

Editor's notes

Welcome to Volume 32 of *Analytic Teaching and Philosophical Praxis*. Two of the goals of the journal continue to be the exploration of underlying philosophical themes in higher education, as well as the analysis of central issues in Philosophy for Children. Both of these themes are explored in the current Volume, with Issue One dedicated to some of the conceptual difficulties involved with teaching international topics in higher education, while Issue Two looks at some long-standing challenges in the implementation of Philosophy for Children.

The articles published in Issue One discuss a variety of different themes largely related to the challenge of teaching a culturally homogenous student body about international topics, of which these students (and perhaps even faculty) will have little firsthand knowledge or experience. The articles by Sheryl Ross, Bert Kreitlow and Maribel Bird take on this problem directly, while others (Diana Sorensen, Michael Paton, María Navarro, Jesús Jambrina, and Andrew Hamilton) explore in different ways the larger implications of globalization, political change, and in some cases even technological innovation, on Western views of education and history.

Issue Two opens up with a joint article by Eva Marsal and Takara Dobashi that contrasts different conceptions of death in Japanese and German children, giving a nice illustration of an article in Philosophy for Children that is 'international' in both authorship and theme. The remaining articles (those of Wendy C. Turgeon, Susan Gardner and María del Rosario del Collado) explore topics directly germane to Philosophy for Children and the difficulty of effectively implementing philosophy at the elementary and high school level.

Given the international theme of this year's Volume, it is fitting that so many of our contributors come from across the globe: Mexico, Spain, Australia, Canada, Germany, and Japan. Taken together, this double issue explores a number of crucial problems at the intersection of education and globalization that are not only compelling in their practical implications, but also mobilize deep philosophical assumptions about the nature of education.

Happy reading.

CHIEF EDITOR

Jason J. Howard

CONTRIBUTING EDITORS

Patrick Costello

Glyndŵr University, Wales

David Kennedy

Montclair State University

Judy Kyle

Educational Consultant

Montreal, Canada

Richard Kyte

D.B. Reinhart Institute for Ethics in

Leadership, Viterbo University

Richard Morehouse, Emeritus

Viterbo University

Felix García Moriyón

Center for Philosophy for Children

Madrid, Spain

Joe Oyler

IAPC, Montclair State University

Michel Sasseville

Laval University, Quebec

David Smith

University of Lethbridge, Canada

Susan Wilks

University of Melbourne, Australia

Michael Wodzak

Viterbo University

LAYOUT DESIGN ASSISTANTS

Genevieve Donohue and Kabau Vue

PUBLISHER

Viterbo University

La Crosse, Wisconsin 54601

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