

A COMPARATIVE STUDY  
OF THE EDUCATIONAL STATUS OF THE NEGRO  
IN MISSOURI AND 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

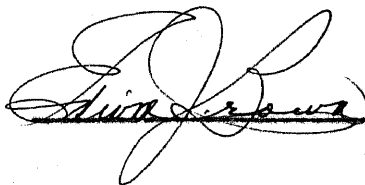
By  
Marinda H. Ferguson

July 1936

1919-1920

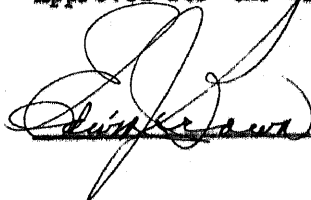
The writer wishes to express his appreciation to  
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Very truly yours,  
Edwin J. Brown, Director of the Department of  
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Approved for the Major Department



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## CHAPTER I

### INTRODUCTION

#### The Purpose of the Study

The majority of Negroes receive their education in one of the two types of schools, the schools for Negroes only, which are spoken of as separate schools, and the schools for members of all races which are commonly termed mixed schools. Missouri and Kansas have been selected for this study because they are two neighboring states which represent both types of schools. Kansas has both, the separate school and the mixed school. Missouri has only separate schools.

The purpose of the study is:

1. To present the legal status of Negroes in Missouri and Kansas in regard to education and to present the educational problems in the light of their historical evolution.
2. To make a comparison of the number of children enrolled and attending school, in the two states; to show the development of education, and the amount of illiteracy in each state.
3. To present the social and economic status of the Negro, showing how he has met his problems of health, crime, religion, and racial attitudes.

It is intended that the study will picture the growth and development of Negro education with the hope that the information will be

of value to others who may make investigations in this field.

### Previous Studies

No record of a previous study comparing education of the Negro in Missouri and Kansas has been found. There are several records, however, that deal separately with the education in each of the states.

Charles L. Shepherd<sup>1</sup> made a study of the Educational Status of the Negro in Kansas. In this study he points out the growth of Negro education in Kansas and states many of the early school laws. Shepherd also shows how education has affected the social, economic, industrial and political life of the Kansas Negro. He gives a picture of the educational status of the Negro at the present time.

Leland George Smith<sup>2</sup> wrote as his master's thesis The Early Negro in Kansas. This is a history of the migration of the Negro to Kansas, and the problems of settlement that confronted him. The sixth chapter of his thesis deals with the history of education in Kansas. Much of his information was received from some of the earliest Negro settlers in Kansas.

W. Sherman Savage<sup>3</sup> published in the Journal of Negro History an article entitled "Legal Provisions for Negro Schools in Missouri from 1865 to 1890." This article gives the school laws that were passed in

<sup>1</sup>Charles L. Shepherd, Educational Status of the Negro in Kansas. An unpublished master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas. 1934. 81pp.

<sup>2</sup>Leland George Smith, The Early Negro in Kansas. An unpublished master's thesis, University of Wichita, Wichita, Kansas. 1932. 86pp.

<sup>3</sup>W. Sherman Savage, "Legal Provisions for Negro Schools in Missouri from 1865 to 1890," Journal of Negro History, 16:309-321.

Missouri during the period mentioned with a liberal discussion on each.

George Loraine West<sup>4</sup> wrote as his master's thesis The Establishment and Growth of Negro Schools in the City of Wichita from 1912 to 1933. This is an account of the factors affecting the establishment of separate elementary schools for Negroes, and the growth of these schools. The writer points out differences in the effect of white instructors on Negro pupils from the effect of Negro instructors. The writer also discusses retardation and its causes and factors affecting enrollment and attendance.

#### Need for the Study

Some indications of a need for a comparative study of the status of Negro education in Missouri and Kansas are: (1) no record of a similar study was found, (2) exclusion of the Negro in almost all similar studies, and (3) the possibility of the ignorance of, or indifference to, the Negro educational situation.

#### Method of Procedure

In compiling the information in this study the writer has attempted to use the historical method of approach. This method is an attempt to report with accuracy what has been found and observed without

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<sup>4</sup>George Loraine West, The Establishment and Growth of Negro Schools in the City of Wichita from 1912 to 1933. An unpublished master's thesis, University of Wichita, Wichita, Kansas.

deciding whether the events were good or bad, high or low, superior or inferior.

### Organization of Chapters

The study has been divided into five divisions. The first, Chapter II, deals with the distribution and increase of the Negro population in Missouri and Kansas. Chapter III deals with the legal status of the Negro as it is written in the school laws of the two states. In Chapter IV the writer discusses the growth and development of Negro education in Missouri and Kansas with stress on enrollment and attendance, educational progress and literacy. Chapter V deals with the social and economic status of the Negro with discussions on health, crime, religion, racial attitudes, and business. A summary of the investigation is given in Chapter VI.

### Sources of Data

The sources of data employed in this study were:

1. Yearly reports of the State Department of Education in Kansas.
2. Yearly reports of the State Department of Education in Missouri.
3. Reports of the United States Census Bureau, 1860 to 1930.
4. Reports of State institutions, such as state college, state institutions for criminals.
5. Textbooks dealing with phases of Negro life.
6. Articles on Negro life and education in current publications.
7. Constitutional and statutory laws affecting Negro schools.

## CHAPTER II

### NEGRO POPULATION

The time of the appearance of the first Negro in North America is not agreed upon by historians, but most historians do agree that almost simultaneously with the landing of the Pilgrims on Plymouth Rock in the Mayflower, and just thirteen years after the founding of the first successful English colony in America, a ship under Dutch command brought twenty Negars.<sup>1</sup> One year later the cotton plant was cultivated in the new province, foreshadowing a destiny to which Negroes have been linked for three centuries. The establishment of this cotton plant changed the whole social set-up of the United States. More slaves were imported to the United States and added to the number already here.

Faced with barriers which grew up around the cotton system, Negroes were moving about in the South seeking a vent. Steadily this mass moved southward and westward without a break for one hundred thirty years. With the coming of the World War there was hope for them in the industries of the North.

From 1790 to 1930 the Negro population of the United States increased from three-quarters of a million to nearly twelve million. Approximately one-third of this increase has taken place since 1900. The

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<sup>1</sup>Charles S. Johnson, The Negro in American Civilization. Henry Holt and Co., New York. p. 5.



increase from 1920 to 1930 was greater than the total Negro population shown in the census of 1800.

In nearly every decade (with two exceptions, 1800-10 and 1870-80) the percentage of increase for the Negro race has been below that for the white race. The large percentage increase from 1800-10 was due to the importation of Africans prior to 1808, after which year the slave trade was prohibited by law. The rate of increase in the decades 1860-1870 was materially affected by the undercount of Negroes in 1870. The increase shown for the Negro population in the decade 1920-30 is equivalent to a constant annual increase of 1.28 per cent, as compared with .63 per cent for the decade 1910-20 and 1.07 per cent for the decade 1900-10.

The first Negro was brought to the Kansas territory in 1855.<sup>2</sup> Three brothers, William, Edmund, and George Ross brought the Negro to Lawrence and settled there. More than a century earlier slavery had been introduced into Missouri.<sup>3</sup> Sieur Renaud, who was in search of silver, brought the first Negroes into the colony as workers. Shortly after his arrival there came several families who brought with them a number of Negroes. The census of 1860 lists 118,503 Negroes in Missouri out of a total population of 1,161,992. There were in Kansas at this

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<sup>2</sup>William E. Connolly, History of Kansas State and People, Lewis Publishing Co., Chicago. 1918. pp. 1891-92.

<sup>3</sup>Lucien Carr, Missouri, A Bone of Contention, Houghton Mifflin & Co., New York, 1888. p. 24.

time 627 Negroes out of a total population of 102,204. A record of the Negro population in Missouri and Kansas is given in Table I.

TABLE I  
GROWTH OF NEGRO POPULATION IN MISSOURI AND KANSAS\*

Year	Missouri		Kansas	
	No. Negroes	Per Cent	No. Negroes	Per Cent
1860	118,508	10.0	627	.58
1870	118,071	6.9	17,108	4.7
1880	145,350	6.7	43,107	4.3
1890	180,184	5.6	49,710	3.5
1900	161,254	5.2	52,002	3.5
1910	157,452	4.8	54,080	3.2
1920	178,241	5.2	57,926	3.3
1930	225,840	6.2	66,544	3.5

Read table thus: In 1860 there were 118,508 Negroes in Missouri. This was 10.0 of one per cent of the total population of the state. Read in like manner for Kansas and the other ten-year periods.

This table shows a steady increase in the Negro population from 1860 to 1930. The Negro population makes up three and one-half per cent of the total population of Kansas, and six and two-tenths per cent of the total population of Missouri. With this picture of the

\*United States Census Reports, 1860 to 1930, inclusive.

growth of Negro population in Missouri and Kansas it should be of interest to note the increase of Negro population in the United States.

TABLE II  
GROWTH OF POPULATION IN THE UNITED STATES\*

Census Year	Negro		White	Increase During Preceding Ten Years			
	Number	Per Cent		Number Negro	White	Per Cent Negro	White
1790	757,208	19.3	3,172,006	.....	.....	....	....
1800	1,002,037	18.9	4,306,446	244,829	1,134,440	32.3	35.8
1810	1,377,808	19.0	5,862,073	375,771	1,555,627	37.5	36.1
1820	1,771,656	18.4	7,866,797	393,848	2,004,724	28.8	34.2
1830	2,328,642	18.1	10,537,378	556,986	2,670,581	31.4	33.9
1840	2,875,648	16.8	14,195,805	545,006	3,359,427	23.4	34.7
1850	3,658,808	15.7	19,553,063	765,160	5,357,263	26.6	37.7
1860	4,441,830	14.1	26,922,537	803,022	7,369,469	22.1	37.7
1870	4,880,009	12.7	33,589,377	438,179	6,666,840	21.4	24.8
1880	6,590,793	13.1	43,403,970	1,700,784	9,813,593	22.0	29.2
1890	7,488,676	11.9	53,101,258	907,883	11,698,288	13.8	27.0
1900	8,333,994	11.6	66,809,196	1,345,318	11,707,938	16.0	21.2
1910	9,827,763	10.7	81,564,447	993,769	14,555,251	11.2	21.8
1920	10,463,131	9.9	94,120,374	635,368	12,755,927	6.5	15.7
1930	11,891,143	9.7	108,864,207	1,428,012	14,743,833	13.6	15.7

Read table thus: In 1790 there were 757,208 Negroes in the United States, or 19.3 per cent of the total population was made up of Negroes. There were 3,172,006 white people in the United States. There was no census report of increase for 1790.

The largest number of Negroes are found in the largest industrial cities of the states. The greatest number of Negroes in Missouri were located in Kansas City and St. Louis. Kansas City in 1930 had a total population of 399,746 with a Negro population of 33,574. St. Louis in

\*United States Census Reports, 1790 to 1930, inclusive.

1930 had a total population of 321,360 with a Negro population of 93,530. St. Louis received a large Negro population from the Southern states. The principal states from which the Negroes came were: Louisiana, Mississippi, Tennessee, and Texas.

In Kansas the greatest number of Negroes are found in Kansas City, Kansas, where there was in 1930 a total population of 121,637 of which 19,120 were Negroes. Topeka at the same time had a total population of 64,120 of which 5,756 were Negroes; and Wichita had a population of 111,110 of which 5,623 were Negroes. These facts indicate that the Negro population for both Kansas and Missouri tends to be centered in a few large cities.

The majority of Kansas Negroes settled in the Eastern half of the state. One important settlement was made by the early Negro settlers; this settlement was given the name Misodonus. It is located in Graham County and now has a population of about three hundred. During the latter part of the slave period the Missouri Negroes settled along the flood plains of the Boone's Lick country. This section, which is in the North Central part of the state, and territory around St. Louis now has the most concentrated Negro population.

There are settlements in Missouri and Kansas where there are no Negroes. The number of Negroes in the western part of Kansas is very small. The United States Census Reports of 1930 listed six counties where there were no Negroes. These counties were: Cheyenne, Rawlins, Sherman, Stanton, Haskell, and Comanche. There are twelve Missouri counties where there are no Negroes; they are: Barry, Dent, Douglass, Hickory,

McDonald, Oregon, Ripley, Schuyler, Sherman, Stone, Texas, and Worth. Most of these counties are on the northern and southern boundary of the state.

Negroes are classified by the Census Bureau as urban and rural. Urban population, as defined by the Bureau of Census, is, in general, that residing in cities or other incorporated places having 2,500 inhabitants or more, the remainder being classified as rural. Table III gives a statistical summary of the division of Negro population in Kansas and Missouri according to urban and rural classes.

TABLE III  
URBAN AND RURAL NEGRO POPULATION\*

Year	Missouri				Kansas			
	Urban	Per Cent	Rural	Per Cent	Urban	Per Cent	Rural	Per Cent
1890	70,636	8.2	79,548	4.4	28,170	8.7	21,540	4.3
1900	89,247	7.9	71,987	3.6	31,783	6.0	20,240	4.0
1910	104,462	7.5	52,990	2.8	36,196	6.7	17,834	3.3
1920	131,167	8.5	44,074	2.4	42,097	7.3	15,629	2.7
1930	169,954	9.1	58,886	3.0	51,261	7.7	15,063	2.5

Read table thus: In 1890 there were 70,636 urban Negroes in Missouri, which made up 8.2 per cent of the total Negro population. In the same year there were 28,170 urban Negroes in Kansas, which made up 8.7 per cent of the total Negro population. Read in like manner for other ten year periods.

Maps have been constructed to show the distribution of Negroes in Missouri and Kansas.

\*United States Census Reports, 1890 to 1930, inclusive.



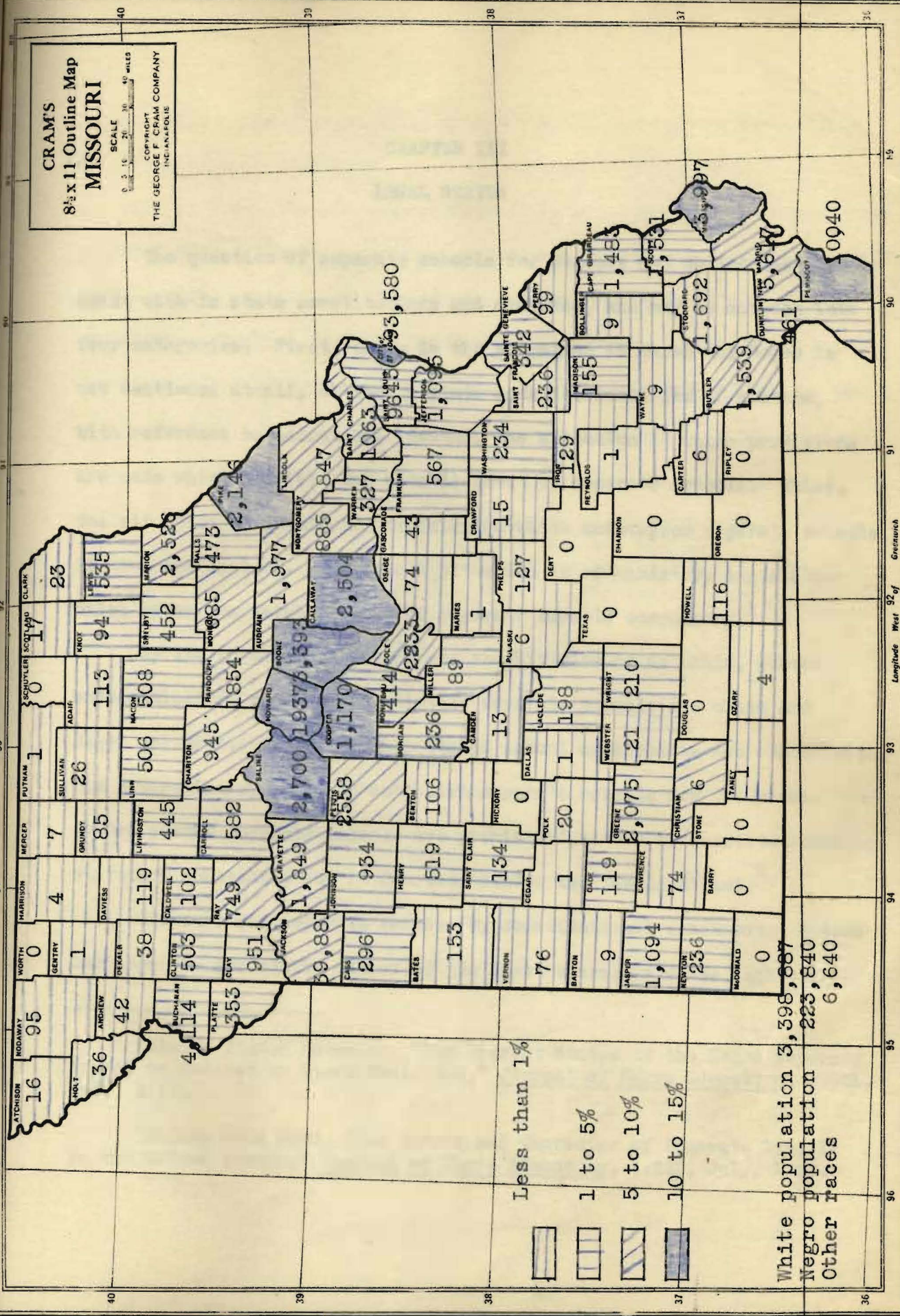




CRAM'S  
8 1/2 x 11 Outline Map  
MISSOURI

SCALE  
0 5 10 20 30 40 MILES

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INDIANAPOLIS



Less than 1%

1 to 5%

5 to 10%

10 to 15%



White population 3,398,687  
Negro population 223,840  
Other races 6,640

## CHAPTER III

### LEGAL STATUS

The question of separate schools for Negroes and whites has been dealt with in state constitutions and statutes, and may be divided into four categories. First, there is the situation in which the Negro is not mentioned at all, either in state constitutional law or statute, with reference to education. Second, the situation in which provisions are made which prohibit the establishment of separate schools. Third, the situation of permissive legislation which authorizes separate schools, if they are desired. The fourth situation is of mandatory legislation which makes the establishment of separate schools compulsory.<sup>1</sup>

By law in nineteen states and the District of Columbia, school authorities are required to maintain separate schools for white and Negro children. In three other states school authorities are vested with the discretionary power to establish separate schools for the races. In twelve states separate schools are prohibited either by constitutional or statutory enactment, and in fourteen states the law is silent.<sup>2</sup>

Missouri has separate schools by constitutional enactment. Kansas has separate schools in cities of the first class. All the high schools

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<sup>1</sup>Gladys Tignor Peterson, "The Present Status of the Negro Separate School as Defined by Court Decisions," Journal of Negro Education, 4:351, July, 1955.

<sup>2</sup>Horace Mann Bond, "The Extent and Character of Separate Schools in the United States," Journal of Negro Education, 4:332, July, 1951.



in the state of Kansas are mixed except the high schools in Kansas City and the school in Atchison.<sup>3</sup>

In or about the year 1835, Missouri passed a law that no descendants of Negro parents of the fourth generation would enjoy the benefits of the public school system. This meant no schooling for Negroes. No law was passed which granted the Missouri Negro a right to schooling until the Constitution of 1865 was adopted. When public education for Negroes began in Missouri, Kansas had had a law for seven years; this law had been passed in 1858 and stated that:

All school districts established under the authority of this act shall be free and without charge to all\* children between the age of five and twenty-one years, and no sectarian instruction shall be allowed therein.<sup>4</sup>

This section remained in force during the remaining period of territorial existence in Kansas.

Kansas passed a law in 1865 which gave the inhabitants who were qualified to vote at the school meetings the privilege of making any order that they thought proper for the separate education of white and colored children, with the understanding, however, that they should receive equal educational advantages. The first law that was passed in Kansas pertaining to Negro education was in 1861. The law of 1865 was an outgrowth of this law.

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<sup>3</sup>Twenty-ninth Biennial Report of State Superintendent of Public Instruction in Kansas.

\* Italics ours.

<sup>4</sup>A. T. Andress, History of Kansas, Chicago, 1883, Vol. 2, p. 266.

The Missouri Constitution of 1865 stated that separate schools may be established for children of African descent.<sup>5</sup> This would seem to imply that the difficulty in establishing the recently emancipated Negro in schools with the white children was foreseen. The framers of the Constitution provided for this difficulty in the establishment of Negro schools where they were needed and where there were no facilities of education. In 1875 the wording of the Constitution was changed. It was provided in specific words that separate free schools shall be established for the education of children of African descent.<sup>6</sup>

In 1883 the Legislature passed a law which made it mandatory on the board of education of any city or district to establish a school for Negro children whenever the number by enumeration was fifteen.<sup>7</sup> This law omitted a provision to make evasion impossible in the case of enumeration. This law also imposed another obligation upon the school officials which has tended to have an influence on Negro education in the state. It states that if the average daily attendance should be less than ten any one month, it was the duty of said board of education to discontinue the school for a period not to exceed six months. This worked and is still working a hardship upon Negro education. This law as it works keeps about five or six thousand Negroes out of school each year,

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<sup>5</sup>W. Sherman Savage, "Negro Schools in Missouri, 1865-1890," The Journal of Negro History, 16:313, July, 1931.

<sup>6</sup>Ibid., p. 313.

<sup>7</sup>Ibid., p. 316.

as has been pointed out in the reports of the State Superintendent.

The law of 1889 was outstanding in the development of Negro education in Missouri. The General Assembly which convened in 1889 passed a law which stated that:

Separate free schools shall be established for the education of children of African descent and it shall hereafter be unlawful in the public schools of this State for any colored child to attend a white school,<sup>8</sup> or any white child to attend a colored school.

This law marks an epoch in education in Missouri. Negro education was different before and after 1889. Before that period education could easily be called a mixed system, because there was no law against the attendance of Negro and white children in the same school. After 1889 there was a definite law against mixed schools.

During this same period another bill was passed which pertained to the length of the school term. By this law it was made the duty of each community to continue the school for a period of six months in each district. This law was not effective.

As early as 1868 Kansas passed a law pertaining to education in cities of the first class. It was stated as follows:

The Board of Education shall have power . . . to organize and maintain separate schools for the education of white and colored children. . . .<sup>9</sup>

Although other laws had pertained to Negro education this law made separate schools permissive.

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<sup>8</sup> Ibid., pp. 319-320.

<sup>9</sup> General Statutes of Kansas, 1868, Chapter 18, Section 75.

The laws quoted tend to give the background of Negro education in the two states. The following laws are those which are now in effect in Kansas.

Persons entitled to attend district schools<sup>10</sup>

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 wilfully 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 each month so offending during which schools are taught. . . .

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

Public Schools in Cities of the Second Class<sup>11</sup>

In each city governed by this act there shall be established a system of free common schools. . . and shall be free to all children residing in such cities between the ages of five and twenty-one years. . . .

Public Schools in Cities of the First Class<sup>12</sup>

The Board of Education shall have power to . . . organize and maintain schools for the education of

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<sup>10</sup>General Statutes of Kansas, 1923. Chapter 72, Article II, Sec. 1107. p. 1170.

<sup>11</sup>Ibid., Article 18, Section 1802, p. 1183.

<sup>12</sup>Ibid., Article 17, Section 1724, p. 1181.

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. . . .

Missouri School Laws.

Separate Schools for White and Colored Children<sup>13</sup>

Separate free schools shall be established for the education of children of African descent; and it shall hereinafter be unlawful for any colored child to attend any white school, or any white child to attend a colored school.

Board of Directors Authorized to Establish Schools for Colored Children<sup>14</sup>

When there are within any district in this state eight or more colored children of school age . . . the board of directors of such school district shall be and they are hereby authorized and required to establish and maintain . . . a separate free school for said colored children or in lieu thereof shall pay the transportation and the tuition charges to any district in the county wherein a school is maintained for the colored children. . . . Provided further that the length of the school term for said colored children and the advantages and privileges thereof shall be the same as are provided for other schools of corresponding nature within such school district. . . . Provided further, that if there be no school in such school district for colored the board shall be and are hereby authorized and required to rent buildings and properly furnish the same.

The Negroes of Missouri and Kansas have not accepted without contesting all legislation concerning Negro education. Table II gives a brief account of some of the cases pertaining to Negro education that

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<sup>13</sup> Revised School Laws of Missouri, 1933. Chapter 57, Article II, Section 9216.

<sup>14</sup> Ibid., Section 9217.

have been tried in the Supreme Court of Missouri and Kansas.

TABLE IV

CASES RELATIVE TO THE SEPARATE SCHOOL ADJUDICATION BY HIGHER<sup>15</sup>  
COURTS, 1865-1934, WITH ISSUES INVOLVED AND DECISIONS RENDERED

State	Case	Issue	Decision
Kansas	1 Cartwright v. Board of Educ. 73 Kansas 32 (1906)	To prevent segregation when there is no law for it	If no legislation school board without power
	2 Jones v. McProud 62 Kansas 870 (1901)	Compel admission to white school	Tenth gr. work required for adm. Pupil completed eighth gr.
	3 Knox v. Board of Educ. 45 Kansas 152 (1891)	Same as case 1	Same as case 1
	4 Ottawa Board of Educ. v. Tinnon 26 Kansas 1 (1881)	Same as case 1	Same as case 1
	5 Reynolds v. Board of Educ. 66 Kansas 672 (1902)	Test constitutionality of separate schools	In uniform system of separate schools do not violate 14th Amendm't.
	6 Richardson v. Board of Educ. 72 Kansas 629 (1906)	Same as case 1	Same as case 1
	7 Rowles v. Board of Educ. 91 Pac. 88 (1907)	Same as case 1	Same as case 1
	8 Thurman Watts v. B. of Educ. Coffeyville 222 Pac. 926 (1924)	Same as case 1	Same as case 1

Read table thus: Cartwright versus the Board of Education the issue was to prevent segregation when there was no law for it. The decision was: "If there is no legislation the school board is without power to act." Read in like manner for case 2.

<sup>15</sup>Peterson, op. cit., p. 352.

TABLE IV (Continued)

State	Case	Issue	Decision
Kansas	9 Williams v. Board of Educ. 99 Pac. 1184 (1916)	To compel equal advantages. School located in network railroad tracks	Hazardous location denies equal advantages
	10 Woolridge v. Board of Educ. Galena 157 Pac. 1184 (1916)	Same as case 1	Same as case 1
	11 Light v. Board at Topeka. 284 Pac. 363 (1930)	Permit transfer to white school. Plaintiff passed white school to reach colored.	Complaint solely on ground of distance is unreasonable.
Missouri	12 Lehw v. Brummell 103 Mo. 546 (1891)	Set up inequality of distance between white and colored schools as discrimination	Distance makes no substantial ground of complaint
	13 State v. Cartwright 122 Mo. 257 (1907)	Contest constitutionality of separate schools	Separate schools do not violate 14th Amendment.
	14 Younger v. Judol 111 Mo. 303 (1892)	Same as case 2	Same as case 2

## CHAPTER IV

### GROWTH AND DEVELOPMENT OF NEGRO EDUCATION

#### Educational Progress

At the beginning of the twentieth century, after a large number of Negro schools had been established, there was a great problem of finding someone to teach in them. The passing of the Negro institutions into the Negroes' own hands indicated the need for pedagogical training. There were no schools devoted exclusively to the professional training of teachers; therefore most of this training was given by denominational and philanthropic societies, which were outgrowths of the Freedman's Bureau.

In the earliest schools a factor that influenced the preparation of the teachers was the lack of facilities for teacher training. Even now there are a great number of teachers who are poorly prepared, but this number is becoming smaller and smaller because of the present state requirements, better supervision, improvements in facilities for training in the colleges, normal schools, summer schools, and educational foundations.

Great development in education of Negroes has come since the World War.<sup>1</sup> This is evidenced by the number of advanced academic degrees now held by Negroes. From 1876 to 1934 one hundred seven Negroes had re-

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<sup>1</sup>Monroe N. Work, Negro Year Book, 1931-32. Negro Year Book Publishing Co., Tuskegee Institute, Alabama, p. 182.



ceived the doctorate degree. About 57 per cent of these were received during the time of the nation's most acute economic disturbance.

Eighty-three of the 107 Negroes had received their basic education in Negro colleges. These facts seem important when it is noted that only since 1921 has a Negro college fully equipped itself from the point of approved academic standards to send its graduates to accredited graduate schools.<sup>2</sup> Table V shows the educational progress made by the Negro since 1866.

TABLE V

## EDUCATIONAL PROGRESS OF NEGROES IN THE UNITED STATES\*

Per cent lit- erate	1866	1930	Gain in 64 Years
	10	90	80
Schools for higher train- ing	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 high- er education	\$60,000	\$50,000,000	\$49,940,000
Annual expendi- tures for all education	\$700,000	\$61,700,000	\$61,000,000
Amount raised by Negroes	\$ 80,000	\$ 5,500,000	5,420,000

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

<sup>2</sup>Harry W. Greene, "The Present Status of Negro Doctorates" School and Society, 40:588, September 22, 1934.

\*Monroe N. Work, Negro Year Book, 1931-32. Negro Year Book Publishing Co., Tuskegee Institute, Alabama, pp. 182-3.

As has been stated in Chapter II, Kansas maintains separate schools in cities of the first class. Kansas City, Kansas, maintains a junior and senior high school. Atchison, Kansas, also has a high school for Negroes. According to the 29th Biennial Report of the State Superintendent of Public Instruction in Kansas<sup>3</sup> there are no other Negro high schools in the state. Missouri, having separate schools for Negroes and whites, has 51 classified Negro high schools.<sup>4</sup> These schools are divided into three classes, first class, second class, and third class. There are sixteen schools of the first class. By "first class" school is meant that the school maintains a four years' course of standard work in English, mathematics, science, and history for a term of at least nine months in the year, and must employ at least three approved teachers. A second class high school has three years of high school work, and the third class has two years.<sup>5</sup> Table VI shows the increase in the number of classified high schools in Missouri since 1920.

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<sup>3</sup>Twenty-ninth Biennial Report State Superintendent of Public Instruction, 1933-34. pp. 521-522.

<sup>4</sup>Missouri Public Schools, Annual Report of Lloyd W. King, 1935.  
p. 55.

<sup>5</sup>Revised School Laws of Missouri, 1933. Chapter II, Section 9447,  
p. 93.

TABLE VI  
 CLASSIFIED NEGRO HIGH SCHOOLS  
 IN MISSOURI SINCE 1920\*

Year	Number of Schools
1920	6
1925	14
1930	15
1932	38
1935	51

Read table thus: In 1920 there were 6 classified Negro high schools in Missouri. Read in like manner for 1925.

The table above shows that most of the high schools in Missouri have been classified in recent years.

With the increase of enrollment in the Negro schools and an increase in the number of schools there has been a steady growth in the number of qualified teachers in Missouri and Kansas. The number of Negro teachers in Missouri increased from 385 in 1900 to 1,218 in 1935; the number in Kansas increased from 93 in 1900 to 261 in 1933. It is to be expected that the largest number of Negro teachers would be found in the state where Negroes attend separate schools. Table VII illustrates the increase from 1900 to 1935 in Missouri and from 1900 to 1933 in Kansas.

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\*Ibid., p. 54.

TABLE VII

AN INCREASE IN THE NUMBER OF NEGRO TEACHERS  
IN MISSOURI AND KANSAS SINCE 1900\*

Missouri		Kansas	
Year	Total Number	Year	Total Number
1900	385	1900	93
1905	710	1905	26
1910	783	1910	150
1915	773	1915	192
1920	850	1920	168
1925	1,148	1925	192
1930	1,112	1930	277
1935	1,218	1935	261

Read table thus: In 1900 there were 385 Negro teachers in Missouri, and 93 in Kansas. Read in like manner for other five-year periods.

The following sections will tend to show other progress and development that has been made.

## Enrollment and Attendance

The reports of the State Superintendents of Public Instruction in Missouri and Kansas show that Negro children are taking advantage of the educational opportunities that are given them. The following table gives comparative data on school enrollment. A word of caution is necessary in the interpretation of this table. The enumeration of the school population in the two states is obtained by employing different age levels. The age limit in Kansas is from 5 to 20 while in

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\* Annual-Reports of Public Schools of Missouri since 1900,  
and Biennial Reports of State Superintendent of Public Instruction in  
Kansas since 1900.

Missouri it is from 6 to 20. It is not inconsistent to question the accuracy of the figures on school attendance and enrollment given in the reports of county superintendents to state boards.

TABLE VIII  
ENROLLMENT IN NEGRO SCHOOLS  
IN MISSOURI AND KANSAS SINCE 1900\*

Missouri		Kansas	
Year	Number Enrolled	Year	Number Enrolled
1900	15,000	1900	10,284
1905	32,000	1905	10,224
1910	29,000	1910	11,440
1915	28,000	1915	11,852
1920	26,000	1920	11,883
1925	41,000	1925	13,576
1930	32,000	1930	13,997
1935	44,821	1935	14,525

Read table thus: In 1900 there were 15,000 Negro boys and girls enrolled in the schools of Missouri, and in the same year there were 10,284 enrolled in the schools of Kansas. Read in like manner for the following five-year periods.

Although the enrollment in both states has been large, the number of children in daily attendance in school has been much smaller. The greatest obstacles to regular school attendance appear to be seasonal occupations, such as agricultural labor required in the planting and harvesting seasons and occasional occupations, which seriously affect the school largely because of indifference to the enforcement of compulsory attendance. General community apathy, both on the part of the

\*United States Census Reports

school authorities and the Negro patrons, is also an important factor.<sup>6</sup>

TABLE IX

PERCENTAGE OF NEGRO BOYS AND GIRLS  
ATTENDING PUBLIC SCHOOLS\*

Kansas			Missouri		
Attending School			Attending School		
Yr.	No.	Per Cent	Yr.	No.	Per Cent
1910	9,564	65.6	1910	21,537	55.3
1920	9,925	69.8	1920	24,118	60.7
1930	12,152	76.7	1930	33,139	67.2

Read table thus: In 1910 there were 9,564 or 65.6 per cent of the Negro boys and girls enrolled in the public schools of Kansas. Read in like manner for Missouri and other years.

From the table above one can note that the total school attendance in Missouri is much larger than it is in Kansas, but the percentage of attendance, which is based on the total number and the number attending, is much larger in Kansas. The percentage of school attendance in Kansas is almost 10.0 per cent higher than it is in Missouri. This is probably due to the laxity of school attendance in the smaller cities; in Missouri and in the southern part of the state seasonal occupations tend to play an important part.

The high schools in Kansas City, Missouri, and St. Louis have the

<sup>6</sup> Charles S. Johnson, The Negro in American Civilization, Henry Holt and Company, New York, 1925. p. 252.

\*United States Census Reports, 1930.

largest number of Negro children enrolled. Outside of Kansas City and St. Louis really good educational opportunities are limited. Although less than half of the total Negro population lives in these two cities, 84 per cent of all the high school education in the state is provided in them. This means that the largest number of Negro boys and girls are enrolled in the schools of Kansas City and St. Louis. Approximately one-half of the Negro school enrollment is provided for reasonably well in these two cities, the other half moderately well in smaller cities and villages.<sup>7</sup> Almost 10,000 Negro children are attending rural one-room schools in the State of Missouri. There are approximately 621 Negro children enrolled in the one-teacher schools of Kansas.

#### Educational Institutions

Kansas supports two special institutions exclusively for Negroes; they are the Kansas Vocational School in Topeka and Western University in Quindaro.<sup>8</sup> Missouri maintains one state institution of higher learning for Negroes. This institution is located in Jefferson City. There is a teachers college in St. Louis which is maintained by the city of St. Louis. Missouri also provides summer schools for Negro teachers and vocational teachers.

Kansas Vocational School, which is built on the plan similar to Tuskegee Institute, was opened by the Baptist Church in 1895. It opened

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<sup>7</sup> A Preliminary Report of the Survey of Public Schools of Missouri, November, 1929, p. 123.

<sup>8</sup> William E. Connelly, History of Kansas State and People, American Historical Society, Chicago, 1928. 2:1077.

in a one-room house as a kindergarten and reading room. It opened with five Negro children and two teachers, Edward Stephens, and Miss Isie Reddick. In 1899 the first state appropriation was received, and in 1907 the Legislature created a State Agriculture and Industrial Department.

The school does not offer a college course but students who wish to study trades may do so, and receive the necessary literary instruction. Theory and practical vocational training are given in auto mechanics, carpentry, domestic art, science, tailoring, and shoe repairing. Other departments giving practical training are: agriculture, dairying, poultry and swine raising, and music.

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. Most of the students work for their board and room after paying an entrance fee.

The enrollment for the school year 1935-1936 was 155--45 girls and 108 boys. This enrollment is smaller than it was in 1931 when Shepherd made his study of Negro education in Kansas. The enrollment at that time was 157.

Western University was founded as "Friends University" in 1860 and became Western University in 1874 as a church supported and endowed institution. This school operates under an unusual arrangement, which secures part of its support from the African Methodist Church and part of it from the state. At the present time approximately \$65,000 is contributed by the State for the industrial department, and \$17,000 by the



African Methodist Church. The institution occupies a site of 133 acres overlooking the Missouri River. This is a site of historical interest because it was here that John Brown had located a station of the famous "underground railroad" system.

Because it seemed important to the State to establish some special institution for Negro education, the state support of Western University was authorized in 1899. The supervision of the institution rests with a board of trustees which the state appoints but which are at the same time subject to the State Board of Administration. Although the school operates under the name University, most of the academic work is in the high school and trades department. Most of the college work is of junior college rank. There were thirty-eight graduates from Western University in June, 1936. Sixteen received diplomas from the junior college, 10 received high school diplomas, and 12 received certificates in trades.

About one-half of the students are boarding students and one-half day students. The institution occupies nine buildings which are fairly well adapted and located but are in need of repair. The work in the trade school seems to be the most highly developed.

Lincoln University, formerly Lincoln Institute, was founded by the soldiers of the 82nd United States Colored Infantry. The purpose of the school as set forth by the officers themselves was:

The institution shall be designed for the special benefit of the free blacks. It shall be located in the State of Missouri. Its fundamental idea shall be to combine study with labor.

With these words the founders set forth the purpose of the instruction

and designated the place where the school should be located.

The first students were enrolled in September, 1865. In 1879 the school was granted state aid for training teachers, and in 1887 the college department was established, thus making the school more than a normal school. The high school was accredited by the North Central Association of Colleges and Secondary Schools in 1925. The college was accredited by the same association in 1934 as a standard college of Arts and Science.

The institution is conveniently located in the State. It is comprised of six buildings, three of which are dormitories, two college buildings, and a high school building. A new building is now under construction.

The curricula include: a standard training course of regular high school teachers, and teachers of special subjects such as Home Economics and Agriculture; and a two-year curriculum for the training of elementary school teachers with the city public school as a laboratory. A pre-professional course is given for those who wish to prepare themselves for other professions such as medicine, dentistry, law, and business. There also is an accredited high school which serves as a central state high school and as a laboratory school for prospective teachers.<sup>9</sup>

The enrollment is made up of students not only from Missouri but from surrounding states and some distant states. According to the

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<sup>9</sup> State of Missouri, Official Manual, 1931-32. p. 512.

General Catalog<sup>10</sup> there were enrolled during the school year 1933-34, two hundred eighty-one men and women in the college department, 117 in the high school, and 174 enrolled for summer school. The school also carries on extension work, and correspondence courses throughout the state.

At the seventieth annual commencement there were twenty-seven bachelor degrees awarded, and two elementary teachers training certificates. There were sixteen graduates from the high school.

Stowe Teachers College is located in St. Louis, Missouri. This college is maintained by the Board of Education of St. Louis under the school laws of the State of Missouri.<sup>11</sup>

This school opened in 1890 as a normal school with the purpose of training elementary school teachers for the city of St. Louis. In 1924 its one and one-half year curriculum was changed to a four-year teachers college curriculum.

The summer schools that Missouri supports are established in the centers of the greatest Negro population. There are no fees for enrollment as the state pays all expenses. Work done in the schools is accredited, and each school is inspected each year by a representative of the State Department.

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<sup>10</sup>Lincoln University General Catalog, 1933-34.

<sup>11</sup>Public School Messenger, General Catalog of Stowe Teachers College, 1936-37, Department of Education, St. Louis, Missouri, p. 9.

These schools are located in the Southeastern part of Missouri for teachers who are not able to attend the regular summer school at Lincoln University. The courses are at the high school and normal school level. The education department of Lincoln University assists in the selection of teachers.

There are also eight vocational schools in the state. These are located in Caruthersville, Charlestown, Columbia, Dalton, Lexington, Poplar Bluff, and New Madrid. These schools are held in connection with the regular school with special teachers in home economics, agriculture, and the trades. The teachers who have charge of the vocations are paid by the state.

### Literacy

The variations in the definitions of literacy tend to make records and statistics unreliable. Some agencies define as literate any person who can read; some count those who can read and write. The National Education Association in 1930 passed a resolution to the effect that six years' schooling is a sound basis for determining literacy.<sup>12</sup> The United States Census Bureau defines as illiterate any person ten years of age or over who is unable to read or write.<sup>13</sup> It is this meaning which the writer shall use in this discourse.

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<sup>12</sup> Robert S. Hill, "Making the People Literate," School and Society, 35:490.

<sup>13</sup> United States Bureau of Census, Fifteenth Census, p. 250.

The United States Government has issued through the office of education an illustrative chart which shows the rise of Negro education in the United States. This chart records that Negro literacy has increased from two per cent in 1850 to eighty-five per cent in 1930. This is a tremendous increase which indicates that the Negro has progressed rapidly in overcoming a great handicap. Jane Addams states in an article, "Rise of Negro Education," that no other race has made such a big step in education in the same length of time.<sup>14</sup>

For the purpose of giving a background to the picture of Negro literacy in Missouri and Kansas, Chart 1, page 33, 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, attendance and literacy.

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<sup>14</sup> Jane Addams, "The Rise of Negro Education," School Life, 18:98, January, 1933.

Per Cent

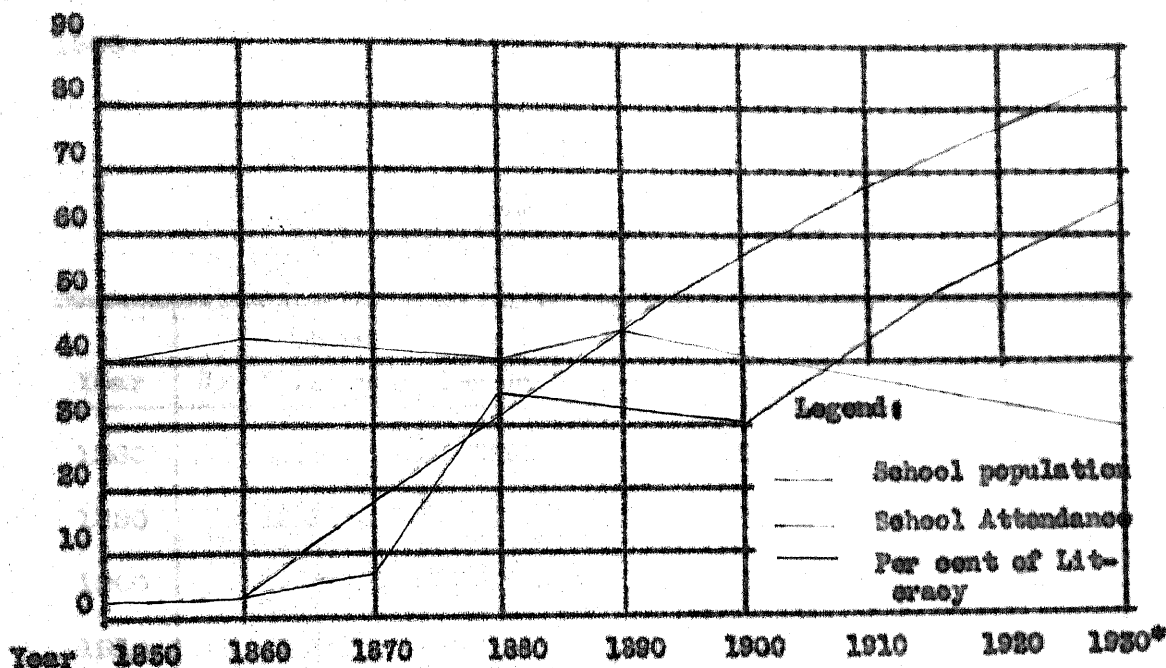


Figure 1

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 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 per cent of literate persons, shows that Negro literacy has increased to over 85 per cent.

The most reliable source of data concerning the status of Negro literacy is the United States Census Bureau Reports. Table X gives a

statistical summary of Negro illiteracy in Missouri and Kansas since 1880.

TABLE X

NEGRO ILLITERACY  
IN MISSOURI AND KANSAS, 1880-1930\*

Year	Kansas		Missouri	
	No. Illiterate	Per Cent	No. Illiterate	Per Cent
1880	14,588	22.4	56,244	53.9
1890	12,259	29.1	47,333	41.6
1900	9,250	28.3	36,390	35.5
1910	5,341	18.4	33,062	17.4
1920	4,228	18.5	18,528	12.1
1930	3,228	17.2	16,532	8.8

Read table thus: In 1880 there were 14,588 illiterate Negroes. This was 22.4 per cent of the total population. Read in like manner for Missouri and other ten-year periods.

The decrease in illiteracy that is shown in the table is probably caused by two factors: first, the desire for schooling which is becoming widespread among the masses of Negro parents; and second, the willingness of communities to provide facilities whereby Negroes may receive schooling. The table also indicates that the percentage of illiteracy is higher in Missouri than it is in Kansas.

It has been found that the states that have separate schools have a lower percentage of literacy than states with mixed schools. In the

\* United States Census Reports, 1880 to 1930 inclusive.

separate school, compulsory school attendance is not usually made obligatory. This is especially true in the smaller cities. Where there are separate schools the educational facilities are not as adequate as those in the mixed systems. This inadequacy is because of unequal appropriation of school funds. Charles Johnson in his book, The Negro in American Civilization, states, "The amount of illiteracy is inversely proportional to the amount spent per capita."<sup>15</sup>

Rural areas show a low percentage of literacy. This is to be expected because the educational facilities in rural areas are not usually conducive to education. One of the primary contributing factors toward the increase of literacy in Missouri and Kansas has been urbanization. Negroes have moved to the cities for the benefit of their children. The influence of city life with its educational opportunities has been evidenced by higher enrollment in the public schools, more regular school attendance, and the efficiency of the schools.

Does Negro education pay? This is a question often asked. Over seventy-five years of Negro schooling have brought results which practically nullify the fears of those who doubt that it pays. With the information given in Table X one should be able to dispel some of the doubt of the ability of at least a proportion of the race to assimilate a higher education. William A. Clark of Tuskegee Institute made a survey of the general ideas concerning the value of Negro education. Mr. Clark sent a questionnaire to representative white citizens in all types

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<sup>15</sup> Charles S. Johnson, The Negro in American Civilization, Henry Holt and Co., New York, 1930. p. 228.



of communities in twelve states.<sup>16</sup> He received replies which are summed up in Table XI.

TABLE XI  
DOES NEGRO EDUCATION PAY?<sup>\*</sup>

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

<sup>16</sup>William A. Clark, "Does Negro Education Pay?" Journal of Educational Sociology, 3:168. November, 1933.

<sup>\*</sup>Loc. Cit.

This questionnaire offers evidence that there is still a doubt as to the moral and intellectual capacity of the Negro. The questionnaire also indicates that education makes the Negro a more substantial citizen, raises his intellectual level, and increases his skill and earning capacity. Taken as a whole, education has proved beneficial to the Negro and it is less costly to educate the Negro than it is to maintain institutions for them.

The final elimination of Negro illiteracy thus depends upon a number of factors.<sup>17</sup> The efficiency of the rural schools must be improved and extended to reach the standard achieved already by many city systems. In line with this improvement must come an equalization of educational opportunity among the various sections of the country. The ratios of wealth for the states and the communities within the states emphasize the need for equalization if illiteracy is to be successfully combated. Public opinion must be brought to bear in the creation of a social consciousness which will result in the enforcement of compulsory school attendance laws. With the gradual infusion of the spirit of progress in the mind of the community, and the growing need for literacy in every-day adjustment to the social organization, the disappearance of illiteracy may be predicted.

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<sup>17</sup> Johnson, op. cit., p. 235.

## CHAPTER V

### SOCIAL AND ECONOMIC STATUS

#### Social Status

The recognition of the social standing of the Negro had its beginning in the Civil War Amendments which attempted to secure the social, economic, and civil rights for the emancipated Negro. After the adoption of the Fifteenth Amendment in 1870, Negroes began their social climb which is still continuing today.

There are several factors which influence the social status of the Negro in Missouri and Kansas. The writer has considered health, crime, religion, and race prejudice as the most important of these.

#### Health

The health of the Negro has been a very potent factor in his development. There has been much discussion about the peculiar susceptibility of Negroes to certain diseases and their relative immunity to others. Efforts have been to prove that there are slight inherent differences, but the greatest discrepancy is the Negro's living condition, rather than his biological condition. This statement has received verification by the quick response of the Negro to improved health facilities whenever and wherever they were provided.

Active efforts are now being made to improve Negro health, and especially to educate doctors and nurses; and health workers who must

increasingly take the responsibility for the Negroes' health conditions. Negro nurses and physicians are being employed as regular members of public service. Nurses usually receive their training in one of the hospitals. In Kansas this training is given in the following institutions: Kansas Vocational School Hospital in Topeka, Mitchell Hospital in Leavenworth, and Douglas Hospital in Kansas City. There are three institutions in Missouri also in which nursing training is given. They are: Wheatley Provident Hospital in Kansas City, General Hospital No. 2 in Kansas City, and St. Louis in St. Louis.

The Negro has been aided in solving his health problems by a movement which Booker T. Washington<sup>1</sup> began in 1914. This movement is known as "Negro Health Week." It is an annual observance in which county, state, and national organizations cooperate. The United States Public Health Service Department has taken charge of the movement. The object of the movement is to improve the health of the Negroes, and the conditions under which they live. Its program provides for a week of intensive concentration on hygiene, combined with the presentation of actual health conditions with suggestions as to how they may be improved. The work includes the preparation and distribution of specially prepared health-education material to churches, schools, lodges, and clubs. Tuberculosis Associations in Missouri and Kansas have been instrumental in making the movement a success.

There has been a common belief that the Negro race is more sus-

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<sup>1</sup>Charles S. Johnson, The Negro in American Civilization, Henry Holt and Co., New York, 1930. p. 586.

ceptible to tuberculosis than the white race.<sup>2</sup> Recent studies throw doubt upon this statement, although the death from this disease is much higher in the Negro race than it is in the white race. With the inferior type of education, which it would seem the Negro has had, there is little wonder that his health has been neglected. The great scourges among Negroes are: tuberculosis, pneumonia, heart diseases, nephritis, and venereal diseases. In 1930 the death rate in Missouri from tuberculosis was 528 or 252.1 per one hundred thousand. The same year in Kansas the death rate from tuberculosis was 100 or 28.4 per hundred thousand. The death rate in Missouri is so much higher than in Kansas that the reliability of the figures would seem to be questionable. It has been stated that Negroes were tuberculized during slavery. Their high mortality rate after freedom was due to unhygienic existence fostered by low economic status. This is probably true in the case of Missouri. Also is it true that Missouri does not have adequate housing facilities for those who have a higher susceptibility for tuberculosis.

Heart disease has its heaviest incidence in the later age periods.<sup>3</sup> The assumption is that the lessening of the rate of mortality of other diseases and the longer span of life affect statistically the mortality rate from this disease. The death rate from heart disease in Missouri

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<sup>2</sup> Edwin R. Embree, Brown America, Viking Press, New York, 1933. p. 53.

<sup>3</sup> United States Census Reports, Fifteenth Census, 1930.

was 846 or 369.7 per hundred thousand; in Kansas it was 191 or 204.5 per hundred thousand. The death rate from pneumonia was 469 or 202.2 per hundred thousand in Missouri, and 65 or 73.0 in Kansas; from nephritis the death rate in Missouri was 529 or 228.0 per hundred thousand; in Kansas it was 136 or 152.8 per hundred thousand.

In ranking the states of the Union in respect to death rates from all causes, Missouri had a rank of thirteen and Kansas had a rank of thirty-four. This means that Missouri ranks very high among the states and Kansas is near the lower end of the list. The large number of deaths in Missouri may be due to the inaccessibility of the hospitals. It is only in the two largest cities, Kansas City and St. Louis, where the Negro hospitals are found. Many hospitals in the smaller communities do not have accommodations for Negroes.

The number of Negroes in institutions for mental defectives is somewhat low, due to the fact that Negroes often keep those who are mentally afflicted in the home in preference to sending them to an institution, and also the Negro has not always had a place for the Negro feeble-minded. Many states are now without institutions for Negroes who suffer from mental diseases. According to a survey made by Niles Carpenter<sup>4</sup> there were 188,300 Negroes in Missouri; 9 per hundred thousand of these were in institutions for the feeble-minded. In Kansas there were 66,700 Negroes and 27 per hundred thousand of these were in institutions for the feeble-minded. There are more Negroes per hundred

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<sup>4</sup>Niles Carpenter, "Feeble-minded and Pauper Negroes in Public Institutions," The American Negro, Annals, November, 1928.

thousand in Kansas who enter these institutions than in Missouri.

This may be because of the difference in the treatment of the Negroes in the two states and also may be because Missouri does not have adequate housing space for the insane. In a report from the Missouri Educational and Industrial Commission in 1920, 412 Negro inmates were housed in the feeble-minded institution. This left 1,326 feeble-minded citizens not institutionalized but permitted to breed more feeble-minded children. An institution for the feeble-minded is now under construction in Marshall, Missouri. This institution is to be opened in August, 1936. Other institutions in Missouri for the feeble-minded are located in Fulton, St. Joseph, and Nevada. Kansas state hospitals for mental defectives are located in Osawatimie, Winfield, Larned, and Topeka. Other state-maintained hospitals are:

Missouri State Sanatorium. This hospital is for tubercular patients.

Veterans' Home in Excelsior Springs, Missouri. This hospital is maintained by the United States Government.

W. W. Yates Ward Open Air School and the Jackson County Home for the Aged are located in Kansas City, Missouri, and maintained by Kansas City.

Some of the Kansas institutions are:

Mother Bickerdyke Home in Ellsworth. This is for soldiers, their widows and children.

Industrial School and Hygiene Home for the Friendless in Hillsboro. She houses the homeless and destitute children.

Old Folks' Home at Lawrence. This is for the aged and infirm.

The Negro is now enjoying an expectation of life of forty-five years, as compared with one of 59 years for the white race. These figures are for Negroes throughout the United States. In Kansas the death rate<sup>5</sup> of the Negro was highest from sixty to sixty-four; in Missouri it was highest from fifty to fifty-four.

With more education and more cooperation, the health of the Negro will continue to improve. Negroes of Missouri and Kansas are putting forth every effort to make living conditions more favorable as they realize the importance of a healthful environment.

#### Crime

Since the emancipation of the Negro practically all records agree that, with certain exceptions, the Negro crime rate has been greatly in excess of the white. Thomas J. Woofter<sup>6</sup> in his book, The Basis of Racial Adjustment, states two probable causes of the high criminal rate among Negroes. He says that the presence of large numbers of Negroes bring problems of law and morals to both races. The pressure of prejudice and jealousy and the desire by some classes of white people to exploit, often leads to injustice toward the Negro. The task of preserving law and order is therefore twofold, consisting of efforts to reduce the violence and injustice among the irresponsible class of

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<sup>5</sup>United States Census Reports, Fifteenth census.

<sup>6</sup>Thomas J. Woofter, The Basis of Racial Adjustment, Ginn and Co., New York, 1925. p. 126.



white people, and efforts to reduce the crime among the irresponsible class of Negroes. With the exception of thefts, the great majority of the Negroes' criminal acts are committed against other Negroes. A study of the crime rate indicates that their criminality is not attributed to racial tendencies so much as it is to living conditions.

It may be said that the Negro crime rate appears higher than the actual amount of criminality because of apparent injustices in the courts. It is difficult to find dependable data on Negro crime as general crime records of police departments, courts, and institutions have not been kept exactly enough to give exact information. Racial factors also enter into influencing the agencies of law enforcement, and most frequently to the disadvantage of the Negro. Crime statistics show that Negroes are given longer sentences than members of the other races.

Woolfer<sup>7</sup> suggests four causes of Negro criminality. First, the Negro's racial background--that is, his 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. All these factors excepting feeble-mindedness may be minimized by education, painstaking effort to adjust to American life, and humane and modern administration of penal institutions.

One of the most primitive ways of punishing the Negro is lynching. This custom is not only primitive but gruesome. The Negro Year

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<sup>7</sup> Ibid., p. 128.

Book<sup>8</sup> reports that from 1882 to 1930 there were sixty-three Negroes lynched in Missouri and eighteen in Kansas. Genevieve Yost<sup>9</sup> in an article "History of Lynchings in Kansas" reports thirty-eight Negro lynchings. This variance in number may be because other races are sometimes listed as Negroes in Census Reports. All states were ranked according to the number of lynchings, in the Negro Year Book. Kansas ranked fourteenth among the states, and Missouri ranked twenty-third. Most lynchings were reported as being for the crimes of murder and rape. The question of rape involves a race problem, as it is usually an attack upon a member of another race.

In order to give a picture of the number of Negro inmates in the corrective institutions of Missouri and Kansas the writer has compiled several tables. The tables show that during the years 1930 and 1931 the commitments were largest. This increase is probably due to the economic conditions that have existed during recent years.

Missouri has an industrial home for Negro girls in Tipton, and also a home for boys in Beoville. The white boys and colored boys are committed to the same prison and separate figures were not given. Table XIII shows the number of girls who have been committed during recent years.

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<sup>8</sup> Work, op. cit., p. 293.

<sup>9</sup> Genevieve Yost, "History of Lynchings in Kansas," Kansas Historical Collections, 19:189. 1933.

TABLE XII

## NEGROES COMMITTED TO STATE PENITENTIARIES\*

Year	Missouri		Kansas	
	Number	Per Cent	Number	Per Cent
1926	496	24.7	174	13.5
1928	414	20.1	146	14.3
1930	560	28.7	202	13.1
1931	540	24.0	195	15.7
1932	486	25.2	170	13.6

Read table thus: In 1926 there were 496 Negroes committed to the Missouri State Prison. In Kansas there were 174 or 13.5 per cent committed.

TABLE XIII

 NEGRO GIRLS  
 ADMITTED TO THE GIRLS' INDUSTRIAL HOME  
 TIPTON, MISSOURI\*\*

Year	Number Admitted	Year	Number Admitted
1917	35	1929	64
1921	41	1930	15
1923	42	1931	50
1925	44	1932	26
1927	55	1933	32
1928	6	1934	26

Read table thus: In 1934 there were 26 girls admitted to the Industrial Home. Read in like manner for following years.

\*United States Census Reports.

\*\*Annual Reports of Missouri State Penal Institutions.

According to the reports of the Superintendent of the Industrial Home, most of the girls were admitted between the ages of fifteen and sixteen, and had reached only the seventh grade. According to the report in 1934, however, the grade level had increased, and most of the girls were in the first or second year of high school. Since 1932 the number of commitments has become smaller. This is partially due to the fact that St. Louis (city) courts and Jackson County juvenile courts commit most first offenders to local institutions. Another factor in the decrease of commitments has been the education of the Negro youth. With the cooperation on the part of adults, along with the work of the schools, most of the petty criminal acts can be eliminated.

In most of the reports and studies which attempt to assign causes for the high rate of Negro Juvenile delinquency these are cited:<sup>10</sup> low wages, making it necessary for both parents to work away from home leaving the children without the proper supervision; broken homes; and lack of supervised recreation. Some writers add illiteracy of parents and race prejudice.

In Kansas and Missouri it was found that stealing, incorrigibility, auto theft, and delinquency were the chief offenses for which boys were admitted to institutions of correction. The following table will show the number of boys admitted to the Boys' Industrial Home in Topeka.

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<sup>10</sup>Johnson, op. cit., p. 354.

TABLE XIV

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

Year	Total No. Inmates	No. Negroes	Per Cent
1930-32	258	64	24.8
1926-28	324	128	39.5
1924-26	294	126	42.9
1922-24	235	64	27.2
1921-22	140	20	14.4
1920-21	138	28	20.3
1919-20	126	39	30.9
1918-19	177	49	27.7
1913-14	168	30	17.9
1912-13	125	39	31.2
1909-10	148	23	15.5
1908-09	116	52	23.4

Read table thus: In 1930-32 there were 258 inmates in the Boys' Industrial Home. Of this number 64, or 24.8 per cent, were colored.

There is a possibility that these figures are not accurate because often Mexicans and other races are counted as Negroes. The total number of boys received in the institution from June 5, 1881, to June 30, 1930, was 6,211. Of this number, 1,507 or 24.26 per cent

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

were colored.

Illegitimacy has been regarded as one of the major social problems of the Negro. Slightly over two decades ago it was estimated that one-fourth of the Negro births in the United States were illegitimate. This estimate was based upon the statistics for the District of Columbia, and fragmentary observations from other sections of the country. In a study made by E. Franklin Frazier,<sup>11</sup> he found that the ratio of illegitimate births among Negro women has decreased for several years. Kansas rated much lower in ratio than the southern states, and illegitimate births among Negro women in Kansas have remained constant during recent years. At the time of the investigation the rate for Missouri was almost 200 per thousand. Better education will aid in correcting this evil. A table has been constructed to show the illegitimate births in Missouri and Kansas.

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<sup>11</sup> E. Franklin Frazier, "An Analysis of Statistics on Negro Illegitimacy in the United States," in Social Forces, 11:249-62. December, 1932.

TABLE XV

NEGRO ILLEGITIMATE BIRTHS  
IN MISSOURI AND KANSAS\*

Area and Sex	Illegitimate Births			
	Number		Ratio	
	1931	1930	1931	1930
Kansas	100	106	107.9	106.1
Male	54	46	115.1	88.8
Female	46	60	100.4	124.7
Missouri	524	497	146.4	134.8
Male	253	265	137.6	139.5
Female	271	232	155.6	129.7

Read table thus: In 1931 there were 100 Negro illegitimate births in Kansas; in 1930 there were 106. The ratio of Negro illegitimate births in Kansas in 1931 was 107.9 and was 106.1 in 1930. Read in like manner for sex and Missouri.

#### Religion

The Negro church is the only social institution of the Negroes which started in Africa and survived slavery. A larger proportion of Negroes is reached by the church than by any institution. The proportion of membership among Negroes is higher than the proportion in the white race. For the purpose of getting a background for the picture of Negro religion in Missouri and Kansas, a table showing the religious progress of the Negro in the United States will be given.

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\* United States Census Reports, Fifteenth Census.

TABLE XVI

RELIGIOUS PROGRESS OF NEGROES  
IN THE UNITED STATES FROM 1866 TO 1934\*

	1866	1933	Gain 64 Years
Number of churches	700	42,000	41,300
Communicants	600,000	5,000,000	4,600,000
Sunday Schools	1,000	36,000	35,000
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 XVI shows the progress the colored people have made in their religious life during the last sixty-four years. The church is influential in the lives of the Negroes in Missouri and Kansas because of its power as a social institution. The church has become the center of community life because of the limited number of gathering places for Negroes. The church has become as much a community center as a place of worship.

A source of power of the Negro church is the strong grip of the religious motive on the emotional nature of the Negro. Negroes have been referred to as having "religious hysteria." This hysteria was characterized by singing, moaning, shouting, and shaking of the body.

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\*Negro Year Book, 1931-32. p. 113.



This type of action is slowly losing ground because of education, better trained ministers, and the development of better self-control.<sup>12</sup>

In 1926 there were 328 Negro churches of all denominations in Kansas with a total membership of 28,292, an average of 88 members to each church. In Missouri there were 645 churches of all denominations with a total membership of 82,207, an average of 127 members to each church. Missouri has more churches than Kansas and also a larger membership average. This is probably due to the larger number of Negroes in Missouri, and also to the large rural population there.

The leading churches among the Negroes of Missouri and Kansas are the Baptist Church, the African Methodist Church, and the Methodist Church. There is an excess of women among the membership of Negro churches. In the church census of 1926 there were only 61.9 males for every 100 females. The Baptist, African Methodist, and the Methodist Episcopal Churches have adopted educational policies. The Negro is given educational training not only in the Sunday School but these churches give support to institutions. The African Methodist church gives aid to Western University in Quindaro, Kansas. Western Baptist College, Kansas City, Missouri, is supported by the Baptist Church. The Methodist Episcopal Church formerly supported George R. Smith College in Sedalia, Missouri, but this school was destroyed by fire several years ago. Many adults in early days first learned to read in the Sunday School. It was but a short step from this kind of Sunday School to a parochial

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<sup>12</sup>Woofter, op. cit., pp. 212-233.

school, where the simple elementary subjects were taught by the minister or by a hired teacher. The consolidation of these parochial schools led to the establishment of the present denominational schools.

The schools and citizens are realizing the value of the churches as educational institutions and are cooperating with them in order to reach a larger per cent of the colored population. The multiple activities of colored ministers and the increase in the educated class calls for a training of these ministers that is above the average. The problem is one of increasing the efficiency of the ministers now in the pulpit with an assurance of an adequate group of young men to enter the profession.

#### Race Prejudice

Wherever Negroes are numerous enough to impress themselves upon a community, race prejudice usually develops. There seems to be a desire among members of other races not necessarily to segregate the Negro by special ordinances, but by a common understanding to restrict them to certain parts of the city where they may not come into very close contact with the other race. The location of many Negro homes near the places of employment has established tolerance in a large degree of Negro neighborhoods, and often it is possible for them to buy and improve the property.

In some of the cities of Missouri and Kansas where the Negro population is relatively small it is difficult for the Negro to find accommodations furnished by his own race. For humanitarian reasons, sometimes,

the Negro is permitted to enter places provided for the white race. Some proprietors seek to bar the Negro because they feel that it would drive away their white trade. These conditions are most outstanding in Missouri. Negroes provide their theaters, usually attend separate parks, and provide many establishments for their own people. These conditions have always existed in Missouri, but Kansas is beginning to carry out some of the same customs. There are theaters that Negroes are not permitted to attend, and many cities establish separate playgrounds for colored girls and boys.

Education is an important factor in eliminating race prejudice. The relationship between white and colored children is becoming more congenial. In Kansas, the white and Negro children attend the same schools, and participate in most of the classroom activities. There are many Negro children in the public schools of the state who have won a name for themselves through the activities of the schools. In the colleges there are many activities which are not open to Negroes; also are there departments in which the Negro is not permitted to do a major part of his work. The writer is of the opinion that the more activities that the Negro participates in the more activities will be opened to him.

Missouri has a great problem of finance for the Negro schools. In states where there are separate schools for Negroes the children are often handicapped because of inadequate educational facilities, although school laws state that equal educational advantages are to exist. Bond<sup>13</sup>

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<sup>13</sup> Horace Mann Bond, Education of the Negro in the American Social Order, Prentice Hall Inc., 1934. p. 56.

states in his book, Education of the Negro in the American Social Order, that Negroes receive far less of the total expenditures for all items than do white children, with the greatest difference appearing in what may be called "new services" such as transportation. Ordinarily most of the school budgets go to these extra things for white children than to all purposes for Negro education, even where Negroes are in a majority. He also states that per capita expenditures for teachers' salaries increase for white children with the increase of Negro children in the total proportion of Negroes and whites, and decrease for Negro children with a mounting ratio of Negroes in the population. This process indicates the proportion of state aid will be of doubtful value to the education of Negro children unless there are restrictions to expenditures by race.

In one Missouri town where very good secondary school educational facilities are given white children, the Negro children have to travel, by bus, twenty-eight miles to a high school. This trip is made twice a day, making a total of fifty-six miles a day, and the trip is frequently made through inclement weather. This town is the county seat, and there is no Negro high school in the county. To say the least, this seems to be a very deplorable condition.

#### Economic Status

Changing economic conditions have affected the entire world, thus the Negro has been affected also. Although the conditions that now exist have caused many Negroes to lose their jobs and their homes there is still hope that the general economic efficiency of the group is going to

be improved in years to come.

The position of the Negro has been improved in recent years. Prior to 1900 the number of Negroes owning land was very small, but one should take into consideration the fact that the Negro when emancipated was in no way equipped to acquire property, and that in addition to his ignorance and poverty he was held back by many forms of discrimination.<sup>14</sup> Table XVII gives a picture of the general economic status of the Negro during the last 64 years.

TABLE XVII

ECONOMIC PROGRESS OF NEGROES  
IN THE UNITED STATES FROM 1864-1930\*

	1866	1930	Gain 64 Years
Homes owned	12,000	750,000	738,000
Farms operated	20,000	1,000,000	980,000
Businesses conducted	2,100	70,000	67,000
Wealth Accumulated	\$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.

It is generally conceded that the Negro race is a poor race, and as a result very few own their homes. Housing for the Negro involves

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

four questions:<sup>15</sup> (1) racial segregation, which may contribute to the availability of houses, congestion, and ownership; (2) factors of city growth and the natural distribution in residence areas of groups of like economic status; (3) physical conditions of the structures occupied by the Negro population; and (4) home ownership and its implications for the stability of the race.

In the leading cities of Missouri, Negroes are located in certain sections. The industrious Negro finds himself very much handicapped when there is legislation which restricts him to smaller sections. Formerly these sections were in undesirable locations, but in recent years the Negro has moved into better and more desirable sections, often at his own risk. There are several instances on record where Negro property owners have been forced out of certain neighborhoods by pressure from various sources.

Negroes of Missouri and Kansas are beginning to appreciate the fact that land-ownership is a powerful factor in the uplift of their race. In order to own property, however, there must be property which is purchasable and buyers must have steady employment at reasonable wages.

During the period of business depression workers released were usually those who were added most recently to the pay roll. The entrance of Negroes to industry has been recent and as a consequence they are seriously affected as mass workers by this policy. The most drastic reductions are in the unskilled lines of work. The Negroes of Missouri and

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<sup>15</sup> Woofter, op. cit., pp. 69-71.

and Kansas are trying to increase their educational training in order that more severe displacements will not take place.

Since the Negro business has not progressed sufficiently to employ a large number of Negro employees the question of earning a living is vital. The Negro has been successful in making a living through many kinds of difficulty; he has shown his ability, however, by tearing down some of these barriers. The interest in Negro business has been mainly racial more than economic. Attention has been centered upon business for Negro patronage rather than upon business as a purely economic venture. The most outstanding Negro businesses in Missouri and Kansas are: combination grocery stores, grocery stores, restaurants, and other eating places. Other businesses in which a large number of Negroes are found are: drug stores, coal and wood yards, garages and repair shops, candy and confectionery stores.

Table XVIII presents information concerning stores that are operated by Negroes.

TABLE XVIII

## STORES OPERATED BY NEGRO PROPRIETORS, 1929\*

	Kansas	Missouri
Number of stores	218	575
Proprietors and firm members	241	628
Employees	124	453
Total pay roll	\$108,840	\$315,947
Net sales	144,850	290,470
Amount	\$1,207,920	\$3,200,109
Per cent of total	100.00	100.00

Read table thus: In 1929 there were 218 Negro-owned stores in Kansas, and 575 in Missouri. Read across in like manner for following items.

A business which is becoming more widespread among the Negro is that of publishing. There are four Negro-owned newspapers in Kansas. 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. The foremost newspapers of Missouri are The Call, in Kansas City; The Kansas City American, in Kansas City; The St. Louis Argus and The St. Louis American, in St. Louis. These newspapers are published one a week and have a wide circulation.

Negroes have been gainfully employed according to the Fifteenth census report. There were 9,292,556 Negroes in the United States ten years old and over, and of this number 5,503,535 were gainfully employed in 1930. More than eighty per cent of the total population and over thirty per cent of the female population were gainfully employed. In Missouri and Kansas the largest number of Negroes employed were

\*United States Census Reports, Fifteenth Census.



teachers, clergymen, musicians, and teachers of music. These ranked highest in the order in which they were named.

There is a probable opportunity for Negro labor to increase its value and desirability by the conscious development of a superior technique in special lines.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

This investigation has had as its main objective a comparative study of the educational status of the Negro in Missouri and Kansas.

The purpose of the study has been:

1. To present the legal status of the Negro in Missouri and Kansas in regard to education.
2. To make a comparison of the number of children enrolled and attending school in the two states, to show the progress of education, and the amount of literacy in the two states.
3. To present the social status of the Negro showing how he has met his problems of health, crime, religion, interracial relations, and business.

The data were taken from current literature, educational surveys, special studies dealing with the Negro, constitutional and statutory laws affecting schools, books pertaining to the Negro, and Census Reports.

A summary brings out the following:

There has been a steady increase in the Negro population since 1860. The Negro migration came from the Southern States to the Northern and Western States. Most of the Negro population of Kansas lives in the eastern half of the state, while most of the Negro population of Missouri lives in the eastern and central part of the state. Seven and seven-tenths per cent of the colored population lives in the urban districts of Kansas; nine and one-tenth per cent of the colored population of Missouri lives in the urban districts. Because of the large percentage of the

Negro population living in the cities the problem of education is decidedly an urban one.

Missouri has separate schools by constitutional enactment. The first law passed that granted the Negro a right to education was set down in the Constitution of 1865. Kansas has separate schools in cities of the first class. Negro children attend elementary schools maintained for their own race, but they receive their higher education in mixed institutions. The higher schools in Kansas City, Kansas, and Atchison, Kansas, are exceptions.

They are two special Negro schools in Kansas which are given state support. These are: Kansas Vocational School in Topeka, and Western University in Quindaro. Kansas Vocational School does not offer a college course, but students may study trades. The course of instruction at Western University includes the regular scholastic work of the grade and high school. There is also a junior college department.

There is one state-supported educational institution in Missouri. Lincoln University is located in Jefferson City, Missouri. The curriculum provides courses leading to the Bachelor of Arts and Science degrees. There is maintained in connection with Lincoln University a high school department.

Stowe Teachers College is located in St. Louis, Missouri, and is maintained by the City of St. Louis. It prepares teachers for the public schools.

The number of children enrolled in the schools of Kansas and Missouri has increased during recent years. It was found that the enroll-

ment much exceeds the average daily attendance in both states. The enrollment for 1935 in the Kansas schools was 14,525 while in Missouri there were 44,821 enrolled. In 1930 seventy-eight and six-tenths per cent of the Negro children of Kansas were in school. In Missouri there were seventy-two and five-tenths per cent.

Illiteracy among Negroes has dropped from 44 per cent in 1870 to 17.2 per cent in 1930. The percentage of literacy is higher in Kansas than it is in Missouri. In 1930 the percentage of illiteracy in Missouri was 8.8 per cent; at the same time in Kansas it was 5.9 per cent. The decrease in both states gives an idea of how general Negro education has become.

With a decrease in the illiteracy of the Negro his social status has improved. The health of the Negro has been an important factor in his social adjustments. The most prevalent diseases in Missouri and Kansas among Negroes are tuberculosis, diseases of the heart, nephritis, and pneumonia. The provisions in Kansas for Negroes suffering from mental diseases are more adequate than those provided in Missouri. There are comparatively few Negroes in the institutions for mental diseases, in Missouri. 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 are kept out because of race prejudice.

There has been a decrease in the number of commitments to state penal institutions. Factors which have led to an improvement in the criminal class have been schools, churches, and social welfare organizations. The largest number of offenses are those of theft. Crimes com-

mitted by juveniles were mainly theft, and incorrigibility.

There has been a tremendous gain made in the religious life of the Negro during the last sixty-four years. A larger proportion of the colored people are reached by the church than any other institution. The leading churches among the colored people of Missouri and Kansas are the Baptist, African Methodist, and Methodist Episcopal churches.

In some of the cities of Missouri and Kansas where the Negro population is relatively small it is difficult for the Negro to find accommodations furnished by his own race. It is usually in these cities where the greatest amount of race prejudice exists. The amount of money spent for Negro education is small compared with that spent for the white race; as a result the educational facilities are inadequate.

The number of Negroes owning homes is small. Housing of the Negro involves four factors: racial segregation, factors of city growth, physical conditions of the structures occupied by the Negro population, and implications of home ownership.

In Missouri and Kansas the colored people do not manage many types of business. The types in which most Negroes are engaged are: grocery stores, eating places, drug stores, coal and wood yards, and machine yards. The professions in which most of the Negroes of Missouri and Kansas are engaged are: teachers, clergymen, musicians, and teachers of music. The occupations in which most of the Negroes are engaged are: bootblacks, farmers, laborers in factories, servants in homes, and porters in stores and trains.

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