

# Phenomenology + Pedagogy

---

**Editor** Max van Manen,  
University of Alberta, Canada

**Editorial Assistants** Vangie Kelpin,  
University of Alberta, Canada  
Don McEachern,  
University of Alberta, Canada

**Book Review Editors** Lous Heshusius,  
York University, Canada  
Jo Anne Pagano,  
Colgate University, USA

**Dissertation  
Research Editor** David G. Smith,  
St. Thomas University, Canada

Volume 2 Number 3

---

**Associate Editors** Bruce Bain,  
University of Alberta, Canada  
Loren Barritt,  
University of Michigan, USA  
Ton Beekman,  
Rijksuniversiteit Utrecht,  
the Netherlands  
Robert Burch,  
University of Alberta, Canada

Madeleine Grumet,  
Hobart & William  
Smith Colleges, USA

Dieter Misgeld,  
Ontario Institute for Studies  
in Education, Canada

John Osborne,  
University of Alberta, Canada

Valerie Polakow,  
University of Michigan, USA

## Consulting Editors

Ted Aoki,  
University of Alberta, Canada

Hans Bleeker,  
Rijksuniversiteit Utrecht,  
the Netherlands

Neil Bolton,  
University of Sheffield, England

Robert Coles,  
Harvard University, USA

Paulo Freire,  
PUC de São Paulo, Brazil

Hans-Georg Gadamer,  
Universität Heidelberg,  
West Germany

Amedeo Giorgi,  
Duquesne University, USA

Maxine Greene,  
Columbia University, USA

Mariette Hellemans,  
Katholieke Universiteit Leuven,  
Belgium

Francine Hultgren,  
University of Maryland, USA

Margaret Hunsberger,  
University of Calgary, Canada

Jan Dirk Imelman,  
Rijksuniversiteit Groningen,  
the Netherlands

Ken Jacknicke,  
University of Alberta, Canada

Daniel Kallos,  
Lunds Universitet, Sweden

Martinus Jan Langeveld,  
Bilthoven, the Netherlands

Wilfried Lippitz,  
Universität Gesamthochschule  
West Germany

Karel Mulderij,  
Rijksuniversiteit Utrecht,  
the Netherlands

Wilfred H. O. Schmidt,  
University of Alberta, Canada

William Schubert,  
University of Illinois, USA

David Seamon,  
Kansas State University, USA<sup>A</sup>

Dorothy E. Smith,  
Ontario Institute for Studies  
in Education, Canada

Isabel Soliman,  
University of New England,  
Australia

Shuji Wada,  
Kyoto University, Japan

Ann L. Wood,  
Englewood, Colorado, USA

*Phenomenology + Pedagogy* is a human science journal dedicated to interpretive and critical studies of a broad range of pedagogic relations and situations. By “phenomenology” we mean all those forms of thinking or inquiry which in some way maintain a perspective on the lived human experience. In the phenomenological attitude we creatively seek approaches which may yield a deeper understanding of the nature of pedagogy: the way we are to live with children or with those, young and old, with whom we stand in a pedagogic relationship. The term “pedagogy” is broadly understood. It raises the question of the place and meaning of children and youth in the frame of human experience. It asks for the nature of home and school life and for the meaning of learning and curriculum experiences of those who inhabit educational institutions. It raises the question of what it means for one adult (teacher, parent, counsellor, administrator, psychologist, social worker, or friend) to be pedagogically present to another. And pedagogy raises the need for a critical examination of relevant professional practices, particular modes of reasoning, and of those institutional and societal arrangements which make an emancipatory praxis necessary.

The editors welcome formal and informal contributions on all matters relating to phenomenology and pedagogy.

Correspondence, manuscripts, and permission

requests should be sent to: **Max van Manen, Editor**  
**Phenomenology + Pedagogy**  
4-116 Education North  
The University of Alberta  
Edmonton, Alberta, Canada  
T6G 2G5

Published by Publication Services, Faculty of

Education, University of Alberta. Subscription rates: Individuals \$19/1 yr., \$36/2 yrs.; Institutions \$26/1 yr., \$50/2yrs.; Students \$15/1 yr. For delivery outside Canada, add \$6. Make cheque payable to *Publication Services*. All correspondence regarding subscriptions, distribution and sales, including requests for single copies should be directed to Journal Manager, Publication Services, 4-116 Education North, Faculty of Education, University of Alberta, Edmonton, Alberta, Canada, T6G 2G5. Please allow four weeks for a change of address to be processed.