

## Editor's Notes

The four articles that make up the second issue of volume 37 are a response to a Call for Papers on the topic of Art, Creativity and the Community of Inquiry.

The first article by Moriyón explores how the community of inquiry can be seen as an artistic performance, reinforcing the dynamic relationship between higher-order critical thinking and creativity. The second piece by Garside and Myskiw explains the challenges and benefits that come from implementing artistic activities in a DAREarts program in British Columbia, Canada, and discusses the structural similarities between this program and the community of inquiry. The third article by Kenyon and Terorde-Doyle provides another thoughtful reflection on the implementation of artistic projects in the classroom, and discusses how their efforts to engage pre-kindergarten children in PFC were greatly enhanced through artistic activities. Finally, we have Turgeon's contribution, which looks at David Weisner's *Art and Max* and suggests a number of novel ways this children's book can be utilized to examine several rather deep issues surrounding art, authorship, and artistic practices. The compilation of book reviews by Richard Morehouse rounds out our current issue as he looks at a series of texts and teacher manuals designed to help educators implement philosophy for children in their classrooms.

Taken together, this issue offers both thoughtful theoretical reflections on the nature of art and creativity as well as concrete practical examples of how artistic practices have been utilized to enhance the experience of PFC.

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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