

To the members of the APA Board:

September 25th, 2018

I write on behalf of the Iowa Lyceum organization at the University of Iowa. The Iowa Lyceum received a APA Small Fund grant of \$500 for the 2018 summer program centering on the history of philosophy. First, we are deeply appreciative of the APA’s support of our program. As our report indicates, your support was critical to the 2018 Iowa Lyceum: we could not have held our 2018 program without the APA’s support, due to the defunding public higher education in Iowa.

I next report on our expenses for the 2018 Iowa Lyceum, then on the successfulness of the grant.

A. Funding Details

Our five-day summer camp costs roughly \$2,000. This year our total costs were \$2,018.83. The biggest expenses are food, including lunch and dinner, and free books and shirts for the students. Our camp has such a low budget because none of the organizers and instructors, who come from the University of Iowa philosophy department, ask for payment. They volunteer their time from their sense of the importance of promoting pre-college philosophy through the Iowa Lyceum.

One reason external funding is so crucial, even with our low budget, is that the camp is free to students. This year, we had 24 students. Dividing the cost evenly among them in the form of a registration fee would have resulted in billing them about \$85 each. In years with fewer students, that figure could be double that, or \$170 each. This would be a significant barrier to entry. In a country in which pre-college philosophy is hard to access, that is the last thing we want.

Because of our record-breaking enrollment of 24 students, we were concerned about budgeting enough for them. So the Lyceum organizers chose to decline their budgeted honorariums.

A comprehensive account of how we utilized our APA support is given in the below table.

Lyceum FY18 – APA Small Fund grant			
Description	Date	Amount	Comments
<i>FY18 Allocation</i>	<i>5/15/2018</i>	<i>\$500.00</i>	
Background checks	7/06/2018	-\$170.75	Criminal checks on all participants (paid after program completed in U. Iowa FY2019)
Balance		\$329.25	Allocated to 2019 Lyceum by APA Board (we received notice on Friday, August 17, 2018)

The remaining expenses were paid from an external grant of \$1,550 from PLATO and internal institutional funds. In the upcoming year, we have some internal institutional funds leftover, but no external funds from PLATO (notwithstanding a spring decision on a PLATO 2019 PPF grant application). Without the APA’s decision to allocate our unspent 2018 funds to the 2019 Lyceum and in light of high demands on our institutions limited resources, the 2019 Lyceum would have been thrown into serious doubt. Thanks to the APA board’s decision, we can say with confidence that we will have a 2019 Iowa Lyceum, which will highlight *American philosophy* as its theme.

B. Project Evaluation

I have organized the Iowa Lyceum for the past four years. This was by far our successful one yet.

In the first place, we updated and expanded our list of teacher contacts at local primary schools. This had not been updated in three years. As a result, we had a much greater number of students.

We had 24 students participating, including one student from Minnesota. A student in California also applied, but was unable to attend due to an inability to secure housing.

Of the 23 students from Iowa, they are spread across six schools in the area. Five students had also attended the 2017 Lyceum. One of these students had also attended the 2016 Lyceum.

The age of the participants was between the ages of 14 and 17. Ten students were born in 2002.

Self-reported information about ethnicity, race, and gender are given in the below table. Not everyone self-reported such information, and we respected that decision.

Ethnic Categories – choose one	
Hispanic or Latino	1
Not-Hispanic or Latino	9
Racial Categories – choose all that apply	
American Indian or Alaska Native	
Asian	1
Black or African American	1
Native Hawaiian or Other Pacific Islander	
White	11
Other	
Gender(s) – choose all that apply	
Male	12
Female	2
Non-binary	
Non-identifying	
Other	

We try to ensure that our instructors are as diverse as the demographics of our department allow. This is so that every student can see themselves as a philosopher, having someone that looks like them in an authoritative position. Out of ten guest instructors for 12 sessions this year, we had two instructors who are persons of color and we had five instructors who are female. In this vein, we also elected to have Laura Brown, one of organizers, teach the three logic sessions, rather than having me teach it again. This was quite successful: one student even said that it was their favorite part of the Lyceum.

On Fridays we have the students give presentations and we invite parents. This year I estimate that we had 15-to-20 parents. We even had trouble keeping the presentations on time because the parents of students were asking so many questions about the presentations.

My view is that this Lyceum did a nice job facilitating pre-college philosophizing with a larger group than we had ever had before. Our previous record for enrollment was 17 students, and the 2017 Lyceum had 11 students. This year's group of 24 required us to make some adjustments. For example, we had more activities in which students break up into groups. One example was that, in our introductory discussion of what philosophy is, we asked students to break into groups and list as many philosophers and philosophical questions as we could. Then we put them all on the board and discussed the various things on the lists ('There are a lot of dead white men here. Is that bad?' 'A group listed Jesus and Buddha as philosophers. Is that a good assessment?')

Below the signature I give some student testimonials. Students are quoted in italics. Each student is separated by a skipped line. The evaluations largely speak for themselves. I do add in brackets text and plain font the context (like the relevant prompt on the optional feedback form) where it is helpful. I think that the student evaluations speak to the success of this year's program. They also include some quite helpful suggestions and criticisms from which we will try to learn. For example, some students suggested that we have more discussion, so we will to do that in 2019.

On behalf of the Iowa Lyceum, we are deeply grateful for the APA's critical support. We already are excited for the 2019 Iowa Lyceum and continuing our work to spread pre-college philosophy.

Yours Truly,
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President, Iowa Lyceum

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Student Feedback and Testimonials

“More hotdog discussion”

[This refers to the ‘What is a hotdog?’ discussion we had in one of the logic sessions.]

“I like the session about God and morality. It is a very fundamental and important question for society, because it affects the stability of the society.”

[Question on form: would you recommend the Lyceum to others?]

“Yes, it is fun to philosophize”

“I enjoyed the sessions on Adi Sankara and Descartes on the Self. I thought they were well organized and very engaging. I also loved the sessions on Hobbes and Locke because the lecture was very entertaining. I would like to get more exposure to Eastern philosophers.”

[Question on form: would you recommend the Lyceum to others?]

“Yes! It was educational, engaging and sparked my curiosity in the subject. I now have ideas on what to read this summer.”

“I liked the discussion on the nature of time because I found it intriguing and thought-provoking...I think we could have more contemporary philosophers, like post-1800, like maybe Kierkegaard and Nietzsche, and maybe also some 20th century philosophers. Also maybe we could have some American philosophers...I would recommend the Lyceum because I think it was an eye-opening experience. It is also free and doesn't take up too much time.”

“I really like the session on ethics because I like to learn how philosophers coming up with arguments to defend their personal views.”

[Question on form: would you recommend the Lyceum to others?]

“Yes, because it is very interesting and philosophy should be something everyone at least knows about.”

“I thought that Diane presented contract theories pretty well and humorously. I also liked learning about arguments.”

[This refers to Diane Jeske's session on contract theories in Hobbes and Locke.]

“Fav: David Redmond -> God”

[This refers to David Redmond's session.]

“I enjoyed the sessions about Adi Sankara and Ibn Sina most because the speakers were very good, and it focused on mind and consciousness. Also Landon is funny.”

[Question on form: would you recommend the Lyceum to others?]

“Yes, because it's fun, there's food, and it changed the way I think.”

“I liked the “what is time” section. It really made me think.”

[Question on form: would you recommend the Lyceum to others?]

“Yes. It is fun and a good way to spend summer days.”

“I liked the logic discussions the most, it was really structured and it made a lot of sense to me, as taking anything related to philosophy for the first time.”

[Question on form: would you recommend the Lyceum to others?]

“Yes, because it really expands the mind and challenges it to face difference perspectives. It’s a good experience.”

“I liked the talk on Locke and Hobbes because it was about real-world issues regarding politics.”

[Question on form: would you recommend the Lyceum to others?]

“Yes, not too much time and it is interesting.”

[Below are more students’ response to “Would you recommend the Lyceum to others?”]

“Yes, it’s very interesting and it’s amazing to hear what people have to say.”

“Yes, because it was a very fun course.”

“Yes – free learning!”

“Yes, it is very interesting but without pressure. I really enjoy how chill the atmosphere is.”

“Yes, because it was very fun, interesting, and thought-provoking, and there was very good free food.”