



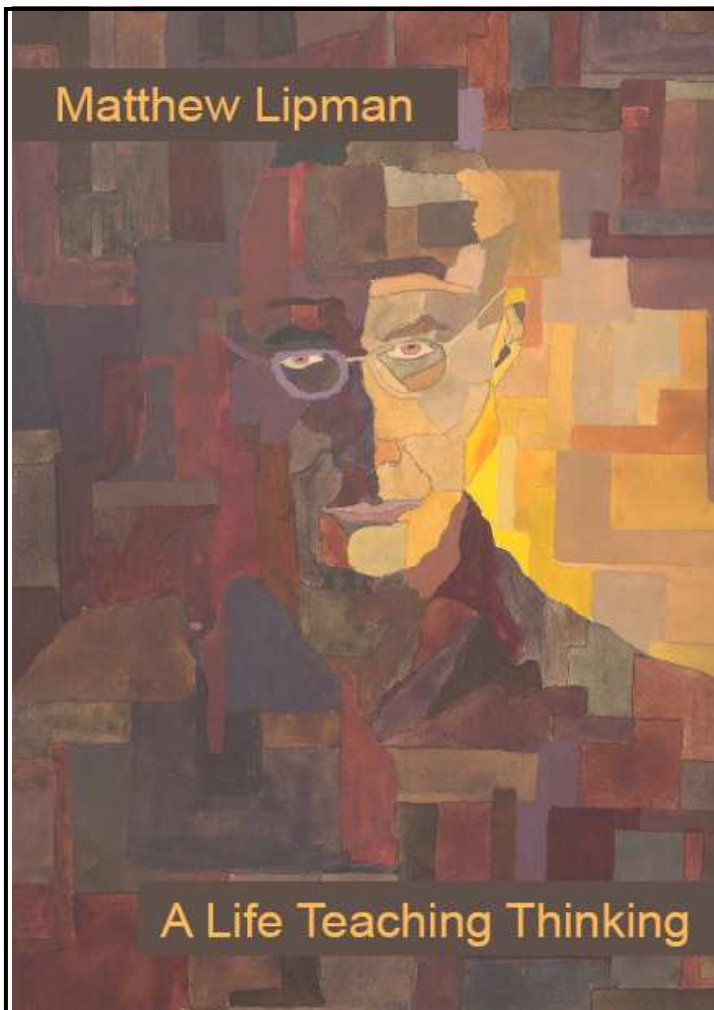
IAPC Newsletter



**MONTCLAIR
STATE
UNIVERSITY**

MATTHEW LIPMAN AUTOBIOGRAPHY

Spring 2008



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THE INSTITUTE FOR THE
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“This is a book for both believers and skeptics. True believers in the idea of philosophy for children will certainly want to learn the life story of Matthew Lipman, who is the modern father of that revolutionary idea. True skeptics may be curious to learn how a conventionally trained philosopher could leave a tenured professorship at Columbia to establish the Institute for the Advancement of Philosophy for Children. Both believers and skeptics are in for a good read.”

-Gareth B. Matthews

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AMERICAN PHILOSOPHICAL ASSOCIATION AWARDS GRANT TO IAPC

BY DR. MAUGHN GREGORY

In November 2007 the American Philosophical Association awarded a grant of \$8,275 to the IAPC for the continuation of our Philosophy for Children History and Research Archive. Though the amount of the grant is modest, it was a third of the total funds awarded by the APA in 2007. The award letter stated:

“The IAPC began creating the archive in 2004 with a study grant from the New Jersey Network for Educational Renewal. Since that time IAPC-affiliated faculty, staff and students have collected and organized many kinds of documents and artifacts, including early editions of IAPC curriculum titles and theoretical books, translations of the same in dozens of languages, grant proposals, and records of workshops and other professional development services in every U.S. state and in scores of countries. We have collected evidence of the establishment of IAPC affiliate centers around the world, correspondence with philosophical, educational and philanthropic organizations, promotional materials, photographs, philosophical and empirical studies on Philosophy for Children, classroom transcripts and other empirical data. We have organized assessment instruments, recordings of radio and television interviews with IAPC personnel, documentary films, conference proceedings, newsletters, and records of courses and degree programs in Philosophy for Children.”

The Philosophy for Children History and Research Archive has already been utilized by IAPC-affiliated faculty and students, and by national and international visiting scholars. Once completed, the IAPC intends to digitize the archive to make it more readily accessible to colleagues, students and scholars around the world. The APA grant will pay for student assistance in archiving existing materials and collecting missing materials, and for additional storage equipment.

NEW IAPC AFFILIATE CENTER IN ALBERTA. CANADA

BY DR. ROB WILSON

Philosophy for Children Alberta was formed in February 2008, and has now become the latest Canadian affiliate of the IAPC. P4C Alberta is housed in the Department of Philosophy at the University of Alberta, in Edmonton, Alberta, and is headed by Professor Rob Wilson, who worked previously with the P4C curriculum in Western Australia from 1984 to 1987. Our centre has about 20 members, nearly all being students or faculty in the Department.

Throughout the remainder of 2008 our aims are to familiarize ourselves more thoroughly with the curriculum for grades 1-8 through workshops offered locally; to liaise with Alberta Learning, school boards, and individual schools on the implementation of the P4C curriculum in Edmonton public schools; and to offer teacher in-service workshops and other media for introducing the P4C curriculum to educators. Several of our members have taught in elementary and junior high schools in Canada and elsewhere, and we are coordinating our activity with the Philosophy in the Schools (PITS) group, based in Winnipeg, Manitoba, and affiliated with the Canadian Philosophical Association.

Anyone interested in more details, who would like to join us, or even just offer advice, should contact Rob Wilson (rwilson.robert@gmail.com) or Jessica Moore (virtual.jess@gmail.com).

2008 PHILOSOPHY TRIATHLON!

BY CHRISTOPHER PARKER

On April 4, 2008 IAPC produced Philosophy Triathlon, a day of philosophical inquiry for more than 135 regional middle school students, teachers and chaperones. An expansion of the successful 2007 Socratic Athletica, the Philosophy of Sport (see Fall newsletter), the Philosophy Triathlon utilized three different campus venues to host Communities of Inquiry (CI) on the philosophy of sport, science and art. Each venue sat two or three groups of students directed by one IAPC facilitator. The Art CI's were created at the Segal Art Gallery, with the help of the gallery's Educational Coordinator Donna Serbe-Davis. Sport CI's were challenged at Yogi Berra Museum and Learning Center, with the help of museum Director, Dave Kaplan. Science CI 's did their investigations at a site attached to Science Hall, Richardson Hall. Richardson also was the site of opening introductions, by Program Coordinator Chris Parker followed by IAPC Director Maughn Gregory directing students on the WRAITEC tool, which served as the guideline for CI facilitators, culminated by each CI group producing one poster to demonstrate their WRAITEC approach to solving their philosophical inquiries. Stimulated by the morning's discussion, at lunchtime the groups then broke into smaller groups to plan their research posters. In the WRAITEC framework, posters were presented, judged and awarded.

IAPC's Philosophy Triathlon finished with a performance by magician Mark Calabrese. Demonstrating sleight of hand card tricks, guessing games, and dollar bills that disappeared and then reappeared in unexpected places, the performer led the group to laugh, call out, joke – and think. “If I know the trick behind one of my tricks, is it ethical to use it on you to take your money even if I give you your money back at the end?” asked Mark. It was a fun – and fitting – ending to a morning of intense philosophical inquiry, one the eighth graders aren't likely to soon forget. IAPC Graduate students, Mara Buenaseda, Katrina Macht, Richard Odiwa, Joe Oyler, Alex Perry, Marta Pires, Jon Rogers and Lavina Sequira served as facilitators of CI groups. James Heinegg, Director of Curriculum & Instruction, Saddle Brook Public Schools, in addition to facilitating, coordinated a curriculum publication given to teachers for follow up inquiry on all three discipline areas. Thanks to IAPC Assistant Director, Joanne Matkowski for communication support and doctoral student Christopher Parker for marketing and organization.

The following is an excerpt from the Philosophy of Science Community of Inquiry Discussion:

April 4, Montclair -- At mid-morning, a visitor strolling past a classroom in Richardson Hall would have encountered a group of about 12 eighth-graders engaged in hot debate about the possibility of human cloning. Was it biologically feasible? Was it ethical?

One boy proposed, “If they figured out how to do it, scientists could create a person who was basically an organic robot. It could be used for organ donation purposes to save people's lives who had diseases or had been in accidents.”

“And that's exactly what the scientific community is talking about at this point,” said Jon Rogers, an MSU graduate student whose specialization is philosophy for children. “It's science fiction at this point, but it could definitely happen.”

“Theoretically,” another boy chimed in, “you could create a human clone without a head and just keep the circulatory system and stuff running with machines.”

“Ewwww!” several students cried out.

Although the mood was light-hearted at moments, the eighth-graders debated in earnest. Encouraging them, Jon Rogers threw out questions, topics for further inquiry, countering opinions.

“Does it depend on how close the clone is to a real person whether it's right or wrong to use it for organ donation?” he demanded.

“I think it's entirely unethical to clone for organs. But why would you want to otherwise?” one girl asked. “To create someone who would live forever? If you did that, what about over-population growth?”

“I just think it's creepy,” a boy declared, sparking laughter.

But Rogers countered, “Is it unethical because it's disgusting?” When no one answered, he added, “Science has always been concerned with what it can do. Should it also concern itself with what it should do?”

“Animals are grown for their meat,” a boy pointed out. “A lot of things aren't ethical but they're necessary.”

The discussion periodically came to a halt as students looked at one another, thought over their classmates' comments, and weighed various aspects of the topic.

“Who decides who gets to clone themselves?” one girl wanted to know. “Will it be only rich people?” “Maybe we should see first if we can clone a human, then figure out what to do with it,” another girl suggested.

Montclair Public Schools. (2008). SAIL Eighth graders learn and laugh at convocation 2008 (Publication). Retrieved 5/7/08, from Montclair Public Schools: <http://www.montclair.k12.nj.us/Article.aspx?Id=279>

PHILOSOPHICAL INQUIRY WITH BIBLE: A P4C JUDAIC PILOT PROGRAM THAT WORKED!

BY PATTI KAHN

A new Philosophical Inquiry with Bible curriculum was jointly developed by the Melton Centre, Hebrew University of Jerusalem and the Israel Center for Philosophy in Education – “Philosophy for Life.” It is a pilot curriculum for a project integrating Philosophy for Children with the teaching of Bible carried out in partnership with the IAPC at Montclair State University. The curriculum was developed for Temple Sinai, New Jersey and was piloted February – May, 2008.



The project team included Dr. Howard Deitcher, Dr. Jen Glaser and Ms. Yael Niv of the Melton Centre; Professor Maughn Gregory and Maria Pacillo, Ed.D; and Patti Kahn, Director of Education at Temple Sinai. Professor Ann Sharp of Montclair State contributed to the curriculum discussion plans and exercises.

The curriculum is entitled: “Kadima – Moving On: Journeys that Matter.” The 9 week curriculum centers around the notion of “moving On,” which is particularly relevant to Jewish pre-teens who are anticipating their journey toward their Bar/Bat Mitzvah, the Jewish rite of passage for 13 year olds. Post Bat/Bat Mitzvah, these students will have a new range of choices to make and new responsibilities to consider as they enter Jewish adulthood.

By offering students the opportunity to grapple with questions of meaning through Philosophical

Inquiry with Bible, we seek to further develop the language, conceptual tools and inquiry skills that will help empower these students to face these choices wisely. (The above includes excerpts from the introduction to the “Kadima” curriculum, written by Dr. Jen Glaser)

Teachers and students have been thrilled with the methodology and the content of the curriculum. Although we only had 9 weeks to practice inquiry skills in the classroom, the P4C methodology produced a much deeper level of conversation with many more students participating in discussion. Student comments about philosophical inquiry include:

“The teachers and kids are very open to our ideas; when we introduce a concept contrary to their others’ beliefs, they accept it as a valid opinion.”

“The things we talk about really make me think.”

“We debate openly and the debating is fun.”

“We aren’t afraid to speak our minds.”

“The teachers let us express how we feel without feeling strange about it. We are all taking part in the conversation.”

“I am never bored during class. I’m learning and the class discussion is exciting.”



APA AFFILIATION

BY ALEXANDRA PERRY

In April of 2007, I was accepted to present a paper at a session hosted by the Society for the Philosophical Study for Education (SPSE) at the American Philosophical Association (APA) –Central Division meeting, in Chicago, Illinois. The session’s focus was on philosophy and teacher education, and it was one of two sessions that revolved around philosophy and education. Throughout the duration of the conference, we found that people were very interested in hearing about the IAPC, and, upon our return, decided to apply for affiliation to the APA.

We spent the Fall semester gathering materials and putting together an application package that included our mission statement, a list of officers and a letter outlining why our affiliation with the APA would be beneficial to the “philosophy world”. This winter, we received word that our application had been accepted, and we had been granted affiliation with the APA-Eastern Division, the largest division within the APA. The APA-East holds an annual meeting in December somewhere on the East coast, and the IAPC is now able to host one-two sessions at each of these meetings. Our first session will take place December 27th-30th at the APA’s meeting in Philadelphia, PA, the topic will be “Philosophy for Children, Past, Present and Future.” We will host about 7-10 presentations during this session. Thanks to the work of everyone at the IAPC, we will be able to enjoy hosting these sessions every year. The IAPC would welcome anyone to attend this very exciting session in December.

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT IN PHILOSOPHY FOR CHILDREN BY IAPC CABINET MEMBERS IN ACADEMIC YEAR 2007-8

- Dr. Ann Margaret Sharp delivered the keynote address, “Education of the emotions: a philosophical approach,” at the international philosophical symposium: “Filosofia e Estética: uma escola para os afectos,” at the Universidade dos Açores [University of the Azores, in Azores, Portugal], September 27-October 2.
- Dr. Maughn Gregory: “The Meaning of Conflict in Peace Education,” at “Philosophie – Globalisierung und Interkulturelles Verstehen” (“Philosophy – Globalization and Intercultural Understanding”) conference at the University of Graz (Austria), October 18-21, 2007.
- Dr. Ann Margaret Sharp presented a paper, “Pourquoi avons-nous besoin d’une communauté de recherche en classe pour faire de la philosophie avec les enfants [Why do we need a community of inquiry in the classroom to do philosophy with children?] at the conference “Symposium on new philosophical practices: Practices, training and research at school: Perspectives,” " at UNESCO Headquarters, Paris, France, November 15, 2007
- Dr. Maughn Gregory: “Was ist Philosophie für Kinder?” Karlfriedrich Herb, et al., eds.: *Argumente und Materialien zum Zeitgeschehen*, Vol. 53 (2007), 35-6.

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT IN PHILOSOPHY FOR CHILDREN BY IAPC CABINET MEMBERS IN ACADEMIC YEAR 2007-8 CONT...

- Drs. Ann Margaret Sharp and Maughn Gregory: “The Arc of Inquiry in Philosophical Dialogue,” international workshop sponsored by the Austrian Center of Philosophy with Children, October 21-23, 2007, Graz, Austria.
- Dr. Maughn Gregory: “The Concept of Inquiry in Classroom Dialogue,” at “Colloquium on Philosophy for Children,” October 24, 2007 at the University of South Bohemia, České Budejovice, the Czech Republic.
- Drs. Megan Laverty and Maughn Gregory: “Evaluating Classroom Dialogue: Reconciling Internal and External Accountability,” *Theory and Research in Education* Vol. 5, No. 3 (November 2007), 281-308.
- Dr. Maughn Gregory: “The Cognitive Dimension of the Community of Inquiry,” presented at the “7^o Coloquio Nacional de Filosofía para Niños,” under the auspices of the [Universidad Nacional Autónoma de México](http://www.unam.mx) and the Federación Mexicana de Filosofía para Niños, November 30, 2007, Aca-pulco.
- Maughn Gregory: “Thirty Years of Philosophical and Empirical Research in Philosophy for Children: An Overview,” *Diotime: Revue Internationale de Didactique de la Philosophie*, No. 34 (www.crdp-montpellier.fr/ressources/agora/D034017A.HTM, accessed 11/27/07).
- Dr. Maughn Gregory, contributor to *Philosophy: A School of Freedom: Teaching philosophy and learning to philosophize: Status and prospects* (Paris: UNESCO Publishing, 2007).
- Dr. Maughn Gregory: “Educare al Pensiero Complesso: Il Ruolo Dell’ Argomentazione in Comunità di Ricerca [Educating for Complex Thinking: The Role of Argumentation in the Community of Inquiry],” lecture to doctoral students in the Department of Educational Sciences, University of Padua, Italy, January 12, 2008.
- Dr. Maughn Gregory: “Collaborative Inquiry: A Framework for Facilitating Philosophical Dialogue,” lectures to doctoral students in the Department of Educational Sciences, University of Padua, Italy, January 12 and 15, 2008.
- Drs. Maughn Gregory and Marina Santi: “Educare Alla Legalità: Un percorso formativo per la promozione del pensiero democratico a scuola attraverso la Philosophy for Children [Education for Law Abidingness: A formative route for the promotion of democratic thinking in schools through Philosophy for Children],” public presentation for teachers and parents, to inaugurate the Project of the Town Children’s Council, Vittorio Square Hall of Honor, Rovigo, Italy, January 14, 2008.
- Drs. Antonio Cosentino, Maughn Gregory, and Maura Striano: “La Pratica del Dialogo Filosofico come Risorsa Formative [The Practice of Philosophical Dialogue as an Educational Resource],” public presentation for educators and parents, Trinci Palace, Foligno, Italy, January 13, 2008.
- Alina Reznitskaya (2008). *Philosophical Discussions in Elementary School Classrooms: Theory, Pedagogy, Research*. Paper presented at the Cooperative Learning in Multicultural Societies: Critical Reflections Conference, Turin, Italy.
- Alina Reznitskaya & Monica Glina (April, 2008). *Measuring argumentation: What’s behind the numbers?* Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Alina Reznitskaya: “Examining the Attitudes and Preparedness of Mainstream Teachers to Teach English-Language Learners,” “Measuring Argumentation: What’s Behind the Numbers?” and “Student Thought and Classroom Language: Investigation the Connection”

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT IN PHILOSOPHY FOR CHILDREN BY IAPC CABINET MEMBERS IN ACADEMIC YEAR 2007-8 CONT...

- Dr. Maughn Gregory: “Philosophical Thinking in the Classroom,” trans. to Japanese by Takara Dobashi, *Proteus: Nature and Formation*, Vol. 10 (December 2007), Sendai, Japan.
 - Alina Reznitskaya (2008). *Student thought and classroom language: Investigating the connection*. Paper presented at the symposium entitled "Emerging Scholars and Scholarship in Education Research: AERA, NAEd, and IES Postdoctoral Fellows and Their Work", The Annual Meeting of the American Educational Research Association, New York, NY.
 - Drs. Megan Laverty and Maughn Gregory: “Philosophy, Urban Education, and Community: The Global School of Art and Philosophy,” at the American Association for the Advancement of Curriculum Studies Seventh Annual Meeting, Teachers College, Columbia University, March 23, 2008.
 - Jon Rogers: “Teaching Ethics Responsibly: Bringing Global Awareness to the Classroom” at the 2nd Annual Felician Ethics Conference, Felician College, Lodi, New Jersey, May 3, 2008.
 - Monica Glina (January, 2007). A community of barbarians: The community of inquiry as a strong democracy. Paper presented at the Hawaii International Conference on Education, Oahu, HI.
 - Monica Glina (April, 2008). Workshop: How philosophical dialogue can work as a potential bullying intervention. Presented at the 2nd Annual Equity & Social Justice in Education Conference, Pomona, NJ.
 - Monica Glina (June, 2008). Let’s talk about it! Using philosophy for children to explore students’ beliefs and perspectives about bullying in school. Paper to be presented at the North American Association for the Community of Inquiry Conference, La Crosse, Wisconsin.
 - Monica Glina (August, 2008). Toward safer classrooms: Philosophy for children as a potential bullying intervention. Paper to be presented at the American Association of Philosophy Teachers, Guelph, Ontario, Canada.
 - Joe Oyler: “Socratic Questions” Philosophy for Children teacher workshop at May Howard Elementary School, Savannah, Georgia, December 2007.
 - Joe Oyler: “Philosophical Inquiry in Art Education,” demonstration to representatives of Savannah College of Art and Design's Teacher Education Program.
 - Joe Oyler: “Philosophy for Children Professional Development” individual coaching of teachers at May Howard Elementary School, Savannah, Georgia.
- Papers presented at the Annual Meeting of the American Educational Research Association, New York, NY, 2008:
- David Kennedy: “Another World is Possible: Schooling, Multitude and Philosophy for Children”
 - Tyson Lewis: “Defining the Classroom as a Social Collective”
 - Marta Pires: “Biopolitics, Subjectivity, and Education”
 - Joseph Todd: “In Search of the Multitude: Critical Media Literacy for Insurgency”
 - Rebecca Goldstein: “Engaged Citizen or Economic Contributor? NCLB and the Redefinition of Civic Engagement”
 - Joe Oyler: “The Principles, Purposes and Practices of Teaching for Civic Engagement”
 - Maria Pacillo: “Philosophical Intimations: Defining a Process of Civic Engagement for Global Citizenship”

IAPC-SEIZING THE FUTURE

BY CHRISTOPHER PARKER

P4C doctoral student Christopher Parker won first place in Montclair State University's "University of the Future Essay Contest," in the graduate essay category, writing on the theme of "Carpe Futura." Chris presented his essay at the "University of the Future," panel discussion sponsored by the University Senate on March 26, 2008. As a first place winner, Parker was also invited to sit on the March 26, 2008 University of the Future panel discussion, with keynote speaker, noted futurist Michael G. Zey. Parker's essay, highlights many attributes of an IAPC education. Below is an excerpt from his essay.

"One social change is that faster forms of transportation, plus an international marketplace, shrinks the globe, closing the gap between places that once seemed far away reached only by the wealthiest citizens. Montclair State broadens my own horizons by connecting me to what may be a future transnational renaissance. In my doctoral studies, fellow students from at least eight other countries offer me a personal perspective on different parts of the globe. I am also in personal contact with many Philosophy for Children affiliates in over two hundred countries.

A look into our future shows a likelihood of tsunamis, global warming and terrorism that threaten to pollute the promise of future hope with doubt. Some predilections even highlight the need to prepare for these possibilities. My future career needs to take into account these current issues of concern, including new defense strategies and the preservation of our planet. Creative thinking and reasoning in the Philosophy for Children program at Montclair State offers me a chance to develop new educational curriculum to help future leaders be vigilant in their thinking about such issues.

In fact, Montclair State gives me opportunities to develop philosophical, creative thinking curriculum with students. One example is my work with pre-K students at the Montclair State Child Care Center. Through the center, I work directly with students on their own creative problem solving.

I am also able to give seminars on teaching creative thinking to children to post-doctoral participants at programs such as the Philosophy for Children ten-day session in Mendham, New Jersey. (<http://frontpage.montclair.edu/mgregory/Chrispoetrywkshop.htm>).

Furthermore, education of the future may also be tendered through venues, outside the classroom, such as museums and galleries. Montclair State helps me prepare for this by allowing me, along with others, to produce educational events in new venues on campus. Recently, George Segal Arts Gallery and Yogi Berra Museum have opened their doors to middle school students and their teachers for a Philosophy Triathlon (see this issue). I also had the opportunity to work on this project with other Philosophy for Children doctoral students and professors. In this Triathlon, middle school communities of inquiry identify and discuss issues within the philosophical motifs of art, science, and sport.

(<http://www.montclair.k12.nj.us/news/news.cfm?newsid=279>)

Montclair State may have helped me prepare to educate others but, on a more personal note, I have a few more years of educating my children through middle and high school. I see the current pre-college educational as lacking in developing creative thinking. The Montclair State Institute for the Advancement of Philosophy for Children helps me to develop a new philosophy of education that prepares my children, and the children of others for higher learning with creative thinking that is outside the box.