your students, especially the incoming freshmen. Last semester I found that our freshmen typically read at no more than 9th or 10th grade levels; and the reading office warned against using texts written at levels more than one or two levels above the students. So I then measured the reading levels of our lower-level philosophy texts (the same office can tell you how to do this). Nearly all of them were 12th level and higher (Plato was a notable exception). Small wonder that we hear students complaining that our texts are unreadable! Of course, reading level measurement is far from an exact science; but it's a lot more reliable than most faculty are willing to admit. Comparing the reading levels of your students and your texts can be quite illuminating - and may well point toward a change of text.

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ANNOTATED BIBLIOGRAPHY

In the last issue of the newsletter, we promised to publish this annotated bibliography of recently published texts suitable for courses on informal logic. We wish to make the following observations. First, we had to draw the line somewhere in our interpretation of "recent" and we decided to include texts published during 1976 and after. Thus a great many worthy texts are not included in our list and we wish to call attention to this point. Thus we make no pretense to offering a complete list nor do we wish to cast aspersions on earlier texts. We hope the authors of such pre-1976 texts will understand. Second, we have attempted to make our annotations simply informative, asking ourselves: What would I want to know about this text if I were hearing about it for the first time? Thus the bibliography makes no attempt to evaluate the texts. Third, we have included only texts which are either exclusively or primarily devoted to informal logic. This makes sense, since the list is being published as an aid to those teaching courses or sections of courses on informal logic. Fourth, we would like to acknowledge the assistance of Professor Philip A. Pecorino (Department of Social Sciences, Queensburg Community College) for his help in the preparation of this bibliography. If any of our readers know of any texts which ought to have been included but are not, we would ask that you inform us and we will remedy the oversight in the next issue.

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Barry, Vincent E. Practical Logic. New York: Holt, Rinehart and Winston, 1976. Pp. 384 + xvi. Cloth.

PL contains some formal material, principally dealing with syllogistic and Venn diagrams. Much of the material to illustrate informal fallacies is drawn from real rather than fabricated examples. There are exercises with each chapter, and selected exercises are answered at the end of the book. Some special features of the book are the chapters on knowledge (2) and normative reasoning (9).

Contents. 1. Argument, Language and Reality: the argument, the sound argument, persuasive language. 2. Knowledge: belief and truth, the primary sources of knowledge: senses and reason, a secondary source of knowledge; authority. 3. Induction: the analogy, causation, hypothesis. 4. More on Induction: generalizations, concealed evidence and questionable claims. 5. Deduction: categorical propositions, standard-form categorical syllogisms. 6. Testing for Validity: Venn diagrams, the rules of validity, the non-standard-form syllogism. 7. Reconstructing Arguments: translating categorical propositions into standard form, the enthymeme, reconstruction and validity. 8. Informal Fallacies: emotive language, appeal to authority, two-wrongs-make-a-right, the red herring and straw man fallacies, begging the question, invincible ignorance, the appeal to humor or ridicule, evaluating arguments: a four step procedure. 9. Normative Reasoning: aesthetic statements, ethical statements.

Baum, Robert. Ed. Ethical Arguments for Analysis. Brief Edition. New York: Holt, Rinehart and Winston, 1979. Pp. 220 + xii. Paperback.

Those familiar with Baum's longer work of the same title will welcome this Brief Edition which contains numerous examples of arguments in ordinary language selected primarily from newspapers and magazines. They are grouped according to topic, and the Introduction contains useful remarks about the basic points of argument interpretation and analysis. Each section is prefaced by a brief and useful backgrounder to the issue dealt with in the upcoming examples.

Contents. Introduction. 1. Interpersonal relations. 2. "Victimless Crimes". 3. Sexual morality. 4. Censorship. 5. Gun Control. 6. Animals and vegetables. 7. Abortion and sterilization. 8. Murder or mercy? 9. Corporate rights and responsibilities. 10. Civil disobedience. 11. Punishment vs. rehabilitation. 12. International relations.

Crossley, David J., and Wilson, Peter A. How to Argue, An Introduction to Logical Thinking. New York: Random House, 1979. Pp. 288 + xii. Paperback.

This text is in the informal logic tradition and in the lineage of Beardsley's Thinking Straight and Weddle's Argument. It covers many of the standard topics such as the distinction of deduction from induction, language and meaning, explanation, causation, fallacies, the dilemma and reductio but it offers the somewhat innovative provision of a method or technique utilizing the acronyms SCORE, for locating and structuring the arguments of others or preparing one's own arguments (to know the SCORE and prepare to SCORE), and FATE, for evaluating arguments (determining their FATE). The text supplies examples and exercises which are appropriate, adequate, manageable and contemporary and in addition, offers a glossary with a short list of fallacies, a briefly annotated bibliography, and an index, all of which are quite clear and should prove quite helpful to students.

Engel, S. Morris. With Good Reason, An Introduction to Informal Fallacies. New York: St. Martin's Press, 1976. Pp. 154 + xii. Paperback.

The core of this text is the informal fallacies that are the subject of part two. Part one consists of two preparatory chapters, presenting the fundamentals of argument in nontechnical terms, plus those aspects of language, such as ambiguity, that can contribute to muddled thinking and muddled communication. Part two presents informal fallacies grouped under three headings: fallacies of ambiguity, fallacies of presumption, and fallacies of relevance. The examples and the exercises are drawn from the mass media, from literature, from philosophic sources, and occasionally the author has invented arguments to illustrate his point. The book also contains reprints of S. I. Hayakawa's, "The Story of A-Town and B-Ville: Second Semantic Parable," and Max Shulman's, "Love is a Fallacy".

Facione, Peter A., and Scherer, Donald. Logic and Logical Thinking, A Modular Approach. New York: McGraw-Hill Book Company, 1978. Pp. 495 + xii. Paperback.

A unique feature of this text is its modular approach and the fact that the instructional objectives are clearly stated at the beginning of each unit. There are comprehensive self-quizzes which the student can use to gauge his or her understanding. The text has four parts and covers really more territory than would normally come under an informal logic course. Part I is material about language and argument, and includes chapters on what logic is about, definitions and their uses, and the key concepts of logic. Part II develops formal logic skills: propositional logic, the syllogism, predicate logic (contemporary methods). Part III treats illogical thinking, with a chapter on formal fallacies, and two chapters on informal fallacies--called "fallacies of content": false assumptions, and "no-progress" fallacies. Part IV deals with logical thinking, and has chapters on arguments and proofs, proof strategies, a system of natural deduction for propositional logic, and elementary research design (inductive arguments).

Flew, Antony. Thinking Straight. Buffalo, N. Y.: Prometheus Books, 1977. Pp. 127. Paperback.

First published in Great Britain in 1975 under the title Thinking about Thinking, Flew's book is really a brief manual on the sorts of mistakes that people often commit with advice on how to detect and avoid them. There are illustrations of the various fallacies, but no exercises. Flew's examples tend to come from philosophical sources or British ones.

Contents. 1. The basic equipment. 2. If/then and All/none. 3. Evasion and falsification. 4. Motives and Grounds. 5. Minding our Language. 6. Figuring. 7. A chapter of errors. 8. The final foreword.

Fogelin, Robert J. Understanding Arguments, An Introduction to Informal Logic. New York: Harcourt Brace Jovanovich, Inc., 1978. Pp. 351 + xiv. Paperback.

(Note: Cf. Informal Logic Newsletter, Vol. I, No. 2, 10-11 for an expository review of this text.)

Fogelin's text has at least three distinctive features. It introduces the idea of argument via an account of language, speech acts, and conversational implicatives drawn from Austin and Grice. It offers a novel, extremely interesting model and set of techniques for critically analyzing arguments from an informal point of view. And close to half the book consists of examples of actual extended arguments--drawn from a variety of types of sources.

Part I contains chapters on the nature of language, the nature of arguments and argumentation, the technique for analyzing and evaluating arguments, some fallacies of clarity and relevance, and other uses of arguments. The first part ends with two chapters on formal logic, covering, roughly, propositional logic and syllogistic. Part II consists of examples of argument drawn from different realms of discourse, each chapter containing two to four extended texts. There are specimens from: issues of public concern, legal reasoning, moral debate, scientific arguments, theological debate and philosophical arguments. The appendix contains Austin's "Performative Utterances" and Grice's, "Logic and Conversation" reprinted unabridged.

Girle, Roderic A.; Halpin, Terence A.; Miller, Corinne L.; and Williams, Geoffrey H. Inductive and Practical Reasoning. East Brisbane, Queensland: Rotecoge, 1978. Pp. 226. Paperback.

Written as a text for students at the senior secondary school level in Queensland, Australia, this book is suitable for a freshman or introductory informal logic course in North America. The authors use the theme of dialogue to allow for argument in the narrower sense of premises and a conclusion and at the same time permit discussion of explanation, the use of Mill's methods, the recognition of questions and challenges, and some account of the onus of proof. There are, besides the introductory chapter, chapters on induction, probability, Mill's methods, explanation, justifying induction, fallacies and debating and dialogue. In an appendix there is a brief review of the first-order deductive logic of propositions and terms. The many short teaching examples tend to be a bit artificial; the numerous exercises, also using mainly invented examples, are more natural. The exercises tend to be of the problem-solving sort. (Answers at the back of the book.)

Johnson, Ralph H., and Blair, J. Anthony. Logical Self-Defense. Toronto: McGraw-Hill Ryerson Limited, 1977. Pp. 236 + xvi. Paperback.

LSD takes the fallacy approach to informal logic, and attempts to make this approach lively and topical. The introduction presents the idea of argument, and the concept of fallacy as a violation of the standards of good argument: relevance, acceptability and sufficiency of premises. The next six chapters feature about 20 informal fallacies, explaining why they are fallacies, listing conditions for making a case against each one, and illustrating with real (as opposed to invented or artificial) examples from newspapers and magazines. Chapter eight presents an approach for extracting and portraying the argumentative structure of longer pieces of argumentative prose. The final two chapters are on the news media (how to be an intelligent consumer of the news) and advertising (how to expose the gimmicks in print and TV ads). The text is aimed at a Canadian audience, but it would be usable elsewhere as well.

Kahane, Howard. Logic and Contemporary Rhetoric, The Use of Reason in Everyday Life. Second edition. Belmont, California: Wadsworth Publishing Company, Inc., 1976. Pp. 259 + x. Paperback.

There are several changes in the second edition of this landmark text. The exercises have been expanded and improved; a chapter on language has been added, featuring material on the emotive uses of language and on sexism; the section on advertising has been generalized to cover all advertising; the order of the material has been changed. In addition, the format of the text has been changed, too.

The orientation of LCR remains, "an attempt to raise the level of political argument and reasoning by acquainting students with the devices and ploys which drag that level down." The examples, all from actual arguments, thus come from political discourse and contemporary public sources. The thirty informal fallacies described are divided into those that are fallacies because invalid (chapters one and two), those that are fallacious even if valid (chapter three), and statistical fallacies (chapter four). The remaining five chapters cover language (emotive uses and abuses, sexism in language), analyzing arguments (political articles and speeches), advertising (how ads con, and the selling of candidates), news (critique of reporting and news distortion), and textbooks (censorship and distortion). The appendix contains selected answers to exercises; the latter are extensive, following each chapter.

Manicas, Peter T., and Kruger, Arthur N. Logic, The Essentials. New York: McGraw-Hill Book Company, 1976. Pp. 498 + xiv. Cloth.

This text is designed for an undergraduate course in logic, and hence contains a good deal more material than might be used in a course devoted to informal logic. Part I is titled "First Principles" and contains chapters on language and meaning, definition, and the basic concepts of logic. Part II is titled "Formal Logic" and treats elements of the propositional logic, syllogistic, and predicate logic. Part III is titled "Induction and Informal Fallacy" and has separate chapters on induction, probability, and two on informal fallacies. Part IV is called "Applied Logic" and treats scientific method and decision making. There are exercises for each chapter with answers to selected exercises at the back of the book. A special supplement is "The Workbook: Progress Tests" and contains more material to allow students to test their understanding of the text. The text also contains a glossary and detailed index.

Munson, Ronald. The Way of Words, An Informal Logic. Boston: Houghton Mifflin Company, 1976. Pp. 437 + x. Cloth.

This text, which divides conveniently into two parts, devotes itself almost totally to informal logic. The first part (Chapters 2-5) deals with the features of language which are relevant to using it clearly and effectively and thus to appraising performances with it. Chapter 2 presents a linguistic theory of meaning; Chapter 3 discusses the flaws of ambiguity and vagueness; Chapter 4 deals with the nature and problems of definition; and Chapter 5 treats of the various uses of language. The second half of the book (Chapters 6-9) focuses on the persuasive use of language: i.e., arguments. In Chapter 6, Munson discusses the problem of identifying arguments, and various ways of challenging them. Chapter 7 presents the traditional distinction between inductive and deductive arguments. Chapter 8 is an inventory of various fallacies and sophistical moves. Chapter 9 discusses the problems of analogies and reasoning via examples. The last two chapters fall somewhat outside the scope of the text but are useful additions. In Chapter 10, Munson gives the student some excellent advice on how to write logically (i.e., clearly and effectively); Chapter 11 consists of tips on solving logic puzzles. There are ample exercises for each of the chapters; and these are solved (and additional problems presented) in the answer book provided for instructors.

Runkle, Gerald. Good Thinking, An Introduction to Logic. New York: Holt, Rinehart and Winston, 1978. Pp. 352 + xii. Paperback.

"Good thinking is," to quote the author's own words, "both an 'informal' and a 'formal' approach to logic. It is informal in the sense that a great deal of attention is paid to such topics as meaning, ambiguity, equivocation, definition, emotional appeals, and induction. The book also takes a formal approach to logic. It provides a formal analysis of statements and the relations between statements, and it presents a formal account of deductive arguments." (iii)

The text proceeds from words to statements, then to the relations between statements. The various kinds of relationship that statements in arguments can have to one another are then treated in two chapters on deduction and three chapters on induction. These are followed by a chapter on substitutes for argument: emotional appeals. The final chapter contains some longer arguments

which are first presented and then analyzed. In the appendix, Runkle treats Venn diagrams.

There are exercises after every chapter; and each section within a chapter concludes with a concise summary of the main points.

Scriven, Michael. Reasoning. New York: McGraw-Hill Book Company, 1976. Pp. 250 + xviii. Paperback.

The backbone of this text is the author's Seven Step Approach to Argument Analysis, which is briefly explained in Chapter 3 and then expanded upon in Chapters 4 through 6. The steps are: 1) Clarification of Meaning; 2) Identification of Conclusions; 3) Portrayal of Structure; 4) Formulation of (Unstated) Assumptions; 5) Criticism of a) The Premises, and b) The Inferences; 6) Introduction of Other Relevant Arguments; 7) Overall Evaluation.

The first two chapters serve to introduce the subject of the text. "The Nature of Reasoning" (Chapter 1) is an excellent treatment of the topic which includes quizzes (some of which are answered in the text). "Teaching and Learning Reasoning" (Chapter 2) is full of provocative ideas about the pedagogical aspects of reasoning courses.

In Chapter 7, Scriven devotes sections to special kinds of argumentation: sampling and generalizations; generalizations about individuals; analogy; causal reasoning; dialogues and debates. Chapter 8, "Extensions and Ramifications" maps some of the avenues open to those interested in further work in the area.

There are exercises throughout, some of which are given answers in the text. Scriven's text is well-written well-thought out, and highly innovative. But it is also open-ended and the last thing from dogmatic. Finally, Scriven deserves mounds of credit for being bold enough to bring the concept and the word "reasoning" to the fore without worrying about repercussions.

Thomas, Stephen N. Practical Reasoning in Natural Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977. Pp. 280 + viii. Paperback.

This is a manual-workbook designed to help students learn how to make sense of and evaluate passages of reasoning as they occur in natural language. It adapts and develops Beardsley's tree-diagramming approach to analyzing arguments and exposing and displaying the steps and structure of their reasoning. Thomas provides numerous techniques and practical rules that will help students find their way in the real world of reasoning and argumentation including longer arguments. The material used for illustrating the method and for the plentiful exercises all comes from the natural language setting. In the chapter on the basic evaluation of reasoning, Thomas presents validity as a matter of degree (with deductive validity equal to 100% strength), which makes for some interesting analyses. This chapter also treats conditionals and other sentential connectives together with valid inferences using them, and a section on how and why to supply suppressed premises. There are chapters on practical decision making, on special topics (analyzing muddy reasoning or confused exposition, some informal fallacies), and on analyzing long linked arguments and disorganized or confused complex reasoning.

NOTE: The editors have heard that this valuable text is out of print and not being reprinted. If there is a demand for it, word to that effect should be sent to the publishers (who, after all, are subject to market pressures).

Toulmin, Stephen; Rieke, Richard; and Janik, Allan. An Introduction to Reasoning. New York: Macmillan Publishing Co., Inc., 1979. Pp. 343 + viii. Cloth.

The working premise of this extremely interesting new text is that logic is based on the notion that reasoning is essentially a matter of dialogue, a human transaction, rather than the analysis of arguments in terms of canons that fix their validity or invalidity. Argumentation is taken to be an "open-textured" activity, and its mastery is the mastery of certain techniques, a critical vocabulary and a mode of analysis.

Part I introduces this conception, noting varied uses of language and reasoning, treating arguments as trains of reasoning, and presenting the idea that arguments vary with their "forums"--e.g., law courts, university seminars, engineering design conferences. Part II presents the basic models for argument analysis. The completed, complex model--introduced part by part in chapters 2-7--breaks arguments into claims (cf., conclusions) and the grounds (facts, evidence) supporting them, together with the warrants (justifications of the inference from the ground to the claim), the backing (for the warrants), and modalities and rebuttals (qualifications and provisos). Part III deals with rational assessment, with two chapters dealing with the general features distinguishing good from bad arguments, and the occasions for rational assessment, a chapter on how language and communi-

cation relate to argumentation, and a chapter on informal fallacies. Part IV consists of a series of essays presenting the characteristic features of reasoning in a variety of special fields: legal reasoning, argumentation in science, arguing about the arts, reasoning about management, and ethical reasoning.

There are exercises following each chapter, ranging from easy to difficult. The exercises tend to be open-ended. A teaching guide, presenting a brief rationale to the teacher of each chapter's approach and main points, and suggesting answers to the exercises, comes with instructors' copies.

Weddle, Perry. Argument, A Guide to Critical Thinking. New York: McGraw-Hill Book Company, 1978. Pp. 192 + xiv. Paperback.

A straight "informal logic" text, Argument is designed, by topics covered, by example and by exercises, to teach thoughtful reasoning and assessment of others' reasoning. The first chapter introduces the realm of reason--the mechanics of argument, the ecology of argument, and criteria of good reasoning. Chapter two discusses fallacies of oversimplification and of "smokescreen". The third chapter treats language: the demands good argument makes of language, trading on words, and an interesting treatment of definition. Under the rubric "Authority", chapter four discusses not only experts and other sources of authority, but also ad hominem and the use of statistics. Chapter five is on generality: the logic of general statements, and generalizing, sampling, and polls and surveys. Chapter six covers Comparison: analogical reasoning in general, and historical and moral comparisons. The seventh and final chapter is on Cause--the idea of cause, causal arguments and causal reasoning.

Once or twice in each chapter there appears a "Quick Check"--a device which enables the reader to check his or her understanding of the material just read (answers are provided). As well there are examples at the end of each chapter which may be used as exercises. "Comments" rather than answers are provided for some of these. Thirdly, there are "applications", which may be used as exercises, projects or take-offs for discussions. The examples, found throughout the text, are many, non-artificial, and often taken from actual public discourse.

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ANALYSIS OF PUZZLE

We received the following response to the Woods-Walton "Find the Fallacy" puzzle in the December 1978 (Vol. I, No. 2) Newsletter:

First of all, it seems to me that in order to commit a fallacy in reasoning, there must be some reasoning, either explicit or implicit, that is to say, one must have an argument. The "bus service" argument is, in effect, as it is originally stated, really two arguments--or perhaps more properly an argument and its counterargument. It starts with the citizens request (or demand) for more bus service in an outlying suburb. No argument. City Hall responds with Argument 1, which amounts to a denial of the request. The citizens counter with Argument 2.

In order to have a petitio, there would have to be a circle within one of the arguments--or else, one would have to have some sort of situation in which Argument 2 continued the reasoning of Argument 1. Here, however, that is not the case. So petitio principii does not seem, on the face of things, a plausible analysis of this example.

But what does? It seems to me that there are two possible approaches to take. First, that there is no fallacy--at least none detectible given the scant information supplied. Possibly some suppressed information could be brought forth to show, say, a Half Truth in City Hall's argument. But we can't say. A second approach seems better: There is a Contrary-to-Fact Argument in #2. It is always difficult to argue convincingly (and soundly) of what "would be" or worse "would have been" without a great deal of supportive material, which is not furnished here; even with such supportive material, the argument is usually weak at best.

Presumably (just a guess, since there could be many motives for such a decision) the transportation authority cut back on service because it was underutilized, if such transportation had originally been