

## Editorial

Heesoon Bai, Walter Okshevsky, Sheryle Dixon and Donald Cochrane

Volume 15, Number 1, 2006

URI: <https://id.erudit.org/iderudit/1072689ar>

DOI: <https://doi.org/10.7202/1072689ar>

[See table of contents](#)

Publisher(s)

Canadian Philosophy of Education Society

ISSN

0838-4517 (print)

1916-0348 (digital)

[Explore this journal](#)

Cite this document

Bai, H., Okshevsky, W., Dixon, S. & Cochrane, D. (2006). Editorial. *Paideusis*, 15(1), 1–5. <https://doi.org/10.7202/1072689ar>

© Heesoon Bai, Walter Okshevsky, Sheryle Dixon, Donald Cochrane, 2006



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

**Érudit**

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

## *Editorial*

HEESOOON BAI

Editor

As I finally sit down to write this editorial, I am besieged by memories of many, in fact too many, of my life stories that seem to repeat a pattern of getting into ventures that I never dreamed about pursuing nor was prepared to pursue. In fact, in hindsight, I would say that, had I known, had I rationally calculated all the work, risk, and stress involved to float the prospective business, I would have never gotten into it in the first place! I would have said: "I am not ready for this; I have not been properly apprenticed and groomed; I don't have the personal resources." Reasons and calculations abound. Yet, time and time again, circumstances, opportunities, and people in my life, conspire to transport me into a quantum field of possibilities, and in a daze of inspiration, I would leap forth and disappear into the field. Swoosh! In this vein, I have assumed the editorship of *Paideusis*, a journal on the verge of reincarnation as an online scholarly journal. I knew nothing about online journals and even less about the business of running a journal and being an editor (do I hear scandalized gasps from my readers and colleagues?). All I knew was that the quantum field was constellating around me, and I felt the tug on my "conscience" to respond to the exigency, leap in, and act. In fact, at the 2005 Canadian Philosophy of Education Society's General Meeting (at an ungodly morning hour), where the discussion about the dire situation of moribund *Paideusis* once again arose, the "tug" was literal: Johanne, with a Master's degree in Publishing, and Thomas, a polymath in just about everything and a passionate advocate of Philosophy in Education, sat on each side of me, and both elbowed me deeply, and urging me to take action. "Do it! We will help you," they whispered. Help they did! Setting up the online *Paideusis* would not have happened without their ongoing, dedicated, and expert help and support, not to mention a lot of time-consuming labour.

I cannot say that the rest is history. That is too easy. The time and effort needed to construct the journal's web system (based on Open Journal System's template) and figure out how to materialize and operate an online journal has been simply immense, and without the generous support we received from many different sources, we would have not been able to successfully undertake the job. Financial support came from my Faculty at SFU, thanks to the Dean Paul Shaker and the Executive Committee; from the Dean John Wiens in the Education Faculty at University of Manitoba, Thomas Falkenberg's new academic home; from SFU Library (in particular, Brian Owen, Mark Jordan, and Kevin Stranack), which provides the host server for our online *Paideusis*; and to the Canadian Association of Foundations of Education (CAFE) at CSSE. Collegial support poured in as I reached out for qualified volunteers to be on the Reviewers Board. I have reasons to believe that, more than anything, it is the quality of peer-reviews that determines the scholarly quality of academic journals. In evidence is the extremely high quality of reviews that our current authors (who submitted manuscripts for consideration for the fall issue this year) are receiving from the reviewers. I am so impressed with these substantial and really helpful reviews (and given with so much graciousness). With such reviews, academic journal publication becomes an extension, at the highest level, of the best graduate teaching and learning. I just cannot contain my enthusiasm for our "Pai" reviewers! Thank you, truly!

Speaking of the high quality of scholarly journals, I cannot leave out of acknowledgment our "Technical Support" team (Johanne Provençal, Don Nelson, Peter Kovacs, and Charles Scott) and

their meticulous and brilliant work of copy-editing, language support for international submissions, and all kinds of other behind-the-scene jobs they do. Their help has been absolutely invaluable.

Perhaps the readers may wonder at this point whether what they are reading is at all like a scholarly journal editorial! Please indulge me just a bit longer to go through a proper acknowledgment (this may be my Confucian cultural background): I will soon get to the editorial proper to this issue. I must applaud another round of hearty thank-you's to the Canadian Philosophy of Education Society's Executive Committee Members (Walter Okshevsky, Don Kerr and Douglas Steward) and Don Cochrane (Associate Editor, along with Don Kerr, Associate Editor, and John Portelli, Book Review Editor) who were always ready, at a moment's notice, rain or shine, to render any help, from moral support to subtle politics, not to mention a lot of information digging from the Society's archival storage. Their faith and trust in me to do the job gave me strength to persist through many moments of self-doubt. As well, I must thank Avraham Cohen, my partner, who makes sure my nerves do not flame and fray and my muscles atrophy from sitting endless hours at the computer. He regularly and rightly reminds me that sanity and wellness is a highest social good. I also thank local artistic and technical talents, Lou Crockett and Marc Romanycia, who continue to be my consultants for computer graphics and web work.

Now a few words about this very special inaugural issue: The first four articles you will read are ones that were accepted for a Special Issue's publication in 2002. The theme of this Special Issue, formulated by Sheryle Dixon, was: "How does philosophy of education 'fit' in today's world?" (She was the *Paidensis* editor at that time. You will read her letter below.) Does philosophy have a special role to play or contribution to make in education? In recent decades, philosophers as well as philosophers of education have asked this self-reflective question in response to such postmodern perceptions as the demise or end of philosophy (where philosophy was understood as an exemplary discipline of generating and amassing grand narratives). Apparently, in many departments and faculties of education long ago, philosophy dominated the scene, but this has no longer been the case in recent decades. Philosophy of education programs and courses, along with other so-called foundations programs and courses, went into the dustbins of history. Personally, I believe this perception, although literally correct, harbours a certain deception. For instance, in my ten years of teaching at Simon Fraser University, although I have witnessed the disappearance or dormancy of philosophy programs, I also know, from first-hand experience, just how enthusiastic education folks are about philosophy. They may not "do" Analytic Philosophy, but they surely appreciate philosophy as practice of inquiry and dialogue; as investigation, both through the history of ideas and conceptual analysis, of why and how we think certain ways and not other ways; and as imaginative exercise of thinking "outside the box." They see how philosophy is full of resources and tools, and they eagerly reach for them, if presented to them with humility and humour. At any rate, here are, then, four articles (alphabetically ordered), buried and nearly forgotten in the shuffle and turmoil surrounding the journal, finally coming to see the light of day. I am very grateful to these authors for their most kind and gracious manner by which they accepted my offer to publish them online. Before approaching them, I secretly feared facing enraged authors for the neglect and irresponsibility on the part of *Paidensis* (even if no one is to be personally responsible). I was ready to surrender to any amount of shouts, but, instead, they were so kind and sweet. Of course, I would like to attribute this civil and humane character development directly to their philosophy training!

Outside those five "Special Issue" essays, we are able to publish three more essays in this issue. Two of them, I believe, are almost as old as the Special Issue pieces. (I could be wrong.) In total, then, the readers are presented with seven provocative essays and three stimulating book reviews. I invite all of you, readers and contributors alike, to submit your impressions, responses, thoughts, and dreams, concerning all the pieces you read in this issue, or anything to do with philosophy and education, to the "Dialogue" section in our journal web. Please note that we did not name this section as "Debate," "Argument," or "Fight." These words connote that we defend and fight for our own beliefs and values in opposition to others'. There is a popular impression out there that philosophers like to argue and

fight, and that their specialized training is in some kind of mental-verbal kickboxing. Of course, some professional philosophers themselves perpetuate this impression. My own taste (and cultivation) in the matter goes for collaborative playfulness with ideas in the service of shifting our perceptions to bring about better attunement to the world. (“Enough pontification and lecturing! This is an editorial!” All right.) What I was coming around to say is that I would like to see the launch of each issue of *Paidensis* becoming a community event for lovers of wisdom not only in Canada but in other parts of the world for sharing mind-expanding and heart-deepening accounts of our lives. Our Dialogue Section is specifically dedicated to this purpose.

Speaking of our journal’s reach to other parts of the world, in this round of reincarnation as an online journal, *Paidensis* is committed to broadening its scope of philosophizing by inviting voices and views that have been peripheral to the hitherto dominant Anglo-American and European traditions. Saying this, however, should in no way be construed as marginalization and exclusion of the said tradition. Emphatically, not at all. Difference, inclusion, integration, and deep democracy are what our journal is about. (Please click “About” and then “Focus and Scope” to read our mission statement.)

The next, fall issue is already well into preparation. With all the submissions that came in, our reviewers have been kept very busy. We encourage local as well as international submissions. So, dear Reader, please spread the news about our newly incarnated online *Paidensis*. This being the inaugural issue for online *Paidensis*, we are marking the momentous event with special words from the President of the Canadian Philosophy of Education Society, the past Editor of *Paidensis*, whose Special Issue collection of essays appears here, and the “past-past” Managing Editor, whose historical account of the beginning of *Paidensis* is, simply, hilarious and inspiring. Enjoy!

Cordially,  
Heesoon

\*\*\*\*\*

WALTER OKSHEVSKY  
President, Canadian Philosophy of Education Society

For almost twenty years, *Paidensis* has served as the journal of the Canadian Philosophy of Education Society and as Canada’s only scholarly journal devoted to the promotion of philosophy in education. Our journal has deservedly attained national and international recognition as a high-quality peer-reviewed academic and professional publication offering some of the finest philosophical analyses, reflections, and recommendations on educational practice and policy in the English-speaking world. Dominated by no particular school or tradition, unconstricted in its range of issues and debates addressed, *Paidensis* has consistently provided an open forum for the analysis of contemporary educational matters, the historical examination of major philosophers and traditions relevant to present-day concerns, and more strictly philosophical analyses of the foundational principles, norms and concepts constitutive of the nature and purposes of education in a pluralist democracy.

Our journal’s promotion of the discipline, together with its success in providing a voice for its practitioners and stakeholders, owes a very large debt of gratitude to all its past contributors and to all the past reviewers who have laboured on behalf of *Paidensis* and its ideals. A very distinct kind of gratitude is also owed to the past Editors and Managing Editors of the journal.

Their contributions, while perhaps not as readily visible as those of our authors, are equally as

important and deserving of commendation. What *Paidensis* is today is very much the result of the selfless efforts of its past Editors - Paul O'Leary, Bill Hare, John Portelli and Sheryle Drewe Dixon - and its Managing Editors, Don Cochrane (11 years of service!) and Michelle Forrest. Their administrative and academic work for *Paidensis* and the Society provides us today with the resources and foundations upon which the present and the future of our journal rest.

I have no doubt that our new Editor, Heesoon Bai, the Associate Editors, Don Cochrane and Don Kerr, and the Managing Editor, Thomas Falkenberg supported by an impressive international cast of reviewers, will be able to maintain the ideals of *Paidensis* as it moves bravely into the online, cyberspatial world. This inaugural electronic volume of *Paidensis* marks a new era for our journal and the Society. Any qualms regarding this move should be laid to rest. All remain committed to ensuring that *Paidensis* continues to provide academics, practitioners and policy-makers in Canada and abroad with the quality of scholarship all have come to expect from it, and all look forward to the increased readership that an online journal permits. Please join me in a toast to philosophy in education in Canada and to the journal that helps make it happen!

\*\*\*\*\*

SHERYLE DIXON  
Past Editor

April 2006 marks the beginning of a new era for *Paidensis* as it becomes an electronic journal. It also marks the third birthday of my twin boys. These two events have a number of parallels. I felt I had to give up the editorship of *Paidensis* as the birth of my boys approached since I knew I wouldn't be able to do justice to the journal while caring for the new arrivals and their older sister, who happens to have autism. Anyone who has had multiples knows that the first year is a total blur. Unfortunately, a similar "blur" occurred with *Paidensis* as it lay dormant for some time. The authors of this inaugural issue of the electronic *Paidensis* have been incredibly patient as their articles waited to be published, first as a print issue, and then, as circumstances dictated, electronically. These authors have not only been incredibly patient but also very understanding as *Paidensis* switched formats mid-issue. Kudos to these authors, whose worthy articles will finally be in the public arena. Also, the new editor, Heesoon Bai, deserves a huge round of applause for resurrecting *Paidensis* in its new form. Editing a journal can be a lot of work, but similar to experiencing the beginnings of life with twins, the rewards of seeing hard work come to fruition are worth it. So, enjoy this special inaugural issue of an electronic *Paidensis* and we look forward to many more issues in the future.

\*\*\*\*\*

DON COCHRANE  
 Managing Editor, 1987-1999

### In the beginning....

At the 1986 CSSE conference hosted by the Université de Montréal, a number of us engaged in philosophy of education complained that we were limited to reading “foreign” journals and publishing “abroad” because we did not have an academic journal of our own. Did we lack the confidence to produce one ourselves? Some of us thought we had come of age and resolved put the matter right and soon.

The next year at our annual CPES at McMaster University, I produced a plan for a Canadian journal of philosophy of education. It would be produced by a team of two—an editor and a managing editor and would appear twice a year. The journal would be financed from members’ dues and whatever library subscriptions we could scrounge. Murray Elliott would write—very successfully as it turned out—to deans of education across Canada appealing for their support to launch this new journal. Some of our readers today may not be old enough to remember when deans actually had discretionary funds.

Bill Hare worried that the costs of the journal would eventually eat – a very bad pun – into our CPES funds and eliminate our free conference breakfast (our only other major society expense). It was agreed that the journal would not cost more than three dollars an issue per person. For twelve years, the journal stayed within budget and early morning breakfasts continued unabated.

The most contentious issue was what to call our offspring. I proposed *First Intuitions, Second Thoughts*, for which the acronym would be *F.I.S.T.* I had in mind a rather radical publication, a little in-your-face, and featuring set pieces and much short commentary – sort of blogging before there was the technology to blog. Some worried about fist in the verb form and so more conservative minds prevailed. Paul O’Leary proposed the journal be called *Paideusis*. I suspect only he knew what it meant. No one else knew how to pronounce it (certainly not library subscription agents from Alabama who would phone from time to time to ask after the whereabouts of a particular issue). For these reasons among others, Paul was appointed our first editor.

Our first issue appeared in the fall of 1987! Have academics ever moved faster? It consisted of Robin Barrow’s “Conceptual Finesse,” Deanne Bogdan’s “A Taxonomy of Responses and Respondents to Literature,” Jerrold Coombs’ “Respect for the Law: An Educational Objective?” and Cornel Hamm’s review of Bill Hare’s *In Defence of Open-Mindedness*. (For a complete index of past issues, see <http://www.csse.ca/CAFE/CPES/english/paideusis/backissues.htm>.)

The issue filled exactly 52 pages, a Procrustean bed imposed on us by Canada Post. That number of pages, the cover, and an envelope was the most we could send and still stay within the lowest postage rate. One more sheet – four more pages – and members would miss their CPES conference breakfasts.

I had the pleasure of serving as the managing editor for three wonderful editors: Paul O’Leary, Bill Hare, and John Portelli. We worked hard together for twelve years and, as I look back on those twenty-four issues, I think we can be proud of the start we made.

Now with an online version, the readership will be greatly expanded and, perhaps, some of those early ideas about first intuitions and second thoughts can be realized.