



editors' welcome

Childhood and philosophy is a journal which has been waiting to be born at least since Socrates sat down in the unique (at least for us) shelter of the 5th century bc polis and founded a discipline. The journal's conception lies much, much later, in the fateful historical meeting between childhood education and philosophy. This meeting, in turn, had to wait for Rousseau's mantic pronouncements of the *Emile*, sent like a letter in a bottle to the approaching revolution, and for the slow development, over the course of the 19th and 20th centuries, of a kind of adult actually capable of listening to children, much less of hearing them. This, in turn, required the romantic deconstruction of that very enlightened (male) adult whom, we must admit, made revolution possible.

We can avoid the politically dangerous speculation as to which of this pair—philosophy or childhood education—was the father and which the mother by invoking anti-oedipus and the ontology of difference, in which the possibilities for paternal and maternal work multiply. Certainly education conceived as a vehicle of dissemination of the modern devices for the constitution of subjectivity excavated for us by Foucault cannot claim paternity rights. The form of education spawned by disciplinary power has long been an enemy of childhood *and* philosophy. On the other hand, “professional” or “real” philosophers typically scoff at the suggestion that children are capable of philosophizing, much less doing anything else remotely “serious.”

We believe that a concern with children doing philosophy is inseparable from a preoccupation with childhood itself. This gets its basis from the observation that many adults—and especially both adults who teach children in schools and professional philosophers—seem in most cases either to overlook or to flatly deny children's capacity to think philosophically. This is profoundly complicated by the fact that to think children doing philosophy is to redefine philosophy itself. Therefore it is not enough to say the obvious—that children cannot do philosophy as we do. To think children doing philosophy asks for a redefinition of childhood itself.

It is both of these redefinitions, caught in chiasmic relation, which this journal seeks to explore. And this exploration is at least one fundamental dimension of the group of philosophers and educators who make up the international council for philosophical inquiry with children. ICPIC already has a long history, which is a click away, at www.icpic.org. *Childhood and philosophy* is designed to be one of its many voices, and to act in concert with the news and information you will find on its website. In keeping with the lively polyvocal character of the organization, we have decided to post/publish papers in at least six languages. We recognize that this is not a particularly efficient way to deliver the journal—translating everything into english would probably, on the average, gather more readers per article—but this practice signifies our commitment, not only to the integrity of each piece of work in its mother tongue, but to our hopes for an increasing multilingualism in general, which is a metaphor (or in fact an index) of an increase in that polyperspectivalism which we consider to be the hope of rethinking childhood and philosophy. We hope that you will feel encouraged to submit articles, whether in English or your mother tongue, including compilations from philosophers and/or educators, transcripts, curriculum samples, book reviews, reports on current projects, poetry and art. Welcome to *childhood and philosophy*!

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