

Plato Not Playdoh

Philosophy In Our Classrooms – The Time Is Right

Philosophy for under 11s in a British classroom. What's wrong with this picture? Another example of trendy, lightweight educational approaches that devalue traditional pedagogic skills and fail to prepare youngsters for their later educational and life challenges? Not according to a growing body of evidence that sees highly-successful interactions with children as young as 4, and teachers citing marked improvements in classroom attention, problem-solving skills, verbal reasoning and strengthened powers of overall concentration by using this unconventional approach.

Why Now?

Reasoning skills arrived at through Philosophy are a proven and cost-effective way of boosting pupil brain-power. But in the British tradition, this is only expected at undergraduate level, with some exposure for some students at A-level. But good reasoning skills and implanted habits about clear thinking improve learning in other subjects on the curriculum and don't even require purchasing expensive equipment and classroom resources. In addition, through grappling with Philosophy, even at a very young age, children are able to realise lots of benefits, including improved reasoning skills, increased self-confidence and improved emotional intelligence.

In a time of changes in the way education is being delivered, combined with imminent profound cuts in budgets at a national level (especially at University Humanities departments), now could be the *ideal* time for schools to look for innovative ways to extend the National Curriculum through the introduction of Philosophy into the educational system – at Secondary and, we believe, Primary level.

There's even been the beginnings of an official nod to all this. Thus the exhaustive Primary Cambridge Review (2009) makes a strong case on the relationship between the thinking of the teacher and child (captured in what is now a much-used quote from the report: 'Children will not learn to think for themselves if their teachers are expected merely to do as they are told.'). Also significant: the making of Citizenship and Ethics a mandatory rather than an

optional element in the curriculum (see pp 267-8 of this review); in the emphasis given to language, especially classroom speaking skills, to promote thinking, reasoning and learning (see pp 101-3, 288-9, 305-6); in the adoption of empowerment, autonomy, dialogue and so on as key aims for primary education (see pp 197-9, and especially 'enacting dialogue' on p 199).

Research shows, however, that UK teachers are unsure of the most effective class of cognitive interventions needed to develop specific thinking skills (McGuinness 1999). They have a suitable framework for teaching reading and writing, such as the Literacy Hour in England, but may lack a systematic 'thinking' framework to help structure their cognitive coaching of children.

We think Philosophy could be that 'missing link'.

Benefits, Or Why Philosophy Is Now Firmly On The Weekly Timetable Of Hundreds Of Primary Schools

Michael Hand and Carrie Winstanley's *Philosophy in Schools* saw several academics and education experts calling for Philosophy to be taught in schools – not just as a way for children to learn to communicate more with each other and grow in confidence, but as an academic subject with thinking and reasoning skills at its core.

Philosophy in schools / edited by Michael Hand and Carrie Winstanley. London; New York: Continuum, 2009

One such academic, Harry Brighouse, professor of Philosophy and educational policy studies at Wisconsin-Madison University in the United States, said teachers should develop the themes in citizenship and personal, social and health education (PSHE) lessons at secondary school. He was quoted as saying pupils could no longer rely on faith alone to resolve complex moral issues – and that Philosophy provides the appropriate conceptual framework.

Academic Robert Fisher has also extensively argued that Philosophy encourages independent thinking and co-operative learning above all others.

Fisher, R. (2000) 'Philosophy for Children; How Philosophical Enquiry Can Foster Values Education in Schools' in Gardner, R., Cairns J. & Lawton D. *Education for Values*, London: Kogan Page

Philosophy is often valued for the way it can provide the most able students with an outlet for their intelligence and creativity. But evidence also suggests it nurtures the abilities of students labeled difficult and low-achieving, who really enjoy the stimulus of discussion and argument. These can grow in confidence when they realise that the primary resource for the group is not regurgitated fact but their own independent opinions.

Let's look at a front-line experience to see how.

Thinking Beyond Simple Good/Bad

For Amanda Crook, Primary Teacher at John Ball Primary School in Lewisham, the greatest impact of The Philosophy Shop (a body that provides Philosophy in the school) discussions on her class: a sharp improvement in their ability to think about issues in terms other than absolutes of right or wrong, fair or unfair, good or bad.

"That has meant that even children with significant special needs have felt confident in expressing opinions and thoughts about quite complex ideas that they might never have been given the opportunity to consider in any other area of their lives," she believes.

Evidence from teachers and children shows children using Philosophy in the classroom, as based on techniques developed, used and honed by The Philosophy Shop's founder Peter Worley, which fuses elements of traditional academic Philosophy (Epistemology, Ethics and Metaphysics as well as logic) with child-centred questioning and enquiry, sees children better able to perform the following educative acts (specific identified learning outcomes are placed in parentheses for each example):

- listen to one another (listening skills)
- formulate and ask questions (questioning and enquiry skills)
- generate innovative and lateral ideas (creative and divergent thinking)

- translate their thoughts and ideas into words (communication and expression)
- communicate their ideas (communication and speaking skills)
- respond to others in a discussion (co-operative and social skills; autonomy and self-esteem)
- make inferences and give reasons for what they think (verbal reasoning skills)
- consideration of optimal possible answers (divergent thinking)
- engage in constructive problem solving (problem solving)
- draw fine distinctions, and offer necessary and sufficient conditions for concepts (concept building)
- reflect and respond critically to ideas, including refutation/falsifiability (critical thinking skills)
- respond to challenging thought experiments from the Philosophical canon (enriched thinking and self-esteem)

Worley, Peter (2011) *The If Machine: Philosophical Enquiry in The Classroom*, London: Continnum

A study in 2007 by Dundee University suggested that Philosophy (taught using SAPERE's method of philosophy for children) promotes key speaking and listening skills when engaged in at an appropriate early age. The study found that pupils increased their participation in classroom discussion, while teachers doubled their use of open-ended questions over a six-month period. The study flagged communication, confidence, concentration and social behaviour as all areas where they noticed significant improvements.

Dundee University: Clackmannanshire Thinking Skills Initiative, Trickey & Topping
<http://www.clacksweb.org.uk/site/documents/psychologicalservice/evaluationofclackmannanshirethinkingskillsinitiative/>

A parent of a ten year-old student at St Winifred's Primary School in South London comments: "My child is absolutely loving Philosophy and he really looks forward to the sessions. As a child who struggles to write neatly, the fact he is judged in Philosophy primarily on his oral skills is a real bonus, and already we are seeing an increased confidence."

Similarly, a parent from a child at Sandhurst primary school says "Our son has greatly enhanced his understanding of problem solving and more importantly acceptance of differing points of view."

The Dundee research showed that pupils doubled their occurrence of supporting their views with reason. The research also showed that engaging in Philosophy over a sustained period of time raised children's IQ by up to 6 points.

Eugene Romain, a teacher at Grinling Gibbon's School in South London notes, "Children grow in confidence when they realise that the primary resource for the group is not regurgitated fact, but rather their own independent opinions. Their delight and absorption in coming to use their analytic skills is obvious, and their quick adaptation to the individuality and originality that real thinking requires is impossible to miss." Eugene also thinks children widen their sense of the scope of thinking, adding "it is notable how comfortable they become with the ambiguous, the open-ended and the unknown [as a result]".

Philosophy can also support learning in other subject areas. Just one example is an Ofsted report from 2010 on the teaching of Philosophy at St Winifred's Infants School in Lewisham, which noted: "Lessons in Philosophy encourage pupils to reflect and think more deeply. This has a direct and positive impact on [St Winifred's] curriculum".

Finally, UNESCO published a study (2008) looking at the benefits of teaching philosophy at pre-school and primary levels, concluding, "[We] consider the teaching of philosophy to be necessary and something to be reckoned with."

UNESCO Study "Philosophy: A School of Freedom"

<http://portal.unesco.org/shs/en/ev.php->

[URL_ID=11575&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/shs/en/ev.php-URL_ID=11575&URL_DO=DO_TOPIC&URL_SECTION=201.html)

4Rs: Making Reasoning Skills Compulsory

Surely now in the light of the growing debate in British society about the future of education, it's also the right time to see if Philosophy could also help the nation's primary school develop such literacy and critical thinking skills.

It is hoped that the Government may take seriously calls for the creation of a specialist teacher training diploma for qualifying teachers and for existing teachers that provides the subject knowledge and pedagogy skills needed to teach elements of Philosophy effectively.

The Fours R's campaign, a brainchild of The Philosophy Shop and which has gained a lot of support in the past three years, celebrates teaching the four, not three, educational 'Rs': Reading, (W)riting, (A)rithmetic AND Reasoning. Reasoning skills - understanding how things logically connect and learning to think critically - are skills Philosophy excels in. Our case is that the traditional '3Rs' are useless in isolation unless children possess the fourth R, so as to deepen and extend that learning.

"In a time of changes in the way education is being delivered, combined with imminent profound cuts in budgets at a national level (especially at University level), now is the ideal time for schools to look for innovative ways to extend the National Curriculum," says the e-petition set up to support the campaign. (<http://www.gopetition.co.uk/petition/37997.html>), which when completed will be presented to Education Minister Michael Gove.

Numerous high-profile thinkers and celebrities have campaigned on the need for a 'fourth "R"': Comedian Robin Ince, Scientist Baroness Greenfield, Former Childrens' Laureate Anne Fine, Broadcaster Laurie Taylor, Philosophers AC Grayling, Jonathan Glover, Angie Hobbs, Simon Blackburn, amongst others.

The 4Rs has been backed by academics and even Python Terry Jones and highlighted by the tongue-in-cheek real life version of the famous Monty Python 1972 'The Philosophers' Football Match' between 'Greeks' and 'Germans,' held in London in May in 2010. Inspired by the famous sketch, Philosophers, comedians and public intellectuals played a well-attended and received football game in order to raise awareness of the 4Rs. <http://www.philosophersfootball.com/>

Philosophy In Schools Case Studies

Please find below just some of the many case studies in Primary Schools the specialist educational charity The Philosophy Shop has amassed that delineate its

powerful contribution to opening young minds and equipping them for real intellectual progress.

Philosophy Works With Restless Year 2 Pupils

(Hither Green Primary School, Lewisham)

The Philosophy Shop – over the course of a busy term – was able to very successfully engage with pupils who'd started off being very easily distracted and unable to concentrate, reports Primary Teacher Jenny Fraser, who praises the response of pupils and their “willingness to sit and remain focussed for longer periods of time” as the sessions progressed.

“Many members of the class who are often reluctant to speak and rarely volunteer to speak in class have really engaged with the materials presented and so want to be involved with the Q&A sessions. I have really enjoyed the sessions too and have learnt lots myself, by getting the chance in the first couple of weeks to watch without being directly involved.

“I have been impressed with certain children in terms of the progress that they have made in their thinking. Child A clearly has a lot to say for herself and is starting to let her guard down with us in the class as well, while Child B's progress is remarkable: she is almost fluent now, having started in September with few words in English! She has gained greater confidence and now speaks out all the time.

“These sessions have effectively replaced our circle time activities as many of the issues and dilemmas are in keeping with it.”

Philosophy Shows Year 5 Children There's More Than 'Correct' Or 'Incorrect'

(Holy Trinity CE Primary School, Lewisham)

For Karen Large, Primary Teacher at Holy Trinity, the most impressive thing about The Philosophy Shop's impact in her school is the way Philosophical perspectives now crop up in other curriculum areas, most noticeably, she believes, in RE and Science sessions, where in the former what she expected to be a 45 minute lesson turned into a “a two hour, in-depth discussion on God's teachings, the Big Bang theory, the theory of evolution and the story of Adam and Eve”.

All in all, she is really struck by the “amount of learning that takes place despite the lack of written work”.

She adds that she has noticed the concentration span of some children has definitely begun to increase while the content of what the students were saying was more “thought through” before being offered to rest of the group as well. She also likes the 'democratic' nature of The Philosophy Shop sessions. “In all classes there are dominant speakers with the more outgoing children often taking the lead, especially within such practical sessions. Philosophy, however, lets other children take a chance and offer vital input, too. After talking to the class, child R said, for instance, that, 'I didn't mind having a guess... it was just fun to have a go'. This child is an EAL (English as an Additional Language) speaker, and would usually allow lessons based around discussion take place around him, rather than join in.”

Large also liked the impact the sessions seemed to have on social dynamics in the Year 5 group. “My class of very ‘prickly’ children began to build off each other's ideas quite happily, as well as being able to challenge classmates thinking in a mature way. There was no suggestion that any child had ‘copied’ an idea and many children often complemented another child’s thinking in their own comment. A higher level of respect was found towards those who normally opt out of joining in, and for those who were nearly always right in academic subjects, a new light was shone upon learning... even if it caused much frustration, and a lack of final answers!”

Some of the questions she has seen develop in her Science classes have included – post The Philosophy Shop sessions – range from 'How do we really know that the Americans landed on the moon, what if they had made it all up?' to 'I believe that life does exist out in space, because they have found water on the moon, but I'm not sure what kind of life form it will be' to 'Not all living things need oxygen, plants breath different gases, perhaps the life forms can adapt, just like animals adapt on the Earth'.

“Questions and ideas flew around the room that afternoon; I only wish I had written them all down. In the end we came up with no solid answers – only a sense of happiness that we were all here and able to enjoy our learning,” she says.

"In a society which strongly focuses on the 'correct' and 'incorrect' – especially with so many exams and tests in schools – I feel it important to show children there is another way of learning and finding out," she believes. "Those who have mastered the art of questioning are on an exciting life path."

'Why Isn't This Happening In Every School In The Country?'; Philosophy With 8 To 11 Year Olds

(Grinling Gibbons Primary School, Lewisham)

For over nine years The Philosophy Shop has been truly opening young minds at this South London-based school – so successfully that at least one educational professional there doesn't understand why this approach to developing thinking skills isn't being tried all over the nation.

"Even from the very first session the children, I've seen the children grow in confidence when they realise that the primary resource for the group is not regurgitated fact, but rather their own independent opinions," says Eugene Romain, Primary Teacher. "Their delight and absorption in coming to use their analytic skills is obvious, and their quick adaptation to the individuality and originality that real thinking requires is impossible to miss."

Romain has been impressed with the way The Philosophy Shop has brought core Philosophical questions from Epistemology, Metaphysics, Ethics and Philosophy of Mind to the attention of his youngsters while simultaneously "training them to attend to the quality of each journey and exploration, instead of this or that particular destination".

Overall, believes Romain, his pupils are really learning to relate differently to their thoughts – "To value them as things of intrinsic worth, to listen to them and to savour them. They also widen their sense of the scope of thinking: it is notable how comfortable they become with the ambiguous, the open-ended and the unknown".

In fact, Romain believes this kind of classroom experience may literally be unique. "It seems strange that our education system requires so little reflection – and in watching the quality of introspection and deliberation that these sessions

elicit from the children, one cannot but feel they are meeting a valuable and overlooked need."

Children need practice at thinking, just like everything else, he concludes – and as "these sessions are clearly so empowering," "I find myself wondering why on earth this type of education is not occurring simultaneously in every school in the country."



"I find thinking about how Philosophy can be applied and used by children to help them engage in ideas and have clearer thoughts both challenging and rewarding.

Watching the moments when a child understands something and begins to get excited about a question is very special."

Specialist Philosopher Teacher, Miriam Cohen Christofidis

This case study was put together by Catherine C McCall, using her Philosophical Inquiry method. Catherine is a Patron of The Philosophy Shop, Visiting Lecturer at Strathclyde University and President of SOPHIA: the European Foundation for Philosophy with Children; she also worked closely with Matthew Lipman, the originator of the Philosophy in schools movement in the United States.

Contributing to social change: Philosophy in the community

(Hawthorne Primary School, Glasgow)

In a small room in Hawthorne Primary School – at the heart of an area that has been tarred as the drug and unemployment centre of Glasgow – ten mothers and 11 children came to talk and to think. Twice weekly for six weeks they discussed issues more commonly linked with Oxford dons: the nature of truth; epistemology; the problem of other minds. One of the mother's Brenda explained "My daughter used to say 'I don't like this or that' but now she's started to explain herself, to say why she doesn't like something – and she quizzes me, too, looking for my reasons'..."

At the end of this project the mothers took action against the drug dealers and addicts who were leaving needles infected by Hep C and AIDS. Philosophy gave them the confidence and communication skills to approach the police.

Two years later the local council began to demolish the slum housing in Possilpark due to the mother's frequent and insistent demands for better conditions. Philosophy gave them a voice.

Online Mumsnet Discussion Report

http://boardreader.com/thread/Live_webchat_with_A_C_Grayling_and_Peter_1x7o1Xmrce.html

**AC Grayling, Professor of Philosophy at Birkbeck, University of London
(part of a Mumsnet discussion on Philosophy in schools, 19 October 2010)**

...The idea is not to introduce them to watered-down versions of advanced topics in university-level Philosophy, but to make them aware of assumptions, to get them to think laterally, to ask follow-up questions, to see consequences, to make

connections, not to jump to conclusions, to look for evidence and weigh it, to think through and round a question, to recognize how adoption of different points of view makes a difference to how something looks – in short: to reason, reflect, consider; to be careful and sharp. T. S. Eliot said, 'the only method is to be intelligent,' and you might say that this is structured practice in intelligent thinking. The idea is that explicitly focusing on these skills will draw attention to, and potentiate, their use elsewhere in school. Later an opportunity to discuss wider questions with the same impartiality and care would be a desideratum; think of the contrast when a babel of assertions of opinion is replaced by careful listening, questioning, and evaluation of a case being made. (In a decade or two this might even improve the House of Commons.)

hatwoman (Mumsnet discussion on Philosophy in schools, 19 October 2010)

Brilliant idea. It is taught in my [daughter's] school and I can see how it has improved their reasoning skills already. Meal time discussions have become very interesting. It should be taught in all schools.

BeesBump (Mumsnet discussion on Philosophy in schools, 19 October 2010)

[I] agree very strongly with those who have mentioned logic. I did Philosophy as an undergrad and although reading and thinking about Descartes and Plato and pondering whether an action could be morally the same as inaction was great fun, the thing that was the best fun - and which has stood me in incredible good stead in my adult professional life - was formal logic. It still informs so much of what I do - I write reports and I use law a lot in my work and logic is always there. It helps me think, helps me formulate arguments, helps me write. It helps me pare things down - sort relevant from irrelevant info. I have seen some awful pieces of written work by people with degrees (arts and social sciences) who have never grasped any of this. And it's a real shame, because it's not rocket science.

Other Supporting Voices

Professor Stephen Read, Professor of History and Philosophy of Logic in the Department of Logic and Metaphysics, University of St Andrews

At the heart of Philosophy is a critical approach to received wisdom and the claims of the powerful. And democracy functions best when the electorate is educated to take a critical attitude to exercising its vote.

Anne Fine, Former Children's Laureate

Sloppy thinking is horribly tiresome, so it's an excellent idea to teach children how to sharpen up the way they use their brains.

Robert Rowland Smith, writer on Philosophy, psychoanalysis and literature

The word 'Philosophy' means a love of knowledge. It's a love of knowledge that children arrive at school with, which makes them natural Philosophers. The trouble is that most schooling beats it out of them. Teaching Philosophy in schools is about restoring children to their state of curiosity.

Dr Stephen Law, Philosopher at Heythrop College, University of London, Editor of Think

Let's get thinking back on the curriculum.

Dr Simon Glendinning, Philosopher at LSE, University of London

Philosophers sometimes like to think that they have, as Philosophers, left childhood behind. Even supposing that philosophy can provide such an impetus out of childhood – which I doubt – do we know when the first steps on that path can be taken? Or rather, don't we know that in certain conditions (and these are the ones that need to be cultivated) the philosophical capacity of a child can be very powerful, and that making a start when you are very young is as sensible in philosophy as it is in any other subject?

Terry Jones, comedian, screenwriter, actor, film director, children's author, popular historian

It seems reasonable to teach children to reason; and unreasonable not to.

Robin Ince, Comedian, Humanist

It's all very well being told *what* to think, but you can go much further if you are taught *how* to think.

Dr Catherine C McCall, Philosopher and originator of 'Socrates for 6-year-olds'

Nothing is more important for the future than to prepare a generation of creative and rigorous independent thinkers who can resist persuasion wherever it originates, generate new solutions and by 'thinking for themselves' create a different world.

Gary Lineker, Former English footballer, Broadcaster

A great footballer achieves that status as much through his ability to think on his feet and read a game as it does from training or innate ability. How could anyone not agree that teaching children to think about everything in their lives wouldn't be just as useful?

Dr Julian Baggini, Philosopher, broadcaster

Philosophy is a valuable resource for thinking - and it is a tragedy that almost everyone leaves school in this country oblivious to what it has to offer.

Professor Laurie Taylor, Sociologist, broadcaster

I cannot imagine any ingredient which would make a more welcome addition to the national diet than a large dash of reasoning.

Mark Vernon, Philosopher, Journalist

When you think about it, it's extraordinary that Philosophy is not taught in schools, as kids ask philosophical questions quite naturally. Ask any parent. "But Mum, what was before the beginning?" "Yeah, but I don't care and why should I?" Philosophers all.

Michael Hand, Philosopher of Education, IoE, Editor of Philosophy in Schools (2008)

To be able to think intelligently and responsibly about the difficult issues we must collectively resolve in our democratic society, young people need to learn some Philosophy in schools.

Angie Hobbs, Senior Fellow in the Public Understanding of Philosophy and Associate Professor in Philosophy at the University of Warwick

I am an enthusiastic supporter of The Philosophy Shop and The 4Rs campaign. Children are natural philosophers – they have the curiosity and zest and open-mindedness to explore the big questions.

Dr Anthony Seldon, political historian and educationalist, Master, Wellington College

Philosophy should be at the core of our country's national curriculum: the ability to ask searching questions, as well as the skill to construct coherent arguments, are the real life skills which we will increasingly need if our young people are going to flourish in the knowledge economy of the future. The Philosophy Shop is doing vital work in developing critical thinking in our children. They deserve our support, and in this case, they deserve it from the terraces as well.

Ariane Sharine, Comedian, journalist and Humanist

I'm very happy to be supporting this initiative to introduce primary school children to philosophy.

Professor Barry C Smith, Director, Institute of Philosophy

At the age when children think about the world and try to figure things out for themselves what better way to help than by giving them the tools of reasoning.

Rick Lewis, Editor of *Philosophy Now* magazine

All the school subjects are important - but this one could help children to do better at all the other ones.

Professor Trevor Hussey, Buckinghamshire Chilterns University College

Two main benefits: the development of intellectual skills to supplement the spoon feeding for exams; the provision of a fair-minded, rational, balanced, dogma-free, questioning attitude, in a world where it is too easy to breed fanaticism.

Dr Miranda Fricker, Senior Lecturer in Philosophy at Birkbeck, University of London

Discovering how to think philosophically can be a liberation for children and a catalyst for their general capacity to learn. A critical discipline that permits a range of good answers helps take the intellectual obedience out of the learning process, and instead stimulates autonomy.

Professor Robert Eaglestone, Professor of Contemporary Literature and Thought at Royal Holloway, University of London

Teaching Philosophy and reasoning to children will not only help them in itself, but it will help improve their working and understanding across the curriculum.

Peter Cave, Humanist Philosopher

Philosophy begins in wonder - and so should education. Bertrand Russell quipped, 'Many people would sooner die than think. In fact, they do.' Let's avoid that death for future generations.

Professor John Dupre, Director of Egenis at the University of Exeter, Fellow of the American Association for the Advancement of Science (AAAS)

Teaching students to think better is in the end even more important than teaching them to pass exams. This petition suggests a major step towards implementing that principle.

Baroness Susan Greenfield – scientist, writer, broadcaster, and member of the House of Lords

Philosophy allows everyone, of all ages, to ask really big questions and to maintain a curiosity and determination for the real answers.

Professor Simon Blackburn, Cambridge University, Fellow of Trinity College, Cambridge

A population with no reflective and poor reasoning skills is unable to rise to political, social, moral, and international challenges. Children are naturally reflective: why teach them not to be so?

Professor Daniel Hutto, University of Hertfordshire

The capacity to think clearly and evaluate one's reasons and those of others is a basic and fundamental capacity required by everyone who takes part in modern democratic society. It is nothing short of incredible that with all the emphasis of technical and vocational skills this capacity, fostered through philosophical training, is not something that forms a foundational cornerstone in UK education - i.e. that it is only formally offered through one optional A-Level and at University.

Professor Julian Savulescu, Uehiro Chair in Practical Ethics and Director, University of Oxford

Philosophy, including ethics, is the most important subject a child can learn... in fact that anyone can learn.

Professor Jon Williamson, Professor of Reasoning, Inference and Scientific Method, University of Kent and Director, Centre for Reasoning, University of Kent, www.kent.ac.uk/reasoning

It is only by sound reasoning that we can survive in a complex society. Reasoning is at least as important as reading, writing and arithmetic, and at least as hard to learn, so best start young! (Exercise: spot the implicit premisses in the above argument.)

Professor Emma Borg, Professor of Philosophy, University of Reading

I can think of little which would improve the educational outcomes for children more than teaching them some philosophy. Philosophy teaches people how to think not what to think.

Conclusion

For many of us, this is a moment that's taken a long time to arrive. This may be a once in a generation opportunity to remove the narrowness and lack of utility of the Curriculum. The 4R's Philosophy in Schools campaign has achieved so much momentum already and gathered so much interest and support, but it is important to continue to build support! Please sign our petition! (<http://www.gopetition.co.uk/petition/37997.html>)

I'm interested in Philosophy in Schools: Where to go from here

Talk to us to see how your school could possibly benefit from working with us.

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I didn't think I would ever be managing the Socrates Wanderers. But the project is an important one, as well as being a fun event.

**Graham Taylor, Ex-England Manager
www.thephilosophersfootballmatch.com**