

## Editor's notes

This second issue of Volume 33 is dedicated to themes surrounding the relevancy and promise of Liberation Philosophy and associated movements (such as Liberation Theology). The interest in such themes arose in response to a conference on Bartolomé de Las Casas held from October 12-13, 2012 at Viterbo University. Although our CFP did not receive as many submissions as we had originally hoped for, the five articles selected for this issue (two of them in Spanish) effectively demonstrate both the conceptual resourcefulness and historical complexity of liberation pedagogy.

The first article by Costello and Morehouse explores the rich cross fertilization between the community of inquiry and liberation philosophy, while offering some promising areas for future research. Glina's article looks at ways that liberation pedagogy can help pave the way for broadening how we consider the practice of exploratory talk in the classroom. Katra's piece serves as a nice complement to the other articles in focusing exclusively on the historical development, and eventual eclipse, of liberation theology in Latin America.

Given that liberation philosophy arose as a reaction to a complicated configuration of problems within Latin America, it is only fitting that the final two articles of this issue are written in Spanish and speak to the development and on-going legacy of one of the greatest advocates of liberation philosophy, Enrique Dussel. Although the inclusion of these two articles presumes of our readers a level a familiarity with Spanish that may be unrealistic, I hope it still might serve as an invitation to encounter that other voice of philosophy that remains so often overlooked in the annals of traditional Western philosophy, the voice of Spanish.

It was once a common practice of this journal to publish book reviews on relevant works related to philosophy and education and I have let that practice slip. This issue finds a return to that practice with two concise yet informative reviews of two important books related to philosophy and children, Joanna Haynes and Karin Murriss' *Picturebooks, Pedagogy and Philosophy*, and Jana Mohr Lone's *The Philosophical Child*.

Happy Reading

### CHIEF EDITOR

Jason J. Howard  
*Viterbo University*

### COPY EDITOR

Jacqueline Herbers  
*Viterbo University*

### CONTRIBUTING EDITORS

Patrick Costello  
*Glyndŵr University, Wales*

Susan Gardner  
*Capilano University, Canada*

David Kennedy  
*Montclair State University*

Nadia Kennedy  
*Stony Brook University, SUNY*

Richard Morehouse, Emeritus  
*Viterbo University*

Felix García Moriyón  
*Center for Philosophy for Children  
Madrid, Spain*

Joe Oyler  
*IAPC, Montclair State University*

Michel Sasseville  
*Laval University, Quebec*

John Simpson  
*University of Alberta, Canada*

Barbara Weber  
*University of British Columbia, Canada*

### LAYOUT DESIGN ASSISTANT

Chelsey E. McCoy

### PUBLISHER

Viterbo University  
*La Crosse, Wisconsin 54601*  
Copyright 2005

*Analytic Teaching and Philosophical Praxis* is a peer-reviewed, on-line, open access journal published annually and sometimes biannually.

ISSN 0890-5118