

## Editor's Welcome

Let me welcome you all to the second issue of Volume 41. The eight articles and two book reviews collected in this latest issue explore a wide array of themes in education, but one over-arching motif that runs through many essays concerns the challenge of multicultural education, especially when it comes to Philosophy for/with Children (P4wC) and the Community of Philosophical Inquiry (CPI). Although the need for philosophy in K-12 education gets many an articulate and passionate defense, the works assembled here also suggest several ways we might re-think aspects of the traditional CPI.

The current issue is the result of a collaborative editorial effort with Natalie M. Fletcher. The first five articles were assembled in an attempt to bring together diverse voices in the Canadian P4wC movement whose combined contributions highlight important angles of philosophical facilitation and philosophy of childhood. Each of these articles represents a particular expertise and research area of the authors, which have led to fruitful collaborations across the country in terms of both theory and practice. Fletcher explores how deliberate imagining may illuminate tacit knowing, notably through philosophical experiences that could help recognize children as epistemic agents in their own right. Aslanimehr considers the sensitive subject of newcomer children's experiences and how philosophy might be a meaningful source of support. Cloutier examines how an explicit focus on metacognition in P4wC facilitation can empower youth's capacities as rational thinkers. Michaud and Gagnon analyse the role of authority within P4wC through the prism of common critiques and empirical findings. And Taylor reflects on the relationship between playfulness and children's philosophical engagement, inspired by P4wC practices in informal learning contexts.

The last three articles pick up on themes surrounding multicultural education and the pedagogical challenge of mistaking "mere conversation" for substantial dialogue. Miraglia's essay, as well as Moodley's, focus their attention on the European educational initiative, PEACE (Philosophical Enquiry Advancing Cosmopolitan Engagement). In many ways complementary pieces, these two essays explore the challenge of ensuring P4wC strengthens the pedagogical aims of living in a cosmopolitan world rather than diminishing them. Kilby's essay breaks from a direct engagement with philosophy in K-12 education and offers a comprehensive analysis of different types of dialogic pedagogy, making it clear that although educating through dialogue in the classroom has great educational gains, the typical ways it is done provide little benefits.

The last two contributions are Book Reviews. The first is Gardner's review of an anthology edited by Stephen K. Miller, *Intentional Disruption: Expanding Access to Philosophy* (2021, Vernon Press) and the other is Morehouse's review of Jana Mohr Lone's *Seen and Not Heard: Why Children's Voices Matter* (2021, Rowman & Littlefield). These books make an impassioned argument for why philosophy is so empowering for youth culture (Miller) and the natural affinity children have for philosophical speculation (Lone).

I hope the essays collected in this current issue will inspire you to reconnect with the vast resources of philosophy and challenge you to reimagine the educational potential of philosophy beyond the traditional college classroom.

*Pax et Bonum*

*Jason Howard*

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