Living Life Deliberately, Teaching Deliberately: Lessons from Walden Pond to Winthrop Teachers and Learners

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One of the great joys of teaching literature is that I get to read great books, poems, and plays, over and over—and I get paid for it! I am not sure how early on I figured out this scam, but I am glad I found a way to trick society into rewarding me for something I would do for free. (Please do not tell payroll about this— I accept their checks and deposit them with relatively little guilt.)

One book I have read more times than I can count is Henry David Thoreau's *Walden*. As Thoreau writes, “How many a man has dated a new era in his life from the reading of a book.” In my case, I have dated several eras of my life from my continual rereading of *Walden*. Although I never thought about it before, much I have learned from Thoreau applies to teaching and learning.

He talks about reading, a central activity for both us and our students: “To read well, that is, to read true books in a true spirit, is a noble exercise, and one that will task the reader more than any exercise which the customs of the day esteem.” He goes on: “It requires a training such as the athletes underwent, the steady intention almost of the whole life to this object.” I am proud of the focus on critical reading at Winthrop—and I see that my emphasis on critical reading in my teaching was influenced by my Concord friend.

One more comment about reading, my favorite: “Books must be read as deliberately and reservedly as they were written.” As readers, we probably can never do that, but the idea should make us try harder to read more deliberately, more reservedly. Our students can certainly learn to do that, and they do, in courses in the general education core and across the curriculum.

I first read *Walden*, or parts of it, when I was in 11th grade English, American literature with Miss Williams, one of my most challenging and favorite teachers. When I read his famous line, “The mass of men lead lives of quiet desperation,” I did not want to believe that to be true. But it is true, of course, and not just for old folks like me. I see in my students those signs of quiet desperation, and I hope my teaching and what we read and talk about can relieve some of that.

One of my favorite sections of *Walden* is “The Bean-Field,” in which Thoreau writes about his labors in growing the crop that would provide not only his food but also his income. “I was determined to know beans,” he says, a line that is both humorous and profound. I see “knowing beans” as a metaphor for teaching, and our classrooms as our own bean fields. “I came to love my rows, my beans,” he says. As he continues to work, hoeing his rows, weeding his field, he realizes, “It was no longer beans I hoed, nor I that hoed beans.”

As I have written before,
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teaching is like farming. We prepare the soil, we plant the seeds, we water them, we watch them as they produce tender green shoots, we weed them, we fertilize them—and then comes the harvest. But the true harvesters are not us, but our “beans,” our students. How miraculous! How many times has a former student told you that something you said or did in class changed her life? I think I have heard that half a dozen or so times—and it makes me think that it has happened to many more students than I hear from. We are like Johnny Appleseed, who plants, then moves on. But what groves we leave behind us!

In the first and longest chapter, “Where I Lived, and What I Lived For,” Thoreau makes his famous pronouncement: “Simplify, simplify.” How I need to hear that this busy, harried week, as I need to hear this: “Our life is frittered away by detail.” I don’t know about you, but that certainly describes my week. From Thoreau, I know the virtue in simplifying, and I know how to do it, too. Reading. Solitude. Hoeing my beans.

In that chapter, he tells us why he went to the woods, but he could also be talking for me, telling me why I long ago chose to be a teacher: “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach.” Aha! He says it straight out: teaching and learning.

His next lines describe exactly what I strive to be and do as a teacher: “I wanted to live deep and suck out all the marrow of life, to cut a broad swath and shave close.” There are some days in the classroom, some magic days, where that is exactly what happens. I live for those moments.

In Walden, Thoreau says, “I know of no practical advice ever given to me by my elders.” Ah, but how much practical advice has this elder of mine given me? I could not count them. He marched to a different drum, as I often do, as many of us do. I would be a poorer person if he had not written his book, if he had not lived his life, deliberately, fronting only the essential facts of life. Henry David Thoreau is one of my greatest teachers, and I treasure what I have learned from him, about living my own life, deliberately, but also about living my life as a teacher.
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If you have a request for a session you would like to see, please email me and I will try to arrange it. And if you have a session you would like to present, please email me. We will set something up as soon as we can!

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Thought For the Week

“Classic--a book which people praise and don't read.”
--Mark Twain