



This 10th volume of *Phenomenology + Pedagogy* is again a solid issue offering a good variety of theoretical and practical human science texts. The Articles section features contributions from Canada, the United States, Germany, and the Netherlands. Readers will be especially interested in the Misgeld-Giroux discussion of the socially critical import of postmodernist thought in education. In the Projects section we present a number of papers applying phenomenological understandings to practical lifeworld topics. The set of papers gathered under the title Symposium was presented at the 1992 session of the American Education Research Association annual conference. I am pleased that Maxine Greene, who helped get this journal launched a decade ago with a special contribution, is again included in this 10th volume of *Phenomenology + Pedagogy*. Timely also is Donald Vandenberg's major essay on Maxine Greene's work.

Almost 10 years ago an editor friend once said to me, "Journals are born and there is no reason why journals should not die when their time has come, especially when they have served their function." At that time I found the idea of discontinuing a journal quite shocking. Once you have helped a journal come to life you would want to do anything to keep it alive, especially if there is no outside pressure that would force closure. However, now that volume 10 of *Phenomenology + Pedagogy* is ready for press, I find his words somehow reassuring. Perhaps the time has come.

*Phenomenology + Pedagogy* seems to have served a useful function in creating a space and forum where certain work could be published and discussed that otherwise might not have been valued. However, the field of educational inquiry has rapidly evolved in the last few years, and mainstream journals have become more tolerant and inviting of the kind of human science work for which this journal had created its program.

I wish to retire as chief editor of the journal. And this means that the present volume is the last of *Phenomenology + Pedagogy* that will be edited and produced by the Faculty of Education at the University of Alberta. Several colleagues at other universities have expressed interest in carrying on with the journal. Some initiatives have been taken; however, in these tough times the production of a journal is a challeng-

ing enterprise, both in human energy and financial resources. If, in the near future, a new home for *Phenomenology + Pedagogy* can be found then everybody on the present subscribers' list will certainly be notified.

For the present, I especially thank the Deans of the Faculty of Education and the Chairs of the Department of Secondary Education of the University of Alberta in supporting and recognizing the innovative nature of our human science journal. Further, I would like to express my appreciation to all those who have so enthusiastically and so generously contributed their efforts and insights in making this journal unique and worthwhile.

MvM