



Szabo, Z. G. "The Origin of Language: Condillac and Rousseau." *Routledge Encyclopedia of Philosophy* (1998). <http://www.rep.routledge.com/article/U037SECT6>.

Vendler, Z. "Res Cogitans: An Essay in Rational Psychology." *The Philosophical Review* (1976): 216–224.

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Book Reviews

Cooper, Sharon Katz. *Aristotle: Philosopher, Teacher, and Scientist*. Minneapolis: Compass Point Books, 2007. 111 pages.

Dell, Pamela. *Socrates: Ancient Greek in Search of Truth*. Minneapolis: Compass Point Books, 2007. 111 pages.

"The word philosophy comes from two Greek words: philo, meaning 'love,' and sophia, meaning 'wisdom.' So philosophy really means 'love of wisdom.'" From Compass Point Books Signature Lives series, *Aristotle* and *Socrates* play on kids' natural curiosity to get them hooked into the lives and ideas of famous Greek philosophers.

These books are perfect for kids who love learning, love asking questions, and want to figure out more beyond the classroom. *Aristotle* and *Socrates* are jam-packed with color pictures, maps, and sidebars offering a wealth of information to young philosophers on anything from battles to beliefs. The font is large, the margins wide, and any student from 5th to 8th grade could explore the life and times of a couple of Ancient Greece's most famous philosophers in an afternoon.

Life and times are a major focus of *Aristotle* and *Socrates*. Both books begin with a "hook" chapter to draw the reader in. In *Socrates*, there is a focus on Socrates' military experience. As the book trails through Socrates' life, the author takes advantage of any time served to give the reader background on the wins and losses of the Peloponnesian War. In *Aristotle*, too, the author never omits major battles of the day. While it may seem a bit superfluous, this provides the historical background against which the philosophers did much of their "thinking about thinking" (to borrow a phrase from *Aristotle*), and creates a more engaging book for the target audience.

In *Socrates: Ancient Greek in Search of Truth*, the author promotes curiosity as a tool for learning and discovery. "Question everything" seems the main idea. Socrates believed he lived to encourage people to examine their lives, and the author sets up and builds this in a way that young people can emulate. Dell does a nice job explaining both the questions Socrates asked, and their effect on the society of the day and philosophy in general. Almost as a caution to the over-curious student, though, the author focuses on how annoying other people in Athenian society perceived Socrates as being, and how this led to his eventual death sentence. The "cautionary tale" of a man who exposed the falsity of contemporary power and the repercussions of his actions might deter some students from curiosity. Overall, though, this book, like *Socrates*, encourages young people never to stop asking questions, and extols the value of a well-placed inquiry as the best tool a philosopher could have.

In *Aristotle: Philosopher, Teacher and Scientist*, the author's natural bias as a science educator shows through. Most of Aristotle's ideas in the book are in the context of his achievements as a scientist. *Aristotle* promotes a "discover-for-yourself" method of science; easier, of course, when not much science had been discovered. Even so, the reader is left with an enthusiasm for investigation and discovery—as in science, though, not philosophy. However, the author argues that early science and philosophy were very similar both being based on curiosity and exploration of the world. For science, it is the natural world, and philosophy the intangible mental world.

Socrates and *Aristotle* are perfect for kids hungry for knowledge. The books provide a great introduction to their subjects perfect for the suggested age range of 5th to 8th grade. Even older students could find the balance of ideas, culture and history an amusing quick read to complement a more rigorous curriculum. Leave the books out in a classroom and their vibrant orange covers will draw the curious types the books hope to net. Or suggest *Socrates* to a student interested in ancient society as a way to connect philosophy to an existing interest. Or *Aristotle* for the budding scientist. Even the teachers could be interested in reading something as fun and light as Compass Points Books Signature Lives Series' *Aristotle* or *Socrates*

Alexandra Johnson



Francis Johnston

City Experiment in Gardening New York

This photo by Frances Johnston is part of the extensive photo collections that the Library of Congress holds. The majority of the images, this one included, can be reused for free as long as acknowledgement is given.

This image from New York in 1922 is a fascinating one for me, and I think it could be an interesting starting off place for discussions on social justice, environmental ethics, aesthetics, gender roles, and more. Please think about this photo and send in your responses to it. We'll run the best of the batch next issue!

Author Bios

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Described by her senior English teacher as having a "passion for dialogue," Alexandra Johnson loves questioning and discussing everything. She recently graduated from high school in Washington State and plans to study computer science at Carnegie Mellon University this fall.

Ariel Sykes recently graduated cum laude from Mount Holyoke College with high honors in her major, Philosophy of Education. She will be serving as an AmeriCorps MACC VISTA at Mount Holyoke College for a year before continuing her education at Teachers College in the Philosophy and Education graduate program.

Wendy C. Turgeon is an Associate Professor of Philosophy at St. Joseph's College and works extensively in the areas of philosophy for children, medieval philosophy, and aesthetics. Her wit often comes out in photographs, including philosophical images of vegetables.