

Guest Editor's Welcome from Susan Gardner

It is with joy that I shepherd these wise words from our esteemed veterans for the second veterans' edition of *Analytic Teaching and Philosophical Praxis*.

In the first article, entitled "Freire and Sharp on Liberating Education," **Maria Teresa de la Garza** reminds us of the power of the Community of Philosophical Inquiry as a liberating pedagogy that finds its roots in both Freire and Sharp, both of whom focused on liberating silent voices. She notes that in promoting Communities of Philosophical Inquiry, we nourish a deep faith in democracy in the face of recent challenges.

And **Gil Burgh** similarly focuses on democracy in his article, "The Narrow-sense and Wide-sense Community of Inquiry: What it means for Teachers," in which he suggests that the narrow-sense of community of inquiry must be underpinned by a wide-sense that is supportive of a democratic way of life. For those of us who are concerned about the proliferating cracks in the foundation of contemporary democracy, this is an important read.

In his paper "A Model of Philosophical Discussion in The Classroom," **Phil Cam** lays out in breath-taking clarity what makes a philosophical discussion "philosophical," and he notes that, since partaking in philosophical inquiry enhances reasoning skills across the curriculum, it is an educational scandal that its value has not been commensurate with that of promoting numeracy.

In his article entitled "An Ecological Approach to Thinking," **Felix Garcia-Moryion** calls wondering, reasoning, moral growth, and good judgment "ecological thinking," and offers us Descartes' tree as metaphor to understand the improvement of thinking that the Philosophy for Children program proposes. What matters is the whole, without neglecting the parts.

In his lovely dialogue between Lipman and Socrates, **Antonio Cosentino** eulogizes the founder of P4wC and also interestingly reminds us that a facilitator in a CPI has far less control than Socrates, who often seemed to drag his interlocutors toward the truth he had in mind. The loveliness of the community dialogue, though, is that the self-criticism that rises from "polyphonic interaction" is more transformative than simply having it spotlighted by another.

Marie France Daniel in her article "Dialogue among Peers and Critical thinking," presents fascinating results from two empirical research studies. In one, it became evident that in P4C sessions, it took time for critical dialogue to emerge and was very much a function of skilled intervention by facilitators. In the second study, it became evident that epistemological sophistication occurred "through processes of decentering and abstraction" in a non-linear way.

In her paper "Philosophy for Children, the UNCRC and Children's Voice in the Context of the Climate and Biodiversity Crisis," **Sue Lyle** presents results from an impressive research project that showed that P4C was instrumental in shifting teacher attitudes so that they came to value children's voices. As humanity faces climate and biodiversity breakdown, this amplification of the voices who have most to lose from the impact of the planetary crisis is critical.

In their article, "Teaching Philosophy with Picture Books," **Wendy Turgeon** and **Tom Wartenberg** provide for us an extensive review of the scholarship devoted to examining the pros and cons of using philosophical novels in contrast to using picture books. Their presentation is intriguingly balanced and, in that sense, mirrors the best of what we hope for in a community of inquiry. In support of those who choose to use picture books, they also offer a wealth of valuable information.

This is a feast: Sharp and Freire, the importance of democracy as a reference, a model philosophical dialogue, education for the whole person, a dialogue between Lipman and Socrates, empirical research demonstrating the emergence of critical dialogue in P4C, empirical research demonstrating the change of teacher attitudes toward young people, and a CPI in writing about the pros and cons of using picture books in P4C. Bon Appétit.

Susan Gardner

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