Removal Act?;" in THE WORLD TOMORROW, Vol. 16, pp. 539-40 (Sept. 28, 1933) Discussion of the influence of the N R A on the Negro worker.

Porter, Jennie D. The Problem of Negro Education in Northern and Border Cities. Teachers College, University of Cincinnati, 1928. A Doctor's thesis worked out on Negro education to determine what is the best methods of dealing with Negro education in Northern cities.

"Revised Statutes of Kansas, 1923;" Ch. 72, pp. 1107, 1108, 1724. Kansas State Printing Plant, Topeka, Kansas.

Rosenthal, S. P. "Racial Differences in the Mental Diseases;" in the JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, Vol. 28, No. 3 (Oct.-Dec., 1933) pp. 301-18. American Psychological Association, Princeton, New Jersey. A discussion of the white and the colored race in relation to mental diseases.

Shannon, A. H. "Racial Integrity of the American Negro;" in CONTEMPRARY REVIEW, Vol. 144, pp. 581-92 (Nov., 1933) A good summary of racial amalgamation of the Negro and the white people in the United States.

Sheldon, Edwin R. "A Critical Study of Kansas Supreme Court Opinions as Handed Down in Public School Law Cases;" Master's Thesis, Kansas State Teachers College, Emporia, Kansas, 1932. pp. 79-80. Title indicates contents.

Sumner, F. C. "Environmental Factors which Prohibit Creative Scholarship Among Negroes;" in SCHOOL AND SOCIETY, Vol. 22, pp. 294-96 (Sept. 5, 1925) Title of article indicates nature of work included.

Thorndyke, E. L. "Intelligence Scores of Colored Pupils in High School;" in SCHOOL AND SOCIETY, Vol. 18, pp. 567-70 (Nov. 10, 1923) Title of article indicates nature of work included.

Weatherford, Willis Duke. Present Forces in Negro Progress. New York, (etc.) Associated Press, 1912. 191 pages. A brief story of Negro character, growth, and education.

Woofter, Thomas Jackson. The Basis of Racial Adjustment. Ginn and Co., Boston, New York, (etc.) 1925. 258 pages. A discussion of the Negro in our present day society.

Work, Monroe N. (ed) Negro Year Book, 1918-19, 1921-22, 1931-32. The Negro Year Book Publishing Co., Tuskegee Institute, Alabama. An annual encyclopedia of the Negro.

Zook, George Frederick. Colleges and Universities- Kansas. Washington Government Printing Office, Washington, D. C., 1925. Report of a survey of the state institutions of higher learning in Kansas, made by a commission composed of George F. Zook, Lotus D. Coffman, and A. R. Mann.

INDEX

- Addams, Jane, 29.
- Amendment, Fifteenth, 36.
- Amendment, Fourteenth, 36.
- Amendment, Thirteenth, 36.
- American Academy of Political and Social Science, 47.
- Annual Tuskegee Negro Conference, 40.
- Assimilation, 38.
- Birth, Illegitimate, 55, 67.
- Birth, Premature, 13.
- Blose, D. T., 19.
- Boys' Industrial School, 59-60.
- Census, Kansas School, 20-22.
- Census of Religious Bodies, 62.
- Children's Home and Day Nursery, 49.
- Cholera, 40.
- Church, African Methodist Episcopal, 16, 63.
- Church, Baptist, 15, 63.
- Church, Importance of, 62.
- Citizenship, 36.
- Clark, William A., 33.
- College, 19.
- Colored Orphans' Home, 48.
- Crime, 49-61.
- Crime, Causes of, 52, 58.
- Crime, Location of, 53.
- Crime, Punishment of, 51.
- Criminal Institutions, Inmates of, 53.
- Degrees, College, 23.
- Degrees, Ph.D., 14-15.
- Depression, Influence of, 38-39.
- Diarrhea, 42.
- Discrimination, 13, 27, 37.
- Diseases, 41-47.
- Diseases, Communicable, 42.
- Diseases, Chronic, 42.
- Diseases, Gastro-intestinal, 42.
- Diseases, Respiratory, 44.
- Diseases, Venereal, 42, 47.
- District of Columbia, 15.
- Douglas Hospital and Teacher Training School, 49.
- Dublin, Louis I., 42.
- Education, Health, 44.
- Education, Higher, 14.
- Education, Legal Status of, 11-13, 78.
- Education, Progress of, 14, 32-33, 37.
- Education, Value of, 33-35, 49, 51, 57, 63, 68, 79.
- Enrollment, School, 17.
- Enrollment, School Boys, 18-19.
- Enrollment, School Girls, 18-19.
- Enteritis, 42.
- Environment, Influence of, 27, 44, 46, 50, 53.
- Farmers, 8, 74.
- "Father of the Exodus", 7.
- Florence Crittenton Home, 48.
- Friends University, 16.
- Feeble-mindedness, 47.
- Girls' Industrial School, 60-61.
- Gover, Mary, 43.
- Health, 39-49.
- Health, Mental, 45-47.
- Helen Gould Orphans Home, 48.
- Illiteracy, 17-18, 28-33, 79.
- Industrial School and Hygiene Home for the Friendless, 48.
- Industries, Types of, 71-72.
- Industry, 70-76.
- Industry, Workers in, 73-74.
- Intelligence, 26-27.
- Insanity, 46.
- Institutions, Private Health, 45, 80.
- Institutions, Reasons for Inmates in, 47.
- Kansas City, 8, 77.
- "Kansas Monthly", 7.
- Kansas State Industrial Reformatory, 57-59.
- Kansas State Penitentiary, 55-57.
- Kansas State Protective Home, 48.
- Kansas State Soldiers Home, 48.
- Kansas University, 28.
- Kansas Vocational School Hospital, 49.
- Labor, 38.
- Lawrence, 5.
- Laws, School, 11-13.

- Life-span, Length of, 42-43.
 Life-span, Men, 43.
 Life-span, Women, 43.
 Lynching, 52.
 Malaria, 42.
 Migration, 5, 7, 32.
 Mitchell Hospital, 49.
 Mortality, Causes of Difference
 in, 43, 67.
 Mortality, Infant, 43.
 Mother Bickerdyke Home, 48.
 Mulattoes, 67-70.
 National Home for Disabled Vol-
 unteer Soldiers, 48.
 National Negro Health Movement,
 45.
 Negroes, Farming, 8, 74.
 Negroes, Free, 5-6.
 Negroes, Non-farming, 8.
 Negroes, Rural, 8-9, 46.
 Negroes, Urban, 8-9, 46.
 Negro Year Book, 41, 77.
 Newspapers, 76-77.
 Nicodemus, 7.
 North Central Division, 26.
 Notables, 25-26.
 Offices, Political, 77.
 Old Folks' Home, 48.
 Orphan Children's Home, 48.
 Paupers, 47.
 Phyllis Wheatley Home, 48.
 Pickens, William, 75.
 Policemen, 77.
 Population, 5-10, 32-33, 45,
 78.
 Population, School, 30.
 Porter, Jennie D., 25-26.
 Prejudice, Race, 23, 27, 29,
 37-39, 50, 51, 53, 71, 79.
 Recognition, Social, 37-38.
 Religion, 61, 80.
 Reuter, E. B., 69.
 Ross, William, Edmund, and
 George, 5.
 Sanitation, 40.
 Scholarship, 27.
 School, Attendance in, 17, 18,
 20-22, 30, 78-79.
 School Attendance, Boys, 20-22.
 School Attendance, Girls, 20-22.
 School, Enrollment in, 20-22,
 25, 78-79.
 Schools, Cities of the First
 Class, 21-22.
 Schools, Cities of the Second
 Class, 21-22.
 Schools, County High, 12, 22.
 Schools, District, 11.
 Schools, Elementary, 19.
 Schools, Junior High, 19, 25.
 Schools, Mixed, 25-26.
 Schools, One-teacher, 20.
 Schools, Parochial, 19, 21-22.
 Schools, Private, 19, 21-22.
 Schools, Public, 12, 26.
 Schools, Senior High, 19, 25.
 Schools, Separate, 25-26.
 Schools, Special Negro, 15.
 Segregation, 12, 13, 25, 27-
 28, 37, 78.
 Singleton, Benjamin, "Pap", 7.
 Slaves, 5-6, 32.
 Slavery, 36.
 State Orphans' Home, 48.
 State Superintendent of Public
 Instruction, Reports of, 18,
 20, 21, 24.
 States, Northern, 15.
 States, Southern, 7, 40, 44.
 Status, Economic, 33, 45, 54,
 65-70, 74, 81.
 Status, Industrial, 33, 70-75,
 81.
 Status, Political, 33, 76-77,
 81.
 Status, Social, 33, 36-64, 81.
 Students, College, 23-24.
 Suffrage, 36, 76.
 "Sunny Kansas", 7.
 Supreme Court, Rulings of, 12-
 13.
 Teachers, Cities of the First
 Class, 24, 25.
 Teachers, Cities of the Second
 Class, 24, 25.
 Teachers, College, 19.
 Teachers, Elementary, 19, 24,
 25.
 Teachers, Junior High School,
 19, 24, 25.
 Teachers, Kindergarten, 24,
 25.
 Teachers, Men, 19, 20, 25.
 Teachers, Parochial School, 24.

Teachers, Private School, 24.
 Teachers, Senior High School,
 19, 23, 24.
 Teachers, Women, 19, 20, 25.
 The Kansas Vocational School,
 15-16.
 Topeka, 8, 77.
 Tuberculosis, 41, 47.
 United States Census Bureau,
 Reports of, 20, 30, 31, 76.

United States Public Health
 Service, 45.
 Washington, Booker T., 45.
 Western University, 15, 16,
 28.
 Wichita, 8, 77.
 Women's Industrial Farm, 54.
 Woofter, Thomas J., 52.

7

1964 945

AMERICAN LINDERY
 TOPEKA, KANSAS

73813