



PESGB Newsletter

2022-2024

Reports | Memories | Creative Writing

Welcome to the Philosophy of Education Society of Great Britain's newsletter

The Society was formed in 1964 to promote the study, teaching and application of the philosophy of education. The Society holds an annual three-day national residential conference, other regional conferences and local branch meetings. The Society's primary publication is the internationally renowned Journal of Philosophy of Education (JOPE). Administrative enquiries concerning the Society and its activities should be addressed to Stephne Graham at pesqb@sasevents.co.uk

Contact Stephne at this address if you have a notice you wish to circulate to the membership.

Readers might like to pass this Newsletter to education students and professionals, or direct them to the Society's website at www.philosophy-of-education.org

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Editorial

This is likely to be the last newsletter that I edit for PESGB for at least a little while. I have not had an illustrious career as its editor, producing only two newsletters in my four years in the post. For this, I must apologise. It's been quite a busy four years. I started in March 2020, in the midst of the pandemic, finished my PhD, then finally published my first newsletter shortly after the first in person conference following the pandemic. I have fewer excuses for the delay to this newsletter, but my young son is partially to blame, as are the general pressures of early career life.



This newsletter does not look quite as good as it has in previous years. I chose to format it myself whilst sitting under a sleeping baby who does not like to be put down. The front cover, whilst looking passable at first glance, is on closer inspection AI created nonsense. Apologies to all of the real artists out there who I bypassed as a result of the ease of AI..

As newsletter editor, I see a fair amount of what goes on behind the scenes of this thriving society. All of this work is done voluntarily, and none of it is quick or easy. Those who run the society, edit its publications, organise events, attend them and promote them, are essential to maintaining a much valued and loved community of scholars. I look forward to seeing many of you at this year's annual conference, and would like to thank everyone who submitted something to this newsletter while juggling life and work.



From the Chair

Michael Hand



I confess I had not expected to be writing a message from the Chair for the 2024 edition of the PESGB Newsletter. As members will be aware, 2022-23 was something of an *annus horribilis* for the Society, one consequence of which was the resignation of four highly-valued members of the Executive Committee, including the Chair-Elect. That left the Executive with little option but to extend my term of office into a fourth year. Happily, we were able to fill the vacancies at a

Special General Meeting in November and, at the March AGM, I will be succeeded in the Chair by Bob Davis. Bob is well known to all of us for his decade of outstanding service as Editor of the Journal and will, I am confident, lead the Society with distinction and verve.

Another consequence of last year's difficulties was the discovery that our constitution, as it stands, is not quite fit for purpose. We are, at present, an unincorporated charitable association, which means that the trustees are personally liable should the Society go into debt. To rectify this, it will be necessary to reconstitute the Society as a Charitable Incorporated Organisation (CIO). Moreover, there is an unfortunate ambiguity about who exactly the trustees are. The constitution says that the Chair, Secretary and Treasurer 'shall be considered trustees of the Society'. But it also says that management of the Society's business 'shall be in the hands of an Executive Committee', and charity trustees are defined in law as those responsible for managing a charity – so it may be that all 26 members of the current Executive technically qualify as trustees. We therefore need to revise our committee structure and create a clearly defined Board of Trustees, in line with best practice in charity governance. For these reasons we are asking the membership to vote on some significant constitutional reforms at the forthcoming AGM. If the reforms are approved, it will put us on a firmer legal footing and better equip us to meet the challenges that arise from time to time in the life of a learned society.

We will once again gather in New College, Oxford for the 2024 Annual Conference. I am particularly looking forward to this year's plenary sessions. Quassim Cassam is a major figure in contemporary philosophy and his recent work on intellectual vices and conspiracy theories has been widely discussed in our field. I've been engaged for some time in a project on the Prevent duty and the task of building resilience to radicalisation, but it was only after Quassim's book on extremism brilliantly illuminated the conceptual terrain that I began to make some headway. Peter Roberts is a distinguished and prolific philosopher of education, the author or co-author of no fewer than nine monographs, on topics ranging from neoliberalism and despair to art and utopia. Peter is a Fellow and former President of the Philosophy of Education Society of Australasia (PESA), whose annual conference in Sydney I had the pleasure of attending in 2022 and with which I hope we can find ways to collaborate more closely and frequently. And I'm pleased to see a revival of the idea that one of our plenaries each year should break free of the traditional lecture format and should have an explicit focus on policy or practice. The dialogical presentation by Grace Lockrobin and Emma Swinn, the dynamic duo now serving as Co-Directors of SAPERE, promises to do both. SAPERE – the Society for the Advancement of



From the Chair

Philosophical Enquiry and Reflection in Education – is another organisation whose mission and membership overlap with our own. We were a proud sponsor of their 2023 Annual Conference in Bristol and I'm keen for us forge stronger ties with them in the coming years. Thanks are due to Laura D'Olimpio, Ruth Wareham and other members of the Conference Committee for putting together such an exciting programme.

The transition from Wiley to Oxford University Press as the publisher of our Journal has been remarkably smooth, thanks in no small measure to the dedication and industry of David Bakhurst, Paul Standish and Emma Williams, and the team of Assistant Editors who support them. The six issues that make up volume 57 were the first to be published by OUP and ran to a mammoth 1200 pages in all. The first – and heftiest – of these issues was *A Celebration of the Writing and Professional Work of Paul H. Hirst*, guest edited by Patricia White and David Bridges. The 21 papers in this issue offer fresh takes on Paul's groundbreaking body of work and constitute a fine tribute to our late co-founder and long-serving President.

Finally, a special thank you to Jane Gatley, who has heroically compiled this edition of the Newsletter during her maternity leave and who will shortly step down as Newsletter Editor after four years in the role. Jane: we accept that, for the moment, Leonid needs you more than we do, but we consider that a temporary state of affairs and eagerly await your return to active duty.



Secretary's notices

Christopher Winch



PESGB Officers and Executive Committee

The Society's affairs are managed by an Executive Committee of President, Chair, Vice-Chair, Secretary, Treasurer, Conference Programme Chair, Conference Organiser, Editor of the Journal of Philosophy of Education, six elected members and up to six co-opted members. The current office holders are:

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Small Grants Scheme

Grants are made, up to a maximum of £750.00, to members of the Society of more than one year's standing, and it is incumbent on members to check that their subscription fees are up-to-date. Members may make application up to six months prior to a chosen event or activity and these are dealt with in a timely manner by a member of the Finance and General Purposes Committee of the Society. Members are invited to apply for funds once every 24 months.

Grants are made for a number of purposes to promote the aims of the Society, but usually to enable academic work that is not supported, or not fully supported, by other sources of funding. It is also a condition of the Grant that the recipient formally recognise the support of the Society in an appropriate way.

Applications are usually made for the following types of activities:

1. Applications to fund, or part fund, attendance at a conference in order to deliver a paper in the field of philosophy of education. Grants are awarded where employing institutions are unwilling to cover the cost of the conference.
2. Applications to support for research leading to research outputs. The Society would not normally fund employment costs, but other costs of travel, access, administrative support, etc.
3. Applications to support collaborations between philosophers of education, nationally and internationally. Such collaborations should be supported by a clear rationale and distinct focus and expected outcomes.
4. Applications to support collaborations between philosophers of education and other educationalists, philosophers, or policy makers.

In addition, the Society does welcome applications relating to activities in line with its constitutional aims to support the development of Philosophy of Education. Carrie Winstanley is responsible for small grant funding.

Small Grant Funding to attend BERA

Sharon Smith

This year I had the opportunity to present at BERA's Annual Conference in Birmingham, but unfortunately no access to funding. Having been a PESGB student member since 2014, but never having accessed any grant funding, I decided to see if I could apply for PESGB small grant funding to attend. The process was quick and easy, and I was quickly able to confirm my attendance at the conference, and book both accommodation and travel. I would like to thank both Carrie and Steph at SAS for their attentive and speedy responses. And I would also recommend this funding route to others who are considering attending a conference that they might not otherwise be able to afford.



As a final year PhD researcher, I was keen to have the opportunity to discuss my research approach within the Philosophy of Education stream at the BERA conference. My abstract was shortlisted for the SIG Best Paper award too, which was incredibly exciting (sadly there was nobody from the SIG attending the conference due to last minute personal commitments, so the Best Paper award was not given to anyone). In addition to my own paper, I had collaborated with researchers from both my home institution (University of Birmingham) and from two different philosophy reading groups that I regularly attend, and having those abstracts accepted too, I found myself co-delivering two workshops and a symposium. Without the PESGB funding I would have had to withdraw from all of these as well as my own paper.

Whilst I was obviously busy with presenting in four different slots across the three-day conference, I also found time to attend a range of other sessions, which I found to be generative and useful for networking too. I decided to take the opportunity to learn more about alternative research approaches whilst at the conference, engaging in a walking methodologies workshop as well as a symposium about the generative nature of collaborative writing. The evening networking session was equally beneficial, especially the discussions about the role (or not!) of a literature review within a philosophical inquiry.

I thoroughly enjoyed delivering my paper about my PhD research exploring the subjectivity of mothers of disabled children and educational inclusion/exclusion of disabled pupils, where I discussed how I have attempted to 'felt' together empirical and philosophical inquiry, drawing on feminist and posthuman philosophies. This paper did not go without challenge, however this allowed me the opportunity to defend my approach, which hopefully was good preparation for my *Viva Voce* next year post-submission.

I would not have been able to attend this conference if it were not for the PESGB small grants funding, so I am incredibly grateful to the Society for supporting my attendance and providing me with the wide-ranging benefits afforded by the BERA conference. Thank you.



Large grants scheme

Joris Vlieghe

The large grant scheme offers opportunities for supporting research for both junior and senior researchers in philosophy of education. In 2023 PESGB awarded five doctoral grants to early students who enrolled at a PhD program in British universities. This grant covers a part of their tuition fees. New for this year is that this scheme granted a staff-led doctoral grant. With this support John Tillson (Liverpool Hope University) and Winston C. Thompson (Ohio State) got to supervise a new doctoral student. Next to these grants there are also miscellaneous grants to support one off seminars, seed corn research meetings, and the like. Last year two of such grants were awarded for supporting small scale research seminars. One large grant was rewarded, to Piotr Zamojski (Polish Naval Academy) and Stefano Oliverio (University of Naples Federico II). With PESGB support they will organize a summer school on 'Utopias, Axioms, Science Fiction: A Quest for Educational Imaginaries', which takes place 16-18th of June in Gdynia, Poland, and a follow-up event in Naples in September. This event is especially meant for early career scholars and PhD students, which is an important goal of the large grant scheme.



Another event funded by the PESGB in 2023 was SAPERE's annual conference held at Bristol University. SAPERE's director, Grace Lockrobin wrote the following in a blog post available here <https://www.sapere.org.uk/2023/11/reflections-on-the-future-of-philosophical-education/> about the event:

“The SAPERE Conference on Saturday 18 November 2023, brought together around 90 delegates with more joining online, across 16 sessions, led by 36 experts, academics, educators and practitioners, discussing topics as diverse as tackling sexism with school students, the role of philosophy in climate education, and strategies for challenging conspiracy theories”

Digital Connections

Mary Richardson

This is my last newsletter report after 11 years of leading the steering group and it's great to be able to reflect on that decade now and see just how far we've come. When I started we had a very static website and no social media presence of note. Now we are on website iteration three and have a firm following in cyberspace with just shy of 4000 followers on X (formerly Twitter) and over 1000 Facebook followers.

When I took up this role I was told, "Don't worry, it's not much to do and you don't need to be a tech expert". Both things were right... to an extent. What I have enjoyed the most is learning more about online technologies and in particular how a learned society such as ours can really use them to spread the word about what we do, why we do it, what matters in education and how we have a community of practice that really cares about what philosophy brings to educational settings.

In 2012, with Wiley Blackwell, we undertook delivery of a brand new website - myself, Ruth Heilbronn, Naomi Hodgson and Steph Graham had some fascinating days learning how to write for websites, how to edit and ultimately, we had to get on manage the site once it went live. And who can forget, the rebranding of the society - I can't. Mainly because agreement between a community of philosophers about the colour of the new logo and the style of a letter 'g' was challenging. I really love our logo and branding, and long may that colour and font last; my successor will inherit the branding guidelines and had better use them wisely!

We also worked with Liam at WB who had that 'unknown new job', a Social Media Strategist; he helped us to set up a new world which is now at the heart of discussion and debate for many of us. Thank you to Sharon Smith who has led the consistent posting on all our social media streams these past few years - having that one person to continuously post makes all the difference. Oli Belas proposed the PESGB blog back in 2019 and it has been a strong, successful element to our online society, saying a lot with few words in each post.



And our wonderful Newsletter became an electronic publication thanks to Jane Gatley's expertise and vision. More recently, with our change of journal publisher, we took on a new website and also Kim at SAS as a chief editor - a much needed role to initiate the practical, regular changes now needed on a dynamic and well-used site.

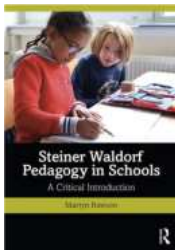
Our website needs a new Steering Group and I would say the having the overarching role of leading this is challenging work (but that tends to be focused on certain times of the year), but it's critical to the future of the PESGB - we have an important online presence to maintain and evolve. One very positive thing for us is that our biggest online rival, the oily PESGB - have had to 'go green' and change their name - this pushes us to the top of Google searches.

Thank you to the Society for the opportunity to do this work, it's been great fun and I'll watch the online future of PESGB with interest.

Last but not least, thank you to Ruth Heilbronn, Naomi Hodgson, Jane Gatley, Sharon Smith, Oli Belas, Steph Graham and Kim Thurlow - you've all made the journey endlessly valuable and kept me smiling.

The PESGB Blog

Oli Belas has curated at least 1 blog post a month since the last newsletter. Submissions are open to all - PESGB membership is not a requirement. Submissions, pitches, and informal inquiries should be sent to Oli Belas (Oliver.Belas@beds.ac.uk). Here is a selection of pictures taken from recent blogs. To read more and to match the pictures up with their posts, visit <https://www.philosophy-of-education.org/blog/>.



Development Committee

Adrian Skilbeck

Teacher Education

The longstanding support of teachers through the Teacher Bursaries for PESGB is continuing. Andrea hosted the funded Teacher scholars at PESGB Oxford Conference in 2023. We had eight scholars at this year's conference - Jeanette Scull, Leticia Nagao, Rowena Francis, Siobhan de Frein, Agnes Kosek, Ilya Shodjaee Zrudlo, Laura Schaffer and Anne-Maree Jakowenko.

A new initiative is being developed by Andrea English, Ruth Heilbronn and Kate O'Shaughnessy on Philosophy of Education and Initial Teacher Education (ITE). They will be attended SAPERE's conference where they presented a panel discussion on this topic.

Grants

Over the last year we have approved three grant proposals for events which have had considerable success.

Leila Osman has been funded for a series of seminars around Violence against Women and Girls. Academically, this has culminated in a suite of papers for JoPE and Leila is currently working on developing the work with the United Nations in terms of further funding for projects.

Alison Brady held a series of in-person and online events aimed at supporting early careers researchers in developing research networks and opportunities to discuss the challenges in developing bids for funding and how these can be approached.

Atieno Khilli K'ODiambo applied for a grant for a series of seminars in East Africa – Nairobi – aimed at developing Philosophy of Education in the region. The feedback from the participants has been very positive and there is clearly a desire to keep the momentum going and to create a Philosophy of Education network in East Africa.

I would encourage anyone who is thinking of a small-scale project to get in touch. Grants are worth up to £3000.

Writing Retreat

At the end of May/beginning of June we held a Writing Retreat at the Woodbrooke Centre in Birmingham. The feedback has been very positive and the reports back gave a clear indication of how it helped people move forward with work on dissertations and on articles.



Student Pre-conference 2023

The 2023 pre-conference was a great success. There were over 40 attendees. The theme of the workshop was Publishing in English and translation as philosophy. The speakers were Naoko Saito from Japan, David Bakhurst and Emma Williams. Naoko spoke on the opportunities presented by translation whilst David spoke from the point of view of his work as an academic editor and someone who has published in a second language. Emma concluded the session with reflections on the challenges of working in non-native languages and how philosophers of education can be better supported in what can appear as a forbidding publishing environment. It was very encouraging to see a strong mix of international and domestic students and early career researchers.

Journal of Philosophy of Education

David Backhurst, Executive Editor

Since my last piece is this newsletter, much has happened in the life of our journal. Most significantly, we now have a new publisher, Oxford University Press. Early in 2022, it became clear to us that we needed to find a different home for the journal and that this had to be arranged at breakneck speed so that everything would be in place by January 2023. We knew this was not going to be easy. For one, it was an especially bad time to negotiate a contract for an academic journal. Back in the mid-2010s, publishers, anticipating that the growth of open access publishing would mean significant increases in revenue, were merrily signing generous contracts with societies like our own. But by 2021, publishers had realized that their projections were wildly wrong and their interest in academic journals had cooled. But JOPE is a special journal, so Paul Standish and I set out to find a new partner with cautious optimism. We were delighted when OUP agreed to meet with us and were impressed by the enthusiasm and expertise of the representatives we met. Oxford University Press, like PESGB, is a charitable organization and the money it makes goes back into its publishing ventures and into the university of which it is part. Its ethos is thus rather different from that of a large commercial publisher that cares primarily about profit. So Paul and I were very happy when we agreed an attractive five-year contract in time to begin publishing in 2023.

I am sometimes asked why JOPE needs to work with a publisher at all. Why not do it ourselves and just publish accepted papers on-line? There are two main reasons. The first is that a journal that publishes as much as we do needs a significant infrastructure. In addition to our team of editors and board members, we also need a platform to process submissions and reviews, secretarial support from an editorial office, copyeditors, typesetters, proof checkers, a platform to host e-copies of articles, and a distribution network for the print edition. The publisher supplies all that.

But most importantly, the publisher 'monetizes the product', if I can be permitted such a rebarbative expression, and shares with PESGB the revenue JOPE generates.



Without the funds JOPE generates, the Society couldn't undertake its many activities. So we can't do without a publisher, and it is wonderful that we are now with one that is so supportive. Of course it's no bad thing for us to be working with an outfit that has long been one of the world's most eminent philosophy publishers.

Of course, changing publishers is a huge undertaking. It's not just a matter of getting used to new systems. Every aspect of the journal's operations has to be reviewed, from big issues about how to organize workflow to tiny matters about the placement of footnotes and the point size of block quotations. We took the opportunity to scrutinize all our operations and to make widespread improvements and now I am pleased to say that everything is working beautifully. One consequence, however, is that there have inevitably been delays to our publication schedule. I am glad to announce that all the 2023 issues have now appeared, including two terrific special issues—one on the legacy of Paul Hirst, edited by Patricia White and David Bridges, the other on epistemic injustice in education, edited by Alex Nikolaidis and Winston Thompson. Print editions should be on their way to subscribers soon. The first issue of 2024 is now in proof, so we have finally caught up. We also have a great deal of further material accepted and we are gradually putting these papers into production. So the future looks rosy.

Journal of Philosophy of Education

I would like to thank the editorial team, particularly co-editors Paul Standish and Emma Williams and our large cast of assistant editors, for their sterling work. I'd especially like to thank Judith Suissa and Adrian Skilbeck who left their assistant editor positions in 2023 and Doret de Ruyter who will be stepping down in March after many years' service. We are so grateful to you all for your hard work and good judgement.

Let me also say that we would not have a journal at all if it were not to the authors of the papers we publish. We are delighted to receive a strong flow of articles of quality, and—notwithstanding the many pressures that academics are currently under—the breadth and depth of the philosophical work that is submitted is a testament to the vitality of our field. Our thanks to our authors—and to the readers they attract!



A conversation between Ping Su and Ruth Heilbronn

Ping Su

During the 2021 Oxford Conference, we asked Ping Su to interview Ruth Heilbronn about the 10 years she spent leading the development committee. At the time, Ruth had just resigned and handed over the reigns to Adrian Skilbeck. Ping is a doctoral student at Birmingham University, looking at P4C and children's literature. As it turned out, Ruth was also interested in Ping's research, and the ensuing conversation covers both Ruth's legacy and Ping's doctoral work.



Ping: Can you tell me something about you and your career?

Ruth: I did a joint honours degree in French and Philosophy and then I started work as a teacher to supplement my MPhil programme. I got interested in teaching and loved it. Eventually, I became head of department teaching modern languages. And then, I taught teachers and was in charge of all the training and mentoring in my school as a senior teacher. From there I went to the Institute of Education in London to be part of the teacher education programme, where I've stayed. At that point, I finished my PhD which I wrote on John Dewey and the role of judgement in teacher education.

Ping: That's interesting experience. Why did you choose to be a teacher at first?

Ruth: I wanted something where I was working with people. I'd done secretarial work in university holidays and this didn't really interest me.

Ping: So, you have achieved what you wanted.

Ruth: I was lucky. In teacher education, being able to meet and help to form the next generation of teachers was a privilege.

Ping: Indeed, you have a larger influence in teacher education than being a teacher. And can you tell me something about your history with PESGB?

Ruth: I came to my first conference probably about 18 years ago. I was very unconfident and shy to participate. Gradually, I got to know people and then I was invited onto the development committee and eventually became chair. The chair of this committee is co-opted onto the executive (Exec) of the society and also onto the Finance and General Purposes Committee (F & GP). So, in those forums I learnt how the society functions and that was really interesting. I'm also on the conference committee, which organizes the conference, and the reviews committee, which reviews papers for conference. All those are really interesting too.

But stepping down from the chair of dev com. means stepping down from exec and F & GP. so I won't be in the centre of things as before [happily, Ruth is now an elected member of the Exec].

Ping: Why do you choose the development committee rather than the others?

Ruth: It was serendipitous. I was invited by somebody on the committee to be a member and that's how I got there.

Ping: And can you describe the work of the Developmental Committee?

Ruth: As the title says, we foster developments, new developments for the society. Some of the things which are now established were, first suggested and organized by Development Committee. So, for example, the pre-conference was an idea of the Development Committee. The summer school, which alternates between postgraduate and undergraduate each year, was a development of the committee, but now, these initiatives run independently.

The society is a charitable organization, and as such, it has to report to the Charity Commission and to the members. We must report back to the members at the Annual General Meeting. For the purposes of reporting, the summer school, the pre-conference, and teacher education, all still report under the banner of the Development Committee, even though they're not new developments.

We're all always looking for ways in which we can further our members' interests and develop the society. We have meetings twice a year in the autumn and at conference. For example, today, we've just had a meeting and our student representative on the committee fed back

pre-conference, and expressed something that came up from other students. We took it on board and discussed it and we are thinking of new development for the way we can serve the needs of the students next year at the conference. So that's what we do. We try to further the needs of the society and the members.

Ping: And talking about the development committee, what are you expecting for the future of the community?

Ruth: I think that we might be pursuing doing more for early career people and for students, postgraduate students, and teachers, we would like to develop that more. And we are still continuing to develop the writing retreats. And we're hoping to do a one day conference, a Development Committee conference.

Ping: So, the last question. What is the one thing the committee has done that you are most proud of?

Ruth: I think the thing I'm most proud of that the committee have done is something in teacher education. We funded and took retreats. We took a group of teachers, teacher educators, and philosophers of education away for a reflective reflection on their practice. And the people involved with Janet Orchard, Carrie Winstanley, and myself called it Philosophy for Teachers on the model of Philosophy for Children. And we had a very skilful facilitator who set up activities. We've done an article about it, so I can send it to you, if you like. Yes, that's one of the things I was proud of having achieved in the Philosophy for Teachers, reflective practice, retreats and the article that came out of it and the teachers that benefited from it.



Ping: I am doing Philosophy for Children, and I hardly thought about philosophy for teachers. I think Philosophy for Children will mention many general philosophical concepts, such as love, friendship. But for teachers, they have teaching experience. So the reflection on teaching experience can be very specific.

Ruth: Exactly. And one of them was reflective ethical issues. We asked them to reflect on the dilemmas that arose in the classroom, something where they didn't know what to do. And by the way, it was equal communities. We placed all the people who were there, the tutors as well, as equal in status on their reflections. So our dilemmas had arisen in our institutions. But they were just as real existential for us, and ethical, as they were for the students in their classrooms in the school. We were all on an equal footing we shared and with the confidentiality of not beyond their own.

Ping: Is this similar to Philosophy for Children? Like the community of philosophical inquiry? Everyone is equal and encouraged to participate in the discussion.

Ruth: Exactly. It was a community of inquiry. And it was also using a sort of P4C strategy. Steve Bramall is a superior trainer of SAPERE. So he was highly skilled, and he's also a philosopher of education. He was at the institute.

So that is the thing I'm most proud of, and I was most involved in and active in the Development Committee.



Doret de Ruyter reflects on 21 years on the development committee

At the Development committee meeting on 2 April in Oxford, I announced that after more than 21 years it was about time to resign. As I was one of the originators of the committee and its first chair, I was asked to write a short memoir for the Newsletter, which I gladly accepted. However, when I began to write, it quickly turned out to be an impossible task to summarize the work of this highly successful committee into 1 A-4 or mention all its members. So, what you'll read in three short sections is only a wee part of the story of the Development committee.

Dedicated committee members. The success of the development committee is due to the enthusiasm, tenacity and hard work of its members. In February 2002 the then-called Regeneration committee met for the first time. The year before, we were installed by the Executive committee with the remit to develop activities with which the society would become more diverse and would be rejuvenated. Members of two generations of philosophers of education formed the first committee: Terry McLaughlin, David Bridges, Judith Suissa, Muna Goholmahad and myself (quite stereotypical, actually: two older men and three younger women). Seven years later, the committee had expanded to nine members and Judith Suissa took over as chair. By then we also had a clearer idea of the types of activities we wanted to organise and gave extensive reports to the Executive committee each year. In 2013 the chair was passed on to Ruth Heilbron. Both she and Judith have been an enormous drive of the committee, which currently has 14 members and is more inclusive than ever. Since 2022 the committee is chaired by Adrian Skillbeck, who has big shoes to fill but will no doubt do a fantastic job, if only because he has Richard Davies on his side who has served the committee for almost two decades in too many activities to mention. Speaking of which ...



Too many activities to mention. The first activity the development committee organised was the 'pre conference workshop' with which we hoped to give a warm intellectual welcome to graduate students to the annual PESGB conference. This was an immediate success. Over twenty years many senior colleagues and students have worked together on themes that are particularly relevant to graduate students and beginning researchers. These have proven to be lively, engaging and well attended meetings of which I will never forget the highly passionate debate between Paul Hirst and Wilfred Carr in 2005 about the question whether philosophy of education is a type of applied philosophy or if it is a philosophical branch of educational studies.

Quickly there were other events for graduate students initiated or supported by the development committee. For instance, the summer schools at Roehampton organised by among others committee member Carrie Winstanley,

which is now continued at Liverpool Hope. Other groups have received special attention of the committee too, particularly educational professionals and early career academics. Over the years committee members, Mary Healy, Pat Hannam, Ruth Heilbron and later Andrea English in cooperation with Janet Orchard, who led the PESGB ITE liaison project, have organised meetings, conferences, workshops around the UK for teachers and teacher educators on themes such as P4C, (professional) ethics and philosophy of education in ITE. Judith Suissa in the meantime also organised the very successful Women in Philosophy series with Chris Winter which later became the New Researchers in Philosophy of Education series that she organised with Alison McKenzie. And I should also mention the various initiatives to strengthen bonds with colleagues from Sub Saharan countries, which Patricia White had brought to our attention.

The future. The development committee has initiated many activities for new groups that have become regular practice (e.g. the poster presentations at the conference). While we thought that by this time the committee would be out of work, its members are too creative! They see new opportunities (and responsibilities) all the time.

I am grateful for having been part of a group of PESGB members who were most generous in their time and attention to newcomers. It's impossible to say if the committee has caused the growth of the society, but I am certain it has played an important role and will no doubt do so for years to come. I wish the committee all the best!

Doret de Ruyter



A Report from the 2022 PESA Conference

Laura D'Olimpio

The *Philosophy of Education Society of Australasia* (PESA) held its 50th anniversary celebration conference, a few years delayed thanks to the global pandemic, December 8 – 10 2022 in Sydney, Australia.

The members of PESA had not met up in person for three long years because Australia, New Zealand, Hong Kong and China had closed their borders for so long. It was a joyous occasion to be reunited with old friends and colleagues and share our most recent research. We also welcomed new members which included PhD students who hadn't yet had the opportunity to meet contemporary philosophers of education 'IRL' (in real life) / F2F (face to face).

This bumper conference was hybrid, with speakers and attendees both in person as well as online. The five (!) keynote speakers were Simon Blackburn, Rosi Braidotti, Thomas S. Popkewitz, John Lester, and Vanessa Andreotti. There were also three keynote panels tied to the conference theme of looking backwards and looking forwards.

The 'looking back' panel saw John Ozolins, Bruce Haynes, Felicity Haynes, and Nesta Devine revisit the establishment and history of PESA. The 'looking forward' panel saw early career researchers and PhD students, Carl Mika, Sarah Gurr, Sharon Smith, Andrew Madjar, and David Fa'ave consider the future of the Society, and the 'looking East' panel included Ruyu Hung, Morimichi Kato, Duck-Joo Kwak and Roland Reichenbach.

Reflecting upon the PESGB – PESA relationship and in honour of the conference theme, Michael Hand, Liz Jackson, John Ozolins, Marek Tesar and Laura D'Olimpio presented a symposium entitled 'The Australasian critics of the London School'.

In the 1970s and 80s, the dominance of the so-called 'London School' in philosophy of education, led by R.S. Peters and Paul Hirst, was challenged by a series of powerful attacks from Australasian scholars. This symposium revisited and re-evaluated some of those early Australasian critiques which included John Kleinig's critique of R.S. Peters' definition and justification of punishment; Kevin Harris' discussion of schooling; Colin Evers and Jim Walker's rejection of what they called 'Analytic Philosophy of Education (APE)' and Joseph Diorio's critique of Dearden.

It was a sentiment generally shared that PESGB and PESA have much to gain from their fruitful interaction, which includes critique that stems in part from their different geopolitical locations and perspectives.



2022 PESGB Undergraduate Summer School

Pamela Catherine Callahan

How do you build an intellectual community? This question plagues my thoughts. It's the question that circles my brain each time I step to the front of a class, a Zoom seminar, or even a conference podium. In my personal estimation, the success of teaching and learning rests on the development of an intellectual community to engage with, investigate, critique, and build on knowledge. Building an intellectual community is not a formal component of graduate education, yet it is a key skill for joining the professoriate.

This summer I had the opportunity to build my skills as a budding builder of intellectual community via the PESGB's Summer School. As a graduate mentor, I had the unique experience to both observe professors from diverse philosophical subfields and also to introduce undergraduate delegates to a variety of lectures related to the 2022 Summer School's theme of Knowledge, Ethics and Education. As a current graduate student, this experience had a meaningful impact on my pedagogy. The graduate program offers limited opportunities to watch professors work with a brand new group of students to introduce new material and guide them into a place of rich academic discussion. During the summer school, I had the opportunity to observe professors and to benefit from working alongside other graduate mentors who used a variety of strategies to build the undergraduate delegates' confidence, respond to questions, and at times complicate the material.

Leaving Liverpool this summer was bittersweet. I was excited to share my experiences with dear colleagues at the University of Maryland, College Park, but I was also sad to leave the lovely little bubble of growth and development the 2022 Summer School attendees created. I am thankful to the PESGB for sponsoring the Summer School programs. I left with personal connections to other philosophers of education as well as examples upon which to continue my pedagogical growth.



2023 PESGB Postgraduate Summer School

John Tillson

Professors Harry Brighouse and Adam Swift were Lead Tutors on the latest postgraduate Summer School, which was held at Liverpool Hope University and organised by Dr John Tillson. Brighouse and Swift were supported by Professor Susanna Loeb, co-author of their book, *Educational Goods: Values, Evidence, and Decision-Making* (University of Chicago Press) on which the event's curriculum was based. The book provides a framework for making evidence-based, values-guided decisions about educational policy and practice. Initially advertised to run in 2020, the Summer School was postponed due to the pandemic restricting travel and face-to-face meetings. Breaking from the usual pattern of one-off events, this iteration is nested in a larger plan modelled on the Graduate Institute in the Philosophy of Education run by the Centre for Ethics and Education. The plan was to use two face-to-face events to build a well-networked cohort of sophisticated scholars with an interest in philosophy of education. To support the additional events, John and Adam applied for and received 'top up' funding of £7,850.50 from PESGB. It was hoped that due to the sustained engagement, some of the delegates would devote some of their talent and attention to philosophy of education, where they might not otherwise have done so. The events are as follows:

1. PG Summer School 2023,
2. A spring workshop paired with attendance of the PESGB annual meeting 2024,

Students received on-line mentoring from Brighouse, Swift, Loeb or Tillson to develop papers to submit for the PESGB annual meeting. In early 2024, they will benefit from online workshops about applying and interviewing for academic jobs, public engagement, and transitioning to policy-oriented jobs. Journal of Philosophy of Education editor David Bakhurst has agreed 'in principle' to consider publishing a special issue based on applying, elaborating, or evaluating the Educational Goods framework.

Fourteen delegates were offered a place at the Summer School; when the successful applicants accepted their offers of a place, a list of delegates was distributed with contact details and brief biographies. Students came from universities in the US and UK and are working on PhDs in philosophy or education policy at, *inter alia*, Glasgow, Harvard, Madison-Wisconsin, Nottingham, Princeton, Roehampton, UCL, and Warwick. Students were paired and given responsibility to lead one session centred on core themes of the Educational Goods framework, such as distributive justice, and policy-relevant knowledge. Delegates found interesting ways of leading sessions, utilising walking debates, examination of Ruth Perry's tragic death in the context of discussing accountability frameworks, and encouraging four sentence mini-essays, composed of an assertion, a supporting argument, a counter argument and a response.

Since Liverpool Hope is the home of the RS Peters collection, delegates enjoyed a morning off-piste looking through his letters, notebooks and photographs. Some Wittgensteinians were particularly glad to see his first edition copy of the *Philosophical Investigations*. Since Liverpool was the birthplace of the Beatles and home to a lively pub culture, some delegates enjoyed a stroll to the nearby Strawberry Fields and drinks in some local pubs.

Although it requires considerable generosity with time from tutors – none of the tutors are taking an honorarium in order to make the budget go further – the graduate institute mode is a manageable and modestly priced series of events that adds considerable value beyond the sum of its parts, though a fuller evaluation will await completion of the events.

2022 PESGB Annual Conference

Len Bibby

I was fortunate enough to get a chance to attend the PESGB annual conference (2022) in New College, Oxford. It was a brilliant experience that provided a considerable amount of new learning and a better insight into academia through the various opportunities for networking, both intended and incidental. The seminars and talks covered a wide variety of concepts and topics, most of which have clear links to the classroom and many that weigh in on key policy debates relevant to schooling.

The seminar that hit me the most was Dr Chapfika's, concerning an African philosophy of education. I found the discussion of Ubuntu really enlightening, particularly as it's a philosophy I'd only a faint understanding of up until then. Since then, I have taken some of the ideas I learnt in this seminar forward into the classroom, with Ubuntu forming the backbone of a new unit in our RS curriculum called philosophy, religion and ethics in Africa. The influence this conference has had on my practice as a teacher doesn't end there. I have found Prof. David Turner's seminar on understanding Kant to be endlessly useful in explaining what can be quite a challenging metaphysics to the students on our A-Level.

One thing I had not expected about the conference was how much of the downtime would be used productively. In almost every break between sessions and the evenings, I would find myself knee-deep in philosophical dispute. The attendees were, without exception, incredibly warm and welcoming. I never found myself at a loss for someone interesting to talk to. The evenings were just as energetic as the day. There was a clear sense of community and tradition on display.

My highlight of the entire event, perhaps saccharine, was hearing philosophical war stories of the old guard bumping up against the late greats of recent decades. There was something particularly special about feeling proximity to those whose works have shaped my way of thinking.

On a purely corporate note, it's worth acknowledging how enthusiastic my school was about my attending the conference. I had expected to encounter difficulty getting the time off, but this proved to be far from the case. Instead, upon return department and school leadership expressed a genuine interest in what I had got from the event and have been supportive in thinking about the implementation of several revelations.

Overall, it was an excellent experience and one that I would love to repeat. Much of what was discussed has stuck with me, and I am in deep appreciation of the Development Committee whose teacher bursary made it possible to attend the conference.

2022 PESGB Annual Conference

Maja Morsing

Attending the PESGB Annual Conference for the first time (of many, hopefully) broadened and furthered my thinking about education. Stepping from the classroom into the sessions at New College felt like being invited to see education through a different lens, discovering another perspective. One of the most striking insights was realizing the sheer breadth and diversity of the field. In one moment listening to keynote speaker Dr. Mary Richardson's critique of high-stake testing as the golden standard in assessment and in the next being introduced to the concept of community in African philosophy by Dr. Blessing Chapfika. However, I never felt out of place as the connection to education was always clear. The conference brought my attention to how widespread and ever-present philosophy is in education. I feel inspired and encouraged to further explore the field and to bring a stronger philosophical perspective to both my teaching and to my current master's studies in Educational Theory.

As a teacher and master's student, one thing that has occupied my mind both before and after the conference is assessment; how to fairly assess my students, how much to focus on assessment in my teaching and whether fair assessment is even possible at all. Reading Dr. Mary Richardson's paper and listening to her keynote speech helped to structure my thoughts and nuanced dilemmas I experience with assessment. Dr. Mary Richardson introduced me to the concept of assessment dysmorphia, which puts words to an experience I recognize in my students but haven't known how to express before. Having this concept to enrich and structure my thinking will, I am sure, lead me to more insightful analyses in the future regarding the role of assessment.

In general, attending the sessions and discussing different aspects of education with the other delegates opened my eyes to the importance and ubiquity of philosophy in education. I am inspired by the diligence and thorough interrogation of education and its ideals by conference attendees, such as demonstrated in the paper and presentation of education's false promise of open futures by Drew Chambers. It is clear to me after the conference the importance of really trying to understand the connotations and the consequences of how we express our intent for education. Finding the discrepancies and conflicts in education is a delicate and never ending task. I am happy to know that there are so many competent and insightful people ready for the job and I hope to find my way of contributing to these discussions again in the future.

2022 PESGB Pre-Conference Workshop Summary

Stan Pinsent

As a newbie to academic conferences, I was delighted to attend the PESGB pre-Conference Workshop. The theme of the event, chaired by Adrian Skilbeck, was Context.

Doret de Ruyter explored how language can affect research; the Dutch word “pedagogiek” goes beyond “pedagogy” to encompass all features of childrearing, including parenting and public health. Such a word is too precious to abandon, yet impossible to translate.

Christopher Martin spoke about the diversity of educational provision within Canada, and the resultant difficulties in saying anything conclusive about Canada as a whole. When can research transcend its local context to say something more universal?

Penny Enslin started her career pushing back against racist, colonial educational narratives in South Africa. She reflected on the difficulties of pursuing decolonisation from Glasgow, given Scotland’s role in the British Empire.

Next came some illuminating group discussions on the lawn of Holywell Quad. Students shared horror stories of the hegemony of English-language research: how academics are often judged by the quantity of their output in English, rather than the quality of their contributions to the field. In Philosophy, Western thinkers are seen to uncover universal truths, while others (including giants like Confucius) are treated as parochial.

It left me wondering what should be the priority: seeing the Western canon more contextually, or accepting that universal truths can come from any quarter? Psychologist Jonathan Haidt argues that the Western Educated Industrial Rich and Democratic (WEIRD) populations from which most research samples are drawn are highly unusual, throwing doubt on much of what we think we know about human nature. Some might say this reinforces the recent idea that one should not join a debate without “lived experience” of the subject at hand. But where does that leave us? Context matters, but we should be wary of any approach that denies the importance of universal truths.

2023 PESGB Annual Conference

Laura D'Olimpio, PESGB Conference Chair

The Philosophy of Education Society of Great Britain (PESGB) held its 58th Annual Conference March 31st – April 2nd 2023 at New College, Oxford University, Oxford UK.

The three keynote speakers included Professor Jennifer Lackey, whose plenary was entitled '*Talking, Listening, and Learning*' and drew inspiration from her new book, *Criminal Testimonial Injustice*, which has just been published by Oxford University Press. The second keynote was Dr Winston C. Thompson whose plenary was entitled '*Racial Justice in/through Education*'. And the third keynote was delivered by Professor Doret de Ruyter on 'Living a meaningful life in a humane society: on the educational aspirations of the University of Humanistic Studies'.

Along with our three keynotes, we had 15 posters, 32 papers, 8 symposia, 12 work in progress papers, and 4 workshops. This was the first year we had a category of 'work in progress' papers, which was designed to further support presentations by postgraduate and early career researchers. Among those rich offerings included papers on philosophy of education in Nigeria, memory education, science education, philosophy for children and Nel Noddings.

An excellent time was had by all, with the stimulating presentations and the opportunities for socialising that included all the meals and the Saturday evening tradition of a singalong followed by a party that rages until the early hours of the morning (leaving most of us rather bleary eyed for our Sunday morning sessions!).

A couple of personal highlights were the symposium on engineering educational concepts – check out Jane Gatley and Christian Norefolk's edited book on this topic, *Engineering Education: Conceptual Analysis for Educational Aims* (Brill, 2024);



the symposium on Kevin Gary's latest book *Why Boredom Matters: Education, Leisure and the Quest for a Meaningful Life* (Cambridge University Press, 2022); and the symposium on Lauren Bialystok and Lisa Anderson's recent book, *Touchy Subject: the history and philosophy of sex education* (Chicago University Press, 2022).

Very soon we will be returning to Oxford for the 59th annual conference which is scheduled for Friday 22nd March to Sunday 24th March 2024. Our keynote speakers are Quassim Cassam, who will be speaking on intellectual vices, Peter Roberts, Grace Lockrobin and Emma Swinn.

One more set of dates to add to your diary are those for the 2025 conference, which will run from March 27 – 30 2025. The confirmed keynote speakers for next year include Prof Yuriko Saito, Prof Johannes Drerup, and Prof Amy Shuffelton.

Do join us for what is always a fun, stimulating, engaging and altogether wonderful few days.



Summer school by John White

The professor arrived at the beach hot and agitated, wheeling a travel bag behind him. He was wearing a light grey suit with what could have been his college tie. He had a thin black raincoat folded over his bag.

'They told me I'd find you here,' he said to the young man in bathing trunks leaning on the rail and holding up a sheet of paper inscribed "Professor Isaacs". 'Late I'm afraid – no taxi. Came straight here. Which way's the conference?'

'No problems, Professor. Follow me, please. Allow me.'

He picked up the travel bag, held it under one arm and went down the short flight of steps to the powdery Adriatic sand below.

Professor Isaacs was an emeritus in his late seventies. It was nearly fifteen years since he had retired. He moved house and lost touch with everyone. His career had been undistinguished. Although he still hoped occasionally that someone might invite him back – to tell them, perhaps, about his latest version of the critique of pre-Socratic ethics for which he had achieved mild recognition in the 1970s – the message never came. He lived on his own, an ageing bachelor with painful knees, who spent too much time reading philosophy articles on his computer and remembered only when going to bed that he should have done three sets of stretches.

When the email arrived about the keynote on the Croatian island of Pentiema 'on any subject of your choice', he accepted at once. It was as well he did, for the Philosophy of Care Society had made a mistake which, despite everything, proved impossible to rectify. They had wanted Stephanie Isaacs from Princeton on attitudes to homelessness, but what they got was Stephen Isaacs from Kidderminster on 'New light on Aristosthenes'.

'I told them I don't use power point,' the professor called out, edging down the stone steps. 'Why this way?'

He found it hard to keep his companion in sight when picking his way past lines of blue sunbeds under blue beach umbrellas, browning bodies, drying towels, families picnicking. His black leather shoes became choked with sand. His guide had turned towards the wall of striated grey topped with lumpy brown rock that skirted the beach. There, in the shade, under a cluster of straw umbrellas, sat or lay a circle of ten or so people.

A woman in her fifties with long grey hair came up to meet him. Her face was red from the sun. The same colour, diminishing in intensity, spread down her neck and chest to her black swimsuit. It contrasted with the whiteness of her lower legs and feet.

he two shook hands and took their places in the circle, where a sunbed had been put out for the newcomer. Isaacs sat on the edge of it and looked uncertainly around him. Opposite him the woman who had greeted him, Professor Amy Thorpe, lay half propped up on her own blue sunbed with her white feet and ankles projecting over its edge. Very close to her a tanned young man with blond hair in a ponytail smiled up at Isaacs. On her other side were two equally attractive young women who looked like twins, the man who had met him at the beach, and a thin, pale-skinned couple with a boy of about four or five who was making tracks in the sand for his toy cars. Next to Isaacs was a somewhat older woman, who looked as if she might be from Croatia itself, a man face down and fast asleep, and a woman with straggly red hair sitting back in deeper shade.

'You look hot,' said the local woman, who introduced herself as Katja. 'Do please take your jacket off.'

'I am giving a talk at the PCS summer school. I'm late. Where is it? She told him this was it and not to worry. Would he like a glass of wine before he began? Something from the ice box?

Isaacs looked disorientated. Accepting a water, he drank a little and cast about for somewhere to put his cup.

'I'll hold it for you,' said one of the twins.

Still in suit and tie, he took his paper from an outside pocket of his bag, stood up and shielded his eyes from the afternoon sun with one hand while holding his thirty-eight-page script in the other.

'I'll hold it for you,' said the other twin.

He began in a soft monotone about the two fragments on the life of Aristosthenes, stammering slightly when he mentioned the name. At first most listened in simulated enthralment. The only exceptions were the man still asleep and the boy, who giggled every time he heard the sibilated 'Aristosthenes' and had to be removed. By page five, Amy Thorpe had drifted on to her inflatable pillow, eyes closed behind her dark glasses. The young man who met him had manoeuvred himself so he could check his mobile unnoticed. Katja was looking anxiously at the others. The woman with the untidy red hair glowered from her darkness.

It was the first talk Stephen Isaacs had given for fifteen years. By the time he reached the disputed nature of the friendship between Aristosthenes and Eratostheles, he felt old powers returning. The stuttering stopped. He declaimed so loudly that he woke the man who was sleeping. The latter rolled over, reached for his tumbler of retsina, drained it, and slipped back into siesta.

Katja told the lecturer he had two more minutes. Three more paragraphs on Aristosthenes's apocryphal visit to Egypt in 456 BC and she staunched the flow. Time for drinks.

When they met next day, Isaacs was in a borrowed green t-shirt with a faded image of James Dean on the front. It was way too big for him, unlike the skimpy trunks also on loan.

Sitting cross-legged on the beach, Amy Thorpe illustrated her talk on absolute poverty with pie charts made of oyster shells of the rare European flat variety from last night's dinner. Jason, her pony-tailed doctoral student, handed her pages and visual aids as required.

The presentation was more artwork than philosophy. Arresting half-sentences from Kant, Carnap, Callicles and Samuel Smiles were intercut with her own images of emaciation and lice infestation. Jason, Katja, and the twins sat on either side of him, rapt.

'Finally,' she said, 'I wanted to express our thanks to the Philosophy of Care Society for their subvention to this year's school. We are all grateful, I am sure, not only for the flights, superb board and lodging, but also for the generous *per diem* they have now added. The work we are doing here, as they are the first to recognize, has potentially life-changing significance for the destitute not only of our own countries but for the world as a whole.'

'Too right,' murmured the young man, drifting in and out of sleep.

'Questions?' asked Katja.

Isaacs was vexed he'd been done out of half of his own screed and also his own Q and A. He decided not to show it, raising one skinny arm from the folds of his t-shirt to ask

'Would you agree with Aristosthenes that all a philosopher needs is a low canopy of leaves under which to sleep, berries from the wood and others' worn out rags?'

Before Professor Thorpe could answer, Isaacs went on at length about lapidary fragments that tell us all we know about Aristosthenes' foreshadowing of Parachrasis.

'Hmm,' said Thorpe.

'Coffee time!' said Katja.

Everyone sprang up except Stephen Isaacs.

As they hurried through the sand towards the village, he struggled up on his faulty knees. Tight borrowed trunks cut into his thighs with every step. He limped behind them, barely able to keep them in sight until they reached the café.

A thimbleful of thick black liquid was placed before him. He looked at it in bewilderment.

'It's good', said one of the twins.

'We always drink it,' said the other.

An old man came into the café with a girl in a torn dress who began to play a tiny flute.

Apart from PCA scholars, the only other clients were several card-playing men from the village. Some tossed a coin or two on to the flagstones and stopped their game as the girl bent down to pick them up.

Isaacs made to reach into a trouser pocket before realising he lacked one.

'Don't encourage them,' said Amy Thorpe.

'We know where it ends up,' added Jason.

'Before I joined PCA' said Katja to Isaacs, 'I was same as you. But it's not good. Remember Helvétius and the thieving gipsy?'

Cristina, one of the twins, offered him figs and grapes from a dish on the table.

'My dream has always been to go England. Your house is in London?'

'Close,' he said, picking off a grape. 'Potters Bar. Just north of the M25.'

'Potisbá,' she repeated. 'Such a lovely name.'

The afternoon session began with a presentation from the young man who had been flat on his face, asleep.

Joel MacInver, introduced as the brightest star of the Canadian branch of the society, CPCS, belted through his paper on 'No-one, No 1, no to the rest'. It was an eight-minute proof in formal logic that care for oneself is a defining characteristic of the human species.

Having delivered his final string of symbols, he threw his pages into the breeze drifting from the sea, lay face down, and was out for the count.

There was an hour and a half free before the next presentation.

'Time for sea dips,' said Katja.

Everyone except Isaacs and the speaker sprang up and ran down to the water.

Twin Cristina came back immediately.

'You don't want to swim, Professor?' she asked.

He told her he couldn't, he'd just sit there in the shade. Crouching in front of him on the sand, she wanted him to know it was a happy day for her. It was her honour, she said with a smile, to talk to a famous English professor.

'I had so much more to say,' said Isaacs. 'The authenticity of the lapidary fragments is disputed. Was Parachrosis in fact a Hericlean? Denham's piece is now in *Pre-Socratic Studies*. It deserves a reply...'

Ten minutes later Cristina apologized. She said she had to join her sister who was waving to her from the sea.

In memory of Andrew Stables

Compiled by Alin Olteanu

"Though over a year has passed since Andy Stables' untimely death, it is with great sorrow and a heavy heart that I am writing this commemorating note. Time flies, but this does not make the passing away of a good friend and remarkable international scholar less distressing when one recollects moments of fruitful philosophical exchanges and of intellectual growth in and through his company. Time has not made the relevance and import of his insights fade away either; this is both somewhat comforting as well as indicative of Andy's lasting influence and legacy in our field. His personality and academic work are truly highly regarded. In thinking back to conferences and events where Andy and I had met, my gratitude and appreciation of his thought-provoking interventions becomes reinforced and ever stronger. One example: many years ago, at a conference, a presenter made a rather crude comment on ancient Greek tragedy. I was struck by it, but I was more struck later, at question time, by how Andy asked the presenter a deep and elegant question that set the record straight to perfection. Andy did so with disarming authority and rigour yet most gently, tactfully and gracefully. I could go on and on with fond recollections of his friendliness, collegiality and erudition, but I think it better to end this paragraph by recalling Nietzsche, a philosopher who Andy studied extensively. Andy's scholarly contributions always remind me of a Nietzschean aphorism about the un-timely qualities of good philosophy and the philosopher's striving for some immortality; to adapt it here: like the philosophers that Nietzsche valued, Andy Stables has created things on which time will be testing its teeth in vain"

Marianna Papastephanou, The University of Cyprus



"Professor Andrew Stables is currently the most prolific scholar in the semiotics of education, which he proposed as a foundation for educational philosophy. Having been an eclectic scholar and personality, his academic contributions stretch to many other fields. Colleagues and friends know him, simply, as "Andy", which suggests what a friendly and approachable person he was. Many of us who worked with him attest not only for his inspiring scholarly depth but also for his caring personality and, also, managerial qualities. Andy was an excellent colleague to have. For me, he was the best PhD supervisor anyone can imagine. As supervisor, colleague, manager and friend, Andy empowered me in ways that are priceless. Such was his effect on many people"

Alin Olteanu, RWTH Aachen University

"I first met Andy in October 2008 at Ghent University, a month before defending my PhD in educational science. Andy was a visiting professor there and was organizing, with Kris Rutten and Ronald Soetaert, a seminar on semiotic approaches to education. The prospect of my participation in this seminar had begun a few months earlier, when I received an e-mail from Andy with the subject line "Do I have the right person?", and the content: "Is this the appropriate email address for Sebastien Pesce who works on semiotics? Andrew Stables". At the time, I hadn't read much of Andy's work. Like many others, I had been fascinated by his *Living and Learning as Semiotic engagement*. This work was a radical shift from everything I had read on semiotics and education. Yet these reflections resonated strongly with my practical experience, in the field of "alternative pedagogies", and with the way of thinking of those involved in these pedagogies. Andy, in this book (and in his work in general, as I quickly came to understand), had the ability to bring together a demanding speculative reflection that opened up radically new perspectives, enabling one to think about education in unsuspected ways, with a set of intuitions that echoed pedagogical traditions, casting a highly relevant and useful light on educational practices, public policies and curriculum related issues. These dimensions of Andy's work, his ability to combine philosophical exegesis, re-elaboration of central educational issues and "critical commonsensism", are the signature of a great educational thinker. From 2008 onwards, I have been fortunate enough to be one of the many colleagues who have worked with Andy in the field of educational semiotics,

in some of the many events and writing projects he has initiated (for he had the ability to federate researchers and to make scientific activity come alive in very effective terms). I miss his talent, as much as his style, his humanity, and his (so british!) humor, and I feel, as all of us, deeply grateful and indebted to his work and his kindness"

Sébastien Pesce, Université d'Orléans, France

"Among the people in my life, Andrew Stables occupies a very special place. I recall some of the words he spoke, places where we met and things we did together. Among the many things I recall are the first conversation we had where he suggested my Ph.D. thesis would emerge from a year of notebook keeping, and wide reading, and he was right. Then there were the many authors he suggested I read foremost among them Gunther Kress, Whitehead, and Haydon White.



There were the long country walks with his wonderful black Labrador Barns, a very special and lovable dog, when I stayed with him and his family on my visits to Bath. We had memorable walks and talks in the gardens and the cloisters of Oxford New College on those occasions when we both attended the PSEGB annual conference. I recall the long and heated debate we had about the semiotic nature of the mark in a pub in Kaunas, Lithuania where we were both collaborative researchers in the International Association of Semiotics. It was in Kaunas that I saw him for the last time. At some point we wrote a paper together on the nature of qualitative research, and I gratefully received the recordings he sent me of his music. Ours was a multi-mode friendship. We were in email contact until a few weeks before his untimely death. Memory images of Andy, and the inner light of his spirit remain with me, but so does the timbre of his living voice, and the learned and innovative content of his writings that will continue to move like a vibratory wave through thinking about teaching and learning and the infinite possibilities he has generated in this field"

Derek Pigrum, Ph.D. Artist/Researcher Affiliated to Porto University of Fine Art, Portugal

"Andy was a great helper actant for my international career – and I believe for many others, too. One could call his effect like a catalyst. Here in the Finnish periphery not many were interested in semiotics of education and when I was making my dissertation thesis in the very beginning of the century I could neither find very active pursuit even internationally. I published my thesis (in Finnish) in 2004 and Andy's "Living and learning" was published in 2005. It was only during 2008 that I heard about him when I – to my great surprise and pleasure – got an invitation from him to the seminar "Semiosis as a foundational concept for education" he was organizing in the University of Ghent. In that seminar was founded an international "Semiosis and Education Network". Mainly thanks to the activity of Andy, that network functioned very productively since then as a series of seminars: 2011 in Paris "Semiosis and Education", 2012 May in Bath "Semiotics as Philosophy for Education", 2012 November in Helsinki "Significance of Semiotics for Education and the Theory of Education", 2013 in Imatra "Semiotics for education: transforming theories and practices", 2014 in Sofia "Edusemiotics", 2017 in Kaunas "Learning and adaptation". Andy took care that the fruits of all these meetings were published in good scientific forums. He was always very supportive and respectful to me even though I regarded me as somewhat awkward with little international experience and scientific reputation. He said for example that my English is much better than his Finnish, and my quite different theoretical starting points just well complement his. In spite of his great activity, he was always a very humble and friendly person. It was only after his shockingly untimely passing that I realized how incredibly huge his list of publications had been if he ever had compiled one!"

Eetu Pikkarainen, University of Oulu, Finland

"It was with surprise and sadness that I received the news of Andy Stables' passing last year. I knew Andy as an internationally recognized and leading researcher, who with his deep commitment, semiotic insights and life wisdom made significant contributions to the field of education. It is no exaggeration to claim that his seminal work has helped to establish a now flourishing school of thought, identified as "edusemiotics". However, Andy did not only make important contributions to edusemiotics. He also had a great significance to my personal and professional development. Early in my career, I had the pleasure of getting to know his seminal book on Living and Learning as Semiotic Engagement (Edwin Mellen Press, 2005), and a little later I received a personal email from him, inviting me to a workshop in Ghent. This workshop was a turning point, as here I was introduced to good colleagues in the field of semiotics, received scholarly feedback on my own work and thereby was given the opportunity to develop semiotic insights that have been with me ever since. The Ghent-workshop was only the very first in a series of many more. And from the bottom of my heart, I am deeply grateful to Andy for the opportunity to attend these workshops, be included in his amazing research group, and to know and learn from his knowledge, insights and wisdom. Andy Stables stands out as a leading researcher that has made invaluable contributions to educational research. His seminal work on edusemiotics offers knowledge and insights that no other research discipline can provide. His memory lives on in the valuable academic work he has produced"

Torill Strand, University of Oslo

Geoff Hinchliffe, a longstanding PESGB member, sadly passed away in January. We will put together an appreciation of his life and work in the Philosophy of Education. If any members or colleagues have reminiscences of Geoff which they would like to share, please send them to pesgb@sasevents.co.uk.



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