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WE TEACH WHO WE ARE

I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illumined by the lightning-life of the mind--then teaching is the finest work I know.

But at other moments, the classroom is so lifeless or painful or confused--and I am so powerless to do anything about it--that my claim to be a teacher seems a transparent sham. Then the enemy is everywhere: in those students from some alien planet, in that subject I thought I knew, and in the personal pathology that keeps me earning my living this way. What a fool I was to imagine that I had mastered this occult art--harder to divine than tea leaves and impossible for mortals to do even passably well!

The tangles of teaching have three important sources. The first two are commonplace, but the third, and most fundamental, is rarely given its due. First, the subjects we teach are as large and complex as life, so our knowledge of them is always flawed and partial. No matter how we devote ourselves to reading and research, teaching requires a command of content that always eludes our grasp. Second, the students we teach are larger than life and even more complex. To see them clearly and see them whole, and respond to them wisely in the moment, requires a fusion of Freud and Solomon that few of us achieve.

If students and subjects accounted for all the complexities of teaching, our standard ways of coping would do--keep up with our fields as best we can, and learn enough techniques to stay ahead of the student psyche. But there is another reason for these complexities: we teach who we are.

Teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. The entanglements I experience in the classroom are often no more or less than the convolutions of my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look in that mirror, and not run from what I see, I have a chance to gain self-knowledge--and knowing myself is as crucial to good teaching as knowing my students and my subject.

In fact, knowing my students and my subject depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life--and when I cannot see them clearly I cannot teach them well. When I do not know myself, I cannot know my subject--not at the deepest levels of embodied, personal meaning. I will know it only abstractly, from a distance, a congeries of concepts as far removed from the world as I am from personal truth.

We need to open a new frontier in our exploration of good teaching: the inner landscape of a teacher's life. To chart that landscape fully, three important paths must be taken--intellectual, emotional, and spiritual--and none can be ignored. Reduce teaching to intellect and it becomes a cold abstraction; reduce it to emotions and it becomes narcissistic; reduce it to the spiritual and it loses its anchor to the world. Intellect, emotion, and spirit depend on each other for wholeness. They are interwoven in the human self and in education at its best, and we need to interweave them in our pedagogical discourse as well.

By intellectual I mean the way we think about teaching and learning--the form and content of our concepts of how people know and learn, of the nature of our students and our subjects. By emotional I mean the way we and our

students feel as we teach and learn--feelings that can either enlarge or diminish the exchange between us. By spiritual I mean the diverse ways we answer the heart's longing to be connected with the largeness of life--a longing that animates love and work, especially the work called teaching.

TEACHING BEYOND TECHNIQUE

After three decades of trying to learn my craft, every class comes down to this: my students and I, face to face, engaged in an ancient and exacting exchange called education. The techniques I have mastered do not disappear, but neither do they suffice. Face to face with my students, only one resource is at my immediate command: my identity, my selfhood, my sense of this "I" who teaches--without which I have no sense of the "Thou" who learns.

Here is a secret hidden in plain sight: good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. In every class I teach, my ability to connect with my students, and to connect them with the subject, depends less on the methods I use than on the degree to which I know and trust my selfhood--and am willing to make it available and vulnerable in the service of learning.

My evidence for this claim comes, in part, from years of asking students to tell me about their good teachers. As I listen to those stories, it becomes impossible to claim that all good teachers use similar techniques: some lecture non-stop and others speak very little, some stay close to their material and others loose the imagination, some teach with the carrot and others with the stick.

But in every story I have heard, good teachers share one trait: a strong sense of personal identity infuses their work. "Dr. A is really there when she teaches," a student tells me, or "Mr. B has such enthusiasm for his subject," or "You can tell that this is really Prof. C's life."

One student I heard about said she could not describe her good teachers because they were so different from each other. But she could describe her bad teachers because they were all the same: "Their words float somewhere in front of their faces, like the balloon speech in cartoons." With one remarkable image she said it all. Bad teachers distance themselves from the subject they are teaching--and, in the process, from their students.

Good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self; they manifest in their own lives, and evoke in their students, a "capacity for connectedness." They are able to weave a complex web of connections between themselves, their subjects, and their students, so that students can learn to weave a world for themselves. The methods used by these weavers vary widely: lectures, Socratic dialogues, laboratory experiments, collaborative problem-solving, creative chaos. The connections made by good teachers are held not in their methods but in their hearts--meaning heart in its ancient sense, the place where intellect and emotion and spirit and will converge in the human self.

If good teaching cannot be reduced to technique, I no longer need suffer the pain of having my peculiar gift as a teacher crammed into the Procrustean bed of someone else's method and the standards prescribed by it. That pain is felt throughout education today as we insist upon the method du jour--leaving people who teach differently feeling devalued, forcing them to measure up to norms not their own.

I will never forget one professor who, moments before I was to start a workshop on teaching, unloaded years of pent-up workshop animus on me: "I am an organic chemist. Are you going to spend the next two days telling me that I am supposed to teach organic chemistry through role-playing?" His wry question was not only related to his distinctive discipline but also to his distinctive self: we must find an approach to teaching that respects the diversity of teachers as well as disciplines, which methodological reductionism fails to do.

The capacity for connectedness manifests itself in diverse and wondrous ways--as many ways as there are forms of personal identity. Two great teachers stand out from my own undergraduate experience. They differed radically from each other in technique, but both were gifted at connecting students, teacher, and subject in a community of learning.

One of those teachers assigned a lot of reading in her course on methods of social research and, when we gathered around the seminar table on the first day, said, "Any comments or questions?" She had the courage to wait out our stupefied (and stupefying) silence, minute after minute after minute, gazing around the table with a benign look on her face--and then, after the passage of a small eternity, to rise, pick up her books, and say, as she walked toward the door, "Class dismissed."

This scenario more or less repeated itself a second time, but by the third time we met, our high SAT scores had kicked in, and we realized that the big dollars we were paying for this education would be wasted if we did not get with the program. So we started doing the reading, making comments, asking questions--and our teacher proved herself to be a brilliant interlocutor, co-researcher, and guide in the midst of confusions, a "weaver" of connectedness in her own interactive and inimitable way.

My other great mentor taught the history of social thought. He did not know the meaning of silence and he was awkward at interaction; he lectured incessantly while we sat in rows and took notes. Indeed, he became so engaged

with his material that he was often impatient with our questions. But his classes were nonetheless permeated with a sense of connectedness and community.

How did he manage this alchemy? Partly by giving lectures that went far beyond presenting the data of social theory into staging the drama of social thought. He told stories from the lives of great thinkers as well as explaining their ideas; we could almost see Karl Marx, sitting alone in the British Museum Library, writing *Das Kapital*. Through active imagination we were brought into community with the thinker himself, and with the personal and social conditions that stimulated his thought.

But the drama of my mentor's lectures went farther still. He would make a strong Marxist statement, and we would transcribe it in our notebooks as if it were holy writ. Then a puzzled look would pass over his face. He would pause, step to one side, turn and look back at the space he had just exited--and argue with his own statement from an Hegelian point of view! This was not an artificial device but a genuine expression of the intellectual drama that continually occupied this teacher's mind and heart.

"Drama" does not mean histrionics, of course, and remembering that fact can help us name a form of connectedness that is palpable and powerful without being overtly interactive, or even face to face. When I go to the theater, I sometimes feel strongly connected to the action, as if my own life were being portrayed on stage. But I have no desire to raise my hand and respond to the line just spoken, or run up the aisle, jump onto the stage, and join in the action. Sitting in the audience, I am already on stage "in person," connected in an inward and invisible way that we rarely credit as the powerful form of community that it is. With a good drama, I do not need overt interaction to be "in community" with those characters and their lives.

I used to wonder how my mentor, who was so awkward in his face-to-face relations with students, managed to simulate community so well. Now I understand: he was in community without us! Who needs 20-year-olds from the suburbs when you are hanging out constantly with the likes of Marx and Hegel, Durkheim, Weber and Troeltsch? This is "community" of the highest sort--this capacity for connectedness that allows one to converse with the dead, to speak and listen in an invisible network of relationships that enlarges one's world and enriches one's life. (We should praise, not deride, First Ladies who "talk" with Eleanor Roosevelt; the ability to learn from wise but long-gone souls is nothing less than a classic mark of a liberal education!)

Yet my great professor, though he communed more intimately with the great figures of social thought than with the people close at hand, cared deeply about his students. The passion with which he lectured was not only for his subject, but for us to know his subject. He wanted us to meet and learn from the constant companions of his intellect and imagination, and he made those introductions in a way that was deeply integral to his own nature. He brought us into a form of community that did not require small numbers of students sitting in a circle and learning through dialogue.

These two great teachers were polar opposites in substance and in style. But both created the connectedness, the community, that is essential to teaching and learning. They did so by trusting and teaching from true self, from the identity and integrity that is the source of all good work--and by employing quite different techniques that allowed them to reveal rather than conceal who they were.

Their genius as teachers, and their profound gifts to me, would have been diminished and destroyed had their practice been forced into the Procrustean bed of the method of the moment. The proper place for technique is not to subdue subjectivity, not to mask and distance the self from the work, but--as one grows in self-knowledge--to help bring forth and amplify the gifts of self on which good work depends.

TEACHING AND TRUE SELF

The claim that good teaching comes from the identity and integrity of the teacher might sound like a truism, and a pious one at that: good teaching comes from good people. But by "identity" and "integrity" I do not mean only our noble features, or the good deeds we do, or the brave faces we wear to conceal our confusions and complexities. Identity and integrity have as much to do with our shadows and limits, our wounds and fears, as with our strengths and potentials.

By identity I mean an evolving nexus where all the forces that constitute my life converge in the mystery of self: my genetic makeup, the nature of the man and woman who gave me life, the culture in which I was raised, people who have sustained me and people who have done me harm, the good and ill I have done to others, and to myself, the experience of love and suffering--and much, much more. In the midst of that complex field, identity is a moving intersection of the inner and outer forces that make me who I am, converging in the irreducible mystery of being human.

By integrity I mean whatever wholeness I am able to find within that nexus as its vectors form and re-form the pattern of my life. Integrity requires that I discern what is integral to my selfhood, what fits and what does not--and that I choose life-giving ways of relating to the forces that converge within me: do I welcome them or fear them,

embrace them or reject them, move with them or against them? By choosing integrity, I become more whole, but wholeness does not mean perfection. It means becoming more real by acknowledging the whole of who I am.

Identity and integrity are not the granite from which fictional heroes are hewn. They are subtle dimensions of the complex, demanding, and life-long process of self-discovery. Identity lies in the intersection of the diverse forces that make up my life, and integrity lies in relating to those forces in ways that bring me wholeness and life rather than fragmentation and death.

Those are my definitions--but try as I may to refine them, they always come out too pat. Identity and integrity can never be fully named or known by anyone, including the person who bears them. They constitute that familiar strangeness we take with us to the grave, elusive realities that can be caught only occasionally out of the corner of the eye.

Stories are the best way to portray realities of this sort, so here is a tale of two teachers--a tale based on people I have known, whose lives tell me more about the subtleties of identity and integrity than any theory could.

Alan and Eric were born into two different families of skilled craftspeople, rural folk with little formal schooling but gifted in the manual arts. Both boys evinced this gift from childhood onward, and as each grew in the skill at working with his hands, each developed a sense of self in which the pride of craft was key.

The two shared another gift as well: both excelled in school and became the first in their working-class families to go to college. Both did well as undergraduates, both were admitted to graduate school, both earned doctorates, and both chose academic careers.

But here their paths diverged. Though the gift of craft was central in both men's sense of self, Alan was able to weave that gift into his academic vocation, while the fabric of Eric's life unraveled early on.

Catapulted from his rural community into an elite private college at age 18, Eric suffered severe culture shock--and never overcame it. He was insecure with fellow students and, later, with academic colleagues who came from backgrounds he saw as more "cultured" than his own. He learned to speak and act like an intellectual, but he always felt fraudulent among people who were, in his eyes, to the manor born.

But insecurity neither altered Eric's course nor drew him into self-reflection. Instead, he bullied his way into professional life on the theory that the best defense is a good offense. He made pronouncements rather than probes. He listened for weaknesses rather than strengths in what other people said. He argued with anyone about anything--and responded with veiled contempt to whatever was said in return.

In the classroom, Eric was critical and judgmental, quick to put down the "stupid question," adept at trapping students with trick questions of his own, then merciless in mocking wrong answers. He seemed driven by a need to inflict upon his students the same wound that academic life had inflicted upon him--the wound of being embarrassed by some essential part of one's self.

But when Eric went home to his workbench and lost himself in craft, he found himself as well. He became warm and welcoming, at home in the world and glad to extend hospitality to others. Reconnected with his roots, centered in his true self, he was able to reclaim a quiet and confident core--which he quickly lost as soon as he returned to campus.

Alan's is a different story. His leap from countryside to campus did not induce culture shock, in part because he attended a land-grant university where many students had backgrounds much like his own. He was not driven to hide his gift, but was able to honor and transform it by turning it toward things academic: he brought to his study, and later to his teaching and research, the same sense of craft that his ancestors had brought to their work with metal and wood.

Watching Alan teach, you felt that you were watching a craftsman at work--and if you knew his history, you understood that this feeling was more than metaphor. In his lectures, every move Alan made was informed by attention to detail and respect for the materials at hand; he connected ideas with the precision of dovetail joinery and finished the job with a polished summary.

But the power of Alan's teaching went well beyond crafted performance. His students knew that Alan would extend himself with great generosity to any of them who wanted to become an apprentice in his field, just as the elders in his own family had extended themselves to help young Alan grow in his original craft.

Alan taught from an undivided self--the integral state of being that is central to good teaching. In the undivided self, every major thread of one's life experience is honored, creating a weave of such coherence and strength that it can hold students and subject as well as self. Such a self, inwardly integrated, is able to make the outward connections on which good teaching depends.

But Eric failed to weave the central strand of his identity into his academic vocation. His was a self divided, engaged in a civil war. He projected that inner warfare onto the outer world, and his teaching devolved into combat instead of craft. The divided self will always distance itself from others, and may even try to destroy them, to defend its fragile identity.

If Eric had not been alienated as an undergraduate--or if his alienation had led to self-reflection instead of self-defense--it is possible that he, like Alan, could have found integrity in his academic vocation, could have woven the major strands of his identity into his work. But part of the mystery of selfhood is the fact that one size does not fit all: what is integral to one person lacks integrity for another. Throughout his life, there were persistent clues that academia was not a life-giving choice for Eric, not a context in which his true self could emerge healthy and whole, not a vocation integral to his unique nature.

The self is not infinitely elastic--it has potentials and it has limits. If the work we do lacks integrity for us, then we, the work, and the people we do it with will suffer. Alan's self was enlarged by his academic vocation, and the work he did was a joy to behold. Eric's self was diminished by his encounter with academia, and choosing a different vocation might have been his only way to recover integrity lost.

WHEN TEACHERS LOSE HEART

As good teachers weave the fabric that joins them with students and subjects, the heart is the loom on which the threads are tied: the tension is held, the shuttle flies, and the fabric is stretched tight. Small wonder, then, that teaching tugs at the heart, opens the heart, even breaks the heart--and the more one loves teaching, the more heartbreaking it can be.

We became teachers for reasons of the heart, animated by a passion for some subject and for helping people to learn. But many of us lose heart as the years of teaching go by. How can we take heart in teaching once more, so we can do what good teachers always do--give heart to our students? The courage to teach is the courage to keep one's heart open in those very moments when the heart is asked to hold more than it is able, so that teacher and students and subject can be woven into the fabric of community that learning, and living, require.

There are no techniques for reclaiming our hearts, for keeping our hearts open. Indeed, the heart does not seek "fixes" but insight and understanding. When we lose heart, we need an understanding of our condition that will liberate us from that condition, a diagnosis that will lead us toward new ways of being in the classroom simply by telling the truth about who, and how, we are. Truth, not technique, is what heals and empowers the heart.

We lose heart, in part, because teaching is a daily exercise in vulnerability. I need not reveal personal secrets to feel naked in front of a class. I need only parse a sentence or work a proof on the board while my students doze off or pass notes. No matter how technical or abstract my subject may be, the things I teach are things I care about--and what I care about helps define my selfhood.

Unlike many professions, teaching is always done at the dangerous intersection of personal and public life. A good therapist must work in a personal way, but never publicly: the therapist who reveals as much as a client's name is derelict. A good trial lawyer must work in a public forum, but unswayed by personal opinion: the lawyer who allows his or her feelings about a client's guilt to weaken the client's defense is guilty of malpractice.

But a good teacher must stand where personal and public meet, dealing with the thundering flow of traffic at an intersection where "weaving a web of connectedness" feels more like crossing a freeway on foot. As we try to connect ourselves and our subjects with our students, we make ourselves, as well as our subjects, vulnerable to indifference, judgment, ridicule.

To reduce our vulnerability, we disconnect from students, from subjects, and even from ourselves. We build a wall between inner truth and outer performance, and we play-act the teacher's part. Our words, spoken at remove from our hearts, become "the balloon speech in cartoons," and we become caricatures of ourselves. We distance ourselves from students and subject to minimize the danger--forgetting that distance makes life more dangerous still by isolating the self.

This self-protective split of personhood from practice is encouraged by an academic culture that distrusts personal truth. Though the academy claims to value multiple modes of knowing, it honors only one--an "objective" way of knowing that takes us into the "real" world by taking us "out of ourselves."

In this culture, objective facts are regarded as pure while subjective feelings are suspect and sullied. In this culture, the self is not a source to be tapped but a danger to be suppressed, not a potential to be fulfilled but an obstacle to be overcome. In this culture, the pathology of speech disconnected from self is regarded, and rewarded, as a virtue.

If my sketch of the academic bias against selfhood seems overdone, here is a story from my own teaching experience. I assigned my students a series of brief analytical essays involving themes in the texts we were going to be reading. Then I assigned a parallel series of autobiographical sketches, related to those themes, so my students could see connections between the textbook concepts and their own lives.

After the first class, a student spoke to me: "In those autobiographical essays you asked us to write, is it okay to use the word 'I'?"

I did not know whether to laugh or cry--but I knew that my response would have considerable impact on a young

man who had just opened himself to ridicule. I told him that not only could he use the word "I," but I hoped he would use it freely and often. Then I asked what had led to his question.

"I'm a history major," he said, "and each time I use 'I' in a paper, they knock off half a grade."

The academic bias against subjectivity not only forces our students to write poorly ("It is believed...", instead of, "I believe..."), it deforms their thinking about themselves and their world. In a single stroke, we delude our students into believing that bad prose turns opinions into facts and we alienate them from their own inner lives.

Faculty often complain that students have no regard for the gifts of insight and understanding that are the true payoff of education--they care only about short-term outcomes in the "real" world: "Will this major get me a job?" "How will this assignment be useful in 'real' life?"

But those are not the questions deep in our students' hearts. They are merely the questions they have been taught to ask, not only by tuition-paying parents who want their children to be employable, but by an academic culture that distrusts and devalues inner reality. Of course our students are cynical about the inner outcomes of education: we teach them that the subjective self is irrelevant and even unreal.

The foundation of any culture lies in the way it answers the question, "Where do reality and power reside?" For some cultures the answer is the gods; for some it is nature; for some it is tradition. In our culture, the answer is clear: reality and power reside in the external world of objects and events, and in the sciences that study that world, while the inner realm of "heart" is a romantic fantasy--an escape from harsh realities perhaps, but surely not a source of leverage over "the real world."

We are obsessed with manipulating externals because we believe that they will give us some power over reality and win us some freedom from its constraints. Mesmerized by a technology that seems to do just that, we dismiss the inward world. We turn every question we face into an objective problem to be solved--and we believe that for every objective problem there is some sort of technical fix.

That is why we train doctors to repair the body but not to honor the spirit; clergy to be CEOs but not spiritual guides; teachers to master techniques but not to engage their students' hearts--or their own. That is why our students are cynical about the efficacy of an education that transforms the inner landscape of their lives: when academic culture dismisses inner truth and pays homage only to the objective world, students as well as teachers lose heart.

LISTENING TO THE TEACHER WITHIN

Recovering the heart to teach requires us to reclaim our relationship with the teacher within. This teacher is one whom we knew when we were children but lost touch with as we grew into adulthood, a teacher who continually invites me to honor my true self--not my ego or expectations or image or role, but the self I am when all the externals are stripped away.

By inner teacher, I do not mean "conscience" or "superego," moral arbiter or internalized judge. In fact, conscience, as it is commonly understood, can get us into deep vocational trouble. When we listen primarily for what we "ought" to be doing with our lives, we may find ourselves hounded by external expectations that can distort our identity and integrity. There is much that I "ought" to be doing by some abstract moral calculus. But is it my vocation? Am I gifted and called to do it? Is this particular "ought" a place of intersection between my inner self and the outer world, or is it someone else's image of how my life should look?

When I follow only the oughts, I may find myself doing work that is ethically laudable but that is not mine to do. A vocation that is not mine, no matter how externally valued, does violence to the self--in the precise sense that it violates my identity and integrity on behalf of some abstract norm. When I violate myself, I invariably end up violating the people I work with. How many teachers inflict their own pain on their students--the pain that comes from doing a work that never was, or no longer is, their true work?

The teacher within is not the voice of conscience but of identity and integrity. It speaks not of what ought to be, but of what is real for us, of what is true. It says things like, "This is what fits you and this is what doesn't." "This is who you are and this is who you are not." "This is what gives you life and this is what kills your spirit--or makes you wish you were dead." The teacher within stands guard at the gate of selfhood, warding off whatever insults our integrity and welcoming whatever affirms it. The voice of the inward teacher reminds me of my potentials and limits as I negotiate the force field of my life.

I realize that the idea of a "teacher within" strikes some academics as a romantic fantasy, but I cannot fathom why. If there is no such reality in our lives, centuries of Western discourse about the aims of education become so much lip-flapping. In classical understanding, education is the attempt to "lead out" from within the self a core of wisdom that has the power to resist falsehood and live in the light of truth, not by external norms but by reasoned and reflective self-determination. The inward teacher is the living core of our lives that is addressed and evoked by any education worthy of the name.

Perhaps the idea is unpopular because it compels us to look at two of the most difficult truths about teaching. The first is that what we teach will never "take" unless it connects with the inward, living core of our students' lives, with our students' inward teachers.

We can, and do, make education an exclusively outward enterprise, forcing students to memorize and repeat facts without ever appealing to their inner truth--and we get predictable results: many students never want to read a challenging book or think a creative thought once they get out of school. The kind of teaching that transforms people does not happen if the student's inward teacher is ignored.

The second truth is even more daunting: we can speak to the teacher within our students only when we are on speaking terms with the teacher within ourselves.

The student who said that her bad teachers spoke like cartoon characters was describing teachers who have grown deaf to their inner guide, who have so thoroughly separated inner truth from outer actions that they have lost touch with a sense of self. Deep speaks to deep, and when we have not sounded our own depths, we cannot sound the depths of our students' lives.

How does one attend to the voice of the teacher within? I have no particular methods to suggest, other than the familiar ones: solitude and silence, meditative reading and walking in the woods, keeping a journal, finding a friend who will simply listen. I merely propose that we need to learn as many ways as we can of "talking to ourselves."

That phrase, of course, is one we normally use to name a symptom of mental imbalance--a clear sign of how our culture regards the idea of an inner voice! But people who learn to talk to themselves may soon delight in the discovery that the teacher within is the sanest conversation partner they have ever had.

We need to find every possible way to listen to that voice and take its counsel seriously, not only for the sake of our work, but for the sake of our own health. If someone in the outer world is trying to tell us something important and we ignore his or her presence, that person either gives up and stops speaking or becomes more and more violent in attempting to get our attention.

Similarly, if we do not respond to the voice of the inward teacher, it will either stop speaking or become violent: I am convinced that some forms of depression, of which I have personal experience, are induced by a long-ignored inner teacher trying desperately to get us to listen by threatening to destroy us. When we honor that voice with simple attention, it responds by speaking more gently and engaging us in a life-giving conversation of the soul.

That conversation does not have to reach conclusions in order to be of value: we do not need to emerge from "talking to ourselves" with clear goals, objectives, and plans. Measuring the value of inner dialogue by its practical outcomes is like measuring the value of a friendship by the number of problems that are solved when friends get together.

Conversation among friends has its own rewards: in the presence of our friends we have the simple joy of feeling at ease, at home, trusted and able to trust. We attend to the inner teacher not to get fixed but to befriend the deeper self, to cultivate a sense of identity and integrity that allows us to feel at home wherever we are.

Listening to the inner teacher also offers an answer to one of the most basic questions teachers face: how can I develop the authority to teach, the capacity to stand my ground in the midst of the complex forces of both the classroom and my own life?

In a culture of objectification and technique we often confuse authority with power, but the two are not the same. Power works from the outside in, but authority works from the inside out. We are mistaken when we seek "authority" outside ourselves, in sources ranging from the subtle skills of group process to that less-than-subtle method of social control called grading. This view of teaching turns the teacher into the cop on the corner, trying to keep things moving amicably and by consent, but always having recourse to the coercive power of the law.

External tools of power have occasional utility in teaching, but they are no substitute for authority, the authority that comes from the teacher's inner life. The clue is in the word itself, which has "author" at its core. Authority is granted to people who are perceived as "authoring" their own words, their own actions, their own lives, rather than playing a scripted role at great remove from their own hearts. When teachers depend on the coercive powers of law or technique, they have no authority at all.

I am painfully aware of the times in my own teaching when I lose touch with my inner teacher, and therefore with my own authority. In those times I try to gain power by barricading myself behind the podium and my status while wielding the threat of grades. But when my teaching is authorized by the teacher within me, I need neither weapons nor armor to teach.

Authority comes as I reclaim my identity and integrity, remembering my selfhood and my sense of vocation. Then teaching can come from the depths of my own truth--and the truth that is within my students has a chance to respond in kind.

INSTITUTIONS AND THE HUMAN HEART

My concern for the "inner landscape" of teaching may seem indulgent, even irrelevant, at a time when many teachers are struggling simply to survive. Wouldn't it be more practical, I am sometimes asked, to offer tips, tricks, and techniques for staying alive in the classroom, things that ordinary teachers can use in everyday life?

I have worked with countless teachers, and many of them have confirmed my own experience: as important as methods may be, the most practical thing we can achieve in any kind of work is insight into what is happening inside us as we do it. The more familiar we are with our inner terrain, the more surefooted our teaching--and living--becomes.

I have heard that in the training of therapists, which involves much practical technique, there is a saying: "Technique is what you use until the therapist arrives." Good methods can help a therapist find a way into the client's dilemma, but good therapy does not begin until the real-life therapist joins with the real life of the client.

Technique is what teachers use until the real teacher arrives, and we need to find as many ways as possible to help that teacher show up. But if we want to develop the identity and integrity that good teaching requires, we must do something alien to academic culture: we must talk to each other about our inner lives--risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract.

I was reminded of that fear recently as I listened to a group of faculty argue about what to do when students share personal experiences in class--experiences that are related to the themes of the course, but that some professors regard as "more suited to a therapy session than to a college classroom."

The house soon divided along predictable lines. On one side were the scholars, insisting that the subject is primary and must never be compromised for the sake of the students' lives. On the other side were the student-centered folks, insisting that the lives of students must always come first even if it means that the subject gets short-changed. The more vigorously these camps promoted their polarized ideas, the more antagonistic they became--and the less they learned about pedagogy or about themselves.

The gap between these views seems unbridgeable--until we understand what creates it. At bottom, these professors were not debating teaching techniques. They were revealing the diversity of identity and integrity among themselves, saying, in various ways, "Here are my own limits and potentials when it comes to dealing with the relation between the subject and my students' lives."

If we stopped lobbing pedagogical points at each other and spoke about who we are as teachers, a remarkable thing might happen: identity and integrity might grow within us and among us, instead of hardening as they do when we defend our fixed positions from the foxholes of the pedagogy wars.

But telling the truth about ourselves with colleagues in the workplace is an enterprise fraught with danger, against which we have erected formidable taboos. We fear making ourselves vulnerable in the midst of competitive people and politics that could easily turn against us, and we claim the inalienable right to separate the "personal" and the "professional" into airtight compartments (even though everyone knows the two are inseparably intertwined). So we keep the workplace conversation objective and external, finding it safer to talk about technique than about selfhood.

Indeed, the story I most often hear from faculty (and other professionals) is that the institutions in which they work are the heart's worst enemy. In this story, institutions continually try to diminish the human heart in order to consolidate their own power, and the individual is left with a discouraging choice: to distance one's self from the institution and its mission and sink into deepening cynicism (an occupational hazard of academic life), or to maintain eternal vigilance against institutional invasion and fight for one's life when it comes.

Taking the conversation of colleagues into the deep places where we might grow in self-knowledge for the sake of our professional practice will not be an easy, or popular, task. But it is a task that leaders of every educational institution must take up if they wish to strengthen their institution's capacity to pursue the educational mission. How can schools educate students if they fail to support the teacher's inner life? To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world. How can schools perform their mission without encouraging the guides to scout out that inner terrain?

As this century of objectification and manipulation by technique draws to a close, we are experiencing an exhaustion of institutional resourcefulness at the very time when the problems that our institutions must address grow deeper and more demanding. Just as 20th-century medicine, famous for its externalized fixes for disease, has found itself required to reach deeper for the psychological and spiritual dimensions of healing, so 20th-century education must open up a new frontier in teaching and learning--the frontier of the teacher's inner life.

How this might be done is a subject I have explored in earlier essays in *Change*, so I will not repeat myself here. In "Good Talk About Good Teaching," I examined some of the key elements necessary for an institution to host non-compulsory, non-invasive opportunities for faculty to help themselves and each other grow inwardly as teachers. In "Divided No More: A Movement Approach to Educational Reform," I explored things we can do on our own when institutions are resistant or hostile to the inner agenda. (See box.)

Our task is to create enough safe spaces and trusting relationships within the academic workplace--hedged about

by appropriate structural protections--that more of us will be able to tell the truth about our own struggles and joys as teachers in ways that befriend the soul and give it room to grow. Not all spaces can be safe, not all relationships trustworthy, but we can surely develop more of them than we now have so that an increase of honesty and healing can happen within us and among us--for our own sake, the sake of our teaching, and the sake of our students.

Honesty and healing sometimes happen quite simply, thanks to the alchemical powers of the human soul. When I, with 30 years of teaching experience, speak openly about the fact that I still approach each new class with trepidation, younger faculty tell me that this makes their own fears seem more natural--and thus easier to transcend--and a rich dialogue about the teacher's selfhood often ensues. We do not discuss techniques for "fear management," if such exist. Instead, we meet as fellow travelers and offer encouragement to each other in this demanding but deeply rewarding journey across the inner landscape of education--calling each other back to the identity and integrity that animate all good work, not least the work called teaching.

Added material

Parker J. Palmer is a writer, teacher, and activist who works independently on issues in education, community, leadership, spirituality, and social change. He gives workshops, lectures, and retreats in this country and abroad. He serves as Senior Associate of the American Association for Higher Education, as Senior Advisor to the Fetzer Institute, and is founder of Fetzer's Teacher Formation Program for K-12 teachers. His books include *The Company of Strangers*, *To Know As We Are Known*, *The Active Life*, and *The Courage to Teach*. He holds a PhD from the University of California at Berkeley and lives in Madison, Wisconsin. This essay consists of edited excerpts from the Introduction, Chapter I, and Chapter V of Parker J. Palmer's new book, *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (San Francisco: Jossey-Bass Publishers, 1997), as well as new material written for *Change*. The author retains the copyright for this article.

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RESOURCES

* "Good Talk About Good Teaching: Improving Teaching Through Conversation and Community" appeared in the November/December 1993 issue of *Change*. A revised version appears as Chapter VI in *The Courage to Teach*.

* "Divided No More: A Movement Approach to Educational Reform" appeared in the March/April 1992 issue of *Change*. A revised version appears as Chapter VII in *The Courage to Teach*.

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