

## Guest Editor's Welcome

As my fellow veterans will attest to, there are escalating challenges that come with the piling on of years. So, it is with genuine exuberance when I say that working with this lovely group of international veterans has been genuine pleasure.

The first article by Laurance Splitter (Australia) entitled “Reflecting and Looking Forward: Inquiring into Inquiry, Philosophy and Community” engages the reader in “a meta-level inquiry into the nature of inquiry” in which, (amongst other intriguing moves) the dichotomy between teaching to instill “stuff” (as opposed to not) is repudiated, the necessary conditions of inquiry are explored (e.g., Is it important for the teacher not to know the answer?), as are the dispositions that are critical for genuine inquiry, the danger of certainty, and the role that professional philosophy plays or ought to play in this entire endeavor.

The second article by Claire Cassidy (England) and Jana Mohr Lone (US) entitled “Thinking about Childhood: Being and Becoming in the World” focuses on the focus of P4/wC, namely the child, or more particularly, the potentially problematic perception of the child from the perspective of the adult or, indeed, from the perspective of the child. It is argued here that, if we hope to help children maximize their potential, we must keep in mind how this potentially problematic view of childhood may limit children’s confidence, their imagination, their thinking, and their ability to genuinely participate in philosophical dialogue.

The third article by Maura Striano (Italy) entitled “The Deweyan Background in P4C,” will reinvigorate the reader’s detailed understanding of the Deweyan theoretical underpinnings of the Community of Philosophical Inquiry (COPI), as well as remind us of what a herculean move the founder of P4/WC, Matthew Lipman made when he insisted that we do our youngsters an unforgivable disservice if we over-focus on knowledge transmission and, in the process, fail to educate them for thinking.

The forth article by Larisa Retyunskikh (Russia) entitled “Teaching Philosophy and Doing Philosophy in The Space of Play” makes the case that “doing philosophy” ought always to be part of “teaching philosophy,” and that this most certainly can be done in a way that is playful. The case is also made for using classical philosophical texts as the stimuli for such philosophizing, as opposed to, say, the original IAPC novels that hide the message of classical texts in fictional narratives.

The fifth article by Richard (Mort) Morehouse (US) entitled “Doing Philosophical Psychology: Helping Adolescents Discover their Place in History,” presents an intriguing, almost heart-wrenching, case for the importance of adopting educational strategies (which Morehouse demonstrates as happening in a university-level psychology class using an adapted form of the CPI) that will assist adolescents not only to learn how to answer the question “Who am I,” but to recognize the importance of reflecting upon what kinds of actions, attitudes, and judgments are necessary so that there is an entity to whom they can address that question.

The sixth article entitled “What Kind of Magnet Is Freedom?” (mine, Canada) argues that, since an increase in the freedom of individual choice inevitably decreases freedom somewhere else in the social net (thus requiring unending judicial balancing), autonomy, in the sense of the freedom to pull away from the force of extrinsic-freedom magnets, ought to be a pivotal educational goal.

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