

Editorial

This issue of *Phenomenology + Pedagogy* attempts to achieve again what we try to accomplish with most issues: to strike a balance between more theoretical or methodological interests and more concrete or practical material which finds its direct application in the lifeworld.

Hugh Silverman's introduction to the notion of postmodernism and Chizuko Maeda's description of the experience of falling asleep seem to exemplify this theoretical-practical contrast. The articles by Marc Briod, Walter Parker, Helmut Danner, Kurt Wolff, Madeleine Grumet, and the portraits by Lize Stilma seem to group and position themselves somewhere in various locations of that theoretical-practical space.

Some readers of the journal express themselves in favor of one type of text over the other. Others feel that the theory-practice distinction needs to be erased in favor of some kind of resolve—a notion of praxis maybe, whereby one becomes an aspect of the other. On the other hand, there is the recognition that all text already involves reflection and therefore a theoretic (reflective) attitude. And yet theorizing too is a form of life, displaying a certain orientation or commitment of how one stands in the world.

From the point of view of the program of the journal we wish to note that each text, in its own manner, proclaims a pedagogic interest. Each text teaches. Each text recommends itself as a way of engaging oneself in a social world.

MvM