

A STUDY OF THE EDUCATION OF
NEGRO CHILDREN LIVING
IN EMPORIA

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

RECEIVED
KANSAS STATE UNIVERSITY
EMPORIA, KANSAS

By
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July 1936

7 '36 - Maurice L. Tracy Stokes - S.

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ACKNOWLEDGMENT

The writer wishes to express his gratitude to Dr. Herbert G. Lall, Head of the Department of Education and Director of Teacher Training at the Kansas State Teachers College, Emporia, who revealed the need and possibilities of the study, who gave a large portion of his time to its direction, and whose scholarly, constructive criticism made the study a pleasure.

To Mr. Marvin Richards, Superintendent of the Emporia Public Schools, who cooperated so willingly and gave the writer access to much of the data necessary for the completion of the study, sincere thanks are due.

To the following members of the Kansas State Teachers College Faculty thanks, also, are due, for giving several helpful suggestions: Dr. James Bart Stroud, Head of the Department of Psychology; Dr. Edwin J. Brown, Director of the Graduate Division; Dr. Wesley Roper, Head of the Department of Sociology.

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CHAPTER I

INTRODUCTION

The Nature of the Problem

It is the object of this study to penetrate beneath the surface and depict some of the potent factors that have a signal influence upon the attitudes, actions, and conduct of Negro children living in Emporia, as a basis for the improvement of their instruction in the public schools.

An attempt will be made to understand and mobilize data about those conditioning factors of the community, which make for integration or compartmentalization, correlation or isolation, and amelioration or disintegration. In ascertaining certain obvious significant facts which affect the lives of Negro children living in Emporia, no attempt will be made to praise or reprove, condone or condemn, extol or disdain, magnify or distort the social situations involved in the study. The big central problem is to study certain basic institutions to see if they are adequately satisfying the needs of the children. If they are not, why not?

It is hoped that the conclusions presented will be in "terms of social settings, social meanings, and social relationships," with a view of throwing light on the question of how certain constructive measures can be obtained. The writer assumes the experimental attitude and method. Throughout the study, an effort will be made to use the principles of psychology and sociology. Although this is the first study which deals with the education of Negro children in Emporia, the writer hopes that

the material presented within the following pages will serve as the beginning of further studies in securing valid and reliable data on the subject.

Sources of Data

Much of the data used in this study have been taken from primary sources. Local school administrators, the author of A History of Emporia and Lyon County,¹ members of the first Negro family, secretaries and officers of clubs, reporters of the Emporia Gazette, church officials, and other community leaders have been interviewed. The results of a study of the Negroes of Emporia under the direction of the Head of the Sociology Department of the Kansas State Teachers College, a survey on housing conditions in Emporia, and a questionnaire given to Negro school children were also used. Books of many of our leading sociological, psychological, and educational exponents also proved advantageous. United States Census Reports and other government surveys were of value. Several conferences with and letters from outstanding Mid-Western Negro Educators have been beneficial.

Definitions of Terms

Since many of the terms given within the following pages have a broad meaning and many connotations, it seems feasible that certain terms

¹ Laura French, A History of Emporia and Lyon County, Emporia, Kansas: Emporia Gazette Press, 1929, 292 pp.

used be defined. It is realized that any definition presented has its limitations; however, in order to clarify thinking as to what is meant when certain abstract terms are mentioned, the following definitions are submitted: An Attitude--A tendency towards a mode of response, towards the object in question.² Education--Education is life, not preparing for life; it is growing, leading to more life. (Kilpatrick)³ Personality--A term which designates the sum total of behavior tendencies.⁴ Conduct--We take conduct to mean that overt behavior of a human being which involves an issue respecting himself, that issue making a difference in his satisfaction with life.⁵ Validity--A test should measure the thing it is intended to measure, and the degree to which it does this is called validity.⁶ Reliability--A test should measure accurately and consistently whatever it attempts to measure. The degree to which it does this is called reliability.⁷

Importance of the Study

Any value that may be derived from this study, will be because of a

² Mandel Sherman, Mental Hygiene and Education, New York: Longmans, Green and Co., 1934, p. 126.

³ Edwin J. Brown, Everyday Problems in Classroom Management, Boston: Houghton Mifflin Co., 1933, p. 19.

⁴ Sherman, op. cit., p. 377.

⁵ Percival M. Symonds, The Nature of Conduct, New York: The Macmillan Co., 1928, p. 4.

⁶ Albert R. Lang, Modern Methods in Written Examinations, Boston: Houghton Mifflin Co., 1930, p. 49.

⁷ Lang, Ibid., p. 51.

sincere attempt to interpret the lives of the Negro children of this community. Educators now realize that one of the best ways for future generations to avoid many of the blunders of the past, is through understanding child activity. In this study, an effort has been made to supplement the material already available about the children of this city. Since every experience at least theoretically affects the personality of the child, it is expedient to understand those essential aspects of our culture that influence his behavior. This is important--in fact, it is imperative--if educators are to know, understand, and guide children instead of treating them as miniature adults.

CHAPTER II

AN HISTORICAL SURVEY OF EMPORIA: FROM ITS BEGINNINGS TO THE PRESENT

The First Family

In the story of the transplantation of the Negro in Emporia and Lyon County, we find that it developed simultaneously with a number of memorable and similar movements which were transpiring in Kansas and other Northern states. Six years after the founding of Emporia, while the Civil War was at its zenith and just before the battles of Gettysburg and Vicksburg, and several months after the signing of the Emancipation Proclamation, the first Negro family arrived in Emporia to live.

Perhaps we can get the best picture of this most episodic event from a reminiscent account by Mrs. Ellen Burton, 105 State Street, who was a baby at the time. The following is her story;¹

My parents were the first colored people that lived in Emporia. They were better known as Uncle Henry Adair and Aunt Dicey Adair. Of course, the white people called us Odair, because they did not want us to keep my father's Indian name. He was a slave under the Indians, and my mother was a slave under the white men.

The Indians freed their slaves before the white man did, so when the war broke out my father came with 150 Indians by night and stole my mother and five of us children, Caroline, Joe, John, Hannah and myself. Hannah and myself were twins, and were babies at the time. I had another brother, Anderson Adair. He had been sold, so we left him behind.

My mother's master's name was Jim Moore, and he had run South from the Union soldiers. We traveled with these 150 Indians, going

¹ Editorial, "The First Family," Emporia, Kansas: Emporia Gazette, February, 1922.

somewhere, we did not know where, but making it away from Little Rock, Arkansas. At last, we came to the Union North, and captain Heritage and Colonel Proctor came and got us and brought us to Emporia, and we have been here ever since. The war was then at its height.

My mother was cooking for Captain Heritage when he was wounded, and she cooked for Colonel Proctor and all the high officers. They brought us here and the 150 Indians returned.

My mother had 11 children. Six were born in the South and five were born in Lyon County. My brother, born in the early sixties, was the first colored child born in Lyon County. The white people suggested the name of Abraham Lincoln for him, and Lyman Kellogg (the first president of Kansas State Normal) made a wonderful speech about him.

Mrs. Burton's story is confirmed and substantiated by Homer L. Bundrum, who made the following statements:²

The first time I met them was in the spring or early summer of 1863, at a place about five miles from Fort Gibson, Cherokee Nation, the time they were in destitute circumstances. I was then in the employ of Addison Proctor, moving refugees from Fort Scott, Kansas, and vicinity, into the Cherokee Nation.

When we started back from the nation to Emporia, Proctor asked me to take the Adair family back with me, and leave them at his house, which I did. Henry Adair often came to see me, and appeared to be glad to see me. When his boys, Joseph and John Adair, grew to manhood, I saw them several times, but have not seen them lately.

The "Exodusters"

In the year of 1868, a small wave of Negroes came into Emporia and stayed temporarily. Then after a short while in this town, only a very few of them decided to stay and the others journeyed farther North.³

Although this was probably the beginning of the settlement of

² Homer L. Bundrum, Affidavit, Leavenworth, Kansas, June, 1911.

³ Samuel Wilson, The Negro in Emporia, (An unpublished term paper, Emporia, Kansas: Kansas State Teachers College.) 1934, p. 4.

Negroes in Emporia in large numbers, the first group of Negro settlers that permanently stayed in Emporia, arrived during what historians have called the Exodus, 1876. The great movement which was made up of thousands of Negroes affected Emporia just as it did a number of other cities in Kansas.

The exact reason for the migration of the Negro from the Southern states in such large numbers to Kansas is somewhat of a mystery and our most authentic historians have not been able to concur on the question. Blackmar⁴ says that the Negro came to Kansas because of partial loss of Negro power at the end of the reconstruction period. Negro migration was encouraged by unscrupulous politicians in some of the Northern states with the hope of securing their support in close elections. Land speculators talked about 40 acres and a mule and also about sunny Kansas. In the New Orleans Southern Convention of Colored Men, one-third of them preachers, fictitious reports were heard, such as that mules and money were awaiting the emigrant in Kansas and elsewhere without labor and without pay. Blackmar also states that perhaps the most valid reason for the influx into Kansas was the failure of the cotton crop in the Southern states.

French⁵ says that emissaries of the railroad declared the Negroes would be warmly welcomed to Kansas, a land flowing with milk and honey. Perhaps the railroads did misrepresent conditions to some extent, for it

⁴ Frank Blackmar, Cyclopedia of Kansas State History, Vol. II, Chicago: Standard Publishing Co., 1912, p. 369-70.

⁵ Laura French, History of Emporia and Lyon County, Emporia, Kansas: Emporia Gazette Press, 1929, p. 44.

is known that several box cars full of Negroes arrived in Emporia on the M. K. & T. Railroad. Prentis⁶ says that they came to Kansas moved by the impulse to seek security in the pursuit of life, liberty, and happiness. Woodson⁷ tells us:

The larger number of Negroes who during this period were induced to move North, went not to Indiana but to Kansas, because of its known attitude towards the black man as evidenced by its willingness to bleed in behalf of freedom.

Another statement by French is:⁸

The Negroes came here penniless, most of them, and would have suffered for food and clothing had not kind hearted citizens and towns come to their rescue. In some communities, the state built barracks to house the Negroes. In Emporia, the town cared for them. Several families lived for weeks in the old Friends Meeting House, at Sixth and Sylvan, and other buildings were donated for their use. Private citizens and the town fed them. The late John Gunkel provided for two of these Negro families. He built small houses for them on his farm, seven miles southeast of Emporia, and helped them to get on their feet. He furnished teams, farm implements and seed, and provisions as well—everything—and rented them farm land. In winter they chopped wood on shares in Mr. Gunkel's timber. One of these families stayed on the Gunkel farm six or seven years, the other not so long, both families moving to Emporia.

Upon the arrival to Kansas most of the Negroes were strangers with scant household goods, houseless, foodless, but seemingly cheerful and care free. The number of "Exodusters" in Kansas⁹ was estimated as high as 20,000. We do not have any specific recorded number concerning those who

⁶ Noble L. Prentis, History of Kansas, Topeka, Kansas: C. Prentis Press, 1909, p. 205.

⁷ Carter G. Woodson, Negro in Our History, Sec. Ed., Washington, D. C. : The Associated Publishers, 1922, p. 263.

⁸ French, op. cit., p. 45.

⁹ Noble L. Prentis, A Short History of Kansas, Chicago: Scott Foresman and Co., 1897, p. 27.

settled in Emporia, however, ¹⁰ it is known that the Negro population increased from 105 to 546 during the decade of the seventies. In the Emporia City Directory¹¹ of 1883, three times as many Negroes are listed as being from Tennessee than from any other state. Texas and North Carolina ranked next in number. The other states represented were: Indiana, Mississippi, Illinois, Kentucky, Arkansas, Louisiana, Alabama, Virginia, Michigan, South Carolina, and Ohio.

Population Trends

A careful look at the map on the following page, showing the areas occupied by the Negro population of Emporia by blocks, is required to show that there is no densely concentrated area where practically all of the Negroes live; on the contrary, the spacial distribution of the population is much scattered, although it tends to be more towards the edge of town than in the center. There are several significant features about the Negro population in Emporia: first, the most densely settled area where the Negroes live, if there is any, is not close to the railroad, as is the case in a number of Kansas towns, but is in the northeast part of town; second, there are about one-third more Negroes in Emporia than there are foreign born whites, who number about 370;¹² third, the Negro

¹⁰ United States Department of Interior, Tenth Census of the United States; Population, Washington: U. S. Printing Office, 1880, p. 418.

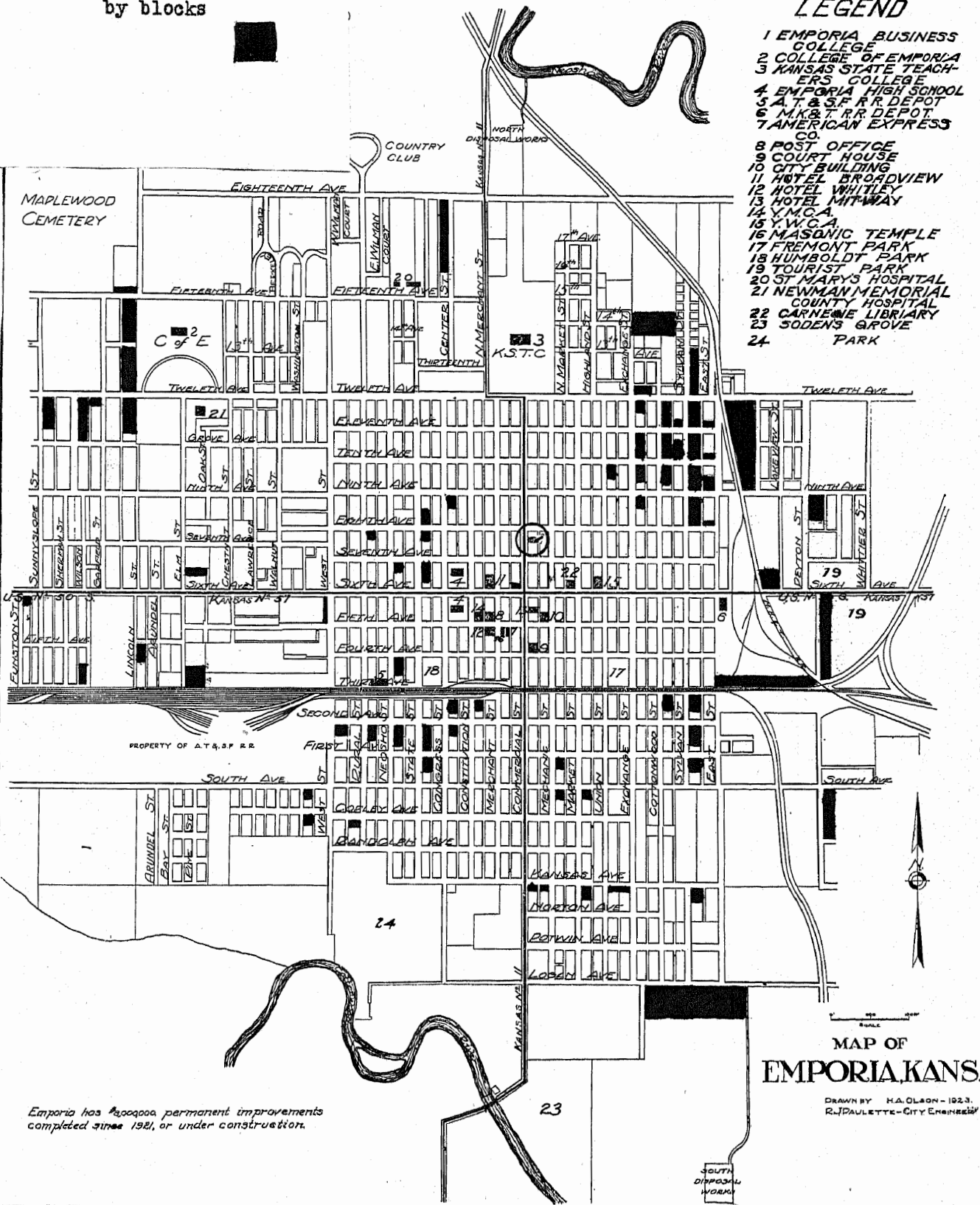
¹¹ Emporia City Directory, Emporia, Kansas: Compiled and Published by J. W. Truitt, 1883, 138 pp.

¹² United States Bureau of Commerce, The Negro in the United States, Washington: United States Printing Office, 1935, p. 828.

Areas occupied by the Negro population of Emporia by blocks

LEGEND

- 1 EMPORIA BUSINESS COLLEGE
- 2 COLLEGE OF EMPORIA
- 3 KANSAS STATE TEACHERS COLLEGE
- 4 EMPORIA HIGH SCHOOL
- 5 A.T. & S.F. R.R. DEPOT
- 6 M.K.&T. R.R. DEPOT
- 7 AMERICAN EXPRESS CO.
- 8 POST OFFICE
- 9 COURT HOUSE
- 10 CITY BUILDING
- 11 HOTEL BROADVIEW
- 12 HOTEL WHITLEY
- 13 HOTEL WHITWAY
- 14 Y.M.C.A.
- 15 Y.W.C.A.
- 16 MASONIC TEMPLE
- 17 FREMONT PARK
- 18 HUMBOLDT PARK
- 19 TOURIST PARK
- 20 ST. MARY'S HOSPITAL
- 21 NEWMAN MEMORIAL COUNTY HOSPITAL
- 22 CARNEGIE LIBRARY
- 23 SODENS GROVE
- 24 PARK



Emporia has \$300,000 permanent improvements completed since 1921, or under construction.

MAP OF EMPORIA, KANS.

DRAWN BY H.A. OLSON - 1923. R. J. PALETTE - CITY ENGINEER

population has had a perennial fluctuation, while the white population has made a steady gain. Since 1870, the population for the entire city has gained on an average of about 2,000 people each decade. (See Table I.) The Negro population, which is about 4% of the total population, took an initial rapid rise of about 400 during the seventies--this includes the period of the great "Exodus" which has already been described. Since that time the Negro population has remained rather static when compared with the white population. In 1920, a peak of 707 people was reached. During the next ten years (in 1930), the Negro population had decreased about 20% and was only slightly above the 1880 and 1900 census reports, while in 1910 it reached the lowest point since before 1880.

The population for Negroes over 15 years of age in 1930 follows:¹³

	Single	Married	Widowed	Divorced
Females	52	112	44	14
Males	63	111	13	10

¹³ Ibid., p. 189.

TABLE I

THE NEGRO POPULATION OF EMPORIA

Year	Total Population	Negro Population
1870 ¹⁴	2,168	105
1880 ¹⁵	4,631	546
1890 ¹⁶	7,551	667
1900 ¹⁷	8,223	663
1910 ¹⁸	9,058	533
1920 ¹⁹	11,273	707
1930 ²⁰	14,067	564
1936 ²¹		619

¹⁴ United States Department of Interior, Tenth Census of the United States: Population, Washington: U. S. Printing Office, 1880, p. 418.

¹⁵ Loc. cit.

¹⁶ United States Department of Interior, Eleventh Census of the United States: Population, Washington: U. S. Printing Office, 1890, p. 458.

¹⁷ United States Census (William R. Merriam, Director), Twelfth Census of the United States: Population, Washington: U. S. Printing Office, 1900, Part I, p. 451.

¹⁸ United States Bureau of Commerce, Thirteenth Census of the United States: Population, Washington: United States Printing Office, 1910, Vol. II, p. 696.

¹⁹ United States Bureau of Commerce, Fourteenth Census of the United States: Population, Washington: United States Printing Office, Vol. III, p. 356.

²⁰ United States Bureau of Commerce, Fifteenth Census of the United States: Population, Washington: United States Printing Office, Vol. III, Part I, p. 878.

²¹ J. W. Howe, Government Survey, Emporia, Kansas, July, 1936.

People

15

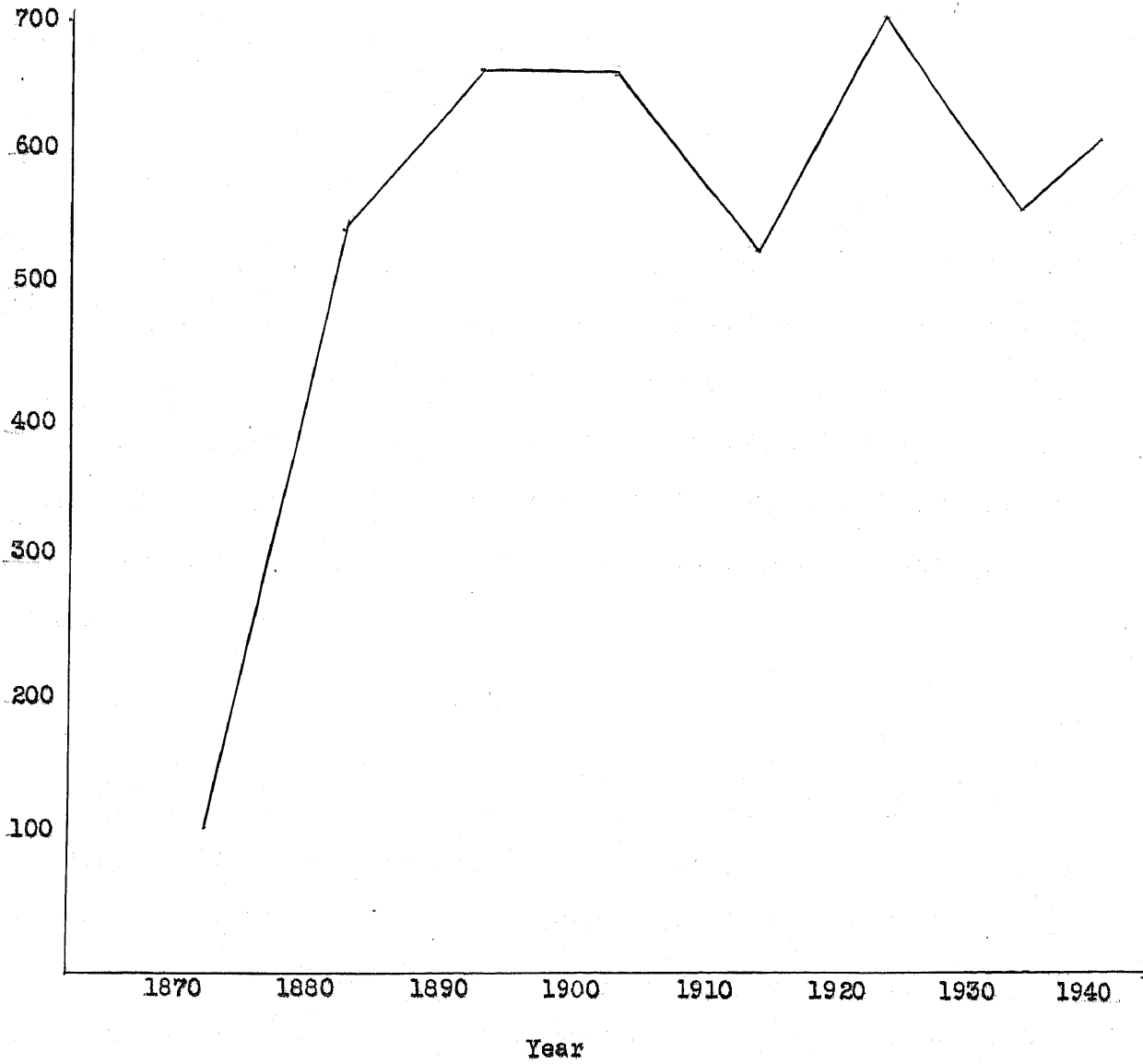


Figure 2

NEGRO POPULATION

CHAPTER III

CURRENT CONDITIONS

Personal Data Test

In order to secure significant data, the following Personal Data Test was given to 91 Negro children in the Emporia Public Schools from the fourth to the twelfth grades, inclusive. The test was designed primarily for the Negro children in Emporia. Questions which could be used in the assembling of facts concerning the local situation were taken from several other tests¹ and the writer also added a few questions. The test is as follows:

Personal Data Test

1. Name _____ Age _____ Weight _____ Height _____ Grade _____
2. Your father's occupation. _____
3. Have you spent two years in any grade, _____, if so, what grade? _____
4. Have you ever skipped any grades, _____, if so, name them? _____
5. Have you attended school in any other towns, _____, if so, name them?

6. How many rooms are there in your home? _____

¹ Test used were: Julius B. Maller, Character Sketches, New York: Columbia University, Form A, Part II; Pressey, Pressey X-O Test, Form B, Chicago: C. H. Chstoelting Co.; Verner M. Sims, Sims Score Card for Socio-Economic Status, Form C, Bloomington: Public School Publishing Co., 1927.

7. What is your favorite sport? _____
8. Name the clubs you are a member of? _____
9. How often do you go to the movies? _____
10. What kind of movies do you like best? _____ Give an
Example _____
11. What profession or vocation do you intend to follow? _____
12. Draw a line under the place you go the most often: Granada Theater,
Strand Theater, Lyric Theater, Y. M. C. A., Library.
13. Which of the following parts of a newspaper do you like most: (Under-
line them) editorials, sport events, economics, politics, divorces,
crime, funny page, science, puzzles, feature articles, society.
14. Is the discipline in your home extremely sever, rather strict, mild,
extremely mild? (Underline one)
15. If you would be granted one wish, which of the following would you
choose: wealth, fame, pleasure, happiness, comfort, love, spiritual-
ity, wisdom, power? (Underline one)
16. In the following list cross out all items about which you worry or
often brood: dreams, possible accidents, death, growing old, becoming
unattractive, death of a relative, contagious disease, opposite sex,
getting married, self-support, conscience, sin, God, Soul, future.
(Add others)
17. Where do you spend your leisure time? 1. _____
2. _____
3. _____
18. What magazines do your parents take? 1. _____
2. _____
3. _____
19. Write the name of the book you like best of all the books you have
ever read. _____
20. How many hours a day do you work at home? _____
21. Underline the numbers which are the closest to the number of books
you have in your home: 1 to 10, 10 to 20, 20 to 30, 30 to 40, 40 or
more.

22. What is the highest grade your father and mother finished: (Encircle the right number)

FATHER
 Grade School 1,2,3,4,5,6,7,8
 High School 1,2,3,4
 College 1,2,3,4

MOTHER
 Grade School 1,2,3,4,5,6,7,8
 High School 1,2,3,4
 College 1,2,3,4

23. Underline the things you have in your home: radio, furnace, electric lights, sewage, bath tub, electric refrigerator, victrola, piano, gas, telephone, running water, washing machine, sewing machine, typewriter, vacuum cleaner, electric toaster, electric waffle iron.

24. Give the official position or tell of the work of the following:

1. Carter Woodson
2. Charles Florence
3. William Pickens
4. Mordecia Johnson
5. John Gregg
6. W. E. DuBois
7. L. K. Williams
8. Oscar DePriest
9. R. R. Moten
10. James Weldon Johnson

Occupational Opportunities

When asked to write their fathers' occupations, the only profession represented was the ministry; moreover, the only skilled laborers named were several automobile mechanics. Among the other occupations named, which are composed entirely of the unskilled laborers are the following: Car washer, truck driver, janitor, bell boy, porter, shoe shiner, railroad laborer, and W. P. A. worker.

In the Sociological Survey conducted the question was asked, "What is your occupation?" A similar number of occupations were named. (Cf. ante p. 14)

Professional and Vocational Aspirations

Of the professions and vocations that the pupils would like to follow, it is found, the desire to teach and be a nurse ranked the highest, with a percentage of 20 for the former and 11 for the latter.

Among the other professions and vocations mentioned are the following: secretary, musician, artist, lawyer (a girl), printer, stenographer, writer, beautician, chef, movie star, mail clerk, civil engineer, carpenter, doctor, and druggist. (Cf. ante p. 15)

Housing Conditions²

According to the government survey recently made of the 619 Negroes, who live in Emporia, 110 families own their homes. There are 69 tenant families. Thirty-three per cent or 207 people are now living in rented houses. Nineteen of the houses are in good condition; 78 need minor repairs, such as papering, window glass, boards off the front porch, or a few shingles are off the roof; 76 need major repairs, such as a new roof, a new foundation, or a new porch; 15 are reported as being unfit places in which to live. About 50% of the population live in four or five room houses. When the school children were asked to tell the number of rooms in their house the average was 5.51 rooms. This figure correlates with

² J. W. Howe, Government Survey, Emporia, Kansas, July, 1936.

the above statement. The average rent paid by Negroes for a house is around \$10 a month.

There is a wide diversity in the houses in which Negroes live, just as we would find in almost any other group studied. Some of the houses have practically all of the modern equipment and facilities in them, although others are mere hovels which are badly deteriorated and delapidated. There are 15 houses occupied by Negroes which have 8 or more rooms in them.

Y. M. C. A. Activities⁵

Negroes participate in a number of the physical activities that are carried on each year in the Y. M. C. A. They always have at least one or two teams in the Sunday School Basket Ball League. They are always represented in the Basket Ball Tournament with one or more teams. A team made up of men and boys plays in the Soft Ball League. Each Saturday afternoon there is a swimming class for boys. Negro boys and girls also take part in the free learn-to-swim campaign. Last year the Boy Scouts held their meetings at the Y. M. C. A. Building; however, this group is not functioning at the present time.

A table is usually prepared for Negroes at the Annual Father and Son Banquet and at the Soft Ball Banquet.

Negro boys are well represented at Camp Wood, the State Hi-y Camp, each year. They usually have a large enough group to have a cabin. Practically every year these boys receive several prizes for satisfactorily

⁵ Conrad Hanson, Personal Interview, Emporia, Kansas; Y. M. C. A. Office, March 15, 1936

participating in camp activities, such as keeping a neat and orderly cabin, winning in track events, or for victories in the aquatic contest.

Y. W. C. A. Activities⁴

Several Negroes have memberships in the Y. W. C. A. Each year during June and July cooking and sewing classes are held at the Y. W. C. A.; this year they have four classes with ten members each. One of the classes is for Negro girls. Occasionally, some of the clubs use the Y. W. C. A. building. This year the Girl Reserve Club gave an Old Settlers' Dinner there; they also have given several teas in the building.

Church Participation

Negro children living in Emporia are given many opportunities for development in the churches of the city. Membership of the different churches is as follows:⁵

Baptist	202
A. M. E.	161
Christian	30
Holiness	15
C. M. E.	13
M. E.	<u>6</u>
Total	427

In the Methodist Church young people are given an opportunity to participate in the Pastor's Aid Society, Junior Choir, Christian Endeavor,

⁴ Augusta Lutt, Personal Interview, Emporia Kansas; Y. W. C. A. Office, June 20, 1936.

⁵ Sociological Study of Emporia (Under the direction of Dr. Wesley Roper, Head of the Department of Sociology, Emporia, Kansas; Kansas State Teachers College.), May, 1936.

Harmony and Dramatic Club, Sunday School, and the Missionary Society. At the Baptist Church chances for development are presented in such auxiliaries as the Men's Chorus, Ladies' Aid, Junior Choir, Senior Choir, Sunday School, B. Y. P. U., and the Missionary Society.

The average attendance at the different churches for four Sunday mornings, from May 31, to June 21, inclusive, was as follows:

Baptist	72
A. M. E.	41
M. E.	8
Christian	24
Holiness	<u>14</u>
Total	159

It is significant to note that about 24% of the total Negro population was represented at the morning services. Although this figure should not be regarded as absolute, perhaps it is safe to say that between 15% and 35% of the entire Negro population are church goers each Sunday morning; however, it must be remembered that some people attend church at times other than the morning services every Sunday.

Works Progress Administration Classes⁶

Much good has been done during the past few months, since the Kansas Works Progress Administration Classes have started. Three Negro teachers have special classes in Negro History, literature, sociology, dramatics, and music. The teachers of these classes work with both adults and children. This spring, 1936, an opera composed of local

⁶ Alice Henry, Personal Interview, Emporia, Kansas; 926 Cottonwood Street, June 20, 1936.

talent was given at the junior high school. Most of the members of the cast attend either the junior or senior high school.

Although the work is regarded as temporary and at the best highly precarious, it is generally felt that these classes have served a very useful purpose.

Clubs for Children

Most of the clubs mentioned in which the children participate are school clubs. Some of the school clubs mentioned are the Girl Reserve, Hi-Y, Brown Bombers, Citizenship, Red Cross, and Glee Club. Those mentioned outside of school are the Twentieth Century, Harmony and Dramatics, Y. K. W., Busy Workers, and the Sunshine Band. The radio clubs named include the Jimmy Allen, Orphan Annie, and the Pop Eye. (Of. ante p. 15)

Literary Inclinations

Perhaps one of the most reliable indices to the progressiveness of the citizenry of any community is their literary achievement and inclination. Although the results derived from literature are intangible, it is through this nurturing process that much is done to transmit the social heritage of the race. It is said that the spirit of the age is always reflected in its literature.

The idea that reading is a potent factor in a community organization is appropriately expressed by Lull in the following:⁷

⁷ Herbert G. Lull, Principles of Elementary Education, New York: W. W. Norton Co., 1935, p. 78.

Closely accompanying the community life experience are the child's interest in wide and diversified reading. In these interests the teacher has an abundant opportunity for providing a rich orientation of the child's direct observation and participation in community life.

The following citation by Cubberly shows how reading may prevent an uninteresting and pessimistic old age:⁸

To many an elderly man or woman the pleasure that comes from books obtained at the public library represents probably the largest return after health and safety, they receive from the government, for the taxes they pay.

The broad and creative value of literature is fittingly stated by Leonard in the following:⁹

All this is part of the final test of literature in its effect upon the reader--its service in interpreting or valuing his own life as a means of making him appreciative for his personal experience and his real worth. Significant literature, that is, makes one examine, weigh, and estimate more truly his contribution to and his experience of life.

Jordan also tells us of the feasibility and desirability of reading in the following statement:¹⁰

Probably in no field is interest more important than that of reading books. It is that abiding interest in the master pieces of literature which is so greatly desired.

⁸ Ellwood P. Cubberly, Public Education in the United States, Boston: Houghton Mifflin Co., 1934, p. 598.

⁹ Sterling A. Leonard, Essential Principles of Teaching Reading and Literature, Philadelphia: J. B. Lippincott Co., 1922, p. 50.

¹⁰ A. M. Jordan, Educational Psychology, New York: Henry Holt and Co., 1928, p. 109.

TABLE II

DAILY REPORT OF NEGROES WHO ATTENDED THE EMPORIA CITY LIBRARY
FROM MARCH 12 TO APRIL 11, 1936, INCLUSIVE

Total	Men	Women	Girls	Boys
5	2	1	2	0
10	0	4	3	3
8	2	0	6	0
9	0	0	7	2
1	0	1	0	0
11	0	5	7	1
9	0	3	4	2
5	1	1	0	1
10	0	0	8	2
8	0	0	6	2
6	0	0	2	4
5	0	0	5	0
10	1	0	8	1
0	0	0	0	0
15	1	1	8	5
11	0	0	8	3
5	0	0	4	1
1	1	0	0	0
7	1	0	1	5
2	0	0	2	0
11	1	3	4	3
6	0	0	6	0
4	1	1	1	1
2	1	1	0	0
2	0	0	2	0
8	0	1	6	1
7	0	2	4	1
5	0	1	4	0
4	0	0	1	3
<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
186	12	23	109	42

Average Per day--6.2

These data were assembled through the courtesy of the Library staff.
The Library stays open 12 hours each week day and four hours on Sunday.

TABLE III

MAGAZINES IN THE HOME

Number	Senior High	Junior High	Grades
None	8	14	14
One (1)	8	6	11
Two (2)	5	3	5
Three (3) or more	4	7	6
Number Tested	25	30	36

(Cf. ante p. 15)

TABLE IV

BOOKS IN THE HOME

Number	Senior High	Junior High	Grades
1 to 10	2	2	6
10 to 20	3	3	7
20 to 30	3	5	1
30 to 40	1	4	2
40 or more	16	16	20
Number Tested	25	30	36

(Cf. ante p. 15)

TABLE V

NEWSPAPER PARTS LIKED

Parts	Senior High	Junior High	Grades
Editorials	11	2	1
Sport Events	16	16	21
Economics	3	1	2
Politics	6	2	1
Divorce	3	2	0
Crime	5	3	5
Funny Page	20	21	32
Science	4	4	2
Puzzles	3	7	16
Feature Articles	8	2	6
Society	10	4	2
Number Tested	25	30	36

(Cf. ante p. 15)

Results of the investigation that have been tabulated in the tables on the preceding pages shows that about six Negroes attend the Emporia City Library daily. The number of girls and women who attend almost triple the number of men and boys who visit the library. Of those who attended during the month the study was carried on, 18% checked out books of fiction. Reference work, reading magazines, newspapers, plays, Government Bulletins, and studying in general were among the other types of activities done.

The percentage of Emporia school children saying they have a certain number of books in their home is: from one to ten books, 11%; from ten to

twenty books, 14%; from twenty to thirty books, 10%; from thirty to forty books, 8%; forty or more books, 57%.

Newspaper parts liked best were the funny page, sport events, and puzzles; the next popular group includes feature articles, society, crime, and editorials; the least popular group includes economics, politics, and divorce.

Thirty-nine per cent of the children stated that they do not have any magazines in the home, while 18% report that they have three or more. The Delineator and the Ladies Home Journal were the magazines most frequently mentioned. Among the other magazines mentioned were; Good House-keeping, Women's World, Boy's Life, Liberty, Literary Digest, Collier's, Better Homes and Gardens, Farmer's Life, McCalls, and Radio Guide.

When asked to "name the book you like best of all the books you have ever read," Dick Tracy, Black Beauty, and Mickey Mouse lead the list for elementary school pupils. A wide and diversified range was noted in the junior and senior high school with no book receiving a noticeable lead. The girls listed such books as Love of My Own, Girl of the Limberlost, Little Women, Rose of Datches, Kidnapped, and Helen of the Old House; while among the books listed by boys were: The Boy's Life of Edison, The Mighty Man, Jack the Young Rancher, Call of the Wild, and Sequoia.

Community Recreation

Results of the questionnaire show that the desirable organized recreational facilities providing an outlet for the talent and ability of Negro children of this community are decidedly lacking. It matters not

how one approaches the question, or whether we ask why, where, or how; in any case from the view point of supervised, organized, and directed recreation the result is practically negative.

When asked to name the three places where they spend most of their leisure, 69% stated at home. The complete tabulation of parks, playgrounds, and the Y. M. C. A. put together receive a total of 29%. The significance of this result lies in the fact that three of our best social agencies almost wholly fail to influence the lives of the children, during this highly suggestible period of adolescence.

Table VI reveals the fact that about four times as many children go to the theaters of the community more often than they do the Y. M. C. A. or Public Library. That the theater is a popular place of amusement is further shown by the fact that 58% of the elementary school children tested say they attend once a week, while 68% of those in junior or senior high school attend once or twice a week. Seventy-four per cent of the entire group attend once a month or more. Western and Love Pictures are the most popular; 37% say they like the former type best, while 30% say they like the latter type best. Musical comedies, comedies, and Shirley Temple pictures rank next. Cartoon, Jungle, Historical, and News received votes from only 9% of the group. (Cf. post Tables VII, VIII, IX)

TABLE VI

WHERE THE PUPILS SPEND THEIR LEISURE TIME

Place	Senior High	Junior High	Grades
Home	16	17	30
Library	6	4	4
Park	1	0	6
Playground	0	1	3
Y. M. C. A.	3	11	2
Show	7	3	0
Church	1	4	1
Number Tested	25	30	36

Each pupil was permitted to write three places, although many of them wrote only one or two. (Cf. ante p. 15)

TABLE VII

THE PLACE VISITED THE MOST OFTEN

Place	Senior High	Junior High	Grades
Granada Theater	7	8	9
Strand Theater	8	8	22
Lyric Theater	1	3	1
Y. M. C. A.	1	3	1
Library	8	2	1
Unclassified	0	6	2
Number Tested	25	30	36

(Cf. ante p. 15)

TABLE VIII

VISITS TO THE THEATER

Number of Times	Senior High	Junior High	Grades
Twice (2) a week	5	8	1
Once (1) a week	11	7	21
Twice (2) a month	0	3	5
Once (1) a month	1	2	4
Once (1) each quarter	2	1	4
Twice (2) a year	2	3	1
Once (1) a year	0	0	0
Don't know	4	6	0
Number Tested	25	30	36

(Cf. ante p. 15)

TABLE IX

KINDS OF MOVIES LIKED BEST

Kind	Senior High	Junior High	Grades
Love	10	12	5
Western	4	13	17
Shirley Temple	0	0	4
Musical Comedy	4	1	0
Comedy	1	3	2
Cartoons	0	0	2
Jungle	1	0	0
Historical	2	0	0
Adventure	1	0	0
News	1	0	0
Mystery	1	1	0
Unclassified	0	0	6
Number Tested	25	30	36

(Cf. ante p. 15)

FACILITIES IN THE HOME

The facts given in Table X are the results of a Sociological Study of Emporia carried on under the direction of Dr. Wesley Roper, Head of the Department of Sociology at K. S. T. C., which is compared with the questionnaire given children in the Emporia schools.

In order that the facts presented may be of serviceable value to us one must properly interpret them. It should be remembered that the Sociological Study reached in many instances the same families as did the questionnaire; on the other hand, entirely different groups of people were reached by each study in some instances. Perhaps the tabulation of both studies represent a valid and reliable cross section of the facilities in the home of the Negro population. Those who participated in the Sociological Study were adults.

TABLE X
FACILITIES IN THE HOME

Facilities	School Test	Sociological Study
Radio	77 or 84%	60 or 79%
Furnace	16 or 17%	12 or 15%
Electric Light	75 or 82%	71 or 92%
Sewage	32 or 38%	20 or 26%
Bath tub	32 or 38%	25 or 31%
Elec. Refrigerator	7 or 8%	7 or 9%
Victrola	46 or 54%	26 or 32%
Piano	55 or 63%	36 or 47%
Gas	23 or 25%	42 or 45%
Telephone	42 or 45%	28 or 36%
Running Water	64 or 73%	43 or 55%
Sewing Machine	70 or 76%	44 or 57%
Washing Machine	60 or 65%	44 or 57%
Typewriter	13 or 14%	9 or 11%
Vacuum Cleaner	24 or 26%	19 or 28%
Number Tested	91	77

TABLE XI

FACILITIES IN THE HOME

Facilities	Senior High	Junior High	Grades
Radio	23	25	29
Furnace	5	1	10
Electric Light	21	24	30
Sewage	8	10	14
Bathtub	7	10	15
Elec. Refrigerator	2	1	4
Victrola	13	14	19
Piano	17	18	20
Gas	4	8	11
Telephone	15	10	17
Running Water	19	23	22
Washing Machine	18	19	23
Sewing Machine	22	22	26
Typewriter	3	4	6
Vacuum Cleaner	8	6	10
Electric Toaster	18	10	9
Electric Waffle Iron	10	9	17
Number Tested	25	30	36

(Of. ante p. 16)

Perhaps the significance of these data is the fact that we are able to ascertain, in a general way, the desirable facilities in the homes of the Negro citizens of this community. According to the data presented in these two studies over 75% of the people have electric lights and radios, while at least half of them have sewing machines, running water, and washing machines. Between one-fourth and one-half of them have sewage, bath tubs, victrolas, pianos, gas, telephones, and vacuum cleaners. The

results of both studies, also, show that between 17% and 15% have a furnace, between 8% and 9% have electric refrigerators, and between 14% and 11% have typewriters.

CHAPTER IV

FACTS CONCERNING THE EMPORIA SCHOOL SYSTEM

Attendance Record for the City Schools

Elementary Schools ¹

Number of different pupils enrolled

Year	Males		Females	
	White	Negro	White	Negro
1934-35	666	45	650	53
1933-34	722	40	655	43
1932-33	714	43	681	48
1931-32	710	41	708	47
1930-31	725	35	747	57

Total Attendance in Days

Year	Males		Females	
	White	Negro	White	Negro
1934-35	104,331.04	6,585.92	98,007.36	8,254.40
1933-34	110,871.06	6,798.18	106,253.10	7,370.64
1932-33	106,490.56	7,110.40	102,488.32	7,916.48
1931-32	103,531.75	6,020.00	103,409.25	7,787.50
1930-31	108,141.44	5,345.12	107,194.56	8,998.88

Average Attendance in Days

Year	Males		Females	
	White	Negro	White	Negro
1934-35	592.79	37.42	556.86	46.90
1933-34	637.19	39.07	610.65	42.36
1932-33	605.06	40.40	582.38	44.98
1931-32	591.61	34.40	590.91	44.50
1930-31	614.44	30.37	609.06	61.13

¹ Data on this page come from: Report of the Board of Education, 1930-35, Emporia, Kansas; Office of the Superintendent, 1936.

Junior High School²

Number of Different Pupils Enrolled

Year	Males		Females	
	White	Negro	White	Negro
1934-35	532	21	375	25
1933-34	539	15	353	24
1932-33	554	18	361	23
1931-32	527	15	339	9
1930-31	521	17	317	11

Total Attendance in Days

Year	Males		Females	
	White	Negro	White	Negro
1934-35	54,975.36	3,400.32	61,869.28	3,938.88
1933-34	57,896.76	2,564.76	60,828.66	4,101.18
1932-33	57,154.24	2,812.48	58,178.56	3,752.32
1931-32	56,185.50	2,399.25	58,422.00	1,517.25
1930-31	54,885.60	2,953.28	54,493.56	1,886.72

Average Attendance in Days

Year	Males		Females	
	White	Negro	White	Negro
1934-35	312.36	19.32	351.53	22.38
1933-34	332.74	14.74	349.54	23.57
1932-33	324.74	15.98	330.56	21.38
1931-32	321.06	13.71	333.84	8.69
1930-31	311.85	6.78	309.11	10.72

² Loc. cit.

Senior High School³

Number of Different Pupils Enrolled

Year	Males		Females	
	White	Negro	White	Negro
1934-35	382	12	386	12
1933-34	350	12	555	12
1932-33	352	14	357	18
1931-32	325	6	320	12
1930-31	309	9	524	8

Total Attendance in Days

Year	Males		Females	
	White	Negro	White	Negro
1934-35	59,415.84	1,928.96	59,813.60	1,760.00
1933-34	56,866.68	2,021.88	57,922.86	1,753.92
1932-33	58,363.36	2,212.32	59,584.80	1,939.52
1931-32	54,066.25	1,151.50	54,955.25	1,613.50
1930-31	52,291.56	1,504.80	54,160.48	1,422.08

Average Attendance in Days

Year	Males		Females	
	White	Negro	White	Negro
1934-35	337.59	10.96	339.85	10.00
1933-34	326.82	11.62	332.89	10.08
1932-33	351.61	12.57	338.55	11.02
1931-32	308.95	5.58	314.05	9.22
1930-31	305.66	8.55	315.81	8.00

³ Loc. cit.

Percentage of the Average Attendance in Days

Elementary Schools

Year	Males		Females	
	White	Negro	White	Negro
1934-35	89.00%	87.02%	85.67%	88.49%
1935-34	88.30	97.67	93.22	98.51
1932-33	84.74	93.95	85.51	93.50
1931-32	83.32	82.90	83.46	92.55
1930-31	84.88	86.77	81.53	89.70
Averages	86.04	89.66	85.87	92.59

Junior High School

1934-35	94.08	92.00	93.74	89.52
1935-34	98.15	98.26	99.07	98.21
1932-33	91.73	88.77	91.56	92.95
1931-32	98.18	91.40	98.47	96.55
1930-31	97.14	98.70	97.51	97.45
Averages	95.85	93.82	93.82	94.89

Senior High School

1934-35	88.37	91.33	87.78	85.33
1933-34	93.38	96.83	93.80	84.00
1932-33	94.20	98.78	94.35	61.22
1931-32	95.06	93.00	98.13	76.83
1930-31	98.91	95.00	97.47	100.00
Averages	93.98	93.18	94.40	80.27

Total Averages

White Males	91.95%
White Females	92.10
Negro Males	92.22
Negro Females	89.25

Non-School Attendance

Negro children do not cause much trouble in Emporia, because of non-school attendance, according to Mrs. Nina Riggs, School Attendance Officer. The number of children reported to Miss Riggs from September, 1935, to May, 1936, is as follows:⁴

10	Negroes
16	Mexicans
125	Whites

Of the children who do not attend school regularly, the main reason is that they lack interest. Occasionally, one is kept out because of work or because of the lack of clothing, but this matter is soon adjusted. The question of morality--lying, stealing, sex offenses, cheating, etc.--is about the same for Negroes, Whites, and Mexicans. About as many children give non-attendance trouble from the smaller families as from the larger families; in fact, they do not have as much incorrigibility trouble in the larger families as in the smaller ones. In general, it can be said that Negro parents cooperate with the non-attendance officers splendidly. About 50% of the cases come from broken homes.

The following are a few cases of Negro children chosen from the Monthly School Attendance Report:⁵

1. Fifteen year old girl. Mother dead. Unhappy with grandmother. Left home after a beating from uncle. Conference with relief

⁴ Nina Riggs, Personal Interview, Emporia, Kansas; Probate Judge's Office, March 15, 1936.

⁵ Monthly School Attendance Record, Emporia, Kansas; Office of School Attendance Officer, April 18, 1936.

officer, relatives, etc. Arranged for temporary home pending hearing.

2. Three children of one family. Intermittant. Arranged for one child to stay at home to keep sick mother and allowed others to come regularly.

3. Three children absent on account of clothing. Older girl quits school. Clothing furnished for boy and girl. Returned. Grades fair. Attitude good.

4. Twelve year old boy. Not sufficient clothing. Family on relief. Eight children. Own their home which is very open. Father in Santa Fe Hospital, Topeka. Mother's feet frozen. Relief given in food and clothing. Children in school. Attitude good.

5. Two boys, 12 and 10, living with grandmother. Father in State Hospital for Insane, Topeka. Receiving relief and aid. Boys are disciplinary problem both at home and school. Sister taken out of home because of incorrigibility. Boys are more docile since removal of sister.

6. Boy fourteen has been disciplinary problem in grade school, defiant attitude. Feels that whites look down upon him because of his color. Otherwise attitude is better but is still theiving. Has a commitment for Boys Industrial School but is yet on parole.

Negroes Attending Emporia Public Schools⁶

Secondary Schools	Boys	Girls
Emporia High School	9	20
Emporia Junior High School	18	19
Elementary Schools		
Century School	23	28
Walnut School	0	0
Union School	3	1
Maynard School	6	9
Kansas Avenue School	1	0
Riverside School	3	2
Mary Herbert School	3	6
Total	66	85

⁶ Superintendent's Record, Emporia, Kansas; Office of the Superintendent, April 1, 1936.

Negroes Graduating From Emporia High School⁷

Year	Month	Number
1926	January	0
	May	3
1927	January	4
	May	7
1928	January	4
	May	6
1929	January	2
	May	2
1930	January	0
	May	4
1931	January	2
	May	5
1932	January	0
	May	0
1933	January	1
	May	2
1934	January	1
	May	7
1935	January	1
	May	6
1936	January	0
	May	5
Total		62

⁷ Annual Programs, (Emporia High School Graduating Classes) 1926-1936, Emporia, Kansas: Principal's Office, Emporia High School, May, 1936.

National Honor Society Students⁸

In the last twelve years six Negro students have been elected members of the National Honor Society. They are: namely,

Clara Cheney	1925
Joanna Terry	1926
Maudie I. Barnett	1927
Robert Snow	1930
Paul Terry	1934
Dorothy Ervin	1936

"B" Students⁹

The following students have participated in the major sports and have been awarded athletic letters:

Name	Year
Football	
Courtney Lucas	1928 1929 1930
Basketball	
Paul Terry	1933 1934
Robert Taylor	1935 1936
Track	
Courtney Lucas	1931

⁸ Record of the Emporia Chapter of the National Honor Society, Emporia, Kansas: Emporia High School, 1936.

⁹ Secretary's Record of the Minutes of the Athletic Board of Control, 1925-1936, Emporia, Kansas: Emporia High School, May, 1936.

Gilbert Carson	1933 1934
Henry Turner	1933
Luvold Holt	1934 1935
Robert Taylor	1934 1935 1936
Paul Terry	1934
John Collier	1934 1935
Winston Smith	1934 1935
Dick Mack	1935
George Mack	1935

Summary

From the facts presented in the preceding pages concerning the Emporia School System, we find that a comparison between the Negro and white males with the Negro and white females shows that the Negro males have the highest percentages of average attendance in days over the five-year period from 1931 to 1936; the percentage for the Negro males is 92.22. Negro girls have the lowest percentage of the four groups compared; it is 89.58%. In the case of white children, the situation is reversed with the females leading the males with a percentage of 92.10 compared with 91.95. While the Negro boys have almost a 2% better average than the girls, the white girls have less than a 1% lead over the white boys.

Of the 151 children enrolled in the different schools of the city

(1936), the Century School has the largest Negro enrollment with 51; pupils of the Emporia Junior High School are next with 37 pupils. At the present, there are no Negroes attending Walnut School; and only one goes to Kansas Avenue School.

During the last eleven years, there has been a total of 62 Negroes to graduate from Emporia High School. Over the same period of time, five Negroes have been elected to the National Honor Society. The percentage of the Negro graduates to be elected to the National Honor Society during the eleven-year period is almost nine. This is slightly below the average per cent for white children since from 10 to 15% of the class is elected each year.

In the last ten years, thirteen Negroes have been awarded athletic letters. Robert Taylor and Courteny Lucas lead this group. Taylor lettered in athletics for three years in track and for two years in basket ball. Lucas lettered for three years in football and one year in track. Over three times as many boys have lettered in track as have those in football and basketball together.

CHAPTER V

PERSONALITY EXPERIMENTATION

The Significance of Attitudes

Within the last decade many educators, psychologists, sociologists, and other pioneer thinkers have placed much emphasis upon attitudes. It has been found that attitudes determine the conscious activity of men to a signal degree. The question of likes, dislikes, biases, antipathies, and prejudices are being given more and more consideration in every category of human society. During recent years the question has been approached from every conceivable angle by the national government, schools, churches, and other fundamental institutions. Annual reports, biennial reports, school manuals and directories, courses of study, surveys, newspapers, and books have all given large sections to the compiling of data that will throw light on the question of attitudes, which is so inevitably bound and intertwined with human actions.

More and more our schools are giving attention to the solution for such problems as timidity, egocentricity, negative adaptations, phantasy, and other mechanisms of adjustment. According to Pyle,¹ because a boy dislikes a subject, he may study it as little as possible, putting his time on studies he likes; this ultimately leads to mastery of the subject liked and making little progress in the subject disliked, because of

¹ William H. Pyle, The Psychology of Learning, Baltimore: Warwick and York Press, 1921, p. 62 ff.

unfavorable attitude. In a similar way pupils may acquire an unfavorable attitude towards any subject. The idea of considering the attitude of students in our schools is far different from our earlier puritanical conception of education which was to find out what a boy doesn't like, then give him plenty of it.²

That our foremost educators acquiesce to the significance and pertinence of the studying of attitudes, there can be little doubt. The following citations convey the views of several authorities who have evaluated attitude and personality tests:

A further and more recent development has been intended to measure special types of mental ability, such as will, temperament, emotions, moral attitudes, administrative capacity, personality, and other somewhat similar mental qualities. It is probable that, further development of mental tests will be marked in this direction.³

Recent work, especially, based on a clear nature of various traits of dynamic personality, has been so successful as to create the assurance that most, if not all the important phases of personality may be measured.⁴

The questionnaire has been reclaimed, as it were, from a somewhat uncertain past, and made to serve a useful purpose in studying conduct.⁵

This method is equally valuable in collecting data on attitudes, interest, and personal adjustments, including wishes, desires, fears,

² Edwin J. Brown, Everyday Problems in Classroom Management, Boston: Houghton Mifflin Co., 1935, p. 82.

³ Elwood P. Cubberley, Public Education in the United States, Boston: Houghton Mifflin Co., 1934, p. 703.

⁴ Arthur I. Gates, Elementary Psychology, New York: The Macmillan Co., 1929, p. 543.

⁵ James Bart Stroud, Educational Psychology, New York: Macmillan Co., 1935, p. 435.

worries, ambitions, prejudices, complexes, and other emotional reactions.⁶

Attitude tests, questionnaires, and rating scales are also employed in diagnosing and differentiating the personality of school children. An attitude implies a predisposition to behave in a given way provided the circumstances are favorable to carry out the attitude in action despite the confusion which exists in differentiating an opinion from an attitude, knowledge of a persons attitude is important for the diagnosing of his personality.

An Attitudinal Test

The following questionnaire was given to 91 Negro children attending the Emporia Public Schools from the fourth to the twelfth grades, inclusive. The questionnaire used in the investigation was assembled by taking parts of other questionnaires and from questions that were added by the writer. The investigation was primarily designed to test four things: namely,

School adjustment

Health adjustment

Home life adjustment

Neurotic adjustment

Those taking the test were advised that their grades would not be affected by the results of the test and that their instructors would not see the individual scores, but rather the tabulated results for the entire group. After a brief explanation about the test, the children were requested to feel free to ask questions about anything they did not under-

⁶ Loc. cit.

⁷ Mandel Sherman, Mental Hygiene and Education, New York: Longmans, Green and Co., 1934, p. 126.

stand.

School Adjustment⁸

YES NO

- ____ Has your work in school been rather enjoyable this year?
- ____ Are you always given a chance to show what you know in classes?
- ____ Is school a rather pleasant place for you?
- ____ Would you select another teacher in your subject if permitted?
- ____ Do you like to take school work home?
- ____ Do your teachers require too much home work?
- ____ Are you ever punished for things you did not do?
- ____ Do your teachers make long assignments?
- ____ Do your teachers usually treat you as a friend?
- ____ Do any of your teachers have the wrong opinion of you?
- ____ Do any of your teachers mark examinations too severely?
- ____ Is history your favorite subject?
- ____ Is mathematics your favorite subject?
- ____ Is English your favorite subject?
- ____ Do you usually pass in subjects you dislike?
- ____ Do your teachers praise you when you hand in good work?
- ____ Do you remember it very long, if your teacher scolds you?
- ____ Are your teachers too strict?
- ____ Do other pupils often ridicule you in class or when you are playing?

⁸ Percival M. Symonds, Diagnosing Personality and Conduct, New York: The Century Co., 1931, p. 175.

Health Adjustment

YES NO

- _____ Do you always wash your hands before you eat?
 _____ Do you drink tea or coffee often?
 _____ Do you always chew your food thoroughly?
 _____ Do you have your meals at a regular time each day?
 _____ Is it difficult for you to keep your fingers or pencil out of
 your mouth?
 _____ Have you ever had a major operation?
 _____ Is your handkerchief always clean?
 _____ Do you usually wash your hands after going to the toilet?
 _____ Do you breathe through your nose rather than your mouth?
 _____ Do you usually cough or sneeze into a handkerchief?
 _____ Do you eat rapidly?
 _____ Are your eyes easily strained?
 _____ Can you hear well?
 _____ Do your feet pain you very much?
 _____ Do you wash your teeth at least once a day?
 _____ Do you use tobacco?
 _____ Do you usually sleep well at night?
 _____ Do things ever swim or get misty before your eyes?
 _____ Are you tired most of the time?
 _____ Do you like contests in which you use your mind better than
 athletic games in which there is a lot of action?
 _____ Do you usually feel well and strong?
 _____ Do you have dental work done often?

YES NO

_____ Are you out of school much because of sickness?

_____ Have you a good appetite?

_____ Do you feel well and rested in the morning?

_____ Are you tired most of the time?

Home Adjustment

_____ Do you ever tell your secrets to your parents?

_____ Do your brothers and sisters cause you a lot of trouble?

_____ Are your father and mother divorced?

_____ Do your parents usually let you go visiting when you desire?

_____ Are your friends always welcome to visit your home?

_____ As a small child did you have many toys?

_____ Does your father play with you very often?

_____ Do your parents permit you to play cards at home?

_____ Have your parents ever bought a new car?

_____ Have your parents often compared you with your younger or older brothers and sisters in an unfavorable way?

_____ Are you your parents' favorite child?

_____ Have your parents visited your school this year?

_____ Have you a good place to study at home?

_____ Are there many books and magazines in your home?

_____ Does your father let you drive his car often?

_____ Do you have a bank account?

_____ Are you usually given a little money to spend at least once a month?

YES NO

- _____ Are you doing as much in school as your parents expect of you?
- _____ Does your mother or your father spend much time helping you with your lessons?
- _____ Do you often feel that nobody loves you?
- _____ Do many of your friends come to your home to visit?
- _____ Is your mother's nature usually cheerful?
- _____ Have you a telephone at home?
- _____ Do you have a bath room that is used by your family alone?
- _____ Did your father go to college?
- _____ Does your family attend concerts?
- _____ Is your mother the dominant member of your family?
- _____ Have you ever desired to run away from home?
- _____ Is your home environment happy?

Woodworth's Psychoneurotic Inventory⁹

YES NO

- _____ Do you walk in your sleep?
- _____ Do you ever have the sensation of falling when going to sleep?
- _____ Do ideas run through your head so that you can not sleep?
- _____ Are you bothered much by blushing?
- _____ Do you have a queer unpleasant feeling in any part of the body?
- _____ Do you ever feel an awful pressure in or about your head?

⁹ Ibid., p. 175.

YES NO

- _____ Do you often have bad pains in any part of your body?
 _____ Have you often fainted away?
 _____ Have you ever fainted away?
 _____ Have you ever been blind, half-blind, deaf and dumb for a time?
 _____ Have you ever lost your memory for a time?
 _____ Do you know anybody who is trying to harm you?
 _____ Do people find fault with you more than you deserve?
 _____ Do you get used to new places quickly?
 _____ Do you find your way about easily?
 _____ Have you ever had a great mental shock?
 _____ Have you ever seen a vision?
 _____ Do you have trouble with walking in the dark?
 _____ Have you ever felt as if someone were hypnotizing you and making you act against your will?
 _____ Are you ever bothered with a feeling that people are reading your thoughts?
 _____ Do you ever have a queer feeling as if you were not your old self?
 _____ Are you ever bothered by feeling that things are not real?
 _____ Are you troubled with the idea that people are watching you on the street?
 _____ Are you troubled with the fear of being crushed in a crowd?
 _____ Does it make you uneasy to cross a bridge over a river?
 _____ Does it make you uneasy to sit in a small room with the door shut?
 _____ Do you worry too much about little things?
 _____ Do you think that you have much trouble about making up your mind?

YES NO

- _____ Can you do good work while people are looking on?
- _____ Do you get rattled easily?
- _____ Can you sit still without fidgeting?
- _____ Does your mind wander badly so that you lose track of what you are doing?
- _____ Does some particular useless thought keep coming into your mind to bother you?
- _____ Do you feel you must do a thing over several times before you can drop it?
- _____ Are you afraid of responsibility?
- _____ Do you feel like jumping off when you are on high places?
- _____ Did you ever have the habit of biting your finger nails?
- _____ Did you ever have the habit of stuttering?
- _____ Did you ever have the idea of twitching your face, neck or shoulders?
- _____ Are you troubled with shyness?
- _____ Have you a good appetite?
- _____ Is it easy to make you laugh?
- _____ Is it easy to make you angry?
- _____ Do you get tired of people quickly?
- _____ Do your interests change frequently?
- _____ Do your feelings keep changing from sad to happy and from happy to sad without any reason?
- _____ Do you feel sad or low-spirited most of the time?

Personality Schedule by Thurstone¹⁰

YES NO

- _____ Do you feel that life is a great burden?
- _____ Do you lose your head easily in a dangerous situation?
- _____ Do you worry too long over humiliating experiences?
- _____ Are you careful not to say things to hurt other people's feelings?
- _____ Are you sometimes the leader at a social affair?
- _____ Do you consider yourself a rather nervous person?
- _____ Are you interested in meeting a lot of different kinds of people?
- _____ Do a great many things frighten you?
- _____ Are your feelings easily hurt?
- _____ Have you found books more interesting than people?
- _____ Are there any people that you dislike intensely?
- _____ Do people think you are selfish?
- _____ Does it upset you to lose in competitive games?
- _____ Do you usually trust people?
- _____ Do you worry over possible misfortunes?
- _____ Do you ever talk in your sleep?
- _____ Are you often afraid of contracting diseases?
- _____ Do you get tired of amusements quickly?
- _____ Have you ever had an arm or leg paralyzed?
- _____ Are you troubled with shyness?
- _____ Have you ever been afraid of going insane?

¹⁰ L. L. Thurstone and Thelma Gwinn Thurstone, Personality Schedule, Chicago: The University of Chicago Press, 1929.

YES NO

- _____ Are you easily moved to tears?
 _____ If you come late to a meeting would you rather stand or leave
 than take a front seat?
 _____ Do you day-dream frequently?
 _____ Are your day-dreams usually about unpleasant things?
 _____ Do you get discouraged easily?
 _____ Do you often say things on the spur of the moment and regret them?
 _____ Is there anyone you want to get even with?
 _____ Do you like to be by yourself a great deal?
 _____ Does it bother you to have people watch you work even when you do
 well?
 _____ Do you have difficulty in making friends?
 _____ Are you afraid when you have to take drugs?
 _____ Do you frequently talk to yourself?
 _____ Can you stand kidding?
 _____ Are you absent minded?
 _____ Do you make friends easily?
 _____ Do you feel tired most of the time?
 _____ Do you think you are often regarded as queer?
 _____ Have you ever been depressed because of low marks in school?
 _____ Would you say that you are more or less ignorant of sex?
 _____ Are you sensitive of various subjects?
 _____ Are you physically inferior to your associates?
 _____ Are you troubled with poor health?

YES NO

- ____ Are you often in a state of excitement?
- ____ Do you ever cross the street to avoid meeting somebody?
- ____ Do you like to be with other people a great deal?
- ____ Can you stand the sight of blood?
- ____ Do you think you are usually lucky?
- ____ Are you usually in good spirits?
- ____ Are you a crank about food?
- ____ Do you feel self-conscious when you recite in class?

School Adjustment

In general it can be said that the Negro children throughout the Emporia Public School System think they are treated fairly. The results from the questionnaire show that the majority of those tested are happily adjusted in their school environment. About 74% of the children feel that their school year has been rather enjoyable, while a similar number feel they are always given a chance to show what they know in class. The results of the much discussed question about whether teachers require too much home work shows that 84% of those tested feel that they do not. About 50% of them stated that they would select another teacher in their subject if permitted, and that they do not like to take school work home; about the same number also stated that their teachers make long assignments, and that they are sometimes punished for things they did not do. Almost 82% of them feel that their teachers usually treat them as friends; 26% of them think that some of their teachers have the wrong opinion of

them, while 28% stated their teachers marked examinations too severely. The question do you usually pass in subjects you dislike, was answered yes by 80% and no by 20%; 82% of them feel that their teachers are not too strict. The number of those who say they remember it long if the teachers scold them is 62%, and 67% say the teacher praises them when they hand in good work. Of the three favorite subjects inquired about mathematics ranks first, English second, and history a poor third.

Mobility and School Pupils. The primary reason for inserting a question which asks for the schools attended in other towns was to find out the approximate mobility rate and the section of the country from which they came. About 22% of the children have attended school in other towns. By far the largest majority have moved in from nearby towns in Kansas. Missouri and Oklahoma are the next most frequently mentioned states. Other states mentioned are: Ohio, Indiana, Nebraska, and Illinois. One thirteen-year old pupil states that she has attended school in Oklahoma at Oklahoma City, Muskogee, and Clearview, before coming to Emporia. Another girl 15 years old has attended in Liberty and Richmond, Missouri; Salina and Emporia, Kansas. (Cf. ante p. 15)

Scholastic Acceleration and Retardation. If we use the normal distribution curve as a criterion for determining the acceleration and retardation of the pupils tested, we find that they are high on both sides of the scale. Of those who have failed in one or more grade 19% answer yes and 15% say they have skipped one or more grades. One 15 year old girl who is in the 7a reports that she has failed in the 3, 4, and 6

grades; another girl states she skipped in the 3rd and 4th grades.
(cf. ante p. 15)

Health Adjustment

Results of the more significant questions on health are as follows: 26% drink tea or coffee; 14% have had major operations; 80% eat their meals at a regular time each day; 13% have trouble with pains in their feet; 38% do not wash their teeth at least once a day; 6% say they use tobacco; 93% usually sleep well at night; 45% like contests in which they use their minds better than athletic games in which there is a lot of action; 91% say they usually feel well and strong; and 6% say they do not have a good appetite.

Three questions that have a special importance are: can you hear well, 92% reported yes and 8% no; do you have dental work done often, 23% said yes and 77% no; and are your eyes easily strained, 56% said no and 44% yes.

Home Adjustment

The data compiled concerning the home life adjustment depicts a condition which is to be expected from any normal group. Of those tested, 48% of them state that they confide with their parents to the extent of telling them secrets; and 54% of them believe they are doing as much in school as their parents expect; the percentage of those coming from divorced homes is 11. Over 84% are usually permitted to go visiting when they desire, and 14% state they did not have many toys to play with when a small child. Almost 30% of them state their parents have bought at least

one new car, while 14% of those whose parents have cars say they are permitted to drive it often. Only 5% report that their friends are not always welcome to visit in their home, and 32% think they are their parents' favorite child. About 45% are permitted to play cards in their home, Only 27% of the parents have visited the schools this year, while 40% say their mothers and fathers spend much time helping them with their school work. Almost 87% state they are usually given a little money to spend at least once a month; only 32% say they have bank accounts. Of those who say that many of their friends come to their home to visit the percentage is 72, while 23% say that they often feel that nobody loves them; 90% say that their mother's nature is usually cheerful. The percentage of the families who do not attend concerts is 45. About 13% say their fathers attended college, while 67% think their mother is the dominant member of the family. When asked have you ever desired to run away from home, 19% reported yes. 84% say their home environment is happy.

The percentage in regard to the degree of discipline in the home as indicated in Table XII is as follows: 47% believe it is mild; 27% think it is rather strict; 15% say it is extremely mild, and 11% are of the opinion it is extremely severe.

TABLE XII

DISCIPLINE IN THE HOME

Degree	Senior High	Junior High	Grades
Extremely severe	0	3	7
Rather strict	11	7	6
Mild	11	13	19
Extremely mild	3	7	4
Number tested	25	30	36

(Of. ante p. 15)

Neurotic Adjustment

In order to obtain a comparison about the neurotic adjustment of the ninety-one Negro children tested from the fourth to the twelfth grades, inclusive, the answers of thirty-seven identical questions were compared with the results from a test given to 150 white children of the Emporia Junior High School in 1934. Before questions where there is a discrepancy of ten or more points a star has been placed; such noticeable discrepancies are more meaningful than smaller ones. "A" indicates the adjusted or desirable answer; "U" indicates the unadjusted or undesirable answer. The adjusted or desirable answer has been placed at the conclusion of each question; the results are as follows:-

* This comparison is made possible through the courtesy of Dr. James Bart Stroud, Head of the Department of Psychology of Kansas State Teachers College, Emporia, Kansas.

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	NEGRO		WHITE	
	A	U	A	U
you ever have the habit of twitch- your head, neck, or shoulders? No	86.82%	13.18%	89.80%	10.20%
you usually sleep well at night? Yes	93.40	6.60	90.66	9.34
you tired most of the time? No	84.62	15.38	86.00	14.00
Does it make you uneasy to sit in a ill room with the door shut? No	72.55	27.47	82.00	18.00
you laugh easily? No	*45.06	54.94	20.66	79.34
you sometimes the leader of a ial affair? Yes	47.26	52.74	41.34	58.66
you consider yourself a rather ner- s person? No	73.27	26.73	82.00	18.00
you interested in meeting a lot of ifferent kinds of people? Yes	67.47	32.53	74.67	25.33
your feelings easily hurt? No	62.64	37.36	67.35	32.67
re you found books more interesting than people? No	61.55	38.47	62.00	38.00
Do people think you are selfish? No	92.51	7.49	93.33	6.67
Can you sit still without fidgeting? Yes	*52.75	47.25	70.67	29.33
Do you usually trust people? Yes	79.13	20.87	85.33	14.67
Is your mother usually cheerful? Yes	91.96	8.04	92.00	8.00
Do you get rattled easily? No	82.42	17.58	86.67	13.33
Do you ever talk in your sleep? No	69.24	30.76	63.33	36.67
Do you get tired of amusements quick- ly? No	*73.63	26.37	91.33	8.67
Are you troubled with shyness? No	81.32	18.68	82.67	17.33
Do people find fault with you more than you deserve? No	*68.14	31.86	80.00	20.00

	NEGRO		WHITE	
	A	U	A	U
Do you day-dream frequently? No	71.43%	28.57%	65.33%	34.67
Do you often say things on the spur of the moment and then regret them? No	*54.94	45.06	66.67	33.33
Is there anyone you want to get even with? No	71.43	28.57	76.00	24.00
Do your interests change quickly? No	59.35	40.65	60.67	39.33
Are you easily moved to tears? No	70.44	29.56	85.33	14.67
Does it bother you to have people watch you work even when you do it well? No	*67.04	32.96	56.67	43.33
Do you have the feeling of falling when you are going to sleep? No	*62.64	37.36	84.67	15.33
Can you stand kidding? Yes	85.72	14.28	82.67	17.33
Are you ever bothered by the feeling that people are reading your thoughts? No	73.63	26.37	86.00	14.00
Do you like contests in which you use your mind better than you like athletic games? No	*54.95	45.05	70.67	29.33
Do you think you are often regarded as queer? No	78.14	21.86	83.33	16.67
Are you bothered much by blushing? No	69.55	30.55	77.33	22.67
Are you a crank about food? No	76.93	23.07	81.33	18.67
Do you often have queer, unpleasant feelings in any part of your body? No	68.14	31.86	77.33	22.67
Do things ever swim or get misty before your eyes? No	58.25	41.75	66.67	33.33
Is your home environment happy? Yes	84.62	15.38	86.00	14.00
Do you ever walk in your sleep? No	89.02	10.98	91.33	8.67
Do you make friends easily? Yes	74.72	25.28	82.00	18.00

When requested to underline the things worried or brooded about, possible accidents ranked the highest with a percentage of 45, while contagious disease ranked second with 40%. Death and death of a relative were underlined by 36 and 35%, respectively. It is, indeed, interesting to note that such questions as conscience, sin, God, and Soul were underlined by about 2% of the senior high school children and by approximately 21% of the elementary school children. In compliance with the suggestion that others be added one girl in the senior high school added that she worries about her mother's health. The above mentioned facts are further divulged in the following table:

TABLE XIII

THINGS ABOUT WHICH PUPILS WORRY OR BROOD

Worries	Senior High	Junior High	Grades
Dreams	2	7	10
Possible accidents	6	12	25
Death	3	8	22
Growing old	1	4	6
Becoming unattractive	1	4	4
Death of a relative	5	11	15
Contagious disease	9	13	15
Opposite sex	1	5	4
Getting married	1	3	9
Self-support	2	8	3
Conscience	1	0	3
Sin	1	8	11
God	0	0	3
Soul	0	0	2
Future	5	7	2
Add others:			
Mother's health	1	0	0
No worries	5	0	0
Number tested	25	30	36

(Of. ante p. 15)

Reliability and Validity

In order to check further the reliability and validity of the test several identical questions were used in different places twice. The percentage for the answers of these questions is:

	Yes	No
1. Are you troubled with shyness?	19%	81%
2. Are you troubled with shyness?	22%	78%
1. Are you tired most of the time?	26%	74%
2. Are you tired most of the time?	18%	82%
1. Have you a good appetite?	88%	12%
2. Have you a good appetite?	94%	6%

CHAPTER VI

THE CENTURY SCHOOL SITUATION

In an effort to secure information that would throw light on one of the current school problems, the writer has sought the council of several of the most outstanding Negro school men we have in the mid-west.

It is perfectly obvious that all of the data presented in this letter do not fully acquaint the men with the local situation; however, it was asked that suggestions about this matter be given in view of the facts mentioned in the letter.

The following were asked their opinions:

1. Mr. H. O. Cook

Principal, Lincoln High School
Kansas City, Missouri.

2. Mr. Henley L. Cox

Principal, Wendell Phillips School
Kansas City, Missouri

3. Mr. Charles W. Florence

President, Lincoln University
Jefferson City, Missouri

4. Mr. Clement Richardson

Principal, Kansas Vocational School
Topeka, Kansas

5. Mr. F. C. West

Principal, L'Orverture School
Wichita, Kansas

The letter sent is as follows:

928 Cottonwood Street
Emporia, Kansas
May 2, 1936

Mr. Charles W. Florence
Lincoln University
Jefferson City, Missouri

My dear Mr. Florence:

At present, I am enrolled as a graduate student in the Teachers College, Emporia, Kansas. Work is well under way on my thesis which is entitled, "A Study of the Education of Negro Children Living in Emporia." Naturally, any study with such a broad and socially significant meaning will involve a number of controversial and precarious issues.

The Century Elementary School situation is among the pertinent questions that my attention has been called to recently. Emporia has a Negro population of about 619. This school has an enrollment of 141 pupils with sixty of them being Negroes. There are thirty-four Negroes attending other elementary schools of Emporia. Although there is existing at the present time at least an ostensibly good relationship and perhaps a genuine mutual feeling of racial good will, some of the leading citizenry of this community both Negro and white seem to believe that a more wholesome and harmonious relationship could be obtained, if the Negro children were given an elementary school.

May I request your candid opinion about the feasibility of my recommending at the conclusion of this study, that an elementary school for Negroes be established. I, also, am writing several other outstanding Negro educators about this question. My conclusion will be greatly influenced by the nature of response received, since I am approaching this study with no preconceived attitude.

In view of the facts that have been presented to you, I would be grateful for any suggestions concerning this matter. Your individual opinion will be kept confidential; however, the total collective results will be made public.

Thanking you for your cooperation and courtesy, I am

Most sincerely yours,

Maurice S. Stokes

Of the men whose council was sought, four did not favor the establishment of an elementary school for Negroes in Emporia, while one did.

Some quotations from each of those who answered in the negative follow:

Equality of educational opportunity is one of the chief cornerstones of our liberty. I wonder if separation would not be a backward step, at the very time when the Negroes' rights are being defended in legislatures, in society in general, and in every organization where constitutional guarantees are an open question.

Would separation of schools result in the mutual happiness for both races, or would it merely satisfy the wishes of a few whites, who, deep down in their hearts, feel that Negroes should be separated from white people anyhow, or of a few Negroes who see in it the creation of a few jobs for probably two or three teachers and one or two janitors?

My methods are always frank, usually brutally so, but I can at least merit the judgment of candid opinion. In the first place, I have never been and perhaps never will be favorable toward any move that separates children on the basis of race or color, if they all are to live as Americans together, grow to like each other, grow to tolerate each other and above all appreciate each other.

The above is a broad foundation upon which I stand always, but I realize that concrete situations that vary with many complexities often make it expedient to adjust the general principle to meet peculiar conditions. This may appear to be dodging the issue but no, rather a recognition of the fact that you can not apply a general principle in the same way to all situations--for example; what might create a need for a separate school for colored children in Emporia might not be the best for Cleveland or Detroit, or what might be feasible in Emporia would not be advisable in Kansas City.

To sum up: If our democracy is to be a living, growing organism where our boys and girls are to expand with freedom and unfettered opportunity, then a separate school has no place in our civilization. However, if there are formidable barriers now, legal, traditional, or accidental we must make the most of our situation and strive to evolve gradually to the situation which is ideal.

Your letter of May 2 was received and carefully read. My experience of forty-three years as a principal in the schools of Kansas

and my observation of small schools in small cities throughout the state have led me to the conclusion; that separate schools in Emporia should not be obtained for the following reasons:

1. Would be very costly education.
2. Those living outside of the Negro district would have too far to go.
3. Could not have A and B classes.
4. Pupils that failed would have to spend an extra year in the grade in which they failed instead of one semester.
5. There would be too many classes in a room and not enough pupils in the classes.
6. Under such conditions as stated above, a teacher, although hardworking and conscientious could not do satisfactory work.
7. Very small classes are not conducive to enthusiastic work.
8. There is not the opportunity for teaching the spirit of democracy in so small a school.
9. The present pleasant relations between the two races would not justify the change.

On general principles, I am personally opposed to the spread of compulsory segregation in public schools. Where the schools are separated now by law I think we should make the most of the situation, but to encourage compulsory segregation on the basis of race is to defeat one of the fundamental purposes of the public school in a democracy.

The letter of the school man who favors the establishment of an elementary school in Emporia is:

Replying to your letter of May 2, I am very sorry to say that under the social state of mind under which we work in America I should recommend a separate school for the Negro children.

My reasons and my experience all point to what seems to me, anyhow, to be the fact that Negro teachers understand the Negro child better than the whites.

Second, the generalization that any minority group suffers in the presence of the majority group.

Third, all of us have to work from some sort of sympathetic basis, and it is very hard as a rule for the average Negro child to get that in the minority. Exceptions of Paul Laurence Dunbar in Dayton High School or Jesse Owens as an athlete in Cleveland High

School would have little bearing, I think, on the average child.

Most important of all there is this fact that somewhere along the line the Negro child has to learn Negroes; for in the large majority of cases when he is through with his education he must work among them, marry and live among them, and rear his children among them. In a situation similar to Emporia, one can come through the whole system from kindergarten to Bachelor degree and know little about the Negro.

Recommendation: after studying the Century school situation for a period of several months, the writer is of the opinion that many rich, wholesome, and fruitful experiences would be derived if a school for Negroes were established; however, in the light of all the evidence that has been assembled for and against a separate school for Negroes in this community, the writer is inclined to give definite discouragement to the idea of establishing bi-racial schools in Emporia and to believe that such step would be doing violence to discretion. Since this subject has been approached with no preconceived attitude, the reasons for such a decision are: namely, after observing school conditions in Emporia at intermittent intervals for a period of almost five years, the attitude of the school children both Negro and white does not seem to merit such a step; most of the Negro citizens of this community are opposed to the idea; four of the five Negro school men, who were requested to give their candid opinion about the situation, stated that they do not believe such a step advisable--what appears to express the central thought of most of the letters is "to encourage compulsory segregation on the basis of race is to defeat one of the fundamental purposes of the public school in a democracy." (Cf. ante p. 66)

CHAPTER VII

CURRICULUM DEVELOPMENT

Yesterday our curriculum was composed of material that was decidedly technical, formal, traditional, and abstract. It was thought that the further and more remote a subject was from real life situations, the more valuable it was. Our curriculum was well loaded down with many of the classical subjects which were inherited from medieval times. A subject was not measured in terms of its aid in orientating and integrating the student into real life's meanings and values. The abstractness of the subject was considered a criteria of its veritable value. The so-called formally educated man was supposed to live in one world which administered to his physical necessities and retreat vicariously to a blissfully delightful world in his ideas, thoughts, and most of his rational activities. It is, also, very obvious that the question of human needs as interpreted in relation to the curriculum development was practically ignored. During our early colonial history, educators were innocent of giving preparation for any profession with but one exception--the Christian ministry. The development of the aesthetic, remote, romantic, and non-practical phases of education seemed to be the happy faculty of those who constructed the curriculum. A school teacher was considered successful if he developed students who knew the three R's and were obedient, docile, servile, submissive, cringing, and fawning.

Lull has expressed a most pertinent statement about the early curriculum, which is as follows:

The curriculum of the Latin grammar school was composed almost exclusively of Latin and Greek, linguistically, formally, and technically treated. Those who had dropped out of the race before graduating from college had toiled to a high degree in vain.¹

The idea that our early curriculum was little adapted to the needs and aptitudes of the average child was further given by Lull when he stated:²

In the first period of colonial educational development the colleges and secondary schools had a common aim. The sole purpose of the Latin grammar school was to prepare boys for college and that of college was to prepare them for the ministry.

During the most dramatic, episodic, and eventful history of our country we have made a most signal progress in curriculum making that is very evident. The process has been somewhat slow but gradual. Leaders on the educational frontiers have been constantly exerting laborious efforts in curriculum reorganization. Today many of the above-mentioned conditions have been almost and in some instances totally obliterated. Cubberley in describing the improvement that is being attempted today in our outstanding experimental schools says:³

All of these schools have attempted to improve the content and method of public school instruction through experimentation with children under actual school conditions, and to create a curriculum based largely on child activity, creative self-expression, and spontaneity to replace the older curriculum based largely on the ideas of formal mental discipline, conformity, and docile acceptance of what was taught.

¹ Herbert G. Lull, Secondary Education, New York: W. W. Norton and Co., 1932, p. 7.

² Ibid., p. 17

³ Ellwood P. Cubberley, Public Education in the United States, New York: Houghton Mifflin Co., 1934, p. 548.

The data mobilized in the preceding chapters of the book have been assembled with a definite purpose in mind. That purpose has been "to study certain basic institutions to see if they are adequately satisfying the needs of the children." (Cf. ante p. 1) The principal institution for the interpretation and analysis of the needs of the whole child is the school. The pace setters that should be cognizant of innate ability, attitudes, and environmental conditions of the whole child in the school should be the curriculum workers; therefore, the writer has obtained some definite and relevant facts that should aid development of the curricular activities in the community of Emporia. It is, moreover, significant that the facts pertain to the immediate local situation which involves a number of Negro children. Some of the things that the local curriculum committee will do well to consider are as follows:

- I. Negro children of Emporia High School should have the opportunity to take a good course in the history of the Negro race.

Such local historical features as the arrival of the first family, the "Exodusters," and the population trends offer opportunities for the creation of natural interest in the child. One of the best ways of teaching history is the progressing from the known to the unknown. The story of the "First Family" in Emporia (Cf. ante p. 5) is most gripping and interesting, the story of the "Exodusters" is a typical example of how thousands of Negroes left the habitat of their forefathers in search of a better place of abode. (Cf. ante p. 6) The part the Negro has played in "Population Trends" of Emporia, also, is depicted in the perspective of the total situation. (Cf. ante p. 9)

In discussing the question of making the curriculum fit the child, Brown has said the following:⁴

What are the community opportunities for creating natural interest on the part of the child? Consider first those which readily combine activities and knowledge in such a way that the child is held in his natural environment while gaining skills and information.

After the child has been orientated to the local historical situation it would be a rich experience for him to study historical facts about Negroes in the State, Nation, and world. In the Roosevelt High School, Kansas State Teachers College, Emporia, the teachers in the history and literature departments teach units on the Negro, although they do not have special classes in the history of the Negro race and literature. These units usually cover a period of two or three weeks. If the history of the Negro race is thought important enough to be taught in a school where there are few, if any Negroes, it should surely be taught in a school where Negroes are well represented.

Table XIV further indicates the need for a course in Negro History. Its results are:

⁴ Edwin J. Brown, Everyday Problems in Classroom Teaching, New York: Houghton Mifflin Co., 1932, p. 155.

TABLE XIV

OUTSTANDING CONTEMPORARY NEGROES WHO WERE RECOGNIZED

Name	Senior High	Junior High	Grades
Carter Woodson	0	0	0
Charles Florence	0	0	0
William Pickens	0	0	0
Mordecia Johnson	0	0	0
John Gregg	9	5	1
W. E. DuBois	2	0	0
L. K. Williams	1	0	1
Oscar DePriest	8	3	1
R. R. Moton	0	0	0
James Weldon Johnson	2	0	0
Number Tested	25	30	36

(Cf. ante p. 16)

There were two paramount reasons for inserting this question into the study: first, to find out if the Negro children who attend school where the curriculum is primarily designed for white children know anything about outstanding contemporary Negro leaders who are making contributions toward the Americanization of all groups and towards the amelioration of society; second, to find out if Negro children know anything about the accomplishment and achievement of Negro thinkers that would give them a feeling of racial identity.

The results show that no pupil got more than 50% of the questions correct; the inertia in answering this question is further demonstrated, since approximately 65% of them scored 0. That the children answering

the questions were not familiar with the men named is further revealed by such absurd answers in the senior high school group as: James Weldon Johnson, a prize fighter; R. R. Moton, an orchestra leader; W. E. DuBois, a player in Green Pastures.

II. The proper intermediate areas of experience.

If intermediate objectives are used in the development of our curriculum, the local curriculum committee will use those intermediate objectives, which represent socially significant relations in each of the major areas in terms of the curriculum objectives, adapted to each of the four levels of schools: senior high school, junior high school, intermediate or upper grades, and primary grades. It is, indeed, highly desirable that such curriculum objectives as health efficiency, leisure-time efficiency, citizenship efficiency, vocational efficiency, and home life efficiency be properly interpreted through the use of intermediate objects. The intermediate objects will depict the need for realistic activities and studies on all levels of the schools of Emporia. This community should be used as a major area of experience in showing social relations. The question of health as it affects Negro children of this community could be greatly helped if the following intermediate objectives were used:

1. To understand how the various types of physical recreation may be used in developing and safeguarding good health, and how to select those types and organize them as a part of one's daily living in ways that will give the greatest enjoyment and the optimum results of health.

2. To understand the production of pure foods and drinks used in satisfying human needs and their use in the best possible dietaries for individual pupils.

3. To study how to use clothing in satisfying the health needs of the body in different situations and seasons.

4. To understand the work of the health agencies of the community, such as the Welfare Association, the Red Cross, the County Health Unit, etc.

5. To make a study of school practices and conditions, for example, the time provided for lunch, the types of lunches, ventilation and their aid in the building of healthful habits.

6. To dispel some of the popular superstitions with respect to health and healing, patent medicine, quacks and nostrums.

7. To understand and obtain a realistic conception of sexual motives that affect the health of the individual, his family, and the community. (Avoid a hysterical, emotional approach on one hand and a furtive half-hearted, cringing approach on the other.)

8. To study the effects of narcotics and stimulants upon the community and upon the individual, and how they aid one in retreating from reality.

9. To understand the city garbage and sewage disposal, fire protection, public building laws, plans for beautification, hospitalization, method of caring for the poor, and how each of these affects the health of each person in the community.

10. To understand the work that is being done to prevent and control

communicable diseases, such as typhoid fever, small pox, diphtheria, tuberculosis.

The development of desirable citizenship traits is very essential. It is the job of the curriculum committee to ascertain certain desirable things that can best be obtained by such intermediate objects as follow:

1. To understand the function of all our social agencies, such as the school, church, business, industry, professions and how they help to promote the general welfare of the people in the community.

2. To study how modern mechanical devices and scientific discoveries have helped or hindered the development of such democratic terms as initiative, sharing, and cooperation.

3. To understand sympathetically the folkways, mores, customs and habits of people of other races and nationalities within your community, and to appreciate these people and to profit by the cultural enrichment which they bring to the community.

4. To know local problems that have intra-relationships, which develop between local, municipal, town, or county governments and the state government; and, second, the social relationship to the federal government, keeping in mind desirable cooperative relationships rather than direct bureaucratic control; and, third, to see if these ideas can not be carried over into intra-school citizenship problems, such as teacher-pupil relations, relations between the administration and the teachers, and relations between pupils. This should promote a spirit of sharing and cooperation.

5. To understand some of the factors in the community that lead

to mal-adjustment, such as inadequate housing facilities and overcrowded houses, which cost socially as well as financially.

6. To understand how the family is affected by changing folkways, mores, the economic status of women, the economic status of men, the growing social and industrial equalities of the sexes, and the problems of overpopulation in certain districts.

Leisure-time activities should help us develop both mentally and physically and should produce desirable social consequences.

The intermediate objects should be:

1. To develop a balance in the participation of games which are both mental and physical, such mental games as chess, bridge, and checkers should be studied with the view point of facilitating mental balance; the physical games participated in ~~in~~ should aid development of poise, grace, beauty, agility, and be useful after the completion of formal schooling.

2. To learn how to converse entertainingly and thoughtfully with people and to recognize a difference in their interests, biases, and pleasures, which should be interpreted with an attitude of sympathetic understanding. This will enable the pupils to develop skills in becoming an interesting conversationalist and a good listener.

3. To show how avocational interest can be developed in good lectures, literature, and amusements; care should be taken to understand the best types of entertainment in the theaters, lectures, art demonstrations, and art galleries.

4. To acquire a wide acquaintance with the great theories of the biological and physical phenomena, both for sheer intellectual delight of

Understanding them and for extension of range and comprehension which such understanding will give to one's reading, writing, and conversation. (Examples: theories of evolution, the electron theory, the gene theory of inheritance, etc.)

5. To encourage participation in music for sheer love of participation in music, whether in composition, listening, or rendition.

6. To understand the inter-relationship between the community, state, and federal government in promoting a wholesome leisure-time program.

Vocational activities should acquaint the student with the various vocations; guidance in regard to the choice, scope, and possibilities should be given the pupils. The following are important intermediate objectives, which should receive attention:

1. To study the various vocations and professions in the community and to study their needs, demands, opportunities, and utilities.

2. To understand the social inter-relations of the vocations:
 (1) as they are related to each other; (2) as they are related to the organization of capital and labor; (3) as they are related to health; (4) as they are related to the home life of the workers; (5) as they are related to education generally in the school; (6) as they are related to the community; (7) as they are related to leisure-time occupations or play life of the individual in the occupations, etc.

3. To understand how properly selected vocations tend to make for economic adjustment and security.

4. To develop a suitable apperception for the average standard of living in the community; this is important and aids in the development

knowledge, truth, beauty, and self-expression.

5. To understand how to seek employment after the vocational or professional training is completed.

6. To understand that true security is achieved not by supporting national reform, but by gradual gain through organization, mutual understanding and development of a worker's ideology.

7. To become informed regarding the opportunities offered in the various professions, in the state, nation, and in the other nations.

Home life efficiency should be given an increasing amount of attention, since it is being greatly affected by every category of our society. In a rapidly changing world home adjustment is of paramount importance. Some intermediate objectives that it would be feasible to develop are:

1. To understand how a knowledge of health and sanitation can make the members of the family more intelligible.

2. To understand the need to train for technical knowledge and skills, which can be used in an economic-consumers capacity for purchasing goods along with the capacity to select more intelligently the kind of goods that will meet our needs.

3. To develop a consumer's consciousness that will emancipate members of the family from high-power salesmanship, advertizing and consumer exploitation.

4. To disseminate knowledge to members of the family concerning nostrum and quack concoctions in drugs; also, the adulteration of foods, clothing, and toilet articles.

5. To understand the economic factors of the home in terms of the family budget, work of the members of the family, the mutual responsibilities and duties of the parents and children.

6. To know the types, frequency, and severity of accidents which happen in the home; much attention should be given to the best methods of prevention.

II. Current conditions which should influence the development of the curriculum.

1. Environmental factors.

- (1) The parents of most of the Negro children earn a living by doing unskilled labor. This should not be scorned since the unskilled laborer has done much towards the development of America. (Cf. ante p. 16)
- (2) Only about 33% of the Negro population live in the rented houses; about 50% of the houses have four or five rooms. (Cf. ante p. 17)
- (3) Negroes are given a hearty welcome to and do participate in the physical activities of the Y. M. C. A.; however, they participate only to a very limited extent in the financial campaigns. No definite amount is set aside in the budget for development of the Negro youth. (Cf. ante p. 18)
- (4) There are Negro members of the Y. W. C. A. Negro girls take a part in the annual cooking classes each year. (Cf. ante p. 19)

- (5) It is safe to say that between 15% and 35% of the entire Negro population are church goers each Sunday morning.
(Cf. ante p. 19)
- (6) A range of between four and ten Negroes attend the Emporia City Library each day. (Cf. ante p. 23)
- (7) Of the school children, 55% say they have 40 or more books at home, while 39% state they do not have any magazines in the home. (Cf. ante p. 25)
- (8) The Delinicator and the Ladies Home Journal are the two most popular magazines in the homes of Negroes. (Cf. ante p. 26)
- (9) The lack of a supervised recreational program for Negro children is most noticeable. (Cf. ante p. 26)
- (10) In the elementary schools 58% and in the junior and senior high schools 68% of the children say they attend the theater one or more times each week. (Cf. ante p. 27)
- (11) Over 75% of the Negro population have electric lights and radios; at least 50% have sewing machines, running water, and washing machines; between one-fourth and one-half have sewage, bathtubs, victrolas, pianos, gas, telephones, vacuum cleaners. (Cf. ante p. 31)

An illustration of the utility of the statement follows: Last winter the writer was visiting the principal of a large elementary school in Kansas City, Missouri, they were seriously considering giving piano lessons in the school where this principal is employed. He had just

- (4) Over a period of eleven years 62 Negroes have graduated from Emporia High School. (Cf. ante p. 39)
- (5) Since 1924, six Negroes have made the National Honor Society. (Cf. ante p. 40)
- (6) Practically every year Negroes in Emporia High School are awarded major athletic letters in track, but only a few participate in basketball and football. (Cf. ante p. 40)

3. Attitudes of the School Children.

- (1) About 50% of them would select another teacher if permitted; about 74% believe their school year has been rather successful; about 82% think their teachers usually treat them as friends. (Cf. ante p. 54)
- (2) About 77% of the children say they do not have dental work done often; about 44% report their eyes are easily strained; about 8% said they can not hear well. (Cf. ante p. 56)
- (3) In regard to their home conditions, 45% are permitted to play cards at home; 27% of the parents have visited the school this year; 52% of the children have bank accounts; 45% of the families do not attend concerts; 64% say their home environment is happy. (Cf. ante p. 56)
- (4) On most questions regarding neurotic adjustment Negro children compare favorably with white children and vice versa. (Cf. ante p. 58)
- (5) The question of death, the death of a relative, and contagious diseases are the three things about which the

Following things for which Emporia has a dire need:

1. Organization of a program of supervised play.

This would do much to supplement the work of the Y. M. C. A. It give the children a form of wholesome recreation, since only 29% say spend much time in the parks, playgrounds, and Y. M. C. A. (Of. ante

)

2. Teach a class in the history of the Negro race to Negro children in the senior high school.

This course should be taught to white children, also, since it depict an important phase of American life. (Of. ante p. 70)

3. Providing a list that would include books and magazines by

In the City Library, its branches, and the libraries of the colleges magazines as the Crises, Opportunity, and The Southern Workmen are un-
n. When the school children were asked to name the magazines taken in
home, not one of the above mentioned magazines was named. (Of. ante p.21)

4. Supply the superintendent with data concerning the needs of
of this community.

This would enable the superintendent to better outline his program
terms of the needs of Whites, Negroes, and Mexicans.

5. Work with the curriculum committee.

This would make the work of the curriculum committee more valid,
the Negro Educational Supervisor would have a different view about
life and needs of Negroes in Emporia. He would know much about the
fires, aptitudes, prejudices, biases, likes, ideals, and appreciations

Negro children worry or brood most often. (Cf. ante p. 58)

IV. Curriculum development in the Emporia Schools could be accelerated if a Negro Educational Supervisor were elected.

A Negro Educational Supervisor--with formal training, ability, interest in and love for children, and a capacity for hard work--would be able to help "provide the best possible opportunities for the self-expression and nurture of the child in relation to his expanding, changing, environment."⁵ The work of a Negro Educational Supervisor would not only help the Negro children but the white and Mexican children would profit immensely from his "shared relationships." In the first column that follows we suggest what kind of work he should do. In the next column we suggest with whom he would work.

<u>Kind of Work</u>	<u>With Whom</u>
Have individual conferences	Supt. of City Schools
Have committee meetings	Principals
Do research work	Teachers
Help with unadjusted children	Local churches
Supervise extra-curricular activities	Y. M. C. A.
Teach a class in Negro history	Chamber of Commerce
	Community and Civic clubs
	School Attendance Officer

If a Negro Educational Supervisor were employed, he could help with

⁵ Herbert G. Lull, Principles of Elementary Education, New York: W. W. Norton and Co., 1935, p. 19.

of this minority group. Some of the following questions could be discussed and the results applied in the curriculum development.

What are the occupations in which Negroes in Emporia participate?

(Cf. ante p. 16) What occupations are closed to Negroes in Emporia? What work could they participate in that they are not now prepared to do? What are the vocational aspirations of Negro children? (Cf. ante p. 17) How have they failed to utilize their opportunities? How have they been discriminated against? Do they have a civic and community feeling?

The answers to these and many other questions would be advantageous to the curriculum committee in the development of a "shared relationship" program for all groups in this community.

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