BOOK REVIEWS

Philosophical Ears

Studies in Philosophy for Children: Harry Stottlemeier's Discovery
Ann M. Sharp & Ronald F. Reed, ed.
Philadelphia: Temple University, 1992. 266 pp.

This is a welcome book by all who are teaching in Philosophy for Children. The book, however, might be read differently depending on the reader's experience with the program, their background in philosophy and the students they teach. This review looks at *Studies* from the perspective of the elementary teacher.

The three opening essays by Lipman provide a good beginning for all readers. Several different routes to the final part of the book might be taken. Many beginning teachers or anyone who would feel a little uncertain about the logic of *Harry* will benefit greatly from part four — Logical Issues. Laurance Splitter gives the reader exactly what he promises in the title of his chapter: A guided tour of the logic in *Harry Stottlemeier's Discovery*. The chapter by chapter tour looks at both informal and formal logic. By seeing the unity of the logic, one gains a deeper appreciation for the complexities of embedding logic within a narrative structure. Further, one begins to see an argument developing in the presentation of the logic. Finally, this overview signals teachers regarding which of the exercises to present. The two short articles by Clive Lindop not only extend our understanding of standardization and relationships but also point to the philosophical richness of *Harry* and suggest the philosophical nature of some of the apparently "naive" questions of children. Philip Guin's "Counter prejudice" provides a useful application of logic in the classroom.

The reader might next turn to Part five, Pedagogical Dimensions, and begin with Ann Sharp's "A letter to a novice teacher: Teaching *Harry Stottlemeier's Discovery*." The chatty tone, the classroom references and the lists of questions to ask one's self provide a non-threatening way to deepen one's understanding of their own classroom practice. Ronald Reed's two articles extend our understanding of classroom conversation and dialogue.

Michael Pritchard's "Moral Education: From Aristotle to Harry Stottlemeier" cites Thomas Reid regarding morality as "everyone's business." This sets the tone for the examination of the rich moral life and lively discussions of morality with children. Pritchard develops his agrument by connecting the history of philosophy to the classroom and other experiences of teachers and children. Reed's article sheds light on one of the most troubling characters in *Harry* — Mr. Partridge, the principal. Reed explores the use of Mr. Partridge as discussion leader as an anti-model of a discussion leader. This anti-model serves as a metaphor for the connectedness or disconnectedness of discussion within the social fabric.

Sharp's "Discovering yourself a person" leads the Metaphysical and Epistemological Problems section. Sharp points to self-discovery in conversation, thinking, and exploration of the world of thought. Martin Benjamin and Eugenino Echeverria take a close look at the epistemological underpinnings of a traditional classroom as well as a Philosophy for Children classroom. This leads to a discussion of the central role of the community of inquiry as exemplified be Oakeshott's "inherited" conversation. "Thinking for oneself" within and through a community is explored by Phillip Guin. Michael Pritchard's "Critical thinking: Problem solving or problem creating" traces the role of each approach by taking a close look at the thoughts and actions of characters in *Harry* — especially, Lisa, Tony and Harry. John Thomas provides a beginning look at the complex relationship between the different understandings of knowledge, development and thinking as presented by Jean Piaget and Matthew Lipman.

Frederick Oscanyan has two short essays which constitute the Epilogue of the book. But there is more following the epilogue: Sources and References for *Harry Stottlemeier's Discovery*. In this final section of the book, Lipman looks back over the writing of the *Harry* text and lists what he calls sources (things that he remembers as influences on the writing of the story at the time of writing it) and references (things which have a bearing on understanding of the story but are not directly connected to its writing). This last section exemplifies what *Studies* does best, that is, aids practitioners of Philosophy for Children to deepen their critical understanding of the material and to sharpen their ear for philosophical ideas in children and philosophical discussion in general.

reviewed by Richard Morehouse

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Analytic Teaching from its first issue, set out a broad agenda within the context of Philosophy for Children. This tradition continues. Areas of interest to readers and contributors included Philosophy for Children teachers and teacher trainers but also included those interested in the role of narrative in teaching and learning, liberation pedagogy, Vygotkian psychology, and cognitive science, among other areas. The broad agenda might be defined as reflective teaching and community inquiry. These two areas will continue to be the mainstay of contributions to *Analytic Teaching.*

The journal, shaped by the interests and talents of its readers and contributors, will build on these areas. The editors see the journal as having a social as well as an educational agenda. We will be publishing articles, classroom dialogues, research reports, stories, reviews, and essays. *Analtictic Teaching* will explore the role of various disciplines and subdisciplines in articulating a broad agenda. Such areas as history of childhood, the literature of childhood (including fiction, poetry, memoirs and film), history of philosophy, social and cultural issues, the works of particular philosophers, cognitive psychologists, and the history and philosophy of education will be integrated within the agenda of the journal.

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