

Notes and Comments

David K. Sellars Elementary School continues to play a highly significant role in the practice of Analytic Teaching in the Fort Worth area. The school is in the third year of a school-wide immersion in Analytic Teaching (or Philosophy for Children, as it is called in the rest of the country.) The tests results, published in this journal and in *Thinking*, have been encouraging. Next year, we hope to publish the results of a three-year study performed at Sellars.

The cover-sheet drawings for this issue of *Analytic Teaching* are by Sellars students Eddie Lynch and Jermaine Jones. We give special thanks to Eddie and Jermaine and to all the other children in Mrs. Nancy Box's 1st grade class. Were it not for financial constraints, we would have printed all the drawings.

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Readers will note that we continue to try and mix theoretical articles with articles that deal more the practice of Analytic Teaching. For the first itme, we carry no article about the practice of teaching from *Harry Stottlemeier's Discovery*. Friends of *Harry* might mourn his absence, but their grief might be lessened by noting that Suki, Kio and Gus, and Pixie get some needed attention.

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We have toyed with the idea of putting out an anthology of articles that relate to specific issues in Philosophy for Children – issues like managing a classroom discussion, controlling the classroom clamor, and so on. The volume could be produced cheaply (approximately \$10 per copy), might serve as a handy reference tool for practitioners and theoreticians alike, and would, covertly, give us a way to meet the demand for back articles and back issues. For some issues, our supply is gone. Our question, then, to readers is the following: Does the idea seem worthy of pursuing? Please drop us a note.

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Last year's financial crisis is over. This year's is not as severe. The journal is now supported by grants from the Amon G. Carter Foundation and Texas Wesleyan College, and by subscription. We thank the officers of the Carter Foundation and the administrators, past and present, of Texas Wesleyan for their financial and moral support. Special thanks to all of our subscribers. Your phone calls and letters of encouragement, along with checks that were frequently above the subscription amount, were greatly appreciated.

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Publisher:	School of Education Texas Wesleyan College Fort Worth, Texas
Funded by:	Amon G. Carter Foundation Texas Wesleyan College Subscription