

## Editor's Notes

The six articles that make up the current issue of volume 38 survey a range of issues germane to the practice of successfully teaching philosophy both at the college and K-12 level.

Thematically, the six articles fall into three broad categories. The first two focus on links between philosophy and oppression. Tarrant and D'Olimpio explore how the Community of Inquiry can improve students' ability to identify oppression while Haenel looks to how academic philosophy, particularly analytic philosophy, discriminates against female and minority students. The second two articles engage the tradition of PFC directly—Miller by examining the positive impact of *aporetic* thinking on student grit and De Marzio by offering an instructive analysis of Lipman's notion of modeling. The last two take up themes we looked at in Volume 37 on the relation between art and philosophy. Keyser provides an informative account of how art can be used in courses like the philosophy of science to help explain complicated scientific notions, while Ioannou, Georgiou and Ventista explain why art museums serve as the ideal environment for philosophical inquiry with children.

Together, the six articles provide a wide range of innovative analyses and examples that seek to deepen not only how we teach but also what we teach.

I also wanted to inform you of an important change taking place at the journal. We have decided to strengthen our ties with the Department of Education here at Viterbo and look forward to doing more collaborative projects with them in the future. Philosophy for Children and Community of Inquiry, as well as Philosophy of Education, will continue to be the mainstay of the journal, but we also hope that reinforcing our ties with the School of Education will open up new and exciting opportunities in the future.

I hope the current volume finds you all doing well and engaged in a project you love.

*Pax et Bonum*

Jason J. Howard

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