

Editorial

All academic researchers, including those who end up being influential philosophers, have first been students. Some began finding their own voice and developing their positions as early as their student years. Others used years of reflection to make their most important contribution. But all have interacted with their mentors in an environment of exchange, learning, and exploration. Then, they moved on to establish themselves as participants to the rich and ongoing conversation that academic research is, having students of their own and continuing their investigations with them. Being a student, in other words, is an integral part of academic life and, fundamentally, no one ceases to be a student in the grand scheme of things.

During my undergraduate years in the 1990s in Turkey, I had the great fortune to be trained in an environment that had direct ties to the logical empiricist movement. This was no coincidence as, in the 1930s and 1940s, the then relatively young Republic of Turkey, had opened its doors to logical positivists who had to flee Nazi Germany. These scholars then moved on to the United States to seek greater opportunities in American Universities to pursue their research. The period was intellectually enriching and had an influence to the teaching environment when I enrolled as a student. As is well known, logical empiricism has had an extraordinary and much larger influence in the progression of the discipline of philosophy as it is practiced now, particularly in North America. My awareness of being in an exciting and open-minded context of learning, with such a strong heritage, has never stopped giving me a sense of excitement and motivation. When I moved to Canada, my adopted country, the intellectual transition was seamless, as I felt part of the same conversation. I met great professors, who continued to instill in me the urge to seek sound judgment, even if this means revising one's thoughts if needed.

The sense of excitement that I experienced from working under inspiring mentors is, to a large extent, similar to the sense of excitement I now feel working with some talented undergraduate

students, such as the ones who run Philosophia, York University's Undergraduate Philosophy Association. What the members of Philosophia are doing by collectively bringing their efforts together to publish this Journal, along with the other activities of the society, is to produce a body of work that contributes, though in small steps, to the larger conversation of philosophical research. They have maximized their interaction with their professors and with one another to produce work of their own. In doing so, they have also shown that being a student is indeed an integral part of university research and the academic profession.

It is extremely gratifying to be part of an environment of exchange and inquiry where students – not only the members of Philosophia but also contributing authors to the journal – show so much initiative and take an active part in knowledge production. The body of work that now appears in print, after months of preparation, should be of interest to everyone who has similar goals, at all levels in the research community.

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York University, 2010