



**BLACK EDUCATION AS STEREOTYPES BREAKER IN  
BOOKER T. WASHINGTON'S *UP FROM SLAVERY***

**A THESIS**

**In Partial Fulfillment of the Requirements for  
Literature Bachelor Degree in the English Department  
Faculty of Humanities, Diponegoro University**

**Submitted by:**

**MICHAEL IVAN HARTONO**

**NIM: 13020114120017**

**FACULTY OF HUMANITIES  
DIPONEGORO UNIVERSITY  
SEMARANG**

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## **PRONOUNCEMENT**

The writer honestly confirms that he compiles this thesis by himself without taking any results from other researchers in S-1, S-2, S-3, and in diploma degree of any university. The writer ascertains that he does not quote any material from other publications or someone's paper except from the reference mentioned.

Semarang, 19<sup>th</sup> April 2018

Michael Ivan Hartono

## **MOTTO AND DEDICATION**

*If you always put limit on everything you do, physical or anything else. It will spread into your work and into your life. There are no limits. There are only plateaus, and you must not stay there, you must go beyond them.*

### **Bruce Lee**

*I have begun everything with the idea that I could succeed, and I never had much patience with the multitudes of people who are always ready to explain why one cannot succeed. I determined to face the situation just as it was.*

### ***Up From Slavery***

*This Thesis is proudly dedicated for  
my beloved family and dear friends  
for their encouragements and support.*

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**Written by:**

**Michael Ivan Hartono**

**NIM: 13020114120017**

Is approved by Thesis advisor

On April 19<sup>th</sup>, 2018

Thesis Advisor,

Dra. Christina Resnitriwati, M.Hum

NIP. 195602161983032001

The Head of English Department,

Dr. AgusSubiyanto, M.A

NIP. 196408141990011001

## VALIDATION

Approved by Strata 1 Final Project Examination Committee

Faculty of Humanities Diponegoro University

On June 4<sup>th</sup>, 2018

Chair Person

First Member

Dr. RatnaAsmarani, M.Ed., M.Hum.

Drs. SiswoHarsono, M.Hum.

NIP. 196102261987032001

NIK. 196404181990012001

Second Member

Third Member

AriyaJati, S.S, M.A

Dr. AgusSubiyanto, M.A.

NIP. 197802282005021001

NIP. 196408141990011001

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Semarang, 19<sup>th</sup> April 2018

Michael Ivan Hartono



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## **ABSTRACT**

The purpose of this thesis to study the racism and blacks stereotypes and to reveal the true values of the black race behind those stereotypes and the role of education as stereotypes breaker for the black race as the main issues of the novel. The method used in this paper is the intrinsic and extrinsic approach. The intrinsic approach which analyzes the characters, point of view, conflicts, and settings, is used to get better understandings regarding to the development of the story. While the extrinsic elements are namely the racism and racial discrimination, the impact of racism, and black education as stereotypes breaker, which can be used to analyze the racism in the novel and how it ended. The results of the study show that the impact racism is not always bad, because some statements in the novel said that the prejudices and bad-treatments towards the blacks are not making them agonized, but give them more motivation to grow stronger and more independent. Moreover, the latter result also shows that education is one of the important agents of social change. Because through education, the blacks can be accepted in white society by gaining valuable skills to contribute to the white society.

Keywords: Blacks, Education, Racism, Racial Discrimination, Stereotype.

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

Racism and racial discrimination become one of the major social issues that not only lived in the past but also survive until the present time. Throughout history, the racism and racial discrimination have been occurred in almost every civilization. The general practice of racism and racial discrimination is when the dominant race who possessed the greater skills, exceptional intellectual capabilities, and supreme cultures often discredit the other races by defining their race as the superior while the other races as the inferior.

As stated before, the racial discrimination happened worldwide including in the United States of America. According to The United States Commission On Civil Right in *Racism In America and How to Combat It*, more than three centuries, blatant racism was essential in America, especially in the southern part. During the intervals, the people's behaviors, cultural perspectives, mindsets, routines, social circumstances and social institutions, as well as the government's regulations and political allocations are obviously racist. Thus, the treatments frequently drove the colored Americans into subordination. For generations, American Negroes, Mexican Americans, Indians, and the other nonwhites have considered as subordinates and treated poorly in employment, justifications, educations, lodgings, and public areas (1970:7). Therefore, all of the colored races preserved as subordinates and forced to receive inferior treatment on many occasions.

Although the United States of America consists of many races, but the most unprivileged race is the black people. For a long time, the racist treatments upon them had driven the blacks into bad situations where they were enslaved and violated, treated inhumanely and unjustly, and misjudged and stereotyped as the disgraceful race due to their blackness.

A long time ago, the practice of slavery had put the blacks in a miserable condition. Then, even after the Civil War and the signature of Emancipation Proclamation that ended the legal practice of slavery, the blacks are not free from the daily discriminations. The blacks are still misjudged and mistreated by the authorities. Then, even if the practice of racism has been decreased tremendously in recent years, but the legacy of almost three hundred years of racism still survives.

However, as stated before, the racism still survives, but the way in doing it is softening than before. There is no violence in the practice and the most common racist treatments such as humiliation and rejection are ceasing slowly. The softer treatments are affected by several elements that are the function of Civil Rights, the better acceptance from white people, and the efforts of the black people themselves to get the whites' recognition.

The novel entitled *Up From Slavery* written by Booker T. Washington portrays racial discrimination by his own experiences, gives his opinions upon the racism, and shows the importance of schooling for the blacks in order to gain the approval of the whites as they adapted to whites' standards of life and received higher education.

## **1.2. Research Questions**

1. What are the forms of racism in the story?
2. What are the true qualities of the blacks behind prejudice?
3. What are the roles of education in black's acceptance in white society?

### **1.3. Objectives of the Study**

1. To find the way of discriminating black race.
2. To discover the good qualities in the black race.
3. To analyze the role of education in black's acceptance.

### **1.4. Research Methods**

In composing the study, the writer applies the method of library research for the study. According to George, in a book entitled *The Elements of Library Research: What Every Student Needs to Know*, library research is a method to search sources that offer data or personal/ expert view relating to the research questions (2008:6). Therefore, the library research can help the writer to collect as much data and expert opinions to answer the research questions as well as helps the writer in supporting his arguments. Moreover, the writer also uses the intrinsic approach and extrinsic approach. In intrinsic approach, the writer will focus on the intrinsic elements of characters, point of view, conflicts, and settings that will support the latter discussion concerning the extrinsic. While in the extrinsic approach, the writer will emphasize the study on the extrinsic elements regarding the racism and racial discriminations, the impact of the racism, and the importance of education as stereotypes breaker for the black people.

### **1.5. Organization of the Thesis**

This thesis is divided into five chapters. They are:

CHAPTER I INTRODUCTION

This section consists of the Background of the Study, the Research Question, the Objectives of the Study, the Methods of the Study, and the Organization of the Study.

CHAPTER II BIOGRAPHY OF THE AUTHOR AND SYNOPSIS OF THE NOVEL

This section encloses the biography of the author of *Up From Slavery*, Booker T. Washington and the novel summary.

CHAPTER III THEORETICAL FRAMEWORK

This section comprises the theories used to analyze the intrinsic and extrinsic elements in the novel as reviews to support the study in this thesis.

CHAPTER IV ANALYSIS

This section contained the main discussion of the novel regarding the racism and the role of education to change it.

CHAPTER V CONCLUSION

This section concludes the discussion in this thesis.

BIBLIOGRAPHY



## **CHAPTER II**

### **THE BIOGRAPHY OF THE AUTHOR AND THE SYNOPSIS OF THE NOVEL**

#### **2.1. Biography of the Author**

Born in slavery era, Booker T. Washington was once a slave and later freed from the slavery in young age. After the Civil War, he and his family traveled to Malden, West Virginia to meet his new stepfather. There, he spent the most time with his family and the other black households. Even he was still a kid; he did several labors including working at a salt furnace, mining in a coalmine, and housekeeping the residence of the mine owner to help the family expenses. Unlike the other black boys, he was eager for education. In the beginning, he taught himself how to read by studying a spelling book he got from his mother before he managed to convince his stepfather to permit him to go to a black school. (“Booker T. Washington Biography”; Par 2- 3).

During his shift as a coalminer, he overheard about the Hampton Institute from his two colleagues. Hampton Institute is a school of bestow for the students from all race, which welcomed the unfortunate but brilliant learners to pay the fees by working for the institution. He braced himself to travel to Hampton despite the fact that he owned little money. After some time, he managed to arrive safely and succeeded in entering Hampton Institute where he attended not only as a student but also as a school janitor (“Booker T. Washington Biography”; Par 2-3).

Following his graduation from Hampton Institute, Washington devoted himself to educate his race. He became a black teacher in his hometown, Malden, and afterward, he spent some months to join a seminar in Washington, DC. Shortly after that, he was invited to return to Hampton Institute not only to start a night school but also to take care of the Indian students (“Booker T. Washington Biography”; Par 4).

In 1881, Washington was appointed to establish a school in Tuskegee, Alabama. Because the state was only securing enough money for teachers’ wages and was not securing anything for the land, buildings, or raw materials for starting a school, Washington must literally start the school from nothing. To support the school he built, he began to raise funds from Hampton to up north (“Booker T. Washington Biography”; Par 5).

The Hampton students were not only academically educated, but also been taught about manner, personal hygiene, and labor skills in woodworking, making brick, agriculture, and housework skills. In order to teach self-sufficiency to his students, Washington encouraged them to plant their own crops, construct their own building, and make their own furniture. By the time of his death, the school possessed a huge amount of property including land about 2000 acres, 100 buildings with almost 200 students from each faculty and a donation close to 2 million dollars (“Booker T. Washington Biography”; Par 5).

## 2.2. Synopsis of the Novel

Booker T. Washington, the author of the novel, which represented by the “I” character, was born as a slave during the Slavery Era. As widely known, during Slavery Era, the black people have no education and were forced to work at the plantation and had no time and desire for education due to their works which were relied upon the strong muscle than the strong mind. Nevertheless, different from the others, the “I” character, was curious about schooling and eager to have higher education. To pursue education, he self-educated himself by studying an alphabet book he got from his mother. He did that until he could assure his stepfather to allow him to join a black school. However, his education did not run smoothly because of his works. His attempts at education then lead him to Hampton Institute, a school that received students from all race. At the Institute, he was taught various things: how to behave, table manner, self-hygiene, labor skills, and religion.

After graduating, he dedicated his life to improving the quality of his fellow race. His career reached its peak when he selected to establish a school in Tuskegee. At that point, he stated that the white people were not uncooperative and as mean as before. Some of them even became gradual funders for his school. Overall, he modeled his school and teaching as in Hampton Institute; he taught his attendants manner, religion, self-hygiene, and labor skills. His works and determination to educate his students ripped a wonderful result. Slowly, his students were accepted into white society due to their skills and contribution to the society.

## CHAPTER III

### THEORETICAL FRAMEWORKS

The third chapter contains explanations about the theories which are used in the analysis of the novel *Up From Slavery*. The theories are divided into two categories, the first one is intrinsic elements, and the other is extrinsic elements. The intrinsic elements, in short, are the elements that are contributing directly to form a fine literary work. The intrinsic elements are consisted of many aspects; there are characters, conflicts, theme, the settings, plot, the point of view, tone, style, etc. Meanwhile, the extrinsic elements are the ones that support the works from the outside, which mostly associated with the “factual” social problems in our community. Therefore, the two elements are supporting each other to mimic the real life.

#### 3.1 Intrinsic Elements

Intrinsic elements are a kind of literary terms that suggest the elements, which modify the entire story from within the story. There are various intrinsic elements including theme, the point of view, character, setting, style, plot, conflict, and so on. The functions of those elements are to help in building and developing the story. Therefore, to understand the entire story, the terms in intrinsic elements are required to be understood. In this discussion, the writer will only focus on the development and explanation of the characters, the point of view, the settings, and the conflicts within the novel *Up From Slavery*.

### 3.1.1 Characters

Characters have an important part in a story; they are perpetrators of the story where they are involved whether as the main subjects that determine the flow of the story or as supporters that help to expand the story. The purpose of the existence of characters is not only to help the readers to understand the story more but also to make the story more alive and interesting by telling their achievements, self-development and struggling throughout the story.

According to Abrams in his book entitled *The Glossary of Literary Terms*, characters are the peoples in the literary works that often understood by the reader as the individuals bestowed by specific qualities, which include moral, logical, and emotive values by judging from their sayings and how they say it within a dialogue and their action (1999:32-33). Therefore, the characters are the “living men” of the story and the inhabitants of the story. They have their own traits, intelligent, and emotion that make them resembled the real living human.

As the characterized persons, based on their personalities, the characters can be further classified into two, the first is a flat character, and the second is a round character. Naturally, the term flat and round character related to the amounts of characteristics that the characters have. According to Forster as in Abrams, a flat character possessed one trait and displayed without much detail. Thus, it can simply describe in a sentence (1999:33). A round character is a more complex character in personality and purpose. It portrayed to have sharper peculiarities, which able to surprise the reader as the real living person thus make it difficult to explain (1993:33).

### 3.1.2 Point of View

The point of view is the perspective of the author to tell the story. According to Abrams, the point of view is how the story is told (1993: 231). The techniques in developing the point of view enable the author to be the main character of the story, a minor character, or an all-knowing figure.

The most classical point of view is the first person point of view, which according to Abrams is the most consistent model to limit the story to what the first-person narrator know and find out by interacting with the other character in the story. Moreover, the use of the first person point of view can be distinguished by the use of the “I”. The author can be an “I” character who is an accidental witness to a certain event or who is a minor participant of the event, or who is the main character of the story (1993: 233-234). Therefore, to simplify, the novel that has been told by the “I”, whether the “I” is a major or minor character, can be considered to use the first person point of view.

### 3.1.3 Setting

The setting can be defined simply as the background of time and place when and where the story occurred which become important to notice if we want to know the story clearly. According to Cuddon, the setting is where and when the story happened (2013: 650). Moreover, there are three types of setting. They are place, time, and social condition wherein the action happened (Abrams, 1985: 284). Hence, the setting can be simply separated into three part, the place, the time, and the social condition.

### 3.1.3.1 The Setting of Place

The setting of place is the definite situation detailed with its various features and physical arrangements such as the arrangement of a room; the location of the windows and doors (Holman, 1985: 413). The setting of place, in brief, is wherever the story took place; it can be a certain city like Virginia or Boston or a public space such as in train station or school or a private belonging like in a cabin or plantation. The place can be explained in detail or described sketchily.

### 3.1.3.2 The Setting of Time

The setting of time can be defined as a time interval when the story took place, for instance, the year, seasons, or historical period (Holman, 1985: 413). In literature, the time setting can be stated in a certain year, month, or day as well as “in 1816” or “in January” or “on Monday”. It can also be a certain season or historical event for example “in the spring” or “during the World War”. The setting of time can also be sketchy or detail depends on the author’s intention.

### 3.1.3.3 The Social Setting

Social setting is the moral, social, mental, spiritual, and emotional situation in the story, which manifested in the habit of the characters and the people in the story (Holman, 1985: 413). The social setting is the social condition where the characters live. Both place and time setting can affect the social setting, for example, the social condition in the United States must be different with the condition in an Asian Nation such as India; moreover, the social condition during and after monarchy is absolutely different. Thus, the social setting has a strong connection with the time and place.

### 3.1.4 Conflict

Conflict is the “flavor” of a story. It consists of complex difficulties that the main character(s) need to overcome so that the character(s) can be better one. As described in *A Dictionary of Literary Terms and Literary Theory Fifth Edition*, the conflict is the stiffness between opposing characters in a literary work (Cuddon, 2013: 152). Therefore, the conflict is a certain event in a story where the character(s) faced an opposing force. Furthermore, a conflict can be divided into two types based on where the forces came from; the internal conflict and the external conflict.

#### 3.1.4.1 Internal Conflict

In short, the internal conflict can be defined as the struggle, which occurred from within the character. According to Thrall and Hibbard, the internal conflict is a clash of domination between two elements inside a person (Holman, 1985: 98). The conflicting elements of a character can be varied, but the most common issue is relating to the struggle of domination between the kindness and the wickedness within oneself. The internal conflict is somehow important in a character’s growth because it can define whether the character becomes a good or a bad character.

#### 3.1.4.2 External Conflict

If the internal conflict covers the struggles of a certain character against his or her self, then the external conflict covers the struggles that come from the outside of the character. Still according to Thrall and Hibbard, the external conflict can be manifested in the conflict between the character(s) against nature, against other characters especially an antagonist, or against the society (Holman, 1985: 98).



Therefore, because the source of the conflicts come from the outer force, then the external conflict does not include the inner-struggle of a certain character like the internal conflict. Still, the external conflict can affect the character's development to see the environment as well as the other characters that are related to him.

To conclude it, the conflict is the struggling(s) that needed to be overcome by the characters in order to grow. The conflict is not just a mere rivalry between two or more opposing characters, but the conflict can be a struggle between the character(s) against nature, the character(s) against their inner-self, or the character(s) against the society.

### 3.2 **Extrinsic Elements**

This section is covering the elaboration of the extrinsic theories in the study. The extrinsic elements are the race and racial discrimination, the impact of the racism, and the importance of black education.

#### 3.2.1 The Racism and Racial Discrimination

In general, the term racism is rooted from the term "race" which has biological and sociological definitions. According to Blank, Dabady, and Citro in *Measuring Racial Discrimination*, the biological definition of "race" is a purely classification of people based on their physical appearance such as skin color, facial characteristic, and other characteristic. While the "race" in social context is the classification of people by physical appearance fixed by routine social interaction, which later causes different social opinion, attitude, and behavior to each group (2004: 26). The social fixed "race" is believed as the core of racism.

In its practice, racism is no longer a grouping to a certain race. It becomes a racial discrimination. Still according to Blank, Dabady, and Citro, the racial discrimination is a different treatment solely based on the race and the improperly validated features aside of physical appearances that becomes the burdens of a particular race (2004:39). Thus, the racial discrimination is the racism in daily practices that discriminate the others based on the race and the other stereotypes.

In western countries, especially in the United States, the practice of racism and its doctrine become systemized and turnout to be a lifestyle of white people to treat blacks unfairly. The systemized racism, according to Feagin in *Racist America: Roots, Current Realities, and Future Reparations*, consists of various practices against black people, the whites' one-sidedly power over politic and economy, the unbalance between blacks and whites, and the racist beliefs and attitudes of whites that are aimed to prolong their supremacy (2003:6). Thus, the racism is not only resistance and resentment against blacks, but also unjust treatments in major social part such as economic and political areas.

To conclude the explanation, at first, the term "race" is used to biologically classify the people based on their physical characteristics. Later, the society uses the classification to classify the others based on their ancestry; then, it stimulates numerous beliefs regarding the other race, which is the origin of racism. The racism then turns to be the basis of the racial discrimination that treats the inferior races badly, and as the time goes by, it becomes more common and then become systemic and fixed in almost every part of life including politic, economy, and social.

### 3.2.2 The Impact of Racism

Racism restricts black people to have the same treatments as white people; racism makes black people suffered not only physical injury or even death but also lost their rights as human beings. The impacts of racism are indeed harmed the rights of black people and it is not only affecting one area, the effect influences almost in every sector of blacks' life.

The first impact of racism is that the blacks are judged negatively. The racism indeed fixed the psychology of white people to view the blacks as their subordinate. There are two psychological impacts as the result of racism. The first is prejudice, which according to Stangor as in Nelson's *Handbook of Prejudice, Stereotyping, and Discrimination*, is an insolence toward a group or its members (2009:2).

The second is stereotyping, the act that judgmentally define abilities and values of one race that still according to Stangor, is an act to signify the typical traits of social groups or the members of the group which comes to our mind when we refer to the intended groups. The stereotypes are often incorrect and negative, even if it has the possibility to be a positive judgment (2009:2).

The manifestation of the stereotyping and prejudicing in the real life is like what Feagin stated, when black people meet whites in various occasions, their capabilities, values, and tendencies are often negatively judged (2003:139). The judgmental beliefs are certainly affecting the life of black people; because of the belief, they judged with numerous negativity that they do not even

realize and they often took for granted by the white people for everything that they try to do.

After a long time contact with white people and after received prejudices and stereotypes for years, the different treatments upon them change the perspective of black people to see themselves (Feagin, 2003:192). In addition, because they are raised in the white society that always negatively stereotyping them, the black are often possessed stumpy confidence and self-hate as the result of internalizing such negative beliefs and stereotypes concerning their own race (Feagin, 2003:193). It is clear from the explanation that the communication between the whites and blacks affects the blacks' perception upon themselves. They begin to underestimate their own values and capabilities.

Moreover, the racism also causes violent practices, which are done to keep the black people as inferior. For centuries the blacks were violated from being whipped and chained to lynched and public abused by the whites in order to keep them subordinated (Feagin, 2003:150-151). In the slavery era, the white masters did violations and ill-treatment to keep the blacks enslaved and to ensure their obedience as their inferiors. Moreover, paradoxically, after they were freed from slavery due to the signature of Emancipation Proclamation, a racist group like Ku Klux Klan is established and kept doing violation in order to silence their political aspiration by killing and harming the blacks. Thus, there are two goals of black violations during and slightly after slavery era. On the earlier term, it aimed to gain the blacks' obedience and subordination, and the latter done to steal their voting rights, which

make them unable to participate in taking important decisions for the nation as well as for themselves.

In conclusion, the impacts of racism are not only affecting the blacks physically but also psychologically and socially. In the previous time, the blacks had been suffered from violence both from their masters and from racist organizations, which resulted in not only financial loss but also life loss. After the violation ceased, the black people are still discriminated and stereotyped by the white society which makes them lost their self-belief.

### 3.2.3 The Importance of Black Education

The black race got bad treatments in the past, but the ill-treatment became to decrease after the end of Civil War and the signature of Civil Rights. Following the Civil Rights movement, white people began to treat black people in more decent manner. The better treatments do not come easily; to achieve the acknowledgment, the black people need to change themselves purposely to earn white societies' trust and recognition. According to Hall in his book entitled *Representation*, to oppose further racial discrimination and earn whites' respect, the blacks should:

Familiarizing with both white appearance and norms of lifestyle, looks, and manners (Hall, 1997:270). By familiarizing with the white man's standard through imitating the whites, the black people will look more civilized thus; the whites will be more likely to interact with them. Consequently, their interactions will make their relationship become better, and by mimicking the dominant race is not only a

very important thing but also a very effective and efficient way in order to promote a better communication with the dominants.

Erase the negative standpoints, which is always lingering in the well-known representations by suggesting positive images of black people, their life, and their culture (Hall, 1997:272). The blacks identically identified with various negative images. Thus, by promoting the positive values of the black people, it will indirectly help to erase the prejudices. If the prejudices successfully erased, the blacks will be more respected by the white society, which will directly contribute to making a harmonious relationship between the blacks and whites.

In order to mimic the whites in their standards and prove the blacks' worthiness, a black man cannot accomplish it by himself. To know the white's standards, the black man cannot simply ask the white, he needs a teacher to teach him about the white's appearance, norm, religion, and behavior. Likewise, to show his worthiness, the black man cannot do that alone, he must learn to do something significantly by sharpening their mind in specific skills.

Therefore, to both mimic and promote the goodness of black people, they need a guide, a teacher. Thus, an education becomes a very important agent of change. Through education, the blacks can know more about the white's looks, norms, behaviors, and religion. Moreover, in a school, the teachers will also teach various skills and abilities to the black students, which are not only benefiting themselves by making them more skilled but also please the white society. Thus, schooling can be an

important agent to help in developing the better relationship between the black race and the white race.

## **CHAPTER IV**

### **DISCUSSION**

This part includes the analysis of intrinsic and extrinsic elements as the supportive arguments to present the racial problems toward black people and its development relating to the more educated black people. The first part of this analysis dedicated to explaining the intrinsic elements that support the data about racial discrimination in the story. The second part consists of explanation about the forms of racism, the perspectives of the main character about the racism, and how the education can help the black people to combat the racism as written down in the novel.

#### 4.1 Intrinsic Elements Analysis

In this section, the intrinsic elements that will be explained consist of three elements; they are character, point of view, conflict, and setting. The story told by the main character as the narrator; therefore, the character, conflict, and setting described generally around the main character and followed the main character's point of view upon them.

##### 4.1.1 Character

There are a lot of characters in the story, but considering their importance, the writer will focus on the main character who narrates the story as the representative of black man and General Samuel C. Armstrong as the helpful character as well as white man's representation.



#### 4.1.1.1 The “I” Character

The author did not describe the physical appearances of the “I” character explicitly. *“Of my father I know even less than of my mother. I do not even know his name. I have heard reports to the effect that he was a white man who lived on one of the near-by plantations”* (Washington, 2000:15). The “I” character described as a slave. Therefore, he is a black boy, but unlike the other slaves, he is a Mulatto; his mother is a black woman, while his father is a white man. Consequently, his skin color is different from those who have black father and mother. Moreover, during slavery, he wore an uncomfortable clothing identical to the other slaves. *“The most trying ordeal that I was forced to endure as a slave boy, however, was the wearing of a flax shirt”* (Washington, 2000:19). During the slavery era, the usage of flax as clothing was common among slaves, but unlike the masters’ flax clothing, the slaves’ are much more uncomfortable and ragged.

For his personality, the “I” character, as described in the narration, is unlike another black child who, he is an ambitious boy. His aim in life is not for money or power but for education. He is a boy who eager to be able to read and to receive an education; in short, he is very ambitious to be an educated black man. Therefore unlike the others, the “I” character has his own vision and dream. He desires higher education more than any other boys in black society do.

...I recall that I had an intense longing to learn to read. I determined, when quite a small child, that, if I accomplished nothing else in life, I would in some way get enough education to enable me to read common books and newspapers (Washington, 2000:29).

It clearly shows that the “I” character is not only an ambitious black boy but also a focus-minded young man. He wants an education so bad, and the first step to do that is through mastering how to read books and newspapers as he stated.

The “I” character is described to have a brilliant mind. He is a quick learner and has a great spirit of self-reliance. He self-taught himself by reading an alphabet book from his mother.

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... within a few weeks, I mastered the greater portion of the alphabet (Washington, 2000:30).

Despite the incapability of the black people in his town to read, the “I” character implicitly described to have a quick-learning ability, which enables him to learn the alphabet, all by himself and understand it well. It also stated that he has an independent spirit to do everything even the hardest thing with his own hand.

In his boyhood, the character worked in a salt furnace and coalmine to help his family. Sadly, his work prevents him to attend a school. *“I got the 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”* (Washington, 2000:32). For a short period, the “I” character manages to fix the problem temporarily by sabotaging the clock which regulates the working hours. From this, the “I” character is described as a cunning boy who manages to trick even his boss for his own benefit. Though tricking people is not a good thing, but it is, still an unquestionable evidence that the “I” character is a clever young boy.

The “I” character is also described to hold high his responsibility. Being an independent man since his childhood makes him a very responsible man. In his earliest year at Hampton, he has a debt to the institute and has no money to pay. But, he determines to settle his debt or he will not re-enter the school by working and saving his allowance. *“I felt that this was a debt of honour, and that I could hardly bring myself to the point of even trying to enter school again till it was paid.”* (Washington, 2000:53). It can be seen that the “I” character holds high his sense of responsibility; he is willing to pay his debt by working hard on paying it. His hard work then succeeded; he managed to pay his debt and unashamedly reenroll for the next semester.

Moreover, when he was a student at Hampton Institute, he worked as a school janitor but he still devoted his leisure to study, which marked his hard-working nature. *“During my last year at Hampton every minute of my time that was not occupied with my duties as janitor was devoted to hard study”* (Washington, 2000:58). The “I” character dedicated all of his time for not only studying hard in order to achieve good scores but also working as a janitor to pay all of his expense. However, he manages to maintain his two responsibilities and succeeds to perform well in both errands.

From the beginning, he has been displayed as a boy with special traits and values among his fellow blacks. In short, the “I” character is not only an ambitious man who is longing for education but also a man with independence and also a hard worker. Moreover, he is a clever boy and a very responsible man. Therefore, due to his complexity, the “I” character can be classified as a round character.

#### 4.1.1.2 General Samuel C. Armstrong

General Armstrong is one of the most supportive characters. He is a character that is highly cherished by the “I” character. He is described as a man who once fought the Southern white men during the Civil War. “...*he fought the Southern white man in the Civil War...*”(Washington, 2000:47). Even he was a white man; he took the side of black people. Unlike the other white men who resents the black race, General Armstrong is portrayed as a superhuman as in:

...I have not spoken of that which made the greatest and most lasting impression on me, and that was a great man — the noblest, rarest human being that it has ever been my privilege to meet. I refer to the late General Samuel C. Armstrong...(Washington, 2000:46).

The “I” character, as the quotations above, really adores the General as a faultless man whom he respects. The “I” character describes General Armstrong to have a deep impression on him as a “great man” who has the “noblest and rarest” personality. The comments on the General showed how much the “I” respected General Armstrong as an ideal figure.

Moreover, General Armstrong is pictured as an unselfish and kind man that always helps the others willingly as in: “*I never saw a man who so completely lost sight of himself... He was just as happy in trying to assist some other institution in the South as he was when working for Hampton*” (Washington, 2000:47). From the description, it has been shown that the General cares not only for the benefit of his institution, but also about other institutions, as he wants to help the others, and promotes common welfare.

General Armstrong has previously fought the Southern white men who demanded the slavery to be prolonged. Nevertheless, despite of having some kind of aversion towards the whites, the General is showing his interest to his fellow whites. *“I soon learned, by his visits to the Southern white people, and from his conversations with them, that he was as anxious about the prosperity and the happiness of the white race as the black”* (Washington, 2000:118). The quotation showed that General Armstrong is unlike the other whites that resented the black race and valued his race. The General is one of many whites that have no hostility and disapproval towards black people.

In short, General Armstrong is a good white man who takes the black's side during the Civil War. He is portrayed to be a kind man who treats the black man in equal terms. For the “I” character, General Armstrong is a rare soul due to his abundant love for black people, especially for the “I” character. Along the story, the General always thinks about the prosperity of the black people rather than the well-being of his own race. He is a selfless man who tries to help everyone and promotes common welfare. Because he portrayed to have only a certain trait, therefore, General Samuel C. Armstrong can be categorized as a flat character.

#### 4.1.2 Point of View

The point of view in a novel is the perspective that the author uses to tell the story. Because the novel is an autobiography, the point of view that is in use is the first person point of view as can be seen in the wide usage of “I” character's perspective as in the following quotations that taken from different parts of the novel.

*“I was born in a typical log cabin...”*(Washington, 2000: 13); *“Not very long ago I was making a journey between Dallas (Texas) and Houston”*(Washington, 2000: 83); *“I had never sought or cared for what the world calls fame”* (Washington, 2000: 200). From the quotations, it has been clear that the novel is told by the perspective of the “I” character, therefore, the point of view in the novel is the first person point of view when the “I” character becomes the main character of the story.

#### 4.1.3 Setting

In this section, the setting in the novel will be explained. The three types of setting that will be described. The settings are the setting of the place, the setting of time, and the social setting.

##### 4.1.3.1 Setting of Place

There are various places that are mentioned in the novel. The first is in a Virginian plantation where the “I” character born and spent his early life with his family and fellow slaves as stated in: *“I WAS born a slave on a plantation in Franklin County, Virginia”* (Washington, 2000: 13). The quotation explains clearly where the “I” character was born. He was born in Virginia, the southern part of the United States.

After the Civil War and legal slavery ended, the “I” character and his family moved from the plantation in Virginia to Malden. *“... a little town called Malden, which is about five miles from Charleston, the present capital of the state”* (Washington, 2000: 28). There, he works in a salt-furnace and starts attending school.

As the “I” character grew up and tried to pursue a further education, he goes to Hampton Institute. The Institute, as described by the main character is consist of a large building as in: “...*the first sight of the large, three-story, brick school building seemed to have rewarded me for all that I had undergone...*” (Washington, 2000: 44). Soon after his arrival in Hampton, the “I” character quickly enrolled for the Hampton Institute where he pursued his further formal education under the guidance of white lecturers.

Beginning his career as a local teacher, the career of the “I” character reaches its peak when he was appointed by General Armstrong to establish a black school in Tuskegee, Alabama.

I found Tuskegee to be a town of about two thousand inhabitants, nearly one-half of whom were coloured. It was in what was known as the Black Belt of the South... and was rather secluded, being five miles from the main line of railroad, with which it was connected by a short line (Washington, 2000: 81-82).

Because Tuskegee has a much larger population of black people and has a separate route from the main railroad that makes the town is quiet and suitable for studying, Tuskegee becomes a perfect place to begin a black school. In his new place, as the founder of Tuskegee Institute, the “I” character spent most of his time taking care of his newly built school by raising funds and educating his black attendances.

#### 4.1.3.2 Setting of Time

Because of the novel is an autobiography, therefore, the setting of time in this novel starts when the “I” character born and goes along with the character’s growth through his narration. The very first set of the time is around 1858 or 1859 when the

“I” character was born. “... *I was born near a crossroads post-office called Hale's Ford, and the year was 1858 or 1859*” (Washington, 2000: 13). Around 1858 or 1859, the United States of America was still operating and legalizing the practice of slavery and since the “I” character is a black boy, therefore, he is treated as a slave during his childhood.

The timeline also linked with the war between the North and South that known as Civil War, “*When war was begun between the North and the South...*” (Washington, 2000: 17) and its conclusion that the North army won the war as “*Finally the war closed, and the day of freedom came*” (Washington, 2000: 23). After the era of slavery ended and a new beginning for black race begun, almost all of the slaves including the “I” character left the masters to start a new life.

#### 4.1.3.3 Social Setting

The social setting modified by two elements, the era when the event happened, and the places where the event occurred. There are two periods represented in the novel. The first is during the slavery when the black people enslaved by the whites, and the other is the age of freedom when the blacks are free from their masters. There are three places described in the novel, they are a plantation in Virginia, Malden, and Tuskegee, which have different social characteristics.

During slavery, the “I” character, as well as the other slaves, are suffering from never-ending labors in plantations. As in: “... *almost every day of my life had been occupied in some kind of labour...I had no schooling whatever while I was a slave...*”(Washington, 2000: 15). The social setting clearly explained the societal



environment during the slavery era in Virginia plantations. At that time, the black peoples are under whites' enslavement and they ought to do tough labors, and for addition, the social environment during that era is not supporting the education for the black people.

After the end of Civil War, the social setting changes, the blacks are no longer slaves. *“As the great day drew nearer, there was more singing in the slave quarters than usual... had more ring, and lasted later into the night. Most of the verses of the plantation songs had some reference to freedom”* (Washington, 2000: 24). During that period, for the first time, the black people were free. The enslavement is no more and the slaves were welcoming the expected freedom until late at night. In this epoch, there is no longer white supremacy.

As the “T” character and his family moved to the town of Malden, the social atmosphere also changed. In Malden, he, his family, and his new stepfather lived in a black settlement. Malden was filled with both black people and degraded white people. *“Some of our neighbours were coloured people, and some were the poorest and most ignorant and degraded white people... Drinking, gambling, quarrels, fights, and shockingly immoral practices were frequent”* (Washington, 2000: 29). Despite the fact that both races are living in the same place under the equal rights, the habits of the peoples in Malden are discouraging. The whites and blacks are quarrelling, fighting, drinking, gambling, and doing immoral practices, which are, benefiting no one. The social environment in Malden is surely unsupportive to make a better relationship between both races.

The “I” character later found a better social environment for black and white races in Tuskegee. There, he saw both races support each other and live in a more harmonious way. *“In general, I found the relations between the two races pleasant. For example, the largest, and I think at that time the only hardware store in the town was owned and operated jointly by a coloured man and a white man”* (Washington, 2000: 82). By the quotation, the “I” character wants to describe the pleasant relationship between both black and white race in Tuskegee where the two races are helping each other and live in harmony. To support his statement, the “I” character also states an example of the good relationship between a black man and a white man who open a shop together and cooperate in their joined business. This shows such a harmony is the ideal relationship between both races and that is what the nation is lacked to build and ensure a better future for the blacks and whites.

#### 4.1.4 Conflict

The conflicts in this novel are entirely deal with the struggle of the “I” character against the society during and after the Civil War. The society where the “I” character lived is mainly influenced by the white people who prejudice and treat the black people badly, therefore, to survive the unprivileged condition, he had to withstand the white prejudices and unjust treatments. During the slavery, the “I” character had to endure numerous chores in the plantation while after the freedom; he had to suffer and stand from the prejudices and ill-treatment of the white men and the white society. The conflicts in this novel can be divided into four which are described below:

#### 4.1.4.1 Conflict to Endure the Slavery

From the earliest part of the story the “I” character has to overcome the numerous labors of a slave. In his plantation, the “I” character scheduled with house works and farm works as stated in the:

During the period that I spent in slavery I was not large enough to be of much service, still I was occupied most of the time in cleaning the yards, carrying water to the men in the fields, or going to the mill to which I used to take the corn, once a week, to be ground.... I would have to wait, sometimes for many hours, till a chance passer-by came along who would help me...(Washington, 2000: 15- 16).

As the quotations explained, the “I” character scheduled with numerous chores that often exhausting him. The works are often too hard for a young slave as the “I” character back then, which placed him in a difficult position; on one side, he could not do the chores, but on the other side, as a slave, he has to obey his master and does his chores.

#### 4.1.4.2 Conflict with His Stepfather

After the end of the Civil War, the “I” character and his family moved to the town of Malden to reconcile with his stepfather. There, his stepfather has been secured a position as a labor in a salt-furnace. Then he also tasked his stepsons to work in the salt-furnace. The decision makes the “I” character struggled for raising money to support his family, which can be seen in the following quotation. “...*my stepfather put me and my brother at work in one of the furnaces*”(Washington, 2000: 29). From the quotation above, the “I” character’s stepfather forcefully put him and his brother to work in a salt-furnace in order to help him to support the family.

However, unfortunately, his work has hindered him from reaching a formal education *“I had been working in a salt-furnace for several months, and my stepfather had discovered that I had a financial value, and so, when the school opened, he decided that he could not spare me from my work”* (Washington, 2000: 31). From the quotation, it is clear that the “I” character had a difficult time with his stepfather; even if he wanted to attend the school, but his stepfather did not support his decision to get an education. This is done because his stepfather realizes that the “I” character will support the family better if he works in the furnace than studies in the black school.

#### 4.1.4.3 The Conflict between Blacks and a Racist Group

After the end of the slavery, a racist group, Ku Klux Klan, existed. They are *“bands of men who had joined themselves together for the purpose of regulating the conduct of the coloured people, especially with the object of preventing the members of the race from exercising any influence in politics”*(Washington, 2000: 61). Ku Klux Klan is usually using violence to suppress the black people. Once, the “I” character involved in a battle against them as in:

I saw one open battle take place at Malden between some of the coloured and white people... many on both sides were seriously injured, among them General Lewis Ruffner, the husband of my friend Mrs. Viola Ruffner... was knocked down and so seriously wounded that he never completely recovered. (Washington, 2000: 61).

It can be seen that the racist group, the Ku Klux Klan, causes violence and trouble for the black people and their white patrons. As stated in the quotation, one of the “I” character’s white friend, General Lewis Ruffner suffered from an injury that can

never be healed, moreover, he also states that both sides are suffering the same loss, many of the members have seriously injured or died. Therefore, the open battle with “Ku Klux Klan” is certainly a useless event, which causes no benefit but harm for both sides.

Later, according to the “I” character, a racist group such as the Ku Klux Klan is no more. *“To-day there are no such organizations in the South, and the fact that such ever existed is almost forgotten by both races”* (Washington, 2000: 61- 62). Thus, by the flow of time, the existence of the racist group in the United States of America is ended and the black people can enjoy their freedom more.

#### 4.1.4.4 The Conflict with Unsupportive Regulation

Moreover, after the end of the Civil War, the blacks did not get anything except their sudden freedom. Thus, their social and financial condition did not change excessively because the (white) government only privileged the whites prosperity.

I felt that the Reconstruction policy, so far as it related to my race, was in a large measure on a false foundation, was artificial and forced... the ignorance of my race was being used as a tool with which to help white men into office, and... to punish the Southern white men by forcing the Negro into positions over the heads of the Southern whites (Washington, 2000: 66).

In post-Civil War era, the government seems regulates a discriminative law, which is only helping the white man to ascend to the office. In another part, the Northern officials tend to use the law to damage the southern whites’ pride by placing the black man into the head position. Because the law is falsely ascending the blacks to the higher position, therefore, it is clear that the whites do not believe in the blacks’ capabilities.

Furthermore, when he is in Tuskegee, the “I” character has to fight for his establishment of a black school. That is true that the cooperation between the two races had been established in Tuskegee and the relationship is indeed inspiring to make a better relationship between both races but the government seems uncooperative. It gave him only short supplies to start his black school. However, the unsupportive regulation is certainly hinder the establishment of the black school in Tuskegee.

...some of the coloured people who had heard something of the work of education being done at Hampton had applied to the state Legislature... for a small appropriation to be used in starting a normal school in Tuskegee... the Legislature had complied with to the extent of granting an annual appropriation of two thousand dollars... this money could be used only for the payment of the salaries of the instructors, and that there was no provision for securing land, buildings, or apparatus (Washington, 2000: 82).

From the abovementioned quotation, it is clear that the government, the “Legislature” did not completely support the black school. Because when some black people applied a proposal for the cause of black education to the government, it gives an insufficient amount of resources and funding. By the regulation they make, the white “Legislatures” in Tuskegee clearly shown their half-hearted support for the sake of the black school establishment.

#### **4.2 Extrinsic Elements Analysis**

This part will explain the extrinsic elements that build the story. To detail, they are the form of the racist discrimination, the racism in the perspective of the black race as represented by the main character, and the role of black education as the way to combat racism. The issues are:

#### 4.2.1 The Forms of Racism in the Novel

Racism is often justifying the others based on racial identity. In the novel, the racism is described as the “I” character described his thoughts and experiences. Reflecting on his descriptions, there are at least three issues regarding the racism. The issues are:

##### 4.2.1.1 The Blacks are Failures

Regarding the racism, the “I” character once states that a black boy is always tackled by some discouraging presumptions when doing something. *“When a white boy undertakes a task, it is taken for granted that he will succeed. On the other hand, people are usually surprised if the Negro boy does not fail”* (Washington, 2000:35). As stated, the white men always privileged while the blacks always unjustly judged. The underestimation as the failure indeed discouraging the black youths as the “I” character who has a better vision for the future of the black race. The discouragement can make them disbelief in their qualities and promote a self-hatred and resentment toward white people.

Furthermore, in the novel, when the author established his black school in Tuskegee, he said the similar statement about the presuppositions of the white men that are against his race as in:

I knew that, in a large degree, we were trying an experiment — that of testing whether or not it was possible for Negroes to build up and control the affairs of a large education institution. I knew that if we failed it would injure the whole race. I knew that the presumption was against us (Washington, 2000:105).

In the quotation above, the “I” character states that he and his colleagues are “trying an experiment”. This utterance implicitly states that he understands clearly that the whites are underestimating him and if he fails to manage his school, the entire black race will be more disregarded, however, he tried his best to overcome the prejudice and gain the whites’ respect. We can conclude that the white people tend to see the blacks as failures before know the result.

#### 4.2.1.2 The Blacks are Treated Badly in Public

The unjust treatment is lingering the practice of racism even in public domain. Because of the prejudices and stereotypes, the blacks are treated unjustly; they are avoided and rejected by the white people. Relating to that matter, the “I” character states his experience when he was in a hotel, the hotel receptionist refused to serve him, while served the other white guests nicely as in:

I had been travelling... in an old-fashion stagecoach... the coach stopped for the night at... a hotel. All the other passengers except myself were whites... Without asking as to whether I had any money, the man at the desk firmly refused to even consider the matter of providing me with food or lodging (Washington, 2000:42).

The hotel receptionist rejected him without thinking whether he had the money or not because of his blackness. Because of the prejudices upon them, the black men as represented by the “I” character received bad treatment in public areas where he should be respected equally.

However, on another occasion, when the “I” character and his Indian students from Hampton are traveling, he received another unjust treatment at a saloon and at a hotel. He does not get any service while his Indian students are served nicely as in:



The man in charge politely informed me that the Indian could be served, but that I could not...I went to this hotel the clerk stated that he would be glad to receive the Indian into the house, but said that he could not accomodate me(Washington, 2000:77).

From the quotations, it can be concluded that the whites'tendencies to look badly at the blacksare still surviving the Civil War, the whites seems more friendly to the Indians, but not to the blacks even in public domain.

#### 4.2.1.3 The Blacks do not Deserve an Education

This issue is based on the perspective of white people that consider the black people do not demand the education because the black people are placed with physical labors which require no education. *“At that time there was not a single member of my race anywhere near us who could read...”* (Washington, 2000:30). The condition,where no one can read, not only influenced by the whites' prejudices to the blacks but also influenced by the blacks' ignorancefor education.

The mindset of black as the slavesand physical laborers has survived the Civil War. Some of the white people in Tuskegee refuse the idea to bring education to the black people because they still think that the blacks are laborers, therefore they do not need the education. Moreover, they also fear that the sudden change may causes them a trouble to assured domestic services as in:

There were not a few white people in the vicinity of Tuskegee who looked with some disfavour upon the project... These people feared the result of education would be that the Negroes would leave the farms, and that it would be difficult to secure them for domestic service(Washington, 2000:89).

From the quotation above, the numbers of white people refuse the idea to bring the education to the black people with the excuse that if the black people received an

education, they will leave the farms, which will cause the economic crisis for the white men. More and more, the white men are only thinking about themselves and their well-being. The whites think that bringing education to the blacks will only cause problems for them, thus they decline the proposal regarding building a black school in Tuskegee.

#### 4.2.2 The “I” Character’s Perspectives on Racism

For centuries, the blacks had been negatively stereotyped and treated as inferiors. Many had taught that the blacks are the victim because they are enslaved and indulged badly. Many said that the blacks are always losing from the racism while the whites are gaining more advantages by racially discriminate the blacks. Nevertheless, in this novel, the “I” character stated his different perspectives about the racism and its practices.

##### 4.2.2.1 The Blacks are Kind

Black people have been regarded as a brutally tough race, very contradicting with the white race which describe themselves as a civilized race. That statement is always been thought as the truth by almost all white people at that time, but the “I” character stated several contradictory proves to show the sensibility of the black people. During the Civil War, while the white men battled, the blacks express their sympathy by guarding the plantation, women, and children as in:

In order to defend, and protect the women and children who left on the plantations when the white males went to war, the slaves would have laid down their lives. The slave who was selected... was considered to have the place of honour (Washington,2000:20).

Instead of seizing the momentum of Civil War to have a revenge to their masters, the blacks' show their kindness by guarding their masters' belongings, the mistress, and the children when their masters were in the war. They even consider the job is an honor for them, which suggests that they are truly respect their masters and kind enough to help them in the time of need.

Moreover, to show more about the blacks' good deeds to their former masters, he also said that:

...there are many instances of Negroes tenderly caring for their former masters and mistresses who for some reason have become poor and dependent since the war. I know of instances where the former masters of slaves have for years been supplied with money by their former slaves to keep them from suffering. (Washington, 2000:20-21).

After the era of slavery, the "I" character gives an example from his fellow blacks who exhibit kind treatment towards their former white masters. The certain ex-slaves, as described, are willing to help their former masters by providing them with money to support the masters' expenses.

Furthermore, the blacks are not only doing the good things to the white people, they also do decent treatment to the other colored race. "...the Negro students gladly took the Indians as room-mates, in order that they might teach them to speak English and to acquire civilized habits" (Washington, 2000:75). This shows that the blacks' compassion affects not only their own race or the white race for just to gain their approval but also to the other colored race, the Indian. Their compassion to the other races is really praiseworthy and it is how the kindness should be; discriminate nothing.

#### 4.2.2.2 The Practices of Racism Make the Blacks Better

From the “I” character’s perspective, the racism did not make the black people look miserable and downgraded. The practices of racism such as slavery, according to him, are actually make the black people to be more proficient in taking care of the housework as well as in securing industrial work than their masters, because, the slaves are the ones who tend those works while the masters are idling.

The slave system on our place, in a large measure, took the spirit of self-reliance and self-help out of the white people. My old master had many boys and girls, but not one, so far as I know, ever mastered a single trade or special line of productive industry. The girls were not taught to cook, sew, or to take care of the house... On the other hand, the slaves, in many cases, had mastered some handicraft, and none were ashamed, and few unwilling, to labour (Washington, 2000:23).

From one perspective, the blacks must look disgraceful, depressed, and suffered from slavery, but from the “I” character’s mindset (as a black man), the enslavement made the blacks more skilled at house caring, labor, and any kind of work that the white refuses to do. Therefore, by enslaving the black race, the white race is the one who becomes dependent on black people.

Moreover, the “I” character states his different viewpoint about the racism. *“But out of the hard and unusual struggle through which he is compelled to pass, he gets a strength, a confidence... as an inferior race will not finally hold an individual back if he possesses intrinsic, individual merit”* (Washington, 2000:37). From the abovementioned quotation, he suggests another perspective to look upon the prejudices. He considers those negative perceptions not as the disadvantages but as the advantages to make his race work harder.

In his perspective, the “I” character thinks that the prejudiced as a failure is not a terrible thing. Because the prejudice can be both positive and negative impulse. The prejudices can motivate the blacks to work even better and even harder so that they can prove their worthiness, which make them gain better skills and higher self-esteem due to their hard work.

#### 4.2.2.3 The Blacks are No Longer Weak and Inferior

The “I” character also responds to the issue that considers the blacks as inferiors by stating that the black people are no longer as weak and ignorant as before.

Many of the Southern whites have a feeling that, if the Negro is permitted to exercise his political rights now to any degree, the mistakes of the Reconstruction period will repeat themselves. I do not think this would be true, because the Negro is a much stronger and wiser man than he was thirty-five years ago, and he is fast learning the lesson that he cannot afford to act in a manner that will alienate his Southern white neighbours from him (Washington, 2000:67).

He, in the above mentioned quotation, stated that the Southern whites’ perception of political rights of the blacks is entirely wrong, because, the blacks are developing; they become stronger and wiser. In addition, they possessed compassion to not to discriminate the white people.

The blacks’ developments did not separate from the education they got. Because, from education, the black students can learn skills and display their true potentials. In the novel, many educated black students get success in their life as in: *“Within a few weeks this department had grown to such an extent that there were about twenty-five students in attendance... and they are now holding important and useful positions in nearly every part of the South”* (Washington, 2000:79). The blacks

practically have as many talents as the whites; the only they are lacking is an opportunity to be educated and chances to show their capabilities. From the abovementioned quotation, it can be seen that if the blacks are given the same education as the white men, the blacks can be as good as whites and hold important positions like the whites do.

#### 4.2.3 Education as Stereotypes Breaker

Whites' acceptance is one of many dreams of the blacks. In order to gain the approval, black people can do several strategies. The strategies are imitating the white people and suggesting their positive values for the white society. The two strategies can be done by attending the school where the blacks will be educated not only in academic but also in manners and attitudes.

In the novel, the "I" character opens a black school in Tuskegee in order to educate his fellow blacks. In his school, he applied not only formal education but also character building. Moreover, because of his guidance, his students can be accepted in the society. Thus, there are several benefits for the black men to attend the school. They are:

##### 4.2.3.1 The Blacks Become More Civilized

There is a catchphrase stated in the novel. The white American will never consider the other race civilized before they wear their clothing, eat their foods, speak like a white man, and profess their religion (2000:75). Thus, in order to be classified as a civilized race, the black people have to mimic the white men as similar as possible. Therefore, they have to be familiar with the concept of cleanliness, table-

manner, and religious practices like the white men. The black people usually ignore those values, due to its unnecessaryness for them, which make them stereotyped as an uncivilized race.

Realizing that he need to teach the black students about the white's manners, in his school, the "I" character teaches his student, at first, how to do self-care in order to make his students not only cleaner and healthier but also make them get used to the white standard of hygiene. At their first time in Tuskegee, his students did not even know the importance of being clean. This is because they come from the families that never familiar with the concept of hygiene, let alone teaching their children to take care of their body (Washington, 2000: 93).

As a teacher, the "I" character wants to teachhis students about manners as in *"We wanted to teach the students how to bathe; how to care for their teeth and clothing... what to eat, and how to eat it properly, and how to care for their rooms"* (Washington, 2000: 93). He later elaborates how he teaches that to the students in the following explanation.

From the first, the body hygiene has been demanded highly because the students have been taught to take a regular bathe as frequent as to take their meal. Because most of the students come from countryside, the teachers often had to teach them how to sleep properly. Then, for a long time, teaching the students how to fasten and take care of their clothes become a difficult task for him. (Washington, 2000:123-124).From the explanation, the "I" character and his fellow staffs are relentlessly teach the students in manners.Because the manners are very important for the

students. By taking care of themselves, keeping their hygiene, grooming, and exhibiting table-manner, the white men will be more comfortable to have a communication with them. Thus, indirectly alter the blacks' stereotype as an uncivilized race.

Besides cleanness and manner, the religion is also important in whites' daily life. As widely known, most of the United States "white" citizens are Christians; therefore, the Christianity becomes one of a major issue if the blacks want to be approved in white society. Understood the importance of Christianity, the "I" character does not overlook the religious practice as stated in "*...we do not neglect or overlook in any degree the religious and spiritual side. The school is strictly undenominational [sic], but it is thoroughly Christian, and the spiritual training or the students is not neglected*" (Washington, 2000:139). By the quotation above, the "I" character wants to educate his students not only in academic and morals but also in the significance of the religious practices. Even if his school having no religious background or undenominational, the "I" character still emphasize the importance of the spirit of Christianity and spiritual training for his student. This explanation is clearly shown that the religion also plays an important role in society and it is as notable as any other subjects are.

#### 4.2.3.2 The Black Students are Taught Positive Characteristic

The black people are often stamped with various negative traits such as dependent, lazy, brutal and so on. To erase the negativity, the "I" character teaches his student several positive values.



As known widely, the black race are stereotyped as a dependent race, a race that meant to be ruled because of the experiences of slavery. Thus in order to break down the negative look upon the black people, they need to be more self-dependent; more relying to their own skill.

Before teaching his students about that, the “I” character has been taught the importance of self-reliance by his teachers back at Hampton Institute as in the following quotation. “*At Hampton I not only learned that it was not a disgrace to labour, but learned to love labour... for labour's own sake and for the independence and self-reliance...*” (Washington, 2000: 58). From the quotation, we know that to love one’s work and to be independent, are an important thing. Therefore, the “I” character’s mentors teach them to him. By the guidance of his mentors, the “I” character not only becomes a hardworking man who loves his works, but also an independent man who can do many things by his own.

Later, after established a school in Tuskegee, the “I” character teaches that knowledge of spirit of self-dependence to his students. From the earliest, at Tuskegee, he wants his students not only do agricultural and domestic work, but also to have them build the school building. This plan is not only benefiting the school, but also teaching the students importance of labor and dignity. Even if many people against the plan, but he still stickson it. For the “I” character, the building’s comfort maybe degrades due to his idea, but the compensation to it is the students will know how to love their work as well as the beauty in self-reliance (Washington, 2000: 107).

By teaching the significance of self-reliance to his students, the “I” character wants to ensure that his students can stand on their feet. His teaching did not mean to force the students to work, but it is meant to be a practical theory about laboring. The aim is not to make a trouble for the students but rather to make them get use to the labor as well as teaching them to love doing the work.

Besides the self-reliance, the “I” character also willingly to teach his students about friendliness. As broadly known, the blacks are always labelled as a brutal race, which is related to their posture and their assertive look. Because of that, the white people are unwilling to interact with them. In order to reverse the issue, as a teacher, the “I” character teaches his students to be more friendly to everyone without discrimination and to be more open to the society.

...I have advised our people in the South to make friends... with their next-door neighbour, whether he be a black man or a white man...to consult the interests of their local communities, and to advise with their friends in regard to their voting (Washington, 2000: 100- 101).

By his advice, he wants his students to be friendlier to anyone and more thoughtful to their environment, thus they will not be racists like the whites. Through friendliness and compassion, the negative opinion about the brutality of a black man can be subdued and the more harmonious relationship will be likely to obtain.

#### 4.2.3.3 The Black Students Get Skills to Contribute to the Society.

The purpose of every school is to educate its students not only to behave and socialize in a suitable way, but also to make the students more skilled. The practical skills in some industries, the essence of industry, and the economic principals are the

main subjects that the “I” character taught besides the descent mannerism; these are done to make sure that the students can earn a living after the graduation (Washington, 2000: 93). The explanation shows that the mannerisms only are not sufficient for the students to earn the decent life. Therefore, various skills are needed to support the students’ life and enable them to compete with the white men. In this novel, “I” character teaches them some industrial skills such as farming, constructing, brickmaking, and vehicle manufacturing.

The first skill that the “I” character teaches to the students is a farming skill. as in *“Our next effort was in the direction of increasing the cultivation of the land... and at the same time give the students training in agriculture”* (Washington, 2000: 101). This agriculture training is done not only because the students are mostly come from the countryside, where the agriculture is the main livelihood, but also because the background of the southern citizens that commonly run a plantation. Therefore, by training the students in the more efficient way of farming, the “I” character wants to promote the countryside agriculture.

The farming skill then proves its usefulness as the “I” character mentions one of his student who has proven his immense skill in managing a farm. Through his skill, the neighboring white farmers have eventually adored him as stated in the quotation below:

I spoke of an instance where one of our graduates had produced two hundred and sixty-six bushels of sweet potatoes... where the average production had been only forty-nine bushels to the acre... The white farmers in the neighbourhood respected him... by his skill and knowledge... (Washington, 2000: 142).

With the quotation above, “I” character states another example in how the skill overcome the racism. It says that a black student, who can produce more harvest than the average production due to his knowledge of soil chemistry, gains the white farmers’ respect. This ultimately shows that respect is indiscriminate. Thus, as long as the one has skill and knowledge to contribute to others, he or she will get the respect from the surroundings.

Furthermore, the “I” character also teaches the students about construction skill. He uses the momentum when he tasked the students to build their own building. He did this as a practical teaching of the construction skill as in “...*I felt that it would be following out a more natural process of development to teach them how to construct their own buildings*” (Washington, 2000: 108). The labor then ended in success. Furthermore, the labor also makes the students proficient in erecting a building. Hundreds of men who have learn mechanics while taught to erect buildings are now spread across the South (Washington, 2000: 108). By his teaching, hundreds of men feel the benefits; they become good laborers; they are not only proficient in mechanic, but also excel in build a building too.

The next skill that the “I” character teaches is the brickmaking skill. This skill has a strong connection with the construction skill and has a strong impact to the white society as the quotation below:

The making of these bricks caused many of the white residents of the neighbourhood to begin to feel that the education of the Negro was not making him worthless, but... adding something to the wealth and comfort of the community. (Washington, 2000:110).

Their brick making skill enable the students to prove their usefulness in the community. Therefore, indirectly, their skill helps them to promote the equal-term interaction with the white society. If the black race and white race communicate in such a good condition that will be truly stimulating the whites' respect and will result in better treatment for the black students.

Besides making bricks, the black students are also contributing to manufacturing vehicles such as wagons, carts, and buggies. Their proficiency in it also makes them respected. "...*industrial education has been carried out in the building of our own wagons, carts, and buggies...and the man who learns at Tuskegee to build and repair wagons and carts is regarded as a benefactor by both races...*" (Washington, 2000:111). From the aforementioned quotation, the readers know that the students of Tuskegee Institute is not only skillful in farming, constructing building, or making bricks, but also in vehicle manufacturing. The students can make their own carts and wagons and also repair them. This skill makes them useful to the white society, thus makes them respected by the both races and regarded as a benefactor for the both race.

Moreover, the "I" character emphasized three points, which is regarding to the teaching goals in his school education. First, the school must educate the students with the appropriate skills which meet their current condition. Second, the school must educate the students with enough skills as well as intellectual and moral values, thus they can make their living and contribute to the society. Third, the school must educate the students about the positivity of labor and makes the students to love labor, so they will not try to escape the rough work (Washington, 2000: 210).

From the elaboration, the “I” character wants to show that every institute needs to prepare its students with descent skills and morality that meet their condition, thus they can practice their knowledge immediately and earn their living as well as help the society.

Finally, the “I” character elaborates the result of his teaching. At least six thousands of the graduates are working in different parts on the South. By their hard work, the graduates encourage the whole race to improve their capabilities in physical, educational, moral, and mental life as well as common sense and self-discipline, which not only cause the better relationship between the races but also cause the white race to learn the value of educating the black race (Washington, 2000: 212). The elaboration explains that schooling enables the oppressed race to receive higher and turns the prejudices that fall before them by supporting them with knowledge and positive attitudes.

To conclude, by attending school and gaining knowledge and skills, which allow the black students to change the white’s perspective upon the black race by supporting the community with their capabilities. Therefore, the knowledge and skills are not only benefitting the community, but also giving the black students another chance to have a better life and a better treatment from the society.

## CHAPTER V

### CONCLUSION

The novel *Up From Slavery* written by Booker T. Washington is mainly tells his experiences during the period of racism. Since the novel is an autobiography, Washington wrote his novel in first person point of view where he is the “I” character that becomes the center of the story.

In the story, Washington describes his life and his own personality. The “I” character is described as a black man who has an intense longing for education and a black man who has both cleverness and hard work to his desired education. Besides the “I” character, Washington mentions General Samuel C. Armstrong as a character he adores because he is a white man who is kind and concern for blacks the blacks, those traits has made him portrayed as a kind man, noblest, and selfless person.

The setting of time in the novel is divided in two, the first is during slavery, and the second is after the Civil War. The setting of place in the novel is vary too; during the slavery era, the setting of place is taken in a plantation in Virginia; while after the Civil War, the setting of place is taken in three different location; in Malden, in Hampton, and in Tuskegee. Due to the different in the time and place, the social setting is also differ. In Virginia, the social setting is the enslavement of black race; in Malden, Hampton, and Tuskegee, the overall social condition is the end of black enslavement. However, to be specific, the relationship between the blacks and the whites in Malden is still bad, while in Tuskegee, the relationship has been better.

As a member of black race, the life of the “I” character is not easy. He must overcome various difficulties. During the slavery era when he was a boy, he has to endure from the burdening plantation chores. Then, after the end of slavery, his stepfather assigns him for a work in salt-furnace which makes him unable to go to a newly-build black school in his area. Moreover, he sees a conflict, a clash between the blacks and whites where he saw countless loss between both sides. In adulthood, the “I” character who has become a teacher needs to overcome the government’s unsupportive regulation to his race. In the novel, Washington also mentions the practice of racism, his opinion about the racism and the importance of education for black race. The form of racism he mentions are mostly about the white men’s prejudice and unjust treatment. The blacks are judged as a failure race and judged as a race that deserve no education. Moreover, the whites are still treating the blacks in a discriminate manner even in public.

Despite being badly treated, the “I” character states that the prejudices are not always true. To counter the prejudice of being a brutal race, the “I” character mentions the blacks’ kindness; how they nurse their white masters, how they help their masters in need, and how gladly they are to take Indian students as roommates and to teach their Indian friends to learn English. Moreover, he also mentions that the racism is not always causing bad impact, because of the prejudice; the blacks have to work harder and in the end possess greater skills than the whites. Then, because of their hard work, the black race is no longer inferior; even a few of them already hold a good position in government at that time.



The social ascension of the black race cannot be separated with the role of education for them. Through education, the black men get the knowledge of white standards of life which make them more suitable in white society; this condition promotes a more frequent communication between both races. Furthermore, by attending school, the blacks gain skills which make them more respected by the white men due to their skills; this condition fasten the social development of the black race.

Through this book, the “I” character wanted to show that the discrimination can be beaten by education; an education could destroy the gap between the superior and the inferior. Not only destroy the gap between the superior and inferior, but he also wants to show and encourage all discriminated-fellows that thru hard work, patience, ambition, and, of course, education, the discrimination can be overcome. Thus, the book is indeed inspiring not only for the black race but also for anyone under oppression.

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