



Editorial

What does it mean to be the editor of *Phenomenology + Pedagogy*? More realistically, what will it be like to try to follow Max as editor? Max and I have talked often since spring, and he has described the nonprocess, "There is *no* system, Margaret!" I realize now that the editorship is not defined by a series of tasks. It involves the heart.

As he talked of his hopes, his dreams for *Phenomenology + Pedagogy*, how it began, and how it was nurtured, the journal took on a persona. Present at its birth, Max spoke as if this were the transfer of a guardianship. "I feel like a daycare mother," I told him, "one receiving a child whose history, personality, preferences, and possibilities are being outlined by a loving, anxious parent."

He talked of "letting go" but I am very glad that Max has agreed to remain on the editorial board. As a colleague and friend, his vision for *Phenomenology + Pedagogy* will help provide a sense of continuity and direction as we seek to enlarge and deepen our pedagogic understanding.

The three projects in this issue all speak to that orientation. The feeling of specialness that Bill Cane describes for his car resonates for me in the specialness of each student, and just as Bill seeks only the best for his car so must we be ever mindful of what is best for those who call us teacher. Maureen Connolly speaks of the "letting go" of a loved child; Claire Smith writes about the "letting go" of children as they leave childhood. Each writer supports the thought that, regardless of any physical separation, we are bound to those we love; they are part of our past and "they ensure in us a sense of continuity."

Margaret Haughey