On page 54 of "I, Thou and It," Hawkins writes, "You grow as a human being by the incorporation of conjoint information from the natural world and of things which only other human beings are able to provide for you in your education." For me this excerpt speaks to a large part of the student-teacher relationship. Hawkins calls it the "human role" one of facilitator on the part of the teacher in the education process as they reveal hidden meanings and sharpen both critical and analytical thinking skills in their students. Part of my fascination with the noble profession of teaching is the ability to simultaneously play both the role of student as a lifelong learner and that of teacher, able to provide for others in education. This tremendous ability to help my students transcend and grow has been a characteristic shared by many of my teachers. It is a quality I try to emulate and is one of the driving forces in my decision to become an educator.

McDonald writes on page 17 of "Making Sense of an Uncertain Craft," "This is a useful way to think about teaching insofar as it acknowledges that the construction of the "meaning" of classroom experience is beyond the teacher's control." This idea resonates with me for two special reasons, in a very profound way it frames the central theme of the previous chapter "Uncertainty in Teaching". It suggests that even in our best attempts to create meaning, ultimately, what children come away with is largely determined by what they hear and how they think and process information. And second it shows us that the uncertainty of teaching is certain and that in order to be successful we must embrace this fact and work within this infinite confine of uncertainty. In trying to understand this, McDonald has given me another way to view teaching as a text where multiple meanings may be arrived at by students.