

"PART 6"

"Data and Stats"

Advances of the Race from Slavery to 1901

"before the war, the South had a free Negro population in excess of a quarter of a million (250,000) souls"

- 500 written and published
- 2000 lawyers and doctors
- 32,000 teachers
- 20,000 churches
- 7 colleges
- 300 newspapers
- 17 academies
- 50 high schools
- 5 medical schools
- 25 theological seminaries
- \$12,000,000 worth of school property
- \$40,000,000 in church property
- 140,000 farms and homes valued at \$750,000,000
- personal property of \$170,000,000
- 600,000 acres of land in the south
- Value of property owned by free Negroes was between \$15,000,000-\$40,000,000

Condition, Aspects, Data & Statistics

Decrease in illiteracy rate

45%

The Negro race can be divided into three classes:

- 1) Small class of educated and well conducted.
- 2) Respectable well behaved self respecting and good citizens the back bone of the race.
- 3) Those who are wholly ignorant and not well educated. The ethical code sternly reprobates dancing, theater attendance and all social games of chance.

"new issue" for the most part "they" are lazy dishonest, and without the most rudimentary elements of morality. Unfortunately for the race, this depressing view is borne out by the increase in crime, homicide and murder among them.

8:1

there were 8 slaves to every
slave owner

AGRICULTURAL SKILLS

Raise and Prepare for market cotton, sugar, tobacco, corn, wheat and hay.

Care Givers

Trained in domestic work as laundresses, nurses and midwives.

TRADESMEN

Carpenters and masons, blacksmiths, coopers, sawyers, wheelrights, bricklayers, boatmen, stone cutters, Miners,

TAILORS AND DRESS MAKERS

Tailors, knitters, spinners, and weavers wheelrights, bricklayers, boatmen, stone cutters, Miners,

\$140 million

was spent on educating Blacks after the Civil War...

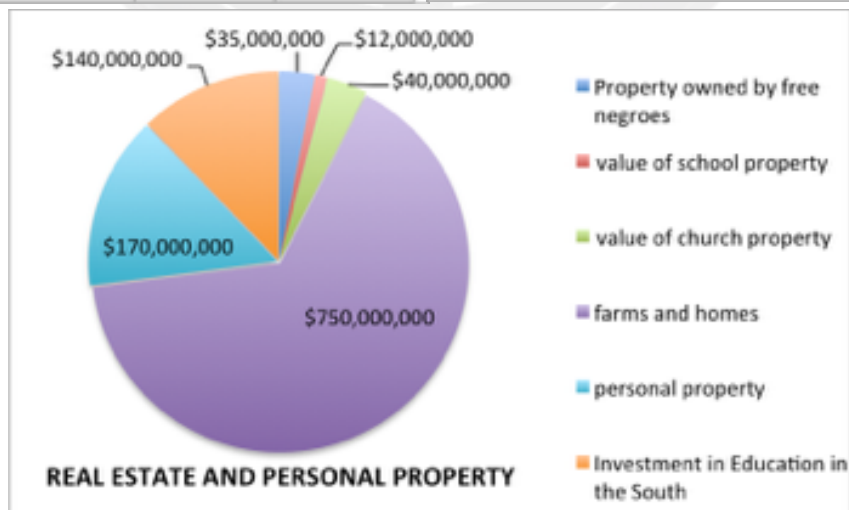
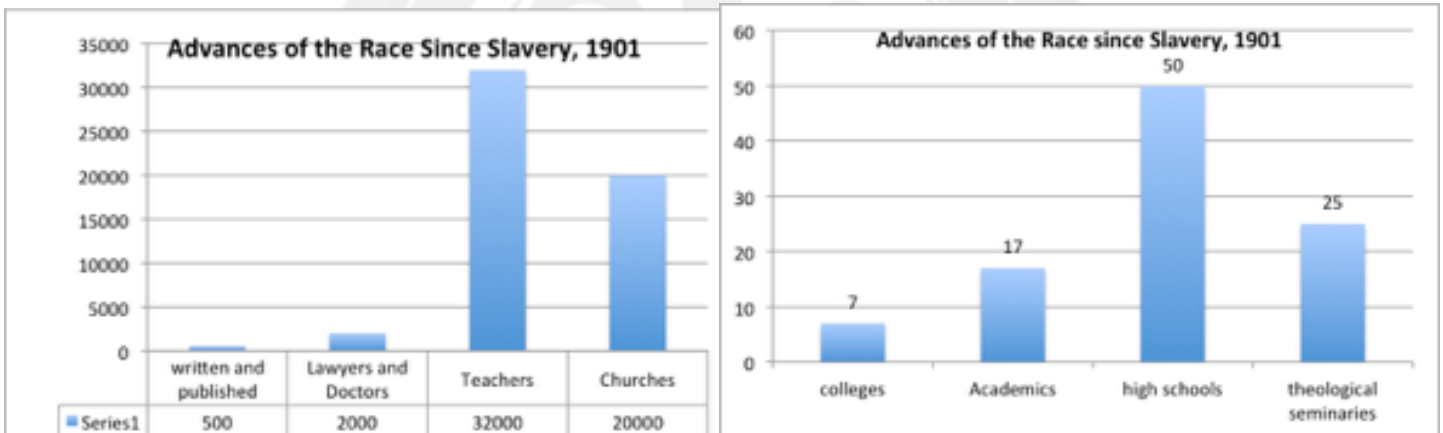
Note: the White race furnished 95% of the money for the schools and a larger portion for the colleges

Third Paper

"Its Present Condition and Aspect, as Shown by Statistics"

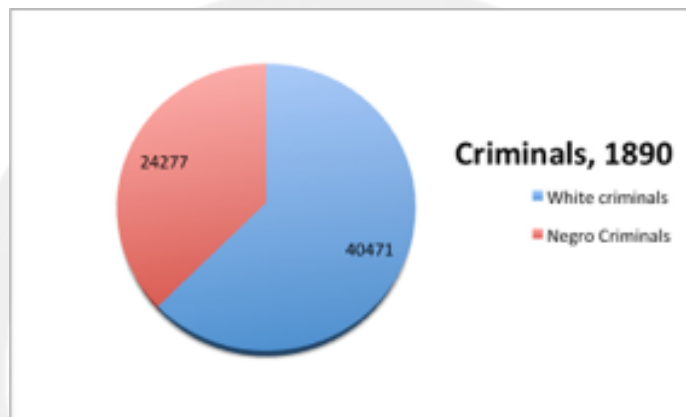
Page in the previous papers showed the relations between the Whites of the South and the Negroes at the time of the abolition of slavery, and then traced the change in the relations and pointed out how troubles had arisen, how far it is attributable to those causes and what promises the future holds of amendment.

At the time Page wrote these papers in 1904, thirty eight years had passed since the Negro was set free and became his own master. The sentimentalist of the Negroes usually charges most of there shortcomings to slavery. Page, felt that most scholars of the Negroes tend to ignore the level of civility the Negro race had possessed in since the dawn of history. But he makes the case very plainly that civility came with an immense amount of power, authority and knowledge that was mishandled. And it is here he gives a glimpse of what "negro domination" looked like which he outlines in data and statistics.



Page admits, while advances was going on side by side amongst the Negro people, the net value was of “minimum progress with a maximum regress.” Unfortunately for the race, the depressing view is borne out by the increase in crime, homicide and murder among them. The depressing part of it is the failure of the Negroes to address themselves to the moral improvement of their race. He further explains his point by pointing out, that the “majority of Southern Whites feel universally that while the old time Negroes were industrious, saving and well behaved, kindly, respectful and self respecting, on the other hand the remnant of them remain retain generally these characteristics, the “new issue” for the most part are lazy dishonest, and without the most rudimentary elements of morality. His final point rest, that from within the Black races hard work and sacrifice for equality, what does he really have to show.

Editors Note:



Click links below to read the full articles:

Reference:

1. Page, Thomas N. (May, 1904), *"The Negro- Part Three"* ., McClure Magazine pdf page 130-136

(Source From Library Brown and Tulsa University)

