



A PARTICIPANT'S REPORT ON THE FIFTH (INTER)NATIONAL WORKSHOP CONFERENCE ON TEACHING PHILOSOPHY

The 5th (Inter)National Workshop Conference on Teaching Philosophy was held on August 13-17 at the University of Toledo in Toledo, Ohio. The following report is by John Madschiedler, Associate Professor in the Department of Philosophy and Religious Studies at the College of Dupage, Glen Ellyn, Illinois.

This is the third consecutive workshop conference I have attended, and I am pleased to say that I have not ever been disappointed in the meetings. The workshop/conferences have the teaching of philosophy more than the writing of philosophy as their theme. Philosophy teachers gather to share with each other the approaches, techniques, subject-matters and innovations that have worked for them in the classroom. The atmosphere is relaxed --- more one of sharing and self-help than of competition. The site for the workshop/conference is chosen with the possibility in mind of families coming for a vacation on an attractive college or university campus with recreational facilities and not too many urban distractions. And, as many participants would agree, a most important part of such gatherings is the opportunity for the informal sharing and camaraderie which takes place at the shared meals, the refreshment breaks and the social evenings.

Over one hundred people were in attendance at this conference. There were sometimes as many as nine concurrent sessions offered (for a complete list of the sessions, see the last issue of *AAPT News*). Obviously, I could not attend and cannot report on all the sessions. I will briefly describe some of those I did attend.

The keynote address, by Dr. John Lachs of Vanderbilt University, was titled "Philosophy as the Heart of the Curriculum." The inspirational nature of this address and the enthusiasm with which it was delivered may have been as important as its message that when philosophers teach as they ought to, they represent everything good that education can do.

The presidential address, "Ethics and Philosophy Teaching," by Dr. Philip Pecorino (Queenborough Community College), pointed out how little attention has been given to the ethics of teaching and was a masterful cataloging of the aspects of teaching which can easily lend themselves to unethical conduct. His call was to be vigilant, as teachers, about the ethics of teaching.

In the first set of concurrent sessions, I received a wealth of handouts for classroom use, learned a simple technique for making one's own videotapes, and found out about a project which required students to prepare a simple brochure presenting their own religious laws.

In the second set of sessions, I obtained

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5TH WORKSHOP CONFERENCE CONTRIBUTES TO AAPT'S GROWTH

An examination of the records of AAPT's recent conference in Toledo reveals some encouraging facts. Surprisingly little overlap exists between the list of regular AAPT members and those who attended the conference. Roughly 2/3 of conference registrants were new to AAPT. This has resulted in a healthy increase of the membership. 74 new members have been added to the rolls. A total revenue of \$888.00 was realized from new members' dues.

Sound management of our conference operation resulted in sufficient income to pay for all expenses, plus a small surplus that will go to support the general operations of AAPT. Total conference costs (including payments to the University of Toledo for mailings, printing and direct conference support services, child care and phone bills) came to \$9820.08. Conference revenues (excluding dues) were \$11007.35. This leaves a surplus of \$1187.27 to help ensure that other conferences such as this one will be given in the future.

The thanks of all AAPT members should be extended to Dr. James Campbell, who put together a program of the highest quality, and to Dr. Richard Wright, who was in charge of arranging for food, housing, childcare and other amenities. Thank you, Jim and Richard!

RICHARD WRIGHT ASSUMES PRESIDENCY

Dr. Richard A. Wright, a member of the Philosophy Department at the University of Toledo and one of the organizers of the recent conference there, has assumed the presidency of AAPT. An election will be held to fill the vacant position of vice-president. Professor Wright has been active in AAPT since its inception, and was the chairperson of the 1980 NWCTP. His contributions to the organization are appreciated by those who are familiar with them and we look forward to a successful two years under his leadership.

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To join AAPT simply send \$12.00 to Dr. Frans Van der Bogert, Philosophy/Religion, ASU, Boone NC28608. Be sure to include your mailing address. *AAPT members, urge your colleagues to join!*

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TEACHING PHILOSOPHY IN THE NETHERLANDS

practical information concerning media and production procedures for course advertisements and heard a discussion of the moral issues surrounding course publicity. The workshop by Alan Rosenberg on "Teaching the Holocaust," which demonstrated how philosophical problems and issues arise out of a discussion of the "real world," was the most interesting and exciting session I attended, even though other sessions were more practically useful to me.

The film "Socrates," directed by Roberto Rossellini, was the second evening's presentation. I found it disappointing even if faithful to the dialogues.

Of the major concurrent sessions, ongoing over three days, the ones on "Computers and Philosophy," coordinated by Nelson Pole, and on "Integrating Feminist Perspectives into Mainstream Curricula," coordinated by S. Steuber-Bishop, drew the most participants. The feminism workshop provided a display of books with feminist emphasis, many useful bibliographical references, and frequent suggestions for being sensitive to feminist concerns in traditional courses. The main emphasis of this workshop seemed to be that feminism is not a doctrine but a stance from which one does philosophy.

In the fifth and in the sixth and final sets of short sessions, I learned about two research studies which concluded that traditional lecture-discussion format does not provide a satisfactory learning environment and that grading reduces learning. I was asked to ponder how I might modify my teaching practices in order to maximize learning. I also viewed a videotape containing brief segments of the films used in a course. Each of the short, "non-philosophical" films was intended to raise questions in students' minds which philosophy may provide the tools for addressing.

The workshop conferences on the teaching of philosophy are an excellent way to "recharge one's batteries" as one prepares again for another year of teaching.

The following report on the philosophy curriculum in Holland is provided by Pieter Mostert, an AAPT member in Holland who designs and implements graduate level courses for prospective philosophy teachers in his country. Professor Mostert teaches at several Universities in Holland. He may be contacted at Kerkallee 30 B, 6882 AT Uelp, The Netherlands.

The Netherlands is a small and densely populated country. Its department of education is one of the largest in the federal government, since almost all parts of the system of education are legislated and financed by the federal government. Compared to the U.S. there is little private funding or support through local taxation.

After kindergarten and primary education (six grades) most students go to a combined grade for one year. Then they attend one of three kinds of specialized schools, which prepare them for the type of education they will enter afterwards. Since the major educational reform of the '60's, it is officially possible for students to move from one type of school to another, but the reality is less flattering. All kinds of open and hidden factors determine the "school route" of a child.

After secondary education, three levels of vocational education are distinguished, besides university education. The institution that offers a broad variety of courses and training programs is unknown. In the area of vocational education there is usually a separate school for every profession. A general rule in Dutch education is that a student chooses a "career" before entering a new level of education. This happens at the entrance of secondary education, which, to a high degree, determines to which type of higher education the student can go. It also happens at the different levels of the vocational education system, which consists of a highly complex pattern of different schools and institutions. Finally, a student who goes to the university chooses a main field before enrolling as a freshman. The problems for students who want to switch to another field are extensive, even after a first or second year.

The preceding sketch provides a framework that enables me to locate the teaching of philosophy. The general rule is that philosophy is taught only at the highest level or "schooltype." At the level of secondary education, only five to ten percent of pre-university colleges offer courses in philosophy. It may be included in other more common classes (social studies, language arts, history, religion or classical studies). Only nine schools in the country offer it as a three year course in which the student can take a final exam at the end of his/her secondary education.

At the highest level of vocational education, philosophy is commonly taught, especially at socio-pedagogic colleges, fine arts colleges, schools of journalism and nursing schools. A recent survey showed that about 150-200 philosophy teachers work at this level (90% male, 10% female).

At the level of university education, philosophy is taught in the required programs of many fields (languages, humanities, physical and medical sciences), but generally only to a small extent (one or two introductory courses).

CONSTITUTIONAL AMENDMENT APPROVED

At its August meeting, the Board of Directors of AAPT approved the creation of a separate position of Treasurer of the organization. The treasurer's duties include handling all the financial matters of the organization, keeping membership and financial records, taking care of dues notification procedures, filing tax forms and preparing financial reports (at least annually) for distribution to members via *AAPT News*.

Perhaps you are willing to serve AAPT as Treasurer. You may volunteer by sending a letter of application to the Executive Director at the following address:

Dr. Frans van der Bogert
Executive Director, American
Association of Philosophy Teachers
Department of Philosophy/Religion
Appalachian State University
Boone, North Carolina 28608

Applications for membership and other correspondence can also be sent to the above address.

ANNOUNCEMENTS

In addition, eight universities offer an M.A. program in philosophy, which one can enter as a student (in this case, a B.A. program comes first) or after one has studies in another field for at least two full semesters. Currently, about 200 students are enrolling in philosophy (about 2% of the total number of university students).

Contrary to the situation in the U.S., there is a fundamental difference between teaching at the level of university education and that of vocational education, even if the students have had the same secondary education.

The training of teachers is done at three different levels, each according to the level at which the trainee will teach later on. Next to the primary school teachers' training and the training of teachers for junior and senior secondary schools, there is teacher training at the university, both for pre-university colleges and for the high level of vocational education.

The teachers are certified according to the level of their training. For teaching in the university situation, no certification is required. For a few subjects (including philosophy) that are taught on a small scale, there is no officially recognized teacher training. All M.A. philosophy students receive a "free" certification in this field. Nevertheless, most secondary and vocational schools appreciate it when their teachers have had some training in teaching philosophy. Currently four university philosophy departments offer such training for M.A. students.

The training course consists of three semester hours during two consecutive semesters and consists of three parts: a) a oral introduction to teaching basics and the Dutch education system, b) training in the methods, aims and problems of teaching philosophy, and c) an internship at a secondary or vocational school (20-40 hours of observation and teaching).

Chances are that in a few years there will be an official certification for teachers in the field of philosophy. But other expected changes are less positive. Due to the troubled financial situation of the Netherlands, the present conservative government intends to reduce the number of teacher training institutes and also reduce student enrollments in such programs to about 40% of the current number.

Coming in the next issue ---
More on philosophy teaching in the Netherlands and elsewhere in Europe

AAPT GETS BULK MAILING PERMIT

Following AAPT's recognition as a non-profit charitable organization by the United States Internal Revenue Service, 90 pages of documents were submitted to the U.S. Postal Service, with our request for bulk mailing privileges. Yes, fellow citizens, they did want duplicates of everything we gave the IRS! The happy ending of this story: AAPT finally has its permit.

PHILOSOPHY ---
THE IMPROVEMENT LASTS ---
IT'S NEVER TOO SOON TO START

PHILOSOPHERS' COMPUTING NEWSLETTER: information about a newsletter for philosophers interested in computers and computer-applications: Write PCN, c/o Michael Swanson, 415 Hernando #334, Hermosa Beach, CA 90254

APA TEACHING WORKSHOPS: the APA has workshops scheduled for San Francisco (February 22-24), Boston (March 15-17) and Chicago (May 3-5). Applications must be submitted by December 20. Contact Dr. Baruch Brody, Department of Philosophy, Rice University, Houston TX 77001.

PHILOSOPHY FOR CHILDREN NEWSLETTER: the IAPC has announced publication of a new bi-monthly publication containing news about philosophy for children. Subscriptions cost \$8.00/year. Contact the Institute for the Advancement of Philosophy for Children, Montclair State College, Upper Montclair, NJ 07043.

BOOKLET ON CAREERS IN PHILOSOPHY: Phi Sigma Tau, the national philosophy honor society for undergraduates, has compiled a 40 page booklet based on a survey of hundreds of former philosophy students, asking them for information about the place of philosophy in their lives and professions. Those interested in obtaining a copy should contact the national office of Phi Sigma Tau, c/o Dr. Lee C. Rice, Philosophy, Marquette University, Milwaukee WI 53233.

CONFERENCE ON CRITICAL THINKING: Christopher Newport College, April 11-12, 1985. Contact John Hoaglund, Philosophy, Christopher Newport College, 50 Shoe Lane, Newport News VA23606. Phone (804) 599-7085.

AILACT: The Association for Informal Logic and Critical Thinking was formed in June of 1983. Its second annual meeting will be held in conjunction with the APA meetings, New York, December 27-30. Membership in AILACT is \$3.00/yr. For information or membership contact Perry Weddle, Philosophy, California State U., Sacramento CA95819.

PHILDICT: word-processing checker auxiliary vocabulary, based on Runes' Dictionary of Philosophy. Compiled to supplement the standard spelling list of any spelling checker. Delivered for the TRS-80 I-II on disk; for others, through the SOURCE. Address inquiries and orders to: SCARAMOUCHE, 1325 Shirley Place, Mt. Vernon, WA98273. Phone (206) 428-0441 (STC 7475). \$70.00 US -- Washington residents add sales tax. VISA, MASTERCHARGE orders accepted.

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If at first you do succeed no one
will believe how hard the job was.

--Bald Joe Miller

