

## Editor's Welcome

This second issue of AT&PP (Vol. 44) includes six articles that deal with complex issues in education and personal development, one reflection (field note) on a classroom workshop focused on peace, and a book review.

The first article by Philp Cam, "Cultivating Open-mindedness," explores the pivotal importance of open-mindedness as a crucial and multilayered ability that Lipman's work on the Community of Inquiry helps to both define and cultivate in the classroom.

The second article, Aaron Yarmel's "Social Roles and Meaningful Lives," looks at the complex yet commonplace challenge of how we negotiate different roles and responsibilities, and how our inability to coherently bring together conflicting responsibilities can undermine our attempts to lead meaningful lives.

The third article by Garner, Newby, Wall, Chen and Belcourt-Lowe, "Is Liberal Tolerance under Threat," explores an array of work that suggests intolerance (activities designed to stop dialogue) is a growing cultural phenomenon in North America and uses their own initial (and local) investigations on intolerance to suggest "dialogue-dampening" strategies may be growing among young people.

The fourth article by Félix García Moriyón and Tom Lardner takes up the complicated and on-going challenge of determining how much philosophical background teachers of P4C need to be effective, and how such knowledge could be acquired, in their article "The Philosophical and Theoretical Background of an Educator Working with P4C."

Our fifth article, "Why and How Diagrams Help in Teaching Syllogistic Skills," by Menno Van Calcar examines different ways that Venn diagrams can be taught and argues that having students use tactile (physical) models of Venn diagrams not only improves their syllogistic reasoning skills but aligns with recent accounts of informal reasoning that sees such reasoning as embodied (spatial and enactive).

The sixth article by A. Simiyu, S. Omutterema, J. Injendi, and P. Mukonvi, "Establish Dewey's Concept of Democracy in TVET in Kenya," looks at the organization of Technical and Vocational Educational Training in Kenya. The authors analyse research on the difficulty of implementing such large-scale educational programs and argue that Dewey's pragmatic approach to education and democracy provides key resources for meeting the many challenges posed in integrating TVET in Kenya.

The seventh article by María del Rosario del Collado, "Activating the Community of Dialogue in a 6<sup>th</sup> Grade Primary School Class in Mexico City," continues our recent focus showcasing learning activities inspired by Philosophy for Children, and describes her efforts to integrate the theme of peace into the classroom.

The book review by Nava Bar anchors our last issue of 2024, focusing on Arie Kizel's book *Enabling Students' Voices and Identities* (2024).

I hope you enjoy the issue, *Pax et Bonum*.

*Jason J. Howard*

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