

## From the Editor...

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## From the Editor

My first year as Editor was off to a slow start regarding submissions but the year has ended with a flurry of activity. Thanks to all those who submitted manuscripts to *Paideusis*. Keep them coming! Also, a huge thanks to the managing editor, associate editors and other reviewers who helped review the submissions. The quality of the review process is evident in the articles which were chosen for publication.

As chance would have it, the two articles in this issue complement each other very well. Douglas Stewart's "Schooling as a Journey in Humanization" and Daniel Vokey's "Longing to Connect: Spirituality in Public Schools" both deal with education's need to connect with what it means to be human, including a recognition of something spiritual. Please feel free to respond to these articles by sending a submission under the "reader response" category which was initiated in the last issue.

Dennis Cato's contribution is a response to Barbara Thayer-Bacon's article "Constructive Thinking versus Critical Thinking" published in 13:1. In the spirit of constructive dialogue, please feel free to reply to his response.

As well as articles and reader responses, *Paideusis* also publishes book reviews and critical discussions. If you have a book you would like reviewed or if you would like to review a particular book, please contact the Book Review Editor, John Portelli. (His address can be found in the "Information for Contributors" on the last page.)

Critical discussions should be sent to myself (as well as manuscripts, reader responses and student contributions). The critical discussion in this issue, "Rethinking the Archetypal Conversation: How Seriously? In What Directions? Who Does the Thinking?", is a review essay by Walter Okshevsky of *Beyond Liberal Education: Essays in Honour of Paul H. Hirst*. Although this book was published a number of years ago, we thought it would be a fitting way to introduce a theme issue we would like to publish next year. Paul Hirst's theory of liberal education was seminal to the field of philosophy of education. His contribution to the book is a wonderful example of a dynamic and developing theory. This example of changing perceptions of conceptions and justifications of a liberal education is important if philosophy of education is to have currency in today's world.

The theme we would like to focus on in the spring 2002 issue is "How does Philosophy of Education 'Fit' in Today's World?" Papers submitted for this special

issue should focus on what philosophy of education has to offer (or is no longer able to offer) today's educational systems. Papers can be critical and/or justificatory in nature and may include contributions from historical as well as contemporary philosophers of education and educational theorists. The deadline for papers to be considered for this special issue will be October 15, 2001. If you have any questions concerning this special issue, please contact myself (my address can be found in the "Information for Contributors" on the last page).

I look forward to receiving your submissions for this special issue as well as our regular issues.

Sheryle Bergmann Drewe  
December 15, 2000