

A COMPARATIVE STUDY OF ATTITUDES
OF TWO GROUPS OF NEGRO
COLLEGE STUDENTS

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

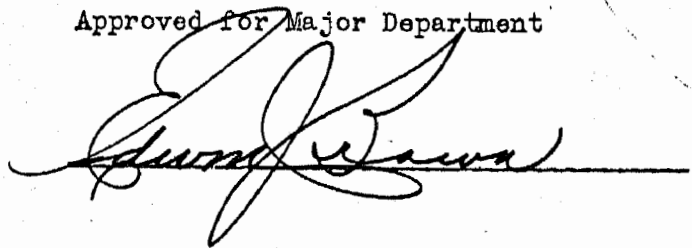
by

Ruby Mary Lucas

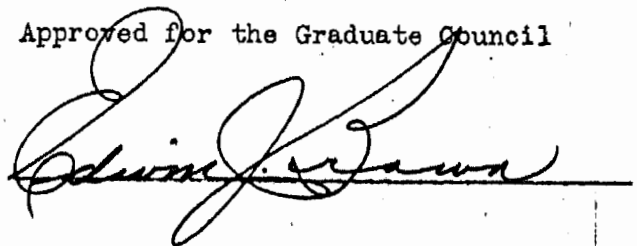
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PREFACE

The writer of this study has always attended mixed schools. When she taught her first school it was in the far South and she found that a successful adjustment there demanded that she modify or discard many of the attitudes which had previously seemed so right to her. In making her adjustments she appreciated the experiences received among her own group of people.

Because of the above experiences, the writer often has wondered whether attendance in a separate school, especially the college, develops attitudes in the Negro student different from those which would be cultivated in a mixed school.

The title of this study, "A Comparative Study of Attitudes of Two Groups of Negro College Students," has been a selection from many of the possible studies which might be made of the Negro.

As it is impossible for the writer to acknowledge her indebtedness to the students who have kindly contributed to this study and to the librarians who have given their assistance, individual acknowledgment is made to Dr. Edwin J. Brown, director of the Graduate School of the Kansas State Teachers College of Emporia, for his advice and suggestions in working out this thesis.

Ruby M. Lucas, May, 1938.

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CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

The most serious and complex problems that confront the Negro today are those inherent in his race's condition educationally, socially, economically, and politically.¹ In an attempt to solve these perplexing problems the Negro has grown to realize that his progress and success depend, to a very large degree, upon his education.² From the very fact that he has advanced in education the Negro, by expressing his point of view,³ may help in solving many of these problems. Since the education of the Negro is intricately interwoven with other fundamental problems, this study attempts to present certain facts which may lead to a better understanding of the Negro and his educational, social, economic, and political conditions as he, himself, sees them.

✕ Does the type of college effect the attitudes of Negroes? This is a perplexing question which faces many interested educators. As a result of education it is believed that the Negro himself is conscious of his own capability and of the demands that confront him. It, also, is believed that he is able to give valuable information through attitudes which may determine the effect the type of college has upon the Negro student's

¹ Charles S. Johnson, The Negro in American Civilization, (New York: Henry Holt and Company, 1930), p. 172.

² Carter J. Woodson, Negro in Our History (Sec. Ed., Washington, D. C.: The Associated Publishers, 1922), p. 158.

³ Johnson, op. cit., p. 235.

attitudes.

It has been stated that attitudes are almost universally recognized as potent determining factors of behavior.⁴ It, therefore, is hoped that the attitudes of these students may disclose some important factors which may aid in answering the question concerning the type of college and its influence upon the Negro's attitude.

THE STATEMENT OF THE PROBLEM

The main objective of this study is a comparison of Negro student* attitudes in two colleges representing the two kinds of schools in which the Negro is able to receive his education.

THE PURPOSE OF THE PROBLEM

1. To present a comparison of the attitudes of the students attending a college admitting both Negroes and Whites with those of students attending a college admitting Negroes only.
2. To present through the study of attitudes the extent to which the students in these two types of college possess desirable traits of character, health, and citizenship.
3. To attempt to find out through attitudes of students the type of colleges contributing most to the education of the Negro.

PREVIOUS STUDIES

In the Journal of Applied Sociology in 1924, the article, "Experience

⁴ S. S. Calvin, An Introduction to High School Teaching. (New York: The Macmillan Company, 1917), pp. 145-46.

* Hereafter the word "student" in this study shall refer to the Negro student unless stated otherwise.

and Race Relations," by R. E. Park,⁵ offers interesting data in which problems of education and race prejudice are well handled.

In Social Problems and Education, Earnest R. Graves⁶ has given some valuable information on the social and educational conditions of the Negro.

Thomas J. Woofter,⁷ in The Basis of Racial Adjustment, presents various analyses of race attitudes.

G. V. Cools,⁸ in his study "New tendencies in Negro Education," reviews some very interesting facts about the present outlook on the education of the Negro.

M. J. Herskavits,⁹ in 1925, made a useful study, "Some Effects of Social Selection on the American Negro." The purpose was to relate some social conditions which have been of disadvantage to the American Negro.

Jennie D. Porter¹⁰ has made a study on The Problem of Negro Education in Northern and Border Cities showing that conflicting viewpoints exist regarding mixed and separate schools for Negroes in the northern cities. According to the data presented, more Negroes graduated from the separate colleges than from the mixed colleges. Miss Porter's discussion also

⁵ R. E. Park, "Experience and Race Relations," Journal of Applied Sociology, 9:18-24, September, 1924.

⁶ Earnest R. Graves, Social Problems and Education, (New York:

⁷ Thomas J. Woofter, The Basis of Racial Adjustment, (New York: Ginn and Co., 1925), pp. 235-295.

⁸ G. V. Cools, "New Tendencies in Negro Education," School and Society, 23:484-487, April, 1926.

⁹ M. J. Herskavit, "Some Effects of Social Selection on the American Negro." American Sociological Soc., July, 1926.

¹⁰ Jennie D. Porter, The Problem of Negro Education in Northern and Border Cities. (Doctor's dissertation, University of Cincinnati, Cincinnati, Ohio, 1928), pp. 78-94.

dealt with migration and socio-economic conditions of Negroes which tended to create segregation in Northern public schools.

R. B. Binnion,¹¹ in "Solving the Negro Problem Through Education," discusses race attitudes.

Joseph St. Clair Price¹² made a study in 1929 of "The Intelligence of Negro College Freshmen" to determine whether there were any significant quantitative differences in the intelligence of freshmen at first-rate colleges for Negroes. Mr. Price made his comparison of the intelligence of freshmen in Negro colleges with a group of Negro freshmen in white northern universities and colleges.

The Problem of Negro Education in Northern and Border Cities, by L. A. Pechstein¹³ in November, 1929, was an attempt to answer the question "Shall Negroes in the North be educated in separate schools or in mixed schools?"

Ambrose Caliver¹⁴ has made a study entitled A Personnel Study of Negro College Students, ascertaining the importance of the social, economic, and intellectual background of the students in relation to their academic progress. Mr. Caliver believes that certain background factors seem to have a definite influence on the achievement of college students.

¹¹ R. B. Binnion, "Solving the Negro Problem Through Education," *Current History*, 30:231-236, May, 1929.

¹² Joseph St. Clair Price, "The Intelligence of Negro College Freshmen." School and Society, 30:749-754, November, 1929.

¹³ L. A. Pechstein, "The Problem of Negro Education in Northern and Border Cities," *Elementary School Journal*, 30:192-207, November, 1929.

¹⁴ Ambrose Caliver, A Personnel Study of Negro College Students. (Doctor's thesis, Teachers College, Columbia University, New York City, 1930), 146 pp.

Charles S. Johnson,¹⁵ in The Negro in American Civilization, presents facts about the education of the Negro in colleges and universities both of the South and of the North. Many helpful and critical views about such education are expressed. The author points out the major factors necessary for education of the Negro whether in a separate school or in a mixed school.

In "The Negro Peasant Turns Cityward," Louise Venable Kennedy¹⁶ discussed how these Negroes have added new complications to the educational problems of northern cities.

Harold Fletcher Lee,¹⁷ in a master's thesis, made a study of Social Problems of the Negro in America dealing with education of the Negro. The fact that education does not fit the Negro for his life's needs is discussed. This discussion is interrelated with an economic viewpoint.

A Comparative Study of White and Colored Pupils in a Southern System was made by A. Hewitt¹⁸ in October, 1930. He suggested that more careful grading, more objective comparisons, and higher standards probably would serve as inducements for intelligent colored children to put forth efforts commensurate with their ability.

Robert Russa Moten¹⁹ in What The Negro Thinks presents the point of view of many Negroes concerning race attitudes.

¹⁵ Charles S. Johnson, op. cit., pp. 224-298.

¹⁶ Louise Venable Kennedy, The Negro Peasant Turns Cityward. (New York: Columbia University Press, 1930), pp. 192-200.

¹⁷ Harold Fletcher Lee, In Social Problems of the Negro In America (Doctor's dissertation, University of Chicago, Chicago, Ill., 1930), Ch. 3.

¹⁸ A. Hewitt, "A Comparative Study of White and Colored Pupils in a Southern System," Elementary School Journal, 31:111-119, October, 1930.

¹⁹ Robert Russa Moten, What the Negro Thinks (New York: Doubleday Doran and Co., 1932), pp. 127-295.

Jane Addams,²⁰ in an article entitled "Rise of Negro Education," dealt with many of the general discussions concerning the education of the Negro.

THE SCOPE OF THE STUDY

This study is an attempt to determine through personal interviews the attitudes of Negro students toward social problems in general, and their opinions as to the type of college considered best for the education of the Negro. Kansas State Teachers College of Emporia, Kansas, and Lincoln University of Jefferson City, Missouri, are the schools in which the students were interviewed.

Students enrolled at the Kansas State Teachers College of Emporia were interviewed during the school year of 1936-37. An attempt was made to interview every Negro enrolled. A few first semester students, however, were not interviewed since they dropped out of school at the beginning of the second semester. At Lincoln University there were fifty-three students interviewed. These interviews were made in May, 1937.

Kansas State Teachers College of Emporia represents the type of college that admits both Negroes and Whites. The number and classification of the students interviewed at this college are shown in Table I on the following page.

Lincoln University was selected to represent the type of college that admits the Negro only. Table II on page 8 shows the number and classification of the students interviewed at this college. Table III, page 9, shows the complete distribution of the students interviewed in the two institutions by classes, school, and sex.

²⁰ Jane Addams, "Rise of Negro Education," School Life, 18:98, January, 1935.

TABLE I
 NUMBER OF NEGRO STUDENTS INTERVIEWED AT
 THE KANSAS STATE TEACHERS COLLEGE
 OF EMPORIA, 1936-1937

Classification	Male	Female	Total	
			No.	%
Freshmen	6	7	13	26.0
Sophomores	2	9	11	22.0
Juniors	6	8	14	28.0
Seniors	4	8	12	24.0
Total	18	32	50	100.0

Read table thus: Six male and seven female of the students interviewed during the school year of 1936-1937 were freshmen. These thirteen students represent 26% of the entire group interviewed at the Kansas State Teachers College of Emporia. Read in like manner for other classes.

The above table is self-explanatory. However, it is noted that there were fewer male students than female students interviewed.

TABLE II
 NUMBER OF STUDENTS INTERVIEWED AT LINCOLN
 UNIVERSITY, JEFFERSON CITY, MISSOURI,
 MAY, 1937

Classification.	Male	Female	Total	
			No.	%
Freshmen	10	12	22	41.5
Sophomores	8	7	15	28.3
Juniors	5	4	9	17.0
Seniors	3	4	7	13.2
Total	26	27	53	100.0

Read table thus: Ten male and twelve female of the students interviewed in May, 1937 were freshmen. These twenty-two students represent 41.5% of the entire group interviewed at Lincoln University. Read in like manner for other classes.

It is evident that there is a greater numerical variation among the different classes in Table II than in Table I. The distribution of the sexes also shows a greater variance in Table II than in Table I.

TABLE III
 DISTRIBUTION OF THE STUDENTS INTERVIEWED
 IN THE TWO INSTITUTIONS BY CLASSES,
 SCHOOLS, AND SEX

Classifi- cation	Number	%	College		Sex	
			Emporia	Lincoln	Male	Female
Freshmen	35	34.0	13	22	16	19
Sophomores	26	25.3	11	15	10	16
Juniors	23	22.3	14	9	11	12
Seniors	19	18.4	12	7	7	12
Total	103	100.0	50(48.5%)	53(51.5%)	44(42.8%)	59(57.2%)

Read table thus: In the freshman class thirty-five or 34.0% of the students were interviewed; thirteen attended the Kansas State Teachers College of Emporia, twenty-two attended Lincoln University; sixteen were male, nineteen were female. Read in like manner for other classes.

METHOD OF PROCEDURE

Because there are problems and issues in education of special significance for Negroes, this study sought to discover the attitudes of the college students concerning these problems. The method decided upon to ascertain these attitudes was that of the interview. Facts were obtained from previous studies (listed on pages 3-8), various attitude tests, and from individual discussions.

As stated before, nearly every Negro enrolled at the Kansas State Teachers College of Emporia was interviewed during the school year 1936-1937. In May, 1937, interviews were obtained from fifty-three students enrolled at Lincoln University. Details and arrangements for the interviews were made by correspondence. The names of the students who were to be interviewed were selected by choosing every sixth name found in the catalog printed for the year 1936-37.

Questions covering race problems, education, health, socio-economic and political problems of the Negro were asked to obtain data. Only pertinent data were sought. There was, however, a definite desire to secure data which would be as objective as possible. Because independent attitudes from students were desired, rather than "yes" and "no" answers, no formal set of questions covered the group query, however, many statements concerning his problems were asked. Each interview was shaped by the student's response.

SOURCES OF DATA

The greater part of the data that were used in this study was obtained from the 103 students who were interviewed. The remaining data have come from previous studies and from suggestions made by a few individuals.

TYPES OF DATA COLLECTED

The following types of data were classified from the 103 interviews and from other sources previously mentioned:

1. Facts concerning fallacies about Negroes.
2. Facts concerning race relations and race prejudice.
3. Facts concerning the mixed college.
4. Facts concerning the separate college.
5. Facts concerning education and the Negro.
6. Facts concerning the health, socio-economic, and political conditions of the Negro.

DEFINITION OF TERMS

The term "Negro" as used refers to those students who acknowledge having Ethiopian blood.

"Attitude" is a term used to refer to those tendencies toward a mode of mental response or feeling in relation to the subject in question.

In this study the term "separate school" refers to the college for the Negro only.

The term "mixed college" implies those colleges that permit students of all races to attend.

"Race prejudice" is a term used in this study to refer to the intolerant feelings against the white* race or the black race, as the case may be.

* All students of other races than the black race are grouped in the term "white race."

PRESENTATION OF DATA

The general plan of this study has been to arrange and to classify data obtained into statistical tables, and to state some of the opinions collected. Each table is accompanied by an analysis or discussion. Conclusions have been drawn from data obtained, and recommendations which have been made.

CHAPTER II

POPULAR BELIEFS ABOUT NOGROES

The education of the Negro is hindered by many common beliefs concerning his ability to learn. Upon what are these beliefs founded? In what way have they tended to handicap the Negro?

UPON WHAT ARE THESE BELIEFS FOUNDED?

Dollard¹ in his Caste and Class in a Southern Town, stated that defensive beliefs (fallacies) are intentions on the part of some writers to subdue any pressure from the Negro who attempts to alter his fixed status in the lower caste. He also stated that sacred tradition has made it so; hence no consideration is given to the culture bearers of the inferior race.

Another writer² expressed the idea that many fallacies about the Negro exist because of insufficient knowledge in regard to the leadership of the Negro and the growth of race pride. Both sources attribute these fallacies to propaganda.

HOW HAVE THESE BELIEFS TENDED TO HANDICAP THE AGGRESSIONS OF THE NEGRO?

The spread of these beliefs has been one of the predominant factors of race prejudice among the black and white races. Because of this fact, the Negro probably has developed a race consciousness which often has led to a hatred for the other race. It is believed that these beliefs have tended

¹ John Dollard, Caste and Class in a Southern Town, (Yale University Press: New Haven, 1937), p. 363.

² John Daniels, In Freedom's Birthplace (Houghton Mifflin Company, Boston, 1914), p. 423.

to instill in many Negroes, the trained as well as the untrained, the lack of race culture and fidelity. It is believed that the greatest handicap to many aggressions attempted by the Negro are those beliefs relating to his character and character traits, and to his moral and social status.

Four beliefs chosen from the subject matter of the researches mentioned in Chapter I are presented in this study. Only those which are directly connected with the education of the Negro will be discussed. These were presented to the 103 students, who were asked to express their opinions about them. Each belief will be discussed separately. Complete results are found in the various tables of this chapter.

IS THE NEGRO INHERENTLY INFERIOR?

The most discussed belief considered in this chapter, is that the Negro is inherently inferior. Many express the belief that there is no race inherently inferior, but that there are inferior individuals in every race. Basic factors pertaining to this particular belief were presented to the student interviewed. The results are found in Table IV.

Table IV shows that the two highest ranking factors influencing the possibilities of this belief are low economic conditions and poor environmental conditions respectively.

The ranking of the third factor varies to some extent. Emporia students thought that insufficient physical development is one explanation of the apparent deficiency among Negroes; Lincoln students thought that inferior home and educational training were more important factors in causing the apparent deficiency among Negroes.

TABLE IV

SOME BASIC FACTORS PERTAINING TO THE POSSIBILITIES
OF THE INFERIOR STATUS OF NEGROES

Factor	Favorable Results				Total	
	Emporia		Lincoln		No.	%
	No.	%	No.	%	No.	%
Low economic conditions	45	90.0	43	81.1	88	85.4
Poor environmental conditions	41	82.0	40	75.5	81	78.7
Inferiority complex caused by race prejudice	15	30.0	27	50.9	42	40.8
Inferior home and education that leads to poor mental processes	27	54.0	28	52.8	55	53.4
Insufficient physical development necessary to sustain mental development	38	76.0	27	50.9	65	63.1

Read table thus: Forty-five or 90% of the students of the Emporia group, and forty-three or 81.1% of the students of the Lincoln group believed that the factor "low economic conditions" was a cause of the inferiority of Negroes. This was a total of eighty-eight or 85.4% of the 103 students. Read in like manner for the other factors.

The influencing factors which may cause inferiority among Negroes are the following:

1. Low economic conditions (Emporia, 45 or 90%; Lincoln, 43 or 81.1%).
2. Poor environmental conditions (Emporia, 41 or 82%; Lincoln, 40 or 75.5%).
3. Insufficient physical development to sustain mental development (Emporia, 38 or 76%; Lincoln, 27 or 50.9%).
4. Inferior home and educational training (Emporia, 27 or 54%; Lincoln, 28 or 52.9%).

It is noted that no student of either type of college thought the Negro inherently inferior.

CAN THE NEGRO BE EDUCATED AS CAN THE WHITE MAN?

The second belief considered is that the Negro cannot be educated as can the white man. That Negroes have graduated from many of the leading American colleges, some with honors, proves that at least some Negroes are capable of high attainments. The immediate problem in this chapter, however, is to present some possible factors that probably have led to this faulty belief. Complete data are found in Table V on the following page.

In Table V the majority of students from both types of college listed the influencing factors in the same order of importance.

The three reasons which ranked highest among the favorable replies correlated closely with the facts presented in Table IV. They are as follows:

1. Negroes possess less economic security.
2. Negroes are denied equal opportunities with whites.
3. Negroes receive poorer home training than whites.

TABLE V

INFLUENCING FACTORS PERTAINING TO THE POSSIBILITIES OF THE NEGRO'S
ABILITY TO LEARN COMPARED TO THAT OF WHITE MAN'S

Factor	Favorable Results				Total	
	Emporia		Lincoln			
	No.	%	No.	%	No.	%
Less cultural background	13	26.0	21	39.6	34	33.0
Unequal opportunities	29	58.0	35	66.0	64	62.1
Inferior mental processes	2	4.0	2	4.0
Poorer home training	23	46.0	28	52.8	51	49.5
Less economic security	42	84.0	44	83.0	86	83.5

Read table thus: Thirteen (26.0%) of the students from Kansas State Teachers College of Emporia favored the factor "lack of cultural background" as an influencing factor; twenty-one (39.6%) of the students from Lincoln University favored the same factor. This was a total of thirty-four or 33.0% of the students from both groups.

An interesting fact to be noted is that two students from the mixed college believed Negroes to be inferior in educability. These same students, nevertheless, did not believe Negroes were inherently inferior. (See Table IV.)

The ranking of the percentages between the two types of schools were very close in most instances. (See Table V.)

ARE EDUCATED NEGROES ARROGANT?

The belief--the educated Negro becomes arrogant and causes friction between the races--is the third one discussed. There are among Negroes as among any other educated group, some who are radicals. Such persons, of course, always do more harm than good to their own race and to other races. Since this belief is so widely spread, there may be reasons why some educated Negroes are arrogant. Upon what conditions do Negroes become arrogant? Certain factors relating to this question were presented to the 103 students. Table VI shows complete results.

TABLE VI
 IMPORTANT FACTORS SHOWING WHY SOME
 NEGROES BECOME ARROGANT

Factor	Favorable Results				Total No. %	
	Emporia		Lincoln			
	No.	%	No.	%	No.	%
Extreme attitudes	43	86.0	47	88.7	90	87.4
Narrow-mindedness	31	62.0	20	37.7	51	49.5
Wrong conception of education	33	66.0	28	52.8	61	59.2
Innate tendencies	17	34.0	21	39.6	38	36.9
Selfish desire for leadership	42	84.0	40	75.5	82	79.6

Read table thus: Forty-three or 86.0% of the students from the Kansas State Teachers College of Emporia, and forty-seven or 88.7% from Lincoln University expressed a favorable attitude toward the factor "extreme attitudes" as an important factor showing why some Negroes become arrogant. This was 90 or 87.4% of the 103 students.

Table VI indicated a wider range within the percentage ranking of the Lincoln group than in the Emporia group. The correlation between the two groups are not as high as those found in Table IV or Table V.

The factors "extreme attitudes" and "selfish desire for leadership" are the highest ranking factors. The results are as follows:

1. Extreme attitudes (Emporia, 43 or 86.0%; Lincoln, 47 or 88.7%).
2. Selfish desire for leadership (Emporia, 42 or 84.0%; Lincoln, 40 or 75.5%).

The factor "narrow-mindedness" shows the widest variance of opinion between the two types of schools. (Emporia, 31 or 62.0%; Lincoln, 20 or 37.7%.)

There was a favorable attitude from the students of both groups relating to the factor "wrong conception of education."

ARE NEGROES NATURALLY SHIFTLESS?

That the Negro is naturally shiftless, and consequently develops a "get by" attitude when educated, is the last belief to be discussed in this chapter. Without a doubt this belief has brought unnecessary criticisms upon the race. There is no doubt that some Negroes are shiftless, but not all. Is the shiftlessness which is found in Negroes natural or does it develop from other causes? Factors believed to influence shiftlessness of the "get by" spirit were presented to the 103 students. The distribution of the favorable replies is found in Table VII on the following page.

TABLE VII
 DISTRIBUTION OF BASIC FACTORS CAUSING
 SHIFTLESSNESS AMONG SOME NEGROES

	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
Racial trait	3	6.0	6	11.3	9	8.7
Poor nutrition and physical stimulant	31	62.0	25	47.2	56	54.4
Non-cultivation of the fundamen- tals of education	28	56.0	23	43.4	51	49.5
Depressive environmental conditions	23	46.0	30	56.6	53	51.5

Read table thus: Three or 6.0% of the students from Kansas State Teachers College of Emporia favored; and 6 or 11.3% from Lincoln University agreed that the factor "racial trait" was a cause of shiftlessness. This was a total of 20.4% of the students.

Table VII shows that the 103 students expressed the attitude that education has nothing to do with the development of the "get by" spirit and shiftlessness. A greater per cent from Lincoln than Emporia believed shiftlessness was a racial trait. This percentage, however, is not an average representation. (Emporia, 3 or 6.0%; Lincoln, 6 or 11.3%.)

The students from the mixed college tended to show less of the defensive attitude than those from the separate college.

SUMMARY

The preceding tables have shown the following opinions:

1. The important factors that influence the arguments against the four beliefs are the low economic conditions which exist among Negroes, and the poor environmental conditions in which Negroes live.

2. No student believed the Negro inherently inferior.

3. The majority of students of each group believed that the belief "The Negro is inherently inferior," probably was supported by two basic factors, namely; his economic and his environmental conditions.

4. The statement, "The Negro cannot be educated as can the white man," was one with which students from both types of college disagreed heartily.

5. The factors influencing this argument were: the Negro possesses less economic security; the Negro is denied equal opportunities; and the Negro has poorer home training.

6. The third statement, "Education causes Negroes to become arrogant," was denied by both schools. The most important factors causing arrogance are listed as extreme attitudes, selfish desire for leadership, and the wrong conception of education.

7. That Negroes are naturally shiftless and develop a "get by" attitude when educated, is not denied entirely by students of either type of college.

8. "Lack of proper nutrition necessary for physical stimulation" and "depressive environmental conditions" are the important factors which are believed to support this belief.

9. The correlation of percentages between the two types of schools are very high; the higher percentage belongs to the separate school group.

10. Less defensive attitudes are shown by the students of the mixed college than by the students attending the separate college.

CHAPTER III

RACE RELATIONS AND RACE PREJUDICE

The matter of race relations between the Negro and the Whites constitutes one of the outstanding problems discussed in many colleges, both in the North and in the South.¹ This fact evidently engages the interest of many Negroes. What are the attitudes of these 103 students? Does the type of college attended influence the attitude of the student? How do the agencies which influence the attitudes of the students from these two colleges compare? In this chapter the writer has attempted to find out the answers to these questions through students' attitudes.

WHAT ARE THE ATTITUDES OF THE NEGRO STUDENT?

Many of the attitudes or opinions obtained stated more or less the same point of view; hence the writer has listed only thirteen different opinions. Those starred are from students at Lincoln University; the others are from the Emporia group.

I must admit that what we need today is cooperation within our group. This should be our first step toward better race relations. If both races would unite in some sort of mutual understanding, it would be very helpful and our race problems could be solved much easier. Such union hasn't been formed to any great degree so far; I doubt if the future holds any greater hope. I say this because there are too few whites interested in our social and economic problems. We must admit that much has been done through the aid of the whites and their interest in our educational problems. These problems were brought about by mutual understanding; that is why I believe race relations could do as much for other race problems.

¹ Edwin R. Embree, Brown America (New York: The Viking Press, 1933), p. 21.

When whites become convinced that the future of the white race depends on a greater unity between the two races instead of breaking it down and when the Negro becomes convinced that many whites only know us through the "eyes" of public opinion, we will have better race relations. Not until these facts are realized by each race will there be much gained from race relations. When these two attitudes are accepted, I believe we will become less sensitive to unfavorable remarks, and the whites will begin to look for something worthwhile in us. This in turn will lead to a greater understanding and outcome of race relations.*

The greater influence of race relations should come from our group. The majority of the whites think we are an inferior race that is ignorant, immoral, and untrustworthy. It is up to us to change the belief. We must put greater trust in our group. We must get away from the idea that there is no Negro who can do for us what a white man can do. We must put more stress on our economic, health, and educational problems and less on our social ones. When we fight and obtain better conditions in regard to these problems, our conditions, without a doubt, will be improved.

We must, however, make a definite study of ourselves, in order to make stronger relationships within the race. We are doing this, but to a very small extent. When we show the whites that we are a well organized race, even if we are not the dominant race, when all these things are done, we, as a race will demand a better outlook and respect from the white race, and, in time, will settle many of our greater race difficulties.*

If race relations between the black and white races in America are to be improved, such relationships, in my opinion, should begin in our churches. Our individual attitudes and practices which are prejudiced against each other should be friendly ones. I can't understand how any group of people ever hope to bring about a greater understanding, unless it is free of malice and dislike for another group. When both races have brought about a mutual understanding, then we shall have better relationships.*

Education is our greatest salvation in bringing about better race relations. I find that the more I read and study about the ideals and customs of my race and about those of the white race, the more I begin to see an outlook for us. Things aren't as bad as they are painted about us and many whites realize it.

Here, in Missouri, the University and our school exchange inter-racial meetings. It seems to me that these white students are trying very hard to understand us. I am sure that we learn a great deal about them. The best method by which each group is to understand the other is that of direct contact. I am very optimistic when it comes to the good that race relations can do for both races.*

Our position as a race is not found as yet. There are still many struggles. We are learning more and more regarding our right and the injustices we suffer. I believe, with this knowledge, there has come an inclination, within the race, to right the wrong. If we are

to do away with this bitterness, I am inclined to believe that it must be done by better race relations obtained by group discussions. These discussions should be contributed to by members of both races. The leaders from each race should be brave and honest enough to give actual facts that are existing within his particular group. Solidarity and loyalty are the two factors needed in our race to stimulate such qualities among our leaders. We who are fighting for higher education must strive to understand our masses.*

Better race relations can do a lot for our race, but we as Negroes must learn that to be defended we must show a greater competency in handling our own problems. This must be done in such a way that the race as a whole can be assured of the service it has a right to expect. This right can be assured only by a friendly attitude from the white race.

Most of our discussions of race relations are unnecessary. They often create many difficult economical and political problems. Our race relations should begin with children in the grades and continue throughout the educational system. Why wait until we are adults to contend for better race relations when the race question is brought before the white and colored children daily in the schools and homes. Attitudes are not easily changed during our college days or after.

Why not race relations? This is the greatest method by which the Negro can make the white man understand his race and its problems. Amicable race relations always involve expressions and ways that trend toward a good-will.

I think that a thorough study of our interracial problems is needed very much. All Americans, whether white or colored, work together and face common problems such as educational, economic, civic, and political: this is why it seems that race relations are necessary if we are to make a better nation. As long as one race holds another race down it cannot advance to its fullest. At present, I think our particular problems are better understood than ever before; this change has been brought about through interracial relations.

It is through race relations that the rights of the Negro are to be defended by the other group.

One of the most frequently employed modes of attack on the race problem is the holding of interracial meetings. I do not believe these meetings are of any assistance in solving the race problem because the members of both races conceal their true feelings and reactions under a cloak of hypocrisy, or at least they present only one side of the question.

The solution of the problem lies in the realization of both groups that what affects the welfare of one affects the welfare of the other. There are certain cultural things which the Negro can get from white folk. However, what the Negro needs, is economic security; once he gets this he may acquire all the other good things of life later. This clearly implies the need for unlimited educational opportunities,

for the economic enterprise in separate and mixed schools and business operating on the same basis as white folk. In short, what the Negro needs and desires is not social equality, but equality of opportunity to prepare culturally and vocationally for their maintenance and to maintain a desirable standard of living--an equality due him not because he is a Negro, but because he is a member of the human race.

Interracial meetings of sufficient value to repay the efforts sought are those meetings in which the white race loses some of its superiority and we lose some of our inferiority. In other words, I believe that each race is essential to the other man's cultural development is deeper than our own. This is a quality that offers much to the Negro. Interracial meetings offer much to both races, however, I believe the Negro benefits the greater.

THE INFLUENCE OF THE COLLEGE

Does the type of college influence student attitudes? In order to attempt to answer this question each student was asked if he had received influence from the college he attended. If so, to what extent? The reactions and their results are tabulated in Table VIII.

AGENCIES WHICH INFLUENCE STUDENTS' ATTITUDES

The agencies which the 103 students believed to have influenced their attitudes pertaining to race relations and to race prejudice are indicated in Table IX.

TABLE VIII

THE AMOUNT OF INFLUENCE THE COLLEGE HAS UPON THE STUDENTS'
ATTITUDES PERTAINING TO RACE RELATIONS

	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. None	0	00.0	0	00.0	0	00.0
2. Partially	43	86.0	48	90.6	91	88.4
3. Wholly	7	14.0	5	9.4	12	11.6

Read table thus: Forty-three or 86.0% of the students from Emporia and 48 or 90.6% from Lincoln were partially influenced by the college attended. This is 91 or 88.4% of the total. Read other items in like manner.

TABLE IX

COMPARISON AND DISTRIBUTION OF AGENCIES THAT INFLUENCED THE STUDENTS' ATTITUDE

Agency	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. Home	9	18.0	10	18.9	19	18.4
2. School	15	30.0	10	18.9	25	24.3
3. Literature	5	10.0	7	13.2	12	11.7
4. Lectures, Discussions	7	13.2	12	22.6	19	18.4
5. Associations, Contacts	11	22.0	14	26.4	25	24.3
6. Undecided	2	4.0	0	00.0	2	1.9
7. Independent (no particular agency)	1	2.0	0	00.0	1	1.0

Read table thus: Nine students from Emporia and 10 students from Lincoln received their influence, pertaining to race relations, from the home. This is 19 or 18.4% of the total. Read the other items in like manner.

RACE PREJUDICE AMONG NEGRO STUDENTS

The writer has attempted to find out the students' attitudes concerning race prejudice for two reasons. The first reason is concerned with the close connection between race relations and race prejudice. It is believed that race relations depend upon the attitude of the races involved, while the attitude of the races involved depends upon the amount of race prejudice each individual has within his race.

It seems to be an accepted fact that there is race prejudice within the white race. Hence, the second reason for consulting student attitudes is to attempt to show the prejudices that Negroes, as a race, have against the white man. It should be important, therefore, for individuals of each race to know the attitudes of those of the other race.

Do students that attend a college for Negroes only have the same attitudes as the students who attend a "mixed " college? What are some of the prejudices Negroes have against the Whites? To what extent do Negroes believe the Whites are prejudiced? What amount or percentage of Negroes agree with the white man's point of view?

Fifty statements that involve the answers of these questions were presented to the 103 students. These statements were compiled from verbal and written statements of persons of both races, interested in the problems of Negroes. The fifty statements and their results are found in Table X on the following page.

TABLE X

DISTRIBUTION OF STUDENT ATTITUDES TOWARD RACE
RELATIONS AND PREJUDICE

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. Race prejudice is essentially a function of visibility	16	32.0	14	26.4	30	29.1
2. Whites are becoming more and more favorable in accepting the Negro as a part of American civilization	41	82.0	36	67.9	77	74.8
3. Whites are unsympathetic and treat Negroes as their inferior	42	84.0	46	86.8	88	85.4
4. Negroes have accepted the inferior status imposed upon them and regard it as one of the conditions of life	34	68.0	46	86.8	80	77.7
5. Negroes should direct their greatest interest to public health, economic improvement, and industrial education	44	88.0	43	81.1	87	84.5
6. Race prejudice seems to deny complete humanity for the Negro group	25	50.0	21	39.6	46	44.7
7. The Negro is quick to imitate	44	88.0	26	49.2	70	68.0
8. Negroes understand Whites better than the Whites understand Negroes	35	70.0	30	56.5	65	63.1
9. Negroes are more prejudiced than Whites	5	10.0	6	11.3	11	10.7
10. The development of racial self-respect is felt more in the white race than in the black race	21	42.0	24	45.3	45	43.7
11. Negroes want to be white	5	10.0	5	9.4	10	9.7
12. Race prejudice is the greatest handicap to the Negro in obtaining equal rights	48	96.0	46	86.8	94	91.3

TABLE X (continued)

DISTRIBUTION OF STUDENT ATTITUDES TOWARD RACE
RELATIONS AND PREJUDICE

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
13. Negroes prefer to surrender their privileges rather than suffer the embarrassments and humiliations that occur from the prejudice of the white race	43	86.0	42	79.2	85	82.5
14. The Negro in fighting his battles prefers to have the aid of the white man	37	74.0	26	49.1	63	61.2
15. Negroes prefer to have dealings with Whites rather than with members of their own race	34	68.0	29	54.7	63	61.2
16. Whites have only a theoretical idealism in respect to Negroes	42	84.0	35	66.0	77	74.8
17. Race prejudice is increasing among both races	16	32.0	19	35.8	35	33.9
18. Negroes are able to progress without the interest and aid of the white race	13	26.0	22	41.5	35	33.9
19. Whites do not receive actual credit for the good they have done for Negroes	8	16.0	19	35.8	27	26.2
20. The future development of the Negro depends upon the white man's attitude	43	86.0	41	77.4	84	81.6
21. Prejudices against the Negro will diminish, as the inferior aspects of the Negro diminish	44	88.0	40	75.5	84	81.6
22. Race prejudice against the Negro is based greatly upon color	33	68.0	20	37.7	54	52.4

TABLE X (continued)

DISTRIBUTION OF STUDENT ATTITUDES TOWARD RACE
RELATIONS AND PREJUDICE

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
23. The only source by which race prejudice can be lessened is through the development of better race relations	43	86.0	44	83.0	87	84.5
24. A Negro should have white friends; they can bring him more prestige	34	68.0	20	37.7	54	52.4
25. Interracial marriages should be permitted when desired	15	30.0	15	28.3	30	29.1
26. The black and white races have vastly different contributions to make to the building up of the American culture	15	30.0	14	26.4	29	28.2
27. The future of the white race depends upon better relations between the black and white races	37	74.0	33	62.3	70	68.0
28. The position of Negroes, as a race, has not been found as yet	37	74.0	37	69.8	74	71.8
29. A Negro is accepted by the Whites on the basis of his personal worth and characteristics	29	58.0	30	56.6	59	57.3
30. A Negro can learn more from a white man than from another Negro	27	54.0	27	50.9	54	52.4
31. As the Negro contends for personal advancement, hatreds are constantly raised in the white man.	7	14.0	28	52.8	35	33.9
32. The Negro has much to gain from the culture of the white man	50	100.0	53	100.0	103	100.0
33. The Negro, as a race, has not contributed to the American culture	16	32.0	12	22.6	28	27.2

TABLE X (continued)

DISTRIBUTION OF STUDENT ATTITUDES TOWARD RACE
RELATIONS AND PREJUDICE

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
34. Under the same environmental and cultural opportunities as the whites, Negroes would produce a culture different from the Whites	18	36.0	21	39.6	39	37.9
35. That prejudice is manifested by the majority group in ignoring and by a minority group in attempting self assertiveness is the cause of much of our racial friction	44	88.0	46	86.8	90	87.4
36. Race friction cannot be avoided under any circumstances	21	42.0	25	47.2	46	44.7
37. Negroes, as a group, are concerned with the individual; Whites are concerned with the race	15	30.0	12	22.6	27	26.2
38. The greatest progress of the Negro is due to his close associations with the white man	21	42.0	17	32.1	38	36.9
39. The majority of Negroes should be interested in industrial education	14	28.0	16	30.2	30	29.1
40. Negroes develop a race pride that often leads to too much race consciousness	9	18.0	14	26.4	23	22.3
41. The acceptance of the white man's standards is reflected in the attitudes of the Negro	45	90.0	46	86.8	91	88.4
42. Negroes should receive the same social advantages as the white man	50	100.0	53	100.0	103	100.0
43. The Negro should enjoy his social advantages along with the white man	17	34.0	15	28.3	32	31.1

TABLE X (continued)

DISTRIBUTION OF STUDENT ATTITUDES TOWARD RACE
RELATIONS AND PREJUDICE

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
44. After a Negro is educated to the levels of a white man, there still will exist prejudices between them	34	68.0	37	69.8	71	68.9
45. The white man is concerned in how the Negro rates economically rather than how he rates socially	21	42.0	19	35.8	40	38.8
46. Fallacies about the Negro are based, to a great extent, upon the race prejudice of the white group.	42	84.0	49	92.5	91	88.4
47. As advancement in economic power and cultural attainment is made among Negroes, there will be a tendency on the part of the white race to object less to inter-marriage	16	32.0	17	32.1	33	32.0
48. Negroes preach "respect for the other race," to a much greater degree than the whites preach the same slogan	44	88.0	47	88.7	91	88.4
49. The Negro is as embarrassed as the white man when the former is seen in company with the latter	27	54.0	39	73.6	66	64.1
50. The white man shows a greater tendency to seek the Negro's company than the Negro does to seek the company of the Whites	24	48.0	36	67.9	60	58.3

Read table thus: Reading No. 50, twenty-four or 48.0% of the Emporia group; 36 or 67.9% of the group from Lincoln favorably agreed with the statement "The white man shows a greater tendency to seek the Negro's company more than the Negro does to seek the company of the Whites." This is 58.3% of the total. Read other statements likewise.

SUMMARY

Table VIII shows the following:

1. A larger per cent of students of the separate college than of the mixed college believed the college partially influenced their attitudes toward race relations. (Emporia, 86.0%; Lincoln, 90.6%.)
2. A larger per cent of students of the mixed college than of the separate college believed the college had wholly influenced their attitudes toward race relations. (Emporia, 14.0%; Lincoln, 9.4%.)
3. All students of both types of college believed that attitudes toward relations are influenced somewhat while in college.

Table IX indicates the following:

1. Students of both types of college received about the same amount of influence from the home. (Emporia, 18.0%; Lincoln, 18.9%.) This agency, however, is not the greatest influencing one among students of either type of college.
2. The greatest amount of influence is believed to be received from associations and contacts by students of the separate college; yet, students of the mixed college received their greatest amount of influence from the school. (See items 5 and 2 respectively.)

Table X shows the following:

1. One hundred per cent of the students of both types of college feel that the Negro has much to gain from the culture of the white man. (See statement 32.)
2. Although all the students from the two groups think that Negroes should receive the same social advantages as the white man (statement 42), only a minority of these groups (Emporia 34%; Lincoln 28.3%) think that the Negro should enjoy his social advantages along with the white man (state-

ment 43). This fact bears out with the extent of agreement given for the statement "Negroes want to be white" (Emporia, 10.0%; Lincoln, 9.4%). (See statement 11.)

3. That race prejudice is essentially a function of visibility, is not believed by many of the students from either group (Emporia, 32.0%; Lincoln 26.4%). (See statement 1.) Even though an overwhelming majority believed race prejudice the greatest handicap to the Negro in obtaining equal rights (Emporia, 96.0; Lincoln 86.8%), and a lesser majority believed race prejudice seemed to deny complete humanity for the Negro group (Emporia, 50.0%; Lincoln, 39.6%); very few students of either group believed that Negroes are more prejudiced than Whites (Emporia, 10%; Lincoln, 11.3%). See statements 12, 6, and 9 respectively.

4. In respect to comparisons between the two races, the students of both types of college showed a greater tendency to agree with those statements which seemed to stress the individual than those which seemed to stress the race. This is indicated in the statements, "Negroes prefer to have dealings with Whites rather than with members of their own race" (Emporia, 68.0%; Lincoln, 54.7%), and "A Negro can learn more from a white man than from another Negro" (Emporia, 54.0%; Lincoln, 50.9%), in comparison with the statements "The development of racial self-respect is felt more in the white race than in the black race" (Emporia, 42.0%; Lincoln, 45.3%), and "The black and white races have vastly different contributions to make to the building up of the American culture" (Emporia, 30.0%; Lincoln 36.4%). Statements 15, 30, 10 and 26 respectively.

5. Although students of both groups believed that Whites are becoming more and more favorable in accepting the Negro as a part of American civilization (Emporia, 82.0%; Lincoln, 67.9%); they also believed that the

Whites are unsympathetic and treat Negroes as their inferior (Emporia, 84.0%; Lincoln, 86.8%). (Statements 2 and 3.)

6. The Lincoln group showed more belief in the statement "Negroes are able to progress without the interest and aid of the white race" than the Emporia group (Emporia, 26.0; Lincoln, 41.5). Statement 18.

7. Although neither type of college expressed a favorable attitude for the statement "Whites do not receive actual credit for the good they have done for Negroes, the results between the two groups showed a marked degree of disagreement (Emporia, 16.0%; Lincoln, 35.8%). Statement 19. The result shows a striking difference in that the Lincoln group showed less antagonism than the group of Emporia.

8. Few of these students believed in the permission of interracial marriages (Emporia, 30%; Lincoln, 28.3%). This, again, apparently supports the statement that "Negroes do not want to be white."

9. Throughout Table X the distributions show that the Negro students from the mixed college group were less antagonistic in attitudes toward the Whites than the Lincoln group. In most cases, however, the average differences are very slight.

CHAPTER IV

SCHOOLS, EDUCATION, AND SOCIO-ECONOMIC PROBLEMS

The two factors "race prejudice" and "race relations" very often affect other problems confronting the Negro. These problems, in the main, are those of vital importance to him. Segregation alone has caused many problems in education and other existing conditions. "Schools, colleges, forums, clubs are interested in the actual conditions in America as they affect the race and what the Negro himself thinks concerning those conditions."¹

This chapter attempts to show the attitudes of these students toward the mixed and separate colleges; and toward the educational, health, and other socio-economic conditions. Statements pertaining to some of the actual conditions of the Negro were presented to the 103 students.

The statements presented are not those of the writer, but were compiled from expressions of writers of both races. A few biased statements were presented with the intention of making a more definite check upon students' attitudes.

ATTITUDES CONCERNING MIXED AND SEPARATE COLLEGES

Many Negroes are forced to obtain education within a separate college, while many others can obtain it within a mixed college.

Are the objectives of one type so different from those of the other type that a Negro who finishes one is different from the Negro who finishes the other? How do the standards of one type of college compare with the

¹ Robert Russa Moten, What The Negro Thinks, (Doubleday Doran and Company, Inc., 1932), p. 62.

standards of the other type? Is better leadership developed in the mixed college or the separate college? Should the curriculum objectives of the mixed college be different from those of the separate college? Statements are tabulated in Table XI concerning the two types of school.

ATTITUDES CONCERNING EDUCATION AND THE NEGRO

Few problems of the Negro can be considered unless they involve his education. Because of this reason, perhaps, many discussions concerning the education of the Negro have developed.

It has been the aim throughout this study to discuss problems which are intricately interwoven with education. This chapter presents a few general statements which are concerned with education. The statements were compiled from expressions of the writers from both races. Table XII shows the statements and their results.

TABLE XI

DISTRIBUTION OF STUDENT ATTITUDES CONCERNING
THE MIXED AND SEPARATE SCHOOLS

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. The standards of the mixed college, in general, are higher than those of the separate college	40	80.0	39	73.6	79	76.7
2. Students who are trained at a separate college are not as thorough as those who are trained at a mixed college	17	34.0	11	20.8	28	27.2
3. The separate college affords a greater opportunity than the mixed college in developing leadership	15	45.0	29	54.7	44	42.7
4. Better race understanding is best developed in the separate college	12	24.0	28	52.8	40	38.8
5. The student from a separate college succeeds as much as the Negro student from a mixed college	32	64.0	36	67.9	68	66.1
6. Even if the facilities of the two types of colleges were equal, the mixed college would still surpass the separate college	21	42.0	16	30.2	37	35.9
7. Negro students of a mixed college show less race prejudice than students of a separate college	37	74.0	21	39.6	58	56.3
8. The separate college should not be compared with the mixed college in any respect	40	80.0	7	13.2	47	45.6
9. The Negro who attends a mixed college develops better health habits than the Negro who attends the separate college	20	40.0	17	32.1	37	35.9
10. The Negro should advance as much in a separate college as in a mixed college, provided the two colleges have equal facilities	32	64.0	33	62.3	65	66.0

TABLE XI (continued)

DISTRIBUTION OF STUDENT ATTITUDES CONCERNING
THE MIXED AND SEPARATE SCHOOLS

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
11. White teachers should teach in separate colleges as well as Negro teachers	26	52.0	15	28.3	41	39.8
12. Race understanding among Negroes is well developed in the mixed college as in the separate college	28	56.0	20	37.7	48	46.6
13. A Negro who has the opportunity to attend a mixed college or a separate college, should select the separate college	21	42.0	20	37.7	42	40.8
14. It is the fault of the Negro if white teachers do not show interest toward him and his work	23	46.0	16	30.2	39	37.9
15. Negro students can adjust themselves better socially in a separate college than in a mixed college	42	84.0	40	75.5	82	79.6
16. Negro students are trained best for leadership in the mixed college	30	60.0	15	28.3	45	43.7
17. The type of college the Negro attends has much to do with how he adjusts himself in a community	3	6.0	25	47.3	28	27.2
18. It is a greater honor to the Negro to be on the varsity team of a mixed college than of a separate college	29	58.0	28	52.7	57	55.3
19. The student who wishes to apply himself can gain as much from the separate college as from the mixed college	29	58.0	38	71.7	67	65.0

TABLE XI (continued)

DISTRIBUTION OF STUDENT ATTITUDES CONCERNING
THE MIXED AND SEPARATE SCHOOLS

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
20. The objectives of a separate college should be somewhat different from those of a mixed college	15	30.0	35	65.9	50	48.5
21. The Negro trained in a separate college can apply his education to his race's needs more than the Negro trained in a mixed college	15	30.0	30	56.6	45	43.7
22. The mixed college offers the Negro more in his preparation for a future life	23	46.0	18	34.0	41	39.8
23. The Negro develops as high morals in the separate college as in a mixed college	23	46.0	34	64.1	57	55.3
24. The type of college makes a marked impression upon Negro students' attitudes	21	42.0	22	41.5	53	51.5
25. The separate college develops a higher moral standard among Negroes than the mixed college	19	38.0	27	50.9	46	44.7

Read table thus: (Reading the last statement) Nineteen or 38.0% of the students of the Emporia group; 27 or 50.9% of the Lincoln group agreed with the statement "The separate college develops a higher moral standard among Negroes than the mixed college. This was a total of 44.7%.

TABLE XII

DISTRIBUTION OF STUDENT ATTITUDES CONCERNING
THE EDUCATION OF THE NEGRO

Statement	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. Education creates a greater race consciousness among Negroes	21	42.0	30	56.5	51	49.5
2. College students of the white race are taking a new attitude towards the Negro--an attitude in which intelligence is supplanting emotion	31	62.0	20	37.7	51	49.5
3. Education does not lessen race prejudice, but it makes a difference in expressing opinions	42	84.0	46	86.7	88	85.4
4. Education tends to show up more clearly the nature of the actual life situation of Negroes	39	78.0	47	88.6	86	83.5
5. Negroes should advocate a sort of education different in some respects from that now given the white man	11	22.0	42	79.2	53	51.5
6. Negroes should develop and carry out an educational program of their own	3	6.0	9	17.0	12	11.6
7. Negroes are adapted best to formal education	19	38.0	17	32.1	36	35.0
8. Negroes are adapted best to industrial education	15	30.0	19	35.8	34	33.0
9. The Negro is mis-educated	3	6.0	7	13.3	10	9.7
10. Education causes the Negro to leave the masses of his race	5	10.0	3	5.7	8	7.8
11. To make a success among Negroes little formal education is needed	9	18.0	17	32.1	26	25.2

TABLE XII (continued)

DISTRIBUTION OF STUDENT ATTITUDES CONCERNING
THE EDUCATION OF THE NEGRO

Statements	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
12. Classical education of the Negro will lead to a large number of thinkers and philosophers within the race	19	38.0	32	60.3	51	49.5
13. The present educational system for Negro of both types of schools, mixed and separate, is under control of the whites; hence the Negro is trained out of his race's needs	12	24.0	18	34.0	30	29.1
14. Educational training for the Negro should be different from that of the white man	5	10.0	12	22.6	17	16.5
15. A greater desire to be white is created among educated Negroes	0	00.0	00	00.0	00	00.0

Read table thus: (Reading statement 14) Five students or 10.0% of the Emporia group, and 12 students or 22.6% of the Lincoln group agreed with the statement "The education for the Negro should be different from that of the white man." This was a total of 16.5% of all the students.

SOCIO-ECONOMIC CONDITIONS OF THE NEGRO

The economic situation of the Negro is the last phase of his conditions or problems to be considered in this chapter. Only the health, living conditions, crime, and political conditions are treated.

ATTITUDES CONCERNING HEALTH CONDITIONS

Every problem concerning the Negro and his advancement depends upon the health of the race. His peculiar susceptibility to certain diseases, and his immunity to certain others, is of importance. His high death rate is something to be studied very carefully.

What are these 103 students' attitudes to various opinions concerning the Negro and his health conditions? The results are found in Table XIII of this chapter. The statements are those compiled from expressions of writers interested in the problems of the Negro. A few, however, are taken from common sayings of both races.

Table XIV is a more direct comparison of some actual health conditions of the students from the two types of colleges.

ATTITUDES CONCERNING OTHER SOCIO-ECONOMIC CONDITIONS

Are the educational conditions of Negroes as inferior as they often are stated to be? Will Negroes, in general, ever be able to raise their economic status? Does politics prey upon the Negro, or not? Is crime as prevalent among Negroes as is often stated? It is hoped that these questions and many others are answered in the statements found in Table XV of this chapter.

TABLE XIII

DISTRIBUTION OF STUDENT ATTITUDES PERTAINING TO
HEALTH CONDITIONS OF THE NEGRO

Statements	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. Negro health improvement cannot be indicated	17	34.0	12	22.6	29	28.2
2. Higher wages will improve the race's health problem among Negroes more than health education	23	46.0	30	56.6	53	51.5
3. The Negro improves his health habits more when he is associated with the white man	31	62.0	26	49.1	57	55.3
4. The health conditions of the Negro are far below the American standard	21	42.0	24	45.3	45	43.7
5. Health education is fairly well established among Negroes	18	36.0	26	49.1	44	42.7
6. Health improvements among Negroes are more of an individual problem than a social problem	10	20.0	17	32.1	27	26.2
7. It is a general tendency of Negroes to neglect health conditions	18	36.0	17	32.1	35	34.0
8. Negroes, as a race, are unhealthy because of certain physical biological factors	4	8.0	5	9.4	9	8.7
9. Negroes are as healthy as Whites	9	18.0	13	24.5	22	21.3
10. Negro neighborhoods receive as much attention from public health facilities as white neighborhoods	0	00.0	0	00.0	0	00.0
11. Negroes show better health conditions when living in white neighborhoods	27	54.0	31	58.5	58	56.3

TABLE XIII (continued)

DISTRIBUTION OF STUDENT ATTITUDES PERTAINING TO
HEALTH CONDITIONS OF THE NEGRO

Statements	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
12. Poverty is the greatest cause for all health conditions among Negroes	29	58.0	21	42.0	50	48.5
13. Poor environment is the greatest cause for ill health among Negroes	35	70.0	41	77.4	76	73.8
14. Health at public expense is practically denied to Negroes	35	70.0	33	62.3	68	66.1
15. Ignorance is the important factor that causes ill health among Negroes	20	40.0	12	22.6	32	31.1
16. Religious beliefs and superstitions are a hindrance to the progress of health among Negroes	22	44.0	20	37.7	42	40.8

Read table thus: (Reading statement 16) Twenty-two or 44% of the Emporia group; 20 or 37.7% of the Lincoln group agreed with the statement "Religious beliefs and superstitions are a hindrance to progress of health among Negroes." This was 40.8% of the total.

TABLE XVI

A COMPARISON OF HEALTH HABITS OF THE STUDENTS INTERVIEWED

Health Habits	Emporia		Lincoln	
	No.	%	No.	%
Food				
1. Eats hastily	8	16.0	12	22.6
2. Eats fruits daily	15	30.0	32	60.4
3. Eats candy between meals	19	38.0	15	28.3
4. Drinks coffee	21	42.0	23	43.4
5. Drinks at least four glasses of water daily	9	18.0	21	39.6
Enjoyable exercise				
1. Tennis	7	14.0	26	49.1
2. Hikes	17	34.0	29	54.7
3. Skating	3	6.0	16	30.2
4. Golf	2	4.0	7	13.2
5. Calisthenics	6	12.0	19	35.8
Cleanliness				
1. Hot bath two or more times a week	42	84.0	47	88.7
2. Individual towels	50	100.0	53	100.0
3. Brushes teeth at least twice daily	27	54.0	30	56.6
4. Hair shampooed at least once every two weeks	33	66.0	37	69.8
Environment				
1. Room temperature (68-72)	21	42.0	43	81.1
2. Bedroom windows opened at night	39	78.0	36	67.9
3. Quiet room for study	26	52.0	43	81.1

TABLE XVI (continued)

A COMPARISON OF HEALTH HABITS OF THE STUDENTS INTERVIEWED

Health Habits	Emporia		Lincoln	
	No.	%	No.	%
Regularity				
1. At least eight hours of sleep	23	46.0	43	81.1
2. Regular toilet habits	37	74.0	35	66.0
3. Regular meals	22	44.0	40	75.5
4. Time schedule for studying	17	34.0	33	62.3
Annual Health Examinations				
1. Physical	9	18.0	21	39.6
2. Dental	2	4.0	13	24.5
Drugs				
1. Smoking	19	38.0	24	45.3
2. Alcoholic drinks	7	14.2	13	24.5

TABLE XV

DISTRIBUTION OF STUDENT ATTITUDES TOWARD SOCIO-
ECONOMIC CONDITIONS OF THE NEGRO

Statements	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
1. Living conditions of Negroes are up to the American standards	15	30.0	21	39.6	36	35.0
2. The interest of labor among Negroes should be directed more toward industrial education	17	34.0	23	43.4	40	38.8
3. Negroes should stand united against labor	33	66.0	39	73.6	72	69.9
4. Equal status and equal economic opportunities of the white race are not within the immediate demands of the Negro	30	60.0	29	54.7	59	57.3
5. The Negro fails to get employment because of color more than for any other reason	31	62.0	38	71.7	69	67.0
6. Negroes are fully prepared to accept the higher positions in the industrial world	20	40.0	42	79.2	62	60.2
7. Negroes are losing ground in regards to their labor situation	29	58.0	31	58.5	60	58.3
8. Economic motives have caused most of the prejudice on the part of the Negro	31	62.0	12	22.6	43	41.7
9. Poverty more than any other evil, is the source of the low status of the Negro	44	88.0	46	86.8	90	87.4
10. The appearance of crime among Negroes is worse than the facts	50	100.0	53	100.0	103	100.0
11. Negroes would receive more rights if they were independent of party affiliation	21	42.0	31	58.5	52	50.5

TABLE XV (continued)

DISTRIBUTION OF STUDENT ATTITUDES TOWARD SOCIO-
ECONOMIC CONDITIONS OF THE NEGRO

Statements	Extent of Agreement					
	Emporia		Lincoln		Total	
	No.	%	No.	%	No.	%
12. Negro crime is rapidly decreasing as a result of present educational trends	39	78.0	42	79.2	81	78.7
13. There is a changing attitude among whites toward the crime of Negroes.	31	62.0	29	54.7	60	58.3
14. The evils of politics felt by Negroes are enforced by the members of the race as much as by members of the white race	18	26.0	12	22.6	30	29.1
15. It is apparent that politics and Negro colleges go hand in hand	50	100.0	53	100.0	103	100.0

Read table thus: (Reading the last statement) Fifty or 100% of the students of the Emporia group and 53 or 100% of the Lincoln group agreed with the statement "It is apparent that politics and Negro colleges go hand in hand." This is 100% of the entire total number of students.

SUMMARY

Table XI indicates the following favorable results:

1. It is a well established belief among these 103 students that the standards of the mixed colleges; in general, are higher than those of the separate college (Emporia, 80%; Lincoln, 73.6%). Statement 1. The Emporia group shows a greater tendency than the Lincoln group toward this belief.

2. Statements which give superior advantages to the mixed college are accepted by a greater number of students from the Emporia group than from the Lincoln group.

3. Students of the mixed college favored the majority of the statements to which the students of the separate college expressed an unfavorable attitude.

4. The two groups disagreed greatly in their attitudes about the statements "The separate college should not be compared with the mixed college in any respect" (Emporia, 80.0%; Lincoln, 13.2%); "Better race understanding is best developed in the separate college" (Emporia, 24.0%; Lincoln, 52.8%); and "Negro students are trained best for leadership in the mixed college" (Emporia, 60%; Lincoln, 28.3%). Statements 8, 4, and 16 respectively.

5. The students of the mixed college are more divided in their attitudes than the students of the separate college. This fact, perhaps, is supported by the many associations of the students of this group with members of the other race.

6. Although a large majority of both groups believed that students from a separate college succeed as much as Negro students from a mixed college (Emporia, 64.0%; Lincoln, 67.9%), a minority of each group thought

that a Negro, who has the opportunity to attend a mixed college or a separate college, should select the separate college (Emporia, 42.0%; Lincoln, 37.7%). Statements 5 and 13.

7. A smaller per cent of the Lincoln group than of the Emporia group thought that while teachers should teach in separate colleges as well as Negro teachers. It may be that these students believed that few white teachers could understand the real needs of the race. However, it may be that students of a separate college develop greater race consciousness than those of a mixed college.

8. Over forty-five per cent of the students from the mixed college felt that it is the fault of the Negro if white teachers do not show interest toward the Negro and his work, a little over 30% of those from the separate college expressed the same attitude. Statement 14.

9. The majority of the 103 students felt that Negro students can adjust themselves better socially in a separate college than in a mixed college (Emporia, 84.0%; Lincoln, 75.5%). Statement 15. It is believed that, here again, is shown the attitude that Negroes prefer to mix among themselves socially, and do not, in the least, desire the company of the Whites.

10. The students of both groups were quite divided in their attitude pertaining to the morals of the mixed and separate colleges. There was a slight tendency of the Emporia group to feel that morals of Negroes are better when associated with whites. See statements 23 and 25.

11. That the type of college makes a marked impression upon students' attitudes is not generally believed by the 103 students (Emporia, 42.0%; Lincoln, 41.5%). Statement 25.

Table XII shows the following results:

1. The students of both groups show similar attitudes toward a larger per cent of the statements.

2. The majority of the Lincoln group believed that education created a greater race consciousness among Negroes. The minority of the Emporia group also expressed the same belief. (Emporia, 42%; Lincoln, 56.5%).

Statement 1.

3. It is evident from the statements "Negroes are adapted best to formal education" (Emporia, 38.0%; Lincoln, 32.1%) and "Negroes are adapted best to industrial education" (Emporia, 30.0%; Lincoln, 35.8%) that few students accepted either attitude. Statements 7 and 8. Apparently it is the attitude of the majority that Negroes are adapted to any type of education.

4. Very few students from either type of college felt that educational training for the Negro should be different from that of the white man (Emporia, 10%; Lincoln, 22.6%). Statement 14.

5. The results for the statement "Negroes should develop and carry out an educational program of their own" show that very few students of either group expressed a favorable attitude (Emporia, 6.0%; Lincoln, 17.0%). Statement 6. A greater per cent, however, believed that Negroes should advocate a sort of education different in some respects from that now given the white man (Emporia, 22.0%; Lincoln, 79.2%). Statement 5. A much greater per cent of the Lincoln group than of the Emporia group expressed a favorable attitude toward the statement.

6. A majority of the students of each group seemed to believe that the present educational system is best for the Negro. This is evident from the results of the two statements, "The Negro is mis-educated,"

(Emporia, 6.0%; Lincoln, 13.3%) and "To make a success among Negroes, little formal education is needed," (Emporia, 24.0; Lincoln, 32.1%). Statements 9 and 11.

7. The belief "Negroes want to be white" is denied. This is apparently indicated by the negative results of the statement, "A greater desire to be white is created among educated Negroes." Statement 15.

The following favorable results are found in Table XIII.

1. That Negro neighborhoods receive as much attention from public health facilities as the white neighborhoods denied by all students of both groups.

2. The students of the mixed college showed a tendency to agree with the statements more than the students of the separate college.

3. Throughout the table the correlation of the favorable results between the two groups is high.

4. The mixed college group agreed more so with the statements which compared the two races than the separate college group.

5. The mixed college group showed a greater tendency than the separate college group to agree with the statements which indicated a small degree of health improvement among Negroes.

6. The majority of the Lincoln group believed that higher wages would improve the race's health problem among Negroes; the majority of the Emporia group believed that health education was a greater factor for such improvement (Emporia, 46%; Lincoln, 56.6%). Statement 2.

7. Neither group admits that "Negroes are as healthy as whites" (Emporia, 18.0%; Lincoln, 24.5%), yet, both groups deny that the health conditions of the Negro are "far below the American standard" (Emporia, 42.0%;

Lincoln, 45.3%). Statements 9 and 4, respectively.

8. The acceptance of the statement "Negroes show better health conditions when living in white neighborhoods" (Emporia 54.0; Lincoln, 58.5%) probably is supported by the negative attitude each group showed toward the statement "Negro neighborhoods receive as much attention from public health facilities as the white neighborhoods." Statements 11 and 10 respectively.

Table XIV shows the following favorable results:

1. Students of the separate college have better health habits that pertain to food than the students of the mixed college. However, there is only a slight difference in the comparison.

2. Enjoyable exercise is found to be much greater among students of the separate college.

3. Habits of cleanliness and regularity are practiced by the majority of both groups. There is a higher percentage within the separate college group, however. It should be noted that the students of the separate college group lived in dormitories; hence health regulations are enforced.

4. Less students of the mixed college than of the separate college admit the use of alcoholic drinks.

The following favorable results are found in Table XV.

1. Fifty per cent or more of the students of both types of colleges agreed with the majority of the statements presented.

2. The Lincoln group showed a greater tendency than the Emporia group to agree with statements which involved the higher economic status of the Negro.

3. The statement "Negroes are fully prepared to accept the higher positions in the industrial world" showed that the two groups disagreed

greatly (Emporia, 40%; Lincoln, 79.2%). Statement 6.

4. Lincoln group agreed with the statements stating the improvement of conditions among Negroes more than the Emporia group.

5. Within each group the students were divided on statements pertaining to labor and industry.

6. Every student accepted the statement "The appearance of crime among Negroes is worse than the facts." Statement 10.

CHAPTER V

SUMMARY AND CONCLUSIONS

SUMMARY

The summary presented in this chapter is a generalization of the important features of this study. The writer wishes to say that she has not attempted, in any way, to prove the statements which she has presented in the previous chapters. The results show only the attitudes of the fifty Negro students from Kansas State Teachers College of Emporia, who were interviewed during the school year of 1936-1937, and those of the fifty-three students of Lincoln University of Jefferson City, Missouri, who were interviewed during May, 1937, toward statements and facts presented to them.

1. Low economic conditions which exist among Negroes, and the poor environmental conditions in which Negroes live are the important factors that influence the arguments concerning "popular beliefs about Negroes."

2. There was no student who believed the Negro to be "inherently inferior," or that the "Negro cannot be educated as can the white man."

3. The greater per cent of the students of both groups believed "extreme attitudes" and "a selfish desire for leadership" cause the arrogance that is noted in some educated Negroes.

4. A very small per cent of the students of each group believed that "shiftlessness" among Negroes was a "racial trait." The percentage of the Lincoln group was greater than that of the Emporia group. Whether these few students have centered their observation upon the shiftless Negro only, or were somewhat arrogant and were not thinking of the masses of Negroes,

or have associated more with the "shiftless"; cannot be determined.

5. A larger per cent of the students of the college which was made up of Negroes only than of the "mixed" college believed the college partially influenced their attitudes toward race relations, yet, a larger per cent of students of the "mixed" college than of the separate college believed the college alone had influenced their attitudes toward race relations. This perhaps is one cause for the less antagonistic attitude found among the Emporia group.

6. One hundred per cent of the students of both types of college feel that the Negro has much to gain from the culture of the white man.

7. Although all the students from the two groups think that Negroes should receive the same social advantages as the white man, only a minority of these groups think that the Negro should enjoy his social advantages along with the white man. This, perhaps, is another argument that denies the statement, "Negroes want to be white."

8. Even though an overwhelming majority believed race prejudice the greatest handicap to the Negro in obtaining equal rights, and a lesser majority believed race prejudice seemed to deny complete humanity for the Negro group; very few students of either group believed that Negroes are more prejudiced than Whites.

9. In respect to comparisons between the two races, the students of both types of college showed a greater tendency to agree with those statements which seemed to be closer connected with the individual than with the race. This is indicated in the statements, "Negroes prefer to have dealings with Whites rather than with members of their own race" and "A Negro can learn more from a White man than from another Negro," in comparison with the statements "The development of racial self-respect is felt more in the

white race than in the black race" and "The black and white races have vastly different contributions to make to the building up of the American culture."

It is believed that such attitudes as are expressed toward the statements involving the individual are based upon individual contacts and dealings with the Whites; while those involving the race are based upon the evils felt from race prejudice and segregation.

10. Although students of both groups believed that Whites are becoming more and more favorable in accepting the Negro as a part of American civilization; they also believed that the Whites are unsympathetic and treat Negroes as inferiors.

11. Although Negro students of neither type of college expressed an agreement toward the statement "Whites do not receive actual credit for the good they have done for Negroes," the two groups showed a marked degree of disagreement. The result shows a striking difference in that the Lincoln group showed less antagonism than the Emporia group.

12. Few of the 103 students believed in the desirability of interracial marriages. This, again, apparently supports the argument that "Negroes do not want to be white."

13. It is a well established belief among these 103 students that the standards of the mixed colleges, in general, are higher than those of the separate college. The Emporia group shows a greater tendency than the Lincoln group for this belief.

14. Statements which give superior advantages to the mixed college are accepted by a greater number of students from the Emporia group than from the Lincoln group.

15. The two groups disagreed greatly in their attitudes about the

statements "The separate college should not be compared with the mixed college in any respect"; "Better race understanding is best developed in the separate college"; and "Negro students are trained best for leadership in the mixed college."

16. The students of the mixed college are more divided in their attitudes than the students of the separate college. This fact, perhaps, is supported by the many associations of the students of the former group with members of the other race.

17. Although a large majority of both groups believed that teachers from a separate college gain as much success as colored teachers from a mixed college, a minority of each group thought that a Negro, who has the opportunity to attend a mixed college or a separate college, should select the separate college.

18. A much smaller per cent of the Lincoln group than of the Emporia group thought that white teachers should teach in separate colleges. It may be that these students believed that few white teachers could understand the real needs of the race. However, it may be that students of a separate college develop greater race consciousness than those of a mixed college.

19. Over forty-five per cent of the students from the mixed college felt that it is the fault of the Negro if white teachers do not show interest toward the Negro and his work, while, only thirty per cent of those from the separate college expressed the same attitude.

20. The majority of the 103 students felt that Negro students can adjust themselves better socially in a separate college than in a mixed college. It is believed that, here again, is shown the attitude that Negroes prefer to mix among themselves socially, and do not, in the least,

desire the company of the Whites.

21. The students of both groups were quite divided in their attitude pertaining to the morals of the mixed and separate colleges. There was a slight tendency of the Emporia group to feel that morals of Negroes are better when associated with white persons.

22. The majority of the Lincoln group believed that education created a greater race consciousness among Negroes. It was the minority of the Emporia group that expressed the same belief.

23. It is evident from the statements "Negroes are adapted best to formal education" and "Negroes are adapted best to industrial education" that few students accepted either attitude.

24. Very few students from either type of college felt that education for the Negro should be different from that of the white man.

25. The results for the statement "Negroes should develop and carry out an educational program of their own" show that very few students of either group expressed a favorable attitude. A greater per cent, however, believed that Negroes should advocate a sort of education different in some respects from that now given the white man. A much greater per cent of the Lincoln group than of the Emporia group agreed with the statement.

26. A majority of the students of each group seemed to believe that the present educational system is best for the Negro.

27. The belief "Negroes want to be white" is denied by a very large per cent of both groups.

28. That the health conditions of Negroes are as good as those of the Whites, is not believed by many of the students of either group.

29. The majority of the separate college group believed that higher wages would improve the race's health problem more than health education.

The opposite attitude was expressed by the majority of the Emporia group.

30. It is denied by both groups that the health conditions of the Negro are far below the American standard. The opinions within each group were quite evenly divided.

31. The greater per cent of both groups agreed that ill health among Negroes is caused, to a great extent, from poor environment.

32. Students of the separate college have better health habits that pertain to food than the students of the mixed college. However, there is only a slight difference in the comparison. This difference probably is due to the regularities which are enforced by dormitory rules and regulations. It should be remembered that the Lincoln students live on the campus.

33. Enjoyable exercise is found to a greater extent among the students of the separate college.

34. Habits of cleanliness and regularity are practiced by the majority of both groups. There is a higher percentage within the separate college group, however. Here, again, it should be noted that the students of the separate college lived in dormitories; hence regulated rules are enforced.

35. Fewer students of the mixed college group than of the separate college admitted the use of alcoholic drinks. This fact is evident since alcoholic drinks are sold in the state of Missouri and are not sold in Kansas.

36. The Lincoln group showed a tendency to agree with statements which involved a favorable economic status for the Negro more than the Emporia group.

37. The statement "Negroes are fully prepared to accept the higher positions in the industrial world" showed that the two groups disagreed

greatly. The Lincoln group emphatically agreed with the statement; the Emporia group denied the statement. The opinions within the Emporia group, nevertheless, were quite evenly divided.

38. Lincoln students, in general, agreed with the statements regarding the improvement of conditions among Negroes more than the Emporia group.

39. Within each group the students were divided on statements pertaining to labor and industry more than on the other statements concerning the economic conditions of Negroes.

40. Every student accepted the statement "The appearance of crime among Negroes is worse than the facts."

CONCLUSIONS

The following conclusions are drawn mostly from the results of the opinions that have been expressed by 103 students.

1. The beliefs which have originated about Negroes are based upon appearances instead of facts. These results, more than likely are the effects of low economic and poor environmental conditions of the Negro. There are some Negroes, of course, who show characteristics that fit into each derogatory belief, and a few may fit into all of the fallacies, yet, there also are some individuals of each race who have characteristics that fit into them.

2. If attitudes measure race prejudice and race consciousness, it is believed that the separate college group showed more prejudice and race consciousness than the mixed college group. The amount of difference, however, is very slight between the two groups; therefore it is believed that the type of school has little influence upon the student's attitude toward race prejudice. It is believed that Negroes have as much, if not more,

race prejudice than the Whites.

3. The results show that the type of college in which the Negro is educated should be left to his selection. Apparently from the results there is only one advantage of Negro in attending a separate college. This is the "social advantage."

Without a doubt the mixed college is better supported than the separate college. Since the state supports both types of college, it is evident that the majority group, the Whites, make all laws for the support and maintenance of the schools.

4. Health among Negroes has been neglected to a great extent. However, the conditions are being improved. When the environmental and the economic conditions of the Negro are improved, then will the general health improve. It is believed that at present the health conditions of the masses of Negroes are far below the American standard.

5. It is believed that Negroes as a race need to put more confidence in one another in order to promote better race leaders.

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