
Preface

The Divided Line, the Allegory of the Cave, the analogy of state and soul, the diagrams in the *Meno*—the oldest and best known attempts to *demonstrate* philosophical concepts—attest to the importance and usefulness of such devices in philosophy education. It is not by chance that the world's best known philosopher used them; it's their use that made him best known, and has lent greatly to the influence of his ideas. Collected here are over thirty contemporary efforts by philosophy educators to illustrate, to enliven, to make *real* for their students different ideas and concepts of philosophy. It's a wealth of material that will be of use and inspiration to all teachers of philosophy and related disciplines, and will be instructive to the general reader—from simple crossword puzzles that will help students remember philosophy vocabulary to complex simulation games illustrating abstract ideas of modern political philosophy ("The Rawls Game"), or metaphysics ("Moria"), or philosophical logic ("Demonstrating Isomorphism").

Class-room tested ideas and stratagems, games and simulations, for every area of philosophy and at every teaching level are represented. Some are wholly original, novel ideas refined over years of teaching by their authors; others are novel adaptations the author has found useful and recommends to others. Most have been collected from the pages of *Teaching Philosophy*. At first a semi-annual journal, now a quarterly, *Teaching Philosophy* has subscribed since its beginning in 1975 to the journal guidelines of the American Philosophical Association and the Association of Philosophy Journal Editors, subjecting all articles to a system of blind review to promote publishing of the highest quality and of continuing interest.

I thank George Thompson for the help and encouragement he has lent this project. Also a special thanks to Sally Davenport at the Philosophy Documentation Center, and to Jerry Slivka and Dick Lineback, for all the support they have given *Teaching Philosophy* over the years, and the extra help for this book. Thanks also to my colleagues on the Editorial Board and to the journal's many anonymous referees whose criticism and suggestions have done so much to make philosophy education a scholarly enterprise.

Lastly, we will miss Bill Hackett, Jerry Jackson, and Nancy Perry. I dedicate this book to them.

Arnold Wilson, Editor, *Teaching Philosophy*, University College, University of Cincinnati, Cincinnati, Ohio 45221-0206