



Editorial

This issue of *Phenomenology + Pedagogy* completes Volume 2, 1984. Already we have in preparation an excellent first issue for Volume 3, 1985.

Over the past few years, the editors have attempted to balance the various issues with theoretical and practical material, modern articles at the cutting edge of social thought, and classical pieces never before published in English. The article in this issue by Langeveld is an example of this; it was originally published in German as "*Das Ding in der Welt des Kindes.*"

Readers of *Phenomenology + Pedagogy* have discovered how, at different research institutions, the project of human science is differently interpreted. These different orientations have led to probing dialogues, such as the Silvers/Darroch-Beekman exchange. In this issue, Giorgi responds to Misgeld's earlier reaction to his views. In our next issue, several papers from the OISE project will be included. And so the journal has sponsored across the various issues, serial-like contributions, evidencing the existence of different "schools" where human science research is conducted.

In the past two years, the editors of *Phenomenology + Pedagogy* have received letters of interest and appreciation from researchers, teachers, graduate students, and so forth, commenting how the journal has facilitated their teaching and research.

We feel that it is important to continue this work and we invite any suggestions and ideas how the journal can be further improved and more widely promoted.

Max van Manen