CRITICAL THINKING

Learn Critical Thinking - a Lesson on What is a Lie

- Not knowing the answer
- Changing your mind is not a lie
- Everybody lies
- Teacher say go right or go left
- Chris Rock on Party voting
In 5th grade we are all taught a basic scientific fact, we are made of atoms. All things are made of atoms. Atoms are made of electrons, protons, neutrons, and other much less numerous subatomic particles. The electrons and protons make up by far most of things and thus most of our bodies. The electrons and protons are electrically charged. The electrons are so highly charged that they never touch but instead repel when they approach another. The electrons, protons, and neutrons are very small and they are held apart from each other by fields. If we condense the solid matter of the electrons, protons and neutrons together the human body would be so small it would take a microscope to see it. If the proton is the size of a golf ball, the electron is smaller than the size of the point of a pin and it is over a mile away. Between the electron and proton thus is electro-magnetic-static fields, held by Quantic forces. So our bodies are more than 99.99999999999999999999999 fields empty of matter. These Quantic electro-magnetic-static fields are what we are.

No one has yet to even see the true nature of our existence. No one can see the electrons, protons, or the fields they make. So we are only able to see a macro form of it that is nothing like the real us. Our brains are trapped inside our skull and thus we cannot directly perceive anything. We are thus stuck with an indirect perception. A perception that comes thru the brain and is effected by our brain state. We project our own feelings, memories, psychic mental states onto our perceptions. It is difficult not to. So as humans developed we have made many assumptions of how the universe works, what is the nature of our bodies and lives, and our belief in a power greater than our own. And with a sense of history and knowing that we must project, and twist ideas, we should always be humble and recognize that we can never know. We are stuck making good guesses, better and better guesses, but always guesses.
Since we are unable to even see or feel our true nature almost any opinion on things could be true. Critical thinking is the ability to see all of the possible interpretations on a subject and to free the mind from bias, suggestibility, antiquated notions, prejudice, self interest, behavioral conditioning, or any other mental limitation. After seeing the sides of an issue then the critical thinker can make an honest intellectual decision.

**Critical Thinking**

1. Expand your thought to see both sides
2. Do not ignore data casually
3. Free the mind from bias, suggestibility, antiquated notions, prejudice, self interest, behavioral conditioning, or any other mental limitation.

There are many key issues needing critical thinking in the world today. Let address some that I see are causing the deaths of masses of people.

We have an FDA who is to protect people from harm but the three largest harm doers are left unchallenged because they make money. The base of critical thinking is to not put profit over people. This type of ultra rich control over our lives flies in the face of intellectual thought.

There are laws that prohibit children under the age of 18 to smoke. It is reckless endangerment to allow a child to become addicted to a drug that will make him less in every way. The cigarette does nothing positive. It takes away oxygen, mental acuity, strength, stamina, emotional balance, Takes away vast sums of money, years off of the life, takes away health and is the number one killer of people today. And yet the law is not enforced because to do so would interfere with the profits of Big Tobacco.

We have all learned that Synthetic compounds are an insult to the body. We have learned the dangers of Synthentic foods and we will not order them on a menu. With Critical thinking we see that the synthetic medicines are the same. Using critical thinking we should have a choice of synthetic or natural medicines, but to even discuss this is not allowed. For such discussions would interfere with the profits of Big Pharma.

We have learned the dangers of high glycemic foods from dextrose sugars. We know that fruits and vegetables are the foods to eat. But to discuss this is prohibited for it interferes with Big Sugar profits. Big Sugar has spent lots of money putting down fructose but these studies are on Synthetic fructose like HFCS (high fructose corn sugar) and not natural fruits in moderate amounts. Critical thinking allows us to see this.
A person’s sexual identity should be a choice for his Big Head NOT the little head. The existence of a penis is not the key factor in sexual identity. Over 5% of our population is made to suppress the thoughts of their true sexuality and this repression can make them psychopaths and they can come to power in a country and do incredible damage.

The geography of a person’s birth should not determine their economic future. Yet a person who goes to school in one school might not have books and just a mile away a child can go to a school where they have polo ponies and swimming pools. The antiquated feudal system of school funding is not critical thinking. There should be Equal Economic Education one penny less is prejudice. This would make property values stable, reduce school frustration, promote equality, and remove racism. Minority races appear less intelligent because they have far less money spent in their school. But the Rich don’t want to share with the Poor.

So we see that there is extreme interest in the rich denying critical thinking to the poor. We need to learn critical thinking and set our minds free.

Marcus Aurelius {Antoninus (26 April 121 – 17 March 180) was Roman Emperor from 161 to 180.} said that there is no right and wrong but thinking makes it so. We have this versus “A government for the people must depend for its success on the intelligence, the morality, the justice, and the interest of the people themselves. Grover Cleveland” Both are right.

It has been said you are what you eat. Jesus said it is not what goes into a man’s mouth that defiles him but what comes out. Both are right.

Critical thinking allows us to see all sides of an issue and the benefits of each. But when a side of an issue is used to kill people, down trod people, control the minds of people, and or even threaten the life on this planet such as the Ultra Rich do, there comes a time for critical thinking to become critical action.

Culture Without Critical Thinking
September 30, 2010 by Authentic Views

The apartheid legacy lives on 16 years after South Africa’s democracy. In this era it is robbing South Africans of critical thinking and the ability to debate and argue issues. When I speak of arguments I don’t necessarily refer to verbal fights but I mean the persuasive word to support or backup your claims when objecting someone else’s claim. I’ve encountered this unwillingness to debate in all forms of media, especially in cyberspace. It’s filled with a deadly venom of insults from people who can’t support their points with valid and logic arguments. It’s also common in interactive less censored Talk radio shows. There are higher tendencies to just shoot from the hip.

We are a liberal society according to our constitution but how often do you try to suppress your liberal mindset to impose a particular view? Let’s take the issue of our state president, Mr. Jacob Zuma. He is officially married to three women but on his recent state visit to China he chose to take a girlfriend. No one dares to say something because his other wives have accepted this arrangement.
His sexual prowess is continuously in our public discourse whether in the form of a joke or another baby on its way but it’s simply defended as part of culture.

There are a lot of things happening under the banner of culture which always cause an uproar. Like the continued circumcision genocide in Eastern Cape. Every year hundreds of boys die or remain without a penis. Debates on this are shut down; people of other tribes are being insulted or told they know nothing. Black people continuously indebted themselves buying beasts and groceries to slaughter, attempting to avoid the wrath of the ancestors. Black ancestors must be the greediest in this universe.

Introducing debate on these is not welcome or you’ll be regarded as telling people to stop practising their traditions. Young girls get abducted and forced to marry men they have never met all in the name of ukuthwala – an ancient Xhosa practice which refuses to die.

Zulu and Swazi girls are subjected to the reed dance traditions. In this event young girls get vaginal check-ups on whether they had sex or not. Kings’ agents are there looking for the next potential spouse for “your majesty”. Those who have been found to have had sexual contact suffer the shame of violating this taboo tradition.
Those who have lost virginity through rape also suffer exclusion from the elite club of virgins. A simple question is, “do these girls know about their constitutional rights and their freedom to choose whether to partake or not?” And why virginity is being made an issue of identity or chopping the penis in Xhosa circumcision context? Custodians of this tradition say it’s aimed at curbing HIV-aids and teenage pregnancy, but it’s failing dismally. Like other cultural identities, it’s not open for discussion, even though it was once abandoned and was revived in the mid eighties. Instead others defend it by attacking beauty pageants.

It’s the same mentality regarding religion. People become slaves of churches without engaging their doctrinal practices with their philosophical manual which is the bible. They are told that salvation is free yet are burdened with financial demands because the bible says they must give to God.

I’ve heard of business people who donate lots of money to their churches but can’t pay workers in time. I’m not suggesting that people must stop practising their beliefs but look at the rigid approach, its validity, its current form under the current living conditions.

This is the same dilemma facing our politics. Politicians do as they please because no one dare to hold them accountable. Instead we have ANC and Cosatu at each other’s throats, each claiming to protect us from the other. Cosatu doesn’t wanna be tagged as a junior partner in the alliance, but in the recent ANC NGC, President Zuma reiterated that they are.

Cosatu’s noise about policy shift, tenderpreneurs and lifestyle audits gets no attention from the ANC. One political analyst described them as they are suffering from battered spouse syndrome.
The issue at hand is the weaker arguments, the inability to debate issues and application of critical thinking especially among black people. Many issues get raised or challenged by the white minority or few black elites who are either called coconuts or sell outs. 

Merits and demerits of arguments are not considered, instead those raising issues get bashed or reminded that they know nothing or must not impose western culture. 

Others try to argue using barbaric acts associated with opposite sides and draw comparisons. That is why we have a liberal constitution which works for a few and disregard many; the problem is not the constitution but lack of intellectual engagement. 

Intelllect is not the monopoly of the educated, everybody has it but its how we use it that matters. Our freedom will remain an elusive pipe dream and majority will remain shackled by apartheid legacy because of their refusal to open and enter debates arenas and apply critical thinking when confronting issues.
Our mind and our heart are our most precious and free possessions, and yet all through life, we allow our minds and our hearts to be enslaved by others and ourselves.

We can free ourselves from such external or self-enslavement only through critical thinking.

The imperfect Wikipedia gives the following various definitions of “critical thinking”:

“Critical thinking is purposeful and reflective judgment about what to believe or what to do in response to observations, written expressions, or arguments. Critical thinking might involve determining the meaning and significance of what is observed or expressed, or, concerning a given inference or argument, determining whether there is adequate justification to accept the conclusion as true. Hence, Fisher & Scriven define critical thinking as “Skilled, active, interpretation and evaluation of observations, communications, information, and argumentation.” Parker & Moore define it more narrowly as the careful, deliberate determination
of whether one should accept, reject, or suspend judgment about a claim the degree of confidence with which one accepts or rejects it.”

What a mouthful of words.

Essentially, critical thinking is not just a skill, and it is far more than skills in problem solving. It also includes thinking about thinking, which in western philosophy courses, is categorised as the Philosophy of Mind.

Critical thinking is not just about finding means to an end, but thinking about the end also.

Critical thinking begins with questions. We ask, “How to solve this problem” very often in our daily life. But we should ask questions about ends like, “What is the purpose of life?” “Who am I?” “What should I do about myself, and how should I live?” “What is justice?” “What is a good society?” “Does God exist?” “Why should obey the laws of our land?”

Critical thinking is also about questioning our own questioning. Are those questions posed above legitimate questions? If so, what kind of answers are we looking for? When do we know a question is illegitimate?

In a logic class I attended over 35 years ago, I was taught many “illogical fallacies” commonly accepted by logicians for being illegitimate. Their aim was to shoot down opponents, and end a reasoned search for Truth. That is called sophistry, against which Socrates fought against all his life and eventually gave his life up in the process.

One of these illogical fallacies is the common “rhetorical questions”. A rhetorical question requires no answer, as it assumes its own answer to the right. One such fallacious question is “What is the use of philosophy?” It is illegitimate because it thinks that everything must be of use to the ego or else it is not of any worth. This fallacious question is rooted in the idea that the Utilitarian Doctrine is the only philosophy that is true. There are many doctrines floating around.
To make it simple, just ask Mother Teresa this question, “What is the use of you giving your life to help and serve the untouchable poorest people in Calcutta all your life?” She was indeed very useful to those poor people whom she helped. From the Utilitarian selfish point of view (which I am sure she did not embrace), we could answer that her work probably earned her a revered place in heaven.

Rhetorical questions like that enslave the mind, and so I hate them. I have to face them endlessly all my life. Fortunately, some rhetorical questions are legitimate, because they free the mind. To tell the difference, you need critical thinking.

“Hate” is a powerful word. It means a strong emotion. We are often advised by various shades of politicians not to be swayed by our emotions, but we must be rational in our decision, especially in voting. Again, we have to be critical in our thinking. That kind of advice looks good, but is it true?

The statement is partly true, like most of our statements. Hate is not a very healthy emotion most of the time. But what if I hate injustice inflicted on the innocent, the dispossessed, and the weak? I can not hate the person inflicting the injustice, but can I not hate the phenomenon of injustice, out of moral outrage, as Mother Teresa did?

Then again, the division of a single individual into emotion and reason (with a possible third addition of a spirit) is an arbitrary one. We are always one single living thinking entity.

Without going into the details of the debate going back 2,500 years in the Western and other civilisations, we can safely say that in fact, until to-day, we do not know fully what reason is and what emotions are. Otherwise, professors in the philosophy and the psychology departments in the world’s universities will not be able to make a living teaching and writing books on the subject.
I can just posit this simple statement from years of thinking about this subject: reason without emotions is sterile, while emotions without reason are blind – and probably dangerous.

The great 20th century philosopher Martin Heidegger said it better. He said that there is rationality in our emotions, and there are emotions in our reasoning.

I mention the philosopher’s name not to lend his authority to my point of view. Heidegger was a greater thinker than most of us, but he was still human and fallible. Like all of us, he did not have the ultimate Truth.

This is another thing about critical thinking, often taught to secondary students in North American high schools onwards.

When you are taught anything new, do not accept it as gospel truth on any authority. You have to examine it, test it, learn more about it, and if you accept it at the end, it must be your personal truth, and not truth given by other people. Again, critical thinking needs a questioning mind. In the liberal arts college, they pursue this independent questioning of authorities to a fault.

Malaysia is an Asian country. From a very young age, we are taught to accept what our parents and teachers said to us as absolute truth. When we become adults, we are taught by elders, social and political leaders who dictate to us our values and our knowledge. Our formal education systems tell us to pass exams, and nothing about pursuing truth on our own through critical thinking. The mainstream media is the prime culprit in repressing this freedom through their denial of critical thinking on their pages.

When we question our very imperfect system, we become social outcasts, political pariahs, and persecuted misfits. RPK is the prime example.
That is why the Malaysian mind is so much shackled. They are still living in Plato’s Cave of accepting shadows dancing on the wall as the real deal.

I am one of those people who have gone outside the cave and seen the real sun. I am back in the Cave with my memories of the bright sun.

That is why I am telling you: only critical thinking can free your mind and your soul. Don’t take my word on authority. Do your own research on critical thinking, discuss with friends, and look up materials on Google on critical thinking and Plato’s Cave. Then, come back to debate with me if you disagree with me.

I started out thinking of writing about our language as our self-imposed prison. That will have to wait for another day.
FAMOUS QUOTES RELATED TO CRITICAL THINKING..

It is not enough to have a good mind; the main thing is to use it well. - Rene Descartes

The world we have created is a product
Critical Thinking: What Is It, Anyway?

by Elizabeth King on June 13, 2010

As much as we hear about bringing creativity to classroom and business, we hear even more about teaching and using critical thinking skills.
Since we’re prone to throwing terminology, let’s make sure we’re all on the same page about critical thinking and what it entails.

First, let’s parse out the difference between thinking and critical thinking.

Here’s what I’ve come up with:

“I’m thinking about the beach,” or “I’m thinking about my mom’s peach pie,” is plain vanilla thinking. Thinking is giving mental attention to something that doesn’t require assessment or response from the thinker.

Alternatively, critical thinking guides our assessment of and our reactions to information being considered—frankly, the act of thinking critically demands a reaction, any reaction or decision (including everything from “nope, that’s utterly incorrect,” to “oh, ok, that fits in my web of preexisting knowledge this way” to “well now that I know that, I have to change my whole life”).

Either way, critical thinking demands objective examination of a topic and then a conscious response to that examination. In other words, you should be doing a lot of it every day.

Critical thinking is happening when you’re asking questions like Is that true? How do I know? How did you arrive at your conclusion? Did you consider _____? Would it be better if we _____? Does doing _____ have any affect on that? What factors went in to that decision? Is it likely that the person making this argument knows about _____? Why does that idea matter anyway?

I’ll stop there before I accidentally create Earth’s worst Mad Lib.

The ability to think critically is arguably the most important skill for the 21st century person. It’s the equipment anyone can use to navigate a world of ideas that are increasingly unmitigated and available—everyone is tweeting, blogging, and broadcasting into the ether, so sorting through all the static is that much more important.

Since this is a blog post and not a PhD course, I’d like to briefly take a look at using critical thinking specifically for reading blogs and tweets (although this method could apply to just about
anything). While there isn’t an official formula for doing this, I’d like to suggest using “The Five W’s” that we learn in elementary school as guidelines for inquiry; they include Who?, What?, Where?, When?, Why?, and (sometimes) How?.

Instead of using the Five W’s for developing content (they’re the basics for writing a successful news piece), use the Five W’s to analyze any post/piece of writing. Here’s how to get started: 1

Who?

Consider who wrote the piece.

- What do you know about this individual’s background?
- What is his or her age and socio-economic standing?
- How about level of education [which you may not want to assess simply using degree level but also the person’s body of work]?  
- In what part of the world or country does she live?
- Is she regarded as an expert on this particular topic?
- Is she a widely regarded BS-artist (seriously)?

What?

Figure out what the writer is saying—and what she isn’t saying.

- Does she want someone to change something?
- Start something?
• Does she argue for the status quo?
• How far-reaching are her suggestions: do they apply to every situation or is she flexible in the application of her ideas?
• Does she address counter arguments in her own work?
• Is she writing from personal experience or synthesizing ideas from other people?
• [While this isn’t applicable to blogs, usually, you may also want to consider who the intended audience is... is this a letter? Was it published post-mortem? Etc.]

When you’re considering the “what” of a piece of writing, you’ll have to consider what you know about the topic as well, which colors your ability to assess it. You’ll need to ask yourself:

• What is my own level of expertise in this subject?
• Is this something that hits close to home for me?
• Is my own personal experience/research affecting the way that I am hearing/reading this argument?
• ...and the zinger: Am I hearing only what I expect this person to be saying, or am I being objective enough to see the true argument. ²

Where?

Context is so important; you’ll need to consider it.

• Where is this work published? WSJ? NY Times? Homemade newspaper from the Midwest/Southern California/Salt Lake City/Miami?
• Who is sponsoring the site? Might the sponsors of the site be influencing the apparent viewpoint of the author?
• Is this the author’s personal website or a site used to promote a business?

When?

Addressing the “when” of the post goes beyond “oh, that was written in 1997.” Looking into when means looking at the political and economic time frame of the argument, both on a national level and in the writer’s personal life. This can cover everything from “well, the stock market had just crashed so everyone was extremely worried and fiscally conservative at this time” to “he wrote this three months before/after he became a father for the first time/ lost his job/ got a new job/ killed that guy/ saved that whale/ got his legislation passed.” The when for the author can color the argument.

• Does the political climate affect the writer’s intentions?
• Does he or she have something to gain or lose because of the timing of this post?
• Would she be saying the same thing at a different time?
Why?

What prompted the whole thing, anyway?

- Is what you’re reading for artistic purposes?
- Is it to entertain or educate?
- Does it seem that the author wants you to change your viewpoint?
- What is her call to action?
- Is she hurt or outraged by something or, alternately, elated and supporting something she believes in?
- What does she have to gain from sharing these ideas?
- What does she have to lose?
- Why might that be “worth it” to her?

How?

How did this piece of work get into your hands anyway? Was it intended for you?

Is the author married to editor of the paper? Did she make a considerable donation to some charity who now feels obligated to let her say her piece? Does she “know someone” or was this vetted by objective third parties? Is she writing in her own space where she has clearance to say whatever she likes without consequences [as if that were possible!]? Did she likely write this for free or is she making a large chunk of change for it?

Keep in mind that critical thinking is not critical feeling.

You’re going to have to leave your emotions out of it, or at least be aware of them and separate them from the task of critical thinking. There’s not a lot of room for “But that’s not fair! But that makes me jealous! I could have said that! This offends me! She’s a jerk!” in critical thinking because it clouds our ability to see an argument for what it really is and to refine our own thinking in light of it.

Even the most distasteful arguments can be used to strengthen our own ability to think. Exposing ourselves only to those ideas that are already in keeping with what we understand or believe is the fastest way to disarm ourselves and end up in the complacency zone. Thinking critically demands energy and effort, and yet, if you’re not thinking critically, are you really getting anywhere?
You may also like Creativity: What Is It, Anyway?

1. This isn’t meant to be the definitive be-all end-all list for thinking critically; it’s just a nice place to start exercising these skills. Feel free to add other ideas in the comments section. ↩
2. The ability to parse out your expectations of another person’s argument is the key to being able to have a sensible, effective, and relatively calm conversation about tough topics like politics and religion. It’s imperative, the key listening skill

Savvy Life Skill: Critical Thinking

Submitted by tony on March 7, 2008 - 3:54pm.
Developing your child's critical thinking skills is one of your top priorities as a dad. But before you sign up for pre-natal S.A.T. class or buy "Nuclear Physics for Dummies," you should realize that teaching good critical thinking is an easy process that only requires talking, playing, and interacting with your child. So you can put away your protractor and graphing calculator. Just remember the following tips, and you will ensure that your child will develop great critical thinking:

1. **Realize that the early years are the most important for development.** Your baby might not be able to fully understand your in-depth analysis of the Cowboy's Cover 2 defense but that doesn't mean her brain isn't working yet. In fact, the first few years are when your baby develops the neural connections that will last a lifetime: a person develops 50% of their ability to learn in their first four years of life, and another 30% by age 8. So don't think you can skimp on those early critical years, and make it up by teaching your kid calculus in high school.

2. **Talk to your child. A lot.** Language is highly correlated with critical thinking, and children develop language faster when they are surrounded by it. Studies on baby talk are mixed. Pre-speech baby talk ("goo goo gah gah") is a good way to interact with your child and teach communication skills like call and response. But "Is baby hungry for a bity baby baa baa?" is probably less effective for teaching language than simply saying "Are you hungry for your bottle?" Could you learn French if your teacher only responded to you in the broken half-French, half-English that you were spewing? Talk with your normal vocabulary, and your child will learn language skills faster, and improve critical thinking.

3. **Help your child learn through playing.** Research shows that children develop better mental skills when they learn through interaction. Plopping your kid in front of a "Learning your alphabet" DVD or putting them on the floor with some blocks is less effective than teaching them yourself. So put down your newspaper, get on the floor, start singing your ABC's, and build some block towers.

4. **Children learn best through diverse learning experiences.** The more unique pieces of information a brain learns to process, the better it becomes at processing new information. So to make children better critical thinkers, they should come in contact with a wide variety of experiences and problems at an early age. Don't just play in your living room every day. Go to the zoo, museums, the beach, the park, and the mall. And during playtime try activities that require motor skills, sights, sounds, and touch. For older kids, include counting, reading, make-believe, and object naming.

5. **If you spend a whole lot of money on toys, your child will be successful.** Just kidding. Despite the rapid increase in baby genius toys, no good research shows that certain educational toys help your child develop critical thinking skills. Some experts argue that basic music ability can increase math and science scores, so perhaps parents should buy a toy piano or sign their kids up for violin class. But overall, you just want to find ways that allow your children to explore their many skills.
and abilities. This may include toys or it may not. Building mud castles requires motor skills, touch, vision, imagination, and planning -- and it will only cost you a bath.

6. **Struggling is not always a bad thing.** Studies show that a child that struggles to solve a problem but eventually masters it develops confidence and improves critical thinking. No one is saying you should let your kid cry on the floor because she can’t figure out how to open her new jack-in-the-box. But perhaps spending a few extra minutes encouraging your child and helping her explore the jack-in-the-box might boost intelligence and confidence.

7. **Encourage decision making.** Picking out a pair of pants may seem easy to you, but brain research shows that making a simple decision is a complex mental exercise that requires weighing actions, costs, and benefits (in other words, you should be proud of yourself if you are currently wearing pants). So give your child the chance to make decisions, talk about the decision-making process, and let your child see how you make rational decisions. By learning to make decisions, your kid will be challenged to solve difficult critical thinking problems while having fun and feeling independent.

Finally, realize that the most important thing for your child's critical thinking skills is . . . you! As one expert said, "the irreducible core of the environment of early development is people." Babies develop best when they are surrounded by language, stimulation, and interaction that are provided by people. Spend time every day playing, talking, and having fun, and your baby is bound to naturally develop critical thinking.

1. How many outs are there in an inning?

2. What is brought to the table and cut, but never eaten?

3. Is it legal for a man in California to marry his widow's sister? Why?
4. What is neither inside a house nor outside a house, but no house would be complete without it?

5. Divide 30 by 1/2 and add 10. What is the answer?

1. Do they have a 4th of July in England?

2. If there are 7 months that have 31 days in them and 11 months that have 30 days in them, how many months have 28 days in them?

3. How many birthdays does the average man have?

4. What is boiled then cooled, sweetened then soured?

5. A woman gives a beggar 50 cents; the woman is the beggar's sister, but the beggar is not the woman's brother. How come?
1. Two men play five games of checkers. Each man wins the same number of games. There are no ties. Explain this.

2. What is pronounced like one letter, written with three letters, and belongs to all animals?

3. A man builds a house rectangular in shape. All sides have southern exposure. A big bear walks by. What color is the bear? Why?

4. What is the beginning of eternity, The end of time and space; The beginning of every end, And the end of every race?

5. What is very light but can't be lifted?

1. If there are 3 apples and you take away 2, how many do you have?
2. What overpowers you—without hurting you?

3. What question can you never answer "yes" to?

4. I have two U.S. coins totaling 55 cents. One is not a nickel. What are the coins?

5. When is longhand quicker than shorthand?

1. If you have only one match and you walked into a room where there was an oil burner, a kerosene lamp, and a wood burning stove, which one would you light first?

2. Which two letters of the alphabet are nothing?
3. How far can a dog run into the woods?

4. A doctor gives you three pills telling you to take one every half hour. How long would the pills last?

5. Why do you always find something in the last place you look?

1. With what vegetable do you throw away the outside, cook the inside, eat the outside, and throw away the inside?

2. A clerk in the butcher shop is 5'10" tall. What does he weigh?

3. A man and a dog were going down the street. The man rode, yet walked. What was the dog's name?
4. If the ruler of Russia was called the Czar and his wife the Czarina, what were his children called?

5. How can you make seven even?

## Brain Teasers Answer Sheet

<table>
<thead>
<tr>
<th>Version 1</th>
<th>Version 2</th>
<th>Version 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes. It comes after the 3rd of July.</td>
<td>1. Six</td>
<td>1. They aren't playing each other.</td>
</tr>
<tr>
<td>2. 12</td>
<td>2. A deck of cards.</td>
<td>2. Eye</td>
</tr>
<tr>
<td>3. One</td>
<td>3. No - because he is dead.</td>
<td>3. White. The house is at the North Pole so it is a polar bear.</td>
</tr>
<tr>
<td>4. Iced tea with lemon.</td>
<td>4. A window.</td>
<td>4. The letter E</td>
</tr>
<tr>
<td>5. The beggar is her sister.</td>
<td>5. 70</td>
<td>5. A bubble</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Version 4</th>
<th>Version 5</th>
<th>Version 6</th>
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<tbody>
<tr>
<td>1. 2 (you took 2)</td>
<td>1. The match</td>
<td>1. Corn on the cob</td>
</tr>
<tr>
<td>2. Sleep</td>
<td>2. MT (empty)</td>
<td>2. Meat</td>
</tr>
<tr>
<td>3. &quot;Are you asleep?&quot;</td>
<td>3. Half way. After that he is running out of the woods.</td>
<td>3. Yet</td>
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<td>4. 50 cent piece and a nickel</td>
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<td>4. Sardines</td>
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</tbody>
</table>
| (one is not a nickel; the other is) | 4. One hour  
5. Because when you find it, you stop looking. | 5. Take away the letter S |
<table>
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<td>5. On a clock.</td>
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