PROGRESSIVE SOUTHERN STATES

Women's colonies, too, moved—impelled by the need to escape the restrictions of their lives in the South, they sought new opportunities. In Georgia, for example, the formation of the Women's Cooperative Association of Atlanta in 1894 was a response to the limited educational and economic opportunities available to women. The association aimed to provide educational and vocational training for women, as well as to promote cooperation among women in the region. In Mississippi, the formation of the Mississippi Negro Women's Association in 1895 was a similar response to the need for educational and economic opportunities. The association sought to provide educational and vocational training for women, as well as to promote cooperation among women in the region.

By the 1920s, women in the South were beginning to make progress toward achieving these goals. In Georgia, the formation of the Georgia Negro Women's Congress in 1920 was a major step forward. The congress sought to provide educational and vocational training for women, as well as to promote cooperation among women in the region. In Mississippi, the formation of the Mississippi Negro Women's Congress in 1921 was a similar response to the need for educational and economic opportunities. The congress sought to provide educational and vocational training for women, as well as to promote cooperation among women in the region.

In conclusion, the progressive movement in the South was a response to the need for educational and economic opportunities. Women's colonies, women's cooperatives, and women's congresses were all important steps forward in achieving these goals. While progress was slow, it did move forward, and women in the South were able to make significant progress toward achieving their goals.

REFERENCES

ATTENTION TO PUBLIC AFFAIRS

The difference in the educational levels of black and white parents is evident in the percentage of parents who have completed college. In 2000, the percentage of black parents who had completed college was significantly lower than the percentage of white parents. The difference in educational attainment is due to a combination of factors, including historical disadvantages faced by African American students and the effects of segregation and discrimination in housing and employment opportunities. 

The proportion of black parents who have completed college has increased steadily over the years, reflecting improvements in educational opportunities and reduced barriers to higher education. However, the gap between black and white college completion rates remains significant.

[Graph showing the percentage of black and white parents who have completed college over the years from 1981 to 2000.]

Note: Data from the National Center for Education Statistics.
percent
There are 27 separate and distinct states and 12 states in the North Central region.

(272)

The North Central region contains the following states:

- Alabama
- Illinois
- Indiana
- Kentucky
- Louisiana
- Michigan
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Dakota
- Tennessee
- Texas
- Wisconsin

These states are marked on the map to the right, which shows the percentage of female citizens of color in the North Central region. The percentage is calculated based on the total population of each state in the region. The map also highlights the states with the highest and lowest percentages of female citizens of color.