

Editorial: Silences

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This year the journal has been silent. Plenty has been going on behind the scenes. I've been preparing two journal issues. The first will emerge in January 2018. The second later in the year. They look to be the same great standard of interesting work about alternative education I am accustomed to having the pleasure to work with.

So what happened to this year's issues?

This year is silent. It is a protest. It is a recognition. It is a way to mark and remember, to honour and value lost voices.

The voices of alternative education we have lost to prejudice, violence, mobbing, superstition, cowardice, gossip, poor educational practices, jealousy, fear, ignorance.

This is not a small or insignificant issue for alternative education. Lives have been lost throughout our histories on account of the stress of educating alternatively in this world of a lack of diverse educational pathways and concepts. People have died because they stood up for an other education. They may not have been murdered. They may just have developed cancer on account of stress or had a heart attack. They may have given up their hope and quietly faded away, voiceless, without a setting within which to work and educate and without a future, taken as it was from them. I am currently interested in researching the astonishing prevalence of attacks on alternative educators throughout educational history and the surprising frequency of an untimely demise, incommensurate with expectations but closely linked to devastating criticisms of alternative education projects amounting to attacks. There is something deeply personal about being an alternative educator. There is something very personal about shutting an alternative educator down.

It is tough to be an alternative educator and educationist. This is an historical problem. It is a modern problem.

Other Education honours those brave enough to be different in education. We have no voices speaking this year. Only silence, remembrance and a protest.

“We need an other education... Leave them educators alone.”



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