

# Why Teach?

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**T**HERE ARE MANY reasons that lead people to choose elementary and secondary school teaching. Some people choose teaching because they enjoy being with young people and watching them grow. Others need to be around young people and let their students grow for them. Teaching for some is a family tradition, a craft that one naturally masters and a world that surrounds one from childhood. For others teaching is magical because they have had magical teachers whose roles they want to assume. Teaching can be a way of sharing power, of convincing people to value what you value, or to explore the world with you or through you.

There are some cynical reasons for going into teaching, which were much more prevalent when getting a job was not difficult. For example, for some people teaching becomes a matter of temporary convenience, of taking a job that seems respectable and not too demanding while going to law school, supporting a spouse through professional or graduate school, scouting around for a good business connection, or merely marking time while figuring out what one really wants to do as an adult. For others teaching is a jumping-off point into administration, research, or supervision.

Many student teachers I have known over the last five years are becoming teachers to negate the wounds they received when they were in school. They want to counter the racism, the sexual put-downs, all the other humiliations they experienced with new, freer ways of teaching and learning. They want to be teachers to protect and nurture people younger than they who have every likelihood of being damaged by the schools. Some of these people come from poor or oppressed communities, and their commitment to the children is a commitment to the community of their parents, brothers and sisters, and their own children as well. Others, mostly from white middle- or upper-class backgrounds, have given up dialogue with their parents and rejected the community they grew up in. Teaching for them becomes a means of searching for ways of connecting with a community they can care for and serve.

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There were a number of reasons that led me to choose elementary school teaching. For one, I never wanted to put my toys away and get on with the serious business of being an adult. I enjoy playing games, building things that have no particular purpose or value beyond themselves, trying painting, sculpting, macramé without becoming obsessed by them. I enjoy moving from subject to subject, from a math problem to a design problem, from bead collecting to the classification of mollusks. Specialization does not interest me, and teaching elementary school makes it possible for me to explore many facets of the world and share what I learn. My self-justification is that the games I play and the things I explore all contribute to making a curriculum that will interest and engage my students.

I guess also I became a teacher of young children initially because I thought they were purer, more open, and less damaged than I was. They were the saviors—they could dare to be creative where I was inhibited; they could write well because they didn't know what good writing was supposed to be; they could learn with ease, whereas I was overridden with anxiety over grades and tests. I never forgot the time in high school when I was informed that I missed making *Arista*, the national high school honor society, by 0.1 of a point. I went into the boys' bathroom and cried, the first time I had cried since being a baby. Neither Hitler's horrors nor the deaths of relatives and friends could cause me to cry because I was a male and was too proud to show sadness and weakness. Yet 0.1 of a grade point could bring tears and self-hatred and feelings of inferiority. And what if I'd made it—would I laugh at my friends' tears because they missed by 0.1 of a point just as they did at me? There is no reward on either side of that cruel system.

When I became a teacher, some of my dreams of free development for my own students came true—they could be open and creative. But they also could be closed, destructive, nasty, manipulating—all the things I wanted to avoid in the adult world. It was important to sort out the romance of teaching from the realities of teaching and discover whether, knowing the problems, the hard work and frustration, it still made sense to teach. For me the answer has been yes, but there are still times I wish I'd chosen some easier vocation.

Everyone who goes into teaching, even temporarily, has many reasons for choosing to spend five hours a day with young people. These reasons are often unarticulated and more complex than one imagines. Yet they have significant effects on everyday work with students and on the satisfaction and strength the teacher gets from that work. Consequently, it makes sense, if you are thinking of becoming a teacher, to begin questioning yourself and understanding what you expect from teaching and what you are willing to give to it.

It also is of value to understand what type of children, what age, what setting is most sensible for your temperament and skills. Simple mistakes like teaching children that are too young or too old can destroy promising teachers. I had a friend who was teaching first grade and having a miserable time

of it. The class was out of order; the students paid no attention to what she said, and she couldn't understand what the children were talking about. One day in anger, she blurted out to me that her major frustration was that she couldn't hold a good conversation with her class. She wanted to talk about civil rights, racism, about ways of reconstructing our society, about poverty and oppression.

She wanted to read poetry with the children, expose them to music. She prepared each class for hours, put herself into the work, cared about the children—and yet things kept on getting worse. What she wanted and needed from her six-year-olds was simply beyond them. I suggested that she try junior high if she wanted dialogue and challenge from her students. First grade was a mistake. The next year she transferred to one of the most difficult junior high schools in New York City, where she immediately felt at home. She was in the right place—what she offered could be used by the students, and therefore they could reward her with the exchange she needed.

There are a number of questions people thinking of becoming teachers might ask themselves in order to clarify their motives and focus on the type of teaching situations that could make sense for them. These questions do not have simple answers. Sometimes they cannot be answered until one has taught for a while. But I think it makes sense to keep them in mind while considering whether you actually want to teach and then, if you do, during training and the first few years of work.

1. What reasons do you give yourself for wanting to teach? Are they all negative (e.g., because the schools are oppressive, or because I was damaged, or because I need a job and working as a teacher is more respectable than working as a cab driver or salesperson)? What are the positive reasons for wanting to teach? Is there any pleasure to be gained from teaching? Knowledge? Power? As an elaboration on this, there is another similar question:

2. Why do you want to spend so much time with young people? Are you afraid of adults? Intimidated by adult company? Fed up with the competition and coldness of business and the university? Do you feel more comfortable with children? Have you spent much time with children recently, or are you mostly fantasizing how they would behave? Before deciding to become a teacher, it makes sense to spend time with young people of different ages at camp, as a tutor, or as a playground supervisor. I have found it valuable to spend time at playgrounds and observe children playing with each other or relating to their parents or teachers. One day watch five-, ten-, fifteen-year-olds on the playground or the street, and try to see how they are alike and how they are different. The more you train your eye to observe young people's behavior, the easier it will be to pick up attitudes and feelings and relationships in your own classroom.

Elaborating on the question of why spend so much time with young people, it is important to ask . . .

3. What do you want from the children? Do you want them to do well on tests? Learn particular subject matter? Like each other? Like you? How much do you need to have students like you? Are you afraid to criticize them or set limits on their behavior because they might be angry with you? Do you consider yourself one of the kids? Is there any difference in your mind between your role and that of your prospective students?

Many young teachers are not sure of themselves as adults, feel very much like children, and cover over a sense of their own powerlessness with the rhetoric of equality. They tell their students that they are all equal and then are surprised when their students walk all over them or show them no respect. If students have to go to school, if the teacher is paid and the students are not, if the young expect to learn something from the older in order to become more powerful themselves, then the teacher who pretends to be an equal of the student is both a hypocrite and a disappointment in the students' eyes. This does not mean that the teacher doesn't learn with or from the students, nor does it mean that the teacher must try to coerce the students into learning or be the source of all authority. It does mean, however, that the teacher ought to have some knowledge or skills to share, mastery of a subject that the students haven't already encountered and might be interested in. This leads to the next question:

4. What do you know that you can teach to or share with your students? Too many young people coming out of college believe that they do not know anything worth sharing or at least feel they haven't learned anything in school worth it. Teacher training usually doesn't help since it concentrates on "teaching skills" rather than the content of what might be learned. Yet there is so much young people will respond to if the material emerges out of problems that challenge them and if the solutions can be developed without constant judging and testing. I have found that young people enjoy working hard, pushing and challenging themselves. What they hate is having their self-esteem tied up in learning and regurgitating material that bores them. Constant testing interferes with learning.

The more you know, the easier teaching becomes. A skilled teacher uses all his or her knowledge and experience in the service of building a curriculum each year for the particular individuals that are in the class. If you cannot think of any particular skills you have, but just like being with children, don't go right into teaching. Find other ways of spending time with young people while you master some skills that you believe are worth sharing.

Here is a partial list of things one could learn: printing; working with wood, plastic, fabrics, metal; how to run a store; making or repairing cars, shoes, boats, airplanes; playing and teaching cards, board, dice, ball games; playing and composing music; understanding ways of calculating and the

use and construction of computers; using closed-circuit TV; making films; taking pictures; understanding history, especially history that explains part of the present; knowing about animals and plants; understanding something of the chemistry of life; knowing the law; understanding how to use or care for one's body.

These subjects are intrinsically interesting to many students and can be used as well in teaching the so-called basic skills of reading, writing, and math, which are themselves no more than tools that extend people's power and make some aspects of the world more accessible. Too often these basic skills are taught in isolation from interesting content, leaving students wondering what use phonics or set theory could possibly have in their lives. It is not good enough to tell the class that what they are learning now will be of use when they are grown-ups. Six-year-olds and ten-year-olds have immediate interests, and reading and math ought to be tied to these interests, which range all the way from learning to make and build things to learning to play games and master comic books and fix bicycles and make money and cook and find out about other people's feelings and lives—the list can go on and on. The more time you spend informally with young children, the more you will learn about their interests. Listening carefully and following up on what you hear are skills a teacher has to cultivate. If students are interested in paper airplanes, it is more sensible to build a unit around flying than to ban them and assume police functions.

5. Getting more specific, a prospective teacher ought to consider what age youngster he or she feels greatest affinity toward or most comfortable with. There are some adults who are afraid of high school— or junior high school—aged people (thirteen- to seventeen-year-olds), while others are terrified at the idea of being left alone in a room with twenty-four six-year-olds. Fear of young people is neither unnatural nor uncommon in our culture. This is especially true in the schools, where undeclared warfare between the adults and the children defines much of the social climate. As long as young people feel constantly tested and judged by their teacher and have to experience the humiliation of their own or their friends' failures, they try to get even in any ways they can. Teachers who try to be kind often find themselves taken advantage of, while those who assume a strict stand are constantly tricked and mocked. It takes time and experience to win the respect of young people and not be considered their enemy in the context of a traditional American school.

It is very difficult to feel at ease in a classroom, to spend five hours with young people, and not emerge wiped out or exhausted at the end of the day. This is especially true if one is mismatched with the students.

Great patience and humor, an ease with physical contact, and an ability to work with one's hands as well as one's mouth are needed for teachers of five- and six-year-olds. A lack of sexual prudery is almost a prerequisite for

junior high school teachers, while physical and personal confidence and the love of some subject make work with high school students much easier.

This does not mean that an adult shouldn't take chances working with students whose age poses a problem. I know this year has been one of the most fulfilling of my teaching years, and yet I was full of anxiety about my ability to be effective with five- and six-year-olds after working with twelve- to eighteen-year-olds for twelve years. I taught myself to be patient, learned to work with my hands, to play a lot, to expect change to develop slowly. The students' ability to express affection or dislike openly and physically moved and surprised me, and initially their energy exhausted me. I must have lost fifteen pounds the first month, just trying to keep up with them.

One way of discovering what age youngster to begin working with is to visit a lot of schools. Try to find teachers you like and respect, and spend a few days working alongside them. Don't visit for an hour or two. It is important to stay all day (or if you have time, all week) to get a sense of the flow of time and energy working with that age person involves. Of course, your rhythm as a teacher might be different, but it is important to have a sense of what it is like to be with young people all day before becoming a teacher.

6. Before becoming a teacher it is important to examine one's attitudes toward racial and class differences. Racism is part of the heritage of white Americans, and though it can be mostly unlearned, it manifests itself in many subtle ways. Some white teachers are overtly condescending toward black and brown and red children, giving them crayons instead of books. Others are more subtly condescending—they congratulate themselves on caring enough to work in a ghetto, choose one or two favorite students and put the rest down as products of a bad environment. They consider themselves liberal, nonracist, and yet are repelled by most of their students while believing that they are "saving" a few. There are ways of picking up racist attitudes in one's own way of talking. When a teacher talks about his or her pupils as "them" or "these kind of children," or when a favorite pupil is described as "not like the rest of them," one is in the presence of a racist attitude. Accompanying this attitude is usually an unarticulated fear of the children. I have seen white kindergarten teachers treat poor black five-year-old boys as if they were nineteen, carried guns and knives, and had criminal intentions at all times. Needless to say, this sort of adult attitude confuses and profoundly upsets the child. It also causes the adult to ignore acts that should otherwise be prevented. Many white teachers in ghetto schools claim they are being permissive and believe in allowing their students freedom when it would be closer to the truth to say that they are afraid that their students will beat them up and that they are afraid to face the moral rage their students have from being treated in brutal and racist

ways. When a student destroys a typewriter or brutalizes a smaller student, that is not an acceptable or humane use of freedom.

Young teachers have a hard time knowing how and when to be firm and when to be giving. This becomes even more complex when the teacher is white, of liberal persuasion, afraid of physical violence, and teaching a class of poor children who are not white.

However, fear is not limited to white-nonwhite situations. Many middle-class people have attitudes toward poor people in general that are manifested in the classroom in ways very close to the racist attitudes described above. Poverty is looked upon as a disease that one does not want to have contact with. Many teachers have a hard time touching poor children, as if somehow the poverty can be spread by physical contact. Then there are the condescending liberal attitudes toward “saving” a few good students from the general condition of poverty, as if the rest got what they deserve.

Prospective teachers, especially those who might choose or be assigned to work with poor or nonwhite students have to examine their own attitudes toward class and race. If these people come from isolated white middle-class communities, I would suggest they move into a mixed urban community and live and work there before becoming teachers. Then they might be able to see their students as individuals rather than as representatives of a class or race. And they might also develop insight into the different ways people learn and teach each other and themselves. Good teaching requires an understanding and respect of the strengths of one’s pupils, and this cannot develop if they and their parents are alien to one’s nonschool experience.

7. Another, perhaps uncomfortable, question a prospective teacher ought to ask him or herself is what sex-based motives he or she has for wanting to work with young people. Do you want to enable young boys or girls to become the boys or girls you could never be? To, for example, free the girls of the image of prettiness and quietness and encourage them to run and fight, and on an academic level, mess about with science and get lost in the abstractions of math? Or to encourage boys to write poetry, play with dolls, let their fantasies come out, and not feel abnormal if they enjoy reading or acting or listening to music?

Dealing with sex is one of the most difficult things teachers who care to have all their students develop fully have to learn how to manage. Often children arrive at school as early as kindergarten with clear ideas of what is proper behavior for boys and girls. The teacher has to be sensitive to parentally and culturally enforced sex roles that schools traditionally enforce, and be able to lead children to choose what they want to learn, free of those encumbrances.

There are other problems teachers have to sort out that are sexual rather than sex-based. Many male teachers enjoy flirting with female

students and using flirtation as a means of controlling the girls. Similarly, some female teachers try to seduce male students into learning. All these exchanges are covert—a gesture, a look, a petulant or joking remark.

Children take adult affection very seriously, and often what is play or dalliance on the part of the adult becomes the basis of endless fantasy and expectation on the part of the child. The issue exists in the early grades, but is much more overt on the high school level, where young teachers often naively express affection and concern, which students interpret as sexual overtures (which in some cases they might actually be, however unclear to the teacher).

Entering into an open relationship with a student is another issue altogether. Obviously, love is not bound to age or status. One should be wary, however, of confusing love with conquest and manipulation, but these problems are not limited to one's life as a teacher.

A final question that should be asked with respect to sex in the classroom: Do you need to get even with one sex, as a group, for real or fancied injuries you experienced? Do you dislike boys or girls as a group? Do you feel that the girls were always loved too much? That the boys brutalized you and need to learn a lesson? That somehow you have to get even in your classroom for an injury you suffered as a child? There are many good reasons for not becoming a teacher, and the need to punish others for a hurt you suffered is certainly one.

It might seem that I'm being harsh or cynical by raising questions about motives for teaching and suggesting that there are circumstances in which a person either should not become a teacher or should wait a while. If anything, these questions are too easy and can unfortunately be put aside with facile, self-deceiving answers. But teaching young people—i.e., helping them become sane, powerful, self-respecting, and loving adults—is a very serious and difficult job in a culture as oppressive and confused as ours, and needs strong and self-critical people.

There are other questions that ought to be considered. These might seem less charged, but are not less important.

8. What kind of young people do you want to work with? There are a number of children with special needs that can be assisted by adults with particular qualities. For example, there are some severely disturbed children—children whose behavior is bizarre, who are not verbal, who might not yet be toilet-trained at nine or ten, who might be engaged in dialogue for hours at a time with creatures you cannot perceive. My first experience was at a school for severely disturbed children very much like those described above. I liked the children, but lasted only six months since I didn't have the patience. I needed them to recognize and engage me, even through defiance. I couldn't bear their silence or removal, their unrelieved pain. As soon as I changed schools and began to work with normal, though angry and defiant, young people, I felt at home.

My wife, Judy, is different. She has the patience to live with small increments of change, is calm and gentle and nonthreatening to remote and scared children. She feels much more at home in silent or remote worlds than I do, and is an excellent teacher of disturbed children. It is a matter of knowing who you are and what the children need.

These same questions should be raised by people thinking of working with deaf, blind, or physically damaged people. Who are they? What is the world they live in? How can I serve them?

Let me illustrate a perverse way of going about deciding how to serve people in order to point toward a healthier way of functioning. For a long time most schools for deaf children were controlled by nondeaf teachers, parents, and administrators who advocated the oral, rather than the manual, tradition. The oral tradition maintained that it was necessary for deaf individuals to learn to speak instead of depending on sign language. Many oralist schools prohibited their students from using sign language, and some professionals within that tradition maintained that sign language was not a “real” language at all, but some degenerate or primitive form of communication. All these prohibitions were to no avail—deaf children learned signing from each other and used it when the teachers’ backs were turned. Many deaf adults trained in oralist schools ended up despising the language they were forced to learn and retreated into an all-deaf world where communication was in signs. Recently things have begun to change—sign language has been shown to be an expressive, sophisticated language with perhaps even greater potential for communication than oral language. A deaf-power movement has developed that insists that teachers of the deaf respond to the needs of deaf adults and children. It is no longer possible to tell deaf people what they must learn from outside the community. To teach within a deaf community (and, in fact, in all communities) requires understanding the world people live in and responding to their needs as they articulate them. This does not mean that the teacher should be morally or politically neutral. Rather, it means that being a teacher does not put an individual in a position of forcing his or her values on students or community. A teacher must engage in dialogue with the students and parents if he or she hopes to change them—and be open to change as well. Many teachers have been educated in communities they initially thought they would educate.

9. Some people get along well in crowds, and others function best with small groups or single individuals. Before becoming a classroom teacher, it is important to ask oneself what the effect is on one’s personality of spending a lot of time with over twenty people in the same room. Some of the best teachers I know do not feel at ease or work effectively with more than a dozen students at a time. With those dozen, however, they are unusually effective. There are other people who have a gift for working on a

one-to-one basis with students no one else seems to reach. There are ways to prepare oneself for individual or small-group work—as skills specialist, remedial teacher, learning disabilities specialist, and so forth. There are also schools where it is possible to work with small groups as a teacher. Once you decide how you want to begin to work in a school, then you can look around and try to discover a situation in which you can be effective.

10. A final, though complex, question is what kind of school one should teach in. This is especially difficult for people like me, who believe that almost every school in the United States, within and without the public school system, contributes to maintaining an oppressive society based upon an unequal distribution of wealth and a debasement of people's sense of dignity and personal worth. In the next section I will elaborate on this and suggest some ways of infiltrating the system and struggling to change it. It is my conviction that teachers who comply with the values and goals of this culture can only do so at the cost of stripping their students of self-respect and substituting violence in the form of competition in place of knowledge, curiosity, and a sense of community.

**Getting a Job.** There are not many teaching jobs these days. If you still care to teach, broaden your notion of where you might teach. The schools are only one possible place. Try businesses, social agencies, hospitals, parks, community service organizations. It is, for example, possible to teach literacy to hospitalized children; to use an art and recreation program as a means of teaching most anything; to become associated with a job training program or a prison program. It is possible to set up a childcare operation in your home, or turn babysitting into a teaching situation, or set up an afterschool tutoring program. Often there are federal or state monies available for reading or childcare or delinquency prevention programs. It is important to know how to get access to that money. If necessary, go to the county board of education, to Head Start offices, to regional offices of the Department of Health, Education and Welfare and ask about the programs they sponsor. Often a few weeks of research may open up a number of unexpected possibilities. The Grantsmanship Newsletter is an excellent source of information and is worth having (for subscriptions write to Grantsmanship Center, 1015 W. Olympic Blvd., Los Angeles, CA 90015).

Also think about teaching children with problems—the severely disturbed, retarded, physically handicapped, deaf, or blind. Remember, children are children despite the way in which society labels them. Basically the same techniques and belief in the children's abilities work with all kinds of children. If there are special things one need learn, they are easy to master. The more one thinks of teaching outside the schools, the more imaginative one can be in searching for a job that will allow one to teach, or in defining a job and convincing others that it is worth supporting.

## FOR FURTHER EXPLORATION

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