



There have been many encouraging reactions—supportive letters and other favorable responses—to the new format of the journal. So it is with happy feelings and confidence in the high quality of the contributions that we present you this volume 8 of *Phenomenology + Pedagogy*. The journal contains again an offering of stimulating theoretical and practical human science materials and thoughtful methodological and applied pedagogical research studies. As a collection, the various articles reflect a wide range of possibilities of doing human science research in education and in related helping professions.

In volume 9 of *Phenomenology + Pedagogy* we hope to include an article honoring the contributions of Professor M.J. Langeveld to the field of pedagogy. Dr. Langeveld, who was one of the founding contributors of *Phenomenology + Pedagogy*, was 84 years old when he died on December 15, 1989. Professor Langeveld, who started his educational career as a high school teacher, was appointed in 1946 as full professor (*gewoon hoogleraar*) of Pedagogy, Developmental Psychology and Didactics. This was a new area of study at the University of Utrecht. In an interview he said once, “I started with nothing and when I left in 1971, I had 150 co-workers and 1,500 students involved in activities that were distributed over eight university buildings.” Langeveld’s incredible productivity is evident from an astonishing legacy of more than 1,000 articles and 35 books ranging widely across the many domains of educational theory and practice—domains that we now separate into subdisciplines of pedagogy, curriculum, didactics, psychology, counseling, therapy, and philosophy and anthropology of education. His writings have been translated, especially into German and Japanese. Although Langeveld has given lectures at some 24 universities in the United States and Canada, translations of his writings are much scarcer in the English language.¹ During the period that he acted as the cofounder of what became later known as the Utrecht School (for its phenomenological studies in pedagogy, psychology, and psychiatry) Langeveld was also involved as a practicing clinical pedagogical psychologist with children who were experiencing difficulties at home or at school. Moreover, he was active in development education activities in Jamaica, India, South Africa, and Egypt. During his lifetime Langeveld had a Dutch school named after him, and he received

many prestigious awards and prizes for his outstanding contributions to the field of pedagogy and the welfare and education of children. Although his influence in the Dutch educational community has waned in the last decades, it is likely that Langeveld's work will be rediscovered and that it will continue to be a source of inspiration and insight for those who are concerned with the question of the theoretical and practical significance of the pedagogical relation between the older and the younger generation. We mourn his death, but his spirit will travel beside us.

MvM

Note

1. Examples of Langeveld's phenomenological pedagogical writings are published in past issues of *Phenomenology + Pedagogy*: "Reflections on Phenomenology and Pedagogy," Vol. 1, No. 1, 1983; "The Stillness of the Secret Place," Vol. 1, No. 1, 1983; "The Secret Place in the Life of the Child," Vol. 1, No. 2, 1983; "How Does the Child Experience the World of Things?" Vol. 2, No. 3, 1984; "To Have a Father," Vol. 5, No. 1, 1987.