The Kinsey Collection
African American Art & History
The Kinsey Collection

Shared Treasures of Bernard and Shirley Kinsey
Where Art and History Intersect
The Importance Of African American History And Culture And The Relevance For Our Schools
The Kinsey Collection Book
4th Printing
Standard & Collectors Editions

Available on TheKinseyCollection.com
Keys to Success

Something to do
Someone to love
Something to look forward too
Most People are Limited

By their vision

By their creativity

By their self imposed constraints
The Kinsey Collection

Strives to give our ancestors a voice, name and personality, enabling the viewer to understand the challenges, obstacles, triumphs, accomplishments and extraordinary sacrifice of African Americans in building this country.

-Bernard W. Kinsey
In America, your skin speaks before you do.
In 2013-2014, African-American students totaled 6.5% of the enrolled population, but accounted for 18.2% of suspensions and 9.14% of expulsions.

Graduation rates for African-American students are 80.2% with 82.6% and white students at 89.2%.

Similar to national trends, African-American students are disproportionately overrepresented in special education programs—specifically in more “subjective” disability categories (e.g. emotional disturbance and intellectual disability) compared to students of all other ethnicities.
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<tr>
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<th>2000/2001</th>
<th>2013/2014</th>
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<tbody>
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<td>Percentage</td>
<td>9%</td>
<td>16%</td>
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Schools that are Majority Poor & Black/Hispanic by Percentage
Segregation in K-12 Schools

Schools in America with 1% or fewer white students:

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<th>1988</th>
<th>2011</th>
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<tr>
<td></td>
<td>2,762</td>
<td>6,727</td>
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Black & Brown Students in K-12 Public School received:

Less Math
Less Science
Less College Prep
More Likely to be Suspended or Expelled
The Importance of Black Teachers

Black teachers steer black students to gifted programs

Black teachers tend to offer a more positive view of black students' abilities, so

Black kids are 54% less likely to be identified in gifted programs, but are three
Impact of School Desegregation on Black Adults 1960 - 1980’s

Blacks who spent 5 years in Desegregated Schools:

More likely to graduate

22% less likely to be incarcerated

Live 7 years longer

Earn 30% more than black kids who went to predominately black schools

Did not affect Whites on any metric
The 3 P’s:
Prejudice
Power
Privilege
White males with a college degree have a 97.6% employment rate.
Black males with a college degree have a 92.8% employment rate.
White men who have some college education but no degree (93.7%)
of American Democracy, and symbolically represent the
difference.

This defines:

Who is a citizen?
Who votes?
Who works?
Who goes to jail?
Who gets Health care?
Who has wealth?
Who lives in Ghetto?
1970
300,000 People in prison

2015
2.3 Million people in prison

70 million people with arrest record

6 million people on probation, majority Black and Hispanic

3 times more likely to receive the death penalty, and 22 times more likely in prison
In Los Angeles County, African Americans make up 9.2% of the county, but accounted for only 14% of the people who voted in the recent election.
More than three times that of the next group

Research also showed that:

When officers report being able to identify the race of the person before stopping them, the person stopped is 62% more likely to be African American than when officers couldn’t tell the race (48%).

African American men were more likely to be handcuffed during a stop (1 out of 4 times) than whites (1 out of 15 times), excluding arrests.

African American men were also more likely to be searched (1 in 5 times vs. 1 in 20 times for whites), though officers were no more likely to make a recovery from those searches.

African American men were more likely to be arrested after a stop by police – 1 in 6 vs. 1 in 14 for white men.
THE MYTH OF ABSENCE