

## From the Editors

John McPeck's view that critical thinking is discipline specific is well known. McPeck has recently written another book on matters related to critical thinking—*Teaching Critical Thinking: Dialogue and Dialectic*. In his article, Jonathan Adler examines this latest installment of McPeck's position. Adler concedes McPeck's premise that there is no unitary skill called thinking but argues that McPeck's strictures about critical thinking courses and programs do not follow from this premise. Adler sets forth what he calls a "deflated justification" which he believes is reasonable, and argues both that McPeck's demands exceed this and that this deflated justification can be met.

In "Dominance and Affiliation: Paradigms in Conflict", Maryann Ayim argues that the dominant confrontational style of speaking generates serious problems in speech as well as behaviour, whereas the affiliative nurturant style supplies a model which can be generalized without contradiction. She concludes by addressing the question of how our classrooms might be used to teach affiliative nurturant styles of speaking and living.

In "Argument-Appreciation/Argument-Criticism", Joel Rudinow argues that the analogy between art criticism and argument criticism promises not only to illuminate the nature of argument criticism and capture the central goals of instruction in informal logic, but also to resolve fundamental prob-

lems in the normative theory of argument.

Anyone who has worked in informal logic for any length of time knows of the seminal work done over a period of ten years by Douglas Walton and John Woods. Those ground-breaking papers have now been collected in one cover. That volume has been reviewed for us here by Leo Groarke.

As important as the work of Walton and Woods has been for informal logic, so has the work of Richard Paul been for those interested in critical thinking, both from a theoretical and a pedagogical point of view. Many of his papers have been collected in one volume, and we are pleased to offer a review by Alec Fisher.

### Authors and the Burden of Proof

We take this opportunity to reaffirm our intention to hold authors submitting papers to this journal to the standards announced for articles submitted: the article must advance the dialectic, and it must make appropriate reference to the scholarly literature. In that connection, we remind readers that we recently published a wide-ranging and helpful bibliography. We expect that, *ceteris paribus*, authors would, in any article they submit, have made contact with the relevant works cited in that bibliography. □