

SEARCHING

*Re-searcher.*

*Re-search-er.*

*Re-search-er.*

*Again and again*

*I search.*

*I am one who*

*searches*

*again*

*and again.*

*I am a searcher--*

*a **re-search-er***

*because of what was*

*when I was*

*young.*

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Daily I awaken surprised to find that I am officially called a researcher. I never set out to be this; yet I realize that I have always been, and that perhaps this is the essence of what makes us human. bell hooks, in a chapter describing her early years, touches my experience of reaching this “unsettled destination we find ourselves in” (Badenhorst, McLeod, & Joy, 2013).

I came to theory because I was hurting ... I came to theory desperate, wanting to comprehend—to grasp what was happening around and within me. Most importantly, I wanted to make the hurt go away. I saw in theory then a location for healing.

I came to theory young, when I was still a child. (hooks, 1994, p. 59).

As I set out to write my narrative of becoming a researcher, images of early days and years surfaced to punch me in the gut so that throat tightened and eyes filled. There would never be enough words to describe this phenomenon of becoming a researcher. Yet, intrigued with words and how visually and repetitively they can be arranged to hold more than the definitions assigned to them, I turned to poetry “the fusion of three arts: music, storytelling, and painting” (M. Peacock, as cited in Guiney Yallop, 2010, p. 85). In this way, letters and sounds were shaped into words and lines to be experienced, with little need to explain.

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## References

- Guiney Yallop, J. J. (2010). *Of place and memory: A poetic journey*. Halifax, N.S.: Backalong Books.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Badenhorst, C., McLeod, H., & Joy, R. (Spring, 2013). Call for papers for the special edition of the Morning Watch: Educational and Social Analysis. *Morning Watch: Educational and Social Analysis*. Memorial University of Newfoundland.