"I would rather write a thesis than a letter": from description to inscription in feminist pedagogical enquiry

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Abstract

The discourses that dominate schooling and education are complicit in, and circulate reductionist and bounded understandings of social relationships (Lather, 2004; MacLure, 2003; Atkinson, 2003a). Those deeply implicated in these relationships understand that the pragmatic discourses of teaching and learning do little to elucidate or generate understandings about pedagogy that recognise the complex and contingent. There is a need for research that gives account of the experience of learning to teach without abetting the neoliberal accountability discourses in teacher education. This paper unfolds to the reader one practitioner researcher’s ways to come to know living pedagogy (Aoki, Low & Palulis, 2001) and research through the possibilities of epistolary in pedagogical enquiry.

Openings

‘Do not think issuing advice and offering instruction is easy. It makes my body tremble with the notion of one’s audacity. I would rather write a short story than a letter to you any day... People could only complain I was boring: they couldn’t say I was wrong or ... that I was guilty of presumption...’

(Weldon, 1984, pp. 90-1).

I do not come to this research as a good daughter. I do not come as a researcher to please, placate and comply with rigid paradigms that have done little to reify the lives of teachers and learners. Disembodied discourses of neoliberalism have effectively reduced teaching and learning to a representational practice in schools, higher education and educational research. I chose to research through understandings that knowledge is intricately and intimately embedded in narratives that are ‘intersubjective, developed through social relations and negotiations’ (Grumet, 1988, p. 9). I position this paper in Post-post, resisting solipsistic ‘abstract philosophizing and toward concrete efforts to put the theory to work’ (Lather, 2007, p. 157).
In my doctoral research I set out to disrupt and decentre stable notions of identity by exploring pedagogy within a context that disrupted teacher/learner relationships in pre-service teacher education. Situated within a school, students positioned as Knowers, and pre-service teachers and teacher educators positioned as co-learners; the project invited participants to correspond about their experiences of learning to teach. As a participant practitioner researcher I sought to abrade hegemonic relationships such as teacher/learner, self/Other, and researcher/researched.

Atkinson (1998) asks ‘in what way might a postmodern theory of education be useful for investigating and/or reflecting on specific current developments in educational theory and practice?’ (p. 1). Her incitement to researchers to trouble the unsatisfying rigidity of much current educational research brought me to investigate the following questions: How can the indirect and entangled relationships between self and Other be represented in educational research? And how does a teacher educator enact teach-ability (walk the space between teacher and learner)? In this paper I examine narratives to explore ‘lines of flight’ (Deleuze, 1995) in epistolary accounts of learning to teach. In doing so I trace the lines of tension and play through and between binaries as they coalesce ‘with other lines, life lines, lines of luck or misfortune... lines that are between the lines of writing’ (original emphasis, Deleuze and Guattari, 1987, p. 215). In this paper I trace rhizomatic disruptions from the flocks and volleys of over one hundred emails, letters, notes, postcards and parcels generated by my doctoral research.

Not all the data represented in this paper was generated from correspondence with the school-based cohort of secondary students or pre-service teachers. Over the same one-year period of the project I was also teaching ‘regular’ classes based at the university. One of the unexpected lines of my research flowed from exchanges with Nancy, a pre-service teacher in my Monday afternoon workshops. While not part of the school-based research project, the insights drawn through and from this epistolary exchange illuminated unimagined possibilities for the central project. The epistemological repositionings afforded through, and by, exchanges with Nancy opened up suspended spaces between teacher/learner and learner/researcher. Embracing the unsettling position of ‘the teacher’ – the one to issue advice or offer instruction - we engaged with/in a disheveling dialogue ‘negotiating’ our understandings what ‘teacher’ might and could be. These reterritorialisations (Deleuze and Guattari, 1987) afforded opportunities to theorise the use of epistolary as a method of enquiry in my doctoral research and to problematise assumptions in my research. In this paper, they afford opportunities to represent narratives that do not always have an end or a coherent middle. Narratives of ‘between and And’ (Pinar & Irwin, 2005, p.289)
teacher and learner; the midst of becoming that confound discourses of finality and absolutism in current educational discourse. I invite the reader into a performance, one representation, of my experience of coming to know ‘researching’ alongside a pre-service teacher’s coming to know ‘teaching/learning’.

On writing and reading letters

The fingerprints of identity are of a different making in email correspondence than in the more traditional traces of handwriting, ink, postmark or parchment. There is the option to generate ‘stationery’ options (digitally created background colour or textures) on most email platforms, and while they usually stay in place for all correspondence the option does require the writer to preset choices. Email spontaneity leaves other traces and stains upon the virtual page. The properties of parchment and an elegant hand have unfurled into the significance of the email address (home or work?), font selection (something other than the defaulting Times Roman?) or keying (is there an extravagant use of ‘Caps Lock’?). Further, the day, date and response time of email are the twentyfirst century equivalent hints to the urgency of correspondence. Formatting or inattention to formal conventions such as capitals, spacing, punctuation and even spelling add to the tenor and nuances of digital epistolary communication. My email to Nancy below (figure 1) bears such digital traces:

Figure 1: Email response to a letter attached to an email, 31 May 2006
This email also bears the traces of a pivotal moment in our pedagogical relationship. A moment produced ‘between the lines of writing’: between spaces, silences and lives. This moment arose from our work together in a classroom and a conversation that spilled over into email. It was precipitated by my lapse in conversation brought about by an unfortunate series of events.

The labyrinth of learning to teach is a constant struggle ‘between the biography of the structure called schooling and a biography of a learner’ (Britzman, 2003, p. 20). Pre-service teachers and teacher educators alike often express feelings of fear, anxiety and inadequacy as they are made uncomfortable by this process. And a process that is increasingly constrained by an international and national education policy, political language and concern that focus teacher education on things that are tangible and measurable. As a teacher educator for the past five years, I find myself increasingly working within a socio-political context restrained by literalism and simplicity – “One answer! One explanation! One cause!” (McKay, 2005). Pre-service teachers come to workshops looking for the formula of their ‘grade four teacher’. They look to teacher educators to impart the ‘right strategies of a good teacher’ or to just tell them how ‘it’ is done.

However, mindful that my work is embedded in, and emerges from, a commitment to social justice I engage with/in approaches which challenge teacher education simply as a clinical practice. Working between the tensions of a prevailing modernist discourse in education and the needs of both my students and their future students I engage in the long, lively and laborious process that ‘moves from interpretation and emotional evocation to praxis, empowerment and social change’ (Denzin, 2003, p. 133). For some students this can be an isolating process and it requires support for them to make such moves. As such, chance meetings, or the opportunity for students to join in a discussion outside the expectations of the formal classroom are crucial (Dixon and Senior, 2006). In my role as a part-time teacher educator committed to completing a PhD I found opportunities for establishing connectedness with students were limited, and availability or access was not just problematic for students. It had implications for the way in which I chose to practice as a ‘teacher’. As a consequence, for a number of years I have used email as one of the ways to establish and maintain contact with students as we engage in the lengthy and unpredictable pedagogic process of learning to teach, and sometimes (re)learning to learn.

Writing in the first draft?

‘...what you read of mine has gone to third or fourth draft: it is fiction: that is to say, it is a properly formulated vision of
the world. But myself living, talking, giving advice, writing this letter, is only, please remember, in first draft’

(originial emphasis, Weldon, 1984, p.10).

Is it ever possible to fully articulate a vision of our world? Isn’t all writing an act of fabrication or fiction, first draft or otherwise?

Letters are interesting and engaging as they are a source of the ways in which we establish and support relationships (Clandinin and Connelly, 1998). Stanley (2004) contends that letters are ‘interesting and analytically engaging’ as they not only retain memories but also represent ‘the moment of their production’ (p. 208). The intradiegetic possibilities of letters open the very convergences and blurred boundaries of social relationships at the heart of pedagogic enquiry. As researchers we are able to eavesdrop upon these memories and moments as what is written becomes:

‘...unbound, ab-solute, like an unavowable history. The living subject enjoys the leisure of seeing the machine. He is the humorist who witnesses, from the outside, a torture that is neither “his” nor that of the other...’

(Certeau, 1986, p.165).

In the case of generated data such as the letters in this paper, the researched are not ‘humorists’ outside the teaching/learning ‘machine’: we, the correspondents, are ‘the machine’. The relational and performative aspects of pedagogy are the machine and we are intricately involved in its making and being. We are not innocent. Our lines are not representations of transparent, properly formulated, or, even real, lives. Any claim to such ‘is but a mask that conceals a will to power’ (Lather, 2007, p.17). Within our ‘frank’ exchanges ‘lies’ a desire to explain, persuade and position; and remember only that which we choose.

However, the value I see for epistolary exchange in pedagogical enquiry is outweighed by any notions of flawed extravagance (Maynard, 1993). The personal and intimate confidences tell of narratives of coming to learn that disrupt the teleological discourses of contemporary teacher education and educational research. Such narratives of coming to learn reify the situated presences in ways that speak of pedagogy as being deeply embedded in relationships with others. They focus on a praxis that ‘turns life into a means to knowledge’ (Lather, 2007, p.18) and should be subject to scrutiny and discussion.

The uncomfortable presence of lives undone raises difficult ethical issues in using correspondence in research. The narratives in the following section
of this paper were not generated with any purpose of making them public. And, initially, Nancy was not a participant or coresearcher in the school-based research project. However, my email (Figure 1) and longer response to Nancy’s “Re: a letter to you” (see Figure 2: (E)merging lines’) interrupted the binaries of inside/outside that had formed in my thinking about the research project. I sought formal consent from Nancy to publish our correspondence at the conclusion of her course (17th November 2006). I also keep her informed about any consequent writing and sent her drafts (Personal communications, 19th January 2007; and 2nd March 2009) for each writing, or representation of our correspondence, is evolving and emerging. It is a line of enquiry that is never fully drafted and can never have full consent with just a signature on one ethics form.

Reading between the lines

In this paper I represent the deeply embedded and entangled relationships of living pedagogy by creating a text that: does not impose beginnings and ends; is midst before the reader knows what is happening; and requires the reader to work between lines. In this representation of the messy, chaotic and highly contextualised pedagogical relationship the text opens up to scrutiny the traces and lines of teacher/learner and self/Other. The pages of ‘(E)merging lines’ (Figure 2) are split into three columns. Nancy’s correspondence to me is on the left. My correspondence to the university-based pre-service teachers, including Nancy, flows through in the middle of the pages. In the third column on the right this paper continues in Arial font. The correspondence is (re)created in two specific ways. Firstly, I have copied the fonts and punctuation from the original emails and letters. As mentioned earlier there is a tenor and nuance in the visual qualities of letters that trace the unspoken and the data asks you to read, literally, between and beyond the lines. I have also edited the correspondence that was created over a four-month period three years ago with some leisure to step back from, but never distance, myself and Nancy from the text. Ethical considerations of confidentiality and disclosure are tempered by the confidence and trust that Nancy has placed in me to represent her and the confidence placed in me by the editors of this journal to provide data and discussion that will be useful to their readers. I draw you into this performance to illustrate and imagine the possible ‘turn’ of epistolary exchange in pedagogical enquiry.
Senior

Subject: workshop & footy
Date: Tues, 14 Mar 2006

hello kim.

you’ll be busy in singapore so perhaps you’d like to wait to get back to read this. it might be a bit too long.

it’s funny that you mention not many email replies today in our workshop, b/c last week i started writing to you and then for a silly reason decided not to: partially b/c once i had started i thought “this is being a bit sucky?” and then i thought i should be doing work!...i teach private instrumental music, and i’m expanding on that b/c i want to be a part of the whole learning process of children.

and another thing: i used to hate footy! i used to think it brought out the worst in people (spectators) and it was such a ridiculous sport where these lads were all tumbling and chasing after a ball in the wrong shape—then last year i was stuck in bed for about 3 months from an operation smack bang in the middle of footy season. in these 3 months i looked forward to footy every weekend and studied the star players, the scores, the rules, and then i was thinking of what i could do with this information i was gathering. it was so addictive...i love my footy. i hope that you enjoy some of these aspects in your endeavour to appreciate the game. love it!!

Subject: Monday’s Workshop
Date: Wed, 01 Mar 2006

I have decided upon my new learning task. Despite living in Melbourne for nearly 13 years i have never been to an AFL [Australian Football League] game, don’t know the rules, never watch a game. So, this Friday i am going to a match and will perhaps this will be a good challenge for me.

Hi everyone. Thanks again for your participation on Monday afternoon in our workshop. there are many issues to address and so many things to talk about. After our discussions took us where we can now think about learning and teaching and how to improve our learning through the experiences of our teaching.

There were times during 2006 when I preferred to write my thesis and letters to the coresearchers of my project than emails to my other students. There are times now, when I prefer to write papers than engage in correspondence with my students. These letters illustrate the lively, but always unpredictable nature of pedagogy. It is long and laborious to engage, students in social relationships that do not announce exchanges that may or may not be understood or misinterpreted, and perhaps this will be a good challenge for me.

Saying this, i am going to address the theme of the workshop, the theme of Crayons, pastels – is it really learning? I am going to address this theme for the finer aspects of the workshop and i am going to address this theme for the whole workshop and i am going to address this theme for the whole workshop.

I am going to address this theme for the whole workshop and i am going to address this theme for the whole workshop.

Investigating the intersubjectivities of such relationships, and in this case the relationships of living pedagogy, requires a researcher to lose themselves in the data and remain critically reflective. What learning about learning to teach lies between teacher/learner. Having sat and listened, literally, through most of their schooling, students form ingrained opinions of what it is to teach from their position as not-theteacher. What is it that you enjoy some of these aspects in your workshop and i don’t know about you, but i will take longer than just one short 3 hour workshop and i don’t know about you, but i
Subject: a letter to you
Date: Wed, 31 May 2006

Dear Kim,

How are you? It is incredibly cold today and my hands are numb. You ... must be bracing yourself for the mass of assignments flowing in. Crazy times... Why am I writing to you? I feel like I need to explain myself. No excuses, but maybe you will understand and have some advice for me. Advice? Feedback? Support? I don’t even know what I am after. I just finally submitted my assignment and I have never been as unhappy, dissatisfied, embarrassed by a school project as I am with this one. I have never before let a deadline pass, and have never felt so much pressure. I’m feeling literally sick and in shock since handing it in a couple of hours ago ... 

Maybe you have heard stories of torment from countless other students. Here’s what I got to say – and I’m not even going to try articulate my sentences... Here goes my mind then.

... I had so much trouble with this project because I didn’t know how to express my thought. This worries me because as far as I understand, I will have to know how to explain and express myself very clearly as a teacher, find it often takes me a number of days to think about what goes on in my teaching and classes – to think about what goes on in my teaching and classes – to think over and through things I heard or saw or felt, before I can put things together and make some understandings ... 

Subject: My bags are (nearly) packed, I’m ready to go...
Date: Tues, 14 Mar 2006

... Finally (you are probably wishing me back to that packing for Singapore!!!!) I wanted to thank Chris for reading that story out loud yesterday – and also, to apologise. I was not feeling 100% myself yesterday and in the effort to say my voice I broke one of the most fundamental rules about caring for a student. NEVER, NEVER, EVER ask someone to read out loud in front of a group with knowing the student. I should have asked for a volunteer.

Take care everyone and see you next Monday... Kim

Subject: Re: a letter to you
Date: Wed, 31 May 2006

Dear Nancy

Here I start again, it is interesting that when the vanishing of email happened I remembered that you can’t stay on the email. The problem of at least twelve years observational apprenticeship (Lortie, 1975) that many pre-service teachers bring to their study of education is one of the greatest challenges to teacher education. The strategies and formula approaches of clinical practice do little to construct a ‘learning to know’ (Code, 1993, p.33) that have consequences beyond the tertiary classroom. For, when pre-service teachers find themselves inversely positioned as ‘the teacher’ – the one to be listened to, the one to instruct and tell – they often find it difficult to imagine a teacher as a learner. Imagining yourself as a learner is what makes being a teacher so difficult. ‘Teaching is more difficult learning because what teaching calls for is this: to let learn’ (Heidegger, 1968, p.8). The emails represented here demonstrate how difficult disrupting this binary can be. Kim, ‘the teacher’ is very noticeable in these exchanges with Nancy: I instruct and tell a great deal. But there are other traces in these exchanges. There are some tentative lines that speak of teach-ability; of being more teachable about learning than preservice teachers. Messing up and owning up to mistakes in practice made in the course of classes. There are embodied lines between Nancy and I about how the uncertain and unsure nature of learning feels: the “aaarrrgghhh” and “AAAAHHHHHHH’ s.”
right? How else will I convince my future employers, colleagues, students and associates that I am a good teacher?...

Over the past weeks I have noticed a change in our workshops. I enjoy the fact that we get to discuss issues, and I do appreciate your teaching methods. I do enjoy our classes and am learning so much every week... but something has happened... I'm beginning to feel intimidated by the “problem posing”... but I feel like I am giving up on discussion b/c it seems that every time I try to explain something, I end up just going “... aaaaaarrrggghh... err. err...”... I constantly reflect on how I learn and teach. I watch other people learn and teach, I talk about it with friends, family, I dream about it - and I am exhausted! I am observing my reactions and frustrations towards this assignment and I am learning further about how I learn. I notice this stuff!

...As teachers we should not promise what we cannot deliver. I personally agree with and value this... You have told us this in class. But in the end, it’s an ideal. Everything is an ideal because in the end, shit happens. Plans fall through. People forget. Earlier this year I wrote to you and waited for a reply regarding footy, remember? And in the class before that you have emphasized to us the importance of not following through with promises. I noticed this, and trust me, I am not bitter. But it made remote log in for longer than 60 minutes without sending. Is that because they imagine that people won’t spend that much time responding to an email? Our means of correspondence may have become more instantaneous at the cost of other things?

I was so glad to get your letter. There is something about them that fascinate and intrigue me. Have I told you that they form the sole means of gathering data for my PhD? I can’t remember if I mentioned this before. ...

It has also been a difficulty I have been having with my ethics, it is just a little bit out of the usual pattern for research in education and it requires so much explanation and explanation and explanation... I mention this because I have learnt a few things from your letter to me and from the vanishing problem... that letters are a powerful form of communication

And that I should never underestimate the need for a response to a letter. Firstly, I want to thank you for this...

I am so glad you spent the time to write to me about how you are feeling. I am sitting in front of the computer, but it faces the window into my garden (I think that is how I had begun my response to your letter in the first attempt!) damn, Nancy it was such a good letter and now I worry that by rewriting it will be a 'second draft'. ..When I read your letter I felt
me think critically about what we teach. Could it be a good idea to say, rather than “don’t” say “you must try your best not to”?

Well Kim, the computer lab is closing in half an hour. I meant to do another assignment, but I guess I have become carried away with this. I am keen to find out what you think of all this – because I relish communication (but away from classroom). If you are at school next week, would you be keen to catch up over a coffee or something? If you are, give me an email. No worries if not, I know you are a busy lady! I value the workshops a lot, even if I have 100 new questions in my head every week. In my heart I know all these questions are a good thing and it’s the whole process of learning. But I am terribly confused and frustrated about this stuff – I want answers!!!!!

Keep warm and take care Kim, thanks for your time and reading this. Keep in touch! Love Nancy xx

the flow of your words and feeling and wanted to respond in same... In my email I began by listing all the jobs I have done this morning (washing, writing absence notes, feeding dogs, cleaning up, dinner prep and dropping off my son to school) and was thinking about deleting all that because it may have sounded like ‘how busy am I and I still have time to write this email’. But I have always wanted student to know that as teachers/academics we also have a life away from uni, a way of letting you know more about me, how else can I ask you to speak of yourself... Perhaps I also feel guilty. You did write to me about the footy thing. I remember reading it on the plane to Singapore... I also remember how it came at a time when I was unsure how things were going in the class...I have a memory of writing this to you? Or did I simply say it? Or did I forget to? Because while you say you are not bitter, I think that it hurt you. This is something I must remember. It is not easy to forget to reply to a letter you get in the post but is so simple to let a digital letter get the same treatment as an email. They sit and sit in the inbox until... I am sorry, because it did mean a lot to get your letter. ...

How simple is it to get caught up in the many tasks that we are expected to do as academics and how do you balance that with the way you want to be as a teacher in the classroom?...I have just stopped to reread
your letter. I printed it up this time and have it next to me. I don’t know if I have helped or hindered. I do know that I haven’t any answers...from the little I do know or have noticed of you, I think you are [a teacher]. but what matter the most is what you believe. This is where our real strength comes from. It doesn’t’ mean we are not accountable to others... It is a challenge, and sometimes a struggle. And most of the time darn exhausting. (hence our dependence on coffee and chocolate! – so I will take you up on that coffee how about next week?)...

I can’t tell you how much I appreciate your openness, I hope that you will understand this from my attempt to reply. I hope you will feel that I have responded in the same way. I wait with anticipation for your next letter, Love Kim
An ongoing practice

‘Writing: an ongoing practice concerned not with inserting “me” into language, but with creating an opening where the “me” disappears while “I” endlessly come and go’

(Minh-ha, 1989, p.31).

I had a lot more to learn about the unfolding possibilities of letters. I boldly stated to Nancy that letters were ‘my sole means of gathering data for my research’ (personal communication 31st May 2006). Not long after making that assertion, in July 2006 I began writing to the co-researchers in the school-based project including three Year 9 students. I was interested in learning from the students how they were experiencing pedagogy particularly within a decentred context in which they were positioned as Knowers. Carefully crafting each letter or email I sought out and even made my own stationery, I drafted each reply with close attention to spelling and wove questions about teaching into each piece of correspondence. Their letters and emails told me about a wide range of interests, activities, dreams and aspirations; but my questions about learning and teaching remained unanswered, or ignored. I despaired- and then stopped.

I remembered my letters to Nancy. I was struck by my use of the phrase ‘gathering data’. I wondered about the differences between epistolary exchange and interviewing. And it seemed that I had fallen into an old trap of my own making. I was being ‘an academic’ or being ‘a teacher’. In my anxiety to be ‘a researcher’ I was creating the very binaries I had set out to disrupt.

I returned my attention to the student correspondents and lost myself in the exchanges. I gave up ‘the researcher’ and wrote letters to the student co-researchers that created openings to write about our lives. One of the Year 9 students, Stevie, and I established our correspondence around a mutual interest in manga (Japanese comics). Stevie and I exchanged and discussed manga; she introduced me to a new generation of mangaka (writers/illustrators of Japanese comics). We shared our writing/drawing. During the course and flow of our exchanges I came to know her as a fellow writer: how she developed story lines and characters for her fan fiction and how she dealt with writer’s block. Over time our exchanges dissolved fixed boundaries of identities such as teacher, student, young or mature woman, researcher and researched. I let myself be still and dwell in the spaces between. I ask you to read the following exchanges (personal communications, November 2006 to March 2007) in the same way:

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23 Nov 2006

Hi back! (Good to hear your writer’s block has gone for the present) That was really frustrating for you for a while…

16 Dec 2006

how are you? …my drawing is going pretty well I guess. I haven’t drawn any new neon pictures…how’s your book going? Or chapter? – hee hee I hope that’s right…

24 Jan 2007

…here’s the link for the fan art site… my email is working again!

24 Feb 2007

Hello!!!!!!! I was only thinking about sending you a letter yesterday, I have been up to so many things and I wanted to ask you about something for the book chapter…I have been reading a lot of manga at the moment, but I have also been writing/drawing data from our work last year – …I have created different stories from the manga-ised photos…I can’t wait to show you…

27 Feb 2007

Hi there again, I only just got around to checking my emails. It sounds like your story is going well…

20 Mar 2007

Well long time no write kim. How are you doing?…I have drawn up some manga layouts for “neon” and scanned them. I send them with this so you can have a look at tell me what you think… so, what have you been up to? Thesis still going well? Are you stuck?…

I got stuck many times in the thesis writing. I still get stuck. And I hope that it will continue. It is these stuck places that ‘identify and amplify what is already begun toward a practice of living on’ (Lather, 2007, p.16). It is these places that afford learning. In this paper I invited you, the reader into a performance, a representation, of my experience of coming to know researching alongside a pre-service teacher’s coming to know teaching/learning. In the sometimes disquieting, usually ordinary but always unpredictable narratives of my/our lives there are lines that enable us to imagine something beyond what is, create another way of being, and perhaps ‘create our
Teaching is a practice of living on. It has no beginning and no end: only betweens.

kim!!!

thank you for writing to me. i often think of you and feel bad for not keeping in touch. no excuse for not just sending a short little hulloo, but well, now i am writing quick hulloo. are you happy?...

i'm well, and i think i'm happier than ever. ..i'm really happy. teaching, playing heaps of drums, trying to keep healthier than last year, trying to be very positive and laughing lots. one of my girls asked me 'why i had to put on my evil laugh.' i was a bit embarrassed, and told her it was my real laugh, but if it made her scared i would try to change it. on friday i found her laughing the evil laugh as she helped me clean the room.. i feel stronger and i see lots of big changes coming about - i will keep in touch. it is GREAT to hear from you kim!

be good and enjoy.

luv nancy x

(Personal communication, 2nd March, 2009)

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