



● MATTHEW HORWOOD/GETTY

didn't realize." That's why I think it's actually really good for kids who often feel quite excluded from normal educational classroom processes because they are shut out. They have felt overwhelmed or they felt challenged but not in the right way. So, I guess the way to put it is that the thinking is challenging but challenging in a way that's very accessible, and every individual has got the ability to run with this. Particularly, when there's this social value associated with being a member of the community of inquiry in the classroom. So, you're a part of a team. That really helps a lot.

Some critics argue that the whole P4C program is ideologically laden, in the sense that it promotes certain worldviews. What about that?

I think it's a good and perfectly fair question to ask

Kids may feel too much pressure when they're confronted with something that feels very alien, is imposed on them, or they can't see the point of it because it's a bit removed from their experiences.

whether it's ideologically laden. One natural response for somebody from within the Philosophy for Children movement would be, "Well, what do you mean by 'ideologically laden'?"

Certainly, there are values that are important to the Philosophy for Children program. For example, respecting the individual opinion, the need to provide reasons and evidence for your views, and certain flexibility and the ability to change your mind.

Now, you might think, "Well, all of these themselves are a part of some kind of false consciousness," if you want to use Marxist terminology. Or, "It's part of an ideology, right? Or, 'That's this kind of Western capitalist view' or something like that. But I think you could actually challenge that. Why do you think that? Why do you not think that people

should have opinions and that they should develop their own views in a way that connects with their abilities? Do you think that they shouldn't respect the opinions of others? So, I think that one sort of response is to open a dialogue about what kinds of values are important in education, what sorts of abilities we want to try and cultivate in people in learning environments, and open a dialogue about that. In fact, you actually invoke the ideals that, in some sense, you're trying to defend by using them in practice.

Now, of course, people can always shut that down. But then, what I would say is, "Well, who's being ideological, in the relevant sense? Why can't there be a free and open discussion about these kinds of things? Is that something that's off the table?"

TO BE CONTINUED

Justin Weinberg suggests philosophically-themed books for young children



If you are a parent or an educator, and you're looking for philosophically-minded books for young children, who are reading but are not at the chapter-book stage, Justin Weinberg has a few suggestions for you. Associate professor of philosophy at the University of South Carolina, Weinberg received his PhD from Georgetown University in 2004. He is also the editor of Daily Nous, a news and discussion site for matters related to academic philosophy, where he first published the list some seven years ago. The list is by no means exhaustive as there are a lot more similar books out there. But these suggestions may give you a pretty good idea where and how to look. As an icing on the cake, you may also find reading these books both rewarding and fun for yourselves.

A Hole Is to Dig

By Ruth Krauss

What would you say about eye-brows? Miss Krauss and the many children who made suggestions, re-visions, additions (and subtractions) to this book say, "Eye-brows are to go over eyes." A face? "A face is something to have on the front of your head." Also, "a face is so you can make faces." Hands? Well, hands are to hold. And also "a hand is to hold up when you want your turn." A party is to say how-do-you-do and shake hands" and also "a party is to make little children happy." Of course, a brother is to help you, a package is to look inside, arms are to hug with, and a book is to look at.

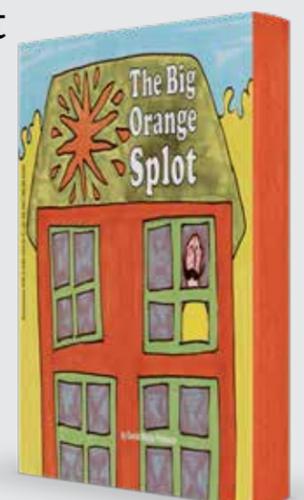


The Big Orange Splot

By Daniel Manus Pinkwater

A beautiful lyrical story that introduces the concept of individuality, accepting of others differences, and respect for those around us. This is a tale about conformism and individualism, as Mr. Plumbean's expression of creativity and individuality challenges his neighbor's ideas about the importance of having a "neat street." By repainting his house to reflect his colorful dreams, Mr. Plumbean breaks away from the conformity of his street.

"My house is me and I am it. My house is where I like to be and it looks like all my dreams."



About the Book

History, Theory and Practice of Philosophy for Children

Published by Routledge in in 2019, this book on Philosophy for Children (P4C) is a compilation of articles written by its founders and the movement's leaders worldwide. These articles have been prepared in the dialogue and interview format. Part I explains the genesis of the movement, its philosophical and theoretical foundations. Part II examines the specialized uses of philosophical dialogues in teaching philosophy, morality, ethics and sciences. Part III examines the theoretical concerns such as the aims of the method in regards to the search for truth or

sense of meaning, or the debate on the novel or short stories and its characteristics. Part IV explains the practices of P4C worldwide and the issue of cultural differences, the ways of the community of inquiry and the necessary adaptation to suit local concerns. The book concludes with a notable review of the progress of P4C, the obstacles, and its international spread to over 60 countries. These penetrating insights make the book an incredibly rich resource for anyone interested in or involved with implementing a P4C programme.

