



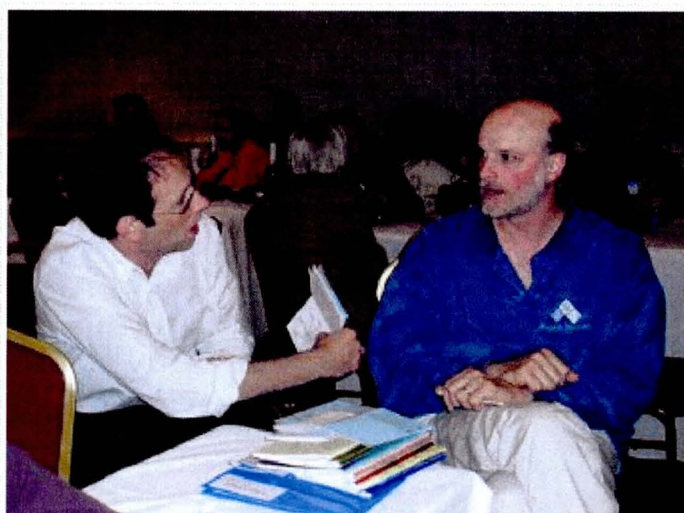
NEWSLETTER

Foundation for Critical Thinking
www.criticalthinking.org

October 2010

**Please Join Us for the
SPRING 2011 WORKSHOPS
ON CRITICAL THINKING**
*Friday through Sunday; March 4th-6th
at the Claremont Resort, Berkeley, CA*

See our upcoming email announcement with session options as well as hotel and registration information, coming soon.



Critical Thinking in the News

Long Term Professional Development at Von Steuben Metropolitan

For two years Foundation for Critical Thinking Fellow Dr. Enoch Hale has been working with Von Steuben Metropolitan Science High School to help them infuse critical thinking across the curriculum. The goal is *every teacher fostering critical thinking in every classroom*. Through this project, Von Steuben is taking impressive steps towards reforming school culture. Their early success results from both administrative and faculty commitment.

A striking feature of Von Steuben's project is its vision to extend critical thinking beyond its doors and into both the Chicago community and area schools. Leaders at Von Steuben see the importance of infusing a substantive conception of critical thinking across all institutions of learning and within all parts of society; they therefore are playing a key role in helping others see the importance of critical thinking.

Von Steuben is one of a number of schools, colleges and universities using our approach to critical thinking.

Contact [Nina Caputo](#) if you would like more information on our long term professional development programs.

An Interview with Dr. Richard Paul

Dr. Richard Paul spoke with Mark Deo in this Sept. 17, 2010 interview about critical thinking and small business decision making. Click on the link below to hear the interview (forward to minute 22.46 to begin Dr. Paul's interview)

http://www.markdeo.com/audio/radio/richard_paul_show.mp3

Fostering Critical Thinking in the Classroom...

Bring intellectual standards into daily use. Intellectual standards are essential to the assessment of thinking. Most students cannot name a single standard they use to assess thinking. It is therefore important to bring intellectual standards into daily classroom activities. One way to move in this direction is to routinely ask students questions that require them to apply intellectual standards to their thinking:

- I'm not clear about your position. Could you state it in other words? (clarity)
- Could you be more exact? (precision)
- How can we check to see if the information you are using is accurate? (accuracy)
- How is what you are saying relevant to the question on the floor? (relevance)
- Can you articulate other reasonable ways of looking at the issue? (breadth)
- Is there a more logical interpretation than the one you have articulated? (logic)
- Have you focused on the most significant issue in dealing with this problem? (significance)

It is a common saying that thought is free. A man can never be hindered from thinking whatever he chooses so long as he conceals what he thinks. The working of his mind is limited only by the bounds of his experience and the power of his imagination. But this natural liberty of private thinking is of little value. It is unsatisfactory and even painful to the thinker himself, if he is not permitted to communicate his thoughts to others, and it is obviously of no value to his neighbours. Moreover it is extremely difficult to hide thoughts that have any power over the mind. If a man's thinking leads him to call in question ideas and customs which regulate the behaviour of those about him, to reject beliefs which they hold, to see better ways of life than those they follow, it is almost impossible for him, if he is convinced of the truth of his own reasoning, not to betray by silence, chance words, or general attitude that he is different from them and does not share their opinions. Some have preferred, like Socrates, some would prefer to-day, to face death rather than conceal their thoughts. Thus freedom of thought, in any valuable sense, includes freedom of speech.

John Bury, A History of Freedom of Thought, 1913

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