FROM THE EDITORS

The five articles in this issue range widely over the landscape of informal logic and reasoning.

In "Charity and the Reiteration Problem for Enthymemes," Dale Jacquette deals with the vexing issue of providing missing premises. We know that any enthymeme can be made valid by adding as a missing premise a proposition that re-iterates the inferential structure in if-then form. Jacquette offers a pluralistic model which encourages experimentation with a number of different candidates, including the re-iterative premise, under a specified set of circumstances.

In "Fallacies in Transition: An Assessment of the Pragma-Dialectical Perspective," Christopher Tindale offers his critical assessment of the pragma-dialectical approach of van Eemeren and Grootendorst. Invoking the traditional distinction between logic, dialectical and rhetoric, Tindale argues that the pragma- dialectical approach relies heavily on rhetorical features that not been fully embraced and acknowledged, and that doing so leads to significant problems for that approach.

In "Distinguishing Practical and Theoretical Knowledge," Matthew Wilks Keefer reviews and critiques Deanna Kuhn's theory of informal argument, as presented in her 1991 book, *The Skills of Argument*. There Kuhn cited experimental data to show that ordinary reasoners are not able to provide adequate responses to attempts at causal reasoning. Keefer provides an alternative interpretation of the subjects' reasoning, according to which they are not best interpreted as failed theoretical justifications.

In "Helping Undo the Past: Teaching Critical Thinking in South Africa," Stephen de Wijze discusses the problems of teaching critical reasoning in the changing landscape of South African society.

In "Reply to Professor Allen," George Bowles defends his theory of propositional relevance (see *Informal Logic*, XII.2) against three criticisms by Derek Allen (see *Informal Logic*, XV.2).

There are five book reviews in this number: *Reasoning: A Practical Guide* (1993) by Robert C. Pinto and J. Anthony Blair, reviewed by Connie Missimer; *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge* (1993) by Kenneth Bruffee, reviewed by Bennett A. Rafoth; *Philosophy of Science and its Discontents* (1993) by Steve Fuller, reviewed by Joseph Rouse; *Dialectic and its Place in the Development of Medieval Logic* (1989) by Eleanore Stump, reviewed by Emily Michael & Fred S. Michael; and *Aristotle's Rhetoric: An Art of Character* (1994) by Eugene Garver, reviewed by Michel Meyer.

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