

Editor's Welcome

Welcome to another issue of *AT&PP*. This first issue of Volume 43 consists of four articles and one book review. Each of the articles examines a different aspect of Philosophy for and with Children (P4wC) while the book review explores another innovative way to cultivate ethical reasoning, that of an Ethics Bowl.

The first article by Philip Cam (“Thinking as Method”) explores the important work of John Dewey and how Dewey’s understanding of thinking as a process provides the core pedagogical aims and practices for “intelligent learning.” Cam then shows the influence and overlap of Dewey’s ideas on Matthew Lipman’s notion of a community of inquiry. Demonstrating the deep conceptual connections between Dewey and Lipman, Cam’s article is reminder of the indispensable contribution these two thinkers make to learning.

The second article by Erick Rosas (“From Neutrality to Intentionality”) explores important connections between the movement of liberation philosophy in Latin America and the pedagogy and aims of Philosophy for/with Children. Rosas both summarizes some of the key assumptions of P4wC and engages the most serious criticisms levelled against it. Rosas’s article makes a strong case for the importance of P4wC to unmask the privilege and bias that informs the beliefs of teachers as well as its value to empower young people to see how power and knowledge constrain and restrict their potential.

The third article (“The Impact of P4C on Middle School Student’s Empathy, Perspective-taking and Autonomy”) is the collaborative effort of four authors: Asgari, Whitehead, Schonert-Reichl, and Weber. These authors report their findings from a pilot randomized controlled trial with 6th to 8th graders designed to look at the effectiveness of P4C for cultivating social and emotional competencies (SECs) like empathy and perspective-taking. Noting the limited empirical research done in this area of P4C, the authors provide a nuanced analysis of their findings, observing that although no significant differences were noted in the students’ SECs a number of other interesting trends were revealed.

The final article is by Wendy Turgeon (“Adult Picture Books as Liminal Spaces”) and provides a thoughtful overview of a range of picture books. While discussing the various themes of these books Turgeon raises a number of important questions about what distinguishes children’s books from those for adults, and why the dividing line between them is more porous than many assume. Turgeon’s article identifies a number of distinct themes from each picture book that would serve as ideal topics for philosophical inquiry, and provides some helpful suggestions on how one might lead a philosophical discussion on these various themes.

Mort Morehouse concludes our issue with his review of *The Ethics Bowl Way* (2022) edited by Robert Israeloff and Karen Mizell. Morehouse’s review clearly shows that this anthology is not simply about how to hold an ethics bowl competition, but discusses the many ways that preparing and integrating an ethics bowl into one’s classroom curriculum is to embrace an entire pedagogical framework and philosophy. Moreover, that ethics bowls are something that various communities can embrace and that extend well beyond the traditional classroom.

Pax et Bonum, Jason Howard

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