The Mis-Education of the Negro

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The book *Mis-Education of The Negro* is arguably an investigative book that features the indifferent challenges that dominated the plight of the American-Africans in the education system in the early twentieth century wherein some of those challenges still linger in the modern American society. In actual fact, the author is pretty precise pertaining to the paramount misconceptions regarding the education of the African-Americans, which needs to be addressed in order to correct the education of the blacks.

The author, Carter Woodson, has proficient flow of ideas and conveys his core ideas to the reader in a coherent manner. Firstly, Woodson puts his argument into context. The first and foremost argument is that education of any community should instigate people. The connotation of this assertion is that the people should take the responsibility upon themselves to educate their own community. Citing the mere credit that was given to African-American history by historians, it is apparent that African-American history is still immaterial, and this is true in modern American today. During the time when the book was written, the African-Americans were regarded only as a complement of the hard work that was accomplished by the whites in conducting American Revolution. Thus, African-Americans are not integrated within the history of the United States, and their ethnic identity is belittled. Although the African-American ethnicity made an extensive contribution to the process of propelling the United States of America to a prosperous country, this was not taught to the new generations of this ethnicity. The exceptional strengths and distinctiveness of the African-Americans were maliciously overlooked by the whites, and the upcoming generation of the African-Americans was not made aware of their remarkable strengths, which they would build on to improve their state of being, as opposed to imitating the white Americans.

Secondly, Woodson highlights the administration of education in a misguided way, which instilled a form of self-pity into the African-American ethnicity. The ideology that the
blacks are inferior to the whites was propelled through the education policy. In actual fact, the history of the African-American history is omitted; hence, the contribution of the blacks in the history of the United States is not taught. Thus, the impression that is given is that the blacks had nothing to be proud of in the development and success of the United States. Additionally, the education system focuses on the great races of the world such as the Romans, Greeks, and the British. Hence, the perception that blacks are inferior and belong to a class of people with lower intellectual ability is formed.

Ideally, this has contributed to a negative mindset that the blacks belong to an ethnicity that is not entitled to success. Subsequently, the blacks have been overshadowed by the whites, which is evident in the business sector. The blacks are accustomed to having whites as their seniors, and society perceives black managers with contempt. This is contrary to absolute submission to white seniors in managerial positions. Clearly, it is essential to rebuild empowerment of the African-American ethnic community to avert the association of the blacks with an inferior epitome. The negative image of the blacks, as compared to other American ethnic groups, is merely a mis-education.

Thirdly, the author focuses on the prejudice of the education system wherein the education is divided between the minorities and the whites, which has contributed to an extensive progressive disparity. This issue is more evident in the key subjects, especially science and mathematics. The reality is that the African-American majority leans on one side of teaching and preaching. This is attributed to the failure of the immediate African-American community to put science and mathematics into context and emphasize their relevance. In addition, there is a seemingly designed approach to discourage professional education among the African-American communities. This discouragement is further escalated by the fear that educated African-Americans have a tendency to leave the masses and socially segregate themselves to another social status. In this context, the elite among the African-American
ethnic community fails to use their education to address social problems facing their community. The African-American education is inclined towards a memorization of insignificant facts instead of the ultimate aim of critical thinking. The African-American focus on education needs a substantial restructuring to appreciate the impact of science and technology on the society and shun the mere acknowledgement of its advances in the modern world. It is practical to cite discouragement amongst the young ones from the African-American communities to pursue professional courses lest they “become white” or forsake their background. Although education may lead to a flight in a community, professional training ought to be emphasized to enhance investment in the African-American community.

Fourthly, the author has addressed the plight of the educated African-American people who leave the masses in most instances. The entire community has a fear of their educated people leaving the community in pursuit of better education and disassociating from their ethnicity. Similarly, the choice of job opportunities in the market is quite distinct for the blacks, as they evade employment in their local community to pursue prestigious positions in renowned companies. This trend is quite consistent, and the elite group of the African-Americans finds its way to greater heights at the expense of empowering the entire community. Although it is conventional that higher education leads people towards an egocentric character, it is more habitual among the black people. Furthermore, it has enormous and destructive impact amidst the blacks rather than the whites, since the lower classes of the latters are suited to better opportunities in life.

Lastly, the most notable issue that Woodson addresses is the negligence of political education amongst the African-American community. Although the President Barrack Obama is renowned as having black background, there is little known of black state legislators. There are numerous people from the African-American ethnicity that are brought in environments where political education is deemed irrelevant. In fact, political education is
credited little significance. However, this is not apposite, since all elements of political education are relevant. Thus, the negligence to educate the African-Americans on politics disadvantages them, since political education is applicable to people’s daily lives in a broad perspective. Although great attention is accorded to the presidential election in the year 2008 wherein the blacks voted for Barrack Obama, this ought to be reflective at the local level. For instance, it was quite illogical that state and local city elections had little turn out with regards to African-Americans. These local elections went unattended, and, hence, the failure of the African-Americans to build an understanding of the modern political platform and the politicians take on major issues in the society is observed.

The author is extremely practical in his suggestion of resolving the problems that the blacks are facing pertaining to their plight in the education sector. In essence, dominance of the white who choose and deliberate on what education is allowed for the blacks is extensively unjust, and the allocation of resources towards the development of the blacks is rather discriminatory, hence, depriving them of their rightful place in society. The author is right about the need to change the situation by leaving the matter in the hands of the blacks to handle their own affairs. In reality, it would yield much fruit for the African-American ethnicity to control their education and teach the subjects which they deem apposite for their people. This would go a step further and create awareness amongst the blacks, regarding their history and painstaking contribution which they made to their country, United States, which would give them a sense of pride.

The majority of the African-Americans are at lower levels of the society, without a gainful livelihood and having no technical skills in which the economy has dire need in the modern world. In reality, the blacks are suffering high unemployment rates, whereas the economy is in need of technical manpower. Thus, most blacks turn to committing crimes and compromising their population. Quintessentially, redesigning of the education of the blacks
in line with the modern education reform would resolve this issue. I do agree with the author, Woodson pertaining to reforming the education system to suit the needs of the blacks and equip them with relevant knowledge to fit in the American society in their rightful place.

The book *Mis-Education of the Negros* by Dr. Woodson is quite relevant to the education history wherein deliberate omissions were made in presenting authentic Negro history in schools. In addition, the education system historically omits literature pertaining to the history of the blacks. The coverage of history literature does not acknowledge the contribution of the African-Americans to the development of the United States of America. In reality, most literature on American history makes casual reference to African-American ethnic community wherein they are depicted as minor subordinate or rather insignificant party. Such accounts of history depict the blacks as having been lucky to be at the brim of civilization by serving as slaves in the United States under the reign of the white man. There were innumerable derogatory inferences regarding the African-Americans, relating to abilities and potentials of the blacks. In essence, the author considers this perception as unpardonable and a tragedy wherein the blacks are doomed and brainwashed to own up inferiority, as dictated by the dominant whites through whom they are absorbed into selective schooling.