

## Editor's Welcome

The six articles that make up the current issue of volume 39 focus largely on the assessment or implementation of Philosophy for Children (P4C), with one article that looks at educational policies around disabled students.

The first article by Sue Lyle explores the value of P4C when teaching about issues of environmental sustainability and global citizenship. The second piece by Yan, Walters, Z. Wang and C. Wang provides an informative meta-analysis of the effectiveness of P4C from a global perspective, contrasting the results of Western versus non-Western countries. Newby, Gardner and Wolf look at the challenge of implementing a community of inquiry with a children's soccer team, while the fourth article by Yarmel offers an interesting reflection on the role that crises play in the community of inquiry. The fifth article by Hines changes gears to explore the different ways that policies on children with disabilities are implemented in elementary schools across the U.S., and some of the troublesome lessons that "abled" students may draw from these differences. The final article by Wolf and Gardner investigates the notion of conceptual analysis, showing its centrality for daily life and why P4C is especially well-equipped to cultivate it.

Collectively, the six articles provide an array of perspectives that highlight the resourcefulness of P4C as well as some challenges with implementing it, and remind us of the many prejudices our students are liable to internalize as the world outside the school translates into the hidden curriculum within.

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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