

Editorial

This year the *Journal of Philosophy in Schools* kicked off with a special issue, volume 5 number 1, comprising seven invited articles that addressed the foundational question of why philosophy should be taught in schools. Deftly guest edited by Michael Hand from the University of Birmingham, the papers make a cumulative and convincing argument for why philosophy should be taught across the pre-tertiary educational curriculum. The issue makes a strong argument that may be used to defend and propagate the philosophy in schools movement. We hope it will be used pragmatically, politically, and persuasively by our readers to raise awareness and further the cause of teaching philosophy to young people and extending philosophy beyond the Academy.

This issue honours one person who has dedicated his career to furthering this cause. Philip Cam is an international authority on philosophy in schools who has been a pioneer in introducing philosophy and ethics into schools in Australia. Phil completed his MA in Philosophy at the University of Adelaide and his DPhil at the University of Oxford. He is Adjunct Associate Professor in the School of Humanities and Languages at the University of New South Wales in Sydney, Australia, where he has been for over 30 years. In the various positions Phil has held at UNSW, in the Philosophy in Schools Association for NSW, and for the Federation of Australasian Philosophy in Schools Associations (FAPSA), he has worked hard, inspired and taught many, and contributed much to the shape of philosophy in schools across Australasia. This year, a little bird informed the *JPS* that Phil was retiring and turning 70, even while he continues to be productive, publishing, presenting and assisting with philosophy in schools projects and events. The opportunity thus presented itself to publish a collection of papers critically engaged with Cam's work.

Over more than three decades, very many teachers have benefited from Phil's expertise in providing innovative in-service professional development in the teaching of philosophy in schools, and he has served as an educational consultant to authorities and groups in Australia and overseas. Phil has championed the educational role of philosophy, helped foster awareness of the beneficial effects of philosophy in schools, and has undertaken and supervised academic research explaining and supporting the pedagogical value of philosophy in schools. Significantly, the influence of his teaching, mentoring, research, textbooks and philosophical stories has extended far beyond this geographical region. Phil served as President of the Asia-Pacific Philosophy Education

Network for Democracy for many years, for which he edited, in association with UNESCO, a series of books on philosophy, democracy, education and human values. Phil also had a role to play in the genesis of this very journal! In early 2013, Andrew Peterson (recently relocated to the University of South Australia from the UK), and Laura D'Olimpio (from The University of Notre Dame Australia and long-term committee member of the Association for Philosophy in Schools, WA) each independently emailed Phil—the then President of FAPSA—suggesting the online revival and relaunching of FAPSA's former print journal *Critical & Creative Thinking*. Phil replied, suggesting Andrew and Laura put together a proposal to present to the FAPSA Council for discussion, which was enthusiastically received and thus the *JPS* was born!

Phil has published a total of 13 books and 7 edited volumes, 18 book chapters, and over 30 articles. His books for teachers and children have been translated into several languages. His well-known publications include the *Thinking Stories* series of storybooks and teacher resources; the philosophical novella *Sophia's Question* and accompanying teacher resource; *Thinking Together: Philosophical Inquiry for the Classroom*, the classic introduction for the teacher; *Twenty Thinking Tools: Collaborative Inquiry for the Classroom* and *Teaching Ethics in Schools*. His most recent book is *Philosophy Park*, a history of philosophy for children in story form, also accompanied by a teacher resource. Published in this issue is Phil's latest article, 'The cooperative principle and collaborative inquiry', which engages with HP Grice's notion of 'talk exchange' and defends the educational value of philosophical inquiry.

Also included in this issue are four articles by Australasian philosophers who have been influenced by Cam's work. In 'Thinking together with Philip Cam: Theories for practitioners and assessing thinking', Clinton Golding draws on and further extends Cam's practitioner theory about assessing thinking that first appeared in table form in *Thinking Together*. Winifred Lamb explores Cam's use of the notions of 'growth' and 'inquiry', central concepts in the philosophy for children movement, in 'Inquiry and growth: The dance of teaching and learning'. Michelle Sowey's 'Strengthening dialogic argument: What teachers can learn from authentic examples of student dialogue' was inspired by Cam's *Twenty Thinking Tools* in relation to the enhancement of teacher professional learning programs. Finally, Tim Sprod's 'Double Trouble: Numerous puzzles' engages with his favourite short story written by Phil, and explores

pedagogical suggestions for furthering inquiry using this resource. The *JPS* wish to thank the publisher, Hale & Iremonger, for giving us permission to republish Cam's *Double Trouble* from his 1998 collection *Twister, Quibbler, Puzzler, Cheat: Ten tall teasing tales* in this special issue. As is immediately evident, Phil's work, along with the critically engaged articles published herein, is philosophically rigorous as well as pragmatic. It is useful for teachers and academics, and provides a rich source of ideas alongside lessons that may be applied in educational settings. Such a combination: theory and practice, lies at the heart of philosophy in schools and it is with our gratitude and thanks that we acknowledge the contributions Phil Cam has made to this discipline.

The editors would also like to thank Sandy Lynch and Maughn Gregory for the additional support they provided in the creation of this special issue. Both long term philosophical friends of Phil's, they have had a role to play in ensuring this special issue has come to fruition and they too are equally nurturing and generative within the philosophy for children and philosophy in schools community.

Two further articles are included in this issue. Walter Kohan's 'A conversation with children about children ...' presents research conducted as a part of the University of Bari's *Philosophia Ludens for Children* project, in which he stresses the importance of the relationship between Universities and schools. In this paper, Kohan relays philosophical dialogues held with public school children in Italy while exploring their understanding of the concept of childhood. In her article, 'Promoting human development by doing philosophy at the heart of the family', Helena Modzelewski reports on 'Community Teachers'; a research project that introduced the community of inquiry pedagogy into familial and domestic spaces in Uruguay in an effort to support the human development of disadvantaged children and to increase their retention rates at school. Once again, this issue of the *JPS* illustrates the significance of philosophy in schools as it is practised and researched around the globe.

This issue also contains two reviews. Christoph Teschers reviews Andrew Peterson's *Compassion and Education: Cultivating compassionate children, schools and communities* (Palgrave Macmillan, 2017) and Janette Poulton reviews the *Ginnie & Pinney 'Think Smart'* materials (2017) by Penny Harris, illustrated by Winnie Zhou.

Our next issue, volume 6 number 1, to be published in April 2019 is a special issue entitled 'Future education: Schools and universities', guest-edited by Michael Levine from The University of Western Australia.

Happy philosophising,

Dr Laura D'Olimpio and Professor Andrew Peterson

Editors