

FROM THE EDITOR

Daniel E. Flage gives us a flow chart that illustrates one way of organizing many critical thinking questions, and of seeing how they work together to evaluate reasoning.

Written exercises such as the one from Steven C. Combs will help students to orchestrate those evaluative questions. He has used his exercise for a number of years because it has stimulated the production of good papers and discussions.

Ron Leonard gives us an innovative way of testing the validity of disjunctive syllogisms that would be appreciated by students who think visually.

Tim van Gelder informs us of valuable critical thinking sites on the Web.

John Bryant reports to us a way of planning student participation at the beginning of a semester, and suggests a modification of the standard True/False question.

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