

Name: _____

TITLE OF YOUR PIECE

TEXT STRUCTURE

Using a Story to Make a Point

a story

What the parts of the story stand for

life lesson this gives us

alternate ending to the story

Toni Morrison

KERNEL ESSAY

1. _____
2. _____
3. _____
4. _____

SUGGESTIONS FOR QUICK LIST:

Think of any small stories you know:

- fables • children's stories
- parables • family stories
- tales from any culture

MY QUICK LIST OF TOPICS:

1. _____
2. _____
3. _____
4. _____
5. _____

Nobel Lecture (Abridged)

Toni Morrison, 1993

“Once upon a time there was an old woman. Blind but wise.” Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

“Once upon a time there was an old woman. Blind. Wise.”

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, “Old woman, I hold in my hand a bird. Tell me whether it is living or dead.”

She does not answer, and the question is repeated. “Is the bird I am holding living or dead?”

Still she doesn’t answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman’s silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. “I don’t know,” she says. “I don’t know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands.”

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision. Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from

assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes.

She would not want to leave her young visitors with the impression that language should be forced to stay alive merely to be. The vitality of language lies in its ability to limn the actual, imagined and possible lives of its speakers, readers, writers. Although its poise is sometimes in displacing experience it is not a substitute for it. It arcs toward the place where meaning may lie. When a President of the United States thought about the graveyard his country had become, and said, “The world will little note nor long remember what we say here. But it will never forget what they did here,” his simple words are exhilarating in their life-sustaining properties because they refused to encapsulate the reality of 600,000 dead men in a cataclysmic race war. Refusing to monumentalize, disdaining the “final word,” the precise “summing up,” acknowledging their “poor power to add or detract,” his words signal deference to the uncapturability of the life it mourns. It is the deference that moves her, that recognition that language can never live up to life once and for all. Nor should it. Language can never “pin down” slavery, genocide, war. Nor should it yearn for the arrogance to be able to do so. Its force, its felicity is in its reach toward the ineffable.

Word-work is sublime, she thinks, because it is generative; it makes meaning that secures our difference, our human difference—the way in which we are like no other life.

We die. That may be the meaning of life. But we do language. That may be the measure of our lives.

“Once upon a time, . . .” visitors ask an old woman a question. Who are they, these children? What did they make of that encounter? What did they hear in those final words: “The bird is in your hands”? A sentence that gestures towards possibility or one that drops a latch? Perhaps what the children heard was “It’s not my problem. I am old, female, black, blind. What

Nobel Lecture (Abridged) (Continued)

Toni Morrison, 1993

wisdom I have now is in knowing I cannot help you. The future of language is yours.”

They stand there. Suppose nothing was in their hands? Suppose the visit was only a ruse, a trick to get to be spoken to, taken seriously as they have not been before? A chance to interrupt, to violate the adult world, its miasma of discourse about them, for them, but never to them? Urgent questions are at stake, including the one they have asked: “Is the bird we hold living or dead?” Perhaps the question meant: “Could someone tell us what is life? What is death?” No trick at all; no silliness. A straightforward question worthy of the attention of a wise one. An old one. And if the old and wise who have lived life and faced death cannot describe either, who can?

But she does not; she keeps her secret; her good opinion of herself; her gnomic pronouncements; her art without commitment. She keeps her distance, enforces it and retreats into the singularity of isolation, in sophisticated, privileged space.

Nothing, no word follows her declaration of transfer. That silence is deep, deeper than the meaning available in the words she has spoken. It shivers, this silence, and the children, annoyed, fill it with language invented on the spot.

“Is there no speech,” they ask her, “no words you can give us that help us break through your dossier of failures? Through the education you have just given us that is no education at all because we are paying close attention to what you have done as well as to what you have said? To the barrier you have erected between generosity and wisdom?”

“We have no bird in our hands, living or dead. We have only you and our important question. Is the nothing in our hands something you could not bear to contemplate, to even guess? Don’t you remember being young when language was magic without meaning?”

“Why didn’t you reach out, touch us with your soft fingers, delay the sound bite, the lesson, until you knew who we were? Did you so despise our trick,

our modus operandi you could not see that we were baffled about how to get your attention?”

“You trivialize us and trivialize the bird that is not in our hands. Is there no context for our lives? No song, no literature, no poem full of vitamins, no history connected to experience that you can pass along to help us start strong? You are an adult. The old one, the wise one. Stop thinking about saving your face. Think of our lives and tell us your particularized world. Make up a story. Narrative is radical, creating us at the very moment it is being created. We will not blame you if your reach exceeds your grasp; if love so ignites your words they go down in flames and nothing is left but their scald.

“Tell us about ships turned away from shorelines at Easter, placenta in a field. Tell us about a wagonload of slaves, how they sang so softly their breath was indistinguishable from the falling snow. How they knew from the hunch of the nearest shoulder that the next stop would be their last. How, with hands prayed in their sex, they thought of heat, then sun. Lifting their faces as though it was there for the taking. Turning as though there for the taking. They stop at an inn. The driver and his mate go in with the lamp leaving them humming in the dark. The horse’s void steams into the snow beneath its hooves and its hiss and melt are the envy of the freezing slaves.

“The inn door opens: a girl and a boy step away from its light. They climb into the wagon bed. The boy will have a gun in three years, but now he carries a lamp and a jug of warm cider. They pass it from mouth to mouth. The girl offers bread, pieces of meat and something more: a glance into the eyes of the one she serves. One helping for each man, two for each woman. And a look. They look back. The next stop will be their last. But not this one. This one is warned.”

It’s quiet again when the children finish speaking, until the woman breaks into the silence.

“Finally,” she says, “I trust you now. I trust you with the bird that is not in your hands because you have truly caught it. Look. How lovely it is, this thing we have done—together.”

Note: We often analyze literature by looking at a story, then at its parts, and then at the theme. Toni Morrison goes beyond this pattern, though, with a rejection of the predictable, and provides us with an alternate ending to her story. The pattern she uses in this piece leads us to think about how we can make changes in our writing patterns, our stories, and—by extension—our lives. In this classroom exercise, students are asked to use the foundational structure of Morrison’s work—her focus on telling a story, explaining what the parts of the story stand for, revealing the life lessons this gives us, and considering an alternate ending—to craft their own essays on “Using a Story to Make a Point.”