

from the editors

This combined issue focuses on teaching informal logic and critical thinking, with the exception of the first and last articles. For those of our readers not yet familiar with Argumentation Theory and with recent work in the Netherlands, the lead article by Frans van Eemeren and Rob Grootendorst will serve as a timely introduction. It is a pleasure to welcome them to these pages. They are both active in the publication of the European journal, **Argumentation**. At the opposite end of the line-up, we have decided to give some space to our own article, in which we set forth our conception of what informal logic is, and give the reader our sense of where things stand in informal logic, and what is on the agenda for the immediate future. From the very contents of this issue, it is clear that informal logic is closely related to, though not identical with, both critical thinking and argumentation theory.

We all pledge allegiance to the idea that being logical and thinking critically require the abilities to read and write critically. However, most of us never take the further step of thinking critically about what that means. The eight articles that follow will help. Jonathan Adler focuses on the problem of writing critically. The next four articles, by Moira Gutteridge, Michael Scriven, William Taylor, and Lenore Langsdorf all revolve around an aspect of critical thinking which all too often is taken for granted: critical reading or critical literacy. Gutteridge's article highlights the problem in a forceful way. Scriven explores the problem of testing literacy and while he refers to recent developments in Western Australia, the points he makes will have application in other jurisdictions. Taylor's article is one kind of response—how to encourage critical

thinking in a course in political science, while Langsdorf describes an approach involving the integration of reading, writing and thinking in programmatic fashion. The two contributions from Phil Pecorino deal with different aspects of the teaching of critical thinking: the first with the perennial problem of grading, the second with the impact of critical thinking courses on the teaching of philosophy. John Follman discusses the vexing problem of testing critical thinking and includes a helpful survey of the literature.

Nonsexist language and material. The editors subscribe personally to the position that sexist language or examples have no place in scholarly writing. Henceforth it shall be the explicit policy of this journal not to publish material that contains sexist language or material. In the near future we shall announce the details of this policy, but in the meantime contributors should ensure that their submissions are non-sexist, and readers are invited to bring lapses to our attention.

Computerization. In the future authors of articles accepted for publication will be invited (though not yet required) to send final typescript copies on 5.5 inch floppy disks in WordPerfect or ASCII. Initial submissions should continue to be on paper (see inside front cover).

Subscription renewal. This combined issue completes Volume IX. We remind readers that renewals for Volume X are due now. Please note the (slightly lower) new rates. You may photocopy or cut out the renewal form, opposite, and send it along with your cheque. The first issue of Volume X is in press. □