SECOND BIENNIAL PLATO CONFERENCE

PLATO and Pedagogy:
The Evolving Field of Pre-College Philosophy

February 19-20, 2013

Loyola University, New Orleans

PLATO (Philosophy Learning and Teaching Organization) is dedicated to being a national voice for advocating the introduction of philosophy into pre-college classrooms and to connecting the education and philosophy communities through programs, resource-sharing and the development of a national network of those working in pre-college philosophy.

Thanks to the Squire Family Foundation, the American Philosophical Association, and the PLATO membership for their support of the PLATO Conference.
Tuesday, February 19

9:00 Coffee and pastries/Opening remarks and introductions

Tuesday's sessions will be in the Audubon Room.

9:45-11:30 International models for pre-college philosophy
Chair: Wendy Turgeon, St. Joseph's College
Speakers:
Lizzy Lewis, Sapere – Society for Advancing Philosophy Enquiry and Reflection in Education (London)
Michael Lacewing, Philosophy A-levels (London)
Sarah Davey Chesters, Federation of Australasian Philosophy in Schools Associations (FAPSA)
Thomas Wartenberg, Fulbright in New Zealand (Australia and New Zealand)
Peter Worley, The Philosophy Foundation (London)
Félix García Moriyón, ICPIC – International Council of Philosophical Inquiry with Children (Spain)

11:45-1:00 Models from other disciplines/alternative methods for pre-college education
Chair: Thomas Wartenberg, Mount Holyoke College
Speakers:
Christopher Freiler, Advanced Placement
Emily Leary Chesnes, American Psychological Association, TOPSS (Teachers of Psychology in Secondary Schools)
Stuart Gluck, Center for Talented Youth (Johns Hopkins University)
Michael Pritchard and Elaine Englehardt, Ethics Across the Curriculum

LUNCH- in the St. Charles Room

2:30-4:15 Collaborative programs in pre-college philosophy education
Chair: Jana Mohr Lone, Northwest Center for Philosophy for Children (University of Washington)
Speakers:
Wendy Turgeon, St. Joseph’s College
Brian Wood, Open Minds (Harvard University Philosophy Outreach Program)
Shayan Karbassi, Winning Words (University of Chicago)
Steven Goldberg, Oak Park and River Forest High School (Chicago)
Sara Goering, Northwest Center for Philosophy for Children (University of Washington)
Joe Oyler, Institute for the Advancement of Philosophy for Children (Montclair State University)
John Torrey, Philosophical Horizons (University of Memphis)

4:30-5:30 Moderated group discussion on advancing the field – where do we go from here?
Jana Mohr Lone, Northwest Center for Philosophy for Children (University of Washington)

After the conference, please join us Tuesday evening at the Bouligny Tavern, 3641 Magazine St., (504-891-1810.)
It's about a ten minute walk from the Hampton Inn.
Wednesday, February 20

8:30 Coffee and pastries

9:00-10:00 Concurrent sessions

High School--Audubon Room

Chair: Michael Burroughs, University of North Carolina Chapel Hill
Speakers:
Jennifer Cattaneo, “The Evolving Field of Pre-College Philosophy”
James Davis, “Using Logic and Collaborative Teaching To Integrate Philosophy Into High School Curricula”

K-8--Octavia Room

Chair: Natalie Fletcher, Concordia University
Speakers:
Lena Harwood Pacheco, “Unexpected Philosophers: The Advantages of Teaching Philosophy to Disadvantaged Children”
Jurgis and Nora Brakas, “What Were These Characters Thinking?! Using Sufi Tales to Cultivate Critical Thinking in Children”
Jesse Walsh, “Philosophy Games: Overcoming Obstacles in Pre-College Philosophy Pedagogies”

10:10-11:10 Concurrent sessions

High School--Audubon Room

Public, Gifted, Independent, and Ideal: Where Philosophy Fits into Existing K-12 Schools, and Where It Might Fit in an Ideal School
Speakers:
Dan Cohen, Teacher, Lancaster Country Day, Lancaster, PA
Jessica Davis, Graduate student, Columbia University, Teachers College, New York, NY
Lisa Donnelly, Teacher, Science and Arts Academy, Des Plaines, IL
Dan Fouts, Teacher, Maine West High School in Des Plaines, IL

K-8--Octavia Room

Chair: Deborah Perron Tollefsen, University of Memphis
Speakers:
David Shapiro, “If It’s Not Fun, Why Do It?”
Amy Leask, “Pre-College Philosophy Gets Social: Using New Media to Support Communities of Inquiry”

11:20-12:20 Concurrent sessions

K-12 Aesthetics Workshop--Audubon Room
Wendy Turgeon, “In the Eye of the Beholder? ‘Workshop in Aesthetics Inquiry”

Reasoning and Emotion--Octavia Room
Chair: Mitchell Green, University of Virginia
Speakers:
Susan Gardner, “Selling The Reason Game”
Nolan Geiger, “The Virtue of Intellectual Empathy: Linking Critical Thinking with Emotions”

12:20-12:45 Final Thoughts--Audubon Room
Bios

**Jurgis Brakas** received his PhD in philosophy from Columbia University. An Associate Professor of Philosophy at Marist College, he has taught Symbolic Logic on a regular basis for many years, as well as Introduction to Logic, Inductive Logic and many other courses. His areas of specialization are Aristotle, Rand, meta-ethics, logic and philosophy of logic. As well as presenting at many conferences, he has published a book on Aristotle’s universals and articles in national and international journals.

**Nora Jachym Brakas** received her PhD from the Reading Department at the University of Albany. An Assistant Professor of Teacher Education at Marist College, she has taught at the undergraduate and graduate levels. She has taught the undergraduate literacy sequence on a regular basis, three semesters of literacy instruction for teaching the general population and special needs students. Her research interests lie in creating cross-curricular instructional approaches using children’s literature as an educational tool. She has published in educational journals and has presented her research at international, national and local reading conferences.

**Michael D. Burroughs** is a Visiting Lecturer in the Department of Philosophy and Parr Center for Ethics at the University of North Carolina at Chapel Hill. Michael also serves as Outreach Coordinator for the Department’s Philosophy Outreach Program ([http://philosophy.unc.edu/outreach](http://philosophy.unc.edu/outreach)) and researches in ethics and the philosophy of childhood.

**Jennifer Cattaneo** teaches French and philosophy at Santa Fe Christian School in Solana Beach, California where she is the World Language Department chair. With a background in ancient civilizations and French history and literature, she has focused her academic and professional career around nurturing critical thought in the high school classroom. She is currently developing curriculum to teach both ancient civilizations and western philosophy.

**Emily Leary Chesnes** is the Assistant Director of Precollege and Undergraduate Education with the American Psychological Association (APA). She has worked at APA since 2003, and is the staff liaison to the APA Committee of Teachers of Psychology in Secondary Schools (TOPSS). She manages APA’s programs and initiatives for high school psychology teachers, and has worked on two revisions of APA’s National Standards for High School Psychology Curricula. She has also facilitated initiatives supported by the American Psychological Foundation for psychology teachers. She worked at the Council on Undergraduate Research from 2001 – 2003. She has an MA in psychology from Furman University and an MBA from George Mason University.

**Sarah Davey Chesters** is a Lecturer in Education at Queensland University of Technology, Australia. Her research interests include the comparisons between various models of dialogue and the development of multi-dimensional thinking. In 2012 she published a book based on her research entitled The Socratic Classroom: Reflective Thinking through Collaborative Inquiry (2012, Sense Publishers). Dr Davey Chesters is on an extended sabbatical in New York where she is teaching Critical Thinking and Ethics at St Josephs College and continues to pursue her research interests.

**Allison Cohen** has been teaching a philosophy elective to high school students for fifteen years. She has a BA in government and philosophy from The College of William and Mary where she also earned her MA.Ed in secondary education. She currently teaches Philosophy and AP Government at Langley High School in McLean, VA. In addition, Allison also works with the Supreme Court of the United States on a program that culminates in a student mock oral argument of a case on the Court’s current docket. In her free time, she enjoys traveling and yoga.

**Dan Cohen** teaches Humanities at Lancaster Country Day School in Lancaster, Pennsylvania. He has a PhD in Philosophy from University of Miami. His area of specialization is ethics.

**James Davis** is a history and philosophy instructor at Boston University Academy. He received his BA in political science from Beloit College, his MA in philosophy from State University of New York at Albany, and his PhD in philosophy from Boston University. During the summer, he teaches logic in Johns Hopkins' Center for Talented Youth Program. He has also taught at Merrimack College, Endicott College, and Babson College. He has run workshops and presented pedagogical papers at the American Association of Philosophy Teachers' biaannual conference and at the American Philosophical Association’s Eastern Division meeting. He currently serves as a board member for PLATO.
Jessica Davis received both her BA and her MA in Philosophy from San Diego State University. She is in her first year in the Philosophy and Education PhD Program at Columbia University Teachers College, where she has been volunteering for the Philosophy Outreach Program. Jessica plans to one day open a philosophy-based high school. The title of her Master's thesis was "The Ideal School: Justifications and Parameters for the Creation of Philosophy-Based High Schools." Jessica's motivation to help high school students comes from her own struggles at that age -- she hopes to create environments where every student understands that they are valuable and important.

Lisa Donnelly has been teaching for over 20 years, 11 of which have been as a Philosophy and Logic teacher at Science & Arts Academy in Des Plaines, IL. She has also served as the coach for SAA’s Future Problem Solving team for the past 9 years, and is also the Student Council sponsor at the school. This year, Lisa began a before-school program for students in grades 3-8 entitled, “Philosophy for Breakfast,” during which students are able to meet with their peers to engage in philosophical inquiry and dialogue that would not necessarily take place in the classroom. Lisa is also the Director of Outdoor Education for the middle school. During the summer of 2011, Lisa participated in the NEH Summer Institute at the University of Virginia entitled, “Epic Questions; Mind, Meaning, and Morality;” she also attended the IAPC Summer Intensive in Montclair, NJ. Currently, Lisa is working on completion of her graduate work in Gifted Education at Northeastern Illinois University.

Elaine Englehardt is a Distinguished Professor of Ethics and Professor of Philosophy at Utah Valley University (UVU). She has taught ethics, philosophy and communication classes at UVU for the past thirty-six years. For the past twenty-five years, she has written and directed seven multi-year, national grants. Four large grants are in ethics across the curriculum from the Department of Education; and three are from the National Endowment for the Humanities. Her first grant was from NEH 25 years ago, which funded the beginning of the Ethics and Values core, an interdisciplinary course at UVU. From this work, she is considered the founder of the Ethics Across the Curriculum movement. She is the author of eight books and the co-editor of Teaching Ethics. She has also written numerous peer reviewed articles. She has served in various administrative positions at UVU including Vice President, Dean and Department Chair. Her PhD is from the University of Utah.

Natalie Fletcher is a philosophy teacher at John Abbott College in Montreal, Canada, and the director of Brila Youth Projects (www.brila.org), a registered charity that introduces philosophical thinking to young people through community inquiry and digital magazine production. She is currently pursuing an interdisciplinary doctoral research on P4C at Concordia University, focusing on the potential of creativity - conceived as a relational virtue - to help shape youth’s moral imagination through collaborative philosophical and artistic experimentation. She is on the executive committee of the Association Québécoise en Philosophie pour Enfants (AQPE) and works with the Institute for the Advancement of Philosophy for Children (IAPC).

Dan Fouts has taught US history, AP Government and American studies at Maine West High School in Des Plaines, IL since 1993. Just recently he received board approval for a junior/senior level elective philosophy class, which he has taught for the last two years. The philosophy class attracts a wide range of abilities and motivational levels and is geared towards giving students a very broad introduction to the discipline. Beginning in July of 2013 and ending in 2016, Dan will be serving on the APA Committee on Pre-College Instruction in Philosophy. Additionally, for the last several years Dan has participated in a nationwide teacher excellence project called the Living Library (www.livinglibrary.us) which is designed to inspire youth to reflect on practice, digitize lessons and share their ideas within the larger education community.

Chris Freiler has taught Advanced Placement European History at Hinsdale Central High School in Hinsdale, IL, since 1993. Additionally, he has taught Philosophy Honors since 2003, a course he proposed and developed. He has also served since 1997 as a reader, Table Leader, Question Leader, and Assistant Chief Reader for the AP European History annual exam scoring. From 1998 to 2002, Chris served on the Test Development Committee (and later as an independent consultant) for AP European History, in the process authoring three document-based questions used on the national exam. Since 2006, Chris has served on the College Board Commission to redesign European History, recently being appointed co-chair of the Curriculum Development and Assessment Committee. He has authored an AP European test preparation book, published by McGraw-Hill, entitled AP Achiever: Advanced Placement Exam Preparation Guide for European History. Chris recently completed an MA in philosophy at Northern Illinois University in DeKalb, IL, after having earned a BA in History/Political Science at Northwestern and an MA in History at Virginia.

Dr. Susan T. Gardner received a B.Phil. and an M.Litt. from Oxford University, England and an Interdisciplinary PhD from Concordia University in Montreal Canada. Dr. Gardner is presently a full-time Professor of Philosophy at Capilano University in North Vancouver, Canada. Her specialties include Critical Thinking, Bioethics, Gender Relations and Philosophy for Children (P4C). She has published extensively in the field of P4C, and her Critical Thinking text, entitled Thinking Your Way to Freedom, was published by Temple University Press January of 2009.
Philosophers

Nolan Geiger is a lecturer at St. Joseph’s College in Patchogue, NY on Long Island. Inspired by his students’ desire to argue with philosophical texts, but mindful of what’s at stake for any student in any argumentative circumstance, Nolan has tried to bring his research on argumentation, discourse ethics, and debate theory into his pedagogy in order to produce a philosophy classroom principled on empathic appreciation for the values, reasons, and desires of others.

Stuart Gluck has, until recently, been Assistant Director of Academic Programs at the Johns Hopkins University’s Center for Talented Youth. In that role, he helped manage summer academic programs for approximately 10,000 highly gifted students each year, including the development of a robust collection of philosophy courses for pre-collegiate students. He has previously served on the APA’s Committee for Pre-Collegiate Instruction in Philosophy and participated in the administration and writing of the Squire Family Foundation’s philosophy curriculum for secondary schools. Stuart received his PhD in philosophy from the Johns Hopkins University, focusing on logic and philosophy of science, and, in addition to his work at CTY, has held academic appointments in philosophy at the University of Puget Sound in Tacoma, WA, and the Universiteit Twente in the Netherlands. As of February 1st, Stuart is the Director of Institutional Research for the Center for Talented Youth.

Sara Goering is Associate Professor of Philosophy at the University of Washington, Seattle, and Program Director at the Northwest Center for Philosophy for Children. With Thomas Wartenberg and Nicholas Shudak, she is editor of Philosophy in Schools: An Introduction for Philosophers and Teachers (Routledge, 2013).

Steve Goldberg teaches history and philosophy at Oak Park River Forest High School. He sits on the PLATO Board of Directors.

Mitchell S. Green is Professor of Philosophy at the University of Virginia. His research and teaching are in the Philosophy of Language, Philosophy of Mind, and Aesthetics. He is founding director of Project High-Phi, which aims to support philosophical inquiry in America’s high schools. In the summer of 2013 he will direct, for the second time, the NEH-funded “Epic Questions: Mind, Meaning, and Morality,” a Summer Institute for high school teachers. In March, 2013, he will offer through Coursera his course called “Know Thyself,” which will be free and open to the public. He is also a panelist on AskPhilosophers.org, in which professional philosophers attempt to answer questions on any philosophical topic asked by anyone in the world. He is the father of two intermittently philosophical teenagers.

Shayan Karbassi has been the Coordinator for Winning Words for the past three years. An advanced undergraduate at the University of Chicago studying International Studies and Political Science, Shayan has worked with students in elementary, middle and high schools on Chicago’s South Side to advance critical thinking and promote active inquiry. He is currently pursuing a joint Bachelor’s and Master’s degree at the University. Shayan has focused a great amount of his undergraduate career on philosophy and is interested in researching and writing his undergraduate thesis on the role that philosophy can play in educational reform. As Coordinator of Winning Words, he has seen the program expand to 15 locations and to enroll over 130 students. As a teacher in the program, Shayan has taught a diverse array of students, ranging from 3rd graders to high school seniors in various settings on the South Side.

Michael Lacewing is Senior Lecturer in philosophy and Director of Research at Heythrop College, University of London, where he teaches Ethics, Philosophy of Mind, and Philosophy of Psychology. He is on the Executive Committee of the British Philosophical Association, the association for philosophy in British higher education, and represents it in discussions with the AQA regarding A Level Philosophy. Michael has written several textbooks for A level philosophy, all published by Routledge: Philosophy for AS, Philosophy for A2: Unit 3, and Philosophy for A2: Unit 4, covering the entire AQA Philosophy syllabus. For the previous AQA specification, he contributed to Philosophy for AS and A2 (2004), co-written by the Heythrop philosophy department, and wrote Revise Philosophy for AS (2006). Michael’s interests lie in the overlap between ethics and mind, in particular, psychoanalysis. His current research is on the relationship between how we feel and what we think and on psychoanalytic accounts of the origins of our minds and our values.

Amy Leask is Vice President of Enable Education and author of the book/app series ThinkAboutIt: Philosophy for Kids (KidsThinkAboutIt.com). She has over ten years of experience teaching the humanities at the secondary and post-secondary level, as well as in curriculum design and professional writing. Her current interests include the promotion of 21st Century Skills, STEAM Education, and the creation of online learning communities.

Lizzy Lewis taught in primary schools for 12 years and practised Philosophy for Children (P4C) after completing a philosophy degree at York. She was awarded a Best Practice Research Scholarship to research P4C in 2001, and co-
authored a teachers’ resource, *Thinking on the Edge: Thinking Activities to Develop Citizenship and Environmental Awareness* in 2003. For her Masters Degree in Education she focused on P4C and children’s emotional development. Lizzy has worked for SAPERE since 2003 as Development Manager and was an Associate Tutor of Oxford Brookes University (2005-9), where she trained teachers in P4C. In 2012, Lizzy edited a book for teachers *Philosophy for Children through the Secondary Curriculum* (Continuum). Lizzy also runs the company A Level Philosophy with her husband, Michael Lacewing.

**Jana Mohr Lone** is the director of the Northwest Center for Philosophy for Children in the University of Washington’s Department of Philosophy. She is the author of *The Philosophical Child*, a book about children’s philosophical thinking (Rowman & Littlefield 2012) and co-editor of *Philosophy and Education: Introducing Philosophy to Young People* (Cambridge Scholars Publishing 2012), and she writes the blog *Wandering Aloud: Philosophy With Young People*. She is President of the Board of PLATO and chairs the American Philosophical Association Committee on Pre-College Instruction in Philosophy.

**Felix Garcia Moriyon** has a PhD in Philosophy at Universidad Complutense (1979). He was a Philosophy teacher in high school from 1975 to 2010. In 1993 he was appointed as associated teacher in the Faculty of Education in the Autonomous University of Madrid; at present he is honorary professor. He has written several books about philosophical and educational topics, with a specific focus on practical philosophy: Human rights, political philosophy, education, philosophy for children. In 1980 he was a founding member of the Spanish Society of Philosophy Teachers. In 1986 he received a Fulbright grant to stay as visitor scholar in the IAPC (at Montclair State College). He started disseminating P4C program in 1987; then he was founding member of the Spanish Center of Philosophy for Children and president in 1991-1994 and 2003-2004. He was also founding member of Sophia, the European foundation for the dissemination of Philosophy for Children. He is a member of the ICPIC since 1987, vice-president from 2005 until 2007, and president since 2009. He is the editor of *Thinking: The Journal of Philosophy for Children*. He is the coordinator of a stable research team on the implementation of philosophy in education and has published some research on that subject. He has conducted many workshops on different topics related with education and the teaching of philosophy, and has also participated in many national and international conferences and congresses on philosophy and education.

**Joe Oyler** is the Program Coordinator of the Institute for the Advancement of Philosophy for Children (IAPC) and a Doctoral Candidate in Pedagogy and Philosophy at Montclair State University. His undergraduate study in philosophy and work as a counselor with homeless adolescents lead him to pursue graduate study in Philosophy for Children. Joe has conducted weekly philosophy sessions with school children grades 1-8 for over 10 years.

**Lena Harwood Pacheco** is a graduate of Mount Holyoke College with a passion for bringing philosophical dialogue into underserved elementary school classrooms. As an undergraduate student, she took Thomas Wartenberg's course on Philosophy for Children. Immediately following graduation, she joined the 2009 Teach For America Corps, a group whose mission is to combat educational inequity. Lena is now in her fourth year teaching elementary school, currently teaching at the CREC International Magnet School for Global Citizenship in East Hartford. She was the sole elementary educator invited to attend the National Endowment for the Humanities Summer Seminar for School Teachers on Existentialism in 2011. She also worked as a Curriculum Specialist for Teach For America in 2012, leading professional development for incoming corps members, including workshops on teaching children philosophy.

**Michael S. Pritchard** is the Willard A. Brown Professor of Philosophy and Co-Director of the Center for the Study of Ethics in Society at Western Michigan University. He received his PhD in Philosophy from the University of Wisconsin. He received his BA from Alma College (Michigan). He teaches courses in Ethical Theory, Practical Ethics, Professional Ethics, 18th Century British Philosophy, and Philosophy for Children. He is co-editor, with Elaine Englehardt of *Teaching Ethics*, the official journal of the Society for Ethics Across the Curriculum. Among his publications are: *On Becoming Responsible* (Kansas, 1991); *Communication Ethics* (Wadsworth, 1994), with James Jaksa; *Reasonable Children* (Kansas, 1996); *Professional Integrity* (Kansas, 2007); *Ethical Challenges of Academic Administration* (Springer, 2010), edited with Elaine Englehardt, Kerry Romesburg, and Brian Scrag; *Taking Sides: Business Ethics*, 11th edition (McGraw-Hill, 2011), edited with Lisa Newton and Elaine Englehardt; *Engineering Ethics* (Wadsworth, 5th edition forthcoming in 2013), with C.E. Harris, Elaine Englehardt, and Ray James; and *Obstacles to Ethical Decision-Making* (Cambridge, forthcoming in 2013), with Patricia Werhane, Laura Hartman, Crina Archer, and Elaine Englehardt.
**David Shapiro** is a faculty member in Philosophy at Cascadia Community College and Education Director of the Northwest Center for Philosophy for Children at the University of Washington. He has been doing philosophy with young people in pre-school through college classrooms since he was a graduate student back in the 20th century. His most recent book is *Plato Was Wrong! Footnotes on Doing Philosophy with Young People* (Rowman and Littlefield, 2012).

**Deborah Tollefsen** is a Professor and Chair of the Department of Philosophy at the University of Memphis. She is the co-founder and director of Philosophical Horizons, an outreach program that aims to bring philosophy to children in the Memphis City Schools. Her research and teaching interests include, philosophy of mind, epistemology, and questions surrounding the nature of collective knowledge, mind, and morality.

**John Torrey** is currently a PhD student at the University of Memphis, where he also serves as the Student Coordinator for the Philosophical Horizons program. He earned his BA in Philosophy and Spanish from Morehouse College, and earned his MA in Philosophy from the University of Memphis. His interests include philosophy of education, social and political philosophy, African-American philosophy, and ethics. He considers philosophical community outreach to be of great importance to young people in the community as well as philosophers and philosophers-to-be.

**Wendy C. Turgeon** is an Associate Professor and Chair of Philosophy at St. Joseph’s College, New York. She has taught graduate courses in philosophy for children at Stony Brook University and developed an undergraduate concentration in philosophy in the pre-college curriculum at St. Joseph’s. She is actively involved in the Interdisciplinary Net Conferences on Childhood and on Play, held in Oxford, UK during the summer.

**Thomas E. Wartenberg** is Professor of Philosophy at Mount Holyoke College. For the past decade, he has taught a course for college students, Philosophy for Children, in which the college students teach philosophy to elementary school children, which is also the basis for his book, *Big Ideas for Little Kids: Teaching Philosophy Through Children’s Literature*. His website, [teachingchildrenphilosophy.org](http://www.teachingchildrenphilosophy.org), has won international acclaim, and recently was awarded the 2011 APA/PDC Prize for Excellence and Innovations in Philosophy Programs. He taught a National Endowment for the Humanities Summer Seminar for School Teachers on Existentialism in July, 2011. His introduction to philosophy based on picture books will be out this spring: *A Sneeetch is a Sneeetch and Other Philosophical Discoveries: Finding Wisdom in Children’s Literature*. He also pursues research in aesthetics and the philosophy of film; his most recent book is *Thinking on Screen: Film as Philosophy*. He is the editor or coeditor of a number of anthologies including *The Nature of Art*. He has received two Fulbright Fellowships, a National Endowment for the Humanities Fellowship, and a major grant from the Squire Family Foundation. He attended Amherst College, Stanford University, Heidelberg University, and the University of Pittsburgh. He has been a visiting professor at Auckland University, Victoria University-Wellington, and the University of Kent-Canterbury.

**Jesse Walsh** is director of Philosophy at the St. Martin de Porres Academy in New Haven, CT. As a senior in high school, Jesse had the opportunity to enroll in a philosophy course, which dramatically altered the way she viewed the world and sought knowledge. This life-changing academic venture left her feeling compelled and even obligated to someday expose other students to the same sort of intellectual gauntlet. Since then, she has initiated two pre-college philosophy clubs – one for teens at the Dorchester Boys and Girls Club in Boston, MA (2008), and another for middle school students at St. Martin de Porres Academy. Both clubs have enjoyed tremendous success and continue to thrive. Jesse currently lives and works in Boston, MA, as a substitute teacher and is awaiting a decision on her application for graduate studies.

**Brian Wood** is a recent graduate of Harvard Law School and the co-founder of Open Minds, a K-12 philosophy program being developed at Harvard University. He received his BA from Georgetown University where he majored in philosophy and government. Frustrated that so many students perceived ethics and philosophy as inaccessible or irrelevant, he co-founded Open Minds and has been working with Anne Sanderson, a graduate of Harvard School of Education with 20 years of teaching experience; Rebecca Bailey, a graduate of the Harvard School of Education who has been working on philosophy for children for almost ten years and with the Harvard Philosophy Department to create more educational opportunities for students to study philosophy.

**Peter Worley** BA MA FRSA is a philosopher and educator. He is the author of four books, all practical guides to doing philosophy in the classroom. Peter developed the method of Philosophical Enquiry that is at the heart of The Philosophy Foundation’s work, as captured in his first book *The If Machine: Philosophical Enquiry in the Classroom*. As CEO he represents the charity worldwide, trains philosophy graduates and classroom teachers, whilst leading it in its mission to transform thinking in education. Peter works in primary and secondary schools running weekly philosophy sessions. He is the visiting philosopher at Wellington College and Eagle House School, resident philosopher at six state primary schools in London and visiting lecturer at St Mary’s University, London.
The American Philosophical Association’s Committee on Pre-college Instruction in Philosophy will also be holding a session at the APA meeting at the Hilton New Orleans Riverside, on Thursday February 21, from 9 am-Noon, as follows:

“How Do You Know It’s Working? Assessment in Philosophy for Children”
Panelists:
Steve Trickey (American University)
Thomas Wartenberg (Mount Holyoke College)
Carol Gardosik (Sam Houston State University)
Steve Goldberg (Oak Park River Forest High School)
Félix García Moriyón, ICPIC – International Council of Philosophical Inquiry with Children (Spain)

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Amy Reed-Sandoval
Bart Schultz
Wendy Turgeon
Marina Vladova

Communications Coordinator: Mark Balawender
PLATO offers support and resource-sharing for teachers, parents, philosophers and others involved in teaching philosophy to pre-college students. Initially launched by the Committee on Pre-College Instruction in Philosophy of the American Philosophical Association, PLATO is an independent organization in the process of attaining 501(c)(3) status. The organization provides education for teachers about ways to introduce philosophy in pre-college classrooms, supports faculty and graduate students working in the field of pre-college philosophy, and advocates in both the philosophical and educational communities for more pre-college philosophy instruction.