

The Novelist as Teacher Main Text

Writer: Chinua Achebe | Generated: Jan 26, 2026

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Writing of the kind I do is relatively new in my part of the world and it is too soon to try and describe in detail the complex of relationships between us and our readers. However, I think I can safely deal with one aspect of these relationships which is rarely mentioned. Because of our largely European education our writers may be pardoned if they begin by thinking that the relationship between European writers and their audience will automatically reproduce itself in Africa. We have learnt from Europe that a writer or an artist lives on the fringe of society—wearing a beard and a peculiar dress and generally behaving in a strange, unpredictable way. He is in revolt against society, which in turn looks on him with suspicion if not hostility. The last thing society would dream of doing is to put him in charge of anything.

All that is well known, which is why some of us seem too eager for our society to treat us with the same hostility or even behave as though it already does. But I am not interested now in what writers expect of society; that is generally contained in their books, or should be. What is not so well documented is what society expects of its writers.

I am assuming, of course, that our writer and his society live in the same place. I realize that a lot has been made of the allegation that African writers have to write for European and American readers because African readers where they exist at all are only interested in reading textbooks. I don't know if African writers always have a foreign audience in mind. What I do know is that they don't have to. At least I know that I don't have to. Last year the pattern of sales of *Things Fall Apart* in the cheap paperback edition was as follows: about 800 copies in Britain; 20,000 in Nigeria; and about 2,500 in all other places. The same pattern was true also of *No Longer at Ease*.

Most of my readers are young. They are either in school or college or have only recently left. And many of them look to me as a kind of teacher. Only the other day I received this letter from Northern Nigeria:

Dear C. Achebe,

I do not usually write to authors, no matter how interesting their work is, but I feel I must tell you how much I enjoyed your editions of *Things Fall Apart* and *No Longer at Ease*. I look forward to reading your new edition *Arrow of God*. Your novels serve as advice to us young. I trust that you will continue to produce as many of this type of books. With friendly greetings and best wishes.

Yours sincerely, I. BUBA YERO MAFINDI

It is quite clear what this particular reader expects of me. Nor is there much doubt about another reader in Ghana who wrote me a rather pathetic letter to say that I had neglected to include questions and answers at the end of *Things Fall Apart* and could I make these available to him to ensure his success at next year's school certificate examination. This is what I would call in Nigerian pidgin "a how-for- do" reader and I hope there are not very many like him. But also in Ghana I met a young woman teacher who immediately took me to task for not making the hero of my *No Longer at Ease* marry the girl he is in love with. I made the kind of vague noises I usually make whenever a wise critic comes along to tell me I should have written a different book to the one I wrote. But my woman teacher was not going to be shaken off so easily. She was in deadly earnest. Did I know, she said, that there were many women in the kind of situation I had described and that I could have served them well if I had shown that it was possible to find one man with enough guts to go against custom?

I don't agree, of course. But this young woman spoke with so much feeling that I couldn't help being a little uneasy at the accusation (for it was indeed a serious accusation) that I had squandered a rare opportunity for education on a whimsical and frivolous exercise. It is important to say at this point that no self-respecting writer will take dictation from his audience. He must remain free to disagree with his society and go into rebellion against it if need be. But I am for choosing my cause very carefully. Why should I start waging war as a Nigerian newspaper editor was doing the other day on the "soulless efficiency" of Europe's industrial and technological civilization when the very thing my society needs may well be a little technical efficiency?

My thinking on the peculiar needs of different societies was sharpened when not long ago I heard an English pop song which I think was entitled "I Ain't Gonna Wash for a Week;" At first I wondered why it should occur to anyone to take such a vow when there were so many much more worthwhile resolutions to make. But later it dawned on me that this singer belonged to the same culture which in an earlier age of self-satisfaction had blasphemed and said that cleanliness was next to godliness. So I saw him in a new light —as a kind of divine administrator of vengeance. I make bold to say, however, that his of the "African personality";

of African democracy, of the African way to socialism, of negritude, and so on. They are all props we have fashioned at different times to help us get on our feet again.

Once we are up, we shan't need any of them anymore. But for the moment it is in the nature of things that we may need to counter racism with what Jean-Paul Sartre has called an anti-racist racism, to announce not just that we are as good as the next man but that we are much better. The writer cannot expect to be excused from the task of re-education and regeneration that must be done. In fact, he should march right in front. For he is, after all—as Ezekiel Mphahlele says in his *African Image*—the sensitive point of his community. The Ghanaian professor of philosophy, William Abraham, puts it this way:

Just as African scientists undertake to solve some of the scientific problems of Africa, African historians go into the history of Africa, African political scientists concern themselves with the politics of Africa; why should African literary creators be exempted from the services that they themselves recognize as genuine? I for one would not wish to be excused, I would be quite satisfied if my novels (especially the ones I set in the past) did no more than teach my readers that their past—with all its imperfections—was not one long night of savagery from which the first Europeans acting on God's behalf delivered them. Perhaps what I write is applied art as distinct from pure. But who cares? Art is important, but so is education of the kind I have in mind. And I don't see that the two need be mutually exclusive. In a recent anthology a Hausa folk tale, having recounted the usual fabulous incidents, ends with these words:

They all came and they lived happily together. He had several sons and daughters who grew up and helped in raising the standard of education of the country. As I said elsewhere, if you consider this ending a naïve anticlimax then you cannot know very much about Africa.

Leeds University, 1965