

## Editor's Welcome

This second issue of *AT&PP* (Vol. 43) includes a range of articles, six in total, responding to a Call for Papers on the Politization of Education. The result is a rich array of perspectives, some centered in Philosophy for Children while others explore the larger political landscape of contemporary education and the challenge of teaching in such ideologically volatile environments. These articles are followed by three book reviews that look at timely contributions to issues of education and culture.

The first article by Erick Padilla Rosas, "U.S. Americanization of Puerto Rico's Public Schools," kicks off the issue by exploring the problematic heritage of American educational policies in Puerto Rico and how this history of colonization might be challenged in the classroom. Pierre-Étienne Vandamme's "Why (and How) Schools Should Engage in Political Education" examines where students' beliefs about politics largely derive from, most notably their family, and how schools should be more involved in preparing students to better deal with the challenges of democracy. Mark Anthony Conlon's "Navigating Controversial Classroom Discussions" provides another important perspective by exploring the legal and state standards that teachers can appeal to in order to justify discussing complex political topics in the classroom.

The fourth article, Kenneth Pike's "A Contractualist Approach to Politized Education," problematizes the idea of political neutrality as a pedagogical strategy for discussing contentious political topics. He suggests contractualism, with its sensitivity to the kind of burdens differing approaches place on students and teachers, as the most defensible way to approach contentious topics in the classroom. Zachary Odermatt and Robert W. Siscoe provide some different examples of how contentious topics could be constructively pursued in the college classroom in their article, "Philosophical Dialogue and the Civic Virtues." Drawing on the practice of intergroup dialogue, these authors walk through their own success in cultivating tolerance, egalitarianism and solidarity within a diverse group of students in one of their philosophy classes focused on race, class and gender.

The last article by Susan Gardner and Wayne Henry, "Teaching 'A Sense of Collective Identity'" anchors the issue by looking at the various sources of our current political polarizations, whether this be climate change or race relations, and explores the deeper roots of these disagreements. Utilizing the idea of creating a culture of inquiry, these authors argue that we urgently need to focus on ways of prioritizing our problems from the perspective of our collective identity as a species (*Homo sapiens*) and emphasize the power of collaborative reasoning as a means to combat our egotism and tribalism.

Three book reviews end this year's 2023 volume. Yarmel provides a thoughtful review of Kizel's (ed.) *Philosophy with Children and Teacher Education*, followed by Miraglia's review of Tibaldeo's *Matthew Lipman and Ann Margaret Sharp*, which gives an informative summary of Tibaldeo's history of the relationship between these two seminal thinkers. Morehouse's review of Henry's *A Philosopher's Guide to Natural Capitalism* highlights why Henry believes we need to rethink the grounds of capitalism.

As always, I hope this issue finds you well.  
*Pax et Bonum,*

*Jason Howard*

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