



Editing

Now that the whole issue has been pasted up, ready for the brownline (there are sighs of relief; another one ready for the press; a fine issue once again), a few words from the editor. In this case it is the last minute shower before the guests arrive.

Editing a journal is sometimes considered a thankless task: a constant struggle for compromise between the demands of a deluge of manuscript authors and the demands of a critical readership for selectivity and high standards. A colleague spoke of editing as a deeply satisfying praxis: a form of teaching or pedagogy. It is indeed a challenge to see manuscripts that sometimes need extensive editorial work before they can go to print. In this sense to edit is “to bring forth,” “to publish,” as the etymology of the word suggests. But there is something more to the bringing forth of editing: it is that one cannot help but care deeply for the journal and for what the journal orients itself to.

What sustains one’s editorial stamina—the hundred and one worries, the daily trivialities, late night rush jobs, complaints, and so forth—is a kind of eros: a love for the vision that the journal engenders. It is a philosophical vision of our lives lived with others whom we deeply desire to know and understand. It is a vision that for me especially includes children—children who so desperately need a world that knows of their critical conditional place in life. To build a world for children with children is perhaps the greatest humanizing dream that puts all political and economic, armament and ecological, gender and technological agendas into perspective.

It is to such dreams and visions that the contributing authors of *Phenomenology + Pedagogy* cater with such astonishing generosity. So for me editing is, in the final analysis, a kind of deep learning: a learning of the dreamtexts which bring forth these texts and toward which these texts at the same time are oriented.

Max van Manen