

**ZINN
EDUCATION
PROJECT****TEACHING PEOPLE'S HISTORY****ARTICLES**

A Talk to Teachers

Article. By James Baldwin. October 16, 1963.

Baldwin addresses the challenges of education to prepare children to grapple with the myths and realities of U.S. history.

Time Periods: 20th Century, People's Movement: 1961 - 1974

Themes: African American, Education, Social Class

By James Baldwin

Let's begin by saying that we are living through a very dangerous time. Everyone in this room is in one way or another aware of that. We are in a revolutionary situation, no matter how unpopular that word has become in this country. The society in which we live is desperately menaced, not by Khrushchev, but from within. To any citizen of this country who figures himself as responsible — and particularly those of you who deal with the minds and hearts of young people — must be prepared to “go for broke.” Or to put it another way, you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won't happen.



James Baldwin, 1969. Source: Allan Warren, Creative Commons.

Since I am talking to schoolteachers and I am not a teacher myself, and in some ways am fairly easily intimidated, I beg you to let me leave that and go back to what I think to be the entire purpose of education in the first place. It would seem to me that when a child is born, if I'm the child's parent, it is my obligation and my high duty to civilize that child. Man is a social animal. He cannot exist without a society. A society, in turn, depends on certain things which everyone within that society takes for granted. Now the crucial paradox which confronts us here is that the whole process of education occurs within a social framework and is designed to perpetuate the aims of society. Thus, for example, the boys and girls who were born during the era of the Third Reich, when educated to the purposes of the Third Reich, became barbarians. The paradox of education is precisely this — that as one begins to become conscious one begins to examine the society in which he is being educated. The purpose of

education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions, to say to himself this is black or this is white, to decide for himself whether there is a God in heaven or not. To ask questions of the universe, and then learn to live with those questions, is the way he achieves his own identity. But no society is really anxious to have that kind of person around. What societies really, ideally, want is a citizenry which will simply obey the rules of society. If a society succeeds in this, that society is about to perish. The obligation of anyone who thinks of himself as responsible is to examine society and try to change it and to fight it — at no matter what risk. This is the only hope society has. This is the only way societies change.

Now, if what I have tried to sketch has any validity, it becomes thoroughly clear, at least to me, that any Negro who is born in this country and undergoes the American educational system runs the risk of becoming schizophrenic. On the one hand he is born in the shadow of the stars and stripes and he is assured it represents a nation which has never lost a war. He pledges allegiance to that flag which guarantees “liberty and justice for all.” He is part of a country in which anyone can become president, and so forth. But on the other hand he is also assured by his country and his countrymen that he has never contributed anything to civilization—that his past is nothing more than a record of humiliations gladly endured. He is assumed by the republic that he, his father, his mother, and his ancestors were happy, shiftless, watermelon-eating darkies who loved Mr. Charlie and Miss Ann, that the value he has as a black man is proven by one thing only — his devotion to white people. If you think I am exaggerating, examine the myths which proliferate in this country about Negroes.

All this enters the child’s consciousness much sooner than we as adults would like to think it does. As adults, we are easily fooled because we are so anxious to be fooled. But children are very different. Children, not yet aware that it is dangerous to look too deeply at anything, look at everything, look at each other, and draw their own conclusions. They don’t have the vocabulary to express what they see, and we, their elders, know how to intimidate them very easily and very soon. But a black child, looking at the world around him, though he cannot know quite what to make of it, is aware that there is a reason why his mother works so hard, why his father is always on edge. He is aware that there is some reason why, if he sits down in the front of the bus, his father or mother slaps him and drags him to the back of the bus. He is aware that there is some terrible weight on his parents’ shoulders which menaces him. And it isn’t long — in fact it begins when he is in school — before he discovers the shape of his oppression.

Let us say that the child is seven years old and I am his father, and I decide to take him to the zoo, or to Madison Square Garden, or to the U.N. Building, or to any of the tremendous monuments we find all over New York. We get into a bus and we go from where I live on 131st Street and Seventh Avenue downtown through the park and we get in New York City, which is not Harlem. Now, where the boy lives — even if it is a housing project — is in an undesirable neighborhood. If he lives in one of those housing projects of which everyone in New York is so proud, he has at the front door, if not closer, the pimps, the whores, the junkies — in a word, the danger of life in the ghetto. And the child knows this, though he doesn’t know why.

I still remember my first sight of New York. It was really another city when I was born — where I was born. We looked down over the Park Avenue streetcar tracks. It was Park Avenue, but I didn't know what Park Avenue meant *downtown*. The Park Avenue I grew up on, which is still standing, is dark and dirty. No one would dream of opening a Tiffany's on that Park Avenue, and when you go downtown you discover that you are literally in the white world. It is rich — or at least it looks rich. It is clean — because they collect garbage downtown. There are doormen. People walk about as though they owned where they are — and indeed they do. And it's a great shock. It's very hard to relate yourself to this. You don't know what it means. You know — you know instinctively — that none of this is for you. You know this before you are told. And who is it for and who is paying for it? And why isn't it for you?

Later on when you become a grocery boy or messenger and you try to enter one of those buildings a man says, "Go to the back door." Still later, if you happen by some odd chance to have a friend in one of those buildings, the man says, "Where's your package?" Now this by no means is the core of the matter. What I'm trying to get at is that by the time the Negro child has had, effectively, almost all the doors of opportunity slammed in his face, and there are very few things he can do about it. He can more or less accept it with an absolutely inarticulate and dangerous rage inside — all the more dangerous because it is never expressed. It is precisely those silent people whom white people see every day of their lives — I mean your porter and your maid, who never say anything more than "Yes Sir" and "No, Ma'am." They will tell you it's raining if that is what you want to hear, and they will tell you the sun is shining if *that* is what you want to hear. They really hate you—really hate you because in their eyes (and they're right) you stand between them and life. I want to come back to that in a moment. It is the most sinister of the facts, I think, which we now face.

There is something else the Negro child can do, to. Every street boy — and I was a street boy, so I know — looking at the society which has produced him, looking at the standards of that society which are not honored by anybody, looking at your churches and the government and the politicians, understand that this structure is operated for someone else's benefit — not for his. And there's no reason in it for him. If he is really cunning, really ruthless, really strong — and many of us are — he becomes a kind of criminal. He becomes a kind of criminal because that's the only way he can live. Harlem and every ghetto in this city — every ghetto in this country — is full of people who live outside the law. They wouldn't dream of calling a policeman. They wouldn't, for a moment, listen to any of those professions of which we are so proud on the Fourth of July. They have turned away from this country forever and totally. They live by their wits and really long to see the day when the entire structure comes down.

The point of all this is that black men were brought here as a source of cheap labor. They were indispensable to the economy. In order to justify the fact that men were treated as though they were animals, the white republic had to brainwash itself into believing that they were, indeed, animals and *deserved* to be treated like animals. Therefore it is almost impossible for any Negro child to discover anything about his actual history. The reason is that this "animal," once he suspects his own worth, once he starts believing that he is a man, has begun to attack the entire power structure. This is why America has spent such a long time keeping the Negro in his place. What I am trying to suggest to you is that it

was not an accident, it was not an act of God, it was not done by well-meaning people muddling into something which they didn't understand. It was a deliberate policy hammered into place in order to make money from black flesh. And now, in 1963, because we have never faced this fact, we are in intolerable trouble.

The **Reconstruction**, as I read the evidence, was a bargain between the North and South to this effect: "We've liberated them from the land — and delivered them to the bosses." When we left Mississippi to come North we did not come to freedom. We came to the bottom of the labor market, and we are still there. Even the Depression of the 1930s failed to make a dent in Negroes' relationship to white workers in the labor unions. Even today, so brainwashed is this republic that people seriously ask in what they suppose to be good faith, "What does the Negro want?" I've heard a great many asinine questions in my life, but that is perhaps the most asinine and perhaps the most insulting. But the point here is that people who ask that question, thinking that they ask it in good faith, are really the victims of this conspiracy to make Negroes believe they are less than human.

In order for me to live, I decided very early that some mistake had been made somewhere. I was not a "nigger" even though you called me one. But if I was a "nigger" in your eyes, there was something about *you* — there was something *you* needed. I had to realize when I was very young that I was none of those things I was told I was. I was not, for example, happy. I never touched a watermelon for all kinds of reasons that had been invented by white people, and I knew enough about life by this time to understand that whatever you invent, whatever you project, is *you*! So where we are now is that a whole country of people believe I'm a "nigger," and I *don't*, and the battle's on! Because if I am not what I've been told I am, then it means that *you're* not what you thought you were *either*! And that is the crisis.

It is not really a "Negro revolution" that is upsetting the country. What is upsetting the country is a sense of its own identity. If, for example, one managed to change the curriculum in all the schools so that Negroes learned more about themselves and their real contributions to this culture, you would be liberating not only Negroes, you'd be liberating white people who know nothing about their own history. And the reason is that if you are compelled to lie about one aspect of anybody's history, you must lie about it all. If you have to lie about my real role here, if you have to pretend that I hoed all that cotton just because I loved you, then you have done something to yourself. You are mad.

Now let's go back a minute. I talked earlier about those silent people — the porter and the maid — who, as I said, don't look up at the sky if you ask them if it is raining, but look into your face. My ancestors and I were very well-trained. We understood very early that this was not a Christian nation. It didn't matter what you said or how often you went to church. My father and my mother and my grandfather and my grandmother knew that Christians didn't act this way. It was a simple as that. And if that was so there was no point in dealing with white people in terms of their own moral professions, for they were not going to honor them. What one did was to turn away, smiling all the time, and tell white people what they wanted to hear. But people always accuse you of reckless talk when you say this.

All this means that there are in this country tremendous reservoirs of bitterness which have never been able to find an outlet, but may find an outlet soon. It means that well-meaning white liberals place themselves in great danger when they try to deal with Negroes as though they were missionaries. It means, in brief, that a great price is demanded to liberate all those silent people so that they can breathe for the first time and *tell* you what they think of you. And a price is demanded to liberate all those white children — some of them near forty — who have never grown up, and who never will grow up, because they have no sense of their identity.

What passes for identity in America is a series of myths about one's heroic ancestors. It's astounding to me, for example, that so many people really appear to believe that the country was founded by a band of heroes who wanted to be free. That happens not to be true. What happened was that some people left Europe because they couldn't stay there any longer and had to go someplace else to make it. That's all. They were hungry, they were poor, they were convicts. Those who were making it in England, for example, did not get on the *Mayflower*. That's how the country was settled. Not by Gary Cooper. Yet we have a whole race of people, a whole republic, who believe the myths to the point where even today they select political representatives, as far as I can tell, by how closely they resemble Gary Cooper. Now this is dangerously infantile, and it shows in every level of national life. When I was living in Europe, for example, one of the worst revelations to me was the way Americans walked around Europe buying this and buying that and insulting everybody — not even out of malice, just because they didn't know any better. Well, that is the way they have always treated me. They weren't cruel; they just didn't know you were alive. They didn't know you had any feelings.

What I am trying to suggest here is that in the doing of all this for 100 years or more, it is the American white man who has long since lost his grip on reality. In some peculiar way, having created this myth about Negroes, and the myth about his own history, he created myths about the world so that, for example, he was astounded that some people could prefer Castro, astounded that there are people in the world who don't go into hiding when they hear the word "Communism," astounded that Communism is one of the realities of the twentieth century which we will not overcome by pretending that it does not exist. The political level in this country now, on the part of people who should know better, is abysmal.

The Bible says somewhere that where there is no vision the people perish. I don't think anyone can doubt that in this country today we are menaced — intolerably menaced — by a lack of vision.

It is inconceivable that a sovereign people should continue, as we do so abjectly, to say, "I can't do anything about it. It's the government." The government is the creation of the people. It is responsible to the people. And the people are responsible for it. No American has the right to allow the present government to say, when Negro children are being bombed and hosed and shot and beaten all over the Deep South, that there is nothing we can do about it. There must have been a day in this country's life

when the bombing of the children in Sunday School would have created a public uproar and endangered the life of a Governor Wallace. It happened here and there was no public uproar.

I began by saying that one of the paradoxes of education was that precisely at the point when you begin to develop a conscience, you must find yourself at war with your society. It is your responsibility to change society if you think of yourself as an educated person. And on the basis of the evidence – the moral and political evidence – one is compelled to say that this is a backward society. Now if I were a teacher in this school, or any Negro school, and I was dealing with Negro children, who were in my care only a few hours of every day and would then return to their homes and to the streets, children who have an apprehension of their future which with every hour grows grimmer and darker, I would try to teach them – I would try to make them know – that those streets, those houses, those dangers, those agonies by which they are surrounded, are criminal. I would try to make each child know that these things are the result of a criminal conspiracy to destroy him. I would teach him that if he intends to get to be a man, he must at once decide that his is stronger than this conspiracy and that he must never make his peace with it. And that one of his weapons for refusing to make his peace with it and for destroying it depends on what he decides he is worth. I would teach him that there are currently very few standards in this country which are worth a man's respect. That it is up to him to change these standards for the sake of the life and the health of the country. I would suggest to him that the popular culture – as represented, for example, on television and in comic books and in movies – is based on fantasies created by very ill people, and he must be aware that these are fantasies that have nothing to do with reality. I would teach him that the press he reads is not as free as it says it is – and that he can do something about that, too. I would try to make him know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him. I would teach him that he doesn't have to be bound by the expediencies of any given administration, any given policy, any given morality; that he has the right and the necessity to examine everything. I would try to show him that one has not learned anything about Castro when one says, "He is a Communist." This is a way of his not learning something about Castro, something about Cuba, something, in time, about the world. I would suggest to him that his is living, at the moment, in an enormous province. America is not the world and if America is going to become a nation, she must find a way – and this child must help her to find a way to use the tremendous potential and tremendous energy which this child represents. If this country does not find a way to use that energy, it will be destroyed by that energy.

*Delivered on October 16, 1963, as "The Negro Child-His Self-Image", published in *The Saturday Review*, December 21, 1963, reprinted in *The Price of the Ticket, Collected Non-Fiction 1948-1985*, Saint Martins 1985.*

James Baldwin (Aug. 2, 1924 – Dec. 1, 1987) was a novelist, essayist, playwright, poet, and social critic.

Born in Harlem, Baldwin was a “witness to the truth” about racism and homophobia through his novels, plays, essays, and poetry including *Go Tell It on the Mountain* (1953), *Notes of a Native Son* (1955), *Giovanni’s Room* (1956), *Nobody Knows My Name* (1961), *Another Country* (1962), *The Fire Next Time* (1963), *If Beale Street Could Talk* (1974), and *The Evidence of Things Not Seen* (1985). Baldwin was active as a writer, speaker, and ally of the southern Civil Rights Movement. He participated in the 1963 March on Washington for Jobs and Freedom, *Freedom Day in Selma in 1963*, and the 1965 Selma to Montgomery March.



Howard Zinn, James Baldwin, and a journalist on Freedom Day in Selma, Alabama, October, 1963.

Related Resources



TEACHING GUIDES

Teaching for Black Lives

Teaching Guide. Edited by Dyan Watson, Jesse Hagopian, Wayne Au. 2018. Rethinking Schools. 368 pages.

Essays, teaching activities, role plays, poems, and artwork, designed to illuminate the movement for Black students' lives, the school-to-prison-pipeline, Black history, gentrification, intersectional Black identities, and more.

7 comments on “A Talk to Teachers”



charles walker on [May 28th, 2022 - 11:44am](#)

Thank you Zinn Project for the James Baldwin’s “Talk to Teachers” delivered on 10/16/1963 (when I was in 5th grade) 37 days prior to the assassination of JFK, is just as prescient then, as it is now, 21,405 including 4 days ago, when 19 School children, and 2 teachers using their bodies to shield as many 3d graders as they possibly could from their assailant’s bullets, were slaughtered. Let’s be clear. More jarring than these sensational murders is the fact that between JFK’s assassination and today there have been 12 Presidential administrations whom have yet to mandate muchness, enforce the highest (and safest) equal quality public school education for ALL public students that FEDERAL AND STATE MONEY can buy. Separate but equal

communities are not nearly as important as the elimination of the cancerous separate but equal mindsets that erode the fabric that so-called foundations of “liberty and justice for ALL” upon which the precepts that a public school education, and indeed, this country was founded. Mr. Baldwin in his essay summed it up best when surmising what he, as a teacher would endeavor to teach a Black child, “I would try to make him know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him.” As an an educator, I truly have taken his words to heart.



Amira Kassem on [June 23rd, 2021 - 10:25pm](#)

I send this essay to the colleagues at every school I taught in...Only once have I receive a reply, “I love James Baldwin,” as if that is the purpose. The silence, the myths, and the identity crises, both at the individual and national levels continue. Some say we have come a long way-I think I agree with Michelle Alexander’s claim that there are now new Jim Crow laws that do not look like the old ones. Segregation is economical too and that does not make it better. Oh, how much I have to say-about the teaching of history, about the white liberal-the missionar, about our schools as spaces of silencing and propagation of myths and the soaring rates of anxiety that we see in them. The status quo is alive and well and replicated with faith.



Debra Watkins on [April 3rd, 2021 - 11:57pm](#)

After I graduated from the Stanford Teacher Education Program in 1977 and went on to teach in a brand new high school in the heart of Silicon Valley, I knew that something was eerily wrong with the way Black students were being kept out of my college-prep English courses. I went on to dedicate the next 44 years of my life to telling Black children and their families what James Baldwin said that he would teach them and then empowering them to change their life trajectories!

This essay should be required reading by those training to be teachers in every School of Education across this racist country.



Trish Hiscock-Austin on [June 9th, 2020 - 12:08am](#)

James Baldwin. This is Required Reading. Educators: You have a job that is a far higher calling than math and reading, science and classics. Young people need us to be informed and to be honest. To respect their youth and their opportunities to DO BETTER than the previous generations have. Btw, I comment this in early June of 2020 when the world is reeling in revolution and protest. We are all wondering what the (young) people will demand next, and how hard they’ll fight for something different, something better, just.

Nancy Greenwood on [August 25th, 2016 - 8:10pm](#)



Very profound and accurate. Mr Baldwin's speech should be required reading. Some things still have not changed.

At 62, I am more aware of forgotten history today, than I was while attending school. I have made a point of learning what was omitted, purposely, from our school history books. As Mr Baldwin points out, it is a reflection on white society (ruled by men) and their decision to control 'truth'.

My mother moved us out of Florida, and went back to Massachusetts in 1962, due to the unrest. She did not fit in. Our neighbor had a black maid who she would send on errands, in the neighborhood. She instructed her to only use the back door. My mother would refuse to speak to her at the back door. She gently told her that everyone was welcome at her front door because only kids were relegated to the back door. This caused a problem, but my mother confronted the neighbor and refused to relent. The front door was to be used. It was a lesson in humanity.

Looking back, I realize that I lived in a segregated, military neighborhood and attended a segregated school, in Pensacola. However, I also am aware that, for the most part, as kids, we didn't realize we were segregated. These were just the people around us. As adults, there are no longer any excuses acceptable.

I am thankful that my mother was willing to stand up for respecting everyone. She raised us well.



Anonymous on [July 19th, 2016 - 3:18am](#)

Agreed!



Anonymous on [March 1st, 2016 - 6:57pm](#)

This is sadly as relevant today as it was 53 years ago. Shame on America. Yes, strides have been made, but I have not seen as much hate in our society as what there is today, since the 1960s, which I never wanted to see again. I am white, I am sad that these words need repeated.

Share a story, question, or resource from your classroom.

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