

Editor's Notes

Volume 36 owes its genesis to the 2015 ICPIC conference held at the University of British Columbia. With the exception of the article by Pournantzi, Zacharos and Shiakalli, all of the articles published here stem from work discussed and presented on at the Vancouver conference. Consequently, a very special thanks goes out to all those who had a hand organizing the ICPIC conference, especially Susan Gardner. I think the articles in this issue give a good sense of the range and caliber of the work presented there.

Thematically, the eight articles fall into three broad categories. The articles by Strong, Love, Wang, Green and Pournantzi et. al., are studies on the effectiveness of Philosophy For Children in different environments, both within and beyond the K-12 classroom. The contributions by Henry and Robinson explore different concepts and hurdles encountered while running communities of inquiry, while Mizell analyzes the conceptual sophistication of children's imaginative play.

Together, the eight articles assembled here speak to both the on-going effectiveness of PFC in a variety of geographical and educational contexts (Greece, Taiwan, South Africa, America, Canada, England) and the impressive range of pedagogical resources that communal inquiry brings to the table –a range that extends well beyond K-12 schooling.

I hope the current volume finds you all doing well and engaged in a project you love...

Pax et Bonum

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