Open-Access Publication of the Original IAPC Philosophy for Children Curriculum

Abstract
From 1974 through 1996 the late American philosopher Matthew Lipman (1929-2010) and his colleague Ann Margaret Sharp (1942-2010) produced the first systematic P-12 philosophy curriculum, at the Institute for the Advancement of Philosophy for Children (IAPC) at Montclair State University. The curriculum consists of a series of eight novels, sequenced for subject matter and inquiry skills, that foreground ethical, political, aesthetic, logical, and other philosophical dimensions of experience, with instructional manuals providing introductions to philosophical ideas found in the novels and exercises to deepen young people’s philosophical inquiry. To date, there are 168 translations (culturally adapted) of these groundbreaking titles, in sixteen languages, in thirty countries. However, their original editions are no longer in print and are not currently available for use or study. The IAPC seeks to digitize them, optimize them for visual accessibility, and make them freely available online.

Basic Information
Project Coordinator(s)
Maughn Gregory

Steering Committee
N/A

Funding Amount Requested
$5,000

Expected Project Completion Date
June 2023

Project Description
The founders of the contemporary Philosophy for/with Children movement, Matthew Lipman, Ann Margaret Sharp, and Gareth B. Matthews, believed that the impulse to philosophize is part of what it means to be human, that children are fully-fledged human beings, and that an organic relationship exists between children’s philosophical inquiries and the erudite discussions and writings of academic philosophers. For them, philosophy is not, fundamentally, a discipline of intellectual rigor fit only for exceptional adults and adolescents, but rather a matter of recognizing, wrestling, and playing with, ethical, aesthetic, epistemological, metaphysical and other perplexities common to human experience at every age. The IAPC’s receipt in 2001 of the APA/PDC Prize for Excellence and Innovation in Philosophy Programs was an important validation of this understanding, and of the IAPC’s decades-long pursuit of this commitment.
From 1974 through 1996 the late American philosopher Matthew Lipman (1929-2010) and his colleague Ann Margaret Sharp (1942-2010) produced the first systematic P-12 philosophy curriculum, at the Institute for the Advancement of Philosophy for Children (IAPC) at Montclair State University. The curriculum consists of a series of eight novels for children and adolescents, sequenced for subject matter and inquiry skills, that foreground ethical, political, aesthetic, logical, metaphysical, and other philosophical dimensions of experience, with instructional manuals providing introductions to philosophical ideas found in the novels and exercises to deepen young people’s philosophical inquiry. The IAPC owns the copyright to these materials, and to date it has licensed 168 translations (culturally adapted) of these ground-breaking titles, in sixteen languages, in thirty countries. However, because their original editions are no longer in print and are not currently available for use or study, the IAPC seeks to digitize them and make them freely available to children, parents, teachers, and researchers, on its website. We now seek grant funding to begin that ambitious project.

The first step in this project is to design a comprehensive plan for the digitization and the online publication of the IAPC philosophy curriculum that includes (1) a digitization protocol that includes specifications for optimizing the material for the visually impaired, according to Montclair State University’s Web Content Accessibility Guidelines (WCAG 2.0); (2) a style guide for the design of the curriculum in digital formats that can be read and/or downloaded on desktop and mobile devices and printed, according to the Library of Congress’ recommended formats for digital textual works; (3) a protocol for organizing and storing the digital files on the Montclair State University Digital Commons website; and (4) a design of new pages on the IAPC website that provide descriptions of each curriculum title, an explanation of their use, links to academic studies of their use, and links to the digital files of the curriculum titles. The second step in this project is to digitize and publish one IAPC philosophy curriculum title (novel and manual), in order to test and work out any problems in the comprehensive plan. The third step is to advertise the publication of this digital curriculum title and solicit user feedback.

Local Support

Dr. Gregory has obtained commitments from the following University offices to support this project:

1. The chairpersons of the Departments of Educational Foundations and of Art and Design, who will coordinate the work of Drs. Atkinson, Gregory, and Hierholzer on this project with their other teaching and research responsibilities, and provide access to necessary equipment and work space.

2. Karen Ramsden, Research and Projects Specialist and Digital Commons Coordinator for the University’s Harry S. Sprague Library, who will assist Dr. Gregory in creating the University Digital Commons site for the IAPC.

3. Dr. Amy Aiello, Associate Dean of the College of Education and Human Services, who will assign Alexandra Thelin, the College’s Web Content Manager, to work with Dr. Gregory on creating the web pages for the IAPC philosophy curriculum, as part of her regular responsibilities.
Future Plans

1. When the first IAPC philosophy curriculum title is successfully digitized and published, Dr. Gregory will begin to collect and analyze user feedback on both the content of this curriculum title and its ease of use in various formats. There will not be sufficient user feedback to analyze for some months after we publish these materials online, so Dr. Gregory will continue to collect and analyze the feedback until there is enough for him to write a report summarizing what users found to be the strengths and weaknesses of the project, with recommendations for improving future steps in this project.

2. We will use the comprehensive plan to digitize the remaining seven IAPC curriculum titles for children, one IAPC curriculum title for adults, and a number of philosophical stories published in Thinking: The Journal of Philosophy for Children.

3. We will reach out to other authors of philosophical novels for children, including David Kennedy, to request the rights to digitize and publish them on the IAPC website.

4. We will digitize the other content in the IAPC archive collection—including, Thinking: The Journal of Philosophy for Children, the Wise Owl curriculum written by Gareth B. Matthews, the Thinking in Stories: Reviewing Philosophy in Children’s Literature column he initiated, and other historical documents, photos, and audio and video recordings of the IAPC’s nearly 50-year history.

5. We will create a system of meta-data that would make these materials searchable by name, topic, reading level, etc.

6. We will construct a web portal to these materials, with access points for three distinct groups of users: children, educators (including parents, librarians, etc.), and researchers.

Project Impact

The purposes of making the IAPC philosophy curriculum freely available in digital format include the following, described in terms of how this project will benefit the field of philosophy:

1. To ensure the preservation, in digital format, of these materials, many of which are fragile, and to promoting fair and equal access to them (optimized for the visually impaired) through the internet for digital research and e-learning.

2. To enable children and adolescents to explore philosophy on their own and/or to create philosophical communities with peers in and outside their local communities.

3. To support pre-college philosophy education and intergenerational philosophical dialogue, in multiple contexts, including classrooms, after-school clubs, libraries, homes, summer camps, shelters, and juvenile correctional facilities.

4. To enable the IAPC to elicit critical feedback about the curriculum from contemporary users and to use that feedback in commissioning the development of new titles of philosophical novels for children.
5. To enable the IAPC to commission philosophers and philosophy graduate students to utilize the curriculum (especially the manuals) to create new philosophical guides to contemporary children’s literature and to educational materials in the humanities and the sciences.

6. To support the empirical study of children’s philosophical thinking. The IAPC philosophy curriculum has been a vital resource for this kind of research (see Oyler, 2019; Gorard, Siddiqui, & See, 2015; Faira et al., 2015, and Reznitskaya et al., 2012).

7. To support research and teaching in the academic fields of philosophy in children’s literature, children’s philosophical practice, and philosophy of childhood. The avenues of contemporary scholarship in these field that can and should be informed by children’s philosophical practice of the kind prompted and supported by the IAPC philosophy curriculum include conceptions of the child and childhood (Schapiro, 1999; Kohan, 2014), the goods of childhood (Brennan, 2014; Gheaus, 2014), children’s cognitive interests and goals (Gopnik, 2009), children’s moral capacities (Burroughs, 2020; Wall, 2010), children’s spirituality (Gregory and Oliverio, 2018); children’s rights (Archard, 2004), children’s literature (Sainsbury, 2021; Johansson, 2011), childhood and race (Atkin, 2018), children as citizens (Donaldson and Kymlicka, 2018), and childhood and environmentalism (Postma and Smeyers, 2012).

8. To make the IAPC curriculum accessible to children, educators, researchers, and other constituents with visual impairments by digitizing and formatting it to be read on desktop and mobile devices on which they can be visually enhanced.

References


Project Goals

- First project goal: Design a comprehensive plan for the digitization and the online publication of the IAPC philosophy curriculum that includes (1) a digitization protocol that includes specifications for optimizing the material for the visually impaired, according to Montclair State University’s Web Content Accessibility Guidelines (WCAG 2.0) (https://www.montclair.edu/digital-accessibility-initiative/how-to-create-accessible-web-pages/); (2) a style guide for the design of the curriculum in digital formats that can be read and/or downloaded on desktop and mobile devices and printed, according to the Library of Congress' Recommended Formats (https://www.loc.gov/preservation/resources/rfs/index.html) -- specifically section I.ii Textual Works - Digital; (3) a protocol for organizing and storing the digital files on the Montclair State University Digital Commons website.
(https://digitalcommons.montclair.edu/), which collects, preserves, and makes accessible, scholarly and creative works, research data, and other materials produced by the faculty, staff and students of Montclair State University; and (4) a design of a new page on the IAPC website (http://www.montclair.edu/iapc) that provides descriptions of the curriculum, an explanation of its use, links to academic studies of their use, and links to the digital files of the curriculum titles.

How this goal will be achieved:

1. Dr. Atkinson will draft a comprehensive plan that meets Library of Congress and WCAG 2.0 accessibility standards. Groundwork: Dr. Atkinson has reviewed protocols and standards for digitizing paper, film, and audio tape (this project will only involve paper documents), and has confirmed that the University’s Department of Art and Design has all the necessary equipment.

2. Dr. Hierholzer will serve as the point person on accessibility will review Dr. Atkinson’s plan and provide critical feedback, which Dr. Atkinson will use to make any necessary revisions to the plan.

3. Dr. Gregory is now in consultation with Karen Ramsden, Research and Projects Specialist and Digital Commons Coordinator at the Harry S. Sprague Library at Montclair State University, to create the IAPC site on the University Digital Commons, which will include a protocol for the organization and storage of the digitized IAPC philosophy curriculum.

4. Dr. Gregory will consult with Alexandra Thelin, the Web Content Manager for the College of Education and Human Services, to design and create the new page on the IAPC website to provide links to the IAPC curriculum titles, along with descriptions—including topics and reading levels—and a form for critical feedback. Groundwork: Dr. Gregory has created a draft design for these pages.

5. Dr. Gregory will establish a Creative Commons license for the titles, to clarify the Institute’s intellectual property rights in them while making them freely accessible to children, parents/teachers, and researchers.


How this goal will be achieved:

1. Dr. Gregory will locate the best existing copies of Pixie and Looking for Meaning and deliver them to Dr Atkinson.

2. Dr. Atkinson will hire and train a student to perform the digitization under his supervision. Dr. Atkinson will work out any unanticipated “bugs” in the process—in consultation with Dr. Hierholzer—and make necessary revisions to the comprehensive plan.
3. Dr. Gregory will consult with a reading expert to assign reading levels (Developmental Reading Assessment Level, Guided Reading Level, and Lexile Measure) for Pixie and Looking for Meaning, to be included on the web page for this curriculum title. Groundwork: Dr. Gregory has commissioned Marlene Aviles-Solivan, a doctoral student in Teacher Education and Teacher Development, to assign reading levels to the books featured in the IAPC weblog: Thinking in Stories: Reviewing Philosophy in Children’s Literature. Ms. Aviles-Solivan will do the same for this project.

4. When the digitization title is complete, Dr. Gregory and Ms. Ramsden will organize and store the digital files on the IAPC site of the Montclair State University Digital Commons.

5. Dr. Gregory and Ms. Thelin will create the new IAPC web page for the curriculum title, including links to the digital files.

6. Dr. Hierholzer will review the published digital curriculum titles to verify that they are accessible and can be visually enhanced on laptop and mobile devices and to printers, and that they meet the WCAG 2.0 accessibility standards and the Library of Congress formatting guidelines for digital textual works. She will work with Dr. Atkinson to remedy any discrepancies with those standards.

- Third project goal: Advertise the publication of this digital curriculum title and solicit user feedback.

How this goal will be achieved:

1. Drs. Atkinson and Gregory will advertise the digital publication of Pixie and Looking for Meaning in the venues described below under “Project Outreach.”

2. When the first IAPC philosophy curriculum title is successfully digitized and published, Dr. Gregory will begin to collect and analyze user feedback on both the content of this curriculum title and its ease of use in various formats. There will not be sufficient user feedback to analyze for some months after we publish these materials online, so Dr. Gregory will continue to collect and analyze the feedback until there is enough for him to write a report summarizing what users found to be the strengths and weaknesses of the project, with recommendations for improving future steps in this project.

**Project Timeline**

Budgetary regulations at Montclair State University require that we organize this project timeline in terms of University semesters.

**Spring Semester (January – June) 2022**

1. Dr. Gregory will consult with the reading expert to assign reading levels to the IAPC novel and manual.

2. Dr. Gregory will consult with Karen Ramsden to prepare for the organization and storage of the digitized curriculum on the Montclair State University Digital Commons website.
3. Dr. Gregory will consult with Alexandra Thelin to finalize the design of the new page on the IAPC website to provide links to the curriculum titles.

4. Dr. Gregory will establish a Creative Commons license for the titles.

NOTE: Dr. Gregory will perform these tasks without remuneration, as Director of the IAPC, which partially fulfills his service responsibilities to the University.

Summer Session (June – July) 2022

1. Dr. Atkinson will draft the comprehensive digitization plan that meets Library of Congress and WCAG 2.0 accessibility standards.

2. Dr. Hierholzer will review Dr. Atkinson’s plan and provide critical feedback, which Dr. Atkinson will use to make any necessary revisions to the plan.

3. Dr. Gregory will deliver the best copies of Pixie and Looking for Meaning to Dr Atkinson.

4. Dr. Atkinson will hire and train a student to perform the digitization under his supervision and work out any unanticipated “bugs” in the process.

Fall Semester (September – December) 2022

1. Under Dr. Atkinson’s supervision, the student employee will continue to digitize Pixie and Looking for Meaning. Dr. Atkinson will resolve any problems that arise and make necessary revisions to the comprehensive plan.

Spring Semester (January – June) 2023

1. Under Dr. Atkinson’s supervision, the student employee will complete the digitization of Pixie and Looking for Meaning.

2. Dr. Gregory and Ms. Ramsden will organize and store the digital files on the IAPC site of the Montclair State University Digital Commons.

3. Dr. Gregory and Ms. Thelin will create the new IAPC web page for the curriculum title.

4. Dr. Hierholzer will review the published digital curriculum titles to verify that they are accessible on laptop and mobile devices and to printers, and that they meet the WCAG 2.0 accessibility standards and the Library of Congress formatting guidelines for digital textual works. She will work with Dr. Atkinson to remedy any discrepancies with those standards.

5. Drs. Atkinson and Gregory will advertise the digital publication of Pixie and Looking for Meaning in the venues described below under “Project Outreach.”

6. Dr. Gregory will begin to collect and analyze user feedback on both the content of Pixie and Looking for Meaning and their ease of use in various formats.
NOTE: During the fall and spring semesters, Drs. Atkinson and Gregory will perform these tasks without remuneration, in partial fulfillment of their service responsibilities to the University.

**Project Outreach**

We will advertise the project to the following audiences, via text, email, social media, and digital and paper flyers:

1. Montclair State University
    a. Environmental Philosophy with Children, University of North Texas
    b. The IAPC website and FaceBook pages
    c. The College of Education and Human Services, Montclair State University
    d. The College of the Arts, Montclair State University
    e. The ADP Center for Learning Technologies at Montclair State University
    f. The Montclair State University Network for Educational Renewal, comprised of the 34 school districts with which the University places teacher education students and conducts other programming
    g. The personal FaceBook and Twitter accounts of Drs. Atkinson and Gregory

2. Universities that offer degree-bearing courses and programs in Philosophy for/with Children:
   a. St. Joseph’s College: Philosophy for Children, graduate course
   b. Teachers College, Columbia University: Philosophy Goes to School, masters course
   c. Texas A&M University: Philosophical Inquiry in Schools, combined graduate/undergraduate course
   d. University of the Azores: Master’s Degree in Philosophy for Children
   e. University of Hawai‘i: Philosophy with Children, combined graduate/undergraduate course
   f. Viterbo University: Philosophy for Education and the Role of Philosophy for Children, undergraduate course

3. University-affiliated programs in Philosophy for/with Children in the United States:
   a. Columbia University Philosophy Outreach Program
   b. The Iowa Philosophy Lyceum: (pre-college philosophy summer camp), University of Iowa
   c. Philosophy for Children, Creighton University
d. Philosophy for Children Hawai‘i, The Uehiro Academy for Philosophy and Ethics in Education at the University of Hawai‘i

e. Philosophy for Children, Texas A&M University

f. Philosophy for Children without Boarders (Filosofía Infantil Sin Fronteras), University of Las Vegas, Nevada

g. Philosophical Horizons, University of Memphis

h. Teaching Children Philosophy, Mount Holyoke College

i. The University of Washington Center for Philosophy for Children

j. The Utah Lyceum (pre-college philosophy summer camp), Southern Utah University

k. Viterbo University and Philosophy for Children

l. Western Michigan Lyceum (free high school summer camp), Western Michigan University (winner of the 2019 Berry Fund for Public Philosophy)

4. Pre-College Philosophy Education Organizations

a. PLATO: The Philosophy Learning and Teaching Organization, USA

b. The International Council for Philosophical Inquiry with Children (Dr. Gregory is currently serving as ICPIC Research Coordinator)

c. Federation of Asia-Pacific Philosophy in Schools Associations

d. Mexican Federation of Philosophy for Children

e. Philosophy with Children and Youth Network for Asia and the Pacific

f. SOPHIA: the European Foundation for the Advancement of Doing Philosophy with Children

5. Numerous other US and international organizations and programs in Philosophy for/with Children, some with university affiliation, including this representative sample:

a. The Austrian Center of Philosophy for Children, Graz, Austria

b. Brila Youth Projects, Montréal, Canada

c. CELAFIN: Centro Latinoamericano de Filosofía para Niñxs, San Cristóbal de las Casas, Chiapas

d. Center of Studies in Philosophy and Childhood, State University of Rio de Janeiro, Brazil

e. Israeli Academic Forum of Philosophy w/Children, University of Haifa
Accessibility Plan

The IAPC shares Montclair State University’s commitment to ensuring that people with disabilities have an opportunity equal to that of their non-disabled peers to participate in its educational and research offerings. Moreover, the IAPC is bound by the University’s policy on accessibility, which provides, in part, that “All electronic content that is generally available to University employees, students, applicants or the general public must be available to those with disabilities such that they are able to experience a similar experience or outcome.” That policy further provides:

The purpose of the Montclair State University Digital Accessibility Policy is to ensure that the online courses and programs, communications, services, and activities offered by Montclair State University through its website, webpages, subordinated intranet pages, and web-accessible enterprise applications are accessible by persons with disabilities in accordance with the

This project involves digitizing one novel and one instructional manual of the original IAPC philosophy curriculum, and formatting those digital files so they can be read on desktop, laptop, and mobile devices, and also printed in their original format on 8.5 x 11-inch paper. Because the intended audience for this digitization project includes children, educators, parents, others who have professional responsibilities for children, and researchers, our responsibility to optimize the accessibility of the digitized curriculum for the visually impaired is among the most important aspects of this project. Indeed, doing so is one of the primary purposes of this project, which is only possible by digitizing and formatting this curriculum as we have planned, so that it can be visually enhanced on desktop and mobile devices.

We will achieve this aim by taking the following steps (also described above):

1. In compliance with University policy, Dr. Atkinson will use the WCAG 2.0 Checklist from WebAIM provided by the University (https://www.montclair.edu/digital-accessibility-initiative/wp-content/uploads/sites/51/2018/03/WCAG2Checklist.pdf) in creating the comprehensive plan for the digitization and formatting of the curriculum.

2. Dr. Hierholzer will serve as the point person on accessibility. She will review the comprehensive plan before it is put into use, to verify that it meets Library of Congress formatting guidelines and the WCAG 2.0 accessibility standards. She will consult with Dr. Atkinson during the digitization and formatting process to ensure that any revisions to the plan are in compliance with those guidelines and standards. When the digitization and formatting are complete, she will verify that the digital curriculum as it is published on the IAPC website is in compliance with those guidelines and standards. There is a line item in the project budget for this work by Dr. Hierholzer.

In addition, the following expert resources will be available for consultation on disability accommodation:

1. Candace Fleming, Vice President, Information Technology
2. Meghan Hearns, Director, Disability Resource Center, Montclair State University

**Evaluation Plan**

We will evaluate the completion and the quality of each of the three goals described for this project described above.

The first project goal is the design of a comprehensive plan for the digitization and the online publication of the IAPC philosophy curriculum that includes:

1. A digitization protocol that includes specifications for optimizing the material for the visually impaired, according to Montclair State University’s Web Content Accessibility Guidelines (WCAG 2.0). This product will be assessed by Dr. Hierholzer, the point person on accessibility, who
will review the protocol and write a brief report as to whether or not it meets the WCAG 2.0 standards. If any part of the protocol is found not to meet those standards, Dr. Atkinson will revise the protocol and resubmit to Dr. Hierholzer, until she is satisfied the protocol meets the standards.

2. A style guide for the design of the curriculum in digital formats that can be read and/or downloaded on desktop and mobile devices and printed, according to the Library of Congress’ recommended formats for digital textual works. This product will also be assessed by Dr. Hierholzer, who will review the style guide and write a brief report as to whether or not it meets the Library of Congress guidelines. If any part of the style guide is found not to meet those guidelines, Dr. Atkinson will revise the style guide and resubmit to Dr. Hierholzer, until that person is satisfied the style guide meets the guidelines.

3. A protocol for organizing and storing the digital files on the Montclair State University Digital Commons website. This element of the comprehensive plan will be co-authored by Karen Ramsden, Research and Projects Specialist and Digital Commons Coordinator, Harry S. Sprague Library, Montclair State University. No assessment report is necessary for this element, as it is Ms. Ramsden’s responsibility to ensure that this protocol follows Library regulations, and her work is supervised by the Dean of the Library.

4. A design of a new page on the IAPC website that provides descriptions of the curriculum, an explanation of its use, links to academic studies of their use, and links to the digital files of the curriculum titles. This element of the comprehensive plan will be reviewed by Dr. Hierholzer, who has expertise in web design, and by a number of faculty members at Montclair State and other universities who are IAPC fellows, who will provide critical feedback about the content and layout of the webpage.

The second project goal is to digitize and publish one IAPC philosophy curriculum title: the novel Pixie (1981, 97 pp.) and its accompanying instructional manual Looking for Meaning (1982, 489 pp.), in order to test and work out any problems in the comprehensive plan. This goal will be assessed by Dr. Hierholzer, who will review the published digital curriculum titles to verify that they are accessible and can be visually enhanced on laptop and mobile devices, accessible to printers, and that they meet the WCAG 2.0 accessibility standards and the Library of Congress formatting guidelines for digital textual works. She will work with Dr. Atkinson to remedy any discrepancies with those standards and guidelines.

The third project goal is to advertise the publication of this digital curriculum title and solicit user feedback. This goal will be assessed by Dr. Gregory’s including in his grant report the manner and date of his and Dr. Atkinson’s efforts to advertise the project to the potential audiences described above, and including also an indication of the quantity and initial analysis of any user feedback received the date of his report.

**Online Presence**

The digital files produced in this project will be organized and stored Montclair State University Digital Commons website ([https://digitalcommons.montclair.edu/](https://digitalcommons.montclair.edu/)), which collects, preserves, and makes accessible, scholarly and creative works, research data, and other materials produced by the
faculty, staff and students of Montclair State University. A new page will be created on the IAPC website (http://www.montclair.edu/iapc) that provides descriptions of the curriculum, an explanation of its use, links to academic studies of their use, and links to the digital files of the curriculum titles.

http://www.montclair.edu/iapc

**Budget Narrative**

**REQUESTED FUNDS**

**A. Senior Personnel**

1. Principal Investigator Maughn Gregory will take no salary on this project. Dr. Gregory will coordinate all aspects of the project. He will consult with the Research and Projects Specialist at the Harry S. Sprague Library to create the IAPC site on the University Digital Commons, where the digital files produced in this project will be stored. He will consult with the Web Content Manager for the College of Education and Human Services to design and create the new page on the IAPC website where links to the digitized curriculum titles will be published. He will establish a Creative Commons license for the titles being digitized and deliver the best existing copies of the titles for digitization. He will conduct most of the advertisement of the finished project.

2. Co-Investigator Andrew Atkinson, with a 10-month appointment and an annual salary of $90,957, will allocate approximately 0.2 month of summer salary at 2.015% of his annual salary. The total salary allocated to this project is $1,833. Dr. Atkinson will draft a comprehensive plan that meets Library of Congress and WCAG 2.0 accessibility standards. He will hire and train a student to perform the digitization under his supervision. Dr. Atkinson will work out any unanticipated “bugs” in the process and make necessary revisions to the comprehensive plan, and will help to advertise the project when completed.

3. Co-Investigator Jun Hierholzer will review the outputs and verify that they meet Library of Congress guidelines and the WCAG 2.0 standards. Professor Hierholzer will be paid an honorarium of $750.

Total Senior Personnel: $2,583

**B. Other Personnel**

1. One Undergraduate Student Worker will receive academic year salary of $2,190 calculated at $15 per hour x 146 hours. The total salary requested for this project is $2,190. This student will be responsible for digitizing approximately 500 pages of the original IAPC curriculum, after being trained by, and while being supervised by Dr. Atkinson.

Total Other Personnel: $2,190

**C. Fringe benefits for the Co-I summer faculty salary and reviewer's honorarium are calculated at 8.7% for a total of $225. Fringe benefits for undergraduate student workers are calculated at 0.08% for a total of $2.**
Total Fringe Benefits: $227

D. Equipment: N/A

E. Travel: N/A

F. Participant/Trainee Support: N/A

G. Other Direct Costs: N/A

H. Total Direct Costs (A-G): $5,000

I. Indirect Cost Rates. Indirect costs are not allowed by APA.

J. Total Direct and Indirect Costs: $5,000

Other Funding Sources

As this is only the initial step in a long-term project, we are currently seeking other funding sources. We have recently received confirmation of our eligibility to apply for a C-19 COVID-19 Response Grant from the New Jersey Council for the Humanities.

Simultaneous to this grant application, we have applied for a Humanities Collections and Reference Resources foundation grant ($50,000) from the National Endowment for the Humanities to begin work on a longer-term goal of this project: the design of a prototype of a web portal to make the entire IAPC archive collection—including our philosophy curriculum, Thinking: The Journal of Philosophy for Children, the Wise Owl curriculum written by Gareth B. Matthews, the Thinking in Stories column he initiated, and other historical documents, photos, and audio and video recordings of the IAPC’s nearly 50-year history—available and searchable, with access points for three distinct groups of users: children, educators (including parents, librarians, etc.), and researchers.