

Tribhuvan University

From Rags to Respectability: A Study of Booker T. Washington's *Up from Slavery*

A Thesis Submitted to the Faculty of Humanities and Social Sciences

In Partial Fulfillment of the Requirements for the

Degree of Master of Arts in English

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Kirtipur, Kathmandu

April 2021

Acknowledgements

Firstly, I would like to extend my sincere gratitude to my thesis supervisor Mr. Bal Bahadur Thapa, Lecturer of Central Department of English, for his continual co-operation, proper suggestion, genuine inspiration, insightful comment and motivation to accomplish this thesis. Words are less to convey thanks for his cherished advice and splendid guidance during the course of this research work.

I am indebted to the Head of Central Department of English, Prof. Dr. Jib Lal Sapkota for his encouraging advices. Similarly, I would be delighted to extend my gratefulness to respected Lecturers Prof. Dr. Anirudra Thapa, Prof. Dr. Ramchandra Paudel, Prof. Dr. Dhruva Karki, Prof. Dr. Amma Raj Joshi, Prof. Dr. Rebati Neupane, Prof. Dr. Shiva Rijal, Dr. Anju Gupta, Dr. Komal Phuyal, Dr. Tara Lal Shrestha, Abadhesh Kumar Thakur, Keshab Sigdel, Maheshwor Paudel, Sarbagya Raj Kafle, Jiva Nath Lamsal, Laxman Bhatta, Mahesh Paudyal, Raj Kumar Baral, Hem Lal Pandey, Khem Raj Khanal, Pradip Raj Giri, Badri Prasad Acharya, and other lecturers as they contributed enormously to my understanding of the complex subjects. The knowledge on the related theories gained from their classes filled me with confidence which inspired me to do this thesis.

I am delighted to grab this occasion to record my immense gratitude to my parents, Dev Narayan Thakur and Koshila Devi Thakur and Uncle Satya Narayan Thakur, Aunt Chandra Woti Thakur, Brothers Manoj and Saroj for their constant encouragement, grandiose suggestions and profound dedication. I owe them a great deal for what they have done. Meanwhile, my friends Namrata Dahal, Ashish Chaudhary, Sanjay Shah, Ashok Yadav, Purna Prasad Paudel, Narayan Bhusal, Amir Kumar Timsina, Ashis Pokhrel, Shanker Sanjel, Dev Prakash Rai, Dipendra Thapa, Kaushal Ghimire, Prakash Singh Bista, Dinesh Sharma, Swarnim Raj Lamsal, Tej Kant

Ghimire, Pujan Prasad Gyanwali, Bhim Prasad Bhattarai, Chandni Sah, Astik Basnet,
Nisha Bhattarai, Simaran Sigdel, Ambika Rai, Salina Adhikari Bhatta,
Saraswoti Magar, Sanju Roka, Sanchu Lopchan and Bandana Ghale deserve a great
share of thanks from the depth of my heart for their help.

April 2021 Ashok Kumar Thakur

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Abstract

This qualitative study explores Booker T. Washington's journey from slavery to an eminent educator in his autobiography Up From Slavery (1901). It examines a narrative of a young child growing morally and psychologically into an adult. Washington shows his rise from working in a plantation with his mother to his position as the nation's educational leader. This struggle is an indispensable part of his identity construction. While he faced racism throughout his life, it was that experience and the memory of that experience which developed his power to resist all forms of discrimination. This study, therefore, argues that such self-made humans are not myths but are products of long, enduring struggle against adversities. Reflecting the larger society with its complex power play along the line of race, this personal narrative shows the way to the marginalized people like him to carve the way to identity and freedom. In order to highlight these aspects of his life, this study derives the insights about Bildungsroman as developed by Karl Morgenstern and Wilhelm Dilthey.

Keywords: Bildungsroman, discrimination, journey, struggle and slavery

Washington's *Up From Slavery* is an autobiography that provides a revealing portrait of a young child asking some big question about education, blessing and identity. However, with all the questions comes the struggle and resistance faced by Washington. Like in any struggle and resistance, a power play is vivid in the struggle that Washington makes; this power play is an indictment that the margin of society has its own discourses like the center the whites has. The researcher is interested in such power play and in seeking an answer to: How can such power play and the discourse of the margin shape an individual? One of the answers of the question

comes in the claim of the paper: power play is basically about the struggle to be heard, and it is through that struggle that a discourse of the margin is created. Such discourse helps the marginalized people create their identities. Washington's *Up from Slavery* is one of such discourses.

Washington claims that he felt like an orphan for most of his life, and thus, his journey from a slave to a free man is a journey from an innocent, unblessed life to an assertive, blessed life. Because the story is about the growth of a person, the research paper analyses the autobiography by employing the concept of Bildungsroman as developed by Karl Morgenstern and Wilhelm Dilthey. Bildungsroman becomes popular throughout the world. Many authors write childish novels focusing on their coming up age. The genre Bildungsroman focuses on coming of ages and rites of passage of an adolescent and make conscious about how a character leads ahead for their personal growth and maturity. Readers learn about transformation of a character. These coming of qualities have become popularized on other genre that targets towards youth and adolescent readers. Text that revolves around the adolescent's making discoveries about self and the world can be observe as Bildungsroman genre. Bildungsroman genre is of how it educates teenagers with morals and important life lesson. Bildungsroman uses can be find in classic story and filmsand it shows how a narrative receive an "education" in life where as the main character has to experience some form of moral development. Bildungsroman genre allows individuals to understand the subject of rite of passage.

The protagonist in every novel/story departs their stage of being youth and entering in to adulthood or maturity who is usually innocence and inexperienced on introduction of the narrative. The story should typically centered on the maturation method of the main character. The text does not allow readers to develop

intellectually but socially as well. The protagonist constructs his ethics and principles in the society. He believes in himself rather than any ideology presented around within any character. The narrator always wants to be active for the change in his life. He is conscious more about his aim for the change. He fights with the rules of society. He wants to develop his belief in his personal conflict with society's principles.

Bildungsroman is concerned about development with progress and education of the narrator. We readers know that the protagonist has grown as a matured and seeing the world for what it really is or people for who they are. By employing this theoretical lens, the researcher claims that without facing the social reality and asking for a change, one cannot rise from that immature and dominated being to a mature and assertive, self-made human. This is what exactly the picture of Washington's life is.

More than anything else, Washington's *Up from Slavery* is an autobiography. And about the autobiography, the British poet critic Stephen Spender defines the term, autobiography as "the story of one's life written by himself" but notes in adequacy to the "world that each is to himself" (115). Ann Yearly is a first person who uses a term autobiography in the preface of a collection of poems. Nowadays also most of the critics cite Robert Southey's for anglicised the Greek word of autobiography and use in 1809 in the field of English literature. Likewise, Wayne Shumaker's "English Autobiography" (1951) is the first work in English to study the autobiography apart from the biography. Other writers and critics also used this term chronologically. But as time passes, new and reformed words are appearing day per day. Whatever the word, synonym of an autobiography is self biography. Autobiographies are divided in various ways as private and public, spiritual and secular, social and subjective, national and political, religious and humanistic. Not only this, but also there are other forms of divisions. In sum, the Native American started to recite their story in the

form of autobiography. In *A Son of the Forest* (1829), William Apes synthesizes his transforming Christianity and involvement in war between the United States of America and United Kingdom in 1812.

Washington's *Up From Slavery* is a type of autobiographical and historical writing as some events, incidents, facts, past memories, experiences and autobiographical acts are somehow can be interrelated with biographical and historical writing. We can see some examples like past memories in the text. It has been flashback of previous time period. Washington's text describes the struggle and hardship of a slave to uplift from ongoing situation regarding slavery trend. Through this research, it makes clear how a slave boy became an educator, an orator, an activist, a leader, a philosopher, a character builder and the school president. On one hand, how he faced bitter experiences and handled or controlled himself from that type of difficult circumstances is the main issue of this research and on other hand, how he got success in his intellectual career and then opened the way to become the president. This study uses socio-political view while analyzing those circumstances; it makes clear of his construction of self-made man. Booker T. Washington's autobiography reflects the transformation of a slave boy to master, although the path was full of difficulties. It also portrays the journey from boyhood to adult along with development of morality and psychology. Addressing the book synopsis of *Up from Slavery*, this autobiography was written in 1901 by Booker T. Washington which reflects the black struggle vividly. Washington was an extraordinary man, who became success in his life through many struggle. He was the last generation of slavery. He is the influential of African American. He was just like Martin Luther King. He has fighting spirit and desire to learn. Washington shaped the theory of racial uplift by transcribing the struggles of his life towards education. He has

believeon himself to change the society through education. He teaches us that life should be great rather than long. He is solid as a rock from inside to do something in life. His struggle began after Emancipation Proclamation. He worked in the salt and coal mines and once he preserved to reach Hampton Institute, there was no looking back in the education route that Booker charted for himself and his community. Due to his excellent oratorical skills that he honed with great effect, he was offered to run for government posts but he turned down such offers because he wished to remain an educationist.

This text is divided into 17 chapters; a slave among slaves to last words. Firstly it describes author point of view regarding slavery. It talks about hardship of slaves endured before independence and their freedom after liberty. He advocates his struggle in the plantation and the end days of the slavery. Washington life has been desolate, miserable, and dark at the beginning and he explains his living condition and hardship of his mother for livelihood. He knows nothing about his father and his ancestry. He was just nine years when emancipation proclamation came in the USA. He also talks about worst situation of his childhood. In his “Boyhood Days” he focuses on the making self identity. He telescope about onerous days and entitled colored people themselves with the term called freedom. Washington say that slave became free now they can routinely construct themselves better way to live comfortable life. After freed life he analyze that colored people face more problem to live while they got a lot of responsibilities which came along with freedom. He also talks about harsh life and distress condition at Hampton Institute. Washington fascinate more toward education and maintain his busy schedule for work and study. "The Struggle for Education” chapter tells us about immense wish to collect money to admit and study at Hampton Institute. He talks his struggle to get admission in

Hampton Institute just like sleeping at sidewalk, loading and unloading ships and cleaning class etc. "Helping others" chapter shows his involvement in social works and his kindness. He join classroom cleaning campaign with other teachers. Along with this he appointed to teach local student, young as well as old through night school. His social involvement was quite impressive.

Reconstruction era (1867-1878): Washington changes south at the time of Reconstruction Era with his ability and concept about "the hand, head and the heart" where he works in vivid work like voting rights, opportunities and education. He grab all human of south from drab condition towards skillful society based on hand, head and heart. He focuses on vocational training and helped others and infact, he clean the school and helped people in their difficult work. In the sixth chapter called "Black Race and Red Race" Washinton talks about different notion of discrimination in the form of racism against native and colored people in America. He talks about how white community dominate black people in different forms of racism. He was a student at the university of Virginia he had studied and faces inferior. In chapter "Early Days at Tuskegee"; Washington decribes how he moved place to place to collect amount to construct Tuskegee Institute so that condition of black people will uplift from rags condition. He faces a lot of challenges and did much labor for the school at Tuskegee. His aim was to produce different man power related with education such as teacher, farmer, carpenter, and moral people. He also talks about black belt which means more than two thousand colored people lives there and improvement later he made. In chapter eight, He praises his friend George W. Campbell and Lewis Adams and his wife Olivia A. Davidson for their help in his carrier. Tuskegee was basically based on agriculture which was main form for job and shows how he worked there with great exertion. Next chapter called "Anxious days

and sleepless nights" the author talks about how people celebrates Christmas by drinking and having entertaining time but failed to understand real essence of the festival. Here, he also talks about attitude of local people toward Tuskegee Institute and how purchase and cultivate new farm and construction of new building. He also makes clear that donors were mostly from northern. In the chapter "A harder task than making bricks without straw" discusses about the effort made by students to erect different building for their studies. They work hard to develop many classroom themselves. Students were skillful to make good bricks which was helpful for constructing Tuskegee building. A "Raising Money" chapter critique about how Washington raises money to built Tuskegee. He travels toward north because he was getting a lots of funds over there. It was just like a small donation also means a lot for establishing school campaign. Washington felt much more tussle to built the school even he was getting cheque of ten thousand dollars and fifty thousand dollars. "Two Thousand Miles for a Five Minute Speech" describes his passion toward public speaking. His first speech was at the national education association which was praiseworthy. His dream became to deliver his speech in front of southern white people. His speech attracts many black and white people due to his positive attitude to change the society.

In the chapter " The Atlanta Exposition Address" he makes to feel white people about how black people are resisting racism. He talks about African American intention and the problems they face in the society. He also make hope on black people to achieve political rights which led them toward the equality. He believe that its natural process to have slow development. In fifteenth chapter "The Secret Success in Public Speaking" Washington talks about his Atlanta speech and the way to create speaking power. he also describes his several speeches. In "Europe" chapter his wish

was to visit Europe which became fullfil. He shared all of diversity of Europe realted to work. He also praises a black artist who paint very decent art. He compare Europe and his society in terms of development. In last chapter "Last Word" he ends with great achievement of his life which was firstly, visit of president William Mckinly to the Tuskegee Institute which brings happiness on Washington face and secondly, to be awarded as the first African American to be awarded Honory Degree from Harvard University for his contribution in the education field where he becomes so emotional that he state that:

As I sat upon my veranda, with this letter in my hand, tears came into my eyes. My whole former life-my life as a slave on the plantation, my work in the coal-mine, the times when I was without food and clothing, when I made my bed under a sidewalk, my struggles for an education, the trying days I had had at Tuskegee, days when I did not know where to turn for a dollar to continue the work there, the ostracism and sometimes oppression of my race,- all this passed before me and nearly overcame me. (174)

Regarding this fact, this project hypothesizes that even in critical condition we should not lose our hope. Positive attitude and continuous journey will certainly uplift our condition from dark to bright. Even in extreme condition also we should not forget our internal voice and vigor. The main objective of this study is to bring theoretical concept of Bildungsromanto study autobiographyof Washington. This study makes the significance use of Bildungsroman theory in Booker T. Washington autobiography *Up from Slavery*. It also plays significant role to study the journey of slave and the circumstances of the then period from a different perspective. Furthermore, it attempts to depict the struggle during hard period.

This autobiography has been reviewed by many critics who have touched

upon several sides. W.D. Howells praises the struggle of Washington in his article “An Exemplary Citizen”. Howells argues that:

The story of his struggle for an education of Booker T. Washington's life which I am not going to spoil reader by trying to tell it. He has himself told it so simply and charmingly that one could not add to or take from it. The part of the autobiography which follows the account of his learning to read and write . . . and of his desperate adventure in finding his way into Hampton Institute, is, perhaps, more important and more significant, but it has not the fascination of his singularly pleasing personality. (Howells 282)

This quote shows Washington's struggle that how he has uplifted his position for education and hardship even though in Slavery. He runs more than miles just to learn in Hampton Institute. His desire for learning was great that he challenges himself to struggle hard in his life to become literate person. It was not a simple struggle to run for Hampton Institute for a slave boy. For solving the upcoming situation of race and accommodate with the race of so called higher one, he has done more and more which is possibly unimaginable for a normal man. Thus his immense struggle in the way of transformation of inherent position is so much appealing. Booker T. Gardener, in his article “The Educational Contributions of Booker T. Washington,” argues, “Booker T. Washington ranks among the most influential leaders in American education of the late nineteenth and early twentieth centuries” (502). There were a lot of scholars in the field of education but role and contribution played by Washington rarely can be done by anyone with self-struggle. He has dedicated his life for education. He is the man who has done a lot of things in the field of education. Robert J. Norrell argues, “From his day to ours, Booker T. Washington has been view as a symbol of the age in which pulled and stretched to mean different things to different people” (96).

Furthermore, he claims that, “No educational institution in the country, white or colored, is doing a more efficient or more useful work in education than Tuskegee institute, Alabama, under the direction of Dr. Booker T. Washington” (108). These extract shows that Washington as prominent leader regarding education sector as well as racial initiator. In this way, the critics have shed light on different aspects of this novel. However, no in depth analysis of the novel has been conducted from the perspective of Bildungsroman. In this context, this study aims at capitalizing on this gap.

Bildungsroman was first applied to educational curriculum and was later taken as the development of personality of an individual. In defining Bildungsroman, WulfKoepkehas argues:

Preceded historically all institutional changes in Germany and elsewhere that based educational curricula and methods on its application. The humboldtian model of university in particular, with its stated aim of independent learning and the development of the personality, cannot be projected back onto the idea the Bildungsroman, although this is done often, explicitly or implicitly.

Bildung, meaning ‘formation, transferring the formation or external features to the features of personality as a whole. (130)

Bildungsroman was known as progress of a character in different forms in maturity, learning and being perfect in humanity sense. The protagonist shapes his identity of his own in the society. He performs different type of activities which shows the presence in the world. It shows finding a sense of chillness with themselves. There will be internal conflict between man verses society and himself. It develops moral and psychological eduction of main character. The character makes tough choice or decision or overcome hard difficulties and learns about himself and the world around

him. Koepke has approved Bildungsroman as the development of a child from innocence to maturity. The research is explored through the perspective of Bildungsroman genre.

In the “The Literary Image of Man in the process of becoming: Variation of the Bildungsroman Genre in English and American Literature,” Sarka Bubikova argues that, “While the concern with the individual’s emergence from an immature state of childhood to adult maturity, and with individual’s socialization remaining the core focus of the Bildungsroman” (9). This extracts define the progress of child toward adult with experience. It talks about different caste and races of a character in a position where protagonist goal is toward maturity to receive it gradually and with harsh moment. It shows the hardship of a protagonist. It carries all growth of character and describes morally, culturally, socially and psychologically. This discusses about character of a man in the formation of their principle and human emergence. It shows a character always suffers different types of obstacles in their life to transform from youth to adulthood. The character comes out from by solving and learning hard circumstances. It’s not like that human does not mature earlier but it distinguishes these from the new youthful hero is the modern focus on narrator as significant period of life.

His surrounding was full of hopelessness as he describes in his text *Up From Slavery* Washington, as he started his life “in the midst of the most miserable, desolate, and discouraging surrounding”(1). He further says that he lived here with his mother and a brother and sister till after the Civil War, “when we were all declared free... being conveyed from Africa to America” (1). He has written his bitter experience of socially affects really faced by himself in his living place in childhood before Emancipation Proclamation. He talks about his hard struggle in child days

where his life was surrounded with full of pathetic, drought, and worst surrounding. In a small room he needs to adjust with his mother, brother and sister. It is difficult for 4 members of a family to live in a single room of “fourteen by sixteen” (1). He is totally unknown about his ancestors. And his living condition was so pathetic, although his owners were not as cruel as many others. In that period of time not much importance were given to family records and history that were black. The cabin was not only living room but it was a kitchen room for the plantation as well. The cabin was also not in good condition it was too weird that it has no glass windows; it has only opening in the other side also the cold and chilly air of water. There was not even a cooking stove and his mother need to cook for all white and as well as for slaves also in an open fire place. They were facing a lot in the winter from coldness and rain becomes trouble in summer. He was resisting everything to survive his life. He was spending all his life like other slave which was very miserable, desolate and discouraging surroundings.

Moreover, Washington reflects: “I remember that one time I saw two of my young mistresses and some lady visitors eating ginger-cake in the yard. At that timethose cakes seemed to me to be absolutely the most tempting and desirable things . . .” (6). Washington’s life was very hard. He would see his owners eating their ginger cakes in a proper manner, since that time it became his greatest ambition of his life to eat ginger cake in same elegant manner. He started to think his status even need to make up. We can also see his hardship in these lines:

The first pair of shoes that I recall wearing were wooden ones. They had rough leather on the top, but bottoms which were about an inch thick, were of wood. When I walked they made a fearful noise, and besides this they were very inconvenient, since there was no yielding to the natural pressure of the foot.

The fact that my flesh was soft and tender added to the pain. But I had no choice. I had to wear the flax shirt or none; and had it been left to me choose, I should have chosen to wear no covering. (6-7)

His situation was so pathetic that his shoes were made up wooden leathers which was very rough and downward part were producing awkward sound. The sound which was coming from wooden shoe were unpleasant and this condition makes him to walk very strange. The shirt which Washington wears was very rough and cheap which was made from refuse of the flax. There was no any other clothes so that he can wear instead of flax shirt. There was no choice that he can wear any other clothes. All slaves clothe were made of flax which was very low. He has to wear worse shoe as well as shirt in struggle period. It was very difficult for him to walk with wooden a shoe which was not in proper condition. Thus, we can analyze that his clothes was too weird that it was tough to wear such kind of dress and survive in life. Children always want to wear new dresses as they are very fond of it. Here, it shows Washington learns knowledge about killing own wish which leads him into maturity. Marianne Hirsch Gottfried and David H. Miles, in their article "Defining Bildungsroman as a Genre," claim, "The Bildungsroman maintains a peculiar balance between the social and the personal explores their interaction. It is this double focus that is its distinguishing features" (122). It talks about character personal insight how he can play a role to maintain relation between society and self behavior. Character cannot be away from society to gain knowledge in his personal growth. Society plays vital role to teach moral, rite, rituals from where a character can be mature. Society provides a lot of knowledge regarding growth of human life and its behavior and a way of being socialize. Likewise, Frank R. Giordana, Jr. characterizes Bildungsroman with five qualities: the idea of "Bildung, or formation, cultivation, education, shaping of a

single character, normally a young man”;“individualism”, the unique aspects of the protagonist’s life, which often gets connected to the given age; the biographical element, a description of the author’s life in an artistic way so that it becomes more public than personal;“the connection with psychology”, connecting the growth with psychology; and “the ideal of humanity”, a goal of realizing the fullest potential of a human being (Giordana 35). These lines show that in tracing the education of hero, the writer will reveal the young man’s development through his experiences in many of the following areas of life: his formal schooling, religion, sex and marriage, work, social relationship, and travel. Indeed, there is communication between people to people and person to person in society as Washington says:

The heavy bag of corn would be thrown across the back of the horse, and the corn divided about evenly on each side; but in some way, almost without exception, on these trips, the corn would so shift as to become unbalanced and would fall off the horse, and often i would fall with it. As I was not strong enough to reload corn upon the horse, till a chance passer-by came along who would help me out of my trouble. The hours while waiting for someone were usually spent in crying. (3-4)

This extract shows the importance of socialization in human being life. He needs to carry a corn on horse alone and walks through middle of jungle which was very tough job for him. He was too small and weak to handle this type of job. If sometimes corn was falling down and shifting form the horse back, he need to wait for someone for a long period of time. Almost his time was moving by crying. Washington was a small boy but he has to do such types of work. He has heard that in the middle of the jungle soldiers lives who cuts Negro boy ear which makes him more frightened. Many times his journey was to walk alone through jungle with corn on horse. He was not enough

a strong person who can follow all the hardship which comes in his life. He was facing all the types of obstacles whatever it was coming in his life. A small boy who can go through this type of hardship is difficult to believe. A person can't survive alone. He talks about his difficulty in his work. The mill was three miles away from the plantation. While going and returning from mill he needs to face a lot of problems throughout his journey. He can learn a lot from his hardship regarding socialization. He needs to wait for hours and hours for any passer-by so that he can get a help. There were lots of slave but no one was there to go with him. He suffers a lot and spends more times in crying as it was desolate period for him. He was full of frighten as he was doing hard work in a small age. The lonely road and dense forest taught him to fight alone from dark and difficulties. Though, time was very crucial for him to be mature man. It was a period where a child was struggling and getting experience to fight from difficult.

Louise R. Harlem, in his "The secret of Booker T. Washington," claims, "While he smiled and nodded in his public life, like the man in the moon he had his dark side, a secret life in which he could cast off the restrains of conventional morality and conservation and be himself" (393). Harlem portrays Washington as a powerful man where he hadn't shared his dark side with others. It's a quality of brave and courageous person that they don't share their struggle phase until and unless he achieves success. He has seen a lot of ups and downs in his life. He keeps his conventional morality and conservation and move ahead for his ambition. He seems very happy in front of all. He never makes to feel low or discourage to other though he was from slavery. He was the last generation of slavery. Washington is an influential African American person for all. He was like Martin Luther king. It depicts how an educated person motivates society. He has seen a lot of trouble on his way to

achieve a success. Washington writes that their new house was “no better than the one we had left on the old plantation in Virginia . . . in one respect it was worse . . . we were at all times sure of pure air” (15-16). The new house was without any “sanitary regulations, the filth about the cabins was often intolerable . . . It was a motley mixture [of poorest black and degraded white]. Drinking, gambling, quarrels, fights and shockingly immoral practices were frequent” (15-16). Here, Washington advocates about the struggle he faces in the part of West Virginia. He shows his living room is worse than a room in which they were living in plantation. As after Emancipation Proclamation, his family migrated from south to north in search of work as north part was more developed than south in terms of agriculture, education and industrialization. Though, in the old plantation condition was very bad but at least they were having pure air to breath. Here, in west cabin were jumbled with crowed and there were no sanitary regulations. No one was focusing on neatness and all the members of a society were carelessness in their work. The filth about cabin was so worst that it was intolerable. It was very difficult to leave. The place where he lives were surrounded by most of uneducated people and poor too. His neighbours was colored people and degraded white whose condition was not good. They were ignorant and filthy for co-operative. His surrounding was full of uncivilized people. He needs to handle all those type of person who was involved in immoral acts like drinking, gambling, quarreling, fighting etc. Everyone was involved in salt business. Washington adds, , “I was a mere child; my step father put me and my brother at work in one of the furnace. Often I began work as early as four o’clock in the morning” (16). He was laboring hard just to live his life and he has fully involved in the salt furnace with his brother. His duty was very hard in working place.

Thus, it also shows rudeness of labor for both youth and adukt in the

plavewhere he works at the city of Malden. He review about hard routine of the labor life which was full of painful moment and busy schedule. This shows for a common man it's hard to resist in this type of environment. His living place becomes weirder than earlier. His company with immoral type of person becomes more pathetic his surrounding was full of illiterate person where he needs to live. He was surrounded by full psychological torture in residence. This also shows gaining knowledge from living place through different behavior of people. This is a phase where he feels to gain enough knowledge to get different kinds of newspaper and books. He was hungry to get education. His desire for an education starts from here. He induced his mother to get hold some books. Although, he was small boy he requested his mother to bring some books where his mother manage a copy of Webster's 'blue black' spelling book which contain the alphabet 'ab', 'ba', 'ca', 'da'. This was the first time Washington got a book to read and starting point towards education. He had learnt from somebody that the way to begin was to learn the alphabet. He tried all his way to learnt it without a teacher because there was no one to teach him. There was no one at that time of his race who had known to read and write. He was feeling so timid to take help from any white person. So, within a few weeks he became so perfect in greater portion of the alphabet.

Likewise, PeroGagloDagbovie, in "Harlan's Booker T. Washington: The making of black leader," claims:

In this study Harlan detailed that Washington life from his birth until the beginnings of his rise as a leading black spoke person. He viewed Washington as a white appointed black leader "Booker Washington's incorrigible humility made him the kind of symbolic black figure that's white accepted. His self-help advice to blacks shifted from white's responsibility for racial problems

they were thoroughly tired of. (250-51)

At this point, Washington emerges as a leader in a form of intellectual person. The colored man wants a chance to show that even black man can do better in the field of civilization and education. The colored man can be a leader who has ability to handle different type of problems and guide in good way. He survey on that an educated man can lead the world . It shows that if black man gets opportunity then he can performs all types of work in any field. Washington claims, “The individual who can do something that the world wants done will, in the end, make his way regardless of his race. One man may go into the community prepared supply the people there with an analysis of Greek sentences. The community may not at that time be prepared for, or feel the need of, Greek analysis, but it may feel its need of bricks and houses and wagons” (91). He describes about the society how difficult it was to get success in uncivilized and hostile society. The society where there is lack of feeling or expressing sympathy where a struggling character gets no any help. In support of this idea, E. Franklin Frazier, in “The Booker T. Washington Papers,” argues, “Although his leadership has been challenged by Negro intellectuals in the north, he could always defend himself on the grounds that he spoke for the vast majority of Negroes who lived in the south and secured their living from the soil of the south” (23). Similarly, in “Education will solve the race problem,” NathonCardon makes this claim about slavery: “[T]he sudden change from slavery to freedom, from restraint to liberty, was a tremendous one; and the wonder is not that the negro has not done better, but he has done as well as he has” (222). So, Washington works just like a one man army where he needs to take the entire burden he faces. His desire for success is non-stoppable. He is ready to face all the difficulties which come on his way. Washington reflects: “Had we started in a fine, attractive, convenient room, I fear we

would have 'lost our heads' and become 'stock up'. It means a great deal, I think, to start off on a foundation which one has made for one's self" (95). These lines describe the difficulty of digging classroom of Tuskegee Institute where Washington plays important role to built it. and brought an idea of racial uplift. Washington has faith to provide proper traning for the former slaves and also he believes if they admitted without perfect training and education will be meaningless. He telescope that through hardwork, struggle people not only learnt to combat with difficult, obstacles and with different problems but also to be a good learner and to bring confidence within them. Students made dining room with great oppression where they learn wisdom and humility through their suffering. Different peril stages taught them life is not easy to suffer and to discover any legacy. While constructing Tuskegee, teachers and as well as students learn to fight with misfortune which leads them to be self sufficient..

Alisha R. Knight also supports this idea in "Furnace Blasts for the Tuskegee Wizard," in which she argues, "Booker T. Washington believed that blacks should remain in the south where they would be successful in small business and artisan trades by developing their skills in the trades, blacks would reclaim the monopoly of skilled labor that they had during slavery" (45). Here, Washington loves to create all skill labor through their own will. Washington more claims about his journey towards success in these words: "Now, whenever I hear any one advocating measures that are meant to curtail the development of another, I pity the individual who would do this. I know that the one who makes this mistake does so because of his own lack of opportunity for the highest kind of growth" (119). Washington note that misery idea which he founded in his youth while he brings all mature idea infront of those who believe in racist. He does not believe on racist people but he thinks about ideas of racist people. He learn with onus people to be a specious. He feels pity on those who

thinks about discrimination. Though he was getting crux from other people his calmity teaches limit another towards hostility and inequality. He gets a lot of contretems which was the sign of Washington bantam personal growth. He analyze that the one who harm themselves than they harm others are better to limit freedom. He quench that racist people are carrying ill founded idea which brings conservative believe in them. Washington matter not only to the people around him but the community at large. He faces different type of discrimination to feel legacy of him.

Washington claims that he would “rather be a member of the Negro race, than be able to claim membership with the most favored of any other race. He does not like the idea of getting any sorts of privileges and he judge:

On the ground simply that they were members of this or that race, regardless of their own individual worth and attainments. I have been made to feel sad for such person because “I am conscious of the fact that mere connection with what is known as a superior race will not permanently carry an individual worth, and mere connection with what is regarded as an inferior race will not finally hold an individual back if he possesses intrinsic, individual merit. (24)

Actually, protagonist can't be out from the race and color. So, the word of race or color is rooted in his mind, brain, thinking, and in practical behavior in every moment in his life. In this way, he has mentioned his words to advance or upgrades the blacks in his own written word in his struggle. Marginal community is produced by the power of the center; it always tries to hold the position of the center but can't because of its limited socio-cultural and political structure and power. Effects and affects whatever the experience narrator faced in his childhood age he also felt alienated, dislocated too. He describe about every afflictit personal and race need to get much comfort out of great humanity. Human being is equal here though he belongs from

different race, caste, gender, marginalised group, religion, language and region.

Humanity is greater than all above. He mention service and integrity is equal for all human beings in this planet. Humankind is eternal and universal for every people.

Here, Washington faces a lot of racism and he know his reality that he belong from black community where they need to be inferior. He has so much difficulty to come out from racist society. He did not call it for himself but he covers all the black people. He wanted to end the racism from America and around the whole world.

Success can be judge on the basis of character combat with different kind of grind, hassle, pains, clash, conflict, encounter in their life not by the position where he has reached. Just to get admission at Hampton Institute Washington reflects:

I swept the recitation room three times. Then I got a dusting-cloth and I dusted it four times. All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in a large measure my future depends upon the impression I made upon the teacher in the cleaning of that room. (32)

Booker was very much driven towards studies and wanted to study. He strived really hard to get education from Hampton University. Several students were admitted in Hamoton Institute before him but the head teacher asks Washington to sweep the main hall and room to get admission in the school. Washington sweeps the room and the main hall in perfect way that the head teacher was so much ipressed with his work and given a post of janitor and was admitted to the school. His skirmish to get admission was very tricky that his wish to study in Hampton was fullfil. In support of this idea, Oliver C. Cox in his “The Leadership of Booker T. Washington,” opines: “Booker T. Washington is the only Negro leader who has ever had anything like a

race wide following. To the masses he is a typical American hero. Born in bondage, he struggled for an education, caught a vision of the need of his people... (91). Slowly but steadily, Booker overcome obstacles and begun his education at Hampton Normal and Agricultural Institute in Virginia. He plays an example for every colored person to admit at Hampton by doing hard work. It was not a simple to get admission in the Institute but his passion towards education drabbed him into University.

Thus, a new journey begins for Booker T. Washington at Hampton Institute. This was an opportunity for Washington to pave his way toward his destination. Hampton Institute helps Washington to shape his name and fame through onerous and arduous in his life. Hard work and labor in Hampton teaches him to construct virtue and value of commitment man. Here, Washington learns the feeling of brotherhood when he met with General Armstrong which later teach him to establish different social program to rise up from racial discrimination. For Washington it was not simple to be establishing Tuskegee Institute and become head teacher. There is sleepless night and a harder toil to form Hampton Institute. Washington and students went through different wrangle to establish school. Washington writes about erecting building of Tuskegee: "I knew that our first buildings would not be so comfortable or so complete in their finish as buildings erected by the experienced hands of outside workmen, but that in the teaching of civilization, self-help, and self-reliance, the erection of the buildings by the students themselves would more than compensate for any lack of comfort or fine finish" (87). During the progress of making building of Tuskegee the writer very detail present a situation where there was team work by students of Tuskegee itself. Hunger for education can be determined among all students. In "The Civilizing Mission of Booker T. Washington," David Sehat argues, "Washington strategy worked only so long as north eastern philanthropists maintained

substantial influence in the south and remained committed to the civilizing mission when that changed his troubles and really begin” (347). The journey of making Tuskegee was very difficult for whole team of Institute. His civilizing mission was unstoppable; he maintained all the hardship which was required for making building of Tuskegee Institute.

Thus, he proved if you keep working hard towards your dream, you will definitely reach your goal. Tuskegee was not looking like good school where everything seems broken and unmanaged. To repair the school all the teachers and students united for better buildings. After long haul they became succesful to create good classroom and school. He travelled from place to place and trying to uplift the conditions of Negro people through education and he worked hard for the school at Tuskegee.

This research paper brings a sense of socio political approach to his acts, experience, socio and cultural activities campaigning of racial equality and freedom from the slavery of black community. It is simply the story written by the writer himself about his private and public affairs or activities, programs. It started in America in early nineteenth century before the civil war. He presents his unforgettable experience during Tuskegee formation. He claims that the whites who contended the starting of the school despised the idea of “an educated Negro. . .a man who was determined to live by his wits. It was difficult for these people to see how education would produce any other kind of a colored man” (70). Yet, with the help of his entrusted two individuals, he succeeded to resist such dominance, and establish school. This autobiographical novel has brought the racial and depressed black community’s social evidence and knowledge among the readers by Washington’s narration using ‘I’. Actually about the narration, most of the novels in

nineteenth century were published in the form of autobiographical narration which was very good to read for readers. The speaker or protagonist as a narrator tells us his story by using an autobiographical 'I'. We encounter with him on the page as readers on the through the published text when we come to an 'I'. Often critics analyze narrator's private and public acts distinguished narrating and narrated I. There is difference between a character who speak and who is spoken about. Among them historical person Booker T. Washington is one. He wrote an autobiographical novel but he is a slave person who moved from south to north of USA. Anyway, they are dominated and ruled class of people by whites. Washington is narrating his own story using 'I'. He has mentioned in 1865, the year when emancipation proclamation was declared. It was a phase where blacks fights for equality and freedom from slavery. The problem of discrimination in legal was going to end and later all the problematic condition was solved that the black community or slave get freedom.

He has written his bitter experiences of racial effects really faced by himself in his life. Narrator writes about historical racial issue in his own words. This, autobiography also exhibits the historicity of the time by engaging in the discourse of racial discrimination of blacks and whites. Similarly, in 1861, Alexander H. Stephens, vice president of the confederate state of America, was convinced as depicted in these lines:

The Confederacy's] foundations are laid, its cornerstone rests, and upon the great truth that the Negro is not equal to the white man, that slavery, subordination to the superior race, is his natural and normal condition. This new government is the first, in the history of the world, based on this great philosophical, physical and moral truth. (3)

These lines clearly show that whites, as masters, were recognized as superior to the

blacks. The black people have been affected by racial oppression throughout the history. South and north are symbolized as slave and master respectively. In south most of slaves lived. The north was considered as developed and industrialized. Due to colored or marginalized people, history is treated him or other blacks as an object. Society did not take him as a progressive and dynamic citizen for the sake of their country; rather they create stereotypical notion and sheer value towards blacks in American history. Washington reflects, "I had associated with the Negros of the past, not with the Negro who was struggling upward. They brought my mind with the plantation, the cabin, the slave, not the freedom in quest of education"(11). Hierarchical notion is created and in the name of binary opposition, white has dominated blacks. Socio cultural has the combination of history, anthropology, art, politics, literature and economic.

The element of the helpless and down trodden people range from underclass workers to women and homeless people are treated in a dehumanizing way. Black complains and voices are snatched by the elite people of the society. Washington has tried to draft the objectification of marginalized people in American society. White people always do relax and black people need to perform all type of pressure or hard work. Washington further argues, "From the time that I can remember anything, almost every day of my life had been occupied in some kind of labor . . ." (20). This statement shows how powerless the black people are under the pressure from so called people of the society and forced them to work hard labor. It shows that he is compelled to work low level work because he is from low or poor family background. So, powerful people always oppressed weaker people to fulfill their desire. In "The Education of Booker T. Washington: American Democracy and the Idea of Race Relations," Michael Rudolph West has presented this text as a perplexing text. He

argues: “What I have sought here is to show how Booker T. Washington and ideas that he gave voice three quarters of a century earlier lie back of the civil rights era’s dramatic unfolding and ambiguous result” (114). It shows that the critic he himself is in quandary regarding the reality of life and even he doesn’t know the veracity how a person can carry out his life by the kick. The author, Washington has clearly shown that marginalized can also get succession in life with their great devotion and gusto. The real condition and life style of marginalized people are always pathetic and tragic. Powerful people create different form of suppression in the name of making history bypassing the voice of common people. Washington’s life gives the details of brutality of white people upon black men. His struggle in life architects to analyze his own struggle which was in shadow. How marginalized people were portrayed negatively as aggressive, uncivilized and also treated them as a secondary citizen and even as animals within their own society as well as country is the major issue of the American society. It also shows the details of the society where there were sufferings, humiliation, lynching and so on. Due to these stereotypes, blacks were not able to come in the main stream of the country and they are always suppressed. It means they are not the same kind of creatures. Its aim is to keep colored in a lower status by obstructing in all the types of public facilities so that they can be apart from so called domination of white community.

His personal narrative helped him to transform from his past framed identity of blacks to overcome the stereotypes attached to his black identity as uncivilized and weak. So, this mark of writing (autobiography) gives an idea about history of Washington life and how the oppressed or slave character could overcome the racial barrier. This autobiography also exhibits the historicity of the time by engaging in the discourse like racial discrimination of black and whites.

Washington wrote this autobiography after his success which is affected and suffered so much with color violence by white. Washington remembers a person who was known to be a Negro but was “so white that even an expert would have hard work to classify him as a black man” (58-9). Once, when this person was riding in “the part of the train set aside for the colored passengers”, the train conductor was confused . . . The official looked him carefully, examining his hair, eyes, nose, and hands, but still seemed puzzled” (58-9). This story shows the difficulty to be a black man. It is very hard to adjust in white community. Conductor is checking whether passenger is Negro or not. This means there is discrimination. So, he strongly portrays the events and experiences through his writing. Not only that but also he is expecting equality and justice from whites in behaving with every blacks in the society. Thus, he is conscious about race or color. He expresses bitter reality of various types of racial problems, troubles, dominations, hatred behavior are caused by race and racism. The real history of America began with the grabbing of the land from Native Americans and enforcing the blacks to cultivate the land. It consequently created hierarchies in color and division of land. The whites established a system of privilege. In terms of oppression and exploitation, William Harris and John Ordone opine that racism and its divisions did not follow any forms of “class, nationality, language and religious barriers . . . White people were exempt from slavery, land grab and genocide the first form of white privilege . . . The bottom was reserved for Indians, black, and other people of color [despite a form of segregation among rich and poor whites]” (27-28). Thus, the American society was clearly based on exploitation. But there is private or public secret of individual activities written in his/her autobiography. So this text is also written in autobiographical way.

Similarly, Irvin Wisboro also analyzes the positive vision of Washington’s

achievement and deeds. He claims, “Framed in the terminology of solving of his era’s Jim Crow overshadowing of the United States’ historical commitment to democracy, Washington’s concept of ‘race relations’, ‘sort of reality’, and ‘view of progress’ for his race within the rigid color boundaries imposed by White Americans of the late nineteenth and early twentieth century” (114). It shows the new concept which is developed by Washington himself in order to uplift the lifestyles of Negroes. White Americans directly imposed upon blacks. It shows that blacks have their unique and own old life style which was clearly shown aforementioned books. But so called white supremacists and European colonizers suppressed them and took them as objects nothing more than that in the society as well as history.

In the same way, many blacks have resisted the traditional biased norms through their weapons like autobiography, memoir, and other literary creations. Because of such resistance, blacks are respected as well. For instance, at one point, D.C. Gilman writes invitation letter to Washington: “Dear Washington: would it be agreeable to you to be one of the judges of Award in the department of Education at Atlanta. If so, I shall be glad to place your name upon the list. A line by telegraph will be welcomed” (166). It focuses on the fact that the blacks are respected from the society and governmental institutions. Washington’s struggle not only gives his name rather he has succeeded to redraw the boundary of self-made man. He reflects, “It was only a few years before that time any white man in the audience might have claimed me as his slave; and it was easily possible that some of my former owners might be present to hear me speak” (152). So, we never judge the people in the form of racial discrimination, gender discrimination as well as different forms of ideology and discourse. Washington has always concentrated toward his work which is fulfilled by dedication, hard labor. He has never blamed others because he is expert in upcoming

results and its effects. He believes that “Nothing ever comes to me, that is worth having, except as the result of hard work” (138). To clarify his point, Washington gives an example of how he convinced Mr. Huntington, over the years, to give the foundation larger gifts, by working hard and proving “the value of our work” (138). Washington’s role is landmark for creating new way of lifestyles and identity of black people: “I said that the whole future of the Negroes rested largely upon the question as to whether or not he should make himself through his skill, intelligence, and character of such undeniable value to the community in which he lived that the whole community could not dispense with his presence” (146). He is role model to create new approach along with Abraham Lincoln, Martin Luther King and other human rights activists.

The narrator’s self-struggle makes easy way to be successful person through participation in different activities. He fights with his bad circumstances and the ill treatment by native whites upon black in white dominated society. Through the text, it is clear that narrator adopts different type of identification such as educator, orator, activist, leader, philosopher, character builder, and reformer. Narrator has well trained about oppressed community and its real life struggle. It talks about the social activities where the author learns so many things about life and maturity. We can find that character faces different kind of squirm to overcome from his laborious life which helps him to move ahead morally and psychologically in the society where he comes out as a form of artistic man. In the same way, the author analyzes his society in this way:

Some of our neighbors were colored people, and some were the poorest and most ignorant and degraded white people. It was a motley mixture. Drinking, gambling, quarrels, fights and shockingly immoral practices were frequent. All who

lived in the little town were in one way or another connected with salt business” (33).

This is the society where he has grown up. Washington a prominent leader in America who became success in his life through his tough journey. He is a source of inspiration to others and strength power. His dedication toward integrity, commitment, hard work, ownership, organization, service and education leads him to be a promising school president from rags background. He did a lot to educate colored people in the America. He brought the concept of learning by doing and also to train the head, hand and heart in Tuskegee Institute. He motivated many students for to learn, to do and to teach. His journey started from an old clay cabin in Virginia to rise up to be one of the nation's great leader. Washington lit a torch in Alabama where there was darkness and full of severe condition for black people where he fled dark side of colored people. An autobiography *Up From Slavery* shows the theory of racial uplift by transcribing strain of Washington dedication towards education and to educate number of black people in his locality. He was from the surrounding where all the people were uneducated. Further his life moves, the more school and education he is known to. He became more curious to get education who walked over 500 miles from Virginia to Hampton. He was just twelve years old but very determinant for education. His struggle from no land, building for institute to 500 acres land and 200 buildings, 30 eager students to 11000 students was crucify for Washington to raise Tuskegee building. He is an example for how to obtain power through knowledge. He believes for helping blacks establish themselves after their liberation from slavery as he arrived Hampton just with the clothes on his back. Washington was an educated man who push knowledge to every colored people. He also believed that real freedom is personal not political, how an individual choose to live their lives.

To sum up, Washington's *Up From Slavery* depicts the transformation of an individual from a slave to a free man. While the author shows this change, he is presenting all the forms of struggles he did in order to challenge and resist the authority of the white people. Looking this growth from the angle of Bildungsroman and autobiographical tools, Washington's autobiography pinpoints the power play that is inherent in the challenge to make oneself heard. It is through such power play that the discourse and even truth of the margin is created and manifested. Washington bases his experiences on such power play and its effects. Such experiences are documented in this autobiography. Through this documentation, the author makes a case that the black people are able to construct their identity. Washington, through his written and experienced journey from slavery to freedom, wants the other slaves to understand that they can be free, provided they work hard and have the appropriate training. In all, the research is significant to see how a slave narrative can work, at once, as a personal narrative and a depiction of the larger power-relations in the American society at large.

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