

## Editor's Welcome

This issue of *AT&PP* (Volume 44) includes both a range of academic articles, four in total, that explore the history and relevancy of Philosophy for Children, but also returns to an earlier publishing practice that debuted at the start of *Analytic Teaching* some forty years ago, focused on sharing successful lessons and activities used by teachers of all levels inspired by the methods of P4C.

The first of the four academic articles by Jonathan Wurtz, "From Gym Crow to P4C" problematizes the traditional narrative behind Lipman's establishment of the Philosophy for Children program while he was at Columbia University, demonstrating how the initial justification for P4C serves to delegitimize the protests and political realities taking place at Columbia at the time. The second article by Fournel, Blanc-Lanaute and Cai "Addressing Conflict through Imagination" explores a variety of activities designed to have students think more creatively about conflict and find peaceful means to resolve differences and difficulties. Danel J. Anderson's "Meaning at the Margins" looks at the emphasis placed by schools (specifically in Canada) on meaning-making and helping students live meaningful lives, and shows the many resources that communities of philosophical inquiry can provide in supporting and strengthening this approach. The fourth article, Wall's and Gardner's "The Challenge of Inequity" explores the larger historical context of inequality and provides some timely pedagogical advice on dealing with adversity and inequalities in the classroom and beyond.

We decided to bring back the early publishing practice of *Analytic Teaching* and showcase the wide variety of activities organized by teachers and educators inspired by the Philosophy for Children and Community of Philosophical Inquiry pedagogies. The second set of submissions, Notes from the Field, aims to provide a global snapshot of the educational efforts of teachers and P4C practitioners who, by and large, have no direct institutional affiliation with a college or university.

This first set of submissions includes six different examples of activities implementing P4C pedagogies, all of which come from Turkey. The activities discussed range from advice on facilitating conceptual analysis, to utilizing cinema as philosophical stimulus, diagramming arguments, the role of the natural environment to encourage reflection, the power of art to focus inquiries, and implementing P4C as a radio program. I was put in contact with Irmak Ertuna Howison who reiterated the value of sharing this kind of activity for teachers globally, and who helped spearhead and edit this first set of submissions, all from Turkey. Without her diligence and encouragement this new effort would probably not have taken off. The hope is to show readers the range and global reach of P4C as a teaching practice, which includes useful learning activities that could be implemented within one's teaching, and will focus on different regions of the world in upcoming issues.

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

*Jason Howard*

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Viterbo University, La Crosse, WI 45601  
Established in 1981 as *Analytic Teaching* at Texas Wesleyan College and transferred to Viterbo in 1993. Online Copyright 2005. *Analytic Teaching and Philosophical Praxis* is a peer-reviewed, online, open access journal published annually and sometimes biannually. ISSN 2374-8257