

FROM THE EDITORS

Vol. 18 (1996), Vol. 19 (1999): ???

For the usual reasons with journals edited (and published) on a shoe-string by busy academics, *Informal Logic* fell behind. Overcoming denial, we now realize we were unlikely to catch up. Our solution is to drop two years from our publishing schedule. The Volume numbers will continue in succession. That means subscriptions (which are for volumes, not years) remain unaffected, and libraries' holdings will show sequential volume numbers despite the two-year hiatus. We will publish a double issue, Volume 19, Nos. 2&3 (1999) in December 1999, and Volume 20, No. 1 will appear in Winter 2000.

Teaching Supplement

Informal Logic began as a newsletter for informal logic and critical thinking teachers, and used to publish examples and other material for classroom use. Longstanding subscribers missed this feature when the newsletter became a refereed journal. We're sympathetic. We think informal logic theory should be informed by the practice of reasoning and argumentation; also, we want the journal to serve practice (including pedagogy) as well as theory. These goals are advanced by mixing theory and practice in the journal, and by putting the journal in the hands of teachers working in the classroom. Now that informal logic and critical thinking courses have become a staple at most universities and colleges in North America, the need and opportunity have never been greater. We have long wanted to serve that need and exploit that opportunity by reviving the publication of material for classroom use.

What we needed was someone to do it, and a plan that would not sacrifice the scholarly standards of the journal.

We've found the someone—Claude Gratton, a young Franco-Ontarian (Ph.D. Toronto) involved in the critical thinking

program at the University of Nevada, Las Vegas. And the plan is to put teaching materials in a *Teaching Supplement* attached at the back of the journal, discrete from the standard articles, notes, and reviews. With your help, we will have enough material to publish the first *Teaching Supplement* in Volume 20, No. 1 (Winter 2000).

Claude writes:

As editor of the Teaching Supplement, I invite you to send me any material that you have found useful. Here are some examples of what we are looking for:

- a. Course Syllabi (outlines, textbooks, requirements, etc.)
- b. Assignments, Tests and Exams (samples, individual questions, etc.)
- c. Examples for Classroom Use (without and with model or proposed analyses of them).
- d. Textbooks (lists, subject-matter outlines, reviews, ideas about how to use particular ones)
- e. Teaching Tips (ideas about how to teach this or that topic; reports on what works and what does not work)
- f. Teaching Problems (fair evaluation, large class problems, teaching fallacies, etc., etc., etc.)
- g. Resources: conferences, programs, other journals with pertinent material.
- h. Faculty training, peer coaching.

We are looking for any material that will enhance the teaching and pedagogy of informal logic, critical thinking, and reasoning. So please feel free to make suggestions about other sorts of contributions. Please send (1) one hard copy and (2) one disc copy (please specify the program used so that I can convert it to Microsoft for Macintosh) to Claude Gratton at:

UNLV, Department of Philosophy
4505 Maryland Parkway, Box 455028
Las Vegas, NV 89154-5028 U.S.A.
Email: grattonc@nevada.edu
Phone: (702)-895-4333
Fax: (702)-895-1279