THE LIFE-WORLD OF THE PRIMARY TEACHER:

THE LIVED BODY

By

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As I began my doctoral program, I visited with several people who were nearing graduation from their programs. Amid the advice was a constant theme of "needing a support system" usually presented in the form of a "supporting spouse." Since I was in the process of becoming single, I wondered if I would have support and who would be the source. My experiences through the past five years have answered the question.

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CHAPTER ONE

INTRODUCTION

My Corporeal Experience While Teaching

Often I am challenged by friends' and colleagues' suggestions that a kindergarten teacher only plays with children. My response is always twofold. First, I emphasize the importance of play in the early childhood years. Secondly, I share the comment of a student teacher after he spent one afternoon in my classroom: "Kindergarten teachers need and deserve two incomes, one for teaching and one for a wardrobe. I have hand prints all over me. I just now realize that the younger the child, the more physical the job." To further convince others of the physical demands of teaching in early childhood grades, I provide anecdotes from my experiences which illustrate that teaching requires not just an intellectual but also a bodily attunement to young children. The following are some of those anecdotes.

Head Lice

The first time I witnessed my students being lined-up for head checks was an immense personal shock. A student in another grade had been reported with head lice. According to school policy, this warranted the school nurse coming to our building, going from classroom to classroom, lining up every student, bending each one's head over, and

combing through the neckline hair searching for signs of lice. Because of the impersonal and open invasion of privacy, I felt embarrassment for each child during his or her examination. Each "Okay" was followed by the student flashing me a smile of relief, a relief that I felt for and with each child. Upon finishing with my students, the nurse turned to me and insisted that I be checked. Stunned, I questioned "Why?" The nurse explained that the teacher of young children had to be checked also because of physical contact between students and teacher; that the younger the children, the more likely the teacher was to be infested with the pests.

Burning Up

Not all of my experiences were shocking, embarrassing, or "bad." Most of my memories are of happy and pleasant times as well as funny incidents. One of the funniest happened the third week into the new school year. The outside temperatures were still very hot. By the time the morning class students arrived, it was 88 degrees and climbing.

Our classroom, which was a metal portable building sitting beside a blacktopped road, was bathed in full sunlight the entire school day. Since the building was not air-conditioned, the temperature inside was usually hotter than outside. Often during story time, the children and I took refuge in the school cafeteria or in a shady corner of the playground. This particular day the children were restless. The shady-playground-story-time quickly turned into a game of races.

Hot, sweaty, and flush faced, we went into the room to talk with "Mr. M" (a character from the Alpha Time language program). In attempts to cool down the children crowded around two fans. In my attempt, I rolled my pant legs to knee level. The

children started snickering then belly laughing about "teacher's skinny legs." None of us heard Mr. Duke, the principal, step into the room. When Ronnie finally noticed and called my attention to him, Mr. Duke asked if I was wearing shorts. I explained that I was hot and had rolled up my pant legs. He just shook his head and said "Maybe I have the wrong room. Just be sure you roll the legs down before you come into the building. I would hate for any of the other children to have to see a teacher's skinny legs." Of course, every child fell into hysterical laughing. And the next day, several parents were sympathetic about my skinny legs.

The First Day of School

How well I remember my first day to be a teacher. Because of the excitement, I had hardly slept the night before. As soon as my alarm clock rang, I was up and getting dressed for school. I showered, dried and curled my long hair, applied my make up so carefully, then donned my new dress. Checking my image in the mirror, I smiled confidently. I thought my image reflected my level of preparation. My room was ready. My plans were made. I was a TEACHER.

By noon my confidence was gone. My planning had been inadequate for 34 students. I panicked in the resulting chaos and confusion and could not think of alternatives. My lack of sleep and the oppressive heat (114 degrees inside my classroom) had multiplied my mental and physical stress. My makeup had melted, my hair had wilted, and my new dress was soaked with perspiration. While accompanying the morning students on their bus rides home, I actually fell asleep. Now, I was waiting for the 36 students in my afternoon class to arrive.

Finally, the school day came to an end. I had made sure that all of my students were either with a parent, with the day care worker, or on the correct bus. As I was returning to my classroom the principal stepped from his office and called to me. He wanted to know how my first day of teaching had been. I truthfully admitted that I felt teaching was a mistake for me and informed him that I was not returning the next day. He laughed and commented, "Oh, you'll be back tomorrow." This did nothing to alleviate my feeling of total despair. The next thing the principal told me was that I was to leave school as soon as the children left; that our building sat next to a busy highway, it was frequently vandalized, teachers alone in the building were frequently threatened, and that I had five minutes until the building would be locked and the doors chained. Personal safety was immediately added to my worry list.

I gathered my plan book and my purse, left the building, drove the mile to my house, parked my car, entered my house, and promptly fell onto the couch in a crying, sobbing heap. After crying for several minutes, I bathed and dressed for bed. Being too tired to eat supper, I went to bed, but slept fretfully partly because of mental anxiety and partly because my aching feet and legs could not relax.

The entire week was similar to this. Every day I told the principal I was not returning, every day he laughed, and every day I went home and cried. Being single and living alone was both a blessing and a curse. I had no responsibilities after school hours, but I had no one to comfort me. I had the time and space to "work through" my anxiety, but I felt a vast loneliness. I have since learned that I was no different from many beginning teachers in that I was too proud, stubborn, and afraid to ask for help.

Every school year has a "first day," and every year my anticipation of the day

resulted in restless sleep. Aching feet and legs for a week became familiar. Hot temperatures in August are typical for Oklahoma, so I carefully chose nonrestrictive, loose-fitting clothes. To enhance my self-image, I still applied makeup and styled my hair. But there is one major difference to this preparation routine. I anticipated that the day would be hectic. If bedlam happened, I was able to take a deep breath, think about alternatives, and stay calm. Taking this different perspective, I was no longer a crying, sobbing puddle at day's end; rather I relaxed, lying on the couch with my feet elevated, drinking a cold Dr. Pepper, and sometimes would nap a little before supper. In short, I learned from experience.

Alert Senses

Certainly teachers know that young children learn through sensorimotor activities and that adults are capable of abstract thinking. In childhood we fine-tune our abilities to accommodate sensory information to the point that we are no longer aware of the act. Through reflection, we realize that our surroundings were accommodated. In retrospect, I realize that my eyes, ears, nose, and hands were constantly feeding information to my brain and that this information determined my actions. I am awed by the realization that all of my senses were working at the same time. For instance, I could be helping a child count beads, hear a call from another child, and still know what I was doing with the first child.

Sight

I was always looking. Personally greeting each child every day afforded me the opportunity to inspect each child for signs of illness, signs of emotional turmoil, signs of

joy, new clothes, etc. Taking seriously the responsibility of the children's safety, I was constantly attuned to signs of danger. Two particular incidents come to mind. I had arranged the room so the bookshelf would serve as a room divider. It was not until a child bumped into it and I observed it wobbling that I realized it was unstable. In the middle of the morning class, we stopped to rearrange the furniture putting the bookshelf against the wall out of the traffic flow, but still accessible and definitely stable. The second incident was watching a child climb to the top of the monkey bars, then to see the pride of accomplishment suddenly turn to fear. Jamie didn't have to scream. I knew from his wide eyes and pale skin tone that he was frightened and needed my help.

Through the sense of sight I was able to observe and account for each child's learning, both social and academic. Throughout the day I maintained a mental card file for each student. After class, I transcribed these mental notes into each student's personal file. This record served as a profile of the child's accomplishments and difficulties. I realized the value of this when Aaron's mother confronted me with not teaching Aaron to read. Using his profile, I was able to show her that Aaron was on the verge of reading and that I spent time assisting him with this. The record also indicated that his number sense was lower than expected and that Aaron and I spent a great deal of time counting and comparing sets of objects.

Hearing

The sound of "Teacher, teacher!" could have various meanings. It could signal "Look what I can do!" It could mean "Help; Come quickly!" Sometimes it was used as a joke, a form of teasing me, and a shared laugh between a student and myself. The most

unpleasant memory of this sound was with Cathy Jo. She used this phrase to get my attention just prior to her unacceptable behavior such as jumping on another child or throwing things from my desk.

I loved to hear my students laugh, talk, and sing. Travis was such a happy, good-natured child. I called him T.K. Even though these were his initials, I referred to him as "Terrific Kid." He would be so deeply engaged in any activity to the point of breaking into song. He seldom realized he was singing, and the songs never bothered anyone. When he was absent due to illness, Tommy questioned "It's so quiet today. How come?" On the last day of school before summer vacation, Travis wore a tee-shirt that said "I'm T(errific) K(id)."

Some of my students had a gift of story. Often we listened to Roxanne tell another fairytale. One of my students had a gift of vocabulary. David, sounding forlorn, stated "Teacher, I have bad breath." Robert replied frankly, "It's called 'halitosis'." And I had a difficult time stifling my laughter.

Smell

Unfortunately, I suffer from migraine headaches. Classroom odors sometimes triggered these sudden attacks of pain. In late October the maintenance department came to my portable building and prepared the heating unit for winter. Several days thereafter, I smelled natural gas, and for a week, I had a headache every day. I complained to the principal. He sent the custodian to the room, but he found nothing wrong with the heater. I kept insisting to the principal there was a problem. Maintenance was recalled to examine the unit. After maintenance workers returned three times, the department head came to

my room with an inspector from the gas company. The department head informed me that he was extremely frustrated with me for the inconvenience and that he had called the gas company to prove to me that nothing was wrong. The principal, the building custodian, three men from the maintenance department, the department supervisor, and myself (the only female) stood around the heating unit and watched the man from the gas company put dish detergent into the gas line. When the detergent bubbled from around a pipe joint, the man from the gas company stated "She was right! This room was in danger of exploding, or everyone could have passed-out from the fumes." My reply was that a migraine always has a cause and that women have sensitive olfactory systems.

Children have odors, sometimes offensive odors. Often I conducted mini-lessons on the importance of keeping our bodies clean, wearing clean clothes, and brushing our teeth. One day as I was reading a story, Tracy kept moving from one place to another. My inquiry as to why, prompted her to cry. I pulled her to my lap, comforted her, and asked her to explain. She was so hesitant, but after gentle coaxing she whispered "Angie keeps moving to sit beside me, and I just don't want to sit with her. She keeps gassing off." Since story time was already interrupted, we continued with a mini-lesson about the naturalness of flatulence. I then emphasized that everyone had a right to breathe clean smelling air. Next, I questioned the class as to what we could do. The solution was that a person should leave the room when necessary. Immediately, Jason jumped and ran from the room. Just as quickly, the door opened and he reentered with a little grin on his face. The hardiest laugh and the question "Hey, Jason, do you feel better?" came from Tracy.

Classroom cooking was an interesting experience for the smelling sense. I loved the wonderful smell of apples and cinnamon cooking when we made applesauce. On a

cold winter day we would cook vegetable stew. The blending odor of simmering tomatoes, corn, green beans, and potatoes warmed us. While the stew cooked, we took off our shoes and lounged about the room playing games and reading books. On these days, our room seemed to transform into a cozy home. Blueberry pancakes were not as pleasant. The cooking experience was fun and the pancakes tasted wonderful, but the odor clung to my clothes and hair. A colleague and special friend could always tell when we had cooked pancakes. She would laugh and call me a "short-order cook." Without exception, these clinging odors triggered migraine headaches, and I would go home after school extremely sick.

Touch

Touching is such a special sense. It is the ultimate display of relationship. My students and I were always in close physical contact. We hugged, we held hands, we comforted each other, I felt their foreheads for fever. I have many vivid memories of touch. For example: the day I talked to the children about Cathy Jo's death, we had a need to be in physical contact. Two children leaned against my sides, one laid her head on my foot, one put his head in my lap, two held my hands, and one sat behind me leaning against my back. Collectively we comforted each other.

Touching was painful when I had to restrain Gina from running away. It was her first day in our school. She was very upset that I was not "her teacher" and that her mother had left her with me. She bolted from the room screaming that she was going home. For her safety, I ran after her and carried her back to the room. I had to physically restrain her from leaving while Denny ran to the office to get help. During the wait, Gina

screamed, kicked my legs, and clawed my hands and arms with her fingernails. That day became known to former students, colleagues, myself, and my family as "the day I got beat-up."

Early in my developing career, I realized a personal boundary of touch. Even though I considered myself to be in intimate relationships with the children, I cringed each time one of them touched my head. To me, touching someone's hair is most intimate and sensuous. Many of the children, boys and girls, wanted to brush my hair, twirl my hair, run their fingers through my hair, but it was something that I just could not allow. Each time a child touched my head, I gently reached for his or her hand, pulled it to my mouth, kissed it lightly, and said "Please, don't touch my head."

Closing Thoughts

My purpose in writing this narrative was not to romanticize my teaching experience, but to engage myself in a memory activity of pleasant and unpleasant physical experiences. I wanted to explore the effects of my body on my teaching and the effects of teaching on body.

I wondered if other teachers have similar experiences? I wondered why anyone would engage in such a physically demanding career? I further questioned, "What is a teacher?" I believe parallels can be drawn between teaching and other professions such as minister, physician, physical therapist, and social worker. But a teacher is more. A teacher is a surrogate parent, a pedagogue, a person in close personal relationships with children. A good teacher is a person who mentally, emotionally, and physically gives self to children and society. An excellent teacher is one who is mentally, emotionally, and

physically exhausted yet fulfilled.

The First Step

I began this research by writing my narrative of corporeal experience. Several reasons prompted this decision: (1) to initiate my thinking about corporeal experiences; (2) to make a personal connection to the topic; (3) to become the question (van Manen, 1990, p. 43); (4) to facilitate my literature search; (5) to increase my repertory of questions for field work; (6) to improve my observation of body experiences in the research field; and (7) to orient myself to the corporeal lifeworld of the teacher. However, this narrative has limitations. First, it is based on memories, and over time, memories are subject to unpurposeful change. Secondly, my narrative is accented with anecdotes about former students (pseudonyms have been used). While the focus of this research is the teacher's body experiences, I found it impossible to totally separate my experiences from my students. This point is a strength of the writing in that the reciprocity between a teacher and students is evident. Thirdly, my narrative is a simple recall. It does not search for deeper meaning. van Manen states that "it is not enough to simply recall experiences" (1990, p. 41). At this point, I was not searching for meaning. After the field work was done, I conducted a theme analysis, a search for commonalities and patterns between my narrative, the participant's narrative, and my field notes.

Narrative in Research

A goal of the College of Education at Oklahoma State University is for "professional education students (to) learn to integrate personal experience with fields of knowledge" (Professional Education Council, 1997). One means of accomplishing this

integration is to document experience in the form of narrative. Narrative is a natural way for humans to organize (make sense; identify patterns) and store (in memory) experiences (Jalongo & Isenberg, 1995, p. 5).

Some of the benefits of teacher narratives are as follows:

1. Narrative provides the voice of the teacher, "the voice that must be heard" (Ayers, 1993, p. 9).

2. Narrative creates a professional knowledge landscape. This is the "context in which teachers live and work" (Clandinin & Connelly, 1996, p. 24). Context is the "weaving together . . . and connecting" of the whole life of the teacher (Jalongo & Isenberg, 1995, p. 28). Since an experience cannot be truthfully reproduced, narrative is "the closest we can come to the experience" (Clandinin & Connelly, 1996, p. 29).

3. Narrative is an "evocative description" of common everyday experience of humans. Phenomenological narrative "aims at making explicit and seeking meaning" (van Manen, 1990, p. 19). Narratives of practice "make abstractions concrete by demonstrating how and why certain actions happened" (Jalongo & Isenberg, 1995, p. 169). "Narrative is a way of characterizing the phenomena of human experience" (Connelly & Clandinin, 1991, p. 121).

4. Narrative is educator research. It enables reflection on practice and amending practice without waiting for statistical analysis (Jalongo & Isenberg, 1995, p. 172). Narrative is accompanied by responsibility. It demands that the author be "responsible and accountable for thoughts, feelings, and actions" (Jalongo & Isenberg, 1995, p. 180). Narrative is a means of becoming subjective rather than objective. It demonstrates that we know and act rather than being known and acted upon (Anderson, 1989, p. 260; Bowring,

1996, p. 103; Connelly & Clandinin, 1988, p. 26).

Narrative played an important role in this study. The participant of the study, a primary teacher, was asked to write narrative in the form of keeping a journal. She was asked to share the journal entries with me in order to deepen my research understandings. However, her narratives did not focus on body.

Statement of the Problem, Purpose of the Study, Research Question

In the book, Researching Lived Experience, van Manen (1990) states that phenomenological research is being "mindful of the Whole-- rendering of the fullness or wholeness" (1990, p. 31). He equates phenomenological research with questioning and searching lived experience for meaning. Ayers (1993) calls this "doing philosophy . . . being self-aware and highly conscious of the world around us" (p. 22).

Continuing with van Manen's (1990) thoughts, phenomenological research is exploring the lived experience (p. 39). This research begins and ends with the lived experience, and the aim is to express lived experience into text that captures its true meaning. When read, the text provokes an immediate re-living of the reader's own lived experience. The rich text reverberates or recaptures the lived experience of the researcher, the researched, and the reader (van Manen, 1990, pp. 36-39, 49-50).

Hermeneutical research adds to the phenomenological research through interpretation. When we have an experience (phenomenon), we organize it and then commit it to memory. This is engaging in a hermeneutical act (van Manen, 1990, p. 37).

My research combines phenomenology and hermeneutics. Hermeneutic Phenomenology is experiencing, committing the experience to text, and searching for

meaning (sense). This is an exploration of a human lifeworld, the everyday living. Particularly, I studied the lifeworld of a primary teacher, searching to find the essence of being a teacher. Throughout this study I refer to the teacher in the feminine gender. The first reason for this is that the majority of primary teachers are female. The second reason is that the participant was female.

van Manen (1990) states that there are four basic existentials in every lifeworld (p. 101). They are lived space, lived body, lived time, and lived human relation. He emphasizes that even though each existential can be brought into focus, it is impossible to completely separate one from the other. Each one affects the others.

My research focused on lived body of a primary teacher. There are several reasons for this. First, this has been the least researched existential of the teacher's lifeworld. This is evidenced by very little professional literature about the reciprocal influences between body and teaching. Next, van Manen (1990) states three insights into lived body that makes this a worthy topic of research. First, we are always bodily in the world (p. 103). Second, bodily experience is the first connection we have that informs us of our lifeworld (p. 103). Third, body is our first approach to others (p. 104).

An important point concerning body is the inseparability of mind and body. This is a point that is discussed in chapter two. Chapters four and five emphasize this point highlighting praxis. Praxis is defined by van Manen (1990) as "thoughtful action: action full of thought and thought full of action" (p. 128).

One could question how we learn of the influences between body and teaching. My belief is that we view teaching as an intellectual encounter thereby ignoring the fact that our intellect is informed through our bodily experiences, namely our senses.

Connelly and Clandinin (1988) state "Knowledge is not found only in the mind. It is in the body. And it is seen and found in our practices. When we watch a classroom, we watch a set of minds and bodies at work" (p. 25). They further state that we do not learn objectively as a computer does, "but instead one always learns with the body" (p. 27). Therefore, the purpose of this study was to enter the lifeworld of a primary teacher and explicate her sense of body. The result is an answer to the research question: **What does it mean to be physically embodied as a primary teacher?** The question is developed through the writing and attempting to make the reader wonder about the nature of bodily experience (van Manen, 1990, p. 44). The goal is to disclose to me, the primary teacher, and the reader, possibilities of what it means to be bodily present in the teaching profession and classroom.

It is important to note that this research is one part of a five-part research. The other parts emphasize the other three existentials listed by van Manen (1990): lived time, lived space, and lived human relationship. Lived human relationship was divided into two parts, lived relationship, teacher and students and lived relationship, teacher and adults. It was a group endeavor of five researchers with a goal of contributing to the knowledge of what it means to be a teacher.

Definition of Terms

All of the terms are defined by van Manen in Researching Lived Experience (1990). The following definitions were used throughout this study:

Hermeneutic Phenomenology Research: Describing an experience so that it is an interpretation; constructing a possible interpretation of the nature (essence) of a certain

human experience (p. 41). It is describing and interpreting human experience in text.

Essence: A linguistic construction, a description of a phenomenon enabling one to grasp the nature and significance of the experience. The description is "holistic and analytical, evocative and precise, unique and universal, powerful and sensitive (p. 39). It is "that what makes a thing what it is, and without which it would not be what it is" (p. 177).

Narrative: Written descriptions of a phenomenon and of conversational interviews (p. 69); a textual communication of an experience (p. 78). It is an explicit (p. 97) description and capturing of experience (p. 152).

Lifeworld: The lived world as experienced in everyday situations and relations (p. 101). It is natural. While it is pragmatic, the person is conscious of self, surrounding, environs, objects, and fellow-men (p. 182).

Corporeality: Bodily experience; our bodily or physical presence in the world (p. 103). It refers to the "notion of lived body or embodiment" (p. 177). Corporeality, body, bodily, and physical are interchanged throughout the study.

Significance of the Study

Teaching is a complex occupation. There are conflicting demands and expectations placed on the teacher by herself, parents of the children, administrators, others outside the field, and most certainly, the students. The profession requires that the teacher be "wide awake and fully present" to accomplish the task (Ayers, 1993, p. 21).

I believe the major impact of the study is a deeper understanding of the physical presence of the teacher. In addition, primary teachers' and the reader's understanding of the relevance of body to teaching may also be deepened. Chapter two highlights that in

our Western culture, we value mind and devalue body. This study brings the teacher's body into focus. It should serve as a tool to reunite mind and body, enlighten our thinking, and aid pulling ourselves into whole beings, mind, body, and spirit. This in turn will enable us to be wide awake and fully present.

Since this study was a collaboration between the teacher, representing practitioners, and myself, representing research and/or the university (Jackson, 1992a, p. 33), both were informed about body. The possibility remains that this research will serve to "rejuvenate the field from within" (Jackson, 1992a, p. 37) and give teachers freedom of voice (Lather, 1992) to be subjects rather than objects of the profession of teaching.

CHAPTER TWO

REVIEW OF THE LITERATURE

Stinson (1995) states that in traditional, scientific, positivistic research it is clear that chapter two contains a review of the literature, but that in other types of research the review of the literature may be incorporated throughout the entire report. Placement of literature has been a question with this research. Literature concerning the teacher's corporeality is necessary for describing, defining, and exploring meaning of the body lifeworld in chapters four and five. Therefore, I sat in the middle of my living room floor with notecards surrounding me coordinating literature with observations. The remaining literature, I decided, would comprise this chapter. It is literature that explores the ideas of lifeworld, existentialism, body, problematic of body, and finally the teacher's body.

Lifeworld

Bowring (1996) calls the lifeworld the "lived ground where language, customs, speech, and cognition begin to form" (p. 79). To find them man searches history, culture, and present states for understandings. He continues that when meaning is assigned to "truth, beauty, and justice" (p. 79) then "self-understanding, sensibility, and dignity" (p. 79) emerge. In short, the lifeworld is lived experience aimed toward a person's making sense of life. Body, touch, and language are three modes for making sense.

Making Sense Through Body

A person experiences life through the body. Experiences are organized and ordered into patterns then stored in the mind as knowledge. Shapiro (1999) states "To understand our lifeworld we perceive, live in, live with, and live through our bodies" (p. 80). "Participation of the sensing, feeling, and perceptive body is required to make sense of one's everyday life" (Shapiro, 1999, p. 38).

Sklar (1994) states that the basis of meaning-making is bodily experiences, emphasizing that the senses aid meaning construction. She contends that bodily experiences are the substance of the lifeworld that enables us to perceive the world, form values, and acclimate to social structures. She states that bodily experience combined with thought enable a personal lifeworld that has conviction and force (pp. 12, 13).

Schutz and Luckman (1989) state that living, experiencing, and enduring is reality, our everyday coping and engaging in our lifeworlds. We engage the world in everyday experiences with controlled or purposeful actions such as changes of posture, movements, and speech. These shape and mold experience into a meaningful lifeworld that brings harmony and understanding to existence (pp. 1-10).

Making Sense Through Touch

Emphasizing the importance of touch, Shapiro (1999) states "Touching is the extension of human consciousness" (p. 34). She continues that "sensing through the hand materializes the lifeworld" (p. 34) and that "language is the abstraction of touch" (p. 34). She says that touch combined with language makes us cognizant of our lifeworlds. Touch is the basis for human connection and human existence. Teachers touching

students will be addressed later in this chapter.

Making Sense Through Language of Body

Words help us organize experience. They bring to us a common understanding through which we can communicate about experience. Personal thought and public communication, both spoken and written, are in the form of linguistics. The articulation of experience is what focuses and attunes us to our lifeworld (Shapiro, 1999, p. 59)

Schutz and Luckman (1989) emphasize the importance of linguistics. They state that lived experience containing "tactile, olfactory, visual, and utilitarian qualities" (p. 2) are organized into thematic components classified according to semantics. These form our concepts, stored knowledge that aids sense making.

McLaren (1988) states that self-knowledge and self-consciousness necessary for understanding require language that explains lived experiences and states felt needs. He states that this language must refuse to ignore history or gender of the body. If factual or pure language is used, then the language will not be disembodied but rather intensify the body (pp. 61-76).

Several authors emphasize the importance of writing the language of body. Shapiro and Shapiro (1995) state that "when writing from the body, the flesh becomes both substance and metaphor, a place of engagement with life's pains, aches, desires, and ecstasies" (p. 55). Writing is powerful when it resounds the lifeworld taking "us to the heart of being" (Shapiro & Shapiro, 1995, p. 55). Silvers (1984) calls this "biographical narrative" (p. 21) and states that this is the point of reflection leading to consciousness and consequentially, embodiment (p. 23).

However, writing is not without difficulty and struggle to be clear. When we write, we "learn about the adequacy or inadequacy of our thoughts" (Barritt, Beekman, Bleeker, and Mulderiu, 1984, p. 16). We have to use care and precision in choosing the language so the writing will make sense to both writer and reader. Sparkes (1996) states that "accuracy is not the issue; rather narratives of the self seek to meet literary criteria of coherence, verisimilitude, and interest" (p. 47). Personal reflection on life is a result of this kind of writing. Stinson (1995) states "Since I am telling a story of lived experience, I look for words that do more than communicate abstract ideas. I want to use sensory-rich images in hopes that a reader can feel the words and not just see them on the page" (p. 52).

Summary

Lifeworld is a person's total experience, individual and societal, and the meaning assigned to it. There are three elements that aid meaning making or understanding. First, physical engagement with the environment informs us of our surroundings. Second, physical engagement with others informs us of being human and our relationship to others. Third, expressing these engagements with language focuses experience and resulting thoughts and feelings into our framework of understandings. Schutz and Luckman (1973) state:

> The world of everyday life is consequently man's fundamental and paramount reality . . . from the outset, my lifeworld is not my private world but, rather, is intersubjective; the fundamental structure of its reality is that it is shared by us . . . The lifeworld is thus a reality which we modify through our acts and which,

> on the other hand, modifies our actions . . . Each step of my understanding of the world is based at any given time on a stock of previous experience, my own immediate experiences as well as such experiences as are transmitted to me from my fellow-men and above all from my parents, teachers, and so on. (pp. 3- 7)

Existentialism

This is a word that has often escaped my understanding, but for this research it became necessary to organize my thoughts. The American Heritage Dictionary (Morris, 1969) defines it:

> A body of ethical thought, current in the 19th and 20th centuries, centering about the uniqueness of individual experience in a universe indifferent or even hostile to man, emphasizing man's freedom of choice and responsibility for the consequences of his acts. (p. 460)

The following explanations further define existentialism, explain the existential orientation to life, and give reasons for studying and researching existentialism.

Definition

Solomon (1992) briefly outlines existentialism as an attitude. He associates the philosophy with philosophers such as Jean Paul Sartre, Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, Maurice Merleau-Ponty, and Edmond Husserl. The basic task of the philosophy is to examine experience with the aim of understanding. Emphasized is that the world does not give meaning to individuals but that meaning comes from within the individual.

Shapiro (1999) defines the philosophy in terms of living through our entire beings,

emotionally, physically, intellectually, and spiritually. She states:

> It is authentic existence, authentic existence where people's work is connected to them in some meaningful way; where their passions, desires, and hopes are displayed in, with, and through their bodies; where passionate understandings are etched out and intensely lived. (p. 110)

Four additional thoughts define existentialism. First, it is an "attitude or style of experiencing life" (Walters, 1998, paragraph 3). Second, regardless of social or historical situations, age, gender, ability, and so on, all people have the same basic structure of existence (Burston, 1998, paragraph 2). Third, individuals must decide then display meaning through values evident in personal decisions and actions (Burston, 1998, paragraph 2). In other words, each individual must take responsibility for personal decisions, actions, and destiny. Fourth, van Manen (1990) states that existentialism is "explicating the meaning from everyday existence" (p. 11).

From these definitions, the conclusion is that existentialism is an individual responsibility for deciding meaning, purpose, and destiny. Not only is the individual responsible for these, the individual must be responsible for personal actions and behaviors. An individual is not just an entity subject to nature. Rather, the individual has a twofold ability and responsibility. The first is to be and become what he or she determines. The second is to live that existence in harmony with others.

Orientation to Life

Gutek (1992) states that existentialism is viewing life as individual and living according to personal choice as opposed to standardization or conformity. He contends

that life is emotional, affective, and intellectual and that making personal significant choices requires reflection followed by commitment to self. He states that each person must decide whether to be self-determined or defined by others. Being self-determined requires personal consciousness, conviction to self, authenticity of self, courage to be self, and responsibility for self (pp. 122-124).

Rugala and Waldo (1998) state:

> Existentialism takes an essentially phenomenological perspective on human existence. Each person's reality is based on his or her perceptions. Furthermore, the extent to which people are experiencing is the extent to which they are being fully alive. When people fail to experience, by denying awareness or avoiding opportunities, they waste their potential. Those who bypass experiencing carry the existential guilt of their unfilled potential. (paragraph 5)

They continue that in order to experience or live fully each person must be oriented to four concerns. These are (1) making choices, (2) dealing with responsibility, (3) making sense of life, and (4) struggling to find identity.

Walters (1998) lists "Three C's of Lifestyle" (paragraph 6) that when attended to are determinants of a person's outcomes. These are as follows:

1. Conditions--internal (heredity, intelligence) and external (family, peers) influences that either increase or decrease a person's propensity to engage in specific behavioral acts.

2. Choices--made from whatever options are available at a particular time.

3. Cognitions--thinking patterns drafted by the individual as a way of comprehending the world and justifying the choices made.

Solomon (1992) views existentialism as individual personal freedom and responsibility. He states that the individual will passionately determine his or her life regardless of public opinion and if necessary, in opposition to conformity. He calls this "being there" (paragraph 4). Realizing unity of mind and matter and inseparability of consciousness and world is necessary.

Smith (1997) defines being there as "being-in-the-world" (p. 1408). To do this one must consider humans as relational rather than isolated. He contends that personal responsibility includes realizing that we live in relation to others and that what we do affects others and what they do.

van Manen (1990) states that in order to experience life we must be mindful and attentive to complexities in the lifeworld. To do this we must reflect on four themes or existentials. These are (1) lived space, (2) lived body, (3) lived time, and (4) lived human relation (p. 101). He further states that these are the ways we experience the lifeworld and that they are the "fundamental structures of the lifeworld" (p. 102). While we can focus on one existential, it is impossible to separate one from another because they form "an intricate unity which we call the lifeworld--our lived world" (p. 105). This is a point that is evident in this research. While the primary focus has been lived body, it is impossible to observe or write of a teacher's body without considering time, space, and relationship.

Studying and Researching Existentialism

When studying existentialism it is important to remember that "existentialism defies 'hard' empirical analysis" (Walters, 1998, paragraph 2). It requires a phenomenological

study of the lifeworld through participation in, reflection on, and communication about experience (Silvers, 1984). It reveals what we have been, what we currently are, and possibilities for what we can become (Silvers, 1984). Barritt, et. al. (1984) state that we reflect on experience in order to make better choices and more informed decisions. Rugala and Waldo (1998) state that an existential orientation provides a rich account of the lived world. Wren (1992) states that existential inquiry is "an inquiry into being, specifically, human being" (paragraph 2). Solomon (1992) states that existential study is a searching for what is significant to oneself and that the search can revitalize confidence in being human.

Summary

Being responsible for self, making personal choices, and accepting the consequences of choices and actions are aspects of existentialism. Each individual has a need and obligation to determine personal values then live within those dimensions. Each individual has a responsibility to life in relation to others. In fact, relationship is one of four essential structures of life. The other three are space, time, and body. These structures, in combination with personal values, choices, and actions, form a person's identity.

Body

As has already been stated, we are present in the lifeworld through our bodies. Shapiro and Shapiro (1995) emphasize this fact stating "there is no escape from the body" (p.52). Langeveld (1984) believes that human beings live in the world with their bodies. Schutz and Luckman (1989) state that the presence of body is necessary not only for

action but also for thinking. Crossley (1995) emphasizes the importance of body as the actor and acted upon, the seer and seen, and the speaker and spoken to and about. In short, humans exist in the world as a body. Shapiro (1999) states "There is never a moment that I am without body, with the exception of sleep. And I'm not sure of even that" (p. 90).

We sense, feel, and perceive in order to make sense of the lifeworld. Furthermore, our experiences shape our bodies. Shapiro (1999) states "The world situation can be found in our bones, our nerves, our eyes, and even in the corners of our mouths" (p. 71). The following section highlights the role fulfilled through body, knowledge gained through body, and fragility of body.

Role Fulfilled Through Body

The body has several roles. O'Nell (1996) highlights some of these:

> For some, body is the material infrastructure of personal production, the seat of natural emotions, or the site of distressed or disordered selves. For others, body is the source of sensory input, a field of metaphors, or the locus of "body/selves" whose character is largely semantic. For still others, the object of analysis is not body at all, but pain. (paragraph 6)

The body is the source of identity. It bears personal and cultural marks. Rintala (1991) emphasizes the privateness of body: "My body is that which individualizes me. It is something external to the self; it is the self. I am my body" (p. 274). Lived body separates and distinguishes each person. In other words, body renders each person unique (Rintala, 1991).

Shapiro (1999) highlights cultural identity placing emphasis on the skin. Skin contains the body, and within the body is the being. She refers to skin as the first clue to identity (p. 55). She states that it enables corporeal privacy and individuality while serving as the point of contact for everything outside of itself (p. 57).

The body is public oriented serving as the place where mind is informed of culture. As Shapiro (1999) states "One's own body is the meeting point between private and public" (p. 58). It is the place where we begin to make sense and make connections between individual and culture, the mind and the body, the rational and the sensual (Shapiro, 1999, p. 82). McLaren (1988) calls the body the "arena where meaning is inscribed and constructed . . . body is the interface of the individual and society" (pp. 57, 58). Stormer (1999) states that body is both biological and cultural.

The body marks the time of life. "Facial lines and skin are marked by the experiences of life. Impressions of life are inscribed on the flesh" (Shapiro, 1999, p. 94). Cameron (n.d.) believes that culture not only shapes personality and behavior but that it also shapes the body's appearance. She contends that the body is a synthesis of nature, nurture, and culture. Another aspect of body and culture is that we display cultural symbols with our bodies expressing allegiances such as saluting the flag and complying with corporeal conventions such as folding hands in prayer.

The body collects information. Young (1994) writes of the "languages of vision, audition, sensation, olfaction, and gustation" (p. 7). Shapiro and Shapiro (1995) refer to the sensory role of the body. Stinson (1995) emphasizes the importance of the five senses which "take us out into the world, to see, hear, touch, taste, and smell something out there" (p. 44). She then highlights the kinesthetic sense which enables sensory-motor

understanding and awareness of other and of self. Young (1994) states that in the Western civilization we tend to value the visual then the auditory over other sensations for information gathering. In the realm of collecting, Shapiro (1999) calls the body a conductor of sensual feelings inward for personal synthesis and feelings, in the form of words, outward for public synthesis (p. 57).

The body enables spacial understanding. Schutz and Luckman (1973) emphasize that we orient to life through the body. They state that the body is "not an object in space, but rather the condition for all my experience . . . The body acts as a center of coordination in the world with an above and below, right and left, behind and in front" (p. 102).

Knowledge Gained Through Body

Because of the connection between self and culture, the body is a point where knowledge is gained. Glesne (1997) states that heart, stomach, and bones as well as head aid learning. Cognition is a combination of somatic (senses and interaction with the environment) and abstract thought and interpretation of the senses and interaction (Shapiro, 1999, p. xii; Farber and Bettis, n.d.; McLaren, 1988; Foshay, 1996). Shapiro (1999) emphasizes memories such as love, joy, softness, warmth, laughter, and touch that render personal connection possible (p. 100). Zola (1991) emphasizes the importance of reflection on body and bodily experience to gain knowledge. He states "The only way to appreciate oneself, one's body, and the interrelationships of the two is to revisit the past again and again . . . In the process, a new insight emerges" (p. 3).

McLaren (1988) writes of bodily knowledge seen in muscles and skeletons,

clothing styles, and how we move, stand, and walk. Sklar (1994) states that body experience and movement enable knowing and conceptualizing the world. She calls movement "a corporeal way of knowing" (p. 11).

Rintala (1991) emphasizes the importance of the body moving through the environment as a learning process. She quotes Boyer (1989):

> Once you've run up this hill on the first warm free morning you can find, and stood alone at the top with your breath swirling around, steamy in the early Spring snap; once you've looked out in the stillness over the bustling, frenzied people of the valleys and worshiped the wind with a litany of hair and eyes; once you've stripped off your shoes and coaxed the timidly greening grass with your first-time-this-season bare feet; then you begin to understand, at last, that running is only marginally about exercise. (p. 20)

Fragility of Body

Even though the body is the source of our existence, it cannot be taken for granted. It is fragile and can experience breakdowns. Stinson (1995) states:

> Our bodies are the source of deep pleasure but also pain and embarrassment . . . Bodies carry germs and emit odors. They sweat and produce other fluids which are not highly regarded in an age when a pair of rubber gloves must be regarded as part of every teacher's essential gear. (p. 45)

Langeveld (1984) states that the body is not only a springboard, but it is also a fetter because it becomes tired.

Sparkes (1996) addresses the new learning necessary when the fragile body is

broken. He states that every experience of body such as aging, illness, joy, gender, and giving birth are significant and cannot be excluded from personal identity. He contends that when something happens to the body such as injury or disability, one's usual attitude is broken and bodily awareness is forced to the forefront of consciousness. He calls these "turning-point experiences" (p. 465) and states that afterwards, a person never returns to the former self. Rather the individual goes through a rethinking, reconstructing, and reinventing of self. The result is a new conception of identity, past, present, and future.

Summary

The body is significant in our being. Foshay (1996) states that the body is integral penetrating all aspects of existence. The body serves the purposes of sensing and information gathering, as an identity, and as a connection to culture. Dworkin (1987) states:

> The skin bears the content of our lives. Every time the skin is touched one feels. All feeling passes through it, outside to inside . . . The skin is our human mask. It is what one can touch of another person, what one sees, how one is seen . . . It is both identity and sex . . . What one is and what one feels in the realm of the sensual, being, and passion, where the self meets the world. (p. 25-26)

Perhaps the best statement of summary is found in Schutz and Luckman (1989):

> Much that I do not want happens to my body; but my body also does much that I do want. By no means do I experience myself "only" as a body turned outside; but at least in everyday reality I always experience myself also as a body from within. (p. 112)

The Problematic of Body

Stated simply, the problematic of body is the separation of mind and body. Some texts refer to a split of mind and body, others to mind/body dualism, and still others to a mind/body dichotomy. Stinson (1995) states:

> The body-mind duality in schools has been recognized by a number of theorists. However, even those of us who struggle to get beyond it find ourselves hindered not only by language (how do we write about body and mind without implying that they are two different things which must be joined by a hyphen or slash mark?) but by our own experiences when our bodies seem to hinder our thinking. It is easy to notice those times when our physical selves seem to stand in the way of mental activities and harder to recognize how essential our embodied selves are in thinking. (p. 45)

This section outlines the origins of mind/body separation, the results of this separation on society and on schools, teachers, and children, and then highlights the need of reuniting mind and body.

Origins of Mind/Body Separation

Three authors state that the separation is of Cartesian origins. Young (1994) speaks of challenging the Cartesian dichotomy between mind and body by realizing the self is more substantial and the body more brief. Foshay (1996) states that in general, the educational system is based on the 18th-century Cartesian separation of mind and body. Shapiro (1999) states that the Cartesian duality of mind and body views the body as the site of epistemological limitation, something that must be overcome before learning can

happen (p. 145).

Fleckenstein and McLaren point to postmodernism as the source of the separation. Fleckenstein (1999) credits a Canadian philosopher, Geraldine Finn (1996), for claiming "that a common feature of the postmodern stance is that the body is dead or at least irrelevant" (p. 72). McLaren (1988) believes that numbed flesh and avoidance of body are effects of a postmodern culture.

hooks (1994) identifies the separation of mind and body as taking place at the time of racial integration during the 1950s and 1960s. She states:

> School changed utterly with racial integration. Gone was the messianic zeal to transform our minds and beings that had characterized teachers and their pedagogical practices in our all-black schools. Knowledge was suddenly about information only. It had no relation to how one lived, behaved . . . It was difficult to maintain fidelity to the idea of the intellectual as someone who sought to be whole--well grounded in a context where there was little emphasis on spiritual well-being, on care of the soul. (pp. 3, 16)

Other authors speak in generic terms when addressing origins of the separation. Sklar (1994) states that in our society it is easy to deny body because we have developed a capacity for making belief and live vicariously through books, film, and television. Rintala (1991) attributes this to Western civilization and also states the dualism of mind and body is one of the dichotomies that our culture is based upon.

In emphasizing the necessity of embodiment for being, Wren (1992) relies upon the philosophy of Martin Heiddeger. He states that disembodiment is a gap between "nonbeing and being" (paragraph 3) and relays that Heiddeger believes it to be the

"decadence of the modern world, arguing that humanity has fallen out of being" (paragraph 3).

Hall (1998) believes that the separation is a problem of ordinary man. She states that humans often view themselves as three separate states: body, mind, and spirit. She relates that the focus is on each state rather than a whole with parts working together.

Others, namely Burston, Shapiro, Rintala, and Shapiro and Shapiro, believe that this is a problem of science. Burston (1998) discusses the fact that empirical scientists view existentialism as irrational. He expresses concern about viewing abstract, rational, and calculating intellect as the only path to knowledge omitting the roles of intuition, imagination, will, and faith as integral to the wholeness of human experience. He further states that the body and it functions are neither separable nor reducible and cannot be studied or treated in isolation from knowledge and being.

Shapiro (1999) states that empirical science and positivism are based on management, behavior, tracking, and standardization that "strips the self of embodiment" (p. 85). She quotes Robert Lifton (1990) in attributing the separation to Western culture:

> Somewhere in the intellectual history of the West there developed the wrongheaded idea that mind and heart are antagonists, that scholarship must be divested of emotion, that spiritual journeys must avoid intellectual concerns. (p. 29).

Rintala (1991) states that the true lived body (lived from inside) is an opposite perspective to the objective body which is observed and measured in the anatomical and physiological sciences. The objective body is generally excerpted from lived experience and often quoted out of context.

Shapiro and Shapiro (1995) believe a positivistic approach to research and education fosters mind/body separation with the body viewed as a limitation to knowing. They relate an erroneous belief that the body must be overcome and experience of feelings and passions transcended for the mind's liberation to "see accurately" (pp. 54-56).

Results of Mind/Body Separation

Some of the results of mind/body separation have already been suggested in the previous section. For example: Burston (1998) cautions of omitting intuition, imagination, will, and faith; McLaren (1988) refers to the numbed flesh; Sklar (1994) writes of living vicariously; hooks (1994) cites a reliance on information only; and Shapiro (1999) outlines management, behavior, tracking, and standardization as results of mind/body separation. Other authors write of the results. The following are comments concerning the dangers and results of mind/body separation from the perspective of society and then from a school, teacher, and student perspective.

Effects on Society

How often the news media reports of the ills of society in the form of crime. It is as though our eyes can no longer see and our hearts can no longer care. Fleckenstein (1999) states that we have "cut ourselves adrift from any organic anchoring in the reality of flesh" (paragraph 1).

Shapiro (1999) believes that rising moral insensitivity is a result of disembodiment. She states that "we have learned to live so much in our heads that we no longer feel connection to other living things" (p. 9).

McLaren (1988) states that as the body is denied, confined, and ignored, existence

is reduced to eventfulness which renders a person unable to feel pain. He believes that mind/body separation leads to an ethical dilemma of neo-conservatism which embraces knowing isolated facts and evaluates in terms of capitalism and marketability. This in turn perpetuates the inequity of our Western culture that privileges white Anglo-Saxons.

Bakan (1984) states that society has largely lost the ability to physically encounter others and things. This is marked by overconcern with production, commodities, and money. He believes there are four consequences to this. First, senses of community and home are lost. Second, the senses of meaning and truth disappear. Third, we become conventional, rule bound, and rule dependent. Fourth, knowledge is reduced to a collection of facts and only causal determination is taken as real (p. 77).

hooks (1994) quotes Dr. Martin Luther King, Jr.:

> We must rapidly begin the shift from a "thing"-oriented society to a "person"-oriented society. When machines and computers, profit motives and property rights are considered more important than people, the giant triplets of racism, materialism, and militarism are incapable of being conquered. A civilization can flounder as readily in the face of moral and spiritual bankruptcy as it can through financial bankruptcy. (p. 27)

Effects on Schools, Teachers, and Children

Shapiro and Shapiro (1995) state that the educational system is viewed as rational rather than relational. Rationality denies body, feelings, emotions, intimacy, and connection and emphasizes singleness and self-sufficiency. McLaren (1988) states that mind/body dualism in schools is evident in two ways. First, bodies are ignored and

second, language representing the history, race, and gender of body is undervalued and/or nonexistent. McWilliam (1996a) states that in the classroom the body has been perceived as excess baggage, an entity to manage, and a hindrance to mental efforts. Rintala (1991) states that mind-body dualism and valuing mind over body lends justification to physical activity for enhancing the mind. She states that the result is "valuing and trusting objective assessment and data over the information available through subjective assessment" (p. 261). This in turn results in a "preference for positivistic inquiry and emphasis on certain subdisciplines" (p. 261). hooks (1994) calls this "compartmentalization" (p. 16) promoted and supported by the mind/body split.

The dualism affects teachers in two major ways. First, the teacher is viewed in the traditional role of a lecturer, behind the desk, standing at the podium, or in front of the class. In this role the teacher appears disinterested or disconnected from the students by authority (McWilliam, 1996a). The risk in this is that the teacher becomes the power in the classroom and the possessor of all knowledge or as hooks (1994) states "the teacher as the omnipotent, all-knowing mind" (p. 138).

The second effect is that teachers who connect and physically contact students become subject to accusations of abuse. McWilliam (1996a) states that in the West physical contact between teachers and students is viewed with suspicion and as something to be avoided. The consequences are twofold: (1) scrutinizing teacher/student relationships with observation, regulation, control, and discipline; (2) teachers refraining from contact and denying their own bodies to the point of disembodiment. This particularly affects male teachers, especially those in classrooms of young children (hooks, 1994). The more visible the teacher's body and bodily contact with students, the greater

the suspicion "particularly if the teacher happens to be gay and/or male" (McWilliam, 1996a).

Given the impact of schools and teachers on children's development and perception of themselves, it is easy to deduce that children learn to devalue their bodies and their being. They learn to "silence their own voices, obey authority without questioning, fragment their being with the consequent separations of mind and body, rational and sensual, individual and social" (Shapiro, 1999, p. 159; Shapiro & Shapiro, 1995, p. 67). In effect, students become "bodiless beings or no-bodies" (Shapiro, 1999, p. 159). We teach them to "deny feelings, aesthetics and bodily experiences" and place emphasis on "cerebral knowledge" (Shapiro, 1999, p. 159; Shapiro & Shapiro, 1995, p. 67).

Two authors write of the total effect of the mind/body split. Fleckenstein (1999) states that in the classroom, we are denied a "way to physically address the tragedies and victories of our lives and world" (paragraph 1) making it impossible to change our selves and celebrate our accomplishments. Foshay (1991) outlines a lasting effect that denial of body has on children and consequently adults. He states:

> Young children become aware of their selves only gradually and imperfectly; adolescents, in their rough-and-tumble search for self-definition, very often develop a skewed self-concept . . . little or no help is offered in the difficult journey from childish dependence to mature autonomy. Many an adult is still childishly dependent on others for approval, with an undeveloped view of his or her physical self. (p. 342)

Need of Reuniting Mind and Body

"Knowledge without sensibility and sensuality leaves the cold, unfeeling shell of breathing flesh devoid of the capacity for love, suffering, joy, and compassion" (Shapiro, 1999, p. 160). Certainly this quotation points to the need of reuniting mind and body. Without body we become incapacitated toward self and toward others. Shapiro (1999) states that reuniting mind and body makes it possible to evaluate and reestablish ourselves morally, cognitively, and aesthetically. The following discussion highlights two general reasons for reuniting mind and body. The third reason is education specific.

It is impossible to fully understand ourselves and others without body. Seeing others and listening to their words is empty without felt personal connection. To do this we must be mindful of others and mindful of the feelings invoked within self. Attuning to feelings brings a new level of physical identification, an intensification that is not present without connection. McLaren (1988) calls this "refleshing" (p. 67) the body. Both he and Crossley (1995) emphasize that this is necessary for thinking, understanding, and acting with knowledge. Refleshing enables us to know and respond meaningfully and to make better informed decisions.

hooks (1994) emphasizes remembering oneself. She states "To remember yourself is to see yourself always as a body in a system that has not become accustomed to your presence or to your physicality" (p. 135). She makes this statement in reference to inequity and injustice in society and schools. She is concerned about a society that continues to privilege Anglo-Saxons and schools that perpetuate this notion. She believes that focus on bodily similarities, differences, qualities, and capabilities will reunite mind and body increasing sensitivity to class, gender, race, and ethnics. This, followed with a

critique of self in history, enables us to default the power that keeps i
in place. Shapiro (1999) states that if we continue to separate mind
from emotion, and self from others, we will continue to "define edu
productive process for society" (p. 16) which reproduces racial, class, ethnic, and gender
inequities.

The previous paragraph highlights one reason for teachers to reunite mind and body. However, there is an even more specific reason for teachers to be embodied. McWilliam (1996a) states "It is time teachers re-claimed the pleasure of their teaching and this means insisting on the material presence of bodies in our classrooms" (p. 347). If teachers are embodied, then others, especially children, will know through our bodies, corporeality, physicality, behavior, and actions that we enjoy teaching, are present heart and soul, and are engaged with subject and student.

Summary

Regardless whether the origins of mind/body separation are Cartesian, postmodern, or others, it is important that we recognize the results. More than acknowledging "the inseparability of mind and body, thought and life" (Shapiro, 1999, p. 71), it is imperative that we "deny the mind/body split" (hooks, 1994, p. 193). We must attune to the importance of sensory and bodily experiences and be mindful of our body knowledge in order to be active rather than passive (Sklar, 1994). Reuniting mind and body provides man a "total presence, a recentering, and a pulling self together" (Shapiro, 1999, p. 87). With teachers, it "allows us to enter the classroom whole and consequently wholehearted" (hooks, 1994, p. 193).

The Teacher's Body

McWilliam (1996b) states:

> the material body of the teacher seems to be a very significant factor in everyday textual constructions of effective and ineffective teaching. Body factors affecting teacher effectiveness are class, gender, body shape, sexuality, ethnicity, illness, aging, scars, make-up, facial hair, and so on. (p. 3)

Even though the previous discussion highlights these, there are still some additional points that need to be made about the teacher's body and teaching. For instance, sometimes a teacher must "work until your fingers ache, your mind feels as if it will unravel, and your eyes give out" (Ayers, 1993, p. 1). The following section is divided into three specific topics related to teachers' bodies. The first section gives a profile of teacher characteristics and expectations. Section two addresses the health of the teacher. Section three discusses the importance of the teacher being physically accessible to students.

Teacher Characteristics and Expectations

One teacher characteristic is the inner person embodied, responding, acting, and "living as a human being" (Pinar, Reynolds, Slattery, & Taubman, 1995, p. 428). While there are expectations of "patience, hope, serenity, humor, and goodness" (Pinar et. al, p. 433), these characteristics must take a bodily form identified through the teacher's demeanor.

Another characteristic is gender, a physical characteristic. The majority of teachers are women, so the history of the American school could be considered a history of women in the workforce (Fischer, Schimmel, & Kelly, 1995, p. 82). Records bear the fact that in

the 1800s teaching began to be identified as "women's work"(Fischer et al, 1995, p. 6). In 1800, one in every 10 teachers was a woman. By 1890, 66% of the teachers were women. While the percentages of women employed as teachers have fluctuated (as high as 86% in 1920 and 72% in 1991), today approximately 73% of all teachers from preschools through universities are women (Holmes & Weiss, 1995, p. 4; Newman, 1998, p. 37). Women began to be hired as teachers for several reasons. One reason was that "women were thought to be of the character and personality regarded as better suited to working with young children" (Fischer et al, 1995, p. 6) There was a common belief that men were not capable of being proper moral examples for children (Spring, 1994, p. 102). In fact in 1841, the Boston school board listed four reasons for supporting the trend of employing women as teachers. These are (1) Women are better teachers of young children because of their natural child-rearing talents; (2) The woman's mind is less distracted by worldly forces; (3) Women have no other possibilities of employment enabling them to more easily concentrate on teaching; and (4) Women are of purer morals (Spring, 1994, p. 102). These reasons were in direct response to the ideal teacher characteristics given by Horace Mann to the Massachusetts State Board of Education in 1840. These are as follows:

1. A perfect knowledge of the subjects to be taught in the common schools.
2. An aptitude for teaching.
3. Ability to manage and govern a schoolroom and to mold moral character.
4. Good behavior emphasizing that the teacher is the glass where the students dress themselves; therefore the teacher must pay attention to manners, dress, and personal habits and conform to accepted social customs.

5. Impeccable character including pure tastes, good manners, and exemplary morals. (Spring, 1994, p. 101)

He further called for "the school committee to be sentinels stationed at the door of every schoolhouse in the state, to see that no teacher ever crosses its threshold, who is not clothed from the crown of the head to the sole of the foot in garments of virtue" (Spring, 1994, pp. 101, 102). A similar expectation has continued throughout the 19th and 20th centuries. Spring (1994) states "the teacher's private life has always been open to pubic scrutiny like a goldfish in a glass bowl. Tradition has given teachers a place in society comparable to that accorded to ministers" (p. 101).

A second reason for hiring women was that they were viewed as "a cheap and reliable labor force" (Fischer et al, 1995, p. 6). As women were hired to teach the children, men were hired, at higher salaries, to insure "quality of instruction and adherence of teachers to a standard curriculum" (Spring, 1994, p. 98). This hierarchical system of women in subservient status reflected the general social pattern--men manage and women teach (Spring, 1994, p. 115). In an 1878 Harpers article, this statement was made: "Women teachers are preferred by superintendents because they are more willing to comply with established regulations and less likely to ride headstrong hobbies" (Spring, 1994, p. 119).

Additionally, women were hired as school teachers "in order to function as responsible mothers" (Spring, 1994, p. 99). Women were to mold their sons into "republican citizens" (Spring, 1994, p. 99). Reflecting this thought, Emma Willard addressed the New York legislature in 1819 stating:

Who knows how great and good a race of men may yet arise from the forming

> hands of mothers, enlightened by the bounty of that beloved country--to defend her liberties, to plan her future improvements, and to raise her to unparalleled glory? (Spring, 1994, p. 99)

Although change has begun, the hierarchical system continues. Women teachers are still expected to be moral examples. Women teachers are expected to teach the republic ideals. Concerning schools today, Spring (1994) states:

> Pedagogy--the science of education--has changed to meet the needs of the corporate model of the school and the new economic role of schooling. But even with all these changes, the schoolmarm has remained the backbone of the educational system. As models of republican motherhood and sisters of charity, they continue to toil in the factories of education. (p. 127)

Health of the Teacher

hooks (1994) states that a "profound commitment to engaged pedagogy is taxing to the spirit" (p. 202). More specifically, I must state that teaching has a profound effect on both a teacher's mental and physical states. Apparently teachers in every generation have documented this fact. Fischer, et. al. (1995), state that "diaries and journals of teachers focus on how demanding teaching is" (p. 6). Literature concerning teachers' health comes from two sources. These are educational publications, which indicate high correlations of health problems and the profession, and medical publications which indicate correlations of moderate to not greater than other occupations. Health concerns are voice, musculo-skeletal, and various stress related illnesses.

Voice

Four studies dealing with voice problems were reviewed. All four started with a hypothesis that "voice disorders are thought to be one of the major occupational hazards of school teaching" (Mattiske, Oates, & Greenwood, 1998, paragraph 1). Three studies confirmed voice disorders while one, namely Mattiske, Oates, and Greenwood (1998), found the data to be inconclusive with their main criticism being that "studies have relied on anecdotal and self-reported data" (paragraph 1).

Two studies employed the use of self-reported data. In the first study, Smith, Gray, Dove, Kirchner, and Heras (1997) compared teachers to individuals employed in other occupations. The findings revealed that 15% of the teachers compared to 6% of the non-teachers reported voice problems. Also, teachers reported a greater physical discomfort related to voice problems, and they believed that voice problems would adversely affect their future career options. Another finding was that more than 20% of the teachers but none of the non-teachers had missed work due to voice problems. The authors concluded that "teaching is a high-risk occupation for voice disorders and that this health problem may have significant work-related and economic effects" (paragraph 1).

The second study was conducted by Smith, Lemke, Taylor, Kirchner, and Hoffman (1998), two researchers from the previous documentation. The results of this study were as follows: 32% of the teachers and 1% of the non-teachers defined themselves as having a voice problem; 2% of the teachers and none of the non-teachers described their voices as tired, weak, or effortful; 2% of the teachers and none of the non-teachers claimed physical discomfort with speaking; teachers were more likely to perceive that their voice problems negatively affected current job performance and limited options regarding change in work;

and 20% of the teachers compared to 4% of the non-teachers reported having missed work due to their voice. The conclusion of this study was the same as before: "teachers are at high-risk for disability from voice disorders and that this health problem may have significant work-related and economic effects" (paragraph 1).

The final study concerning voice disorders indicated that teachers had a higher frequency of problems. This author speculates that two reasons exist for this finding: (1) inadequate supervision over the teacher's work environment (no further explanation was given); and (2) teachers damage their own voices due to improper use of the voice organ. The recommendation was to develop and implement preventive programs (Woskowiak, 1996).

Musculo-Skeletal

Berg, Berg, Reiten, and Kostveit (1998) compared 100 teachers with a matched group of non-teachers. Participants were housed at a vocational rehabilitation center for a four-week study. Two findings were considered significant. The first, which will be included in a later discussion, was job-related stress. The second was musculo-skeletal disorders. It was reported that teachers had a higher rate of foot disorders. I can personally validate this finding. In 1982 I had a minor foot surgery to remove a Morton's Neuroma, a small tumor on a nerve located between two toes. The surgeon described this condition as an occupational hazard to those who had to spend a great deal of time on their feet including teachers. He stated that Morton's neuromas were usually associated with old, retired school teachers.

Stress

In searching for literature concerning teacher stress, I found a 1977 article written by Madeline Hunter. In the writing she equates the stress of teaching with air traffic control and surgery because "teaching requires learned patterns of decision making based on years of research and on the feet, high speed thinking and decision making" (p. 2). Shari Roan authored a 1996 article in The Los Angeles Times concerning teacher stress. She quotes Janet Bass of the American Federation of Teachers:

> One reason there is a teacher shortage is because teachers are so stressed out, and they are taking early retirement. Teachers in urban areas are very stressed because they are being forced to do so much more than teach. They are counselors, social workers, and nurses. (paragraph 2)

Roan continues, stating that a survey conducted of California teachers showed that teachers are more stressed than workers in many other occupations, that half reported stress-related psychiatric problems resulting from their jobs, and that 13% admitted to problems with chemical dependency resulting from their jobs. Newman (1998) quotes a survey of former teachers conducted by the Metropolitan Life Corporation stating that 57% of the former teachers left the profession because they were under great stress. Guglielmi and Tatrow (1998) state that teacher stress and burnout is a growing concern. They quote the Carnegie Task Force on Teaching as a Profession:

> It has been reported that teacher stress and burnout inevitably affect the learning environment and interfere with the achievement of educational goals insofar as they lead to teachers' detachment, alienation, cynicism, apathy, and absenteeism and ultimately the decision to leave the field. (paragraph 1)

From these statements and reports it is obvious that stress is a health factor in the life of a teacher. The following defines stress, identifies sources of stress, discusses dysfunctions due to stress including burnout, and suggests ways of reducing stress including a discussion of psychoneuroimmunology.

Definition

In day to day life, people conduct their affairs as usual or as Dewe (1986) describes in a "steady state of physiological/psychological equilibrium which is characterized by feelings of well-being" (p. 4). When there is a conflict between the individual and the environment and the "steady state is disrupted and stress occurs" (Dewe, 1986). Stress is the "adaptive response in which a person's body prepares, or adjusts, to a threatening situation" (Reglin & Reitzammer, 1998, paragraph 1). There are two possible responses to stress. First, it can be a motivating factor for the person to rectify problems, achieve goals, and return to states of equilibrium. Second, it can cause "deteriorating health, lack of productivity, and depression" (Reglin & Reitzammer, 1998, paragraph 1). Stress "seems to strike those in the helping professions, such as teaching, disproportionately to others workers" (Reglin & Reitzammer, 1998, paragraph 1).

Sources of Stress

Several authors list reasons and sources of stress. These are as follows: *violence (Reglin & Reitzammer, 1998). These authors cite two studies concerning violent acts committed against teachers. First, the National Education Association reports that in 1992 approximately 70,000 teachers were assaulted. This is considered to be a low count based on a belief that many incidents go unreported. Second, The National

Association of School Psychologists reported that in 1991 there were 900 teachers threatened each hour during the school day and that 40 were assaulted each hour on school property.

*student relationships and discipline (Cains & Brown, 1998; Guglielmi & Tatrow, 1998; Dewe, 1986)

*overload, workloads, and time pressures (Cains & Brown, 1998; Guglielmi & Tatrow, 1998; Pithers & Soden, 1998; Reglin & Reitzammer, 1998; Dewe, 1986)

*community and parent expectations and relationships (Cains & Brown, 1998; Dewe, 1986)

*lack of autonomy (Cains & Brown, 1998, Guglielmi & Tatrow, 1998; DeFrank & Stroup, 1989; Dewe, 1986)

*unfavorable working conditions (Guglielmi & Tatrow, 1998)

*interpersonal relationships and staff organizational problems (Cains & Brown, 1998; Guglielmi & Tatrow, 1998)

*scarcity of resources (Guglielmi & Tatrow, 1998)

*physical stressors such as noise and classroom crowding (Cains & Brown, 1998; Guglielmi & Tatrow, 1998; Dewe, 1986)

Two of the referenced reports contain specific lists of sources. These will be itemized according to author:

*Cains and Brown (1998)--mixed-ability teaching; record keeping; taking work home; not being able to switch off at home; too much preparation; parental interviews; work demands adversely affecting home/partner relationship; disobedient pupils; implications of mistakes you have made; pupils with learning problems; dealing with difficult parents; too

much marking; mundane administration tasks; inadequate resources; verbal abuse of you; physical attack on you; dealing with bullying; stealing; teaching subjects you weren't trained in; class too large; pupils with home problems; abused children; physically disabled pupils; pupils with language disorders; disputes with colleagues; coping with staffroom politics; inadequate feedback about performance; lack of opportunity for personal/professional development; lack of power and influence; ambiguity in nature of job role; feeling isolated; lack of consultation and communication; and family/partner not understanding your stresses.

*Dewe (1986)--excessive travel; long hours; too much work to do in the time available; increased job sophistication; conflicting work demands; relationships with superiors, subordinates, and colleagues; lack of information; conflicts between home and work; little participation in decision making; lack of breaks during the day; large class size; clinging children; new child in class; poor school facilities; noise level; having to do things other than teaching (organize outings, collect money); formalized rules and procedures; lack of positive feedback; lack of staff support; responsibility without authority; and lack of control.

Rather than list sources of stress, Kronowitz (1996) organized the sources into three factors. First, societal factors including low pay, low respect, and lack of influence (p. 154). Second, institutional factors including increased accountability, a sense of isolation, lack of decision making power, lack of autonomy, and poor physical working conditions particularly too few restrooms (p. 155). Third, personal factors of poor health choices such as smoking, drinking, little sleep, neglect of own emotional needs and well being, and Superteacher syndrome (p. 156). Superteacher syndrome is defined as

"confusion of responsibility with accountability and unrealistic expectations" (p. 157). This promotes competition instead of cooperation and "reduces new teachers to quivering, self proclaimed failures" (p. 157). Kronowitz continues, "school has a way of consuming teachers, especially new ones" (p. 157).

Dysfunctions Due to Stress

Dysfunction is "disordered or impaired functioning of a bodily system or organ" (Morris, 1969, p. 407). Stress affects the body, and unchecked or continuing stress can lead to bodily dysfunctions. These can be biochemical or physiological such as elevated blood pressure, increased heart rate, and rapid breathing, behavioral such as reduced performance, absenteeism, job turnover, smoking, eating disorders, or drinking, and "diseases of maladaption such as coronary heart disease, ulcers, allergies, headaches, tension, anxiety, and exhaustion" (Dewe, 1986, p. 4). Stress symptoms include frustration, tension, exhaustion, anxiety, and depression with exhaustion and frustration the most common symptoms (Dewe, 1986).

Watts and Short (1990) report that work-related stress is correlated with teachers wanting to leave the profession and/or coping with the stress through drug use. In their study, two-thirds of the teachers reported that they wanted to quit the profession, with 36.4% reporting that they were likely to quit. These teachers also reported a higher than national average use of alcohol, amphetamines, and tranquilizers.

Guglielmi and Tatrow (1998) divide stress dysfunctions into physiological (i.e., cardiovascular changes, immunosuppression, and general symptoms and illnesses), psychological (e.g., depression, anxiety), and behavioral (e.g., smoking, drinking,

absenteeism, unhealthy eating habits). They report that women in the teaching profession who suffer from stress are likely to have high blood pressure. In addition to the above-mentioned dysfunctions, listed were the following physical health problems: higher total cholesterol levels, physical fatigue and/or exhaustion, gastric arousal, prescription drug use, sexual passivity, headache, gastrointestinal discomfort, neuroticism, extroversion, self-consciousness, frustration, nervousness, higher frequency of health care visits, gallbladder problems, ulcers, kidney disorders, colds, insomnia, hypertension, and heart disease. The authors state that the teachers most likely to report more health problems are primary school teachers, teachers in the 30-39 age group, and male teachers.

Burnout is a common symptom of unchecked stress. Dewe (1986) states "To begin with, it is important to realize that burnout is both a syndrome and a process. In other words, we have the state of burnout (i.e. emotional and physical exhaustion) and the burnout process (i.e. the stages leading to this state)" (p. 34). Schamer and Jackson (1996) define burnout as "a syndrome involving a person's inability to cope effectively with the continual bombardment of perceived stressors" (paragraph 1). They state that teachers are affected by burnout more than any other public service professionals. Guglielmi and Tatrow (1998) state "it is generally accepted that burnout represents a negative outcome that may follow prolonged work-related stress" (paragraph 21), and that it "could be considered as the exhaustion stage . . . during which adaptation energy is depleted and diseases of adaptation may develop" (paragraph 21).

The symptoms of burnout are similar to symptoms of stress. Newman (1998) states that the teacher suffering burnout misses a few days then absences increase. These teachers go through the motions, but commitment to teaching is gone. The teachers are

physically, mentally, and emotionally exhausted (p. 11). Guglielmi and Tatrow (1998) identify the symptoms as emotional exhaustion, depersonalization, reduced personal achievement, physical exhaustion, absenteeism, colds, headaches, stomach aches, sexual difficulties, insomnia, hypertension, gastrointestinal disorders, and heart disease. Schamer and Jackson (1996) state that teachers suffering burnout generally have negative attitudes toward students, suffer a loss of idealism and purpose, and have low levels of energy. Pierce and Molloy (1990) list indicators of burnout: poor physical health, higher rates of absenteeism, lower self-confidence, and frequency of regressive coping strategies such as drug and alcohol use. Dewe (1986) identifies the symptoms associated with burnout as headaches, colds, negative thinking, an inability to control one's emotions, emotional and physical exhaustion, depersonalization (the development of negative and, to some extent, hardened attitudes and feelings), and a perceived lack of personal accomplishment. He also states that "people experiencing these symptoms generally feel they are performing their job by merely going through the motions, or becoming locked into a routine" (p. 27). He outlines the stages of the burnout process:

1. A gradual loss in job satisfaction.
2. A rash of minor medical ailments.
3. Interference with job performance and morale.
4. A gradual loss of confidence in job performance and diminished self-esteem.
5. Worries about stages three and four leading to further increases in physical and emotional symptoms.
6. Downward spiral of deteriorating performance and productivity, accompanied by increasing depression leading to complete apathy. (p. 27)

Suggestions for Reducing Stress

Coping means dealing successfully with a situation (Dewe, 1986). Reglin and Reitzammer (1998) state that "coping is a stabilizing factor that may help teachers maintain psycho-social adaptation during stressful periods" (paragraph 6). Positive coping reduces stress and affords one control over conditions of harm, threat, or challenge when a routine or automatic response is not readily available (Reglin and Reitzammer, 1998). An example of positive coping is devoting oneself to free-time activities to reduce anxiety. Examples of negative coping are eating disorders, smoking, drinking, and using drugs. These indicate that stress is becoming depression (Reglin & Reitzammer, 1998, paragraph 8).

School districts experiencing moderate to high levels of teacher stress or burnout may need to reevaluate their organization being careful to involve teachers in decision making and implementing improvements (Guglielmi & Tatrow, 1998). Attention should be given to establishing an environment of trust and satisfaction (Dewe, 1986). A plan for coping with stress may look like the model developed below. These ideas were combined from the various articles as referenced. The plan could be implemented by a school district through staff development and in-service training (Cockburn, 1996) or by an individual seeking personal improvement (Dewe, 1986). Furthermore, teacher education programs may consider including a similar program of teacher's health in their plans of study.

A. Understand stress (Reglin & Reitzammer, 1998)

1. Be aware of vulnerability (Reglin & Reitzammer, 1998; Dewe, 1986)
2. Identify stressors (Reglin & Reitzammer, 1998; Dewe, 1986)

B. Take appropriate action (Reglin & Reitzammer, 1998)

1. Devise a plan to reduce vulnerability (Reglin & Reitzammer, 1998)
    a. Set realistic expectations (Kronowitz, 1996 p. 156; Dewe, 1986)
    b. Be prepared for teaching with knowledge ranging from child development through lesson presentation (Cockburn, 1996)
    c. Keep careful records (Kronowitz, 1996, p. 156)
    d. Organize space (Kronowitz, 1996, p. 156)
2. Invest in relationships
    a. Socialize with grown-ups (Kronowitz, 1996, p. 156)
    b. Develop collegial relationships (Kronowitz, 1996, p. 156; Schonfeld, 1990).
    c. Communicate (Kronowitz, 1996, p. 156)
    d. Trust a mentor (Kronowitz, 1996, p. 156)
3. Provide for self-renewal (Dewe, 1986).
    a. Make use of "stress busters" (Dewe, 1986, p. 33)

        Examples: Deep breathing, stretching, muscle flexing, visual imagery techniques (Kronowitz, 1996, p. 156; Dewe, 1986).
    b. Plan for leisure and/or relaxation activities (Dewe, 1986)

        Examples: Plan a week-end away; buy yourself flowers; read a book you don't have time for; bathe by candlelight; schedule time alone; have dinner out (Kronowitz, 1996, p. 156)

C. Psychoneuroimmunology training (Guglielmi & Tatrow, 1998)

It is my belief that the following information is necessary for teachers who desire

improved health and are concerned with protecting their bodies. It defines psychoneuroimmunology, discusses the body's immune system, and highlights research findings.

Psychoneuroimmunology

Psychoneuroimmunology (PNI) is the study of the "bidirectional relations between the central nervous system, the endocrine system, and the immune system" (Cohen & Herbert, 1996, paragraph 3). This topic is increasingly researched by both psychological and medical facilities (Benowitz, 1996). The attempt is to explore and explain the belief that our personalities and emotions influence our health (Cohen & Herbert, 1996). Specifically, the effects of stress on the body are studies. Cohen and Herbert (1996) state:

> Stressful life events are commonly believed to alter immunity and hence susceptibility to immune system-mediated disease. When demands imposed by events exceed individuals' abilities to cope, a psychological stress response composed of negative cognitive and emotional state is elicited. These responses are thought to influence immune function through their effects on behavioral coping and neuroendocrine response. (paragraph 6)

Wheeler (1996) states "findings in psychoneuroimmunology show that how patients think or feel or behave can be as important as the quality of their physician's knowledge" (paragraph 5). He quotes Dr. David Felton, one of the primary researchers in this field: "People cannot think their way to good. [But] the focus of healing goes back to the patient" (paragraph 5).

PNI investigates two ways the body responds to disease. These are the immune

response and the autoimmune response. The immune system protects the body from invading microorganisms or antigens. "Most immune system cells are located in the bone marrow, thymus, lymph nodes, spleen, tonsils, appendix, and Peyer's patches (clumps of immune tissue in the small intestines)" (Cohen & Herbert, 1996, paragraph 5). These cells are white blood cells, and they circulate throughout the body. Antigens entering the body cause inflammation. In a healthy immune system the "circulating blood transports immune components between organs of the immune system and sites of inflammation" (Cohen & Herbert, 1996, paragraph 5). At the site of inflammation, cells of these components begin to proliferate, surrounding the antigen, and eventually breaking into its cellular structure. These components, lymphocytes T and B and natural killer (NK), destroy the antigens (Cohen & Herbert, 1996, paragraph 7). Stress and fatigue inhibit circulation and proliferation of T, B, and NK rendering the immune system unhealthy and the body subject to disease.

PNI also studies the autoimmune response. In autoimmune disease, the body begins to attack its own cells and organs (Dorland's Medical Dictionary, 1974, p. 169). Specifically, "T lymphocytes fail to discriminate self from nonself and attack normal body tissue" (Berkow, 1987, p.319-320). Some of the resulting diseases are rheumatoid arthritis, lupus, Graves disease, inflammatory bowel disease, and multiple sclerosis (Berkow, 1987, p. 319-320).

The majority of research in PNI has dealt with the immune system. Some of the findings will be highlighted from two sources. Benowitz (1996) states that "studies showed antibody and immune cell response were diminished in participants with more anxiety, higher stress, and less social support" (paragraph 5). The remainder of the

reports are found in a comprehensive review article written by Cohen and Herbert (1996):

*Students reported more stress during exams and showed a decrease in cellular immune response, including decreased NK activity (paragraph 7).

*Medical students were trained in relaxation techniques just prior to first-year exams. The intervention did not influence stress-induced changes in cellular immune function. The study was repeated. This time the researchers measured an increased lymphocyte proliferation (paragraph 22).

*Several studies have assessed the effects of acute psychological stressors. One study has shown that immune depression in both cell numbers and function can be found as soon as five minutes after the onset of the stressor. Most immune parameters return to a resting level by one hour following the cessation of the stressor with some evidence that NK activity remains depressed for as long as 48 hours (paragraph 23).

*Investigations with clinical depression (as may be found in burnout) revealed lowered numbers of NK, B, and T cells (paragraph 28).

*Studies found that anxious mood (as may be found in burnout) is associated with decreased NK activity and decreased proliferative of B and T (paragraph 31).

*Although some studies suggest that belonging to a social network and perceiving available support helps to protect a person from pathogenic effects of stress, changes in immune function have not been documented (paragraph 36). The beneficial health effect of interpersonal relationships is believed to be receipt of or availability of emotional support by having someone to talk to about problems (paragraph 40).

A few studies have been conducted with autoimmune disease, particularly rheumatoid arthritis (RA). The reason for highlighting these is that "numerous clinical

observations and several retrospective studies suggest that psychological factors, including stressful life events and less-supportive atmospheres play a role in the onset and exacerbation of autoimmune disease" (Cohen & Herbert, 1996, paragraph 64). All of the reported studies followed a similar structure. A general outline and conclusion from Cohen and Herbert (1996) follow:

> RA patients received various cognitive-behavioral training such as biofeedback, RA education, relaxation training, behavioral goal setting, social support in small groups, and current coping strategies. Patients receiving training showed greater reductions in pain intensity, inflammation, and serum levels of rheumatoid factor. However, the benefits were no longer evident six months later. (paragraph 64)

Their conclusion was that cognitive-behavioral training was beneficial and should be considered as on going treatment for patients of autoimmune disease (paragraphs 64-66).

Considering the findings listed and my personal study spanning several years, my conclusion is threefold. First, as Cohen and Herbert's (1996) conclude, PNI is significant:

> It provides psychologically and biologically plausible explanations for how psychological factors might influence immunity and immune system-mediated disease . . . It provides substantial evidence that psychological factors can influence cellular immune status and function . . . In the case of the less serious infectious diseases (colds, influenza), it includes consistent and convincing evidence of links between stress and disease onset and progression. (paragraph 76)

Second, I wonder about the common belief (if not fact) that new teachers, first through third years, are susceptible to children's disease. Considering the stress of first year

teachers, I believe the stress suffered by new teachers is the reason for higher rates of illness. Stress decreases the teacher's immune cells activity and proliferation thereby prohibiting destruction of antigens. As the teacher acclimates to teaching, stress decreases affording a higher resistance to disease rather than immunity increasing. Third, I believe that teacher education should include this information and ideas for stress reducing in teacher education programs.

Being Physically Accessible to Students

Teachers' bodies are examples for children. From hygiene habits to moving about to social conventions of dress, position, and respect to communicating nonverbally, children learn about body from teachers. The ultimate lesson that children learn is that physical closeness and touch are the basis of human existence. Anderson (1988) states:

> Real teaching, real learning exists within a relationship--within a life context. The key to that relationship is love, based on recognizing what is essential about each student. (p. 55)

Through the teacher's body, children learn about being in relationship with others. Body is the teaching field of relationship. Embodied caring is evident in "interpersonal interactions and everyday life of the classroom" (Noblit, Rogers, McCadden, 1995, paragraph 31). Anderson (1986) states:

> Human skin is not simply an outer shell designed to keep our "insides" inside. It is the largest organ of the body and contains a multitude of sensory receptors to receive information through touch. Touch is an important means by which information about our world is gained, helping us to recognize, identify, and

> discriminate among objects and people, and to determine relationships among and between those objects and people. Perhaps more important, however, touch is a primary means by which we communicate with and relate to one another. Touch very effectively communicates an attitude of caring, love, and acceptance; of recognition, support, and encouragement; of pride and relationship. As teachers, it is important that this very natural tool be consciously and purposefully employed in our interactions with children. (pp. 14-15)

This discussion outlines the hazards of physical distance and the benefits of physical closeness.

I believe in the power of touch. I believe it is a natural flow from the innermost parts of a person's being. Delisle (1994) states "Reach out but don't touch" (paragraph 9) is an idea that "has quietly but surely" (paragraph 9) forced our profession to " take a step back" (paragraph 9). Mazur and Pekor (1985) state "The loss of spontaneous affection would be a serious detriment for both children and teachers" (p. 11). If students do not feel that someone cares about them, then they have difficulty learning to care about others (McKay & Hansen, 1994).

Distancing ourselves from students sends messages to children. They may learn that "emotions are bad and physical contact is inappropriate" (Delisle ,1994, paragraph 10). Anderson (1988) states:

> Perhaps they learn that the body is evil or dirty, or that anyone who does touch you is evil. Perhaps children learn that we do not want them near us, or that they are not really important, or that we really do not care about them as individuals. (p. 55)

Most assuredly, what they do learn is to avoid physical contact and "not to communicate--to stay silent, not to touch or not to relate; while not to relate is, in a very significant sense, not to be human" (Purchon, 1990, paragraph 22). What they do not learn is how to be close to others or how to be warm with others. Often they are "unaware that they need nurturing" (Purchon, 1990, paragraph 11) or that something is missing from relationships. As Anderson (1988) states, these children are "tactually failed, i.e., they have experienced inadequate tactile or touch stimulation, and therefore, are physically, psychologically, and behaviorally awkward in relationships with other persons" (p. 55). Furthermore, the children become uncomfortable with their own bodies and have limited or shallow self-concepts (Anderson, 1986, p. 14).

Touch sends messages to children. As Anderson (1986) states "physical interaction in the form of touch or closeness is not only a natural expression of our humanness, but is a fitting demonstration of the teacher's attitude of acceptance, caring, and concern for the wellness of the individual" (p. 3).

From touch, children develop a sense of self and personal worth (Purchon, 1990). Anderson (1986) calls touch a "recognition stroke" (p. 3) and a "validation" (p. 4) which all children need for healthy psychological development. Touch is psychologically nourishing (Anderson, 1986). Anderson (1988) states that "there is a direct relationship between the extent of physical closeness and a child's self-esteem" (p. 5).

Respectful human contact creates an atmosphere of acceptance and safety. Within safe classrooms a child is free to explore and experience without fear of failure (Mazur & Pekor, 1985). This in turn fosters confidence, trust, and belongingness (Anderson, 1988). Mazur and Pekor (1985) refer to this as "nurturance that helps to create and sustain the

trusting relationships which enable children to feel secure and to become autonomous" (p. 11).

Holding, hugging, rocking, touching while speaking to children are actions in which teachers engage. These build relationship and have a "soothing effect on the student's physical well-being" (Anderson, 1988, p. 54). Touch is a "reflection of the depth and sincerity of the teacher's concern for the child" (Anderson, 1986, p. 9).

What do children learn from the teacher's closeness and touch? The best answer comes from hooks (1994):

> Teachers may insist that it doesn't matter whether you stand behind the podium or the desk, but it does . . . When I'm walking toward my students, standing close to them, maybe even touching them, I am acknowledging that we are bodies. When you leave the podium and walk around, suddenly the way you smell, the way you move become very apparent to your students . . . Moving out brings a potential for face-to-face relationship and respect. . . . As we move around it becomes more evident that we work in the classroom. (p. 138)

Summary

This section has highlighted The Teacher's Body. Characteristics and expectations were first discussed as a historical review of women as teachers and the expectation of high moral character. Next, teacher's health was discussed particularly highlighting the effects of stress. The final topic centered around physical contact between teachers and students. It can be concluded that many aspects of body mingle and meld into a whole person identified as a teacher.

Conclusion

This chapter has been an extensive review of the aspects of body. Discussed was the body in the lifeworld including the importance of language, touch, and body for making sense. The existentialism of body was discussed emphasizing that body is a person's identity. Body was discussed as penetrating all of one's existence. It serves purposes: sensing, information gathering, and connection to culture. The problematic of body was identified as mind/body separation. Emphasis was placed on reuniting the two. Specifics of the teacher's body were discussed. These included characteristics and expectations, health, and being physically accessible to students.

For my final remarks, I quote three authors, Jan Rintala, Erica McWilliam and bell hooks. These capture the essence of body:

> The body-I-am is the orientational center of the world. It is my perspective of the world, that by which I have a world. It is that by which I am here and everything else is there. It is with reference to my location that things in the world are obtainable or not. The body-I-am is the transition from me to the world. It is through my body that I gain access to the world. It is as my body that I can experience the world (Rintala, 1991, p. 273).

> There is no getting away from the fact that a teacher is still some body who teaches some bodies (McWilliam, 1996a, p. 340).

> [I] have tried to write about the presence of the teacher as a body in the classroom, the presence of the teacher as someone who has a total effect on the development of the student, not just an intellectual effect but an effect on how that student perceives reality beyond the classroom (hooks, 1994, p. 137).

CHAPTER THREE

METHODOLOGY

The purpose of this chapter is to convey the various aspects of conducting an investigation into the lived body of the primary teacher's lifeworld. The research framework is identified, explained, and justified. Three modes of inquiry are then discussed followed by a discussion of participant selection and ethical concerns. Next, data sources are highlighted, and finally, the methods of data analysis are presented.

Research Framework

Human science studies persons. The simple fact that the lifeworld of a teacher was being closely examined for understanding by a teacher makes this a human science study. Humans or beings have a need to understand, a need for purpose of existence, and a need to share their lifeworlds with each other. To do this, we must be conscious of our experiences, act purposefully in and on the world to create meaning, and find ways to express our experiences (van Manen, 1990, p. 4).

In Researching Lived Experience, Max van Manen (1990) goes to great lengths to define human science. Human science looks for the meanings in experiences. It is a deep searching of the "mind, thoughts, consciousness, values, feelings, emotions, actions, and purposes" (p. 3) of all participants. The aim of human science is explicating the meaning of human phenomena and understanding lifeworlds (van Manen, 1990, p. 4).

Searching and understanding helps the human in several ways. First, it brings a

moral consciousness to act, a striving to know and become hu
5). Secondly, this knowing and becoming results in tactful pe
p. 8). The teacher attends to actions. She or he is intentional an
of teaching such as relating to children, peers, and parents and plann
environment. Thirdly, the tactful action of the teacher prepares a place for
empowerment to know and become (van Manen, 1990, p. 59).

Modes of Inquiry

The basic components of human science are the experience, the interpretation of the experience, and the semiotics or language used to convey the meaning (van Manen, 1990, p. ix). Thus, the modes of this inquiry are phenomenology, hermenutics, and writing.

Phenomenology

In phenomenology, the focus of attention is on the perception of human experience and the immediate resulting feelings (Willis, 1991). Being that it is a communication and perception of an original experience, it could be considered to be metaphorical (Willis, 1991).

Phenomenology is the study of objects and events. van Manen (1990) calls it "the study of lived experience" (p. 9), and refers to a "theory of the unique" (p. 7). Each experience is necessary or unreplaceable. Each experience has merit. We are informed through experience.

To engage in phenomenological research, one must orient to the lifeworld (van Manen, 1990, p. 4). This is awareness, attentiveness, or becoming conscious of the

lifeworld, or as van Manen (1990) states, it is a "sensitivity to the life-world" (p. 2). It is a basic description or evidence of lifeworld experience (Willis, 1991). The researcher collects and reports the state of others. The researcher lets the report speak for itself (Willis, 1991). In its pure state, phenomenology is pre-reflective, before assigning meaning. The researcher does not engage in conceptualizing, categorizing, taxonomizing, classifying, or abstracting (van Manen, 1990, p. 7). It is merely uncovering and describing a lived experience. Another way van Manen (1990) states this is that "phenomenology is not introspective but retrospective. It is always recollective" (p. 10). In other words, phenomenology is not an attempt to explain. It is a simple looking back or recalling experience.

The writing of phenomenology is rich with description. These descriptions are compelling and insightful (van Manen, 1990, p. 8). Cashman and McCraw (1993) refer to the descriptions as "dramatic recall, rich enough that the reader can vicariously live the event or the researcher's field experience" (p. 6). The description is a rendering of the perceptions of the researched and the researcher (Cashman & McCraw, 1993). Since interaction and communication are required between the participants, it is sometimes called "dialogical reflection" (Cashman & McCraw, 1993, p. 3). It is important to note that in this instance reflection means recall. The participants are comparing recall of the experience before attempting to interpret.

However, the collecting and reporting are not enough. The research must start with questioning how we experience the world. van Manen (1990) calls this the "principle of intentionality" (p. 5). This implies attaching ourselves so fully to the world that we become the world. We question the secrets and intimacies of the world, thereby making

phenomenological research an act of discovery and sharing. Its purpose is to view the depth and the intricacies of the phenomenon (Worthen & McNeill, 1996).

Phenomenological research is the study of essences (van Manen, 1990, p. 10). If adequately described, the result of the study will be a "reawakening" (van Manen, 1990, p. 10) and illuminating of lived experience (van Manen, 1982). Determining the essence is refining the description into its deepest and most concise form (Scudder & Mickunas, 1985). From this perspective, it is concluded that phenomenological research always begins in the lifeworld and gives colorful voice to everyday life.

Hermeneutics

Willis (1991) notes that humans can very seldom delay thinking and acting making pure phenomenological inquiry very difficult. Thus human science engages the second mode of inquiry, hermeneutics. This is an ability to interpret and make sense of the lifeworld. It is the interpretation of the "texts" (van Manen, 1990, p. 4) of life.

Smith (1991) outlines hermeneutical research in the following ways:

*Understanding is possible only when people can initiate a conversation and bring about fusion of their different perspectives to a new understanding which they hold in common.

*Researcher, researched, and readers must develop a deep attentiveness to language and notice how it is used.

*Through the research process, the researcher deepens his or her own self-understanding.

*Good interpretation shows the connection between experience (event) and expression (words).

*One must engage in the interpretative task for oneself rather than simply receiving

another's words.

*The mark of good interpretative research is the degree of shown understanding.

*Hermeneutical research is being acutely aware of the storied nature of human experience.

*The result is a new way of seeing and thinking.

*The ultimate goal is to make sense of our lives in such a way that life can go on.

Semiotics

Both phenomenology and hermeneutics are language dependent forms of inquiry. This forms the third mode of inquiry in human science, semiotics. This is the language orientation to research (van Manen, 1990, p. ix). To describe and to understand teaching, the researcher must engage in writing. In fact, research and writing are mostly inseparable in pedagogy (van Manen, 1990, p. 4). Being articulate, through content and form of text, lived experience is embedded with meaning (van Manen, 1990, p. 11).

Creating meaning through semiotics involves the use of people constructed symbols to represent experience. The interpretation is not in the symbols but in the relationship perceived and constructed by the researcher, researched, and readers. Language was used in several aspects of the research process. These are narratives, journaling, reflecting, recording, and creating a research report. Semiotics were used to develop a practical writing of the research (van Manen, 1990, p. 4).

Hermeneutic Phenomenology

The use of language in the research process is best examined through a combination of the three modes of inquiry. The modes are combined into what van Manen (1990) calls "hermeneutic phenomenology" (p. 6). Hermeneutic phenomenology is

a philosophy of the individual pursuing understanding through language, fundamentally writing (van Manen, 1990, p. 7). The language increases personal insight, and personal insight increases thoughtfulness and tact (van Manen, 1990, pp. 2, 7).

Necessary to this research was questioning, reflecting, focusing, and intuiting. It was a self-critical research in that it continually examined its own goals and methods to determine strengths and weaknesses (van Manen, 1990, p. 11). Hermeneutic phenomenology research is a search for what it means to be human; thus the aim is a deeper understanding of self and humankind (van Manen, 1990, p. 12). van Manen (1990) states that "it is the progress of humanizing human life and humanizing human institutions to help human beings to become increasingly thoughtful and thus better prepared to act tactfully in situations" (p. 21).

This research was an attempt to accomplish a "full interpretive description of some aspect of the life-world" (van Manen, 1990, p. 18) in this instance, the lived body of the primary teacher. The description textualizes human actions, behaviors, intentions, and experiences (van Manen, 1990, p. 19) so that they reverberate, sing, resonate, and bring memories that we never thought or felt before, to consciousness (van Manen, 1990, p. 18).

Questioning was imperative to this research. The questions were structured to elicit meaning and significance of a phenomenon. The questions were asked for clarification of lived experience. The purpose was to find out the meaning of an experience and how it was experienced (van Manen, 1990, pp. 23, 24, 29).

Participants and Ethical Issues

As stated in chapter 1, page 15, this was a group research of a primary teacher's lifeworld involving five researchers and one participant. A public school teacher, who is currently teaching at the primary level, was contacted to be the subject. She was a "purposeful selection" (Cashman & McCraw, 1993, p. 4). Three of the researchers had previous professional encounters with her. They had knowledge of her beliefs and behaviors concerning teaching, and they believed she would be willing to participate in the study. They felt that her classroom procedures would be conducive to observation. She was also considered to have a strong commitment to her beliefs on teaching aiding the articulation necessary for interviewing and questioning.

When agreeing to participate, the teacher was assured of ethical considerations. A written consent form was used to obtain permission, and the teacher's name and place of employment are kept confidential. Her pseudonym is "Kay." Studying the lived body of a teacher may contain highly sensitive content. For that reason Kay and I agreed that she would determine inappropriate areas of discussion. Upon completion of chapter four, the written account, Kay reviewed the chapter for accuracy and to determine if any parts were too revealing.

van Manen (1990) points out that being observed forces one into being aware of the experience to the point of awkwardness (p. 35). For this reason it was imperative that I become an active participant. My presence in the classroom became second nature to Kay, myself, and the children present. Kay and I met and communicated often so we could move past the initial social inhibitions and into a relationship, a relationship of kindred teachers sharing mutual respect and pedagogical research.

Researching the lifeworld of a teacher is impossible without being present in her classroom and interacting with the students involved. As required and within ethical considerations, an application for researching human subjects was submitted to the Oklahoma State University Institutional Review Board (IRB). Approval was granted with the stipulation that a letter of information be sent to the students' parents. Both, the IRB approval statement and a copy of the letter to the parents are included in the appendices (pp. 190-193).

Data Sources

Observing

I engaged in "close observation" of the primary teacher. On seven different occasions I was in Kay's classroom while the students were present. The first observation was in association with the first interview. Nevertheless, I was able to observe some of her interactions with children and observe Kay's demeanor. This observation/interview lasted approximately two hours. I wanted a full account of a primary teacher's lifeworld so two of the remaining observations consisted of a full school day, from Kay's arrival through her departure for the day. These totaled 16 hours. The remaining four observations varied in length with my usual departure being just prior to the children's afternoon recess. Each were approximately six hours in length resulting in 24 hours of observation. The total observation time was approximately 42 hours. Observing was continued until I believed I had witnessed a full accounting of Kay's experience. When I begin to realize that my field notes and journal were repetitive experiences and references, I determined that observations were complete or saturated. These observations afforded

me the opportunity to watch Kay in a number of different situations. Some of these were the beginning of the day, first encounters with the children, typical classroom activities such as reading, writing, and class discussion, holiday activities (Christmas and Martin Luther King, Jr. Day), playground, first day of the week, and lunch.

Close observation requires that the researcher be an active participant in the environment (van Manen, 1990, p. 69). For this reason, I followed Kay as much as possible from activity to activity. For example I was close when she interacted with the entire class, when she interacted one-to-one with students, when she supervised playground, and when she searched for a child's lost lunch. I participated as a reading response assistant and helped a group of children with math games.

Observations concentrated on noticing how the teacher stood, moved, used her hands, sat, physically contacted the students, used facial expressions; her appearance, what she wore; how she used her senses, where she gazed, what sounds she responded to, what odors captured her attention. During observations I made anecdotal notes. After each observation, I chronicled my experience into field notes then a journal. Reflection on these notes raised questions that needed clarification by the primary teacher.

Interviewing

van Manen (1990, p. 66) gives two purposes for using interviewing in hermeneutic phenomenology: (1) to explore and gather narrative; and (2) to develop a conversation about the meaning of an experience. Questions such as "Why?"; "How?"; "Can you tell me about this?" were formulated to aid understanding.

Kay and I discussed teaching and her experience on a limited basis at each

observation, had a brief informal talk, and a phone conversation. Additionally, two extensive interviews were conducted. The first interview was to evaluate if Kay and I wanted to collaborate in this research. I explained that the research aim was to discover the corporeality of a primary teacher. We discussed that I would be watching how she physically attends to the children through such things as touching, hand signals, and facial expressions, and that I would be looking for how teaching impacts her body such as being cold when she has playground duty and being on her feet all day. This initial interview lasted for approximately two hours.

The following are some of the questions that were formulated prior to starting the research. The answers are incorporated in the text of chapter four of this report.

*As a teacher, what do you perceive as the "body?"

*Is the primary teacher bodily involved in the act of teaching? If so, how? And why?

*How is the teacher's body impacted by teaching?

*What does the primary teacher "see" that prompts bodily responses?

*What are some things that heighten your bodily reactions?

*How do you care for your body while in the classroom? (bodily functions, hunger, thirst, pain, fatigue)

*During the school day (when children are present) are there times that your body demands attention? Describe these times and tell me what you do.

*What affects your body while teaching?

As stated, reflection on my field notes raised more questions. A second interview lasting approximately two hours was conducted to answer the questions below. Again, the answers are incorporated in chapter four.

*What does "body" mean to you?

*How is your body impacted by teaching?

*What is the physical relationship of a teacher to a student?

*What do you do to prepare your body for teaching?

*Are there times while the students are present that your body demands attention? What do you do?

*What do you see? Hear? Smell? Taste? Touch?

*van Manen says that teaching is a self-forgetful act. Do you agree? Why or why not? When are you aware of your body? What makes you aware of your body? Do you respond to this awareness?

*How has your body changed over the course of your teaching?

*Tell me about your body and the first day of the school year.

*Do you think that most teachers have similar body experiences? Have you had a body experience that you think is unique to teachers?

*What about nonverbal communication? Do you use gestures, facial expressions, posturing? How and why? What is the effect?

*What causes you stress? How does your body react to stress?

*I notice that you touch the children often. Tell me about this. Is it typical? Have you ever experienced a child not wanting to be touched?

As with observations, I interviewed and questioned Kay until I felt that my questions were answered and until my notes showed saturation.

Journaling

The primary teacher kept a journal. I reviewed five separate entries. However, and a point of interest is that her journal did not include body information. From my field notes, I carefully described each observation and interview into a journal. It served as the basic component of chapter four. Analyzing my journal aided finding patterns of behavior and themes of the teacher's bodily presence.

Seminars

This being a group research of a primary teacher's lifeworld, the researchers involved determined that sharing and reflecting together was essential for understanding. We met in seminars on six different occasions for two hours each. We discussed each person's findings, compared findings, and searched for commonalities. These interactions helped me realize that the four existentials of the lifeworld are inseparable. As a result, I began to view Kay as a whole person, self, wife, mother, and teacher combined. Additionally, the seminars afforded me the opportunity to relate my current understandings then receive feedback from my peers further facilitating my understanding and prompting continued reflection. We met in seminars until each one of us could adequately analyze our findings and until we had a group consensus of the emerging themes from the combined research.

Data Analysis

Using the form of a written account, the data collected were developed into a rich description of the body lifeworld of the primary teacher. Although the use of description has been discussed in the modes of inquiry, some additional comments need to be made.

First, the aim of hermeneutic phenomenology is to transform lived experience into a textual expression, an expression that "resonates" (van Manen, 1990, p. 27) with our sense of lived life (van Manen, 1990, p. 27). Next, the act of writing and describing forces us to reflect and ascribe meaning to experiences (van Manen, 1990, p. 64). Lastly, description was used to facilitate my discovery of the essence of lived body. van Manen (1990) states that description is holistic and analytical, evocative and precise, unique and universal, powerful and sensitive (p. 39). The powerful text can bring personal lived experience to the reader's memory.

To discover the essence of body of a primary teacher, I analyzed my journal searching for themes as suggested by van Manen (1990, p. 106-107). Essential themes are defined as the qualities common to body and the experience of classroom teaching and without which the experience would not exist. They are the common and readily identifiable experiences of most teachers. Incidental themes are aspects that are not generally common to all teachers, but rather unique to the subject of study, in this instance, unique to Kay. Each journal entry was read and reread until I could feel or sense recurring experiences and consistent behaviors. After several weeks of reflection, I began to generate note cards with headings and subheadings describing corporeality. The following were the headings and subheadings written in outline form.

A. Without students

    1. Before school preparation

    2. Break-time activities

    3. After school

B. With students

1. Classroom
    a. Large group activities
    b. Small group activities
    c. Work time
    d. One-to-one
2. Playground

Realizing that this organization was relationship oriented, I continued to reflect. My next organization was time oriented focusing on before school, during school, and after school. Rereading chapter one and continuing to read body literature helped me to refocus on bodily experiences. This enabled me to concentrate on the repeated patterns in Kay's behavior and body experiences. Relating these to my prior knowledge and personal experience, I began to identify the common elements of a teacher's corporeality. This organization facilitated further thinking and theme analysis. Patterns of preparation and communication were discovered. These became essential themes one and two: **Body Aids Preparation for Teaching** and **Body Enhances Communication**. I found that Kay uses her senses particularly seeing and hearing. This became essential theme three: **Senses Inform Practice**. Essential themes four and five were identified from realizing that teaching impacts the body and the body impacts teaching. These themes are **Body Influences Teaching** and **Teaching Influences Body**. Emerging from the data was the fact that Kay is a pedagogue, a person who "stands in a caring relation to children" (van Manen, 1991, p. 38). This became an incidental theme: **Embodiment Exemplifies Pedagogy**. These themes are restated and fully discussed in chapter four.

Summary

To remain true to hermeneutic phenomenology, I followed van Manen's (1982) advice. He states that "we must resist the temptation to develop positivistic schemas, paradigms, models, or other categorical abstractions of knowledge." The culmination of this research is a written account of the essence of bodily presence of the teacher. In the account I attempt to answer a question that is constantly raised in our profession: What is it like to be a teacher? I trust that the narrative helps us understand the common and the taken-for granted essence of bodily presence.

CHAPTER FOUR

RESULTS

van Manen (1990) states that hermeneutic phenomenological research "provokes an immediate re-living of the reader's own lived experience" (p. 36), and that the text "reverberates" (p. 49) and "recaptures" (p. 50) the lived experience of the researcher, the researched, and the reader. The purpose of this chapter is to describe the meaning of body in primary teaching. It describes what a teacher does, even when she is not aware of her actions, in such vivid detail that it shows how teaching is embodied in the physical person of the teacher. This description sheds light on the research question driving this study: **What does it mean to be physically embodied as a primary teacher?**

I observed in Kay's classroom seven times for a total of approximately 42 hours. These observations gave me the opportunity to see a variety of classroom situations encountered by a primary teacher requiring her actions and reactions. Some of the situations were morning routine, playground, large group, one-to-one interactions with children, holiday (Christmas), discipline, and what happens when students are not present. When writing my field notes into a journal format, I came to two realizations: Kay's teacher corporeality extends beyond the classroom and all actions have purpose and meaning to Kay and the people she is in relationship with including her students and their

families and her family. Interviews supplied additional data and clarification of meanings and purposes. We talked together, on a limited basis, during lunch at each observation. A telephone conversation, a brief, informal talk, and two extensive interviews totaling four hours were conducted.

Field notes from observations and interviews were compiled into my journal. I then studied and analyzed my journal from which emerged certain themes of body. Using van Manen's (1990) suggestions for theme analysis, I identified five essential themes and one incidental theme. Essential themes are the qualities common to the experience of classroom teaching and without which the experience would not exist. They are common and readily identifiable in most teachers' experiences. In Kay's lifeworld there is an incidental theme. Incidental themes are identified as qualities that are unique to Kay and not present with most teachers. Being a pedagogue is what is unique to Kay. While aspects of pedagogy may be present in other teachers' lifeworlds, I believe that it exists unknowingly. Whereas in Kay's lifeworld, pedagogy is intentional, and it further defines her corporeality. It is achieved through the melding of her family lifeworld and her teacher lifeworld.

The essential themes are (1) **Body Aids Preparation for Teaching**; (2) **Body Enhances Communication**; (3) **Senses Inform Practice**; (4) **Body Influences Teaching**; and (5) **Teaching Influences Body**. The incidental theme is identified as **Embodiment Exemplifies Pedagogy**. Documentation for the themes is provided mainly from my journal which was written from my field notes and interview transcriptions with my personal impressions added. After a description of meeting Kay and establishing a common understanding of the research, the themes are discussed.

Since this is human science research, it is subjective (involves real people and their lives). It is impossible to report the results or describe the lifeworld without using names. As stated in chapter three, confidentiality is protected with the teacher's assigned pseudonym "Kay." The names used for the children as well as the names for Kay's husband (Dan) and her daughter (Carrie) are fictitious.

Research Understanding

First Interview

Reviewing my field notes and journal revealed that my first meeting with Kay was a corporeal experience for me. The following is that entry:

> 11/6/98--As I drove down the road that will take me to the school where Kay teaches, I was confronted with a feeling of uncertainty. Since I had never been to this school or even on this road before, I had those familiar doubts concerning place and those nagging questions concerning direction. I questioned myself as to whether I was driving in the right direction. My mental restlessness eased when I saw an institutional appearing building. I was even more relieved when I saw a "School Zone" road sign. These feelings of relief opened space in my mind to concentrate on my purposeful studying of the body lifeworld of a teacher. As these thoughts entered my mind, I was simultaneously amused, surprised, and aware of my reflective thoughts: I am to be studying the body experiences of a teacher, however, my mind was occupied with mental processes concerning space. When I used my body's sense of sight and made connections to prior knowledge of schools and environments, I became aware of the duality of

tasks. While I am studying Kay's body lifeworld, I must use my body and be aware of my bodily functions to give proper attention to Kay and her body experiences. This is being fully conscious of my bodily experiences while attending to Kay's body experiences. van Manen (1990) calls this "praxis. By praxis we mean thoughtful action: action full of thought and thought full of action" (p. 128).

The first building I saw was not the school building I was searching for and I suffered momentary restlessness. To my immediate relief I approached another institutional/school type building, this one bearing the name and mascot of the school I was pursuing. I parked my car and entered the building. Contrary to my expectation of a traditional school with a quiet hallway of prohibitive doors closing students and teachers into cubicles called classrooms, I saw an open space filled with bookcases and books. This, I concluded, was the school's media center. Branching in several directions were stairwells and walkways leading to open spaced classrooms. I heard a hum of noise. Occasionally I could distinguish the higher tones of children's voices and the deeper, richer tones of adults' voices. Once I heard laughter.

In looking around I found an open door with a sign that read "Office." Upon entering this room, I asked and was given directions to Kay's classroom, down the hallway, around the corner to the right, into another hall, then back to the left. As I walked the designated path, I noticed that the hallways were filled with bulletin boards and wall spaces lined with stories and drawings of children's creations making the walk to Kay's room a virtual "eyefest."

Since I had left the open space of the school media center behind, I could

no longer hear voices. What I did hear was the squeaking of one child's tennis shoes against the tile floor as he walked through the hall alone. Then I heard the sound of a door open temporarily allowing me to hear voices, but just as quickly those sounds were taken away by the sound of the door closing.

The final bell dismissing school for the day had not yet sounded, so I stood outside the door waiting. The bell rang, the classroom door opened, and out stepped a young attractive adult woman with light red hair and a very fair complexion. She was dressed in slacks, a long-sleeved shirt and vest, and low heeled shoes. She was smiling, but did not acknowledge me with words or a nod of her head. Instead she turned to the line of children, leaned from the waist to the children's level, and as each one walked by, she hugged him or her, spoke each child's name, and said "Have a nice weekend." I wondered if this was a Friday ritual or did she hug each child every day?

When the children were gone, Kay invited me into the classroom. I sat at one of the tables. After some "housekeeping" (putting things away, scooting the tables into their places), Kay joined me. As we began to talk, I was again faced with a duality of purpose, mentally and verbally explaining my research aim while observing Kay's corporeality.

One thing I soon noticed is that occasionally Kay blushes, just a slight reddening from the visible neck through the mid-cheek line. Since I could not identify any particular topic that triggered the blushing, my thought was that it was felt shyness due to entering a new relationship. My plan was to observe Kay closely to see if she blushes during her interactions with her students, and to see if

she blushes during our subsequent interviews.

During this initial meeting, Kay shared about the interweaving between her personal lifeworld and her teachers' lifeworld. She described herself as a wife, a mother of a three year old girl, and a teacher who is preparing for the National Professional Teaching Standards Board (known hereafter as the National Board) certification. I found it significant that Kay's self description started with family. I made a mental note to ask Kay about the overflow of teaching into her personal lifeworld.

She continued stating that she is currently a second grade teacher. She explained that she is "looping" and is in the second year with her students. Looping is a teacher practice that is growing in popularity. It is based on the belief that children need a closer identification with adults and peers. The same group of children will attend several grades together with the same teacher. This increases the sense of belonging, adds coherence to daily lives of teachers and students, and increases the bonding between not only the students and the teacher, but between the teacher and the children's parents and families.

To establish a common ground of understanding, I asked Kay what she thought this research was about. She stated, while blushing, "I don't know. This one is strange." I pointed out that she had stated that she was constantly "watching and listening" and that she "spends time with each child, attending to his or her needs." Then I emphasized that these were the bodily actions I was looking for. Kay asked if I was observing "the 'okay' sign, the 'thumbs-up' sign, a 'quiet' signal." I affirmed her question and added that I was also looking for things such

as touching the children and physical demands of the job.

My field notes state "her demeanor is that she appears very calm, not easily excited, yet full of energy." I based this statement on observing her actions and body as related to her puppy. The puppy was at school because Kay had taken him for a checkup during her lunch period and had not had a chance to take him home before resuming her teaching responsibilities. While the children were leaving the classroom, the dog ran into the hall. Kay did not overact, but calmly watched as the children retrieved him and carried him back to Kay. Two of the boys continued to stand with Kay, petting and kissing the puppy. Kay did not hurry them away, but instead continued to talk with the boys until they were ready to leave.

When the children left, we entered the classroom and Kay put the dog on the floor. He immediately had an accident. Kay did not scold him, but said "Oh, you're just not used to telling me when you need out in this big classroom." She cleaned the spot, put the paper towels in the wastebasket, rolled the top of the can liner down so it wouldn't smell, then washed her hands. She then came to the table for our conversation.

The puppy came to her and she lifted him to her lap. He did not bark, growl, or interfere with our conversation in any way. Instead, he curled into Kay's lap and fell asleep. Had Kay been nervous, I believe he would have been active reflecting her frame of mind.

I asked Kay if she did "school work" at home. She shared that although she takes things home, her priority is her family. She said that at home she is busy

doing family type activity or duties such as preparing meals, cleaning house, and spending time with her daughter. It is not until her daughter is in bed for the night that she begins to do school related work. She related one incident of staying up until 1:00 a.m. coloring paper pennies for a particular math lesson. She stated that after a late night such as this, she usually is not herself the next day. I wondered about this and hoped it was something I could observe.

Second Interview

After observing Kay and studying my field notes, I interviewed Kay a second time. To start our conversation, I again asked Kay what she thought this research was about. I asked this question searching for an answer to two of my interview questions as stated in chapter three: As a teacher, what do you perceive as the "body?" and Is the primary teacher bodily involved in the act of teaching? Again while blushing, she stated "I don't know, but I do know that I wish I had more than one body so I could be in several places at one time." As a teacher of primary children, I identify with this statement. Many times I felt as though there was not enough of me to go around. Young children need constant attention. Kay emphasized this when she described the first day of school of the first grade year:

> 4/20/99--The children are babies. They are frightened. They are having to be at school all day as opposed to a half day of kindergarten. I have to create an afternoon. I have to be sure that their needs are met. I have to explain everything, and I have to be with them constantly for their comfort. It is physically and emotionally draining. Every first grade year I have nightmares the night before

school starts. I am tense and anxious. I am worn out for a few days. It would be ideal if I got a good night's rest, but I just keep having nightmares. One thing that is good is that the first day is a Thursday; so we have school for two days then we have a weekend to rest from the initial stress.

Kay's account brought to mind the words of Rosenblum-Lowden (1997) in the book, You Have to go to School . . . You're the Teacher!:

> The first few weeks of teaching are probably going to be filled with stress. Plead with your family and friends for understanding. You may be short tempered. You will probably fall asleep the second you get home and sleep through a good part of the weekend (p. 2).
>
> The first day of school always arouses some anxiety. You may not have slept a wink before your first day, but neither did many of your colleagues and most of your students (p. 2).

Curious about Kay's report of stress and wondering how prominent stress is in the teaching profession, I contacted the Educational Resources Information Center (ERIC) via the Internet entering the search phrase "teacher stress." The search returned 503 articles and documents concerning this topic spanning the years of 1976 through 1999 with the majority being published between 1981 and 1985. Several countries including the United States, Asia, Australia, and South America had documented teachers' stress. The teachers' specialities included Special Education, Early Childhood, Elementary, and Secondary. In short, all teachers experience stress.

Still curious, I accessed, again by Internet, a medical publishing query. This search revealed that stress was the most common ailment of teachers seeking medical attention.

A total of 26 recent articles were found with 21 of these being stress related, four voice related, and one musculoskeletal related.

These reports are reinforced by a survey titled "Metropolitan Life Survey of Former Teachers" which revealed that 57 percent of the former teachers interviewed left the profession because they were "under great stress" (Newman, 1998, p. 13). Clearly stress is a factor in the lifeworld of a teacher. Kay's experience and these reports shed light on two of my interview questions: Is the primary teacher bodily involved in the act of teaching? and How is the teacher's body impacted by teaching?

Once again, I had observed Kay blushing. I never detected this when we discussed sensitive issues such as her body functions. In fact, the only time I saw her blush was when she used the words "I don't know." Her blushing seems to be a momentary discomfort of not having all the answers. Yet, I have come to know that Kay values not knowing and searching for answers. At other times she readily admitted "I don't have all the answers." I questioned Kay about this, but she could not explain or find a reason. I believe that it is due to the fact that she is being closely observed as a teacher. Possibly she feels a conflict between this and not knowing an answer.

Essential Theme 1: Body Aids Preparation for Teaching

Kay arrives at school at approximately 8:15 a.m. every day. The first thing she does is start a classical music CD playing in the computer CD-ROM. Since I had observed and heard CDS playing often in the classroom, I asked Kay about the music. She explained that she believed the music helped to calm the students, it helped to relieve her stress, and mostly she believed "the research about classical music and children's

learning; that music helps the brain make those neuron connections." Since I had never heard of this, I had to do some reviewing of research.

According to research, this is called "The Mozart Effect." Campbell (1997) states that the kind of noise one is exposed to can have significant effects on mental and bodily health and that screening environmental noise can improve one's attitude and fatigue. He cites incidents of classical music contributing to higher cerebellar functions including logical and mathematical thinking, temporary IQ increases, and increased creativity. His report includes effects of screening environmental noise and effects contributed to music education. Some of the effects are as follows:

1. At the University of California, Irvine, 34 preschool children were given piano lessons. After six months all of the children displayed up to a 36% improvement in spatial and temporal skills.

2. At the Helen Keller Hospital in Alabama, 59 newborns were played classical music resulting in 94% of the crying babies immediately falling asleep without a bottle or pacifier.

3. Tallahassee Memorial Regional Medical Hospital played classical music in the neonatal intensive care unit to 52 premature babies. The babies experienced a reduced average hospital stay of up to five days and had a mean weight loss of 50% less.

4. A public elementary school in New York City tested the effects of environmental noise over a four year period. Students whose classrooms faced an elevated subway were eleven months behind students not directly exposed to the noise of passing trains. When the students were moved to classrooms away from the noise, their levels of achievement returned to normal.

5. The College Entrance Examination Board reported in 1996 that students with experience in musical performance scored 51 points higher on the verbal part of the SAT and 39 points higher on the math section than the national average.

6. At-risk children who participated in an arts program that included music showed significant increases in overall self-concept.

7. Playing music on school busses lessened children's inappropriate behavior.

8. Scheduling music and art activities on Mondays and Fridays reduced student absences on those days.

9. Reading aloud with music in the background enabled students with reading difficulties to read smoother with a more even flow.

10. Elementary students who received daily music had fewer absences.

Kay continued:

> But now there are times that I don't like it. When I'm reading aloud, I really [emphasis on really] don't like it. It distracts me and the children.

This was a point I was able to observe:

> 1/6/99--The music was playing as Kay and the students returned from the school's opening exercises, and it continued through the class's daily routines. Kay prepared to read a book to the students, but paused and asked Keith to "turn the music off, please." When he returned to the group, Kay began to read.

As the classical music plays in the CD-ROM, Kay prepares the room for the students' arrival. These are some of the tasks I observed. She lifted the chairs from the tops of the four tables and arranged six around each table. Next, she checked the supplies (glue, scissors, pencils, and markers) for each table. After this, she walked to her desk,

consulted her plan book, and looked through some teacher resource books leaving some books open and lying on top of her desk, I assume, for future reference. Looking around the room, she walked to the back of the classroom and started some housekeeping activities such as putting paper in a drawer, sorting student papers, washing the cabinet top, or feeding and watering the guinea pig, Butterscotch.

Before the students arrive, Kay also walks to the office/workroom to sign-in and check her mailbox. She often returns to the classroom with memos to the school faculty and flyers to send home with the students. One day (12/10/98) she returned with a memo stating that a car had been observed beside another elementary school within the district with the occupants attempting to lure a school child into the car. The memo even stated a description of the car, its license plate number, and a description of the two occupants. Noticing a wrinkled forehead and no smile, I could determine that Kay was concerned. When I questioned her as to her plan, Kay stated:

> I'm not sure what to do. The memo doesn't give us any suggestions. I stopped at the counselor's office, and she didn't have any suggestions. I feel that I really need to talk to my students and notify the parents. As a parent, I would want to know. At least with the students, I will have a quick talk about "Stranger Danger." Before I do anything else, I will discuss this with a trusted colleague.

Four days later, when I was observing, I questioned Kay as to the status of this. She shared with me that she had talked with her students, just a quick talk, as they were leaving for home. She had emphasized that they needed to remember to be careful. She had not notified the parents, something she was glad about, because the next day the teachers were notified that the occupants of the car were actually the parents of the child,

and that they were teasing with her as she walked to school.

Another day (1/9/99) as she walked to her desk, Kay noticed that a burned-out light bulb above her desk had been replaced. "I just can't believe how bright it is in here. This bulb has been burned-out for about two months." She looked around the room. I followed her gaze and saw that her eyes settled on another burned-out bulb. "Now why didn't they change that bulb at the same time?" she questioned. "Oh, maybe they only had one bulb and decided that my desk needed more lighting" she rationalized.

Throughout the day, Kay does have little bits of time without the students present. These are while the children are being supervised by other second grade teachers at recess, during her daily planning period, and during lunch and noon recess. Kay uses this time to plan and prepare for class activities.

In this building, the second grade classes have a fifteen minute recess, both in the morning and in the afternoon. The second grade teachers rotate supervising this outdoor play. Consequently, Kay has occasional mini-breaks in the mornings and afternoons. I noticed that her priority during this time was using the restroom. This observation sheds light on two of my interview questions stated in chapter three: During the school day (when children are present) are there times that your body demands attention? and How do you care for your body while in the classroom? Other activities consisted of helping a colleague who was also involved in the National Board process, cleaning her desk, putting away books, writing notes about things to do, documenting children's work in their assessment folders, journaling, and reading and responding to students' journals.

One of the requirements of the National Board process is to submit videos of lessons. During two different playground breaks, Kay and I spent the entire time setting-

up a video recorder and microphone so I could record the next lesson.

Physical education, music, library, and group time with the school counselor comprise this school's list of "specials," classes taught by teachers other than the regular classroom teacher. Each class of children attends one of these classes each day for thirty minutes. The regular classroom teacher uses this time as a planning period. When I observed Kay during planning, I noticed that she was neither smiling nor frowning, that she was not distracted by sound, and that her gaze remained on her work. In short, she was very focused, so I remained quiet and watched.

Kay uses her planning time effectively. Two examples follow:

1/12/99--Kay made preparations for various activities. Finally, she accessed the computer and typed "My Dream for the World," printed the page, trimmed the title and taped it to a sheet titled "January Journal." She took this page to the workroom and made a copy for each student. This was to be a journal writing prompt.

1/19/99--Kay and I went to the classroom. Kay was sorting, organizing, getting papers ready, looking through books. She opened a book and started reading then writing in the book. She made some highlights with a felt tip pen. Kay was working intently, so I remained quiet, observing her movements. I assumed she was so focused because it was the first day of school for the week. Later, I questioned Kay about this. She replied that she was preparing weekly learning centers, thereby confirming and further explaining my assumption.

Kay referred to a book, found two poster-board maps of the United States, then placed the posters at an activity center with a bucket containing puzzle pieces

of the states. She glanced at the clock. She returned to her desk. She wrote a note. Then she went to a cabinet, took out a large container with a sign taped to the side. The sign read "How Many." She put crayons in the container, then taking a large piece of paper, she put the two on a shelf. This was to be an activity for estimating with the students writing their estimations on the large paper.

Kay returned to the cabinet and closed the door. The noise caused Butterscotch to jump. She looked at him and asked "Did I scare you? You are so funny." She put away library books then took multiple copies of three separate books and put them on a table. She opened a package of paper, glanced at the clock, and said "I have eight minutes, and I still have things to copy."

Talking to herself she said, "I need some index cards." She used the paper cutter to cut the index cards. Butterscotch started drinking. Kay looked at him again. She took the cut index cards and wrote letters on them with a marker. She explained that these were for the "word of the week," a spelling challenge activity She randomly arranged the letters of the special word in a pocket chart, then taped a paper labeled "Making Words" to the white board beside the pocket chart. She explained that the children would make words using the letters and try to decide the main word. They were to write the words on the piece of paper. If a student believed he or she knew the word for the week, they were to ask Kay if their prediction was correct instead of writing that word on the paper. This would allow the other children to continue to work with the letters, make words, and predict "the word of the week."

Next, Kay went around the room organizing the work tables. She put

writing folders and markers away. She checked the supply trays for crayons, scissors, pencils, and glue. She then went to the office and made copies of a paper before reconnecting with her students.

Understandably, Kay's priority during lunch and noon recess is eating. Since her husband, Dan, works nearby, he comes to school most every day to eat lunch with her. After all of her students are settled in the cafeteria, Kay and Dan take their lunches to her classroom to eat. Kay described this as "the only time we have without children." The first time I was with Kay during lunch, I felt like an intruder in their private time, but both Kay and Dan invited me to eat with them and made me feel welcomed. I was glad because it gave me the opportunity to talk with Dan about Kay's teaching. Our conversation is reported in the section of this chapter subtitled "Family Life Models Humanness."

The children's school day is over at 3:45 p.m. Kay chooses to remain at school until 5:00 p.m. She described her afternoons this way:

> I journal what happened during the day. The writing is a stress reliever. It is an outlet for my feelings about teaching as well as a means of reflection as to what happened and what needs to be done to guide the students' learning. Also, I prepare for the next day.

This is an example of the physical impact of teaching on Kay's body. It also indicates what she does physically to relieve stress as well as meet the needs of her students.

Summary

With this section, one might question what this has to do with body. The answer

is threefold. First, Schutz and Luckman (1983) have a lengthy discussion concerning action. I will summarize their discussion interjecting a teacher's point of view:

> Thinking is an act, operation is an action, action is experience planned in advance, and conduct is the embodiment of action. Whether a teacher thinks or operates, the teacher is always in the world by means of the body. Action is mediate when the student is beyond the teacher's reach or out of the room as opposed to immediate when the student is in reach or in the room. In mediate action, reciprocity is either not available or is delayed until the student reacts to the teacher's action and plan. Immediate action has the possibility of instant reciprocity without delay. A teacher's planning and preparation is mediate action. It is based on the assumption that the students still exist, will be affected by the action, then answer the action. (pp. 1-97)

Secondly, consider the fact that mind and body cannot be separated. Cameron (n.d.) observes that the mind/body dichotomy is shifting to a mind/body mingling. Crossley (1995) states that mindness and embodiment are inseparable. McLaren (1988) states that the body both incorporates (into the flesh) and generates (fleshes out) ideas. He identifies this as a dialectical process between mind and body, thought and action.

Thirdly, van Manen (1991) states that "planning for a particular teaching situation becomes a commitment, an embodied tension" (p. 104). It is the teacher saying "I ready myself for the situation in which I have to act in a teacherly way" (p. 104).

Kay is thinking, and the thinking required physical action such as writing, walking, handling, cutting, typing, twisting, turning, bending, and lifting. Reciprocally, physical action required thinking as thinking required physical action. Again, this is praxis as

described by van Manen (1990). Moreover, it is embodiment of thinking.

Essential Theme 2: Body Enhances Communication

Kougl (1997) defines communication as "a dynamic process of interaction between people in which they assign meaning to each other's verbal and nonverbal behavior" (p. 7). Of specific interest in this study was Kay's use of nonverbal behavior. She uses her entire body for orientation to students and for communication with students (Scheflen, 1974, p. 29). A most prominent example of this is with the students' arrival each morning. The following is from my journal:

> 1/20/99--Kay's interaction with students begins at approximately 8:30 each morning. As each one enters, Kay acknowledges them by calling their names and saying "Good morning." Occasionally a parent or a colleague will enter the room, talk briefly with Kay, then leave. Although Kay is talking with an adult, she never misses a child's arrival. This is a task that requires Kay to remain bodily turned and to be constantly glancing toward the door. I observed that Kay always, possibly without consciousness, maneuvers herself and those around her so that she has a clear view of the door. Sometimes this is a subtle shift of weight; sometimes it requires taking a few steps.

During my second interview I asked Kay if she was aware of this behavior. She replied that she was not. In further explanation she stated that she felt that it was extremely important to recognize each child, it made each one feel valued, and it gave her a chance to quickly observe and evaluate each child's emotional and physical well being. Together, we concluded that this was being fully attentive to the child and his or her

needs.

Absent Behaviors

In examining Kay's nonverbal communication, it is significant to first examine what is absent from her behavior. I never witnessed yawning, distraction, leaning on her elbow, or blank stares indicating being tuned out, a lack of attentiveness, being tired, or boredom. Fidgeting or eye flicking indicating being nervous, insecure, or tense was absent. Kay never displayed narrowed eyes, scowling, frowns, or glares indicating anger or unhappiness. Disgust and impatience were never seen. Kay does not carry her arms folded in front of her body presenting a barrier or inaccessibility to others.

Of particular importance is that Kay does not display differentiation toward students according to individual abilities. Kougl (1997) outlines general interpersonal interaction with lower ability students. Teachers' behaviors generally include paying less attention, interacting less frequently, seating farther away, closer monitoring, more structure of activities, fewer friendly interactions including less smiling, less eye contact, fewer questions and nonanalytic questions, less wait time for answers, briefer and less informative feedback, less acceptance of ideas, criticizing failure, and less praise of success (p. 43-44). The following observation recorded in my journal emphasizes the behavior displayed in Kay's interaction with a lower ability child:

> 1/19/99--One group, the group I had monitored in shared reading, decided they wanted to act out the book for their readers' response. I was surprised at how quickly they organized. They assigned parts and used objects in the classroom for props.

The story had a mother and father, but Chase, the only boy in the group, would have nothing to do with playing the father. The girls agreed with Tessa who said "Okay. The parents are divorced." Chase then volunteered to be the story narrator. I was concerned about this because I had observed that he was not a high level reader. Later, Kay described him as "grade level," a point I accepted knowing from observation that the majority of the students were above grade level in reading ability.

As Chase began to read the story, Kay opened a copy of the book so she could follow his reading. But I noticed that she soon closed the book and watched the play. When Chase had difficulty with a word, he held his book to other students to tell him the word.

I was very surprised by my reactions. Since I had monitored this group's reading and preparation, I felt responsible for helping Chase with the reading. I moved to sit behind him, and when he had difficulty with a word, I helped him.

At the conclusion, Kay was complimentary of the group for their quick and good organization. She was especially complimentary of Chase's reading.

1/21/99--On my way to the school building this morning, I determined that I needed to discuss the shared reading and readers' response with Kay. I'm not sure that I should have moved to help Chase with his reading of the story as narrator. I approached Kay by saying that I owed her an apology for taking over and assisting Chase and explained that I was surprised by my feeling of responsibility. I told her that I had been reflecting about this for two days. I asked her to explain her expectations and her hesitation to supply the difficult words for

Chase. She gave three reasons for not being the source of help. First, it kept her from appearing as "the source of knowledge." Second, by relying on peers for help, the sense of community and responsibility for each other was promoted. Third, the struggle and puzzlement encountered aided the children in identifying themselves as problem solvers. I realized that Kay's lack of action was promoting the development of social and intellectual autonomy in her students.

van Manen (1991) states that "pedagogical understanding demonstrates knowing when to hold back as well as knowing how and when to actively engage the child" (p. 84). The pedagogue knows when to be silent and where to support (van Manen, 1991, p. 86).

Nonverbal Communication

What is present in Kay's nonverbal communication is the use of positioning such as posture and taking a place in front of the class or beside a student, gestures, facial expressions, and vocal qualities such as volume or speed of speech. While closely examining each of these, it is significant to note that several of these elements are present in each example. Scheflen (1974) refers to this as "multiple channels of communication; relations of face-sharing, gaze-sharing, and relations of speech content and vocal qualities" (p. 64). Examples with explaining texts follow.

Positioning

12/14/98--A significant portion of the daily schedule is spent in group time. Some accomplishments during this are planning activities, sharing written stories, discussing problems, reading, and clarifying directions. The children sit on a special carpet. Kay sits in a chair. This makes her more visible to all the children.

In addition, when shifting from student directed activity to teacher directed activity such as reading, little movement is required preventing Kay's stumbling over children or stepping on hands and fingers.

The group time space is small for nineteen children and one adult. Often there is physical contact between the children and between the children and Kay. This does not appear to be a point of conflict. In fact, it seems very comfortable for everyone.

Less than four feet of distance between each person is considered an intimate distance, a distance that is reserved for intimate friends and relatives (Scheflen, 1974, p. 53). Little distance between the teacher and the children indicates less teacher dominance, status, and control, and more intimacy in the relationship (Neill, 1991, p. 108). Also, closer proximity promotes better learning (Neill, 1991, p. 108).

(Continuing entry)--One activity during the first group time of the day is a ritual of noting the day of the week, the day's weather, taking attendance, and taking lunch count. These duties are performed by the "calendar person," a student who has those assigned duties for the week. The "calendar person" takes charge, and Kay scoots back in her chair, leans back, crosses her legs at the knee, and turns her head and eyes toward this person. Being familiar with the routine, the "calendar person" performs duties without direction from Kay.

Kay and the other students have assumed "complementary positions," being side-by-side and directing attention toward a third party or a task (Scheflen, 1974, p. 53).

(Continuing entry)--If a child becomes distracted, Kay will often call that child to sit beside her. If repositioning does not redirect his or her attention, Kay

will often touch that child on the shoulders, arm, or back.

Neill (1991) states that this touching is aimed toward control (p. 95). Resting hands on the child's shoulders usually improves attention, and touching accompanied with eye contact is an effective discipline technique (Neill, 1991, pp. 97, 98).

(Continuing entry)--When the calendar, lunch count, attendance, weather, and other parts of the routine are complete, Kay uncrosses her legs, leans forward, puts her elbows on her knees, holds her hands in front of her knees interlocking her fingers, and looks directly at the group. If Kay does not have the group's attention, she says "If you can hear me do this [placing her hand on top of her head]. If you can hear me do this [placing her hand on another body part]." If this fails to get full attention, Kay will clap a rhythm with her hands. Without exception, every student repeats the rhythm. After one or two more rhythms, Kay will address the group explaining the next activity.

Scheflen (1974) describes this positioning and action:

> A participant claims the floor by uncrossing his or her legs and leaning forward in the seat. The weight of the upper body is rested on the feet. The head may be protruding and raised so it is higher than the heads of the other group members. Both hands (or an object) will be placed in the space immediately in front of him or her. As this is done, he or she will address the faces of the potential listeners until attention is recruited. To aid in this effort, he or she may clear the throat, cough, or utter a few preliminary paralinguistic sounds. (p. 55)

(Continuing entry)--When addressing the group, Kay takes a position of speaker-to-listener. She faces the listeners and speaks to them. She swivels her

head back and forth, from one listener to the next.

A speaker will usually point his face and project his voice toward the listeners. The movement of the head is "sweeping, regular, and oscillatory while the head is held in the same horizontal plane" (Scheflen, 1974, p. 24).

Gestures

Crossley (1995) states that "even the most mundane and routine of our everyday activities are based in corporeal-cultural techniques" (p. 135). Scheflen (1974) states that members affiliated with a particular institution develop customary behaviors that become the individual's manner or demeanor (p. 93). Most teachers have techniques that they have developed as a result of their association with the profession. Some examples from Kay's behaviors are noted. The first example is expounded upon.

> 12/10/98--After recess, the class gathered on the rug. They were planning their next activity. Jeremy stood, walked to the door, then turned and looked toward Kay. She smiled and waved to him. Jeremy left the room. Later, Kay explained that Jeremy attends a special reading class two days a week and that it is his responsibility to dismiss himself. While he attends to this task, I did notice that he needed reassurance from Kay signaled through her facial and hand gestures.

I was struck by Jeremy's emerging autonomy. He demonstrated an ability to be responsible for himself, yet he had a need to have his efforts acknowledged by a significant adult. I was impressed that while involved in a whole group activity, Kay was aware of Jeremy's needs and was able to attend to him. van Manen (1991) describes this as being in loco parentis by "providing a protective sphere in which children can develop a self

responsible maturity" (p. 6). Further, he states that this is pedagogy, the "actions and interactions . . . engaged in by an adult and a child directed toward the child's being and becoming" (p. 18). Kay has assumed the role of pedagogue. van Manen (1991) states "In the idea of leading or guiding there is a 'taking by the hand' in the sense of watchful encouragements" (p. 38). This is pedagogical tactfulness, standing "close enough to the child to want what is best for the child and standing far enough away to know what is best for the child" (van Manen, 1991, p. 96).

> 12/14/99--Several children lined up beside Kay to ask her questions. She stated "Boys and girls, please sit down. If you need help, raise your hand [she demonstrated], and I will come to you. That is less confusing."
>
> 1/6/99--Kay was assessing Ashley's reading. Philip went to Kay and started to ask a question. Kay held up one finger to Phillip while continuing to follow Ashley's reading. The message was that Ashley's reading was the moment's priority and that Phillip, while important, would need to wait. When Ashley finished reading a paragraph, Kay turned to Phillip, put her finger down, answered his question, then returned to Ashley's reading assessment.
>
> 1/21/99--Jason turned around and was fidgeting and squirming. Kay patted him on the back. He continued to be restless. Kay touched his shoulder, but he continued to squirm. Kay called his name. When he looked at her, she made a circling motion with her finger pointed toward the floor indicating for Jason to turn around and sit down.

Crossley (1995) states that these body techniques allow us to cope calmly. They allow us to function together with our environment, and they "allow us to get through the day

without having to think too hard or worry too much" (p. 140).

Facial Expressions

Blum (1998) discusses the importance of the face in communication. He explains that the face is capable of more than 5,000 expressions sent to the interpreter in a split-second and that the face governs how we connect to others. Anderson (1998) emphasizes the use of eyes and eyebrows in indicating emotions. Emotions portrayed are attentiveness and mood changes such as surprise, sadness, fear, and anger. Surprise involves widened eyes and raised eyebrows.

> 1/6/99--Frequently Kay smiled, nodded her head, and made direct eye contact with students. Occasionally she leaned forward to talk with one student to answer specific questions, and a few times I noticed that she winked at specific students when she answered questions.

Cooper and Simonds (1999) emphasize that smiles, direct eye contact, and forward leans communicate that the teacher is approachable and open. It also indicates interest and attention, and the teachers who use these nonverbal signals are perceived as "warm" (p. 100-101). They continue that smiles, affirmative head shakes, pats on the back, winks, and placing a hand on a child's shoulder indicate acceptance of student behavior and praise (p. 103).

Vocal Qualities

Kougl (1997) says that variety in rate, pitch, and volume, and the use of pauses results in an interesting and expressive voice. Teachers use voice to maintain or regain attention, and pauses act as punctuation and aid listening and thinking. She further notes

that teachers with expressive voices are perceived as enthusiastic and interested (p. 77-79).

The next three journal entries concern use of voice, and use of silence combined with gesture. These are the three times I observed Kay being frustrated by the class's collective behavior. Neill (1991) says: "Anxious displacements are actions such as grooming and tugging at clothes" (p. 33). "It is common for teachers to show stress signals such as grooming while the class is in transition from one activity to another. Characteristically when the class has settled, and attention is directed, the stress signals would have disappeared" (p. 36). "Ritualized signals such as silence, change in gaze, posture, or position in the room, change in intonation, or other marking behavior will be used to gain attention" (p. 49). Of particular interest is Kay's self control and communicating to the students that they are responsible for their behavior.

> 12/14/98--While Kay was reading, Greg started talking. Kay stopped reading until he stopped talking; then she started to read again. Keith kept making comments and acting out the story. Kay shook her head and stated in a firm voice "Just listen, please." Other students begin to make comments and make noises about the story. While tucking her hair behind her ear, Kay said in a louder voice "If you are listening you will get to hear a lot more of the story. But if I have to keep stopping for your sound effects, I will not get to read very much."
>
> 12/14/98--At the end of spelling, Kay was ready to give directions for the next activity. She said "Since you are already in groups . . . " She stopped talking because several children were talking. Noticing Kay's pause, some of the students stopped talking, but some continued. Kay said "I'm going to wait on you so

I don't have to talk over you. I don't have a very loud voice." Everyone stopped talking, and Kay asked some children to pick up the letters used for spelling. At this time everyone began to be extremely restless. Kay said "If you can hear me, do this [hand on head], do this [hand on hips], do this [hands at sides]." The children were, in my opinion, out of control. They could not hear Kay talking. I wondered what she would do to aid them in regaining their composure. She tucked her hair behind her ear then immediately crossed the room and turned off the lights. When the children were mostly quiet, she said in a soft voice "Stop, look, and listen. I didn't say that we were going to play a talking game. You do have to talk to play this next game, but we have to use inside voices." I noticed that she used a quiet voice reflecting her expectation of the children.

1/19/99--Kay asked the class to review the book that she was reading aloud to them. After summarizing the story, the class continued talking. Kay held up the book. The children continued to talk. Kay waved the book back and forth. The children still continued to talk. Kay tucked her hair behind her ear. Some students said "Sh, sh." Kay said "You are using your reading time." When the children were quiet Kay asked "Are you ready now?" She paused, giving the children a few moments of silent reflection, then started to read the book to them.

Multiple Channels

Neill (1991) lists positive nonverbal signals as a nod, smile, and pleasant intonation (p. 91). Siegel (1997) emphasizes the following: relaxed posture, breathing, and arms (especially with the palms up or hands visible) indicating openness to communication;

good eye contact indicating interest in the person; nodding signaling agreement, interest, and understanding; smiling signaling warm personal relationships; gesturing with the palms open indicating involvement and openness; and leaning closer and reducing distance indicating that interest is up and barriers are down.

Cooper and Simonds (1999) state that the forward lean, pleasant facial expressions, and openness of arms and body indicate that the teacher likes the students (p. 100) and that the teacher who smiles and has positive facial effect will be perceived as approachable (p. 101). They also state that touch can communicate emotional support, tenderness, and encouragement (p. 101). In the next example, Kay uses these signals effectively while adding the gesture of touch. Kougl (1997) emphasizes that good teachers use touch in appropriate ways defined by location, duration, and intensity. Touching the hand, forearm, shoulder, or upper arm is considered more appropriate. She continues that young children expect and need touch and that, in fact, young children equate not touching as a signal of dislike (p. 89). Throughout the quotation from my journal, I will add some textual points to further define Kay's actions.

> 12/10/98--Kay moved to the carpet to sit with the students as one student took the chair to share the story he had written.

Cooper and Simonds (1999) state that the teacher who physically moves into the position of group member, facilitates student-to-student interaction (p. 103).

> (Continuing entry)--During the reading, Kay was looking attentively at the reader. Occasionally she glanced around at the other children. One boy began to be restless. Kay reached to him and patted his shoulder. Immediately, the boy sat on his bottom instead of his feet and quit talking.

Scheflen (1974) states "Touch is an unspoken instruction to remain silent--placing a palm on the shoulder, hand, forearm, or occasionally knee and pressing down slightly. A patting movement may be added" (p. 162).

(Continuing entry)--After each child read, Kay led the group in "a star and a wish." This is an activity that emphasizes what the listener especially liked (star) and what the listener thinks could be clarified to make a passage more meaningful (wish). It is a means of sharing thoughts, discussing, and helping others. In classrooms it is used as a peer review and a means to build community and foster intellectual and social autonomy.

Kay pointed to each child who volunteered to speak and looked directly at each child while they were sharing. She nodded her head to indicate that she understood what was being said. She often raised her eyebrows and stated "Oh, that's a good thought." She smiled at each child who was talking, thereby validating their thoughts and ideas, acknowledging their thinking, and appreciating the fact that they were listening to each other read.

At the conclusion of Nick's story, Tessa pointed out a discrepancy in the story line. Kay did not respond, but allowed Tessa and Nick to continue the discussion. Nick did not indicate any ill feelings, but rather referred back to the story and said, "I guess I could put that in here, but I don't know where." At this point Kay entered the conversation. With her hand flat, palm down and parallel to the floor, she drew three imaginary paper lines from left to right. She said (with louder tones of voice), "Remember how we wrote on the first and third lines [indicated with her hand] and skipped the second line [indicated with her hand].

You could write [scribbled with her hand in the air as if she were writing on the second, skipped line] in there, and we will be sure to put it in the story when we publish it [nodding head]."

Neill (1991) states that a teacher uses proclaiming tones, louder tones, when referring to aspects that have already been covered and also that repetition of information, such as the skipped lines, indicates novelty and increases the chances of students remembering (p. 73-74). Kougl (1997) refers to hand and arm movements as a teacher's visual means of attracting students' attention (p. 75). She states that the teacher who uses gestures is perceived as enthusiastic about the subject and interested in the person. She emphasizes that using illustrator gestures (such as the hands to indicate lines and to mimic writing) help to clarify meaning and add emphasis (p. 93). Cooper and Simonds (1999) state "Effective teachers use more motions than average teachers to facilitate student-to-instructor interaction, to focus student attention on key points, and to demonstrate and illustrate concepts to students" (p.100).

(Continuing entry)--As another child began to read her story, Jill scooted to the back of the carpet. She began to twist her body around table legs and move chairs with her knees and hands. Kay looked to Jill and invited her to rejoin the group by making a sweeping motion with her hand and arm. Jill scooted closer to the group, but continued to be distracted. Kay called her to her side by quietly speaking her name and patting the carpet beside her. Jill moved to sit beside Kay, but continued to squirm. Often Kay put her arm around her, patted and rubbed her back, and hugged her. These helped to refocus Jill each time. What I noticed in Kay's interaction to refocus Jill was that Kay never quit looking at the reader.

This served as an appropriate behavior model while minimizing the attention focused on Jill's behavior and not distracting the other students.

Scheflen (1974) calls this a metacommunication, placing a hand on someone until he pays attention while maintaining a facial display of appropriate behavior (p. 155).

The next example shows a combination of positioning, vocal qualities, and facial expressions.

12/10/98--While reading a book aloud to the class, Kay held the book to the side of her face with the pages facing the students. From this vantage point both she and the students could readily see the illustrations and text. The book is rested between her thumb and little finger at the front of the book and the other three fingers to the back of the book. When the story depicted night scenes, Kay read with a hushed voice, and her face muscles were relaxed. When the main character was faced with a problem, she showed concern with a wrinkled forehead. She also read using what I considered to be emphatic vocal tones. When the story became fast paced, Kay's reading speed and volume increased and her vocal tones raised replicating the action. Again, her face reflected the mood of the story in that she had wide-open eyes and raised eyebrows.

Further examples of using illustrative gestures, positioning, vocal qualities, and facial expressions are seen in the following journal excerpts:

12/10/98--After playground time, Kay and the students gathered on the carpet to plan for the next activity. Several children were talking at the same time. Kay put her finger to her lips and in a soft voice said, "Just a minute, just a minute. I'm really having a hard time hearing." She cupped her ear with her hand. The

children did not respond. Kay moved from the chair and knelt on the floor with the children. All the children except Jill settled into listening.

Neill (1991) states "By moving nearer to a child the teacher can control his behavior without any overt reprimand" (p. 6).

12/14/98--The class was participating in a sharing time. When several students started to talk at one time Kay said in a louder voice than usual, "Oh, I'm listening to Renee." She said this while looking directly at Renee and putting her hand to her ear. The class settled into listening.

After Renee finished sharing, Kay gave directions for the next activity which was individual work time. I noticed that as Kay was talking she used her fingers to emphasize the work. Holding up one finger she said "The number one thing to do is finish journal writing." She held up two fingers and said "The number two thing is silent reading." Later I asked Kay why she had repeated the directions so many times and why she had used her fingers. She explained that it was due to "holiday hysteria" (the close proximity of the winter break and the traditional Christmas holiday) distracting the children. She felt that repeating the directions and emphasizing the order of work with her fingers would help focus the children to task.

Cooper and Simonds (1999) state that when giving directions, the effective teacher "points with the hand, looks at a specified area, employs signals, and reinforces numerical aspects by showing that number of fingers" (103).

Work in Kay's classroom is done in large group, small groups, pairs, and individually. Active and quiet times, as well as large and small groups, are alternated to

break the monotony of sitting and working and to facilitate the interaction between peers. While observing, I was able to witness what Kay does corporeally during work time. As the next journal entry indicates, Kay continues to use positioning, facial expressions, gestures, and voice in small group and individual work. Often she sits in a chair beside a child, and often she kneels beside a child. She also uses increased closeness, soft voice, and touch when interacting with her students. Neill (1991) states that "increased closeness places one in a better position for a variety of actions--affectionate, supportive, or hostile. Since it exposes one to a similar variety of actions from the other party, it increases the emotional temperature of the interaction" (p. 7). He states also that closer approach promotes better learning by small groups and individuals (p. 108), and that an adult who reduces his or her size eliminates threat and aggression (p. 39). He states that "erect posture is threatening so teachers often sit down or kneel when they want to approach children in a non-threatening way and to project helpfulness" (p. 108).

12/10/98--After the children moved to the tables, Kay spent approximately five minutes rotating to each table where she quickly checked on each individual's work. Often she moved beside a specific child, leaned closer to him or her, and in a very soft voice asked a question. When a child asked a question, I noticed that Kay put her hand on that child's shoulder.

When it was obvious that each child was working, Kay moved to the computer for story publishing. With each child who published, a similar scenario took place. Kay and the student seated themselves side-by-side at the computer. The student opened his notebook and briefly told Kay about the story. Kay asked what the title of the story was, then typed a title page. She asked the student "Is

this the way you want your title page?" The book conversation continued with Kay asking questions and seeking the child's opinion. Often Kay pointed to words on the computer screen, leaned closer to the child, and made direct eye contact with him or her. I felt this was to let the child know that this was his work and that he was the decision maker about the words and format. Later, I asked Kay about my assumptions. She stated that her behavior was to make sure that each child felt ownership of his or her story, confirming my interpretation.

Further explanations of this body orientation are as follows: "If participants are to share in a physical task, they are likely to sit or stand side by side and mutually address the task" (Scheflen, 1974, p. 57). "Conversational partners turn their heads toward each other" (Neill, 1991, p. 71). "Intense gaze and forward lean indicates listening to the speaker" (Neill, 1991, p. 88). I witnessed all of these behaviors throughout each observation.

12/14/98--After the individual work time, Kay directed the class to be sure their tables were clean then to go to the carpet for Author's Chair. This is a time when students read their original creative writing to the class. Kay assisted with the cleaning. At the same time she was watching the children move to the carpet. Observing the children Kay said, "I like the way Kara is ready. I like the way Josh is ready." She continued calling each child's name as he or she settled into the group until every child's name had been called.

Neill (1991) refers to group management techniques which include scanning the class and giving liberal encouragement to pupils who are working well (p. 163). This type of open praise emphasizes the expected behavior in positive ways rather than pointing to and

trying to correct negative behavior. It is important to note that Kay called each child's name neither discriminating against a student nor overpraising a student.

This interpersonal contact continued and changed as needed without being openly confrontational:

> (Continuing entry)--Noticing Jason being distracted and wiggly, Kay said "Jason, look at me [She and Jason made eye contact]. Are you ready to listen?" Kay's face had neither a frown nor a smile. Her eyes were firmly locked with Jason's. Without speaking, Jason turned to Katie, who was sitting in the Author's Chair. In an interview (4/20/99) Kay referred to this as her "teacher look down."

Several explanations of this transaction are found:

1. Neill (1991) explains that facial expressions are less flexible and more easily interpreted by children. Not smiling, and in fact frowning, affects children's judgments more than gestures (p. 76).
2. Neill (1991) continues that in instances of discipline, the most common communication procedures are, in order, moving closer to the pupil, facial expressions, dramatic pause, gesture, then speech (p. 163).
3. Cooper and Simonds (1999) state that while direct eye contact indicates interest and attention, when a student feels a teacher looking at them, they will stop their disruptive behavior (p. 101).
4. Rosenblum-Lowden (1997) states that a quick glance at a disruptive student may be sufficient. In more extreme cases, an alternative to screaming is the "infamous stare. Locking eyes with a student who is disruptive often gets him to refrain immediately" (pp. 15, 16).

5. Scheflen (1974) states "Commands and confrontations are marked by the body turned fully toward the addressee, eye-to-eye contact, and a gesture accompanied by an imperative or rhetorical question" (p. 161).

Summary

Observing, interviewing, and writing this essential theme has been most enlightening. I knew that my body was my presentation to myself and others, I had read analyses of body language, but this is the first time in my life that I have studied and searched for meaning of specific behaviors. In chapter one I stated that one purpose of this research was to heighten self-awareness of body. Not only have I become self-aware, I have also become self-conscious; I know what I am doing physically, and I am careful when using my body to truthfully express myself. This truthfulness is an aspect of the moral act of being human. It is praxis (thought full of action and action full of thought).

In observing Kay I saw the same moral act. She was careful to present herself truthfully. Siegel (1997) states that when a person's words and body language say different things, we tend to believe the body language and doubt the words. This being true, it then becomes imperative that the teacher's words and non-verbal communication match. One excellent example of Kay's truth-in-action reported in this chapter (p. 112, dated 12/14/98) was her use of softer vocal tones to demonstrate her expectation that the children do the same.

Kougl (1997) states that even when there is no intended message, others perceive and interpret the face, tone of voice, or silence (p. 23). He further states that 93% of the emotional meaning is expressed non-verbally (p. 70). Gestures, voice, and facial

expressions can foster enthusiasm for or detract from a subject or experience. Kay consistently displays calmness in all aspects of her relations with the children. She also consistently participates in all experiences and follows class rules and expectations. In short, she is bodily and actively engaged.

Some interview questions that are answered in this section are "Is the primary teacher bodily involved in the act of teaching?", "What is the physical relationship of the teacher to the students?", "What are some things that heighten your bodily reactions?", "What does the primary teacher see that prompts bodily responses?", and "What affects your body while teaching?"

Essential Theme 3: Senses Inform Practice

How often as a child, I wondered how the teacher could possibly hear me whispering to my friends or see me passing notes. Jackson (1992b) reminisces about his teacher referring to her piercing eyes and "her octagonal eyeglasses flashing like twin mirrors" (p. 3). Many cognitive theories emphasize that our senses accumulate the information we need in order to think and act (Neisser, 1992). Crossley (1995) calls our senses "our perceptual field" (p. 136) and states that our perceptions connect us to our surroundings. Connecting perceptions, surroundings, and social expectations enables acceptable action, and as Jackson (1992b)says "learning firsthand" (p. xiii).

As stated before in this chapter (p. 85), Kay said that she is "constantly watching and listening." During the second interview and using an interview question, I asked Kay to tell me about using her senses while teaching. The following is her reply:

> 4/20/99--I don't know that I use smell or taste. I know that I touch my

students while being attentive and when communicating. I mostly use seeing and hearing. I have a high tolerance of noise, but I do listen for constructive noise versus "off-task" noise. I try to pay attention to the students' tones of voice--do they need help, are they frustrated. I watch their faces for frustration, not understanding, or that moment of "Hey, I know this!" I try to make eye contact. That helps me to scan for comprehension.

van Manen (1991) states that a pedagogue must have the "capacity to discern subtle signs in a child's voice, glance, gesture, and demeanor" (p. 97). The above statement of Kay's is comparable to Carkhuff and Pierce (1976). These authors state that while observing and listening the teacher takes in a great deal of information. They refer to listening as "hearing the expressions" (p. 13) and observing as "hearing the implications" (p. 13). Often I observed Kay using her senses of sight and hearing. A significant portion of these are from observations of Kay supervising the playground during recess. Others are of classroom interactions, some of which have additional textual explanations.

Playground

12/10/98--While on the playground, Kay had the responsibility of supervising three classes of second grade children. She stood mostly at the top of the hill and surveyed the entire playground. She talked with me, explaining the playground and some routines, but she never made eye contact with me. She was constantly looking around and watching the children.

She noticed that a group of boys were barrel rolling down the hill. She

moved to that group and asked them if their mothers would mind them getting grass and dirt on their clothes. Then she directed them to the playground equipment.

When two boys began to argue over a ball, Kay took the ball and told them to sit down and talk it over until their respective stories sounded the same. The boys talked for less than 30 seconds then came to Kay and told their story. She gave the ball to them.

Keith came to Kay crying that others were taking his ball away from him. Kay talked with him about sharing. He tried to argue with Kay, but Kay restated that he needed to share. At this point, Keith turned to the open playground and threw the ball as hard as he could. Kay leaned over to him, placed her hand on his shoulder, and said "Keith, that is your choice. If you can't share, then you will need to find something you can do by yourself."

When recess was over, Kay blew the whistle. The children lined up in three different class lines. She involved the children in some quick games: "If you can hear me do this [hands on head]. If you hear me, put your hand on your knees." She said "Oh, I see lots of people who are listening." She continued: "If you can hear me, count to 100 by tens. Count to 85 by fives." She listened carefully; then was very complimentary that the children stopped on the requested number.

1/19/99--Kay continually looked around watching the children. She went to a group of boys and stopped some unusually rough play. She left this group, but continued to watch them. When one of the boys continued to be rough,

she called him to talk to her. She said "I notice that you are continuing to be extremely rough with the other boys. I asked you to stop, but you have made a decision to continue. I want you to go over and sit on the sidewalk and think about being safe. When you decide that you can play in a safe way, you can return to the playground." The boy sat on the sidewalk for approximately three minutes. Kay noticed when he returned to the playground.

She helped a hurt child by looking at a bump on his head then sent him to the office for an icepack.

At the conclusion of the recess, Kay again played quick games with the children, watching and listening then complimenting their attentiveness.

1/21/99--It was time for afternoon recess and Kay again had duty. This time they went to the opposite side of the building. There is less equipment, but more hills, more trees, and a fence around the trash cans. Kay said "It is neat over here. There is more shade and a different environment. The problem is that it is more difficult to see everyone." She did a lot of moving around. When several children were rolling down the hill, Kay stopped the activity. She said "It seems to help if I stand on the hill. Rolling down would be okay, but when one starts, then twenty have to do this. And it has a tendency to pile up at the bottom and someone gets hurt."

Kay noticed that several children were under the trees collecting leaves, twigs, and branches and piling them together. Kay went to them and had them scatter everything over the ground. Then she returned to stand on the hill. When some girls started pulling each other down the hill, she immediately stopped the

activity by asking the girls to find something else to do. The girls started playing freeze tag.

Classroom

12/10/98--Kay and Katie were at the computer publishing Katie's story. While the pages were printing, Kay made quick glances around the room. She noticed that Jill was extremely restless. She looked in her direction several times. She noticed that Jill was interrupting the others at her work table. Kay went to her, placed her hand on her back, leaned over to her, and whispered in her ear. Jill took her books and moved to the floor in a place with no other children. Kay returned to the computer.

John started scooting his chair from table to table. Kay, hearing the noise, looked around, then went to John and with her hands on the back of the chair, pushed him to his table, leaned over to his ear, and softly told him to sit in his chair and do his work.

The next commotion was from an entire work table. Kay went to the table, knelt beside the table, called each child's name, and asked "What are you working on?" She returned to the computer, but she heard these children again. She returned to the table, knelt again, and again called each child's name requesting "Show me what you are doing." Then she asked each child "Are you helping your group work?"

12/14/98--The next activity was journal writing. Kay dismissed the students to the work tables, then she handed each student his or her journal.

Several children were talking. Hearing this, Kay said "Stop, look, and listen. All eyes look at me." When she noticed that some of the children were still talking she said "Freeze your bodies and look at me." When she had everyone's attention, she cautioned them about using their time wisely.

The children started to write their journal entries. Kay moved from table to table. Often she whispered to an individual. Josh was scooting his chair, tapping his pencil on his paper, and talking to his table mates. Kay went to him, knelt beside him, looked directly into his eyes and asked "What can I help you do? Is there something I can help you with?" Josh responded "No." Kay said in a firm voice "Then you need to work instead of talk so you won't disturb others at your table."

Kay then noticed that Christopher was sitting at his table with his head leaned against his fist. Kay went to him. They talked briefly. Kay stood behind him, massaged his shoulders, encouraged him to think then write, then she moved away. Even though she moved away, she still continued to observe him. Christopher began to write. Kay moved back to him, placed her hand on his shoulder, and said "Great job!"

Neill (1991) addresses the type of interaction I had observed between Kay and Christopher. He calls this a "sustained gaze" (p. 6) and states that it allows closer monitoring of what the child is doing. This in turn gives the teacher increased information and results in a more accurate reaction.

12/14/98--When playground time was over, Kay led the students back into the room. They gathered on the rug for planning, the children sitting on the

floor and Kay sitting in a chair as usual. Hearing a great deal of noise from the hallway, Kay asked Chase to close the door.

Scheflen (1974) outlines the conditions necessary for effective communication as assembling the group, positioning them close enough to see and hear, possibly touch and smell each other, maintaining a comfortable arrangement, and distancing the group from distractive noises and excessive interruptions (p. 49). This explains Kay's action. Another example follows:

1/21/99--Kay was sitting on the floor, calling the children to her one at a time. She asked each one what book they had read, recorded the title in the child's reading record, then asked the child if he or she wanted to take the book home to share with his family. Keith was sitting in a chair beside Kay. He started stomping his feet on the floor. Kay looked up, called his name and said "Keith, that noise is bothering us. We are having trouble talking louder than that noise." Keith stopped the noise and returned to his work. Kay returned to record keeping.

When talking with the children, Kay often referred to her watching and listening. Some examples follow:

12/10/98--The children formed a line to walk to the cafeteria. Some were turned backward talking. Some were pushing each other. Kay said in a calm voice "When you are ready, I will notice." Immediately the children stopped talking and pushing. Kay then led them to the cafeteria.

12/14/98--Kay said to the class "Now when you finish your journal writing, you may choose a partner to read with or write another story. Kay returned to the computer with Sami. The class was having difficulty settling into their work. Kay,

while sitting at the computer, said "Okay boys and girls. Go ahead and make your choice and settle down." The class continued to have difficulty. Kay stood and said "I see lots of people making good choices. Just be sure you are respecting others."

1/6/99--As Kay walked by Misty, she stopped, asked her to close her eyes, and said "I notice that you have glitter on your forehead." Kay brushed the glitter away then said "Okay. Maybe you won't get glitter in your eyes."

Next she leaned over and whispered to Josh "I notice that you are not wearing your glasses. Maybe putting on your glasses will help you get started with your journal writing."

1/21/99--Kay told Jason "I notice that you are sitting against the cabinet. I want to record this lesson and the microphone is on top of that cabinet. You have a big responsibility to stay still. If you bump the cabinet, that sound would keep your voices from being heard." Jason sat down, but Kay seemed restless about his ability to sit there. She went to him, stood behind him, and physically scooted him into another place. She said "There. That looks like the cabinet won't be bumped."

The last quotation from my field notes involves Kay using her sense of hearing and sight to help redirect students who are off-task. In combination with her senses, she uses her physical positioning which Neill (1991) calls "drift" (p. 108) to let the children know that she is aware of their actions and to encourage self discipline.

12/14/98--Kay and Sami were publishing Sami's holiday story. Kay noticed Jill and Chase who were partner reading in the bathtub. Jacob and Phillip

were partner reading under the table next to the bathtub. There was a great deal of interaction between these four children. Kay went to both pairs and asked them to move into two different places. She knelt on the floor between the pairs and asked "Does this make sense to you?" After they responded, Kay said "Okay. Now if this doesn't work, we will have to do something different." At this time Phillip left partner reading choosing to silent read. This left Jill, Chase, and Jacob partner reading. This group continued to interact loudly. Kay looked up from the computer frequently, monitoring their activity. Finally, she stood up and started walking toward them. Quickly, they stopped talking and started to read from the book they were sharing. Kay walked to them, looked over their shoulders and listened. Kay returned to the computer. Jill hollered "Hey!" and Chase said "You guys!" All three looked toward Kay. She pressed her finger to her lips indicating for them to be quiet. They continued to be excessively restless. Kay stood and started walking toward the group. They instantly settled down and turned their attention to the book. Kay went to them and watched them for a few seconds before returning to the computer. Later I questioned Kay about this. She shared that since they had started to read, she felt that it was best to let the group know that she was observing them, but not to verbally interrupt the reading.

Summary

It is obvious in this analysis that Kay uses her sense of sight and hearing while teaching. Responding to off-task noise, complimenting the children's attentiveness to task, and attending to safety issues are only a few of the ways she bodily responds. The

fact that she uses her physical presence for safety was noted during playground times. Further analysis of this theme revealed that Kay uses her body to observe subtle and not-so-subtle signs embodied in the children.

Essential Theme 4: Body Influences Teaching

A most difficult task in this research was determining the themes of "Body Influences Teaching" and "Teaching Influences Body." The first is a matter of personal needs and Kay's attention to herself. Body influences are centered within Kay and mostly within her control. The second is a matter of teacher behaviors that are learned and developed through experience as a teacher. Teaching influences are centered within the culture of being a teacher, and the teacher cannot usually exert control. Rather, she responds to the demands by developing a teacher demeanor.

Kay shared with me some of the ways her body affects her teaching. Particularly, she is careful to protect her health so she can be with her class most every day. At various times, Kay shared with me what she does to insure her health. At other times, my field notes reflect those precautions. Additional explanation follows the first example.

> 12/10/98--When Kay finished publishing Katie's story, she quickly glanced around the room, walked to the door, and left the room. She was not gone more than five minutes. Later I asked Kay about this. She shared with me that she needed to use the restroom. I noticed that when she left, she did not call attention to the fact that she was leaving. She expressed confidence that the children seldom missed her and that their behavior was not different while she was out of the room. Having witnessed this, I could confirm her assumption.

In the book, Moral Classrooms, Moral Children, DeVries and Zan (1994) describe autonomous children as "self regulating rather than being regulated by the teacher" (p. 17). Autonomous children in socio-moral classrooms, such as Kay's, have no need for rebellious or sneaky behavior. When the teacher is out of the room, these children will "simply go on with their activities" (p. 17).

12/14/98--During lunch, Kay and I visited about her teaching. One question concerned her personal needs. "When do you go to the restroom?" I questioned. Kay answered "Well, when the kids are busy sometimes I just have to make a quick trip. I know if anything happens, I am responsible for it, but sometimes I just have to go. This is a really good group. I don't think I will have trouble."

I asked about the fact that she never makes a big announcement about her leaving. Kay said "I look around and be sure that they are all busy and engaged. Then I hurry. If I don't call attention to my leaving, then the children seldom know that I am gone."

1/19/99--Kay asked Sami and Phillip to hold Butterscotch while she cleaned his cage. She dumped the shavings in the trash can, took the cage outside, shook it, and put in fresh shavings. She asked the students to put food in the cage, and she put in the freshly filled water bottle. Kay washed her hands with soap and water and asked the students to do the same.

12/10/98--Next, playground time. All second grades have a fifteen minute morning and afternoon recess. Today, Kay had "duty" as the responsible teacher. It was a very cold morning, so she put on a coat and gloves.

1/19/99--Kay had playground duty again. Before going outside, she put on her jacket.

During our second interview, I asked Kay to tell me how she protects her health. Her reply was that she washes her hands often, eats well-balanced meals, and exercises. As stated in chapter three, I specifically asked Kay how her health was different now as opposed to when she first began teaching:

4/20/99--"My first couple of years, I had a cold often. My mother worried about me. Now I have a good immune system. One thing I'm careful about is not drinking from the water fountain that the kids use. I believe that helps keep me away from some of the viruses."

"I know that I weigh a little more than I did, but I keep up and can still get on the floor, something that a teacher of primary children needs to do."

Sometimes the body affects teaching in more overt ways such as Kay's being pregnant, an experience she related during our second interview:

4/20/99--"I was six months pregnant when school started. I was teaching first grade. I explained to the children that I could not bend over; then I demonstrated how I would kneel-down to pick things up. [Kay demonstrated squatting with a straight back, toes pointed outward.] As soon as I squatted down one of the girls excitedly said 'Oh, Mrs. Dixon! You did a grand plie!' That was her way of identifying my action."

"The main effect on my teaching was while reading. The closer to term I got, the more difficulty I had reading aloud. I would run out of breath and sound breathless while reading."

"The children knew and understood that I was pregnant. I read them the book Our Teacher's Having a Baby (Bunting, 1992). They were constantly patting my belly, and I would let them feel Carrie kicking. They understood that I would be gone for a few weeks when she was born, and they understood that I would stay at home with her when she was sick."

Summary

"What do you do to prepare your body for teaching?", "How do you care for your body while in the classroom?", and "During the school day are there times that your body demands attention?" are three of the questions answered in this theme. It can be noted that Kay's sense of responsibility to her students is high in that she takes measures to protect her personal health. She also guides the children in developing personal hygiene habits demonstrated by washing her hands, wearing a coat, reminding the children to wash their hands, etc. The responsibility she feels regarding her health facilitates her being physically in attendance at school so the children will not be subjected to the inconvenience of a substitute teacher. By maintaining a moral classroom, Kay has the freedom to leave the classroom to take care of personal needs when necessary which aides her physical well being.

Essential Theme 5: Teaching Influences Body

In her book, Teacher, Sylvia Ashton-Warner (1963) states that "Self-forgetfulness is one of the exquisitenesses of living" (p. 117). She makes this statement in regard to children, but van Manen (1990) uses the term "self-forgetfulness" (p. 6) in regard to parents and teachers who involve themselves in the moral act of relationships with

children. Self-forgetfulness in this sense does not mean a total disregard of self for other. Rather it means that the teacher decenters from self and personal needs and assumes a self consciousness of the relationship to other. The other (child) and the relationship becomes the center of the teacher's thoughtfulness. Action becomes other directed and guided by a sense of the good for the child. van Manen (1990) calls this experiencing the "undeniable presence of loving responsibility" (p. 6).

Carkhuff and Pierce (1976) highlight that responsible teaching involves responding physically and psychologically to children. This responding involves empathy. They then emphasize that "to respond empathically, the teacher has to suspend self" (p. 26).

In our second interview, I questioned Kay about her personal needs while teaching. My question and Kay's answer are as follows:

> 4/20/99--Are there times while the students are present that your body demands attention? What do you do? Would you say that you are self-forgetful?
>
> "While I'm teaching, I don't think about myself. Of course, there are times when I need to use the restroom. As I shared with you before, I make sure the children are busy and engaged, then I hurry. But for the most part, I just don't think about myself. I'm never really thirsty. I suppose that my body adjusts to the schedule and routine."

Cooper and Simonds (1999) describe the approachable and warm teacher. Some of the listed behaviors are being face-to-face, decreasing physical distance, listening, inquiring about students' interest and opinions, communicating empathy, being polite, displaying confidence in self and others, smiling, and trustworthiness (p. 37). My conclusion is that Kay's teaching is a self-forgetful act filled with empathy. The

supporting evidence is below:

> 12/14/98--The children sat on the rug and Kay sat in the chair. Kay said "I was so excited to be here this morning and see your smiling faces." She paused giving herself and the children time to reflect. They smiled and made eye contact with each other, Kay oscillated her head back and forth "seeing" all of the children at once. My impression was that she was very sincere.
>
> 12/14/98--As the children began their work, Nick went to Kay with Christmas gifts and asked her to open them. They went behind Kay's desk away from the other students. Kay opened a gift for herself and a gift for Carrie. She hugged Nick, leaned close to him, looked directly in his eyes, and thanked him for the gifts. This was a private and sincere talk.

Reflecting on these incidents, I have identified sincerity as the most impressionable aspect. What I remember is that Kay's body was completely relaxed and her face was expressive. She leaned closer to the students, looked into their eyes, and smiled. Blum (1998) emphasizes the importance of smiles calling them the "important part of communication seen more clearly than any other expression" (paragraph 8). He describes "felt smiles" (paragraph 13) as the muscles running from the cheekbone to the corner of the mouth pulling the lips upward and the muscles at the outer corner of the eye crinkling. While these were present in Kay's smile, I noticed also that her eyebrows were raised. Anderson (1998) in describing the "true smile" (paragraph 6) says that the eyebrows are heightened and that this reflects "genuine joy or fondness" (paragraph 6).

Two observations concerning Jill show how Kay is dedicated to the students and their needs.

12/14/98--It was lunch time. Jill had lost her lunch pail. Kay helped her search for it in the room then in the cafeteria where the students gather every morning before going to their classrooms. They searched for approximately five minutes. Then Kay, expressing concern that Jill eat, instructed her to buy a lunch. The time that Kay spent with Jill took time away from Kay's lunch break.

1/21/99--After playground, the other children told Kay that Jill had fallen and hurt her back. Kay asked Jill to come to her. Jill told her that she had a scratch on her back. Kay asked "Can I see your back?" I noticed that Kay did not lift Jill's shirt. Jill pulled her own shirt up, and Kay looked at the scratch. Then she asked Jill if she wanted to go to the nurse for a Band-Aid.

At first I assumed that Kay had not wanted to encroach on Jill's personal space, but for clarification I questioned Kay about this during our second interview. Kay confirmed that she had not wanted to violate Jill's space, but that she was also concerned that since she did not know where or the extent of the injury, she wanted Jill to take the lead. Kay continued with calling this "respect for the child." By asking for Jill's permission and having Jill lift her own shirt, Kay preserved Jill's sense of self. Assuring that personal spaces and boundaries are respected is the mark of a caring teacher (Burke and Nierenberg, 1998).

Kay's concern for her students includes attending to them cognitively, socially/emotionally, and physically. Through her body, she expresses a desire for the development of the whole child. The following are just a few examples showing Kay's body orientation to these three areas of development.

Cognitively

12/14/98--Kay sat in a chair and referred the students to a flip chart. She asked them to think of "20", to think of addition and subtraction problems that totaled "20". As the students stated the equations, Kay wrote them on the chart with a felt tip pen. I noticed that Kay held the marker angled up from her hand so the children could see each numeral as she wrote it.

1/6/99--The children were working on "bl" blend words. Kay asked them to think of words that started with the blending sound. As the students said the words, Kay wrote them on the flip chart. She again held the pen slanted up so the children could see the letters as she wrote them. This is the first time I have witnessed a teacher using this technique, the second time I have seen Kay use it. It demonstrates being concerned that the students make connections between spoken words and written letters or numbers. It also confirms that what the child says is important.

Physically

Kay's concern for her students enters into the realm of their health. As already reported, she instructed the children to wash their hands after handling Butterscotch. Another observation centered on the daily snack:

1/21/99--The children separated into centers. Kay washed the snack bucket, then refilled it with pretzel sticks. Jacob came to get a snack, he unscrewed the lid, then replaced it, looked at me, and said "I forgot to wash my hands." Nick and Sean came to get a snack. Nick looked at Sean and asked "Did

you remember to wash your hands first?"

Kay was concerned with the children's health from two views: First, that the snack bucket be clean. Secondly, I assume that since the children were so concerned with washing their hands that this had been a topic of discussion and instruction.

Socially/Emotionally

1/6/99--Two journals were stuck together. The children asked Kay to take them apart. While it was not a difficult task, Kay made a grimace. She later explained that she was concerned with damaging the children's work and hurting their feelings.

1/6/99--Sean was having difficulty settling down to write. Kay went to him, knelt beside him, tilted her head, and in a sympathetic voice asked "Are you having trouble?"

Neill (1991) refers to the tilted head as a "head cant" (p. 88) and states that it indicates sympathetic involvement.

1/12/99--I noticed that during individual reading assessments, Kay often touched the child on the shoulder. She smiled often, nodded her head, leaned toward the child, and at the conclusion of each reading, she made comments about how well the child had read.

I noticed her interaction with Keith during his reading assessment. Kay was following his reading and making notes. This distracted Keith from his reading. Several times he stopped reading and craned his neck to watch Kay writing. When Kay noticed this, she tilted her notes away from Keith. Later I

questioned Kay about this. She confirmed that she noticed the distraction. She stated that Keith was obviously concerned to the point of distraction, so she moved to inhibit his view. Her tactic worked because Keith returned to reading making fewer errors and eventually reading on a seventh grade instructional level.

As I have already reported in this chapter (page 87), I saw Kay hugging each child as he or she left the room for the day. As stated, I wondered if this was a Friday ritual, or was it an everyday occurrence:

> 12/14/98--She stood at the door, hugged each child, and told each one to have a nice night.
>
> 1/21/99--Kay reminded the children to check their chairs and put them on top of the tables. She went to the door and hugged each child and said "I will see you tomorrow."

In interview (4/20/99) Kay referred to this hugging as "attending to each child." Taking this one step further, it is connecting with each child. Shapiro (1999) further states that "touching is the extension of human consciousness; sensing through the hand materializes the life-world" (p. 34) and that "participation of the sensing, feeling, and perceiving is required to make sense of one's everyday life" (p. 38). Shapiro's (1999) thoughts best summarize the essence of this hugging as she continues:

> There is nothing more real than being touched. It confirms our existence as something concrete. To be physically touched and spiritually touched both repairs and makes us whole again. The feeling of "completeness," the feeling of "oneness," the feeling of "relatedness," the feeling of "fullness" are all evoked as I am re-embodied by the touch of other . . . You remind me in your touch of the

> solidarity felt between two people in relationship . . . The presence of life is captured in those few brief moments when we touch with love and allow another to experience what we keep most hidden and protected in our bodies--our hearts. (pp. 96, 97)

Putting "the hug" into my words, I feel that the message is "You can depend on me. You matter to me. I care about you. You are important to me. I enjoyed being with you today. Now, go home safely and be safe at home so we can be together tomorrow."

Shapiro (1999) says:

> To touch and be touched holds memories of human connection. Loving touch bears with it the hope for a just community. With love we affirm and are affirmed. (p. 99)

Through the connection with others, hugging builds a hope for a better community in the future. The memories of these hugs linger in the children's minds, instilling them with hope and setting a foundation for a future connectedness, an understanding of relationship, and a reciprocity of these feelings with others. As these children experience this relationship with Kay, they are better able to experience relationship with others; thus making "the hug" the stone in the water that started the ripples.

Summary

The emphases of this theme are the teacher behaviors that Kay has developed because of the profession. Ashton-Warner (1963) calls these behaviors "tone" (p. 84). She emphasizes that tone is the teacher's temperament area, "the still center" (p. 84). She states that tone is inside and then shows itself outwardly through physical behavior (pp.

84-87). van Manen (1991) calls this "pedagogical action" (p. 32), the way the pedagogue is with children (p. 32). From reading van Manen, I conclude that pedagogical action is a semi-developed, semi-predisposition appropriateness toward children. It is a balance of knowledge of child development theories, moral dedication, realization of the situation, and orientation to all children and/or a particular child, the whole child including life history, needs, capabilities, and possibilities. It requires and enables immediate action and reflection sensitive to the developing child. This theme highlighted Kay's tone or pedagogical action.

Incidental Theme: Embodiment Exemplifies Pedagogy

I have defined incidental themes in chapter three and again in this chapter as an aspect of the teacher's lifeworld that is "not generally common to all teachers, but rather unique to the subject of study, in this instance, unique to Kay" (p. 77, 81). What I find to be unique about Kay is that she is a pedagogue, a person standing in a caring relationship to children: In the idea of leading or guiding there is a 'taking by the hand,' in the sense of watchful encouragements" (van Manen, 1991, p. 38). Pedagogy is a morally responsible commitment to children and assisting their becoming. It requires that the adult realize the children's current being and their possibilities of being, understand their current understandings, moods, emotional states, and knowledge, and be ready to facilitate further growth, development, and maturity (van Manen, 1991, p. 7). A necessary aspect is that the adult intentionally provide the setting and atmosphere where children can practice without fear. This can be accomplished through such forms as physical arrangement of the room, setting of classroom ambiance, and/or actions and interactions between teacher

and child with the intention that the child develop a self-responsibility (van Manen, 1991, pp. 6, 18). van Manen (1991) states that the moral responsibility of teachers is "protecting and teaching the young to live in this world and to take responsibility for themselves, for others, and for the continuance and welfare of the world" (p. 7).

Kay is being a morally responsible teacher. She is fostering the children developing into responsible, moral humans by holding them accountable for their actions (van Manen, 1990, p. 5). Evidence for this is in asking the children questions such as "Are you having trouble?", "What would your mother think?", "What are you working on?", "Are you helping your group?", and "Are you using your time wisely?" Bakan (1984) states:

> The task of the educator is to educate for participation in a community . . . realizing relationship among persons. That model of relating must be guided by an educator whose responsibility is to guide the student . . . In effect, the educator must be sensitive to the immanent form of character in the student and develop in the student sensitivity to the immanent form of others.

There are four ways that Kay fosters her students' becoming moral and self responsible. These are modeling humanness through her family life, fostering her students' development of autonomy, maintaining a responsive behavior toward her students, and acting with pedagogical tact.

Family Life Models Humanness

Kay is a complete and whole person. Her personal lifeworld and professional lifeworld cannot help but overlap. Consider the already presented evidence in this chapter:

Kay's self description as a wife, a mother of a three-year-old daughter, and a teacher (p. 85); eating lunch with her husband, Dan (p. 96); and being pregnant (p. 129). During our second interview, Kay shared with me about her daughter's influence on her professional lifeworld:

> 4/20/99--"After Carrie was born, one of the mothers volunteered to read to the class every day so I could nurse Carrie. The babysitter brought her to school, and the P.E. teacher lent me her office with a locking door so we could have some privacy. Everyone was so helpful and understanding."
>
> "The next year, the second grade year with those children, I brought Carrie to school on her first birthday. I even brought her highchair and cupcakes for everyone. We celebrated Carrie's birthday together. I just put Carrie in her chair, gave her a cupcake, and let her have at it. It was good to share this with my class. Even today, that group of kids 'own' my daughter."

Teaching requires outside-of-school preparation. I spent many hours working on "school stuff" at home, but I never had children while I was teaching. I asked Kay about this:

> 1/21/99--"I take things home to do, but I don't get them done. I think having a toddler at home makes a big difference. If I have to work at home, it will be late at night after Carrie goes to sleep. Sometimes I am up until 1:00 or 1:30. I can do this for a few nights; then I just have to get my rest."
>
> Kay continued--"When I'm at home, I am usually doing the 'motherly' type things--cooking, laundry, cleaning. My daughter is right there beside me doing her share. She dusts, sweeps, everything." This reminded me of the

similarity between mothering and teaching. I also thought of the time that I taught in a Montessori-based kindergarten. I taught what was called "Practical Life" where the children learned about such things as grooming and clothing themselves and taking care of their environment with dusting, sweeping, and washing dishes.

Kay's husband, Dan is highly visible in her professional life. The following is my journal entry from the first time I had lunch with them:

12/14/98--Kay's husband, Dan ate lunch with us. Kay explained that he often eats with her, that it is a time when they can be together without children. They invited me to join them. I was glad because it gave me a chance to ask Dan his thoughts and feelings about Kay's job.

He shared with me "I love Kay's teaching, except when she is doing the National Board. She is stressed over this." At this point I glanced at Kay. She was smiling and looking directly at Dan. It was a warm smile that I felt reflected admiration, affection, and understanding.

Noticing the looks of admiration and affection on both Kay's and Dan's faces, I was aware of the depth of feeling between them, the mutual respect and love for each other including their chosen professions. Dan is proud of Kay, and Kay appreciates his feelings.

Knowing how hectic mornings can be with preparing for work and preparing children for a day of child care, I questioned Kay about her morning routine. Kay shared that she and Dan have mutual responsibility for Carrie. Kay is in charge three mornings a week and Dan the other two. This includes helping Carrie dress, combing her hair, preparing her breakfast, and driving her to the babysitter. Dan shared with Kay that on his

mornings, Carrie is beginning to worry about having "messy hair." Kay did not seem stressed or uncomfortable with this report. In fact, she was amused. I was impressed that Kay and Dan shared parenting and that both held the expectation that Carrie would adjust.

When I asked Kay about her health, she shared an interesting fact about protecting her health. In the section of this chapter titled "Body Influences Teaching," I reported that one of the things Kay does is eat well-balanced meals. The following is what Kay shared with me:

> 1/6/99--"The families in our neighborhood have formed a coop for evening meals. Each family is responsible for a meal once a week for all the involved families. This means that I cook an evening meal just once a week. The rest of the nights, all I have to do is heat what has been delivered by the host family. This really helps all of us with time management. It helps me with health. I feel better because I am eating more vegetables and more balanced meals. Also, I am not stressed about preparing a meal every night."

Dan knows the children and their parents. Many of the students give Carrie Christmas gifts. In the summer between the first and second grade years, the children are invited to Kay and Dan's house for an activity. In the summer after second grade, the children are invited again. Kay shared with me that one group of children and their families came to their house for a picnic. Then the children stayed for a camp-out. Cooper and Simonds (1999, p. 37) address this sort of sharing of self in that it builds trust between students and teachers, creates a community environment, and adds warmth and relaxation to the atmosphere.

Embodiment Fosters Autonomy

Kamii (1995) states that autonomy is the ability to make decisions for oneself "taking relevant factors into account in deciding what the best course of action might be for all concerned" (p. 76). She believes that it is rare to find a teacher who can foster autonomy in young children (p. 26). Instead of a methodology of teaching, autonomy is a way of being, a way of speaking, moving, acting, and interacting. This is guided by knowledge of child development and an understanding of each child's current level of development. A socio-moral atmosphere evidenced by cooperation and mutual respect exist in and around the teacher and her students. Piaget and Inhelder (1969) emphasize that cooperation and mutual respect lead to moral relationships and autonomy (p. 127). Some of the characteristics of the socio-moral atmosphere are considering others' points of view, the teacher being ready to assist but refraining from being the source of all knowledge, a teacher who has developed the habit of observing and listening to the children, and children making decisions for themselves as much as possible. This way of being with children can be seen in the teacher's corporeality. Two examples from Kay's lifeworld that have already been discussed in other areas of this chapter are discussed below from a standpoint of how Kay is fostering autonomy.

The first example is recorded starting on page 99 and dated 1/19/99. It centers with a shared reading and readers' response activity. The group of children read their book choice, decided their response, organized their class presentation including using classroom materials for props, and presented their response with the rest of the class in audience. The points of Kay's corporeality that mark fostering autonomy is more of an absence of behavior. First, Kay did not assign books or reading groups. She told the

students the titles available, then each child made his or her own choice. This resulted in small groups of children randomly grouped. This was physically removing herself from the source of control and fostering cooperation among the children. Second, the children were familiar enough with the routine that each group was able to attend to task without direction from Kay. This enabled her to observe and enabled the children to be accountable to each other in their groups. Third, the group I assisted openly discussed options for their response, made their decisions without having to ask questions or get permission, and proceeded to prepare independent of adult intervention. To do this they had to feel confident and secure of themselves, their surroundings, and the significant adult, Kay. They had to consider each persons point of view and have access to classroom materials for props. Fourth, with their readers' response, Kay bodily removed herself from the traditional teacher role by closing her copy of the book and becoming an observer instead of the source of knowledge as evidenced by Chase seeking assistance with his reading from other persons.

The second example is centered with playground activities. These are recorded on pages 119 through 120 and are dated 12/10/98 and 1/19/99. Again, fostering autonomy is evident through absent behaviors as well as actions and interactions. As some boys were barrel rolling down a hill, Kay acknowledged that it was fun, but asked the boys to consider their mothers' points of view concerning grass and dirt on their clothes. She did not force compliance upon the boys, rather, she asked them to think. Their behavior changed due to taking a different perspective When two boys came to Kay with a disagreement, Kay did not make a decision for them. She acknowledged their differences of opinion and asked them to resolve the problem then to inform her. When Keith was

upset about sharing, Kay sympathized with his feelings reflecting this with her words and her facial expression. She calmly reminded him of the groups' agreement to share. When Keith displayed an unwillingness to cooperate, Kay emphasized that he had made a personal choice and offered an alternate choice. Kay did not decide for him, nor did she compromise the group decision for one child. Realizing the potential for injury, Kay intervened when a group of boys were seen playing unusually rough. When one continued the unacceptable behavior, Kay asked him to remove himself from the situation until he was capable of acceptable behavior. Kamii (1995) states that in fostering autonomy, "whenever possible, the child must be given the possibility of deciding when he can behave well enough to return to the group" (p. 77). Kay did not place time restrictions on this boy, but she did notice when he returned to the group, and she continued to quietly observe his behavior.

Embodiment is Responsive Behavior

Generally in educational literature, responsive behavior is referenced to a child with special needs such as disabilities or cultural differences. However, Ayers (1993) indicates that responsive behavior is seeing the child. He believes that a teacher must be mindful of each child's continuous state of change. He states:

> The focusing questions for effective teachers must be these: Who is this person before me? What are his interest and areas of wonder? How does she express herself and what is her awareness of herself as a learner? What effort and potential does she bring? These are the kinds of questions we need to figure out how to attend to. (p. 29)

He says that the key question for each teacher with each child is "Given what I know now, how shall I teach this person?" (p. 31). When observing children, the teacher must be mindful of intellectual, cultural, physical, spiritual, and emotional states and potentials (Ayers, 1993, p. 32) then strive to base their experiences on their strengths, experiences, skills, and abilities. When strengths are nurtured and capitalized upon then the child is empowered with courage and ability to take criticism, face shortcomings, and most of all, understand and reason through failures thus adding a dimension of growth (Ayers, 1993, p. 31).

The question for this research is "How is responsiveness embodied?" Four examples from Kay's lifeworld are highlighted from previous accounts in this chapter:

1. Page 87 has an account of responsiveness to children's needs on the first day of school. Kay planed to be with the children for their comfort and security. She invested time and words in explanations. She was mindful of the fact that they are not accustomed to being away from home for an entire day. Being aware of their current development, she alternated large and small groups along with individual work and alternated quite time with physically active time. While it may appear that her involvement is more intellectual than corporeal, she reported that the first few days of school are physically and emotionally exhausting leading to the conclusion that embodiment is a major component of her being.

2. Kay responded to each child to start each day. The account, page 98, highlights how Kay physically maneuvers in order to personally greet each child as he or she entered the room. She constantly used her eyes, body, and voice to monitor each child's well-being and to foster within each a sense of self-worth, value to others,

belonging to a community, and importance to a significant adult.

3. On page 123 there is an account of Kay's responding to a child's motivation to task. She used her eyes to see the problem Christopher was having. After determining in her mind the appropriate action, she used her hands to comfort Christopher and her voice to encourage his thinking. Although she moved away, she continued to monitor his behavior using a sustained gaze. When he began to accomplish his task, she again used her hands in appropriate touch and her voice to assure him of her continued attention and appreciation for his accomplishment.

4. Kay physically supported and accounted for each child's learning. There are three examples of these. First, when publishing a child's original story, Kay used her eyes, body position, movements, and words to assure each child's ownership of the story (page 114, 115). The original stories provided an example of each child's growing intellectual capabilities. Second, Kay kept records of each child's reading accomplishment in a file folder (page 124, 1/21/99). This enabled her assessment of each child's progress, and it afforded her the opportunity to determine each child's needs then individualize a plan to further his or her development. It also provided a written account available for parental review. Third, Kay conducted individual reading assessment (page 135, 1/12/99). Again, this enabled assessment, enabled individuality, and provided written accounts. Furthermore, as the child read, Kay supported their efforts with compliments, smiles, head nods, forward leans, and vocal comments.

Embodiment is Pedagogical Tact

van Manen (1991) describes a teacher's tact as knowing how to act in pedagogical

events. He states that "tactful action is an immediate involvement in situations where [one] must instantaneously respond as a whole person to unexpected and unpredictable situations" (p. 122). Some of the words he uses to describe pedagogical tact are emotional, responsive, mindful, immediate, situational, contingent, improvisational, frank, direct, candid, sincere, truthful, and conditioned by the intentionality of love, hopes, and responsibilities. While these qualities are present in all of Kay's lifeworld as a teacher, some examples are noteworthy.

The first example displays an aspect of pedagogical tact that van Manen (1991) describes as balance, knowing automatically when to enter a situation, how to enter, and what distance to keep (p. 126). The example is recorded on page 110 of this chapter. Two children are discussing one's original story:

> At the conclusion of Nick's story, Tessa pointed out a discrepancy in the story line. Kay did not respond, but allowed Tessa and Nick to continue the discussion. Nick did not indicate any ill feelings, but rather referred back to the story and said, "I guess I could put that in here, but I don't know where." At this point Kay entered the conversation . . .

Kay refrained from entering Nick and Tessa's discussion until the situation needed her input. This validated their discussion as intellectual and social sharing and portrayed Kay as a support rather than an authority.

Frank, candid, and direct are the best words to describe Kay's interaction with Jason recorded on page 116 of this chapter. His restlessness kept himself and others around him distracted. Kay called his name, made direct eye contact, maintained an appropriate facial expression, and asked a candid question to refocus his attention. The

interaction neither humiliated Jason, nor excused his behavior. It did, however, serve the purpose of reminding Jason of the task at hand and restating the expected behavior of listening.

An excellent example of the immediate, improvisational, and mindful aspects of tact are found on page 133 of this chapter. Other students reported to Kay that Jill had a hurt back. This required Kay's immediate attention. She had to decide, on-the-spot, how to respond to the situation. Her respect for each child led her to respond with concern while being mindful of Jill's personal space and the possibilities of further injury.

Sincerity, truthfulness, love, and hope are evident in the following two examples. Kay openly displayed these qualities when telling the children how excited she was to see them at school (recorded on page 132). Her felt smile and making eye contact with each child emphasized these feelings directed toward each child. This reinforced love, hope, caring, community, and personal relationship. Noticing that Sean was having difficulty focusing to task, rather than negatively reprimanding him, Kay sympathized (page 135). While close approach, head cant, and kind voice expressed concern, the attention enabled Sean's personal reflection and eventual attention to his work.

Summary

This theme is Kay's sharing of herself as a person. Involving her family in school and school in family fosters the children realizing Kay as a human. This sharing of self presents Kay as a whole and real person rather than just a teacher, a robot who lives at school. It is a realistic picture of a person and family bodily present for the children to see, feel, touch, wonder about, and emulate.

Throughout her responsiveness, pedagogical tact, and modeling family life, Kay is fostering autonomy and modeling humanness. She is standing in loco parentis (van Manen, 1991). She may be fulfilling a shortcoming that the child has in his or her own family (p. 6) with hugs, discipline, and attention for the child's social/emotional well being. After being with Kay, the children, and meeting some of the parents, I believe that Kay supplements the children's personal families. A second aspect of being in loco parentis is that the teacher surround the child with a caring environment that prepares the child for intimacy and moral responsibility (van Manen, 1991, p. 6). Kay does this through the physical and emotional relationships she maintains with each child.

Summary

Cooper and Simonds (1999) state "If you were asked to describe teaching, you would have little difficulty describing what a teacher does and how a teacher acts" (p. 86). However, from this detailed description and deep analysis it is obvious that teaching is complex and involves a great amount of bodily activity. The embodiment of teaching is displayed in the five essential themes and one incidental theme: (1) Body Aids Preparation for Teaching; (2) Body Enhances Communication; (3) Senses Inform Practice; (4) Body Influences Teaching; (5) Teaching Influences Body; and Embodiment Exemplifies Pedagogy. Cameron (n.d.) lists "somatic necessities located in the body" (p. 5) that make embodiment possible. These are strength, power, health, balance, fortitude, perseverance, tolerance, and skill (p. 5). These aspects are evident in Kay through her consistency of action with children, calm approach to children, inspiration of children, and relationship to her students.

Kay spends a significant amount of time with these children and their parents. After the initial adjustment during the first grade year, the students know what to expect from Kay. From her presence, actions, and voice to her daily routine, the children experience consistency. They know that Kay is dependable. Consistency is a fundamental of teaching primary children as addressed in a position statement of the National Association for the Education of Young Children (NAEYC):

> Consistent, positive relationships with a limited number of adults and other children are a fundamental determinant of healthy human development and provide the context for children to learn about themselves and their world and also how to develop positive, constructive relationships with other people. (Bredekamp & Copple, 1997, p. 16)
>
> Teachers set clear, consistent, and fair limits for children's behavior and hold children accountable to standards of acceptable behavior. (Bredekamp & Copple, 1997, p. 19)
>
> Children benefit from predictable structure and orderly routine in the learning environment and from the teacher's flexibility and spontaneity in responding to their emerging ideas, needs, and interests. (Bredekamp & Copple, 1997, p. 23)

Neill (1991) states "Children prefer a calm approach. Provided her behavior is consistent in all respects, the children seem to control themselves" (p. 30). Kay's calm approach is first evident through her quiet voice. When the situation warrants extra attention to quiet the students, Kay does not use overt measures such as screaming, threats of discipline, or wild body actions such as stomping her feet. Instead, she uses

techniques to gain the children's attention such as meaningful silence, turning off the lights, or clapping a rhythm; then she reminds the children of their responsibilities.

Burke and Nierenberg (1998) describe inspirational teachers in the following way:

> Inspirational teachers generally had a positive attitude about life in general, and about teaching and their students in particular. This positive attitude was evident to the students by the teacher's typical mood, body language, and disposition toward others. In a general sense, the inspirational teachers were pleasant, upbeat people who were a continual source of encouragement to their students. (paragraph 37)

Again the key words for Kay's behavior are consistency and fairness displayed in all of her corporeality including actions, demeanor, and facial expressions. All students are inspired to achieve a high standard, a point that Kay recognizes. Coming to mind is the scenario of the average reader risking reading aloud and his accomplishment being recognized by Kay.

Kay expends the time and energy to develop a relationship with each child. Like Sylvia Ashton-Warner (1963) she "draws them near" (p. 210), and "they become a part" (p. 211) of her. Evidence of this is seen in her practice of looping, knowing the children and their families, being empathetic, and showing sincerity in her communication. Perhaps the strongest evidence is in the morning greeting and afternoon farewell.

Meaningful thoughts for concluding this chapter can be found in the book Teaching & Joy. When preparing for teaching we should remember that "our mannerisms, facial expressions, vocal tones, and hygiene habits" (Jagt, 1997, p. 108) are important. Also, teachers should remember that the most important thing we wear is our expression and that we should "work on projecting our true essence" (Fotiades, 1997, p. 116)

presenting our genuine selves to our students. Genuineness is evident to children through the physical body that they can see, feel, and hear. This genuineness of person transcends through the physical then manifests itself in the relationship between teacher and child. To be genuine, a teacher must be bodily and mindfully present to children. She must also have values and standards for both her personal and teacher lifeworlds. van Manen (1991) emphasizes that a pedagogue will have personal convictions rather than be governed by traditional beliefs, old rules, and fixed impositions (p. 3). Chenfeld (1997) states "The best way to clarify values is to live those values everyday, to demonstrate those values in everything we do" (p. 8). Kay's lived values impact her students lives through example and modeling defining her as a genuine teacher.

CHAPTER FIVE

REFLECTIONS AND RECOMMENDATIONS

The previous chapter was an in-depth description and analysis of body in a primary teacher's lifeworld. Two conclusions can be made. First, teaching is a complex body activity. Second, it is impossible to separate body from mind. In this chapter the study will be explored from two angles: (1) Reflections including summary of the study, pedagogy, responsive teaching, and teacher's stress; and (2) Recommendations including implications for teachers and implications for teacher education. These will be followed by concluding remarks.

Reflections

Summary of the Study

Shapiro (1999) states "Participation of the sensing, feeling, perceptive body is required to make sense of one's everyday life" (p. 38). In this study I became an active participant in a primary teacher's classroom through observation and interview of the participant and through interaction with children. My purpose, as stated in chapter one was "to enter the lifeworld of a primary teacher and explicate her sense of body" (page 14) and answer the research question: **What does it mean to be physically embodied as a primary teacher?** As stated in chapter three this was the phenomenological aspect of

the research, "uncovering and describing a lived experience" (pp. 66-68).

The next aspect of the study was to analyze my field notes written into a journal to find the essence of body in the teacher's lifeworld. Wilkinson (1997) calls essence the "core of meaning, the ground for thinking about [and] encountering truth [and] what it means to be in the world" (paragraph 2). van Manen (1990) says that "essence is that what makes a thing what it is (and without which it would not be what it is)" (p. 177). The essence of body in the teacher's lifeworld was identified in chapter four as five essential themes and one incidental theme. These are (1) Body Aids Preparation for Teaching; (2) Body Enhances Communication; (3) Senses Inform Practice; (4) Body Influences Teaching; (5) Teaching Influences Body, and Embodiment Exemplifies Pedagogy. This was hermeneutics as described in chapter three, "interpreting and making sense of the lifeworld" (pp. 68-69).

The next task of my research involved semiotics: "creating meaning . . . using people constructed symbols to represent experience" (chapter three, p. 69). Stinson (1995) states "Since I am telling a story of lived experience, I look for words that do more than communicate abstract ideas" (p. 52). Continuing with Stinson's thoughts, I wanted to use "sensory-rich images in hopes that the reader feel the words and not just see them on the page" (p. 52). van Manen (1990) says that these words "reverberate, sing, and resonate" (p. 13) the lived experience.

These three aspects or tasks combined into hermeneutic phenomenology which is "pursuing understanding through language, fundamentally writing" (van Manen, 1990, p. 7). van Manen (1990) states that the experience "has been adequately described if the description reawakens or shows the lived quality and the significance of the experience"

(p. 10). The text of chapter four shows the complexity of body activity and the complexity of meaning embedded within the body of the teacher as well as the environment she has created for her students. These work in harmony to outwardly present a pedagogue, a person who is standing in a caring relation to children (van Manen, 1991, p. 38) in a classroom.

Pedagogy

In chapter four, pages 138-150, I identified Kay as a pedagogue in the discussion of the incidental theme, Embodiment Exemplifies Pedagogy. However, the idea of pedagogy has always puzzled me. Reflecting on my research, I believe that I have witnessed pedagogy in action, a point that I feel needs further discussion. The natural questions to ask are "What is pedagogy?", "What makes a teacher a pedagogue?", and "How is the teacher pedagogically embodied?"

van Manen's (1991) book, The Tact of Teaching: The Meaning of Pedagogical Thoughtfulness, is an in-depth description of pedagogy. He answers the above questions, and his thoughts were used in chapter four to add meaning to the teacher's corporeality. Here I will summarize van Manen's definition of pedagogy and the characteristics of a pedagogue, then state why I view Kay as a pedagogue.

Simply described, pedagogy is a "vocation of being educationally involved with children" (van Manen, 1991, p. 3). According to this, every teacher would be a pedagogue. However, pedagogy requires that the teacher know how to "stand in relationship" (van Manen, 1991, p. 3) to children with thoughtfulness and openness.

The relationship is the adult being "in loco parentis" (van Manen, 1991, p. 4). In

loco parentis requires that the adult assist the child in becoming or developing morally, intellectually, physically, and spiritually. To do this the teacher must provide a "protective sphere" (van Manen, 1991, p. 6) in which the child can practice without fear of failure, ridicule, or abuse and provide a transitional space between "the secure intimacy of family and the more risky public openness of life in the outside world" (van Manen, 1991, p. 6).

When a teacher is in this type of relationship to children, then the teacher becomes a pedagogue. van Manen (1991) lists several essential qualities for good pedagogy:

> a sense of vocation, love and caring for children, a deep sense of responsibility, moral intuitiveness, self-critical openness, thoughtful maturity, tactful sensitivity toward the child's subjectivity, an interpretive intelligence, a pedagogical understanding of the child's needs, improvisational resoluteness in dealing with young people, a passion for knowing and learning the mysteries of the world, the moral fibre to stand up for something, a certain understanding of the world, active hope in the face of prevailing crises, and, not the least, humor and vitality (p. 8).

To possess these qualities, the teacher must act tactfully. van Manen (1991) defines pedagogical tact as mindful action (p. 122). He equates thoughtfulness with internal pedagogy, a planning ahead that enables us to act in situations (p. 128). Tact is the external aspect of pedagogy (p. 128). Because of the prior thoughtfulness, a pedagogue can act with pedagogical tact. He defines tact in the following ways:

1. Tact is the practical language of the body (p. 122). It is how the pedagogue acts in pedagogical moments.
2. Tact responds to a person with a touch, word, gesture, eyes, action, or with silence (p. 143).

3. Thoughtfulness incarnates itself in tactful action (p. 143).

4. Pedagogical tact becomes evident when the pedagogue's eyes and ears search for a child's potential then actions foster the child's being and becoming (p. 172).

5. "Tact does what it does by using the eyes, speech, silence, and gestures as resources to mediate its caring work" (p. 173).

6. Pedagogical tact happens in the thick of situations with children when one must know with a certain confidence just what to say or do (p. 128).

7. Tact is a teacher's ability to instantaneously and wholly (mind and body) respond in unexpected and unpredictable situations (p. 122).

van Manen (1991) states that a pedagogue and a child meet each other first through body and bodily behaviors (p. 182). He expounds upon the various ways of displaying pedagogical tact through body. Some are listed below:

*Tone creates an atmosphere that is remembered (p. 175).

*Tact knows the power of stillness and how to remain silent (p. 177).

*"A teacher who tactfully encourages a child with a warm and supportive look must feel warmly toward the child. The teacher must be the glance that he or she exchanges" (p. 181).

*Bodily gesture is a powerful language of meaning or significance (p. 182).

*Teachers create an atmosphere by the way they work, through what they say and do, and through their presence to students (p. 184).

*"It is important to realize that, whether they like it or not, adults cannot help but be examples to the younger generation" (p. 186).

These aspects of pedagogical tact are evident in Kay's corporeality. Through her

actions of planning and her interactions with the children especially body language, through the socio-moral atmosphere of her classroom, and through her lived example of moral humanness Kay embodies pedagogy.

Responsive Teaching

To understand children, we must decenter ourselves and look at the world from a child's perspective. The first step in doing this is remembering personal childhood experiences. Once we have decentered and taken the child's perspective, we then become a teacher oriented to the whole child and utilize two basic behavior patterns in our interactions with children. Responsive behavior is one that nourishes. Initiative is a behavior that provides new direction (Carkhuff & Pierce, 1976, p. 7).

Responsive behavior is both physical and psychological. It is attending, responding, and personalizing. Attending says to the child "You are important" (Carkhuff & Pierce, p. 11). It is paying attention to the child. Since the child's greatest fear is that he or she will cease to exist (B. Carlozzi, personal communication, September 18, 1997), attending becomes a form of reassurance of the child's being and importance. There are four specific body behaviors that portray attending. These are posturing, moving, holding and touching, and nourishing. Reflecting on my study of a teacher's corporeality, I will define, then highlight with an example, these behaviors.

Posturing such as facing the child squarely and kneeling beside him or her delivers a message of being available, friendliness, warmth, and helpfulness (Carkhuff & Pierce, 1976, p. 11.).

Chapter Four, pages 101-104--12/14/98--A significant portion of the daily

schedule is spent in group time . . . The children sit on a special carpet. Kay sits in a chair. This makes her more visible to all the children . . .

The group time space is small for nineteen children and one adult. Often there is physical contact between the children and between the children and Kay. This does not appear to be a point of conflict. In fact, it seems very comfortable for everyone . . . The "calendar person" takes charge, and Kay scoots back in her chair, leans back, crosses her legs at the knee, and turns her head and eyes toward this person . . .

When the calendar, lunch count, attendance, weather, and other parts of the routine are complete, Kay uncrosses her legs, leans forward, puts her elbows on her knees, holds her hands in front of her knees interlocking her fingers, and looks directly at the group . . .

Moving such as moving toward the child and leaning toward the child creates an atmosphere of mutual trust indicating helpfulness, encouragement, comfort, and support (Carkhuff & Pierce, 1976, p. 11).

Chapter Four, Page 114-115--12/10/98--After the children moved to the tables, Kay spent approximately five minutes rotating to each table where she quickly checked on each individual's work. Often she moved beside a specific child, leaned closer to him or her, and in a very soft voice asked a question. When a child asked a question, I noticed that Kay put her hand on that child's shoulder.

When it was obvious that each child was working, Kay moved to the computer for story publishing. With each child who published, a similar scenario took place. Kay and the student seated themselves side-by-side at the computer.

Often Kay pointed to words on the computer screen, leaned closer to the child, and made direct eye contact with him or her. . . .

Holding and touching which communicate the depth and intensity of concern are considered the most fundamental modes of attending (Carkhuff & Pierce, 1976, p. 12).

Chapter Four, page 84--11/6/98--The bell rang, the classroom door opened, and out stepped a young attractive adult woman with light red hair and a very fair complexion . . . She was smiling, but did not acknowledge me with words or a nod of her head. Instead she turned to the line of children, leaned from the waist to the children's level, and as each one walked by, she hugged him or her, spoke each child's name, and said "Have a nice weekend."

Chapter Four, Page 136--12/14/98--She stood at the door, hugged each child, and told each one to have a nice night . . .

Chapter Four, Page 136--1/21/99-- . . . She went to the door and hugged each child and said "I will see you tomorrow."

Nourishing can be physical and/or symbolic. Physical nourishing is accomplished with the eyes, hands, body, and words while symbolic nourishing is accomplished through the safe and pleasant atmosphere of the classroom that the teacher prepares (Carkhuff & Pierce, 1976, p. 12).

Chapter Four, Page 98--1/20-99--Kay's interaction with students begins at approximately 8:30 each morning. As each one enters Kay acknowledges them by calling their names and saying "Good morning." Occasionally a parent or a colleague will enter the room, talk briefly with Kay, then leave. Although Kay is talking with an adult, she never misses a child's arrival. This is a task that requires

> Kay to remain bodily turned toward the door and to be constantly glancing toward the door. I observed that Kay always, possibly without consciousness, maneuvers herself and those around her so that she has a clear view of the door. Sometimes this is a subtle shift of weight; sometimes it requires taking a few steps . . . Together, we concluded that this was being fully attentive to the child and his or her needs.

An important characteristic of attending is maintaining eye contact. Carkhuff and Pierce (1976) emphasize this as the most important sense stating that it "conveys full and undivided attention" (p. 13). Hearing the words conveys only 10 to 15 percent of the message. The rest is communicated through the body, particularly the eyes (Boles, 1997). van Manen (1991) states that when there is a conflict between the words and the eyes, the child tends to believe the eyes. He adds that this is because "children know intuitively that the eyes have a more direct connection to the soul than the words . . . " (pp. 177-179). The following is an example of Kay expressing with her eyes and being careful that her words and eyes convey the same positive message:

> Chapter Four, page 110--12/10-98-- . . . Kay pointed to each child who volunteered to speak and looked directly at each child while they were sharing. She nodded her head to indicate that she understood what was being said. She often raised her eyebrows and stated "Oh, that's a good thought." She smiled at each child who was talking, thereby validating their thoughts and ideas, acknowledging their thinking, and appreciating the fact that they were listening to each other read.

Observing and listening is imperative. "Listening is hearing the child's expressions,

and observing is hearing the child's implications" (Carkhuff & Pierce, 1976, p. 13). Together, these give us insight into the child's thinking. With this knowledge we are able to engage the child in a relationship and make appropriate response to further the child's growth and development. This example shows Kay observing, listening, probing for more information, encouraging, observing again, and then making an appropriate response.

> Chapter Four, page 123--12/14/98--Kay then noticed that Christopher was sitting at his table with his head leaned against his fist. Kay went to him. They talked briefly. Kay stood behind him, massaged his shoulders, encouraged him to think then write, then she moved away. Even though she moved away, she still continued to observe him. Christopher began to write. Kay moved back to him, placed her hand on his shoulder, and said "Great job!"

Once we have a clear view of the child, his thinking, his needs, his capabilities, and his possibilities, we can respond. We respond to the child's feelings and experiences. Necessary for this responding is empathy, feeling the child's feelings, living the experience as the child lives it. "To respond empathetically, the teacher has to suspend self" (Carkhuff & Pierce, 1976, p. 26), take the child's perspective, and be sincere. This highlighted example shows Kay's observations, concern, and perception of possible problems.

> Chapter Four, page 125--1/6/99--As Kay walked by Misty, she stopped, asked her to close her eyes, and said "I notice that you have glitter on your forehead." Kay brushed the glitter away then said "Okay. Maybe you won't get glitter in your eyes."
>
> Next she leaned over and whispered to Josh "I notice that you are not

wearing your glasses. Maybe putting on your glasses will help you get started with your journal writing."

There are two aspects to personalizing. First, when realizing each child's uniqueness our responsive behavior becomes individualized. Second, as the child develops, we help, encourage, and facilitate responsibility for self. This promotes the child becoming which Carkhuff and Pierce (1976) describe as "living fully and creatively in the world" (p. 36).

Jill was a student who required much individual attention. In chapter four I reported that Kay asked me to video tape some of the class times (p. 93-94). Once during lunch we viewed the video. During this viewing Kay was amazed with Jill's behavior. She said "I knew that I spent a great deal of time with her, but seeing it on video really brings this out." The following example is typical of this individualizing.

> Chapter Four, page 111--12/10/98--As another child began to read her story, Jill scooted to the back of the carpet. She began to twist her body around table legs and move chairs with her knees and hands. Kay looked to Jill and invited her to rejoin the group by making a sweeping motion with her hand and arm. Jill scooted closer to the group, but continued to be distracted. Kay called her to her side by quietly speaking her name and patting the carpet beside her. Jill moved to sit beside Kay, but continued to squirm. Often Kay put her arm around her, patted and rubbed her back, and hugged her. These helped to refocus Jill each time.

While there were many examples of Kay facilitating the children's responsibility for self and sense of community, the following example impacted me the most because of my

personal involvement.

> Chapter Four, page 100-101--1/19/99--As Chase began to read the story, Kay opened a copy of the book so she could follow his reading. But I noticed that she soon closed the book and watched the play. When Chase had difficulty with a word, he held his book to other students to tell him the word.
>
> I was very surprised by my reactions. Since I had monitored this group's reading and preparation, I felt responsible for helping Chase with the reading. I moved to sit behind him, and when he had difficulty with a word, I helped him.
>
> At the conclusion, Kay was complimentary of the group for their quick and good organization. She was especially complimentary of Chase's reading.
>
> . . . I asked her [Kay] to explain her expectations and her hesitation to supply the difficult words for Chase. She gave three reasons for not being the source of help. First, it kept her from appearing as "the source of knowledge." Second, by relying on peers for help, the sense of community and responsibility for each other was promoted. Third, the struggle and puzzlement encountered aided the children in identifying themselves as problem solvers. I realized that Kay's lack of action was promoting the development of social and intellectual autonomy in her students.

Initiative behavior is teacher action directed toward improving the child's experience. Understanding and personal experience prompt a teacher to seek new directions (Carkhuff & Pierce, 1976, p. 7). The search involves continued teacher development accomplished through experience, continued study of education including

theories, methods, and research as well as child development, and sharing with other teachers in collaborative and discussion groups (Carkhuff & Pierce, 1976, p. 48). Kay was preparing for National Board Certification. Desiring and setting this as a personal goal emphasized Kay's initiative. Her initiative prompted her to organize a support group of colleagues who were also preparing for National Board Certification. They met once a week, discussed their concerns, shared their experiences, and asked each other questions. Additional evidence of her initiative is that she was willing to engage in this research effort with me.

Teacher's Stress

Throughout this research, I tried to let the data collection and data analysis be study driven. I attempted to enter the field with no prior expectations or prior determination of themes with one exception that being teacher's stress. However, in this study stress was not a theme, and I had to carefully search my journal and chapter four for evidences of stress. There are two main reasons that stress is not a major issue. The first is that Kay is an experienced teacher. Watts (1980) indicates that the first three years of teaching are the most stressful. She considers these teachers to be in a survival stage of development with their major concern being classroom control and management. Kay is past the survival stage and in the middle stage which is characterized by increased confidence as a teacher and concern for the student's growth and development. This is not to indicate that stress is absent in Kay's lifeworld. Rather it is present situationally and centers with the teacher's concern for the well-being of others.

The first example of stress is Kay's memory of her first years of teaching. It is

recorded on page 129 of chapter four. Kay stated that she was ill often in her first years as a teacher. She indicated that it was due to a lack of immunity. In light of the literature review in chapter two, pages 47 through 60 and specifically the discussion of psychoneuroimmunology, pages 55 through 60, my conclusion is that the stress Kay suffered while in a survival mode resulted in a depressed immune system rendering her susceptible to viruses.

The next incidence of stress that Kay reported centers with the first day of school each year (pages 87-88). It is interesting that she reported having nightmares before the first day of a first grade year and that she does not experience nightmares at the beginning of a second grade year. The obvious conclusions are that concern over new students can trigger anxiety and that familiarity and prior relationship at the beginning of second grade benefits not only the children, but also the teacher.

An indication of stress due to a lack of time is recorded on page 95. During her preparation time, I observed Kay glance at the clock. I believed that she was simply concerned with reconnecting with her class on time until she made the statement "I have eight minutes, and I still have things to copy." This statement led me to believe that she was feeling somewhat stressed.

Recorded on pages 107 and 108 are three incidents of behavior indicating stress. When frustrated with the children's lack of self control, Kay tucks her hair behind her ear. It is most significant that Kay does force her feelings upon the children. She uses her mindfulness, experience, and demeanor to assist the children in regaining their composure.

Family stress affects Kay's lifeworld. Getting ready in the mornings, performing family duties in the evenings, and doing school work late at night are three of the

stressors. Kay and her husband creatively developed a plan to cope with these. First, they share parenting responsibilities (pages 141 and 142). Second, they formed a neighborhood coop for evening meals (page 142). Third, Kay involves Carrie in family activity and chores (page 140). Fourth, Kay delays working on school things until after Carrie is in bed (p. 140).

Twice Kay shared with me what she does during the school day to relieve her stress. First, she listens to classical music while in the classroom (page 89). That she is mindful of turning the music off (page 91) indicates that she is aware of her personal limitations and takes steps to not increase her stress. Second, Kay uses her time after school as a stress reliever (page 96). She reflects on the day, writes in a journal, evaluates student accomplishments, and determines what she needs to do to further enhance student learning. This reflection and preparation adds to her competence further reducing her stress.

During this study, Kay was experiencing a special stress in relation to working toward national board certification. On several occasions Kay stated openly that she was experiencing stress and felt overwhelmed with the amount of work that she needed to complete. This stress also affected her family as Dan stated "I love Kay's teaching except when she is doing the National Board. She is stressed over this" (page 141). I am happy to report that Kay's work was successful. She is a Nationally Board Certified Teacher.

Summary

Teaching is a complex profession. Reviewing this research, I wonder how a teacher can ever reach the goal of excellence. It is not an easy task, and only a few rise to

a high level of accomplishment. This is not to say that teachers are generally bad or ineffective. The emphasis is that I researched the lifeworld of a unique teacher, a responsive and caring pedagogue.

There is another dimension to this research that needs reflection. That is the writing and language I engaged for hermeneutic phenomenology. Barritt, Beekman, Bleeker, and Mulderij (1984) discuss this emphasizing that the language must be carefully selected with precision so that it makes sense to both writer and readers. They state that "to write is to learn about the adequacy or inadequacy of your thoughts" (p. 16). Finally, they state "If there is no struggle by the writer to be clear or we might use the word honest, then there is likely to be little benefit to the scientific community and no benefit to the community at large" (p. 16). I can testify to the fact that this writing has been difficult. The editing process has taken many hours, and yet I wonder if the meaning is clear and significant. Only the reader can determine this.

Recommendations

To have significance, the text must speak to those of us who are actively involved with children whether at the level of teaching children or at the level of teaching teachers. The next two sections will address implications for teachers and then implications for teacher education.

Implications for Teachers

Three aspects of this study led me to conclude that teaching either lacks body or body is not realized for its impact. First, Kay had difficulty defining body (chapter four, pp. 85, 87). However, as the text of chapter four shows, Kay is bodily present to her

students. Second, as stated in chapter one we "view teaching as an intellectual encounter thereby ignoring the fact that our intellect is informed through our bodily experiences, namely our senses" (p. 15). Third, chapter two, pages 32 through 40 states that a problematic of the postmodern society is the separation of body and mind. However, the discussion of pedagogy in this chapter emphasizes that pedagogical relationships with children require mindfulness and embodiment. This means that the teacher practices pedagogy by "(1) actively living through pedagogical experiences, and (2) reflectively talking or writing about these experiences" (p. 41). van Manen (1990) calls mindfulness "praxis: action full of thought and thought full of action" (p. 128). Smith (1994) states that praxis is informed, committed action.

When embodied we "give force, real effect, life, and authority" (Stormer, 1999, paragraph 8) to ourselves as teachers. While teachers generally do make use of body, I believe that we are not mindful of body. This is a point that is implied through the essential themes and incidental theme. Teachers commonly use body in preparation and non-verbal communication. Body is evident in demeanor and teacherly behaviors. However, it is not common that teachers purposefully and mindfully engage body as a means of pedagogy. Therefore, my recommendation is that teachers work toward embodiment. There are several ways to facilitate and enhance embodiment. A few are listed:

1. We realize that learning and teaching is not simply a matter of head and intellect, but also matters of heart, mind, and spirit and body, muscle, and bone. This is being whole.
2. We learn the "art of nonverbal communication" (Bacmeister, n.d., p. 11) maximizing the role it play in relationships.

3. We "recenter our mind and body, pulling ourselves together into a total presence" (Shapiro, 1999, p. 87) and a whole being.

4. We become subjective, a body no longer performing but rather "a being engaged in meaning making" (Shapiro, 1999, p. 158). Being subjective removes us from authoritative, teacher determined instruction to relational, child centered guidance.

5. We no longer ask students to "learn from mind, rational, and individual as 'no-bodies', but from their feelings reuniting mind with body, rational with sensual, and individual with society" (Shapiro, 1999, p. 159). This fosters creativity, imagination, and thinking as well as self worth, positive self image, and feelings of community.

6. We enter the pedagogical situation "wide awake and fully present" (Ayers, 1993, p. 21) aptly prepared for pedagogy and sincerely embodied. Acknowledgment and sharing of self as teacher, family member, colleague, student, a whole person with ideas and feelings renders us trustworthy in the eyes of the child. To the children it models being and becoming.

7. We who teach must be mindful of and give attention to our bodies and the bodies of our students.

8. We must function through praxis, "thought full of action and action full of thought" (van Manen, 1990, p. 28).

Implications for Teacher Education

Again it is significant to note Kay's difficulty in identifying with body. It can be concluded that this is a topic that teacher education does not address. Teacher education is affected by the mind/body dualism as reported in chapter two, pages 32 through 40.

Particularly, "education sees itself as a realm of the rational" (Shapiro & Shapiro, 1995, p. 68). Furthermore, bodies are ignored and/or viewed as an entity to manage "in order to enhance or to avoid distracting from mental effort" (McWilliam, 1996a, p. 341). The result is an "omnipotent, all-knowing teacher" (hooks, 1994, p. 138) who is "disinterested" (McWilliam, 1996a, p. 342), disconnected from relationships, and resist physical contact with students because of possible accusations of abuse. Teacher education can facilitate re-embodiment of teachers. The following highlights some possibilities.

Modeling

Professors and instructors must model embodied teaching. This is difficult given the format of a different professor for each course. It is difficult from the standpoint of so many students and so few instructors. These limit the time students and professors spend together and inhibit the development of close relationships. However, instructors must strive to be physically present and accessible to pre-service teachers just as classroom teachers must be physically accessible to children as stated in chapter two, pages 60 through 63. Being sensitive to students, regardless of age, witnessing their struggles and celebrating their victories aid development of relationships, and relationships are the basis of being and becoming.

Professors and instructors must model life long learning. Continuing to search and study and encouraging pre-service teachers to challenge books, articles, and class discussions helps both students and instructors refine then articulate personal principles of teaching. Included in this would be evaluating what we as professors and instructors are

teaching. We must reconnect with the rationale for courses taught, articulate the rationale to students, and engage the students in evaluation that demonstrates the effectiveness or ineffectiveness of our teaching. If ineffectiveness is found, we must be willing to admit to our shortcomings rather than find fault in pre-service teachers. After all, we are their teachers and models.

Reflecting and Researching

A part of teacher development should be remembering childhood experiences and the associated physical and emotional feelings. This helps pre-service teachers to decenter from present states and reconnect with the past, "the layers of significance" (Schratz & Walker, 1995, p. 41). Shapiro (1999) suggests telling personal narratives and "returning to the past as a stranger, to recall and reassess personal history" (p. 82). She states that critical reflection that is centered on the body as a site of knowing will be a "source of self and social understanding" (p. 82). Silvers (1984) calls this biological narrative and says that it is a way to become conscious of self and society. Schratz and Walker (1995) believe that this memory work is a means to evaluating experience for the purpose of change (p. 41). For teachers this would enable understanding how we became who we are and the chance to alter our personal becomings. The reconnection to our childhood corporeality would also aid us in improving, guiding, and facilitating children's experiences of body. In this respect, memory work would serve as social change.

Pre-service teachers need to study and reflect on actual accounts of teaching. Jackson (1992b) states that "if we are truly dedicated to learning as much about teaching as possible we should be open to the idea of studying teachers wherever we find them--

whether in real classrooms or imaginary (i.e., fictionalized) ones" (p. 22). Studies such as this research and teacher reflection, both spoken and written, can fulfill this necessity. Written accounts of first year and veteran teachers are useful. Several such books have been used for this research. Some listed titles are <u>You Have to go to School . . . You're the Teacher!</u> by Rosenblum-Lowden, <u>Teacher</u> by Ashton-Warner, and <u>Your First Year of Teaching and Beyond</u> by Kronowitz. van Manen (1991) suggests telling anecdotes "because they give people a sense of how to look at an experience or event, how to construct interpretations about what is pedagogically significant in those situations, and possibly what to do about it" (p. 205).

A "how to" approach is the most common basis of teacher education programs. Giroux (1985) states that this is not only a problem in undergraduate programs, but that graduate programs promote "research in education that is preoccupied with techniques, rather than inquiry into the nature and course of events" (p. 24). Positivistic research reinforces the duality of body and mind rendering the body as a limitation to fully knowing. The result is a distorted perspective of what it means to be human (Shapiro & Shapiro, 1995). If educational research looses the need to have accurate statistics then we can look for answers to questions such as "What kind of person am I or do I become? or "What kind of society do we have or are we constructing?" (Heshusius, 1994, p. 20). Affirmation of the body as integral is a "new terrain for epistemological inquiry" (Shapiro & Shapiro, 1995, p. 52). Zola (1991) states "What others have claimed for age, gender, race, and social class needs to be done for bodily experiences. Bodily experiences need to be placed at the center of analysis" (p. 5). If we write about and from the body and reconnect body to mind, then we will have a deeper understanding of who we are and who

we want to become. If pre-service teachers reconnect mind and body, then they are more likely to assist children toward embodiment.

Topics of Study

While body and physical relationships have been emphasized in the previous two sections, emerging from chapters two and four are four topics that need to be included in a program of study for pre-service teachers. These are the child's need for physical nurturing, the teacher's health, nonverbal communication, and the development of autonomy.

Children need more than someone in the classroom. They need a teacher who is willing to embrace, touch, hold, and sometimes rock them. The messages sent through touch are numerous. Some of them are personal worth, acceptance, caring, respect, trust, confidence, belongingness, security, sincerity, relationship, and love. Pre-service teachers must be aware of these messages and practice their personal capacities to send these messages. Additionally, they need to learn and accept that their personal capacities are not limitless. For example, I spoke of my capacity in chapter one, pages nine and ten. I can be in physical contact, even kiss a child's hand (without thinking of whether it was freshly washed), but I do not like for my hair to be touched and that is okay.

Often I have heard pre-service teachers make the following comment: "I know I will be sick a lot my first few years to teach." While I have always agreed, it was without understanding the cause of the illness. As reported in chapter two, pages 44 through 60, teachers are susceptible to job related health risks. I believe stress is a most significant risk. We talk about teacher stress, but we fail to teach about it. My thought is that pre-

service teacher programs include the information contained in that section of chapter two particularly the sections titled "Suggestions for Reducing Stress" and "Psychoneuroimmunology" (pages 54 through 60).

Bacmeister (n.d.) states, the teacher "must learn and use the arts of nonverbal communication, the meanings of posture, of gesture, facial expression, ways of moving, direction and quality of glance, tones of voice" (p. 11). Pre-service teachers must learn that their body language is a constant message. As Kougl (1997) states "Even when there is no intended message, we perceive and interpret a look on a face, a tone of voice, or silence" (p. 22). Throughout this research, I extensively referred to two sources that would be beneficial to a teacher education program. These are Communicating in the classroom by Kougl (1997) and Communication for the Classroom Teacher by Cooper and Simonds (1999). We should also make use of video taping pre-service teachers in action. Private viewing of a taped presentation can serve as a personal eye-opener to positive and negative behaviors.

Autonomy is the ability to be self-governing. It is the "ability to think for oneself and to decide between right and wrong in the moral realm, and between truth and untruth in the intellectual realm, by taking all relevant factors into account, independently of reward and punishment" (Kamii, 1994, p. 59). It is clear from the incidental theme, Body Exemplifies Pedagogy, that the developments of autonomy and corporeality mutually affect each other. The major evidence of this is seen in the socio-moral atmosphere within Kay's classroom. Fostering the development of autonomy is a goal when children are (1) decision makers concerning their work (chapter four, pages 99-101 and pages 114-115), (2) responsible for their behavior (chapter four, pages 107-108 and 119-122), (3)

encouraged to manage themselves (chapter four, pages 104 and 127-128), and (4) acknowledged physically and emotionally as humans (chapter four, pages 98 and 136-137).

I have witnessed that pre-service teachers have many misconceptions about autonomy. For example there is a general view that being independent is autonomy. For others, autonomy is an elusive entity that one has or doesn't have. I believe these views exist for two reasons. First, their autonomy has not been fostered. In fact, it has been inhibited by mass conformity and standardization of our society. Second, there exist a stunted belief that autonomy is a quality to have or not have when actually, it is a state of being and becoming that is constantly developing. Therefore, pre-service teachers have a tendency to be in the early stages of developing autonomy. Professors and instructors must facilitate their growth and emerging autonomy in the following ways:

1. Include the development of autonomy in human development and classroom management classes.
2. Model autonomy as a teacher in our classrooms from meaningful assignments through authentic assessment, creating socio-moral atmospheres for pre-service teachers, and being responsible as their teachers.
3. Maintain a moral relationship, cognitively, physically, and socially/emotionally, with each person.
4. Continue to engage pre-service teachers in discussions about autonomy and facilitating children's growth toward autonomous being.

Summary

The following is a point by point summary of each implication for teacher education discussed above:

1. Professors and instructors must be physically accessible to pre-service teachers. This models corporeality and enables all to reunite mind and body.

2. Professors and instructors need to model life long learning, meaningful instruction, and authentic assessment. These measures help reunite mind and body thereby adding coherence to daily experiences, and helping pre-service teachers to make sense.

3. Pre-service teachers need to engage in remembering childhood concentrating on the body aspect of experiences.

4. Studying written accounts of experience enables pre-service teachers learning some of the intricacies of the profession better preparing them to enter the field of service.

5. Engaging pre-service teachers in reflecting on being and the mind/body dichotomy aids returning us to consciousness of humanness. This is necessary if we are to refine our goals from "how to" teacher education and aim toward being, becoming, meaningful experience, and understanding.

6. Pre-service teachers need to learn about the child's need for touch and their capacities to fulfill that need.

7. Learning about the health risk associated with teaching and learning stress management techniques can help new teachers enter the profession better prepared to care for their bodies.

8. Being aware of physical behavior and nonverbal communication helps new teachers prevent distracting behaviors and enables them to communicate appropriately and

effectively.

9. Studying autonomy enables a new teacher to enter into relationships with children that foster the continuing development of autonomy in both.

Concluding Remarks

van Manen (1990) says "To do hermeneutic phenomenology is to attempt to accomplish the impossible: to construct a full interpretive description of some aspect of the lifeworld, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal" (p. 18). I have attempted, as van Manen (1990) states, to "jar the moral consciousness" (p. 5) into realizing that we are bodily in the world and that body is the first contact we have with each other and our surroundings. It is my hope that you, the reader, has become a part of this research. I hope that memories have been brought to your consciousness. I also hope that reading this research has caused you to critically reflect about corporeality. If so, then this research is successful and just beginning.

I began this research with a narrative account of my corporeal experience. I would like to end with a narrative of pedagogical tact from my experience in Kay's classroom"

> 1/19/99--The "calendar person" was finished with daily routines, and Kay had read a book to the children. She was ready to give directions for work-time. Kristen raised her hand and asked "Mrs. Dixon, can I say just one thing?" Kay said "Oh, of course." Kristen said "Last night my aunt's dog had puppies. I think they were born by sea-serpent." Kay's eyes made a quick flash toward me. Without laughing, making fun, or showing any sign of disapproval, Kay said "That must be

C-section." Kristen said "Oh, that's right." One of the boys asked what that meant. Kay calmly explained that the mother's tummy had to be cut open and the puppy taken out. I was impressed that Kay was able to hold her laughing and respond in such an appropriate manner. I was also impressed with the frankness of the discussion and that Kay knew just how to answer the question to meet the children's present needs and current level of understanding.

Congratulations, Kay, on becoming a Nationally Board Certified Teacher.

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APPENDICES

Appendix A:
IRB Approval Form

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

DATE: 10-01-98 **IRB #: ED-99-025**

Proposal Title: THE LIFEWORLD OF A PRIMARY TEACHER

Principal Investigator(s): Kathryn Castle, Pam Brown, Karen Rogers, Caren Bryant, Sarah Turner

Reviewed and Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

Signature: Carol Olson Date: October 9, 1998

Carol Olson, Director of University Research Compliance
cc: Pam Brown
Karen Rogers
Caren Bryant
Sarah Turner

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

Appendix B:
Parent Information Letter

OKLAHOMA STATE UNIVERSITY

OSU

College of Education
School of Curriculum and Educational Leadership
245 Willard Hall
Stillwater, Oklahoma 74078-4047
405-744-7125, 405-744-8893
Fax 405-744-6290

10-9-98

Dear Families,

We would like to introduce ourselves and let you know what we are planning to do this year. We are a team of researchers from OSU's College of Education. We are also elementary teachers. Our study this year is entitled "The Lifeworld of a Primary Teacher". We plan to observe, interview, and read journal entries of a second grade teacher in order to better understand what it means to teach at the primary level. We will eventually write a report summarizing what we have learned about teaching.

We have selected as a teacher to study because we all know her and respect her work with children. Each one of us will be coming to her classroom to observe her beginning in October and ending in May. We will observe individually and not at the same time. We will observe in such a way that the regular classroom routine is not disturbed. We will not observe everyday. Some weeks we will not observe at all. At the most, we would observe 6 hours per week. The dates of observation will be chosen by to be convenient for her and the class. We will not be studying the children in her class, only the teacher. However, we will be observing her interactions with children. Our study is not about children but focuses on teaching. Individual children will not be identified in any written reports of this study.

Curriculum Studies, Supervision
Educational Leadership
Elementary, Secondary and K-12 Education
Occupational Education Studies
Reading Education
Special Education

We would be happy to visit with you about this study. Please call us if you have any questions. We look forward to working with .

Sincerely,

Kathryn Castle

Dr. Kathryn Castle, Professor and Research Team Coordinator, 235 Willard Hall, OSU, 744-8019

Dr. Pam Brown, Adjunct Professor, Elementary Education, 744-8111

Karen Rogers, Adjunct Professor, Elementary Education, 744-9214

Caren Bryant, Doctoral Student, 744-7125

Sarah Turner, Masters Student, 744-7125

VITA

Caren Bryant

Candidate for the Degree of

Doctor of Education

Thesis: THE LIFE-WORLD OF THE PRIMARY TEACHER: THE LIVED BODY

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Ada, Oklahoma, On October 8, 1951, the daughter of Irvin and Nell Carter.

Education: Graduated from Hennessey High School, Hennessey, Oklahoma in May 1969; received Bachelor of Science in Elementary Education from Oklahoma State University, Stillwater, Oklahoma in May 1973; received Master of Arts in Elementary Education from Southern Nazarene University, Bethany, Oklahoma in May 1995. Completed the requirements for the Doctor of Education degree with a major in Curriculum and Instruction at Oklahoma State University in May, 2000.

Experience: Kindergarten teacher at Central Elementary, Guthrie, Oklahoma, 1973-74; Kindergarten teacher at Kindergarten Center, Moore, Oklahoma, 1974-75; Kindergarten teacher at Houchin Elementary, Moore, Oklahoma, 1975-78; Kindergarten teacher at Piedmont Elementary, Piedmont, Oklahoma, 1978-79; Kindergarten teacher at Houchin Elementary, Moore, Oklahoma, 1979-1983; Graduate Assistant, College of Education, Oklahoma State University, Stillwater, Oklahoma, 1997-1999.

Professional Memberships: Kappa Delta Pi, Southern Early Childhood Association, Association for Childhood Education International, Early Childhood Association of Oklahoma, National Association for the Education of Young Children, National Association of Early Childhood Teacher Educators.