

CHAPTER III

ANALYSIS

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A. Booker T. Washington's ideals and his motives to choose them as ideal.

In slavery period, black American lived in pitiable conditions. They lived in poverty, had no right for the equality and as human beings, and most of them were ignorant. Food, clothing, health, amusement and houses were issues that were encountered by them. Their houses were seldom good; they usually lived in small one or two-room cabins, windowless and without floor. Food that they got was adequate in quantity but poor in quality: unappetising and monotonous, and probably not very nutritious. The diet almost always pork (fatback), meal, molasses, and whatever vegetables the slaves could raise themselves. Their clothing usually consisted of homespun cotton and shapeless brogans, the same things worn by the poorer whites. Provision for amusement and care of health depended upon the nature of the individual slave owner. While there were always those who neglected both, there were more who were both genuinely fond of and concerned for the slave; in any event, the slaves was at least a financial investment to be kept in good working condition (Low & Clift 758). Because there were limitation in wage opportunities and in owning to the richest land for blacks, they kept living in poverty without a chance to betterment of life.

The slaves' right as human being was denied by the whites. They applied many restrictions for slaves such as no right to buy, to sell, or make any form of agreement without consent and guidance of their master. Illegal marriage agreement was not allowed for slaves. They could not assemble unless a white man was present

nor they could hold religious services unless the minister was either white or an approved black minister presented monitoring services. Instead of these restriction, there were still the others; the restriction of speech and to visit plantation for more than an hour. (Low & Clift 759)

To keep the slaves lived ignorant, in education white applied a restriction. Education was not allowed for blacks. It was against the law, to teach any slaves or free blacks to read or to write. For free blacks, education was ceased and regulations were passed to prevent them who had gone out of the state to acquire an education from returning. But any way, there were still slaves or free blacks who could learn o read and to write from their masters and mistresses or even their young masters and mistresses secretly (Low & Clift 759).

Booker T. Washington who was a slave when he was still a child encountered and experienced those conditions. His ascribed status and system of slavery placed him to live in poverty and to be ignorant. Just like the other slaves, he lived in small cabin that served not only as their living-place but also as the kitchen for the plantation. The condition of the cabin where he lived was not far from the condition of cabins for the slaves that described before. It was discomfoting and improper to live:

The cabin was without glass windows; it had only openings in the side which let in the light, and also the cold, chilly air of water. There were was a door-but the uncertain hinges by which it was hung, and the large cracks in it, to say nothing of the fact that it was too small, made the room a very uncomfortable one. (2).

There were no wooden floor in our cabin, the naked earth being used as a floor...While the poorly built cabin caused us to suffer with cold in the winter, the heat from the open fire place in summer equally trying.

(3)

The cloth that he wore was flax that to him it was the most ordeals trying since it was the cheapest and the roughest cloth at the time. Wearing new flax for the first time was equal to the feeling that one would experience if he had a dozen or more chestnut burrs or a hundred small bin points in contact with his flesh. In fact Washington had his flesh soft and tender added to the pain but he had no choice, he had to wear the flax or none. The food that was eaten by Washington and slaves in the plantation where he lived was corn bread and pork:

..., Because the usual diet for the slaves was corn bread and pork, and these could be raised on the plantation. (7)

Washington was one of the slaves who did not get education during slavery period:

I had no schooling what ever when I was a slave...(4)

Restriction for blacks in education kept him away from the effort of learning to read and to write. Nevertheless, deeply in his heart, he was eager to get it and it became one of his ideals and ambitions. One experience in his childhood that was important in his way viewing education was when he accompanied his young mistresses to go to her school in order to bring her books. At the time, he was so deeply impressed with the picture of the students both girl and boy who engaged to study:

The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get

into a schoolhouse and study in this way would be about the same as getting into paradise. (5)

While blacks either slaves or free ones including him lived in such pitiable condition, the whites lived reversely. The system of slavery even made their life better. They lived in prosperity. They could get education, nutritious food, health care, amusement, and proper houses easily.

Washington concerned the two differences that occurred between blacks and whites' life in the description above. These two difference conditions of the blacks and the whites made him resolve to get better and secure life someday when he was free. He thought that freedom gave him a chance to gain secure and comfortable life such as the whites had.

I remember that at one time I saw two of my young mistresses and some lady visitors eating ginger-cakes, in the yard. At that time those cakes seemed to me to be absolutely the most tempting and desirable things that I had ever seen; and I then and there resolved that if I ever got free, the height of my ambition would be reached if I could get to the point where I could secure and eat ginger-cakes in the way that I saw those ladies going. (7)

Even when he got his freedom later he still had high ambition concerning with it and kept struggling for it.

Besides he had idealized education for himself that lead to the achievement and then dignity, he also thought and idealized that blacks had to get education also for the same reasons above. The life of blacks, generally, and many young blacks boys, especially, who lived in a pathetic condition without getting any education did

not lose from his insight. Many of young boys in black society had to work in coal mine or salt furnace because of economy necessity. They had to spend a large part of their life in that place so that they had little opportunity to gain education. Because of lack of education these young boys are often physically and mentally dwarfed. They also then lose their ambition to do anything else than to continue as a coal-miner. This fact moved Booker T. Washington to do something that could help them and the poorer ones who had to work at a day time so that they had opportunity to gain education that will let them to change their life to a better life and dignity. What he was trying to do was that he wanted to give blacks an education that was really useful for their life and the other races.

The experience and what he had got from Hampton widened his opinion about the appropriate education for him and his race. According to him the best education for every people especially the blacks were not merely from books but also practical education. They had to learn industry, agriculture, economy, and they had to improve their moral character as well as spiritual life to support their life. All of those training was meant to make them stand on their own feet or, in other word, to be an independent race. Instead of those they had to learn to love those kinds of knowledge especially labor works as they love themselves for their sake and the development of their skill. The achievement of practical and non-practical education that were realised in the development of blacks' social, economy, agriculture, industry, and trade, without putting aside betterment in spiritual life as well as moral character, would bring them to the success in politics such as the avowal and equality of human rights in all aspects of blacks' life.

When he was still a child he ever dreamt to speak to the people through out the world black struggles to achieve dignity and betterment in life. He wanted to be a spokesman of his race that would enable him to deliver his opinion in education, economy, social, industry, agriculture, and politics that all were meant to blacks' development and sakes. Although he never planned to achieve it like his ideal to gain education, later he successfully became a spokesman of his race.

B. His Struggle to Realise His Ideals

Washington like the other people had human need and in the life he always tried to fulfil it. It started from the most basic need to highest need. If he could satisfy his needs such as food to eat, a cabin to shelter, love from his mother, and the like, then he need to satisfy his higher need such as independent, knowledge, achievement, reputation, recognition, approval, dignity, and the highest need that was to actualize his talent. His struggle to realize his ideals was his way to satisfy those need above especially independence, knowledge, achievement, recognition, dignity and the need to actualize himself. His struggle for his ideals was also to gain his achieved status in his life.

Washington did not let his ideals to be dreams only. He wanted to realize them by giving his best effort even though it seemed to be very hard and difficult to do. He never gave up his struggles either struggle to gain dignity for himself or struggle to gain dignity for black people. According to him as stated before the way to elevate dignity was through education that did not only emphasized on books but also practical education. For this reason he firstly determined to gain education for

himself before he helped the other black people to gain it. His struggles above would be described clearly in the analysis below:

B.1. Struggle to Gain Education in Malden

The end of slavery was his entrance that leads him to the struggle for education, improvement in life, and achieved status that all of them would lead him to the elevation of his dignity. After slavery was abolished, Washington and his family moved to a little town of Malden in West Virginia where his step-father had already lived. As stated before, Malden was a place where Washington began his struggle to gain education. His step-father who had already secured a job at a salt-furnace forced him and his brother worked in one of the furnace although he was still a child at the time. But anyway worked in salt furnace gave him advantage. In that place, for the first time, he learned a number. The number that allotted to his father. As a packer, his father had his barrel marked with a certain number: 18. At the close of the day work the boss of the packers would come around and put it on each of their barrels. As a young boy with a big desire to be able to read and to write, he soon learned to recognize and finally he could make it. Though he knew nothing about any figures or letters. It was his first effort to realize his ideals that was to be able to read.

From that time, the longing to be able to read emerged again in his mind and he resolved himself to get education that would enable him to the realization. He recalled his childhood when he resolved himself to get education that would enable him to read. Because of his eagerness he induced his mother to get a book for him. When his mother could get the book for him, he did not let the opportunity be away from him. He tried hard to learn it even though he could not find a teacher to teach

him. The courage to learn by himself was supported by the information from someone concerning with the way to begin to read, as quotation below:

I had learned from somebody, that the way to begin to read was to learn the alphabet, so I tried in all the ways I could think of to learn it, all of course without a teacher, for I could find no one to teach me. (19)

In all of his efforts, the only encourage thing was the support, the sympathy, and the aid from his loving mother.

When a new school in Kanawha valley was founded, all the people were very enthusiastic. This was an immense desire of black people. The eagerness of education drove the whole race try to go to school. Day school, night school and Sunday were always crowded. However, this rapture brought Washington to the keenest disappointment because he had no chance to enrol the school. He had to keep working in salt furnace. His father found that he had a financial value so that he could not allow him to go to school in order to study. It hindered his ambition. Adding to his disappointment was the fact that he could see happy girls and boys went to and from school from his place of work. However, this condition did not make him give up. Even he became enthusiastic learn his blue-black speller, as stated below:

Despite this disappointment, anyway, I applied myself with greater earnestness than ever to me mastering or what was in the "blue-back" speller. (21)

He could finally make arrangement with the teacher to give him some lesson at night after his day's work was done. He got an advantage in the night class since he

learned more than the students had learned in day class. However, he was eager to attend day class and tried hard to get this opportunity.

Finally, after he tried hard, he succeeded and permitted to attend day class for a month with the understanding that he had to work early in the morning until 9 o'clock and be turned immediately after school closed in the afternoon for at least two more hours of work.

The success above was not followed by another success because he still encountered an obstacle concerning with the distance of the school and his place of work and the time that was provided. The school was some distance from the place of work and he had to work until 9 o'clock while the school began in the same time. This placed him in a difficulty. School had always began when he reached it. The condition forced him to do improper thing though he did not meant it. What he had done did not mean to make other people untimely, he only wanted to come to school in time so that he could follow the lesson, as stated in the quotation below:

I got idea that the way for me to reach school on time was to move the clock hands from half-past eight up to the nine o'clock mark. (22)

I did not mean to inconvenience any body. I simply meant to reach that schoolhouse in time. (22)

Washington in his school time always faced difficulties but they never broke down his spirit to get education. He kept struggling in every hard condition and he always found the way to solve them. In his difficulties, his mother always helped and encouraged him and did the best for him.

B.2. Struggle to Gain Education at Hampton

The education that he got in Malden did not make him satisfied and stop learning. He wanted higher education. This eagerness was expressed when he heard two miners talking about a great school somewhere in Virginia. This school gave opportunity to the poor but worthy students to work out all part of board and at the same time also learned trade or industry. For Washington this was great news and made him happy since it gave him opportunity to enter that institution though he had no money and came from poor family.

No knowledge about Hampton: the place, the distance, and the accommodation to reach that place did not prevent him to go there. Even he resolved himself to go and realise his ideals. He thought about it all day and night since then. It just like a fire that always burned his spirit to struggle to achieve it, as stated in the quotation below:

I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how was I going to reach it. I remembered only that I was on fire constantly with one ambition, and that was to go to Hampton. This thought was with me day and night.
(29)

Before he went to Hampton, he worked at Mr. Ruffner's house. He worked in that place for a year and a half. Mr. Ruffner's wife, Mrs. Viola Ruffner, who hired him, was known as a strict woman who always wanted everything kept clean about her, things done promptly, systematically, and at the bottom of everything she wanted absolute honesty and frankness. Her characterization made other people difficult to understand her and could not work for her for long period. But Washington with his

earnest in doing his duty, he could do his duty well even made her liked and trusted him. As long as he worked in the house he got a valuable thing that was very important in his character's development and his way of teaching. Mrs. Ruffner encouraged and sympathised with him in all of his effort to get education and give him a chance to realize his idealized. At the time, he went to school for an hour in the day during a portion of the winter month. Though most of his study time was done at night, sometimes alone or under someone's supervision who he could hire to teach him.

The success of becoming a good servant did not give up the idea of going to Hampton Institute. In the fall of 1872 he determined to make an effort to get there. Everyone in his house sympathised with his effort. They showed it through their help. His stepfather gave him small amount of money and his brother helped him all that he could though the amount of money was small. But the thing that touched and pleased him most was the concern of the other colored people to his departure. They gave him things that they could give to him; "Some of these older people would give me a nickel, others a quarter, or a handkerchief (32)".

With small amount of money, he resolved to go to Hampton. The way to Hampton was not the easy one because he did not have enough money and at the time racial problems such as discrimination, segregation, race prejudice, and so on still went on. Because of his ascribed status: as a black, he got difficulty in finding a place for a rest or even provided him with a food or lodging. But this bitterness did not weaken him. He kept continuing his way. Though most of black people felt that their ascribed status some times prevent them to the realization of gaining achieved status or dignity and in fact it was, for Washington his existence as a black never

became a problem for him. Even he was proud of his existence and felt that he was lucky to be born as a black. He thought that being a black had many advantages. The unfortunate condition of black could be the advantage for them especially to the development of their characters. This condition made blacks had to work harder and perform his task even better than a white youth in order to secure recognition. The hard and unusual struggle that he had to be compelled to pass built his characterisation. He got strength and confidence. Instead of that he believed that success was to be measured not so much by position that one had reached in life but as by the obstacle which he had overcame while he was trying to succeed.

In his way to Hampton he ever run of his money. Without any money, he could not buy food to eat and a place to take a rest. It happened when he reached Richmond. Hunger, dirty, exhausted, and no knowledge about big city added to his misery. The condition forced him to sleep in hunger and under the sidewalk secretly. But Washington was a kind of person who never gave up in achieving his will. By working for a captain in the harbor, he secured money to fulfil his physiological need before he earned money to pay expenses to go to Hampton. With a small wage he had to find the way to economize all of his expenses in the town. Therefore, he kept sleeping under the sidewalk in order to economize his expenses in the city:

In order to economize in every way possible, so as to be sure to reach Hampton in reasonable time. I continued to sleep under the same sidewalk that gave me shelter the first night I was in Richmond. (34)

When he finally reached Hampton, Washington was so happy and thought it was a reward of his long and hard journey. Hampton really delighted him much at the time. It gave him a new spirit and hope and would make his life be more meaningful

if he could enter the institution: "The sight of it seemed to give me new life. I felt that a new kind of existence had now begun that life would now have a new meaning (35)".

At the time, he thought that the institution could be his first step to reach his future and ideals. It was the reason that he really resolved to enter the institution and he would not let any obstacles prevent him to achieve what he considered to be the best thing in the world. He put himself to the highest effort he could for the reason and he had to succeed:

I felt that I had reached the Promised Land, and I resolved to let no obstacle prevent me from putting forth the highest effort to fit myself to accomplish the best thing in the world. (35)

However, to enter the institution was not easy for him because there were doubts in the head of the teacher to accept him as a student of Hampton when he presented himself for assignment to a class. At the time, Washington did not make any favorable impression because of his poor condition. He had been so long without proper food, bath, and changing of cloth. He was very disappointed but he could not blame the teacher. He understood that everyone would have the same opinion to see his dirty appearance. Yet, he never gave up the unfortunate situation even he tried hard to make the teacher saw his thoroughness to become a student of Hampton:

For some time she did not refuse to admit me, neither she decide in my favor, and I continued to linger about her and to impress her in all the ways I could with my worthiness. (35)

In his opinion he deserved to be accepted just like the other students because he could do as well as they did if he had an opportunity.

Finally, his effort gave a sign of success. He was given a chance to prove his thoroughness and worthiness by the head of the teacher. She ordered him to clean the recitation room. He tried the best he could because he thought that his future depended on the impression that he had made upon the lady teacher of Hampton. At the time, his experience at Mrs. Ruffner's house was very useful for him and helped him much to reach success.

Because he did his every thing well and properly, the head teacher decided to accept him as a student. It was the happiest moment in his life and he was satisfied with what he had done. He passed the examination successfully and that was the best one that he ever passed:

I was one of the happiest souls on earth. The sweeping of the room was my college examination, and never did any youth pass any examination for entrance into Harvard or Yale that gave him more genuine satisfaction. I have passed several examinations since then, but I have always felt that this was the best one I ever passed. (36)

The life of Washington always full of struggles. Though he could enter Hampton Institute the struggles never stopped. Even harder than before because he had to face two things: poverty and the need of education. As a boy from poor family, he did not have much money that was used to pay the school expenses, such as the board, school fee, and books. Luckily, Hampton Institute gave dispensation to the poor students to pay a part of the expenses in cash and to work out of the remainder. Washington also got it especially the cost of the board. He paid a part of it in cash and work as janitor for the remainder. And Washington became luckier

because General Armstrong who established Hampton got Mr. Griffith Morgan as to defray the cost of his tuition during the whole that he was at Hampton.

Many difficulties that he had to encounter as long as he studied at Hampton could prevent him from continuing his study. At the time, as a poor student, he could not provide himself with books that he needed but he never gave up and tried to find a way to solve this problem. In his life he never lacked of idea to solve his problems. To overcome his problem he tried to borrow the books from his friends who were more fortunate than he did. The possessing of a small hand satchel was also one of the difficulties that he had to face because of the fact that General Armstrong always made personal inspection of the young men, in ranks, to see that their clothes were clean, their shoes were polished, no buttons was off the clothing and no grease-spot. Wearing one suit of clothes continually, while at work at night and in the classroom in the morning till afternoon, and at the same time kept it clean, was rather a hard problem for him to solve. But anyway, in some way he could manage it till the teacher saw that he was in earnest and meant to succeed and then some of them gave him a second-hand clothing that had been sent in barrels from North. It was really a valuable help for him.

The saddest time in his life that could prevent him to realize his ideal and gave up his struggle was the death of his beloved mother. It occurred when he was in the end of his second year at Hampton. But anyway his heart was always so set on returning to Hampton and determined not to give up his desire back to Hampton without a struggle. In the end of his second year at Hampton, he encountered a problem concerning with his school fee. But a fortune came to him, Miss Mary F. Mackie, the lady principal asked him to help her to prepare everything for the

opening of the new school year. This opportunity was the one that he really wanted to secure a credit in treasure office dealing with his school fee that he had not paid yet.

Many valuable lessons that he got during his time at Hampton would influence him in his way of thinking, educating his students and also the development of his character. The first valuable lesson that he got at Hampton was the opportunity to learn good ethics, customs, and manners that were very important to his development of his moral character. He thought that his life at Hampton was a real new life for him because of the lesson above:

Life at Hampton was a constant revelation to me: was constantly taking me into a New World. The matter of having meals at regular hours, of eating on a table cloth, using a napkin, the use of the bathtub and of the toothbrush, as well as the use sheet upon the bed, were new to me. (39-40)

From those ethics, customs, and manners above the most valuable one for him was in the use and the value of the bath. He learned there for the first time of its value, not only keeping the body healthy, but in inspiring self-respect and promoting virtue. Since then wherever and whenever he went he always had in some way sought his daily bath. The second valuable lesson was the opportunity to come into context with the best breeds of live stocks and fowl that would important in the application of agricultural training at Tuskegee later. The next valuable lesson that he got was the understanding of the use and value of the bible. Miss Natalie Lord, one of the teachers, taught him how to use and love the bible. He learned from her also about the way to speak in public. She saw him having ability as a public speaker so that

she gave a private lesson of the speech technique such as mentioned in the quotation below:

When she found out that I had some inclination in this direction, she gave me private lesson in the matter of breathing, emphasis and articulation. (40-41)

What he got was very important especially to the realization of his ideals in his childhood that he wanted to do something to make the world better and then to be able to speak to the world about that thing.

Study at Hampton gave him opportunity to have contact with a great man, General Amstrong who was the rarest, strongest, and the most beautiful character that it was his privilege to meet him. Many things that he could learn from him, such as his leadership, the way of teaching his students, the way he communicated and made relation with people from other races without any prejudice, anger, and hostility, his industrial and agricultural training, and betterment in moral character as well as spiritual life:

He was just as happy in trying to assist some other institution in the South as he was when working for Hampton. Although, he fought the Southern white man in the Civil War, I never heard him utter a bitter word against him afterward. On the other hand, he was constantly seeking to find by which he could be of service to the Southern whites. (38)

Instead of the opportunity to meet General Amstrong, he also met the other great people. They were his teachers. What he could learn from his teachers was their

remarkable character. They always worked in sincerity and dedicated his life for the development of their students. They also always lived in unselfishness life:

No one seemed to think of himself. And the officers and teachers, what a rare set of human beings they were! They worked for the students night and day, in season and out of season. They seemed to be happy only when they were helping the students in some manner (42).

For the first time, at Hampton he learned what education was expected to do for an individual. Before going to that place, he has a good deal of the prevalent idea among black race that to secure an education mean to have a good, easy time, free from all necessity from manual labor. But this opinion changes because at Hampton he learned that it was not a disgrace to labor. On the other hand they taught him to love labor not only for its financial thing but also for labor own sake, the independence and self reliance with the ability to do something that is needed by the world.

B.3. Struggle to Gain Education at Wayland Seminary in Washington, D.C

Even though Booker T. Washington had already secured education at Malden and then Hampton, he still wanted to gain higher education. In the fall of 1878, after he succeeded to assist his students and his brothers to secure education in Hampton, he decided to get education for some months at Wayland Seminary in Washington, D.C. This Institution was different with Hampton institute because it did not apply industrial and agricultural training. But any way it gave him opportunity to compare the influence of the institute that applied industrial and agricultural training and the one without the program that made him surer to the value of those training above.

Besides the system of education, there were other reasons that made him determine to take those training as one of the subject at his school later. In this school, he could observe clearly the life condition of its students that was so different with Hampton whether in financial, characterization, the way and view of life, as described in the quotation below:

At this school I found the students, in most cases, had more money, were better dressed, wore the latest style of all manner of clothing, and in some cases were more brilliant mentally...The students at the other school seemed to be less self-dependent. They seemed to give more attention to mere outward appearances. In a word, they did not appear to me to be beginning at the bottom, on a real, solid foundation, to the extent that they were at Hampton They knew more about Latin and Greek when they left school, but they seemed to know less about life and its conditions as they would meet it at their home. (61)

Without industrial and agricultural training made their existence far from the reach of their own people to help them to lift up their life and they did not know about the conditions and life that they met in their home town. Most of them more interested in finding the jobs in the town than went back to their hometown to dedicate his life to his people.

They more inclined to yield to the temptation to become hotel waiters and Pullman-car porters as their life-work. (62)

Not only the life of students that he observed but he also interested in observing the life of its people that was not better than the ones in the school. The life which alarmed him, as described in the quotation below:

I took great interest in studying the life of our people there closely at the time. I found that while among them there was a large element of substantial, worthy citizens, there was also superficiality about the life of a large class that greatly alarmed me. (63)

Most Black people spent money over their wages and seemed that they depended upon the Government. They did not want to create work for themselves but they expected the government made it for them, as stated below:

The members of this class had little ambition to create a position for themselves, but wanted the Federal officials to create one for them. (63)

From the fact above, he could see clearly the virtue of industrial and agricultural training and see how important those training to black American's development and achievement.

B.4. Struggle to Elevate Blacks' Dignity in Malden.

The work in his hometown started on June of 1875, after his hard struggle to achieve education at Hampton. At the time, he was elected to teach the colored school by the people in his hometown. This was the happiest period in his life because in this place he could actualize himself and gain his achieved status as a teacher. Through this work he could realize his ideal that was to help the people of his hometown to higher life and the elevation of their dignity, as described in the quotation below:

This was the beginning of one of the happiest periods of my life. I now felt that I had the opportunity to help the people of my hometown to higher life. (52)

In this town, he did not only teach his students from books but also taught them a good manner, cleanness, and health:

I taught the pupils to comb their hair, and to keep their hands and faces clean, as well as their clothing. I gave special attention to teaching them the proper use of the toothbrush and the bath. (52)

He applied them since he saw that his students needed them in their life for developing their characters that then would lead them to the elevation of their dignity.

He found that many older boys and girls, as well as men and women had to work in the daytime but they were eager to get education. For them, he opened a night school so that they could earn money for the school expenses and in the same time they could get education to lift up their life and gain their dignity.

There were so many of the older boys and girls in the town, as well as men and women, who had to work in the daytime but still were craving an opportunity for some education, that I soon opened a night-school. From the first, this was crowded every night, being about as large as the school that I taught in the day. (52)

In helping black people in his hometown, Washington not only undertook day and night school but he also established a small reading-room and a debating society. On Sunday, he taught two Sunday-schools, one in the town of Malden in the afternoon, and the other in the morning at a place three miles distant from Malden. In

addition to that activities, he gave private lessons to several young men whom he considered to be able to send to the Hampton Institute. He was very happy to do his job even it was hard. He never expected gratitude from his works. Furthermore He felt satisfy with his profession as a teacher even though he received a small salary from it. As long as he could help other people he was very happy and his profession gave him that opportunity:

Without regard to pay and with little thought of it, I taught any one who wanted to learn anything that I could teach him. I was supremely happy in the opportunity of being able to assist somebody else. I did receive however, a small salary from the public fund, for my work as a public-school teacher. (53)

During the time in Malden he had succeeded in preparing and assisting some of worthy students including his brother to enter Hampton Institute. He was happy and satisfied with the success.

B.5. Struggle to Elevate Indian and Blacks' Dignity at Hampton.

To assist other people to lift up their life was not only done to people from his race; he also assisted people from other races. It started when General Amstrong tried for the first time of educating Indian young men who most of them were totally ignorant and asked him to be a house-father for them, as stated below:

In the first time, he doubted of his ability to succeed. This was because the average of Indian felt himself above the other races and they never became slaves in slavery period. Even they had a large number of slaves during the days of slavery. Aside from this, there was a general feeling that the attempts to educate and civilize

the red men at Hampton would be a failure. This made him very cautiously because he felt keenly the great responsibility. But after all, with hard efforts and good willing, he determined to success to help them to lift their life up. Moreover, his success was also determined by the willingness and hard efforts of Indian youth to lift up their own life.

After his first year with the Indians, he got another opportunity to actualize himself as a teacher. The opportunity that was given by General Armstrong was to take a charge of the night school. This school was provided for young color men and women who really wished to get an education but, who were prevented from entering Hampton because they were too poor to be able to pay any portion of the cost of their board, or even to supply themselves with books. They would be received on the condition that they were to work for ten hours during the day and attend school for two hours a night.

Again because of his hard efforts, his great responsibility, and his earnest to do the duty, he succeeded to lead his students to gain success. Of course, it was also because of his students' hard efforts and earnest, too, as stated in the quotation below:

They were good students, and mastered their work thoroughly. They were so much in earnest that only the ringing of the retiring-bell would make them stop studying, and often they urged me to continue the lessons after the usual hour for going to bed had come ... These students showed so much earnestness both in their hard work during the day, as well as in their application to their studies at night, ...(72)

Even the number of the students began bigger and bigger and the class became more popular, one of the permanent and most important features of the institution.

B.6. Struggle to Elevate Black Race's Dignity at Tuskegee

B.6.1. Struggle to Elevate Blacks' Dignity through the Application Tuskegee's Educational System

The opportunity that gave him great satisfaction was to be a teacher for the colored people in little town of Tuskegee. It happened in May, 1881, General Armstrong offered him an opportunity to begin his life-work in Tuskegee. When he reached Tuskegee early in June 1881, the condition of black American were ignorant, degraded and weaken their bodies by vices. While the whites possessed s degree of culture and education. The number of colored people in that town was nearly one-half of two thousands inhabitants, and it was over the white by about three to one so that it was known as the Black Belt of the South. The two conditions of colored people there made Tuskegee the ideal place for colored school.

Before he started his work in Tuskegee, he spent a few months to observe the life of people especially in the country districts. He also spent his time to find accommodations for school and to get the school advertisement among the class of the people. His travelling was really a mean for him since he could observe and see what kind of life that other people experienced and he took it as a lesson in realizing his ideals. In his journey, he saw that most of the people did not have permanent place of living with separate bedroom for each member of the family and also rarely was there any place provided in the cabin where one could bathe even the faces and hands since take a bath were not their daily activity or habit.

Most of the people there in fulfilling their basic need such as eating, they just bought fat pork and corn bread at store at high price. And never had idea and tried to raise vegetables or bread in their land or have cattle. Their one object seemed to be plant nothing but cotton.

Generally, the family in that place bought unnecessary stuff that actually they did not need at all or even they can not use it. They spent most of their money on it, on the contrary, for the basic need and goods, they could not afford and ignore it:

In these cabin homes I often found sewing-machines which had been bought, or were being bought, on instalments, frequently at a cost of much as sixty dollars, or showy clocks for which the occupants of the cabins had paid twelve and fourteen dollars. I remember that on one occasion when I went into one of these cabins for dinner, when I sat down to the table for a meal with the four members of the family, I noticed that, while there were five of us at the table, there was but one fork for the five of us to use. (79)

It had become a custom in families breakfast, lunch and supper spent in an awkward and unusual proceeding comparing with people who had already got ethic lesson or at least he got higher education and got into contact with more people so that he could learn from them. Their eating habit described in the quotation below:

In the case to which I have referred, where the family sat down to the table for the meal at which I was their guest, I could see plainly that this was an awkward and unusual proceeding, and was done in my honour. (79)

Frequently the husband would take his bread and meat in his hand and start for the field, eating as he walked. The mother would sit down in a corner and eat her breakfast, perhaps from a plate and perhaps directly from the "skillet" or frying-pan, while the children would eat their portion of the bread and meat while running about the yard. (80)

In his journey, he found also that there were schools in session from three to five months. They were in pathetic conditions. In the class practically were not apparatus to be found, except that occasionally there was a rough blackboard. The condition of students and teachers were also pathetic. These students were lack of books. They even used one book for five pupils as well. While the teachers in these country schools were miserably poor in preparation for their work, and poor in moral character. The character of the schoolhouses and teachers also applied quite accurately as a description of the church buildings and the ministers. For those conditions, he really wanted to make encouraging changes that would have taken in communities, not wholly by the work of Tuskegee but by that of other institutions as well.

What he had already found in his journey left him with a very heavy heart. To lift up the people's life seemed beyond accomplishing because he was the only one who would strive to realize every one's dreams and it was beyond his ability. After all the task that he took was not an encourage one since he had found no permanent school building and any apparatus in that town and the fund that he got could be used only for the payment of the instructors' salary. Instead of that, he knew that all people were trying an experiment of testing whether or not it was possible for Afro-American to build up and control the affairs of a large educational institution after

slavery period. He knew that if he as well as the teachers, who came next to help his work in Tuskegee, failed, it would injure the whole race. It was a difficult and hard task for them then and all of these like a burden which pressed them down.

He very disappointed seeing the condition at the time but any way he found earnest souls who wanted to secure education. Most of them were blacks and they were ignorant. Those conditions made him determined to assist to lift up their life. He tried very hard to assist them in every way he could and the best he could. To help them through education, he would apply the education that they really needed to lift up their life and to elevate their dignity: from ignorant men to better men, from unskilled men to skilful men, from poverty to prosperity, and still many others. The system that he wanted to apply included; industrial and agricultural training without disregarding betterment in moral character and spiritual life.

He became surer in the application of his educational system after he saw the condition of his students on the opening school. At the time there were only thirty students who were received. They were above fifteen years old and had previously received some education. Most of them were public-school teacher and nearly forty years old. With them came their former pupil who in some cases entered a higher class than did his former teacher. Some of them had already studied and mastered many big books, high-sounding subjects and other languages and they used them just only for proud of his accomplishment and made special distinction from others. They seemed to be fond of memorizing long and complicated "rule" in grammatical and mathematics but had little thought or knowledge of applying this rule to everyday affair of their life. He also learned that most of them had the merest smattering of the high-sounding things that they had studied, such as in the quotation below:

While they could locate the desert of Sahara or the capital of China on an artificial globe, he found that the girls could not locate the proper place for the knife and fork on actual dinner-table, or the places on which the bread and meat should be set. (86)

Seeing the condition of the black people and the students above, he encouraged applying the right education for them that would help them in the struggles of their life. He wanted to change of the conditions so that they did not only master all of that knowledge but they could apply what they had got in their everyday life.

He and Miss Davidson, a co-teacher, who entered Tuskegee after he handled the school alone for six weeks, worked hard for the success of the application of the educational system. The coming of Miss. Davidson helped him much in his struggle to elevate dignity of black race. Her fresh and valuable idea such as the best method of teaching, as well as a rare moral character and a life of unselfishness drove Tuskegee to its development. She had a big part in laying foundation of Tuskegee as stated below:

No single individual did more toward laying the foundations of the Tuskegee Institute so as to insure the successful work that has been done there than Olivia A. Davidson. (88)

As stated before, for the future of Tuskegee and students, he and Miss. Davidson did not only teach their students from books but they also gave their students industrial and agricultural training:

Aside from this, we wanted to give them such a practical knowledge of some industry, together with the spirit of industry, thrift, and economy, that they would be sure of knowing how to make a living after they had

left us. We wanted to teach them to study actual things instead of mere books alone. (88-89)

Industrial and agricultural training at Tuskegee was a compulsory education for all students no matter how his financial ability was.

By this time it had got to be pretty well advertised throughout the state that every student who came to Tuskegee, no matter what his financial ability might be, must learn some industry. (109)

Though it was protested by most of the students' parents who wanted their children taught nothing but books and that program was never expected by them. To overcome this problem he talked to his students and their parents about the program all the time in order to give the understanding about the program that would be very useful for them, particularly, in the future and also for their race, generally.

Washington wanted that the application of the industrials training in Tuskegee would help the students who were very worthy enough but could not afford their school expenses. It was as a mean for them to earn money so that they could remain in the school during the nine-month's session of the school year and accomplish their studies, because industrial training provided them works as well as knowledge. The application of industrial training gave advantage also to the stock of necessity in life such as brick, mattress, wagon, and the likes. From Industrial training the teachers and the students succeeded in providing those stuffs even they could supply the other people with their products.

Agriculture training became one of educational program at Tuskegee because most of the students came from country district where agriculture in some form or other was the main dependence of the people. They learned that about eighty-five

per-cent of the colored people in the gulf-states depended upon agriculture for their living. This fact make them to be careful not to educate their students refuse agricultural life so that they would prefer to live in the cities than in their countries and yielded to the temptation of trying to live by their wits. They gave such an education that would prepare them much to be teachers and at the same time cause them to return to the plantation districts so that they could show to the people how to put new energy and ideas upon farming as well as upon the intellectual, moral, and religious life of the people. Besides, after observing what they had done only reach the partial degree of the society they wanted to educate and send out their students as leaders so that they would have enough hand to serve the society. Thus, they wished their students to be their medium to continue their valuable duty:

The more we saw of them and the more we travelled through the country districts, the more we saw that our efforts were reaching, to only a partial degree, the actual needs of the people whom we wanted to lift up through the medium of the students whom we should educate and send out as leaders. (89)

Just like industrial training, agricultural training gave them benefits. Instead of learning the new method and system of agriculture and everything that connected with it, they also got the harvest from the crops that they had already planted. From the harvest they fulfilled their basic needs.

Besides, he had determined to have his students learned about agriculture, domestic work, and also to have them erect their own buildings. He also planned to have them learn the latest and best method of labor and at the same time to show the force of nature such as air, water, steam, electricity, and house power that would

assist them in their labor. This learning would improve the students' knowledge and also develop their skill. Furthermore for the success of his students in their life, Washington thought them to see not only utility in labor but also the beauty and dignity. And they also thought about how to lift labor up from mere drudgery and toil as well as learned to love it for its own sake.

Besides, industrial and agricultural training they also taught their students everything concerning with the development and betterment of their moral character and spiritual life, such as cleanness and health:

We wanted to teach the students how to bathe; how to care for their teeth and clothing. We wanted to teach them what to eat, and how to eat it properly, and how to care for their rooms. (88-89)

In spiritual life he wanted to make some improvements because he observed that most of the blacks there lacked in their religion comprehension. In the first year of his residence in Tuskegee, in the Christmas, he had opportunity to get a farther insight into the real life of the people especially in their religion's life. For Tuskegee's people Christmas was free from labor, to do anything, and to enjoy great happy time. It seemed that Christmas had lost its serenity, sacredness, and holiness:

The male members, and often the female members, were expected to get drunk... Person who at other time did not use strong drink thought I quite the proper thing to indulge in it rather freely during the Christmas week. There was a widespread hilarity, and a free use of guns, pistols, and gunpowder generally. The sacredness of the season seemed to have been almost wholly lost sight of. (94-95)

They really did not know the whole meaning of Christmas that in most part of the country was so sacred and dear to the heart. In their poverty and ignorance, it was pathetic to see their attempts to get joy out of the season:

I one cabin I noticed that all that the five children had to remind them of the coming of Christ was a single bunch of firecrackers, which they had divided among them. In another cabin, where there were at least a half-dozen persons, they had only ten cents'worth of ginger-cakes, which had been bought in the store the day before. In another family they had only a few pieces of sugarcane. In still another cabin I found nothing but a new jug of cheap, mean whisky, which the husband and wife were making free use of, notwithstanding the fact that the husband was one of the local ministers. (95)

As a good and pious Christian follower, he wanted to change this condition and brought the sacred, holy, and serenity of Christmas to the life of people there. For this, he and Miss Davidson made a special effort to teach their students about the meaning of Christmas and to give them lesson in its proper observance. In this case, their effort was success; even the students did useful things such as spending their times in administering to the comfort and happiness of others, especially the unfortunate people.

All of these programs were meant to make them to be sure of knowing how to make a living after their graduation. They also taught all those things for the reason that their students had ability to study the actual things that they met in actual life and they could apply their knowledge from Tuskegee in actual life as well as dedicate

their life to others. What they did showed a good outcome, their students were making progress in learning books and developing their mind.

The special system of education was not the only thing he wanted to do, what he really expected from Tuskegee was that to make the school that he managed became a part of the society either blacks or whites. He also wanted to make school of a real service to all the people. His will got favorable response from the people of both races. Everything that connected with the development of it got attention and they were enthusiastic to give their help. The whites helped much in the development of the school as if it was their own school and a part of their life.

From the description of human relationship that had been mentioned previously, it was obvious that Washington and the other teachers successfully developed a system of education in which human relation was important as well as practical education, instead of learning from books.

B.6.2. The struggle to provide permanent school building and apparatus

Establishing a new school without enough funds was a difficult effort for every one including Booker T. Washington because a school needed a permanent building, school apparatus, library or even dormitory. These necessities was very important because they helped the teaching learning process that then brought the students to their progress in their studies. When Washington came for the first at Tuskegee, he did not find any permanent building for school either any school apparatus. Although he finally found a place for the school, the place was in pathetic condition:

After looking the town over with some care, the most suitable place that could be secured seemed to be rather dilapidated shanty near the colored Methodist church, together with the church itself as a sort of assembly-room. Both the church and the shanty were about as bad condition as was possible. I recalled that during the first months of the school that I taught in this building it was in such poor repair that, whenever it rained, one of the older students would very kindly leave lessons to hold an umbrella over me while I heard recitations of the others. (77)

The fact made him resolved and tried hard to provide permanent school building, school apparatus, library, and dormitories, both for female and male students.

The first task for him to meet these necessities was to find a place for the school building. But at the time he did not have money so that it was difficult effort for him and it drove him to secure money through a mortgage; the thing that he never did before. But any way, he resolved to do it because he concerned with the students' and the school's progress. For this purpose, he encouraged himself to write a letter to his friend, General J.F.B. Marshall, the treasurer of the Hampton Institute. He told him the difficult situation that he encountered and beseeched him to lend him the two hundred and fifty dollars on his own personal responsibility. The responsibility of repaying of such a large amount of money weighed very heavily upon him. But any way for the sake of Tuskegee he would do everything even it was hard for him.

After he got the school, the students occupied the cabin in the land for he still did not have funds to build a new permanent building school for them. Otherwise he still had a responsibility in paying the loan. To pay the loan, Miss Davidson helped him much. She held a personal canvass and festivals in order to secure money for paying their debt. Lucky for them, the black people and white people were enthusiastic to their efforts and helped them much in securing money. Especially the black people who spent most of their time in slavery, they gave everything that they could give in helping the development of Tuskegee Institute:

It was often pathetic to note the gifts of the older colored people, most of whom had spent their best days in slavery. Sometimes they would give five cents, sometimes twenty-five cents. Sometimes the contribution was a quilt, or a quantity of sugarcane.(92)

Besides securing money in the ways described above he also tried to secure money by planting their land with crops so that he could get some returns from it. After all, this was not the only purpose because through it he wanted to teach his students about agricultural system and also to fulfil their own need.

Because of their hard efforts in securing money for several months, they could secure money to repay the loan of two hundred and fifty dollars to General Marshall, and then over two months they had to secure the entire five hundred dollars. They were very satisfied of their effort but it was not only a source of satisfaction because there was still equally satisfactory to know that the money that was paid for had got from both the white and colored people's donations in the town of Tuskegee instead of the one from festivals and canvass. These helps showed that both races accepted Tuskegee's existence in the midst of them and support the work of Tuskegee

in elevating the dignity of black race. It showed also that there was recognition of his work from the other people.

After the cultivation of the land begun and the old cabins that had found on the place were repaired, they turned their attention toward providing a large, substantial building because of the number of the students increased. The development of building got a good response from people at Tuskegee and they gave their help for the erection of the building, one of their help is described in the quotation below:

When it became known in the town that we were discussing the plans for a new, large building, a Southern white man who was operating a sawmill not far from Tuskegee came to me and said that he would gladly put all the lumber necessary to erect the building on the grounds, with no other guarantee for payment than my word that it would be paid for when we secured some money. (98)

For the industrial training purpose and erecting their own building, he really wanted the erection of the building was done by the students so that they could teach their students industry and at the same time they could build their own building. Although not all students agreed with this idea and were truly willing to use their hands since they did not understand the idea and were not used to work hard. At first, there were many advises against his method of having the erection of buildings by the students but he kept in his way because he thought it would be useful for the students since it taught them about civilization, self-help, and self-reliance.

As a result of his program during the nineteen years of the existence of Tuskegee school, the plan of having erected by students' labor had been adhered to and there were forty buildings, counting small and large except four had been built

by the students. Skill and knowledge were handed down from one set of students to another till the whole construction from drawing the plans to put in of the electric fixture were done by instructors and students.

The erection of the new building above needed a large amount of money. For this reason, Miss Davidson again tried hard in various ways in order to secure fund. She did it because the biggest part of her time was to secure fund for the continuing of Tuskegee while Washington 's biggest part was in student's education. She found small contributions from the whites and blacks in and near Tuskegee. Because they still needed a large amount of money for the fund, Miss Davidson and him decided to go North in the summer of 1882 for the purpose of securing additional funds. To gain what they needed, they visited individuals, spoke in churches and before Sunday schools and other organizations.

With their hard work they, what they had done was successful so that they could hold their first services in their chapel of the Porter Hall name after Mr. A.H. Porte, of Brooklyn, N.Y., who gave a generous sum toward its erection when the need of money became acute, although it was not complete.

In the efforts for erection of the new building and the provision of the school equipment, they often encountered difficulties dealing with securing money, for instance bills were falling due to and at the same time they did not had the money to meet, but in all their difficulties, some times there came a help from the philanthropist that of course he never asked beyond their will. Or sometimes in solving this financial problem, he applied to some of the white men of Tuskegee for small loans or from many persons to meet their obligations. But anyway, he

determined to keep the credit of the school high. He and Miss Davidson had succeeded to do all through those years and always fulfilled their obligations.

The help and sympathy that he got from philanthropist was not his luck or Tuskegee's but it was the result of his and teachers' hard work. He believed that hard work always gave worthy result. In doing his duty he did not just only secure money but he made hard effort to convince people of tangible results of the value of their work in Tuskegee and they were worthy for their help This way made generous people to be sure to donate their money for Tuskegee, as stated below:

When Mr. Huntington gave me the first two dollars, I did not blame him for not giving me more, but made up my mind that I was going to convince him by tangible results that we were worthy of larger gift. For a dozen years I made a strong effort to convince Mr. Huntington of the value of our work. (133)

The erection of new building for the students year after year were really needed since the number of the students increased and the school needed the advancement. For the reason after the first building had built, the other buildings built. Just like the first one, they tried hard to secure money for the fund. They secured money in South as well as in North. Their hard efforts always gave good results. They succeeded in providing their students school buildings, dormitories, and libraries that helped them in gaining education at Tuskegee.

Dealing with securing money for the erection of buildings at Tuskegee, there was a moment that gave him one big step in the North. It occurred when General Armstrong helped Tuskegee. At the time General asked Washington to accompany him travelling through North that actually was an effort to securing money for Tuskegee:

Imagine my surprise when the General told me, further, that these meetings were to be held, not in the interest Hampton but in the interest of Tuskegee, and that Hampton Institute was to be responsible for all the expenses. (126)

In the meetings that were held in New York, Brooklyn, Boston, Philadelphia, and other big cities, General and Washington pleaded for help for Tuskegee, especially for the erection of Alabama Hall as well as to introduce the school to the attention of general public. That time was also General Amstrong's effort to make him to be known in the North that then result to the success of his work at Tuskegee because it opened his way to secured fund in the area. After the effort above, during the last fifteen years, he spent his time away from school in effort to secure money to provide for the growing needs of the institution. Dealing with his success in securing money, he always based his effort in two rules:

As far as the science of what is called begging can be reduced to rules, I would say that I have had but two rules. First, always to do my whole duty regarding making our work known to individuals and organizations; and, second not to worry about the result. (127)

Even though the work of securing money was hard, disagreeable, and inclination in bodily strength, it gave some compensation. This effort taught him a valuable lesson. In order to gain greatest result, one should not lose self-control, always be calm, self-possessed, patient and polite. Instead of that, it gave him opportunity to study human nature as well as to meet some of the best people in the world. He learned also that the most useful and influential people were those who

made deepest interest in institutions that exist for the purpose of making the world better.

Instead of providing their students with those buildings above, Washington and the teacher at Tuskegee tried hard to provide them school apparatus. But in this purpose He wanted the students to make them with their own effort. Just like the erection of the school buildings the efforts were meant to give them industrial training, trainee their skill, and also to meet their own need.

Washington always gave an example first before he started to teach their students about industry or agriculture so that he did not only give word but the result of his work. He did it because he also wanted his students saw the worthiness of the works for them or for the other people. His attitude could be seen when he tried hard to make bricks for several times until he could succeed to produce bricks. The making of brick at the first time was to fulfil their demand of it for the erection of their buildings. But after that the brick-making became an important industry at the school. Aside from this, many of young men had mastered the brick-making trade, both by hand and machinery. The making of brick left an important lesson in regard to the relation of the two races in the South. Many of the whites had business dealing with bricks. From this, their business became intermingled and pleasant relation continued between two races. This was not the only good result since they then realized that the education of the black was not making them worthless but it could make them to be able to create wealth and comfort of the community.

He found that this relation then softened prejudices among them in his experience, he could conduct that there was something in human nature which made an individual recognize and reward merit, no matter under what color of skin merit

was found. For him the individual who could do something that the world wanted to do made his way regardless of his race.

Brick-making was not the only principle of industrial education at Tuskegee that could fulfil their need. There were still many others such as mentioned in the quotation below:

The same principle of industrial education has been carried out in the building of our own wagons, carts, buggies, from the first. We now own and use on our farm and about the school dozen of these vehicles, and every one of them has been built by the hands of the students. (108)

Another industrial training that had fulfilled their demands and also the other people was the making of their own furniture. For mattress, at first they made it for the purpose supplying the students with it for their beds. Before they tried to make it, many of the students slept in the floor without any mattress because they could not buy bedstead and mattress of any kind. For this reason, Washington had idea to make mattress through their own effort. At the time providing mattress became a difficult problem to solve. But anyway, they could master this by getting some cheap cloth and sewing pieces of this together to make a large bag and pines straw or pines needles were used to fill the bags. At first their mattress was rough and uncomfortable but they, under his guidance, always tried hard to improve them till they succeeded to make good mattress. The good quality of their mattresses then brought them to established industry of mattress and it then became an important branch of work in Tuskegee that was taught systematically to his students. This effort did not only meet their demand but also people in Tuskegee as well as from other towns. Instead of mattress there were other kinds of furniture that they made by themselves; such as

bed, some stool, and table. During the early days of school the making of the furniture was rough but with some improvement that they had made they could provide good furniture and increase their own furniture. Furthermore, the student's skill in carpenter had been improved so that just only little fault could be found in articles.

What he had done at Tuskegee was a valuable thing not only for him but also for the other people either blacks or whites. He really gave all of his strength and life to the elevation of human dignity as well as himself. Nothing that made him very happy except to dedicate his life to help the others. What he had already done was known by the other people from both races at Tuskegee or other places. Every people were happy and appreciate his struggles that were very useful for human sake.

B.6.3. Struggle to elevate blacks' dignity through public speaking.

Booker T. Washington instead of helping the other black people to elevate their dignity through education, he also struggled for their life through public speaking. After he gained his achieved status as a teacher, he took his way to be a public-speaker, the work that he never planned before:

But I often been asked how I began the practice of public speaking. In answer I would say that I never planned to give any large part of my life to speaking in public. I have always had more of an ambition to do things than merely to talk about doing them. (140)

But in his childhood he ever dreamed to be able to speak to the world the ideal of elevating dignity of black people and their life.

His first career as public-speaker began when General asked him to accompany him to go to North. At the time, he spoke at the series of public fund in order to secure fund. The president of the National Educational Association the Hon. Thomas W. Bicknell was present at one of those meetings and heard him speaking. A few days afterward, he sent Washington an invitation to deliver an address at the meeting of Educational Association. This meeting was held in Madison, Wisconsin. At the time, he accepted the offer. In that place, his speech got a good response from the whites. Even the South was given a credit for all the praiseworthy things that had done.

In his speech, he spoke the cultivation of friendly relations between the whites and blacks and the whole future of the black that depended on whether or not he should make himself through his skill, intelligence, character and undeniable value of his presence. He further explained that the other would not regard the color of the skin if the blacks could do something better and learn to produce it. He also explained the color problem that was encountered by blacks would be solved if they could do something better, learn to do a common thing in an uncommon manner, to do something better, and learn to produce what other people wanted and needed. Those values above gradually could make the whites realize that blacks had right to gain their human right and to be treated as human being.

The address that he delivered at Madison, before the National Educational Association introduced him to North society and soon after that opportunities began offerings themselves for him to address audience there. But after all, he really expected to be able to speak directly to a representative Southern white audience. Finally the opportunity came in 1893 when the International meeting of Christian

Workers was held at Atlanta, Ga. What he said at Atlanta seemed to be received with favor and enthusiasm, although he just only spoke for five minute.

From all of his speech that he had ever made, the greatest was the one he delivered at the opening of the Atlanta Cotton States and International Exposition, at Atlanta, G.a., September 18, 1895 because it got the highest amount of interest and gave him the national reputation. Before the exposition, the committee asked him to accompany a committee from the city to Washington for the purpose of securing the interest of Government help for the exposition. The committee was composed of about twenty five of the prominent and most influential white men except Bishop Grant, Bishop Gaines, and him. In that meeting, he tried to impress through his speech the government and the committee the understanding of how important of the exposition for the development and friendly relation of the two races. His speech got good response from all people who presented in that meeting:

I spoke for fifteen or twenty minutes, and was surprised at the close of my address to receive the hearty congratulations of the Georgia committee and of the members of Congress who were present. (146)

The result of the meeting was in a few days, the bill passed the congress and the black race had opportunity to erect their large and attractive building to show the progress of the black since freedom. The two exhibitions in this department which attracted the greatest amount of attention were from the Hampton Institute and Tuskegee Institute. Most of the people who were surprised and pleased at what they saw in black's building were the Southern white people:

In the programme for the opening, the Board of Directors decided to put a member of the Negro race on for one of the opening, and they then chosen Washington since he was the right man to give speech:

The next thing was to decide upon the person who was thus to represent the Negro race. After the question had been canvassed for several days, the directors voted unanimously to ask me to deliver one of the opening-day addresses, and in a few days after that I received the official invitation. (148)

In the opening day, in front of the whites from South and North as well as black people, he delivered his speech. In his speech, he talked about the importance of blacks to develop themselves and achieve success and progress that would result to the recognition of his existence. Instead of that he exclaimed that black had to create a good and friendly relation with their surroundings particularly and wider generally, not only with the people from their race but also from the white race. They had to show that their existence was useful for themselves, their race and the white.

Most of the people who came to the exhibition impressed with his speech. It was his great success for him especially in public speaking. Moreover, the good response he got also from the people in that country, although there were few of them who did not agree with his opinion. Although he got good response after his speech, in few days raised some critics from black race. They thought that Booker T. Washington too liberal to the white and they disagreed with this opinion:

They seemed to feel that I had been too liberal in my remarks toward the Southern whites, and that I had not spoken out strongly enough for what they termed the "rights" of the race. (162)

Even though the reaction won over to his way of believing and acting, he kept on his way and opinion. He believed that what he had done and thought was right:

During the whole time of the excitement, and that time and through all the criticism, I did not utter a word of explanation or retraction. I knew I was right, ...(162)

According to him further, it would bring good result to the society, not only the blacks but also the other races. What he wanted that he avoided radical way and used another way that was the improvement of black in his ability, character, and material possession. With these improvements, the blacks would be accorded all the politic rights, as stated in the quotation below:

My own believe is, although I have never before said so in so many words, that the time will come when the Negro in the South will be accorded all the political rights which his ability, character, and material possessions entitle him to. I think, though, that the opportunity to freely exercise such as political rights will not come in any large degree through outside or artificial forcing, but will be accorded to the Negro by the Southern white people themselves, and that they will protect him in the exercise of those rights. (165)

Even though there were a lot of critic upon his speech and opinion there were still many orders to speak for him and since then a public speaking became of his work instead of his profession as a teacher at Tuskegee Institute. But after all he placed his first work, as a teacher, in the first from all of his work. He kept in his struggle to elevate dignity and life of black people so that from the stand above he did not want to give speech if the purpose was not for the sake of Tuskegee and

black people. Afterward, he had already determined to dedicate his life to help black people. He had already found his way in these two works. Nothing could make him happy and satisfy except to help other black people.

C. The outcomes of his struggle

After his long and hard struggle, Washington successfully gained his dignity and helped the other black people to gain their dignity. He also succeeded gaining his *achieved status* as an educator, and spokesman of his race. His achievements gave him a high, honorable, and respectable place in society either black or white. His agricultural and industrial trainings that he applied at Tuskegee, his part in establishing small business by and for Blacks and in the practical rehabilitation of the rural South as well as his efforts toward black-white cooperation under existing conditions made his name almost a household word by the early twentieth century and made him become one of the famous Americans of his time that had a political power, as stated by Dubois in his writing in 1903, "Easily the most striking thing in the history of the American Negro since 1876 is the ascendancy of Mr. Booker T. Washington."(Franklin x) and as stated in the quotation below:

By the middle of the nineties Washington's name and influence extended far beyond the Tuskegee community...By the beginning of the new century, Washington was one of the most powerful men in the United States.(Franklin x)

And until his death, he was the most influential and powerful spokesman for black America. Great philanthropists and industrialists such as Andrew Carnegie and John D. Rockefeller listened to him courteously and influenced by his advice. Furthermore, President such as Theodore Roosevelt and William Howard Taft depended on him for suggestions regarding the resolution of problems involving race. The success that he had accomplished also

made U.S. presidents such as President Mc.Kinley, and other famous and important people such as Honorary James Wilson a secretary of Agriculture, all of McKinley's cabinet officers, General Shafter, General Joseph Wheeler, and still many others, to come to visit the institution. And most of them especially President McKinley, at his coming, showed his gratitude to Washington's works. From description above it was clearly that the achievement that he had made brought him to recognition of his work and also gave him national reputation. Besides, from his work he could actualize his potential growth and talent.

The success of his educational system above resulted to the reputation of Tuskegee Normal School for Colored Youth. It became a pioneer example of an independent industrial school. Similar institutions were established in the South, and furthermore it became a model for other schools in far-off lands.

In his life he always believed that if some one could showed to the world his worthiness and value as well as his efforts to do the best for others, the other people would respect him regardless the color of his skin and from what race he came, and in this case he could prove it. After the success that he had done in education or public-speaking, he never encountered race prejudice, discrimination, and segregation anymore whenever and wherever he went. The white society accepted and treated him as their fellow human being who had the same right as they did.

For his students, he was not only a teacher and leader but also an adviser that helped them much in their study and struggle to elevate their dignity. Washington with hard efforts and special educational system succeeded to help them to be better and useful men and women for other people either from black or white race. They could give many contributions to the development of black people and the cultivation of good relation between the two race as well

as made good changing in economy, education, industry, agriculture, moral character, spiritual life, and so on, such as described in the quotation below:

... one of our graduates had produced two hundred and sixty-six bushels of sweet potatoes from an acre of ground, in a community where the average production had been only forty-nine bushels to the acre...The white farmers in the neighbourhood respected him because he, by his skill and knowledge, had added something to the wealth and comfort of the community in which he lived.
(142)

Wherever our graduates go, the changes that soon begin to appear in the buying of land, improving homes, saving money, in education, in high moral character are remarkable.(224)

Through their own efforts in changing their life as well as what Washington had already taught to them, many of them had achieved respectable and honorable place and occupations in their society, such as teachers, scientists, businessmen, industrialist, farmers, workers, bankers, carpenters, and the likes, and of course all of them were competent and had good skill in their works. What he had done for his student's achievement make them respect and honor him though he never expected it in his struggle because he had already been happy and satisfy to help other people through his career. And as long as could actualize himself and satisfied the other needs he was in a great happiness and satisfaction. These were the things that he wanted for his life.