

## **Socrates in Prison: Socratic Dialogues with Prisoners**

KRISTOF VAN ROSSEM  
UNIVERSITY OF LEUVEN, BELGIUM

### **Abstract**

In this article, Kristof Van Rossem, Belgian philosophical practitioner and Socratic dialogue facilitator, describes his experience leading Socratic dialogues in five Belgian prisons. He tells many significant details of the encounters. He shows that, in order to do your job well with this public, it was necessary to lock up the Socratic method itself behind bars in order to continue the work 'man to man'. The facilitator himself was in this respect just like Socrates 'put to trial' for everything he did and was obliged to show his integrity as a person. Didactically, the author claims, this experience shows that Socratic work of whatever kind should preferably not be offered 'additionally' to the experience of an existing group. It should instead be executed integrated in the living practice of the participants.

**Keywords:** *socratic dialogue, prisons, detainees, restorative detention, philosophy in practice, consultancy in prisons*

## **On the Utility of Introducing Formal Theory to Counseling**

OLIVER BOXELL  
UNIVERSITY OF ROCHESTER

### **Abstract**

The current paper discusses the use of formal inductive reasoning in the description of cognitive dysfunction. Formal philosophical frameworks can provide a way to conceptualize the fundamental nature of mental health in terms of the static rules and dynamic processes of the mind, and in a way that can be verified through empirical investigation. The paper begins by overviewing the object of inquiry for counselors, which is described in terms of the interaction of mental rules and processes that systematically break down and require repair in order to promote client wellbeing. A symbolic computational framework for representing these rules, processes, and their pathologies is introduced, called Formal Symptoms Analysis. Obsessive Compulsive Disorder is then taken as a case study to illustrate how the system works, before discussing the potential benefits for counseling researchers and practitioners in gaining the insights that a detailed formal analysis of mental health affords.

**Keywords:** *Formal theory; counseling practice; obsessive compulsive disorder*

**With Life as Curriculum**  
**On the Relevance of the Socratic Method in Norwegian Folk High Schools**

MICHAEL NOAH WEISS  
VICE-CHAIR, NORWEGIAN SOCIETY FOR PHILOSOPHICAL PRACTICE

**Abstract**

This paper investigates the relevance of philosophical practice in general, and the Socratic method in particular, when applied at Norwegian Folk High Schools, which are liberal colleges with no exams. A central question in this investigation is, whether and how the Socratic method can contribute to the overall goal of the Norwegian Folk High Schools, which is formation (in Norwegian *dannelse*) and means a maturation process similar to, but not identical with so-called liberal education. This question is examined and discussed by means of three short cases. As a conclusion about the outcomes of this investigation, philosophical practice is outlined as an educational approach of informal learning.

**Keywords:** *philosophical practice, Socratic dialogue, formation, Norwegian Folk High Schools, phronesis*