

informal logic

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eds., J. Anthony Blair & Ralph H. Johnson

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from the editors

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In this space in our last issue, we presented, *in nuce*, our conception of informal logic and set forth our editorial policy. In so doing, we neglected to add two important riders.

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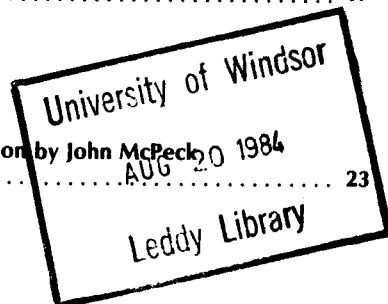
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First, our conception of informal logic is offered as a broad reference point, and we shall not insist that others must share our conception of it. Indeed, as the contents of the current issue show, the pages of this journal are open to those who have a different way of conceptualizing informal logic. And that is as it should be. For at this stage of the game, with the overall shape of things still blurry, no one is in a position to declare precisely what informal logic is.

Second, we failed to give equal billing in our policy to the cognate enterprise which goes under the rubric of "critical thinking." It is to be noted, in this connection, that the founding members of AILACT—the Association for Informal Logic and Critical Thinking—could do no better than to juxtapose the two terms: informal logic **and** critical thinking. What the precise relationship between the two is cannot become clear until the identity questions which plague each have been solved. In the meanwhile, we are quite happy to publish articles and other material dealing with the theory, of practical applications and pedagogy of **critical thinking**, as well as informal logic. In so stating, we are simply making official what has been our practice for some time.

in this issue

We continue with the publication of papers presented at the Second International Symposium on Informal Logic in order to make them available to a wider audience. This issue features three more of them (those by Finocchiaro, McPeck, and Nolt). In "Informal Logic and the Theory of Reasoning," Maurice Finocchiaro offers an interesting and novel account of informal logic as a philosophical theory of reasoning. In his paper, "The Evaluation of Critical Thinking Programs," which provoked some of the liveliest discussion at the Symposium, John McPeck takes issue with the view that the testing and evaluation of critical thinking is an empirical matter. In "Possible Worlds and Imagination in Informal Logic," John Nolt has adapted the possible worlds approach to the problem of determining (and teaching students to determine) whether an argument is valid. Harry Reeder's paper, "The Nature of Critical Thinking," is a thorough and thoughtful weaving together of the strands of many papers published in this journal's predecessor. Appended to his article is a comment by Richard Paul, who refereed the article, along with Reeder's response. Also in this issue is a critical review by Perry Weddle of John McPeck's book, **Critical Thinking and Education.** ●

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