

Grade Level **5-8**

Class Periods **4-5**

Goals/Objectives/Student Outcomes:

Students will:

- **Explain how African Americans, despite their small numbers in the state of Iowa, have been a part of Iowa history since before statehood and have contributed to the social, political, cultural, and economic evolution of the state.**
- **Be introduced to the accomplishments of African Americans in Iowa history**
- **Explain how legal and illegal discrimination has affected African-American Iowans and how African-American Iowans succeeded in overcoming discrimination and racism.**

Materials:

1. Art materials for poster
2. Props for play (optional)
3. Blackboard

Background:

Iowa's first African-American residents were slaves who had been brought here illegally by European Americans in the 1830s. African Americans also came on their own to escape slavery. In the 1840s they found work in the Dubuque lead mines. In the river towns of Burlington, Davenport, Keokuk, and Sioux City, they worked as deckhands on ships that traveled on the Mississippi and Missouri Rivers. Most African Americans were drawn to Iowa and other northern states hoping to gain a better education, higher wages, and a better way of life.

Iowa's early laws made it difficult for African Americans to settle here. They were required to post a \$500 bond and present a Certificate of Freedom. They also were denied the civil rights European-American settlers received. In 1851, for example, Iowa passed laws that excluded African Americans from voting or holding seats in the General Assembly. Although most Iowans didn't view African Americans as equals, most residents did oppose slavery. Several Iowa towns housed stops on the Underground Railroad, a secret escape route for

slaves during the 19th century. After the Civil War and the Emancipation Proclamation, former slaves came to the Midwest, settling in already established African-American communities in southeastern and western Iowa. They had few choices of work—mainly unskilled or semi-skilled labor. In the mid 1860s African-Americans worked for railroad companies laying tracks across the country, including Iowa. Later they worked as waiters and porters on the railway cars. Because of their race, however, they were not hired for better-paying positions such as engineers and conductors.

By the 1880s many African-American Iowans moved from rural areas to cities and worked as hotel porters and doormen, waiters cooks, maids, and barbers. Some started their own businesses. Others worked as doctors, lawyers, pharmacists, and school teachers. They served the needs of their communities when many European Americans would not.

Around the turn of the century, numerous African Americans found jobs in southern and central Iowa coal mines. A well-known coal mining community was Buxton, where many ethnic groups lived in harmony until the mines closed and the community was abandoned in the 1920s.

Civil rights issues became increasingly important in this century. To combat inequality and violence against African Americans, the National Association of Colored People (NAACP) was organized in 1909. Iowa's first chapter, in Des Moines, was organized in 1915. By 1947 chapters existed in at least 12 cities. To help younger African Americans, NAACP youth councils were organized for those 12 to 21 years old.

African-American travelers often were refused rooms in Iowa's hotels. African-American churches enlisted the support of church members who allowed travelers to stay in their homes. In 1954 Cedar Rapids businessman Cecil Reed and his wife, Evelyn, opened the Sepia Motel for people of all races.

By the 1950s and 1960s, many restaurants and hotels still discriminated against African Americans. In 1947, civil rights leader Edna Griffin sued a downtown Des Moines drugstore because it refused to serve her at the lunch counter. The drugstore was found guilty of violating the state's civil rights law and was fined \$50. The owners appealed the court's decision, and the case went to the Iowa Supreme Court. On December 13, 1949 the high court ruled in Griffin's favor. Griffin had won her case, but many Iowa businesses continued to discriminate.

The same year that Edna Griffin sued the Des Moines drugstore, the Iowa Legislature shot down a civil rights bill. Sixteen years later, the Iowa Legislature passed the first civil rights bill since 1892. This act, "The Iowa Fair Employment Practices Act," made it illegal for businesses to discriminate against employees or job applicants.

In 1964 the U.S. Congress passed The 1964 Civil Rights Act. It would be another year until the Iowa Civil Rights Act of 1965 became law. Among other things, this act created the Iowa Civil Rights Commission. This organization investigates discrimination complaints filed by African Americans and other minorities.

Some of Iowa's cities organized human or civil rights commission in the 1960s and 1970s to combat discrimination. The Iowa Civil Rights Act became law during the national Civil Rights Movement of the 1960s and 1970s. African-American Iowans supported this national cause as they worked to gain civil rights in their home state.

Procedures:

Procedure 1: Overview—1/2 class period

Share and discuss the time line and background information with students. Discuss why African Americans came to Iowa, what they found when they arrived, and what they did once they got here. Write population numbers (see attachment) on the board and discuss the numbers. What do they mean, what are their significance, etc. Is there power in numbers? Why and how?

Instruct students to make a poster that depicts life in Iowa as an African American at a specific period of time. They should base their drawings on the discussion of the timeline and background information.

Procedure 2: Discrimination and Prejudice 1 class period

Discuss laws that have discriminated against African Americans throughout Iowa history, as well as the laws that were meant to end discrimination. Trace these laws through history by writing them in chronological order on the black board. A list of important laws is attached. Ask students to discuss how Iowa laws have discriminated against African Americans.

Encourage students to discuss times when they have been discriminated against because of race, gender, religion, etc. Ask them if laws today protect all citizens and if prejudice and discrimination exist today. (This would be a good place to introduce the "Brown Eyes, Blue Eyes" exercise discussed in the Extensions and Adaptations section).

Procedure 3: Biography and Overcoming Discrimination—2 class periods

DAY 1:

Divide students into groups. Have each group read one of the attached biographies of an African-American Iowan and answer the following questions:

- 1) What did this person accomplish in his/her life?
- 2) How was this person discriminated against?
- 3) What did this person do about the discrimination he/she faced?
- 4) Do you think all African-American Iowans were able to overcome discrimination before there were laws meant to protect all citizens?

Each group should present their person to the rest of the class, sharing the information gathered from answering the above questions.

Have students complete the attached map exercise to learn more about African Americans and African-American communities in Iowa history.

DAY 2:

Organize a performance of "The Fight For Equality," an attached play. Students who don't have acting parts may be in charge of props and costumes. Some students may be audience members. Have these students write a review of the play. If possible, invite parents and others to view the performance.

Procedure 4: Taking Care of Business—1 class period

Share and discuss the "Spreading the News" attachment. Discuss the importance of newspapers and other forms of communications and why African-American Iowans established their own newspapers. Reproduce copies of the "Newspaper Slogans" attachment. Divide students into groups. Assign each group a slogan or two to interpret, allowing them to use a dictionary. Ask them to decide why the newspaper owners chose a certain slogan. What do the slogans mean? What purpose do slogans serve?

Assessment of Outcomes:

Students will:

- develop a poster depicting life in Iowa for African Americans, basing the poster drawings on attached timeline information.
- trace anti-discrimination laws in either written or oral form.
- work in groups to select one biography about one African-American Iowan. Students in each group will read the biography, discuss it with other group members, and then present to the class a group oral report about their subject.

Extensions and Adaptations:

Organize the activity "Brown Eyes, Blue Eyes." This is a two-day exercise that can be put into place at any time. See "African-American Iowans, 1830 to 1970s," *The Goldfinch* 16 (15), or the book *A Class Divided* by William Peters, for instructions. At the end of the exercise have each student write an essay about how it felt to be discriminated against.

Encourage each student to conduct an oral interview with an African American in his/her community and then write an essay about the person's life. As a class, determine what questions are important to ask the interview subjects. Combine all essays into a book and donate it to the public library or local/county historical society. Ask a local business to donate funds for photocopying and binding.

Have students write poems or stories from the attached vocabulary list.

Read and discuss articles from "African-American Iowans, 1830s to 1970s," *The Goldfinch*, Volume 16, No.4.

Resources:

"African-American Iowans, 1830s to 1970s." *The Goldfinch* 16 (Summer 1995).

"Blacks in Des Moines." *The Goldfinch* 10 (November 1988): 20.

"A Father Fights for Equal Rights." *The Goldfinch* 2 (April 1981): 10.

"History Makers: Underground Railroad." *The Goldfinch* 9 (November 1987): 30.

"Separate School: Education for African Americans." *The Goldfinch* 16 (September 1994): 6-7.

"African-Americans in Iowa's Past," brochure produced by the State Historical Society of Iowa, Des Moines.

Bergmann, Leola. *The Negro in Iowa*. Iowa City: State Historical Society of Iowa, 1969.

Hawthorne, Frances E. "African Americans in Iowa, 1830-1992: A Chronicle of Contributions," document produced with a grant from the Iowa Humanities Board. Copies available at SHSI libraries.

Robert V. Morris, editor. *The Iowa Bystander*, February 1994. Copies available at SHSI libraries.

Timeline

1830 & 1840s: African Americans who came to Iowa in the 1830s and 1840s hoped to find a better life. But Iowa has not always been a haven for all African Americans. There were laws, known as "Black Codes," that said African Americans could not settle in Iowa unless they could prove they were not slaves. African-American children were banned from many schools organized by European-American settlers. Despite these obstacles, life in Iowa was better than life in the South, and African Americans continued to settle along the Mississippi and Missouri Rivers.

1860s: The early 1860s were a time of conflict in the United States. The Civil War divided the nation between 1861 and 1865. African-American Iowans were among abolitionists who directed runaway slaves to freedom on the Underground Railroad. After the Civil War, most African Americans worked as laborers. In 1867, African-American Iowans organized and lobbied to have the Black Codes repealed.

1880s: African-American communities sprung up in Iowa's cities where African Americans continued to organize churches and social and professional clubs. Iowa's first African-American newspaper was published in Corning in 1882. In 1884, the Iowa Legislature passed a Civil Rights Act outlawing discrimination in some public places. Most European Americans ignored this law for decades.

1900s: By 1900, thousands of African Americans had come to Iowa to replace striking coal miners in southern and central Iowa. The coal mining community of Buxton was organized in Monroe County in southern Iowa. Here African Americans and European Americans lived and worked together peacefully. African Americans operated stores, clubs, schools, churches, law firms, and newspapers and served as law enforcement officers. The town had a YMCA, a roller skating rink, and a baseball team.

1930s: The Great Depression swept across the country. Iowans felt the strains of economic hardship. In 1930, about half of Iowa's African-American population was employed. Those who had jobs worked primarily in meat packing plants and coal mines and as janitors and housekeepers. In 1939, Luther T. Glanton, Jr. enrolled as the first African-American law student at Drake University in Des Moines. He was not allowed to live or eat on campus. In 1958, Glanton became Iowa's first African-American judge.

1960s & 1970s: By 1963, the Civil Rights Movement was underway throughout the country. African Americans continued to demand equal rights under the law. Slowly, others began to listen. African-American

Iowans joined the demonstrations in Iowa. They continued their involvement with organizations such as the National Association for the Advancement of Colored People (NAACP). The Iowa chapter of the Congress of Racial Equality (C.O.R.E.) was organized in Des Moines in 1963. In 1964, James H. Jackson of Waterloo and Willie Stevenson Glanton of Des Moines, became the first African-American man and woman to be elected to the Iowa General Assembly.

Population Figures*

1840: African-American population in Iowa: 188
Total Iowa population: 43,112

1860: African-American population in Iowa: 1,069
Total Iowa population: 674,913

1880: African-American population in Iowa: 9,519
Total Iowa population: 1,624,615

1900: African-American population in Iowa: 12,693
Total Iowa population: 2,231,853

1930: African-American population in Iowa: 17,380
Total Iowa population: 2,470,939

1970: African-American population in Iowa: 32,596
Total Iowa population: 2,825,285

These figures were taken from Leola Bergmann's *The Negro In Iowa* as well as Iowa census documents.

Laws

1820: U.S. Congress passed the Missouri Compromise and made slavery illegal in parts of the Louisiana Purchase, including Iowa.

1830s-1850s: A series of laws, known as "Black Codes," were passed in Iowa. Under these laws, African-American Iowans could not vote, attend public schools, or testify in court against a European-American Iowan.

1868: African-American men in Iowa were given the right to vote. The Iowa Supreme Court ruled that Iowa's public schools should be open to all children regardless of race or religion.

1884: The Iowa Legislature passed the Civil Rights Act outlawing public discrimination in hotels, barber shops, theaters, and on public transportation. Most European-American Iowans ignored this law for decades.

1892: Another civil rights law was passed that made discrimination illegal in restaurants and bath houses.

1963: The Iowa Legislature passed the Iowa Fair Employment Practices Act and made it illegal to discriminate against an employee or job applicant based on his or her race or religion.

1964: The U.S. Congress passed the national Civil Rights Act.

1965: Another Iowa Civil Rights Act was passed, and the Iowa Civil Rights Commission was created to investigate illegal discrimination in the state.

Biographies

Ralph Montgomery
(1795?-1870)

In the early 1830s, a man named Ralph Montgomery heard that a fortune could be made at the Dubuque lead mines. But Ralph Montgomery was a slave. He was not allowed to leave the slave state of Missouri to travel to free territory unless his owner, Jordan Montgomery, went with him.

In the spring of 1834 Jordan wrote an agreement giving Ralph permission to travel to Dubuque. Ralph promised to pay Jordan \$550 plus interest in return for his freedom.

Ralph worked in the lead mines for four years but never made enough money to buy his freedom. Two slave-catchers offered to return Ralph to Jordan for \$100. They captured and handcuffed Ralph and prepared to send him back to Missouri on a Mississippi riverboat. Fortunately for Ralph, Alexander Butterworth, a concerned eye-witness, saw Ralph's capture. With the aid of judge T.S. Wilson and a court order, he rescued Ralph from his captors just in time.

Ralph's freedom rested in the hands of the newly established Iowa Supreme Court and Judge Wilson, one of Iowa's first judges. The court had to decide whether or not Ralph was a fugitive slave. The case, called "In the Matter of Ralph (a colored man)" made history as the first decision of the Iowa Supreme Court. On Independence Day 1839, Ralph was declared a free man.

About a year after the hearing, the same judge saw Ralph again, working in the garden behind the judge's house.

He asked Ralph what he was doing.

"I ain't paying you for what you done for me. But I want to work for you one day every spring to show you that I never forget," Ralph replied. Ralph was true to his word.

Susan Clark and Family

If you've ever changed schools, you know the first day at a new school can be scary. Imagine the courage it took for 12-year-old Susan Clark, a young African-American girl, to climb the steps of Muscatine's Grammar School No.2 in September 1867, only to be turned away because of her race. It was against the law for African-American children to attend public schools with European-American children. Instead, they had to attend separate schools.

Susan and her father, Alexander Clark, knew this was wrong. They sued the schools district, and took their case to the Iowa Supreme Court. The court ruled in Susan's favor and in 1868 she enrolled at Muscatine Grammar School No.2. It would take another six years until all of Iowa schools were open to all children, regardless of race, nationality, or religion.

Susan Clark was a brave girl from a remarkable family. Her father was a successful Muscatine businessman. The son of freed slaves, he believed a good education was essential to the advancement of African Americans.

Susan went on to become the first African-American woman to graduate from high school in Muscatine, and perhaps, the first in Iowa. She married a Methodist minister, moved to Cedar Rapids, and established a successful dressmaking business.

Her sister, Rebecca, and brother, Alexander, Jr., also graduated from a Muscatine high school. In 1880, Alexander, Jr. became the first African-American man to receive a law degree from the University of Iowa. His father, Alexander, Sr. also studied law at the University of Iowa and at the age of 58 was the second African-American man to earn a law degree there. In 1890 he was appointed to serve as consul to the African country of Liberia.

Today, Alexander and Susan Clark are remembered for their love of education and for taking the first step in demanding an equal education for all of Iowa's students.

Pauline Humphrey

1906-1993

Pauline Robinson Brown wanted to open a beauty school in Des Moines in the 1930s. Because she was an African-American woman, business opportunities were hard to find. Despite this, Pauline opened Crescent School of Beauty Culture in 1939. She was the first African-American woman to own and operate a certified cosmetology school in Iowa. She was also the first African-American woman certified to teach cosmetology in Iowa.

Pauline was born Myrise Pauline Robinson in 1906 in Des Moines. She started school at the age of four because her grandparents, who were her guardians, couldn't afford to stay home from work to take care of her. After graduating from East High School in 1922, Pauline studied physical education at the University of Iowa in Iowa City for two years. She married, had a daughter and divorced.

In the 1930s she began to pursue her dream of owning a beauty school. When no Iowa school would admit her because she was African-American, Pauline moved to Chicago with her daughter and studied cosmetology at Madame C.J. Walker's cosmetology school. When she arrived back in Des Moines in 1936, Pauline opened a beauty shop and began to save money to start her own school. In the late 1930s Pauline was admitted to a cosmetology school in Fort Dodge where she became certified to teach.

A few years later Pauline's dream of opening her own store came true. She opened the Crescent school on February 2, 1939. In those days it was extremely difficult for a woman, especially a woman of color, to go into business on her own. Many people weren't willing to sell or rent business property to African Americans. Pauline had trouble with the suppliers who sold her the beauty products she needed to run her school.

Pauline also developed and successfully marketed her own line of cosmetics and beauty products called Myrise Paule. In 1944 she married Major Humphrey who joined her in running the business she loved. Pauline Robinson Brown Humphrey died in 1993.

The Fight For Equality

A Play to Read or Perform

This five-act play based on true events can be read silently or performed with the simple props listed. Set up a table and chairs to represent the classroom in Act One, the classroom in Act Two, and the courtroom in Acts Three and Four.

Note: The words in brackets [like this] tell the actors what they should be doing as they speak lines or what tone of voice they should use.

ACT ONE

Narrator: It is September 10, 1867, in Muscatine, Iowa. Susan Clark walks to the neighborhood's Grammar School No.2. It will be her first day at the school. She walks into the classroom carrying a book.

Marion Hill: [sitting at her desk, looks up when Susan walks into the room] Hello, what is your name?

Susan: Susan Clark.

Hill: I think you must have the wrong school, dear. The school for "colored" children is across town.

Narrator: Susan looks at the students in the class. They are all white children and they are staring at her.

Susan: [shaking] But this school is only a few blocks from my house. I don't see why I can't go to school here!

Hill: [stands up, walks toward Susan, puts her arm around her shoulder, and whispers] I'm sorry, Susan. You can't go to this school. It is only for white students. Why don't you run along and go to the school for colored students.

Susan: But, Miss Hill... [Susan is led out the front door. She walks quickly away. She hears the bell ring for the beginning of class.]

ACT TWO

Narrator: At the Clark's house, the family sits down for dinner at the kitchen table.

Alexander Clark: How was your first day at school Susan?

Susan: [she sobs] The teacher, Miss Hill... said I couldn't go to school. She said the school was only for white children.

Rebecca: They wouldn't even let her stay!

Alexander: [slams his fist on the table] It is her constitutional right to be able to attend the same school as a white child. Iowa's Bill of Rights says all citizens are equal!

Catherine: Our child is refused the same rights as a white child! Something must be done!

Grandmother Clark: [passes a bowl of fruit] Granddaddy and I were both slaves in the early days down South. After the Civil War, Congress passed the Thirteenth Amendment to the U.S. Constitution. It said slavery was illegal. Black folks aren't slaves any more, but we still have to fight for equality. Now it causes a great pain in my heart to see Susan treated so bad.

Alexander, Jr.: What's discriminatory?

Grandmother Clark: In this case, son, it means that people are treating Susan badly because of the color of her skin.

Alexander: I enlisted with the First Iowa Colored Volunteer Army in the Civil War to fight against slavery. I will not have my daughter discriminated against. I'll go to talk to the school board tomorrow and if they won't let Susan into the school, I'll take them to court!

ACT THREE

Narrator: The school district's board of directors tells Clark that Susan cannot go to Grammar School No.2. Clark, in turn, sues (brings legal action against) the school board and the case goes to court. Does a school board have the right to require black children to attend separate schools? In a court room...

William Brannon: [stands up behind a desk and faces the district court judges] Alexander Clark has been a free resident and tax payer in Muscatine for several years. His daughter, Susan, was denied admittance to Grammar School No.2 because she belongs to the "colored race."

Judge Cole: Please state the arguments for the board of directors' decision.

Henry O'Connor: [walks up to the judges] First, the board of directors say there is a separate school building with a teacher for colored children in the district. Second, most people in the community are opposed to colored and white children attending the same school. Third, it is in the best interest of both races for them to be educated in separate schools. Fourth, school laws give the board the right to require children to attend separate schools.

Narrator: The case continues as both sides present their arguments. The case then goes to the Iowa State Supreme Court in April, 1868. There the decision will be made. Will Susan be able to attend Grammar School No.2?

ACT FOUR

Narrator: Three Iowa State Supreme Court judges review the case and present their decisions.

Judge Cole: Our government is founded on the principle of equal rights to all people. Laws on education provide for the education of all the youths of the State without distinction of color. Therefore, I believe that Susan Clark should be allowed to attend Grammar School No.2.

Judge Dillon: The board of directors has no special powers to require colored children to attend a separate school. They cannot deny a youth admission to any particular school, because of his or her color, nationality, religion, or the like. The board of directors can only create school district boundaries which determine where a student may attend.

Narrator: Because two out of the three Supreme Court judges agree that Susan should be allowed to attend Grammar School No.2, the Clark's win the case. However, the third judge disagrees with their decision. Judge Wright gives his dissenting (different) opinion.

Judge Wright: The board of directors has the right to say where children shall attend schools. It is in the best interest of the schools, if a separate school for colored children (in the same district) can be provided. The equality of all peoples, as stated in the constitution, is preserved if equal schools are provided for colored children.

ACT FIVE

Reporter: [holds a pad and pencil and walks up to the Clark family outside of the Court House]

Mr. Clark, what do you think about the Supreme Court's decision today?

Alexander: My family and I are happy that the Court realized the Iowa Constitution provides education for "all youths of the state." All people are entitled to equal rights under the constitution. While it is a positive step toward that goal we still have a long way to go before all men and women of different races are truly equal under the law.

Reporter: Susan, what do you think about the decision?

Susan: I'm happy that I can go to Grammar School No.2. Now other children like me can go to the public schools that they want to!

Narrator: In the following month, July 1868, the Fourteenth Amendment to the U.S. Constitution became law. It said that people born in the U.S. or those who were naturalized here are citizens of the U.S. and the states in which they live. The Fourteenth Amendment also said that states cannot limit the rights of U.S. citizens. They must treat all people equally under the law. Susan Clark went on to become the first black graduate of Muscatine High School.

—THE END —

Questions

1. Why did the Muscatine school board officials want to keep Susan out of Grammar School No.2? Name four reasons.
2. What did the Iowa Supreme Court judges decide?
3. What do the Thirteenth and Fourteenth Amendments say? Explain.

Spreading the News

Newspapers can shape people's ideas of what is real and what is right or wrong. Many people have formed opinions about African-American Iowans from stories they read in newspapers. But newspaper reporters and editors can be unfair. Some European-American newspapers in Iowa history have printed stories about African-American criminals, but ignored positive news from African-American communities. African-American Iowans knew negative newspaper coverage wouldn't change unless they changed it themselves. And that's just what they did.

Iowa's first African-American newspaper was the *Colored Advance*, published briefly in Corning in 1882 by founder and editor C.S. Baker. Since then, African-American Iowans have produced more than 40 newspapers (mostly weekly publications) to cover happenings in their communities. Newspaper coverage stretched across the state—as far north as Mason City, as far west as Sioux City, and as far east and south as Keokuk.

Often called the "fighting press," African-American newspapers shared local, state, national, and sometimes international news with Iowa's African-American communities. Readers learned of births, deaths, and weddings. They read about the accomplishments of African-American athletes, professionals, and students who were ignored by other newspapers simply because of their race. African-American businesses advertised goods and services. African-American newspapers kept readers informed about civil rights issues in Iowa and across the country and spoke out against unfair treatment of African-Americans.

Gathering the news

Editors used correspondents in many Iowa communities to collect statewide news. These correspondents reported on events in their communities and sent the news to editors. Correspondents often worked for free. "It was a service to their community," said Dr. Allen W. Jones, a retired university professor in Alabama. "Frequently they also handled subscriptions in their area and sometimes they got commissions."

Women correspondents for the *Iowa Colored Woman*, published by Sue M. Brown in Des Moines between 1907 and 1909, gathered news from Buxton, Cedar Rapids, Keosauqua, Oskaloosa, and Marshalltown. Statewide correspondents helped *Des Moines' Weekly Avalanche* cover happenings in communities large and small.

A well-known paper

Most African-American newspapers in Iowa have not survived for more than a few years because they didn't have enough financial support from subscribers and advertisers.

But one newspaper survived despite the odds. One of the nation's longest-running African-American newspapers was *The Iowa Bystander*, established in 1894 by a few Des Moines businessmen. In 1922, Des Moines lawyer James B. "J.6." Morris, Sr. purchased it and published the weekly paper for almost 50 years. Morris' young grandsons, William, Brad, and Robert, often worked at the newspaper office hand-folding copies of the paper for distribution across Iowa. Years later, Robert and William edited the paper for a brief time. The newspaper stopped publishing in 1987.

More than news

African-American newspapers provided more than news. They gave African-American Iowans experience as press operators, reporters, editors, and photographers. Young people earned money as delivery boys.

Moving on

In the 1960s and 1970s more and more African Americans were hired at European-American-owned newspapers in Iowa and across the country. African-American newspapers, like *The Iowa Bystander*, lost talented employees. Today, African-American radio stations, magazines, and television programs, in addition to newspapers, continue the spirit and determination of the fighting press.

Newspaper Slogans*

"Equal Rights to All: Special Privileges to None"

– *The Weekly Avalanche*, Des Moines, 1891-1894

"The Advancement of the People in General and the Afro-American in Particular"

– *Iowa Baptist Standard*, Des Moines, 1897-1899

"Sowing Seeds of Kindness"

– *Iowa Colored Woman*, Des Moines and Buxton, 1907-1909

"Justice Toward All and Malice to None, We Applaud the Right and Condemn the Wrong"

– *Eagle*, Buxton, 1903-1905

"Fear God, Tell the Truth, and Make Money"

– *The Iowa Bystander*, Des Moines, 1894-1987

"The Observer Covers Iowa like the Dew"

– *The Observer*, Des Moines, 1939-1948

"We Wish to Plead Our Own Cause. Too Long Have Others Spoken for Us."

– *The Challenger*, Des Moines, 1981-1984

"We Will Inform the Public... Without Fear or Favor"

– *Waterloo*, 1963-1974

*Information for this exercise was provided by Allen W. Jones, Ph.D., whose extensive essay, "The Black Press in Iowa, 1882-1987," will appear in *The Black Press in the Midwest*, edited by Henry Lewis Suggs, to be published by Greenwood Press, summer 1995.

Vocabulary

prejudice: strong dislike of a certain group of people because of their race, religion, etc.

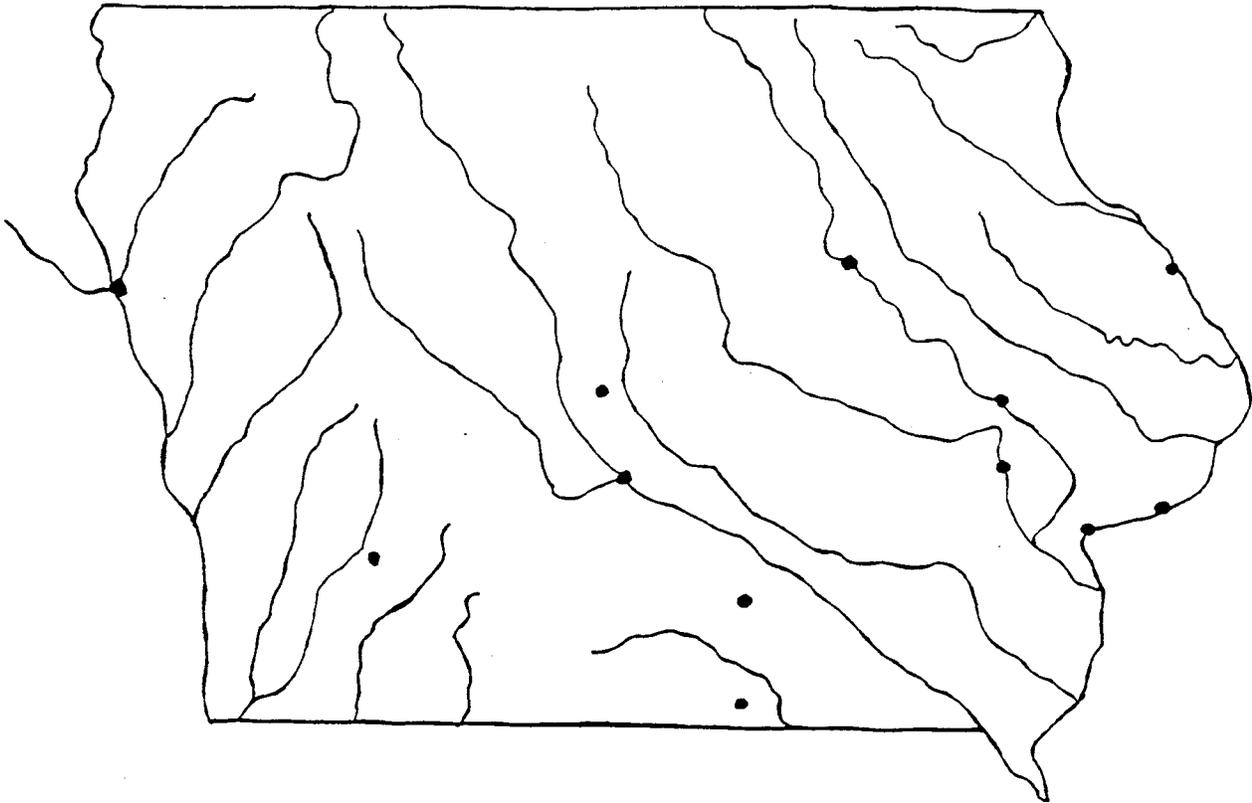
discrimination: unequal and unfair treatment because of prejudice.

segregation: forced separation of groups based on gender, race, religion, etc.

civil rights: citizens' rights, like the right to vote, protected by the U.S. Constitution.

colored: an outdated term for an African American.

African-American Heritage Spans the State



Match the name of the town with the dot that corresponds to its location on this map (answers on next page).

Ames: George Washington Carver, the scientist who discovered many uses for the peanut, graduated from Iowa State University.

Buxton: A coal-mining town with a large African-American population.

Cedar Falls/Waterloo: Southern blacks migrating north came to these communities by railroad.

Cedar Rapids: After the Buxton mines closed, many workers migrated here.

Centerville: One of the first Iowa Chapters of the National Association for the Advancement of Colored People (NAACP) formed here.

Davenport: After the Civil War, African-Americans found jobs with steamboats and railroads.

Des Moines: Site of the World War I Colored Officers Training Camp at Fort Des Moines.

Dubuque: Ralph, a former slave, lived here. In 1839, the Iowa Territorial Supreme Court ruled that he could not be enslaved under Iowa law.

Iowa City: The Iowa Federation of Colored Women's Clubs owned a dormitory for black women attending the University of Iowa.

Lewis: George Hitchcock's house was a station on the Underground Railroad.

Muscatine: Susan Clark, an African-American, was denied access to a school. The courts determined that students could not be required to attend separate schools because of their race.

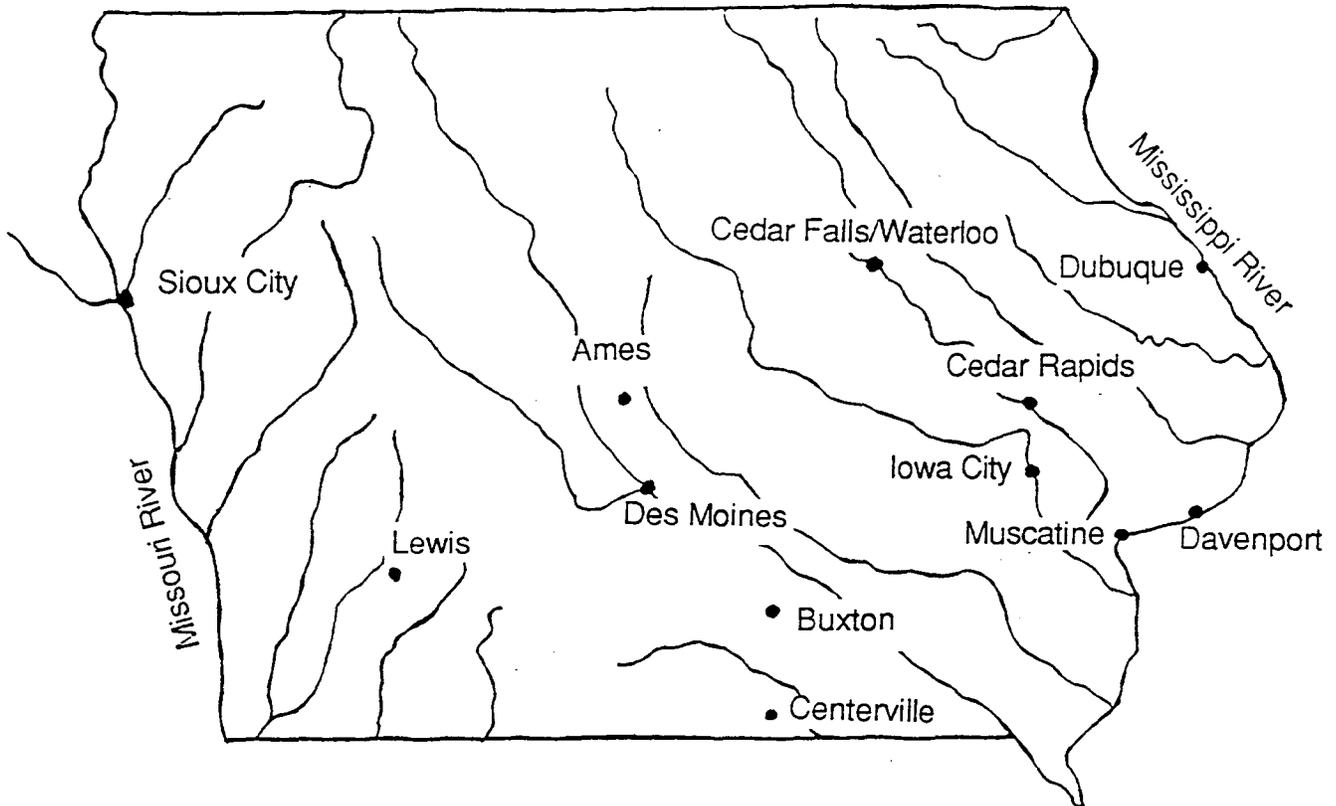
Sioux City: Many African-Americans found employment in the meat-packing industry.

BONUS!

Find the Mississippi & Missouri rivers.
Many African-Americans traveled these rivers after the Civil War.

ANSWER KEY

African-American Heritage Spans the State



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Centerville: One of the first Iowa Chapters of the National Association for the Advancement of Colored People (NAACP) formed here.

Davenport: After the Civil War, African-Americans found jobs with steamboats and railroads.

Des Moines: Site of the World War I Colored Officers Training Camp at Fort Des Moines.

Dubuque: Ralph, a former slave, lived here. In 1839, the Iowa Territorial Supreme Court ruled that he could not be enslaved under Iowa law.

Iowa City: The Iowa Federation of Colored Women's Clubs owned a dormitory for black women attending the University of Iowa.

Lewis: George Hitchcock's house was a station on the Underground Railroad.

Muscatine: Susan Clark, an African-American, was denied access to a school. The courts determined that students could not be required to attend separate schools because of their race.

Sioux City: Many African-Americans found employment in the meat-packing industry.