



Those that understood him, smil'd at one another and shooke their heads: but for mine own part, it was Greeke to me.¹

We hope that you will enjoy this special project issue with contributions from York University and the University of Utrecht. During one of our telephone conversations, Alan Blum, co-director of the York project on Self-Reflectivity and the Problem of Children's Culture, said, "I hope the readers will like the material—it is quite Greek." The last part of this comment was meant as a cautionary note I suppose. And, although I understand the nature of his wariness, it made me become more acutely aware of a potential problem in the area of phenomenology and human science research: in our desire to get to the things themselves, we run the risk of being mis-understood by our friends and colleagues. Socrates is a great example and cultural reminder to the West that those who orient themselves to great values become a test of our commitment, our tolerance, and our thoughtfulness.

The editors of *Phenomenology + Pedagogy* are cognizant that the value of this journal is exactly this: that new ways of human science research and theorizing need to be shared among those who cherish serious commitments to research. The next issue of *Phenomenology + Pedagogy* (Volume 2, Number 1) is currently in galley stage; it will appear in press within weeks of the present issue. In it we will feature several articles on teaching phenomenology and doing phenomenological research. But, of course, perspectives will vary. We trust you will find the approaches most interesting and hopefully instructive of your own teaching and/or research work. We invite you to share similar efforts in subsequent issues of the journal.

i

This brings me to the important reminder that to continue with this journal we need your subscription or your renewal subscription. Thus far *Phenomenology + Pedagogy* has been very well received. We are pleased to have readers and contributors from virtually every continent. There is obvious interest in developing a community of contacts among human science researchers of a pedagogic orientation. We would be grateful if you would make an effort to enlarge this community by bringing *Phenomenology + Pedagogy* to the attention of friends, colleagues, your library, and students. Be reminded that we allow special student rates and that multiple copy orders for teaching purposes are obtainable at a reduced price.

Max van Manen

1. W. Shakespeare, *Julius Caesar*, I, ii, 282-287.