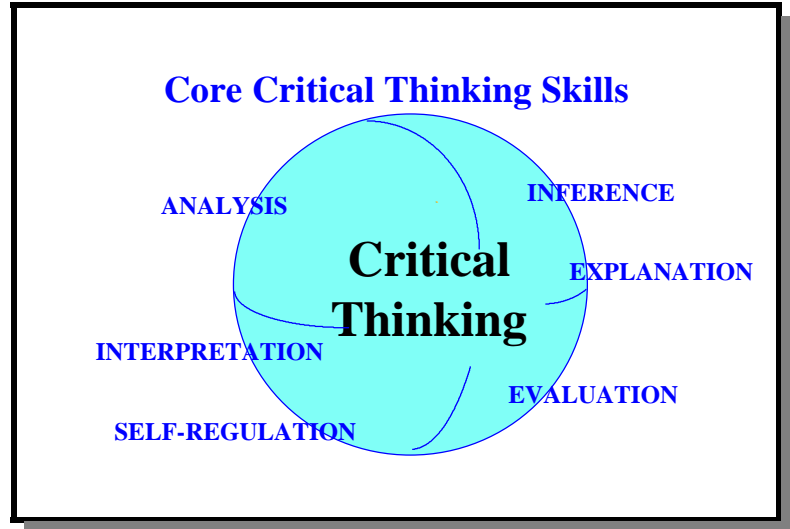


Questions for Discussion and Reflection

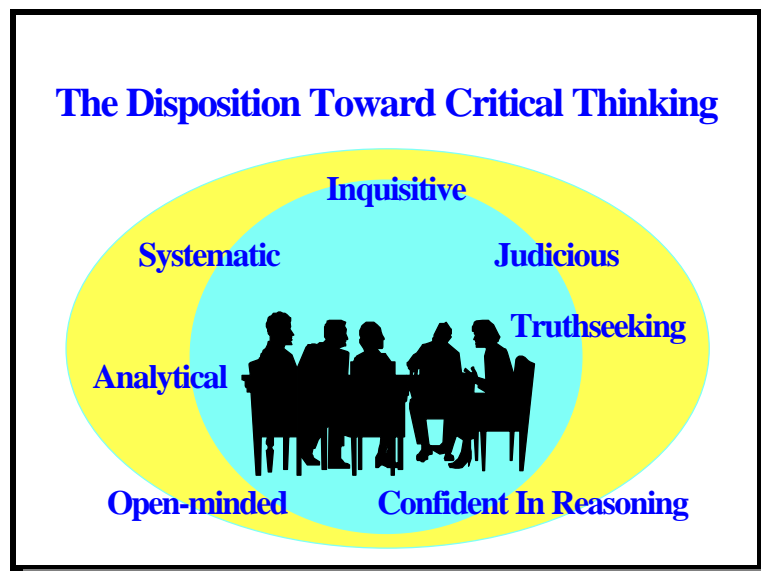
1) Which habits of mind and cognitive skills constitute the core of critical thinking as reasoned judgment?

2) How might we bring about better critical thinking in ourselves, our colleagues and associates, our friends, our leaders, and our children?



3) How can we strengthen our skills in reasoned judgment and expand the contexts in which we can use those skills well? How can we nurture the habits of mind that impel toward reasoned judgment as one's preferred mode of deciding what to believe and what to do.

4) How does good CT manifest itself in the workplace at home, and in the community; and are there ways to document and evaluate a person's critical thinking skills and dispositions?



5) What mores, expectations, practices, beliefs, programs, or policies, foster superior reasoning skills and the strong disposition to use them?

Why Higher Education?

Public Policy Goals: Technology, science, arts, industry, agriculture, security, prosperity, etc.

Civil Society Goals: Access, democracy, equity, opportunity, etc.

Personal Goals: job, career, happiness, knowledge, etc.

Organizational Goals: religious education, spiritual formation, social justice, military leadership, etc.

National Goals for Education - 2000

The proportion of college students who demonstrate an advance ability to think, communicate effectively, and solve problems will increase substantially.

By the year 2000 every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.



“This,..., is why... to erect a University is at once so arduous and beneficial an undertaking, namely because it is pledged to admit, without fear, without prejudice, without compromise, all comers if they come in the name of Truth; to adjust views...and habits of mind; and to give full play to thought and erudition... Thus to draw many things to one is its special function; and it learns to do so...by sagacity, wisdom, and forbearance, acting upon a profound insight into the subject-matter of knowledge, and by a vigilant repression of aggression or bigotry in any quarter.”

John Henry Cardinal Newman,
The Idea of a University

(Logmans, Green and Co. New York, London, Toronto.
Chapter: “Christianity and Scientific Investigation,” section 2.
Page 335)

Question: Can we overcome the false dilemma of liberal education versus professional education by coming together on the proposition that the best purpose of undergraduate education is in support of the common good? See “Learning for Heads, Hands, & Hearts,” in *Liberal Education*, Vol 87, No. 3, Summer 2001. Pp. 16-21.