



Editorial

by **Christopher R. Stones**
Editor-in-Chief

Special Edition on Early Childhood Education and Phenomenology
Guest Editor: **Will Parnell**

The Special Edition on *Early Childhood Education and Phenomenology* has a somewhat different origin from most Special Editions in the journal in that it arose neither from the journal's aim to release a special edition dealing with facets of early childhood education and neither did it arise through any request from a member of the academic community. Instead, this special edition emerged from the intense passion of the Guest Editor, Will Parnell, to bring together an integrated set of high-quality papers, each having a phenomenological approach to early childhood education.

After Professor Parnell had submitted his own paper for consideration by the *IPJP*, a series of e-mail 'conversations' ensued, and it soon became apparent that Professor Parnell, a relatively young academic working in the well-established terrain of pedagogy, was driven by his passion to better understand creativity in children and the utmost importance of the early education experience in facilitating an enduring capacity for creative expression throughout one's life.

Given that the *IPJP* had not yet have ventured into early childhood education (although we have had

some excellent papers released in the broad field of education and pedagogy), it was suggested, almost in passing but nonetheless as a serious consideration, that he might wish to consider encouraging several of his colleagues to write papers on early childhood education but with a phenomenological slant.

Without the slightest hesitation Professor Parnell seized upon this opportunity, and from that point on worked tirelessly to bring together this diverse collection of articles exploring a range of early childhood education facets with a phenomenological lens.

I encourage all our readers - not just those particularly interested in childhood education matters - to take seriously the themes, feelings and emotions, as well as insights, that may be evoked while reading this collection of unique and very special papers. It is, after all, in our childhood that the seeds of our future are planted – to be nurtured or thwarted.

Referencing Format

Stones, C. R. (2012). Editorial. *Indo-Pacific Journal of Phenomenology*, 12 (Special Edition, May: *Early Childhood Education and Phenomenology*), 2 pp. doi: 10.2989/IPJP.2012.12.1.1.1109

About the Author



Professor Christopher Stones, previously of Rhodes University in Grahamstown, South Africa and currently Professor of Psychology in the Faculty of Humanities at the University of Johannesburg, has enjoyed a lengthy academic and research career, in the course of which he has taught in the areas of physiological, clinical, forensic, social and research psychology. He is Vice-President of the South African Association for Psychotherapy and past Chairman of the South African Society for Clinical Psychology. Editor-in-Chief of the *Indo-Pacific Journal of Phenomenology* since 2003, he is also on the editorial panels of two other online journals. Using both natural scientific quantitative methodologies and phenomenological approaches, Professor Stones's research interests are in the areas of identity, attitudes and attitude change, phenomenological praxis and methodologies, abnormal psychology and psychotherapy, spirituality and religious experience, in all of which areas he has published extensively. An Associate Fellow of the British Psychological Society, with which he is registered as a Chartered Psychologist, Professor Stones is licensed with the South African Professional Board as both a research and a clinical psychologist, and conducts a part-time clinical practice with particular focus on adolescents, young adults and families, as well as offering long-term psychotherapy. In addition, he is regularly called on to serve as an "expert witness" in medico-legal (civil and criminal) court proceedings, and to contribute as a consultant in the field of forensic investigation.

E-mail address: editor@ipjp.org
