NOTES & COMMENTS

TO THE EDITORS:

I'm very glad that you've taken on the editorship of ***Analytic Teaching***! I think that it's a very important, very interesting journal. And I agree that any educational agenda is necessarily a social and political one.

One thing I've often wondered about is the name of the journal — the emphasis on "analysis" seems to be contrary to the more holistic approach to teaching and thinking which liberation pedagogy and Philosophy for Children seem to embrace.

I was struck by the following passage (the introductory dialogue) in David Bohm and F. David Peat's *Science, Order, and Creativity*:

David Bohm (DB): ...science seems to be losing sight of the wider context of its vision.

David Peat (DP): But originally there was such a general vision of the universe, humanity, and our place in the whole. Science, art, and religion were never really separate.

DB: But as time went on, this vision changed with specialization. It grew progressively narrower and eventually led to our present approach, which is, in large part, fragmentary. I think this development partly arose because physics had become the pattern or ideal toward which all the sciences aim. While most sciences are not as dominated by mathematics, the essential point is the spirit with which mathematics tends to be done. Its general aim is to try to analyze everything into independent elements that can be dealt with separately. This encourages the hope that any problem can be split off into a separate fragment. Now it is still true that science also contains a movement toward synthesis and to discovering broader contexts and more general laws. But the prevailing attitude has been to put the major emphasis on analysis and on splitting off the key factors of each situation. Scientists hope that this will enable them to extend their powers indefinitely to predict and control things.

DP: It's important to emphasize that not only is this sort of approach fundamental to physics but also extends into chemistry, biology, the neurosciences, and even into economics and psychology.

DB: By concentrating on this sort of analysis and constantly splitting off problems into specialized areas, we increasingly ignore the wider context that gives things their unity. In fact, this spirit is now spreading beyond science, not only into technology, but into our general approach to life as a whole. Understanding is now valued as the means to predict, control, and manipulate things. (David Bohm and F. David Peat, *Science ,Order and Creativity*. Bantam Books, 1987)

It seems to me that liberation pedagogy needs both analysis and synthesis — and, above all, the dialectic. Since you've brought the journal back from death, how about a new name for its new incarnation?

Dialectic Teaching?
Dialogic Teaching?

Terrell Beck

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Mission Statement

The traditions of ***Analytic Teaching*** will be continued and extended. The journal, from its first issue, set out a broad agenda within the context of Philosophy for Children. Areas of interest to readers and contributors included Philosophy for Children teachers and teacher trainers but also included those interested in the role of narrative in teaching and learning, liberation pedagogy, Vygotkian psychology, and cognitive science among other areas. The broad agenda might be defined as refractive teaching and community inquiry. These two areas will continue to be the mainstay of contributions to ***Analytic Teaching***.

Within this tradition, some larger concerns will be: redefining our niche within the Philosophy for Children movement, but perhaps more importantly, within the larger educational community, better meeting the needs of the international readership of the journal—perhaps by including one article per issue in the non-English native tongue of the contributer. Another concern will be to explore the role of various disciplines and subdisciplines in articulating the same broad agenda already being developed by the journal. The journal will explore such areas as history of childhood, the literature of childhood (including fiction, poetry, memoirs and film), history of philosophy, social and cultural issues, the works of particular philosophers, cognitive psychologists, and the history and philosophy of education.

Editors' Note

Publication dates and submission times for ***Analytic Teaching*** will be modified slightly. The November date for publication will remain the same with an October 1 submission deadline. The Spring issue will be published in April rather than May with a submission deadline of February 1. We are moving the Spring issue forward to ensure that everyone receives their copy of ***Analytic Teaching*** before the end of the academic year. Please read the "What to submit" and "How to Submit" notes on the following page.

Each time you receive your copy of ***Analytic Teaching***, you are also invited and encouraged to submit articles for possible publication. We are excited about the future of the journal. With your help, we will continue to offer a quality publication and to meet the needs of those interested in philosophy with children.

What to submit

The editors are looking for articles of almost any length which address the areas or audiences outlined under the broad umbrella of the mission statement (see opposite page or where ever). "Articles" include the following: reports on program implementation, theoretical/thought pieces, classroom dialogues, essays, original poems relating to children or written by children on philosophical topics, and book reviews. The style of the writing we are looking for might be called "informal" academic, that is, scholarly but as much as possible, jargon free — addressing the reader as a co-learner and working toward a community of scholars within the confines of a journal. ***Analytic Teaching*** has a readership at all levels of public and private education scattered throughout the world. Contributors should keep this audience and the mission statement in mind as they consider which pieces to submit. The journal, as a rule, accepts only original articles not previously published.

How to submit

Analytic Teaching is produced on Desktop Publishing using Apple Macintosh II and Macintosh Classic personal computers. We are able to read and convert ASCII (text only) files generated on any computer using **3-1/2" or 5-1/4" "floppy" disks**. If you have an IBM or IBM-compatible computer, we are able to read files directly from your word processing program (such as WordPerfect, WordStar, etc.) without converting to ASCII.

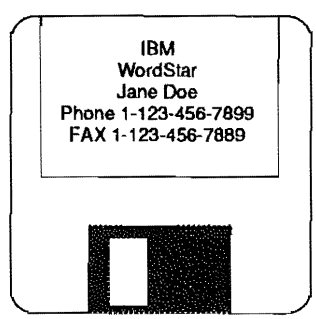
BY DISK — *Preferred method*

The disk should contain only the file of the article you are submitting. Include with your disk one print-out (to paper) of your article as ASCII conversion removes all formatting such as footnotes, bold or italic faces.

Please print on disk label

1. The type of computer (brand name) used to generate the disk.
2. The name of the word processing program you used.
3. Your name
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(In case disk was damaged in transit or is otherwise unreadable.)



BY PAPER — *Still fashionable*

For those who do not have access to computers, we are able to read standard typewriter or other letter-quality type to desktop using OCR (optical character recognition) software. Send a typed original of your article in the usual fashion to:

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Notes on Style

Manuscripts should be prepared using the Publication Manual of the *American Psychological Association, Third Edition,* as it is a simple and straightforward approach which will accommodate both international contributors and contributors from different disciplines. To ease the transition from the different style manuals to APA the following checklist is presented.

Typing

Is the original manuscript on 8-1/2 x 11 inch or 4A size paper?
All margins 1-1/2 inches or 3 cm?
Are all pages including the title page numbered?

Paragraphs and Organization

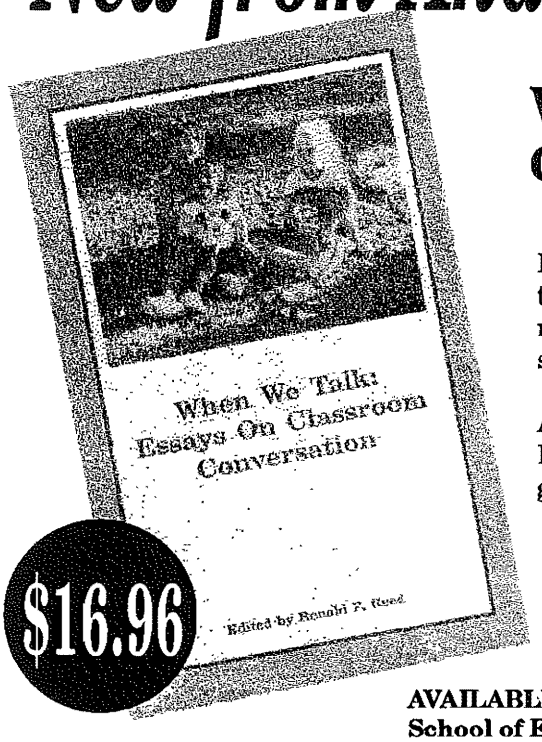
Is each paragraph longer than a sentence and less than a manuscript page?
Are major sections of the paper identified by descriptive headings?
Are headings and subheadings clearly distinguishable?

References

Are all citations placed within the text in parentheses? For example: (Jones, 1990) for the recognition of an idea or (Jones, p. 23, 1990) for a direct quote.
Are the references cited both in the text and in the reference list?
Are the references ordered alphabetically by the authors' surnames?

For detailed information on APA Style refer to *Publications Manual of the American Psychological Association, Third Edition.*

New from Analytic Teaching Press...



WHEN WE TALK: ESSAYS ON CLASSROOM CONVERSATION

edited by Ronald F. Reed

Philosophers, psychologists, teachers, and artists write of their experiences talking with students in the classroom and make recommendations about how classroom talk might be structured so as to be most productive of meaning and truth.

A valuable resource for those who are interested in Philosophy for Children and for those who are concerned, in general, with how and why talk takes place in the classroom.

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