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About

The *Journal of Didactics of Philosophy* is a peer-reviewed academic journal devoted to research on the teaching and learning of philosophy. It is published online twice a year. The access to all articles is free. Articles may be about any level of education, however the main focus is on high school philosophy. We welcome work with a philosophical or normative approach as well as reports of results from empirical qualitative and quantitative research. The journal also publishes reviews of books, textbooks and other educational material of international interest as well as country reports. These reports present information about ways of teaching philosophy, its institutions and activities in different countries. It is an aim of the journal to promote the dialogue among researchers and practicing teachers across the world.

Call for Papers (Volume 4, Number 1/2020)

Again, we are issuing an open call for contributions. If you would like your article, country report or book review to be published in the next issue (Volume 4, Number 1/2020) please follow the instructions on the website (www.philosophie.ch/jdph). Your text should reach one of the editors no later than 15th of January 2020.

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EDITORIAL

Dear readers!

Welcome to the new issue, which contains two research articles.

Jens Kertscher takes up the challenge posed by ancient texts in teaching philosophy to beginners. One of the texts that is often used in introductory courses in colleges and in high schools is the Platonic dialogue *Meno*, and especially the famous "slave example" as well as the so-called "theory of reminiscence" (*anamnesis* doctrine). However, beginners are often misled by the mythical-religious parts of the dialog and its reasoning on the soul. There is a tendency to take Plato's dialog as an esoteric text about rebirth or the eternal life of the soul. Kertscher carefully explains that the anamnesis doctrine is not a mythical-religious teaching about an everlasting soul, but is a means to understand Plato's conception of knowledge; in doing so Kertscher points out how to avoid the "error of pre-existence" and dig deeper into Plato's philosophical reasoning with students.

The second article addresses a question of philosophical and political importance, namely how to evaluate basic values in political philosophy. Ján Bañas offers a tool for assessment which can be used in teaching. It takes up two criteria which are often mentioned by students, while reasoning on political topics – desirability and feasibility. Bañas gives a careful analysis of the concepts, and shows how they can be put to use in teaching.

In this issue you will also find a country report by Georgina Díaz. Díaz narrates the turbulent recent history of philosophy education in Spain, ending with possible good news. The second part of the report will be published in the next issue in spring 2020.

In the book review section Richard Morehouse takes a closer look at a book about philosophy with children in Australia. Morehouse points out that the book offers a combination of personal stories and theories as well as a great variety of perspectives. Nils Höppner reviews a newly republished book about philosophy of education by the philosopher and educationalist Günther Buck. Höppner explains the importance and relevance of the new edition, and makes reference to publications about Buck in English.

We would like to thank Jule Bärmann for proofreading the whole manuscript of this issue.

Please enjoy reading!

Again, if you have any questions or suggestions, please do contact us.

October 2019

The Editors