

Introducing the Inaugural Issue of Philosophical Inquiry in Education (PIE)

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Introducing PIE

Philosophical Inquiry in Education is a new open-access journal in the philosophy of education. As incoming editors, our aim is to establish PIE as a preferred destination for the best new work in all areas of the field, written by authors working within diverse philosophical traditions. Although we are launching the journal under a new name, it has a respectable history under its former name, *Paideusis*. Importantly, PIE will maintain the subtitle, “The Journal of the Canadian Philosophy of Education Society.” As such, PIE preserves a close and visible association with CPES.

Why did we wish to relaunch an established journal, despite the familiarity and respect developed under the former title? Although the name “*Paideusis*” has acquired some credibility among philosophers of education over the years, particularly in Canada, it does not work especially well in the internet era. The expected authorship and readership for CPES’s journal is global, and our new title serves to clearly locate the journal within the field of philosophy of education while distinguishing it from other journals in the field.

The name change also reflects our broader aim to make PIE the premier international open-access alternative in philosophy of education. The field needs a top-quality international open-access journal that allows scholars to make their work available free of charge to everyone, and our journal is currently well-positioned to fill this niche. It has a long tradition of open-access, institutional backing from CPES and over three decades of experience publishing scholarly works in educational philosophy.

Introducing the Inaugural Issue

We are especially proud to introduce PIE through this inaugural issue, which features invited, peer-reviewed essays by several well-known philosophers of education. The issue opens with a trail-blazing analysis, by Meira Levinson and Ilana Finefter-Rosenbluh, of a topic that has received surprisingly light attention from philosophers of education: the ethics of grade inflation. Approaching the phenomenon of grade inflation as an “embedded social practice,” the authors suggest that grade inflation requires not a single line of ethical

analysis, but rather several lines of analysis corresponding to different sets of ethical problems and concerns that arise at the individual, institutional and societal levels respectively.

Sigal Ben-Porath and Gideon Dishon follow with an essay that expands philosophical debates about the educational implications of research in social psychology. Through a clear and elegant analysis of the ongoing dispute between “situationists” and “dispositionists,” the authors shift the focus of the educational side of this debate from the domain of moral education to that of civic virtue and citizenship education.

Claudia Ruitenberg’s essay examines a quite different sense in which the situational effects of education can be beneficially examined—namely through the analysis of performative linguistic acts. Framing her analysis with reflection on Muslim anger in response to Western incomprehension of the Charlie Hebdo attacks, Ruitenberg’s concern is with developing an understanding of how linguistic actors, in particular students and teachers, use language in ways that constitute attributions of rationality and reasonableness, especially within discursive contexts that create, reinforce and challenge social norms about what counts as reasonable or unreasonable, rational or irrational behavior.

Sharon Todd’s essay challenges the sacred cow of education for multiculturalism (or interculturalism as it is more commonly referred to in Europe). She suggests that when multicultural education relies too heavily on portraying and promoting the positive sides of human interaction—dialogue, striving for the common good, mutual recognition, etc.—it risks depriving young people of the uncomfortable but potentially transformative lessons that can be learned when one reflects on the violence that has marked intercommunity relations, past and present.

Trevor Norris’s essay, originally delivered as the CPES Early Career Invited Lecture in 2014, offers a look at the development of the new high school philosophy curriculum in Ontario. After reviewing some of the other philosophy education efforts around the world, Norris examines a few of the curricular debates that led up to the implementation of this curriculum in Ontario. Perhaps the most interesting element of the essay, however, is the *aperçu* that Norris gives us of the results of his SSHRC-funded research project on the Ontario philosophy curriculum. These early results point towards a curriculum that is both successfully engaging students and challenging their preconceptions of philosophy.

These five articles are followed by a short (and entertaining) commentary article by D. C. Phillips on the nature of quality in education, as well as by a number of outstanding book reviews, curated with the help of our new book review editor, Lauren Bialystok.

In sum, there’s a great deal of excellent work in philosophy of education for readers to enjoy in the inaugural issue of PIE. Collectively, these texts provide a good initial example of the diversity and high quality of work in philosophy of education that we aim to feature in the journal for years to come. We look forward to providing this work with exposure to the wide audience it deserves, and we invite all of our readers to send their contributions to us for consideration.