

## Editor's Notes

The six articles that make up the current issue of volume 37 survey a range of issues, both practical and applied, germane to philosophy for children and the community of inquiry in particular.

Thematically, the six articles fall into two broad categories. The first three focus more on issues of application and outcomes, while the last three turn more to the conceptual underpinnings of communal inquiry. The first article by Youssef, Campbell and Tangen takes a largely critical look at the results of PFC on 6<sup>th</sup> graders at an Australian elementary school. The contribution by MacDonald and Bowen "Sharing Space with other Animals," along with that of Baker's "Philosophy, Pedagogy and Personal Identity," provide a largely positive assessment of the impact of communal inquiry on specific groups. The submissions by Miller, Fletcher and Morehouse unpack the different resources that communal inquiry brings to the difficult problem of generating constructive agreement and disagreement, whether as a result of emotions, subtle inequalities, or the demanding character of civic life in a democracy.

Together, the six articles raise not only serious concerns over some of the claims raised by advocates of PFC, but also probe the deeper implications of communal inquiry as a practice on our students, teachers, and civic institutions.

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

*Pax et Bonum*

Jason Howard

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