

American Literature for Christian Homeschoolers

Volume 4: *Up from Slavery*

Answer Key to Review Questions

By Scott Clifton

Web: www.homeschoolpartners.net

Email: scott@homeschoolpartners.net

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Week 13, Day 2 – Chapter I: A Slave of Slaves

1. How does Booker T. Washington's knowledge of his past differ from that of most? Why? What is his reaction to this?

Washington knows very little about his background—not even when and where he was born. This has happened because he was born a slave. He is not angry or particularly bothered about his lack of knowledge of his background.

2. Describe Washington's childhood cabin and how it presented difficulties.

It had no floor except dirt, and was cold in the winter because of the many openings in the walls, and hot in the summer, because it had an open fire in the middle of the floor. He sleeps with his brother and sister on the floor on rags.

3. What kind of work did Washington perform as a child? Why does he dread bringing corn to the mill?

The corn often fell off the horse, and he had to wait for help, sometimes until dark—and the dark frightened him, as well as the prospect of being found by deserted Union soldiers that rumor had it lurked in the woods. Washington also faced a whipping if he was late.

4. What were Washington's recollections on the war and slavery? How were slaves informed of war-related news?

He believed that the primary issue was slavery, and that slavery would be ended if the North won. The slaves were often better and more quickly informed of war news than their masters, through contacts at the post office.

5. Name several occurrences that show that Washington and many other slaves were treated as less than human.

The squalid living conditions, lack of records of birthdates, lack of traditional mealtimes, lower quality of food, and so on.

6. What two major impressions does the issue of wearing flax shirts make upon Washington?

The fact that they were so rough to wear, and how generous his brother John is in helping Booker wear down the roughness by volunteering to wear the shirt first for a while.

7. How does Washington explain the feelings that slaves had for their masters? Give specific examples.

He says there was no hatred toward them if the slaves were treated decently. They also truly mourned the death of one of the plantation's masters, volunteered to help the masters who returned wounded from the war, and considered it an honor to be chosen to sleep in the "big house" to protect the children and mistresses. Washington also recounts examples of former slaves helping their now-down-and-out former masters, and of one former slave who bought his freedom from his former master, even though he was no longer obligated to do so.

8. Whom does Washington blame for the institution of slavery in America? What do the United States Constitution's Article I, Section 9 and Article IV, Section 2 say about slavery? How does he compare blacks in America to others around the world?

No one side, since all over the nation the institution was protected and supported, even by the United States Constitution. Article I, Section 9 provides for the importation of slaves into America until 1808; Article IV, Section 2 mandates that runaway slaves be returned to their masters. Washington says that blacks in America have a much better situation "materially, intellectually, morally, and religiously" than any other blacks around the world.

9. Explain Washington's thoughts on slavery and God's purpose. How does he say slavery hurt whites and helped slaves?

He recognizes that slavery was not God's plan, but instead done for selfish and monetary reasons, but that God takes evil plans and turns them to serve His own purposes. Washington says that slavery hurt whites by degrading work, to the point that many white children never learned a trade of any kind; and that it helped former slaves survive by providing them with work experience.

10. Explain the reaction of slaves to the imminent end of the war, and to their calling to the “big house.” What feelings do the former slaves go through when the announcement is made?

They watch out for Union soldiers’ theft of property, burying valuables and guarding them; they sing more loudly about freedom. They are told they are free at the meeting at the masters’ house. The former slaves are ecstatic about being free, but soon soberly consider their new responsibilities to take care of themselves and their families.

Week 13, Day 2 – Chapter II: Boyhood Days

1. Explain how former slaves’ name changes enhanced their feelings of freedom.

They no longer took the names of their former masters, and felt like individuals, not property.

2. Why does Booker T. Washington’s family move? Describe the trip.

His mother’s husband sends for them to come to him. It is a long, arduous trip on foot, over several hundred miles.

3. How is life in Malden for Washington? How does it compare to his former life?

The cabin he lives in is surrounded by other cabins, with their inhabitants engaged in all sorts of immorality. He is put to work, sometimes going to work as early as 4 AM (at about age 9-10).

4. What above all else does Washington desire to do? How does his mother assist him? How does his stepfather thwart his attempts? Explain how Washington crafts a compromise and gets to the school on time.

He wants to read. His mother finds a spelling book and encourages him. His stepfather discovers that Washington can make money, so he keeps him out of school and puts him in the salt furnaces. He is finally allowed to go to school as long as he goes to work before and after, and since he is only allowed to leave at 9 AM (the same time classes start), he moves the furnace’s clock hands forward from 8:30 to 9:00 until it is discovered.

5. How does the school change the town? What is the touching “great ambition” of the older former slaves?

Former slaves crowd around and pay to be educated and learn to read. The older blacks are anxious to be able to read the Bible before they die.

6. List several lessons Washington learns from the “cap” incident.

First, not to pretend he is something he is not (in this case, that his mother could afford a store-bought cap.) Second, not to go into debt just to fit in. Third, that possessing things like caps doesn’t change anyone’s character (Washington says that some of the boys wearing store-bought caps are now in prison, while he is not, though he didn’t have one).

7. Why does Booker invent a last name for himself? Why do you think he chose the one he did? What is he thankful for regarding his lack of ancestry? Explain his reasoning that lack of ancestry has hurt black boys.

So he wouldn’t stand out in school, where all the other children had two names. He probably chose “Washington” after the President. Washington is thankful that he had no distinguished ancestry, or he might have relied on it instead of his own efforts, and he is determined to make his name one his children can be proud of. He says that lack of family histories has hurt black boys, who are not as motivated as white boys to resist temptation—and therefore, shame their families.

8. Why does Washington hate coal-mine work? How does this mirror his earlier hatred of delivering corn from the mill?

Coal mine work is dark, dirty, and dangerous, and Washington gets lost in the dark occasionally. It is similar to his work delivering corn from the mill because he is sometimes helpless and dependent upon others to help him out of his vulnerable situation.

9. Why does Washington first envy, and then later almost pity white boys? What point does he make about race and privilege?

Washington envies their opportunities for limitless advancement, but later realizes that people admire others for the obstacles they have overcome. He realizes that blacks have to overcome more obstacles than whites, and that this fact has added to the development of his character. He notes that there are many who believe they should obtain privileges because of their race, but says that races matters little—the individual’s efforts are what matters.

Week 13, Day 3 – Chapter III: The Struggle for an Education

1. What things does Washington gain from his employment with Mrs. Ruffner?

Getting out of the coal mines, an appreciation for neatness and thoroughness, and friendship.

2. Give evidence that an education is extremely important to Washington. What emotions of his are touched by incidents surrounding his desire to go to the Hampton Institute?

He creates his own “library,” he determines that he will get to the Hampton Institute no matter the cost, he leaves with very little money and not even knowing what to expect, and he walks around the hotel on a cold night, not allowed to come in.

Washington leaves, not believing he’ll ever see his mother again, and other blacks who realize what he’s trying to do touch his emotions by contributing little bits of money.

3. Describe Washington’s “entrance exam” into the Hampton Institute.

He has to sweep and dust a room!

4. What kind of man is Samuel C. Armstrong?

A great man who is influential and inspiring, and good enough, according to Washington, that anyone who spent time around him could get a great education.

5. What do baths represent to Washington?

Order, cleanliness, self-respect, virtue.

6. Why do you suppose that things keep “happening” to Washington (finding a job, getting enough money, being admitted to the school, receiving needed clothing, and so on)?

His “luck” is really a result of his hard work, his attitude, and his friendliness toward others.

Week 14, Day 1 – Chapter IV: Helping Others

1. Instead of in textbooks, what kind of learning do we see Booker T. Washington experiencing at the Hampton Institute?

Learning about thriftiness, hard work, honesty, helping others, contentment, and taking advantage of situations that present themselves.

2. What does the Bible come to mean to Washington? How does the reader see its importance?

Good literature, for one, but also spiritual help. He reads chapters every day before he starts work.

3. Describe Washington's visit to his home.

The miners are on strike. Washington can't find work because of the strike, which makes him worry he won't be able to return to school. His mother dies, which saddens him greatly.

4. How does Mrs. Ruffner prove useful?

She helps provide Washington with work, and thus money and a way to get back to school.

5. What lesson does Miss Mackie teach Booker T. Washington?

The dignity of labor, by her hard work to prepare the school for the new semester, even though she came from a highly cultured family.

6. What does Washington say are the greatest two things he got from the Hampton Institute?

Knowing General Armstrong, and learning the value of doing work that brings value and happiness to others.

7. Describe Washington's activities back in Malden. What significance does he place on the toothbrush? Why? How does he assist his brothers John and James?

He takes a position as teacher, working on teaching cleanliness to the students—some as old as 50—as well as book learning. He also teaches Sunday school and debate teams. He tries to help others in any way he can.

The toothbrush to Washington represents order and civilization.

He helps his brothers by saving to send them to school, as John helped him to do.

Week 14, Day 1 – Chapter V: The Reconstruction Period

1. Why does Washington say that some blacks during Reconstruction often attempted to learn Latin and Greek? Why did some want to become teachers or preachers?

In a misguided attempt to avoid manual labor, or to make an easy living.

2. What criticism and praise does Washington have for the U. S. government's actions during Reconstruction? Explain his view on "the franchise," and why he believed this way.

They gave slaves their freedom, but didn't prepare them to be independent like they should. Washington believed that only blacks (or whites, for that matter) who owned property should be allowed to vote, certainly because they had more at stake and would be less likely to view the property of others as something up for a vote.

3. How does Washington feel that Reconstruction was used by unscrupulous and vengeful whites? How does Washington see this ending? What does he suggest blacks do instead of attempting to procure supervisory positions over whites?

To pay back Southern whites by placing former slaves over them in government positions. Washington predicted that this would end badly for blacks (which it did). He states that blacks should focus more on learning skills and gaining property.

4. What is the chief difference in the school Washington attends in Washington, D. C. and the Hampton Institute? Which does he believe is better, and why?

The students have everything paid for them in D. C., unlike at the Hampton Institute. Washington believes Hampton is better, since the students learn the value of hard work.

Week 14, Day 2 – Chapter VI: Black Race and Red Race

1. Explain why Washington refuses offers to enter political life after his stumping for Charleston to be named the new capital of West Virginia.

He believes he can do more good by working in a position that encourages thrift and hard work among former slaves.

2. Give several reasons why the trip back to Hampton brings pleasure to Washington. How is Armstrong's offer to Washington especially meaningful and appropriate?

He is pleased that General Armstrong thought of him, he wants to return, the train ride is much more pleasant than the first time he traveled to Hampton, he is welcomed warmly, and he discovers that Hampton is doing even more to help blacks assimilate into society and learn useful skills.

Armstrong asks Washington to help with a program to educate American Indians. This is especially appropriate, since Washington himself benefited from the help of others in his assimilation into society after he received his freedom.

3. How does Washington succeed with the American Indians? What does this say about "races" and humanity in general? What is the Biblical view of "races"? (See Acts 17:24-26.)

He treats them with kindness and respect, and they respond in turn. No matter where someone is from, he will in general respond well to kindness from others. The Bible teaches that God has made all nations of "one blood."

4. How is Frederick Douglass's example of "degradation" actually a degradation of the Pennsylvanian railroad company's owners? Explain Washington's "complexion" point at the dining saloon.

They degraded themselves by treating Douglass as if he were a lower form of humanity. Washington points out that he is excluded from the railroad dining car, although an Indian is allowed, even though both men are about the same color.

5. Describe the "Plucky Class" that Washington teaches at Hampton. What two major satisfactions does he have in beginning this class?

They are a hard-working group of 12 men and women who earnestly desire an education. They work 10 hours a day and do manual labor for two in exchange for their board. Washington is gratified at the fact that (1) these 12 students later all held important positions in the South, and (2) the program had grown at the time of his writing to 300-400 students and an important part of Hampton.

Week 14, Day 2 – Chapter VII: Early Days at Tuskegee

1. What is ironic about Tuskegee University's request to General Armstrong?

They are educating blacks, but it doesn't occur to them that a black man would be suitable to fill the position at their university to educate other blacks. (Does education work for blacks, or doesn't it?)

2. Why is the area Washington moves to called the "Black Belt"? What pleases him about Tuskegee?

First, the soil is thick, rich, and dark. Second, the number of blacks outnumbers the whites in a ratio from three to one to six to one. Washington is pleased that there is good culture, the students are eager to learn, the relations between blacks and whites are generally good, and that vices among blacks are much lower than in the big cities.

3. How does Washington again encounter political pressure from others? What is his reaction?

Some blacks want him to vote exactly as they do, telling him that the correct way to vote is exactly the opposite of how whites vote. Washington remarks that he believes this way of thinking is disappearing, and that he is glad to see it.

4. What does Washington do to prepare for his work? What does he find out in his travels and stays with the black families in the area?

He travels around the area, drumming up support and telling people about Tuskegee. He finds out the diets of the people, what they're like, that cotton is the main crop, and that they are ignorant that they could grow much of their own food. They also buy frivolous items such as a sixty-dollar organ instead of needs like forks.

5. Why does Washington say he writes about the unfortunate and backwards condition of the places and families and schools he visits?

To truthfully record the conditions, and to give a contrast that shows what institutions like Tuskegee University have accomplished in the area.

Week 14, Day 3 – Chapter VIII: Teaching School in a Stable and a Hen-house

1. Why do some oppose the opening of the school run by Washington?

They imagine that blacks will leave the farms, turn into fancy-pants types who won't work, and that it will be trouble between blacks and whites.

2. How are Mr. Adams and Mr. Campbell different? How are they alike?

Their backgrounds (one white, one an ex-slave) were different, but both are very supportive of Tuskegee, and both are highly educated, according to the view of Washington.

3. Explain why Washington is deeply saddened by the sight of a young man who is studying a French grammar, and surrounded by filth and a weedy garden.

This is wasteful to Washington—filling children's minds with things that are not as useful as how to make a living and being civilized—that is, practical, useful work is seen by some as less important than "high learning."

4. Describe Olivia Davidson. What do you think attracted Washington to her? What about Miss Davidson is not described by Washington?

A young black woman of high moral character and unselfishness. Her background, love for others, and refusal to pretend to be white are what Washington mentions about her—not her physical beauty.

5. What does Washington say that he and Miss Davidson want to make sure their students receive from their education at Tuskegee above all else? What worrisome fact do they learn from talking to the students?

A way they can make a living, more than "book learning." They learn that most of the students are going to school so they don't have to work with their hands.

6. Explain how the mansion and plantation suit Washington's purposes for educating students. How does he overcome their resistance to doing work that they think is beneath them?

The land provides opportunities to show students how to grow crops. Washington overcomes the students' resistance by marching out with an axe himself to work.

Week 14, Day 4 – Chapter IX: Anxious Days and Sleepless Nights

1. How does the way that many of the townspeople celebrate Christmas affect Washington? What do you think this repre-

sents to him? What contrasting examples does he give of how others celebrate Christmas?

He is disturbed at their reveling and lack of appreciation for the sacredness of the celebration of Christ's coming. It represents ignorance and lack of moral character. Many, however, are extremely charitable during Christmas (giving coats, helping build cabins for the elderly, and so on).

2. Washington meets an old man who says God does not want man to work. Is this true? (See John 5:17, 1 Thessalonians 4:9-13, Acts 20:35, 2 Thessalonians 3:6-10.)

No. The Bible teaches that Jesus worked, that we should "work with [our] own hands," work to support the weak, and that anyone who won't work should not eat.

3. Explain the three main reasons that obtaining the deed for the 100-acre property is satisfying to Washington and those who helped with it. Why do you think the sawmill owner is so willing to give lumber up front without payment?

First, they paid it off with their hard work. Second, blacks and whites worked together to pay off the debt. Third, they are happy to have a permanent place for the school. The sawmill owner probably sees the good in the community that the school is doing, and puts his faith in Washington—therefore he is willing to give the lumber upon promise of payment.

4. How does Olivia Davidson help with the building? Describe her health.

She meets with many people to procure funds, to the detriment of her health, because she is not a very strong person.

5. Why, to Washington, is the pressure of keeping the institution going and paying for the new buildings particularly trying?

He believes that the failure of the institution would damage the possibilities of additional black schools' being built.

Week 15, Day 1 – Chapter X: A Harder Task Than Making Bricks Without Straw

1. Why does Washington insist that the new buildings be built by students?

He wants to teach them how to build, how to learn, how to develop a love for labor, and how to gain the satisfaction of having completed something themselves.

2. What lesson do Washington and the students of Tuskegee learn from brickmaking? How does their success affect their standing in the community? How does it affect relations between the black and white "races"?

Perseverance, sacrifice, hard work. Their success makes business contact and customers for themselves, and increases the value of their school in the eyes of the community, since they are producing things of value. White and black relations are improved, according to Washington, because whites see blacks adding to the wealth of the community.

3. What is your take on the parents who would like their children to go to Tuskegee, but protest the requirement that students do manual labor?

Answers will vary.

4. Does the recalling of numerous failures and shortcomings of Tuskegee discourage you as a reader? Why or why not?

Answers will vary, but most readers should be encouraged, since Washington recounts how he and the students were successful through numerous attempts at building and fixing items throughout the school.

Week 15, Day 2 – Chapter XI: Making Their Beds Before They Could Lie on Them

1. What does Washington learn from General Armstrong?

That great men are forgiving and not bitter—as Armstrong was toward Southern white men, whom he had fought in the North/South War.

2. How does Washington say that prejudice and wrongdoing against blacks by whites hurts whites more than it does blacks?

It hurts their character, making them vulnerable to being untrustworthy in other endeavors, and making them susceptible to cheating anyone else, black or white.

3. What is your take on how Washington behaves on the train to avoid offending or creating a confrontation with other passengers? Do you think he is giving in to prejudice too easily, or showing character? How does the situation pan out?

Answers will vary. Washington avoids eating with and sitting with white women when he perceives that some white passengers would take offense. The men later speak cordially to Washington.

4. Explain the importance of toothbrushes and baths to Washington, and the meaning of his exhortation to his students: “[P]eople would excuse us for our poverty, for our lack of comforts and conveniences, but that they would not excuse us for dirt.”

Toothbrushes and baths represent civilization and orderliness. As for his exhortation about poverty, the meaning is this: There is no shame in being poor, because it doesn’t necessarily reflect badly upon a person, especially a young person, but being dirty shows a lack of character, and lack of work ethic, since anyone can be clean.

Week 15, Day 3 – Chapter XII: Raising Money

1. Give Washington’s two rules for the “science of begging.”

Clearly make the details of your work known, and don’t worry about the results.

2. Explain why Washington has no patience for those who criticize the wealth simply for being wealthy, and not giving what they think is enough to charity.

First, taking a large part of money from the rich would hurt others tremendously. Second, the rich are constantly besieged with requests for money from others. Third, the amount of money given away by the wealthy is often kept secret.

3. What “compensations” does Washington receive from going around the country trying to secure funds for Tuskegee?

Learning about human nature and meeting people.

4. What lesson does Washington learn from the meeting with the gentleman in Connecticut, and from his meetings with Collis P. Huntington?

That visits might not pay off immediately (since the gentleman from Connecticut waited two years to contribute to Tuskegee), and that persistence can keep donations coming from someone like Huntington, who was only able to give two dollars at first, but later gave fifty thousand dollars.

5. Why do you think Washington is so successful in raising money from (a) wealthy benefactors, and (b) ordinary people who give small donations?

Answers will vary, but Washington is very persuasive in an upright and honest way, giving tangible evidence that money donated to Tuskegee would benefit black students, enabling them to lift themselves up. Wealthy benefactors see the hard

work students do in building, improving themselves, and learning useful skills, which attracts them. Ordinary people see Washington's earnestness, and they realize the good that the school has done.

Week 15, Day 4 – Chapter XIII: Two Thousand Miles for a Five-minute Speech

1. How do you think a requirement to work a ten-hour day to receive two hours of education would go over with young persons in today's society? Why?

Answers will vary. Probably most young persons would balk at the idea, since there is more of an entitlement mentality in today's society.

2. Whom does Washington marry? Explain the joy and sorrow he receives after their marriage.

Olivia Davidson, his coworker. She dies four years later, but not before giving birth to two sons.

3. What is Washington's philosophy on criticizing people in speech? Why?

Not to criticize unless he is in the area, and it is deserved, and to praise if possible rather than to criticize. He believes this works better to effect change.

4. What is Washington's main idea in his speech in Wisconsin about "the future of the Negro"?

That people will accept and respect blacks more if they become useful to society and produce wealth for themselves and others.

5. In his speech before Congress in favor of the Atlanta Exposition, what does Washington say will do more for blacks than the political process?

Property, industry, skill, economy, intelligence, and character.

6. Describe Washington's preparation for his speech at the exposition. How is this similar to the way he approaches everything else he does?

He thinks carefully, works hard, considers his audience, tests it before his students, and prays God's blessing upon it. This is how Washington does everything else he does, from manual labor to getting support.

Week 16, Day 1 – Chapter XIV: The Atlanta Exposition Address

1. What does Washington mean by the injunction "Cast down your bucket where you are!" to (a) the "black race" and (b) the "white race"?

First, that former slaves should cultivate friendships with those around them, and learn to be self-sufficient through their labour, rather than look to others—especially the Federal government—to bring them up. Second, that whites should not look to foreigners first to increase the prosperity of the United States, but to the blacks that already live there.

2. Explain this passage from Washington's speech: "The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing."

Washington means that the immediate pressing of equality of blacks with whites using government force is doomed to fail, and that true equality instead will come from a slow, laborious process.

3. What is the crowd's reaction to Washington's speech? The press and other reactions? How does Washington respond to

the offers he receives?

Washington is heartily congratulated, the press praises him, and he is given many lucrative offers for his services. He turns them down, even though he would be essentially a millionaire in our day, because he feels he has important work at Tuskegee.

4. What does Washington mean by saying, “No man whose vision is bounded by color can come into contact with what is highest and best in the world”?

That a person so small-minded as to hold prejudicial views against another “race” will be small-minded in other ways too, and miss out on many great things in the world.

5. Washington says that some blacks saw his speech as too forgiving and not demanding enough of rights for blacks. How would you respond to this charge? Also, his remarks on black ministers struck a wrong chord with many blacks. How would you respond to these?

Answers will vary, but Washington is, first, trying to ensure that Southern whites do not feel resentment toward blacks because they are being forced to do something they don’t want to do, which he believes will lead to a more lasting, peaceful coexistence and full equality.

Second, trying to honestly point out shortcomings of many blacks who called themselves “ministers,” which should result in greater integrity among those who truly are called.

6. What does Washington see as a solution to voting rights?

Complete equality among all “races”—even if there are requirements for literacy or property ownership.

Week 16, Day 2 – Chapter XV: The Secret of Success in Public Speaking

1. What does Washington say about nervousness in public speaking?

That he is quite nervous each time he speaks, and that he attempts to overcome this by forging a link between himself and the audience.

2. What does Washington say is the most disturbing thing that happens to him while giving a public speech? How does he say he tries to keep this from happening?

Someone leaving in the middle of it. He tries to prevent this by making sure it’s interesting and full of facts.

3. Do you think that Washington’s reprints of the favorable press reports of his speeches sound like bragging? Why or why not?

Answers will vary.

Week 16, Day 3 – Chapter XVI: Europe

1. Why do some of Washington’s friends take up a collection for him and his wife to go to Europe? Why does Washington protest to them, and what worries does he have about the vacation?

They’re worried about his health, that he is working too hard, and looks tired. He insists that he can’t leave Tuske-gee, saying it will fail financially, but they get him a replacement and assure him it will survive without him for four months. Washington worries that by taking a vacation he will look lazy and as if he were flaunting his success.

2. What lesson does Washington say is reinforced by his learning about Mr. Henry O. Tanner? How does this remind him of

his first visit to Hampton, where he swept the schoolroom?

That recognition of talent and hard work will eventually trump prejudice and ignorance regarding race. Washington worked hard to do a perfect job at sweeping, and he was rewarded with entrance to the school.

3. What does Washington conclude after reading a book on board a ship on the life of Frederic Douglass? Why?

That race relations are improving. Mr. Douglass writes about how he was confined to a small portion of a ship he was on, and not too many years later, Washington is treated as an honored guest aboard a ship.

4. What is humorous and ironic about the fact that Washington's invitation by the committee in Charleston is held in an opera-house?

Washington previously state in Up From Slavery that former slaves attempting to better themselves should remember: "The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house." Washington has done the former, and now is enjoying the latter!

Week 16, Day 4 – Chapter XVII: Last Words

1. What does Washington say is the greatest surprise he ever received in his life? What emotions does it bring him?

The honorary degree from Harvard University. He wonders at how he ever could have received it, being from such humble beginnings.

2. Name Washington's secret resolution. What does he learn about the white people of Tuskegee that he did not know until then?

To invite the President to Tuskegee. He realizes how proud they are of the school.

3. List the three goals of Tuskegee's industrial teaching.

(1) Students will be well educated, (2) students will be prepared to make a living for themselves and others, and (3) students will realize the beauty and dignity of labor.

4. How does Washington argue that educating blacks in institutions like Tuskegee is improving race relations?

He believes that blacks learning to improve their "material, educational, moral, and religious life" will impress whites, who will see the value of it.