

## Editor's Welcome

Doubtless the last year, thanks to Covid-19, has presented us with challenges we were unprepared for—disruptions to community and education that have strained the patience and resourcefulness of us all. My hope is that this recent issue of *Analytic Teaching and Philosophical Praxis* can serve as a reminder of all the work that still needs to be done to help empower children and young adults as well as inspire you with innovative suggestions on how to expand your teaching toolkit.

The issue opens with two timely articles that explore the complicated prejudices and discrimination young people continue to experience by adults. Vitale & Miller's "Epistemic Violence Against Young Activists" looks at the many ways young people are ignored and "quieted" by adults, which becomes especially clear against the backdrop of recent youth movements like those advocating for gun control, climate reform, and racial equality. Anderson's article "PFC and Voice" continues this theme in exploring how Philosophy for Children (PFC) may inadvertently perpetuate the silencing of young people. Both articles conclude with concrete suggestions on how PFC can help alert facilitators to the kinds of epistemic injustices children often face as well as provide alternate spaces for more respectful interactions with young people.

The next two articles look at how we conceive of communities of inquiry, using different methodological approaches to expand facilitators' practices. Weber's "Phenomenology as a Voice of Childhood" turns to Merleau-Ponty, in particular, and his ideas of embodiment to suggest CPI's would benefit from focusing attention on the lived experience and sensory world of participants rather than just collaborative reasoning and argumentation. Castleberry & Clark's "Expanding the Facilitator's Toolbox" employ Vygotsky's ideas to provide new meta-frameworks and metaphors to enrich how we understand the task of facilitating philosophical inquiries as well as strategies to improve facilitation.

The last three articles move outside the purview of Philosophy for Children to engage other issues germane to education. Bobro's "Dialogue and Writing Philosophy" makes a strong case for why philosophy instructors should consider assigning the writing of philosophical dialogues instead of, or in addition to, the standard philosophy essay. Farfan's "The Perpetual Crisis" is an instructive reminder of how the recent justification of STEM education recycles arguments from past philosophers, especially Plato and Rousseau, that build on a sense of crisis to enact educational reform. Finally, Svanøe's "Learning Morality through Literary Mimesis" tackles the problem of how literature might complement moral education, using the lens of Ricoeur's notion of mimesis to walk through the many challenges that arise when we see literature as a method of moral instruction.

This issue wraps up with two book reviews. Richard Morehouse looks at Wendy Turgeon's *Philosophical Adventures with Fairy Tales: new ways to explore familiar tales with kids of all ages* (2010) while Sergey Borisov highlights the timeliness of Maria daVenza Tillmanns' *Why We Are in Need of Tails* (2019).

As always, I hope this current issue of *AT&PP* finds you well.  
*Pax et Bonum,*  
Jason J. Howard

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