



### *We Are What We Publish*

When we began this journal we likened the start-up of publishing with the event of a birth. We wondered what kind of life this newborn might await and in what way we could work at strengthening its nature. Recently the journal experienced its first crisis. We faced a lack of resources and a real possibility that *Phenomenology + Pedagogy* might perish. But already friends argued that there was something distinctive, something unique about this educational human science journal—something that should not be sacrificed to the economic recession.

In our first editorial we said also that a new journal is perhaps less a metaphor for a newly born than it is a metaphor for the effect a newly born has on those who brought it to life. “A journal is the place where our voices are gathered for the sake of that which we speak.” What gathers the articles and the various contributions one has made to the journal? What kind of praxis, life, is exhibited on its pages? Some speak of the journal’s methodological or philosophical program, others point to its theory-practice or innovative engagement. Maybe it is less a question of methodology or philosophy, etc.; maybe it has more to do with the fact that those who orient to the journal do so out of a strong sense of a need and desire for *orientation*. A strong orientation involves a decisive sense of what is required to confront the question of what the meaning of pedagogy is.

Over the last three years the journal has gathered the voices of educators and psychologists, philosophers and sociologists, nurses and therapists. Some texts have been modern, others classical. The texts have spoken of children, teachers, parents, friends, women, the aged, the sick and the handicapped. At least one-third of the authors have been women; many of the contributors have been graduate students and many more are established researchers.

One of the benefits of working as a journal editor is that one develops a sense of who the authors are. What has struck me over the years is that authors who contribute to *Phenomenology + Pedagogy* always seem strong principled actors. In this issue again the journal gathers the textual bodies of strong and eloquent voices—voices which both animate and are animated by a pedagogic impulse.