



To find applicable changes, find your version of the book listed below (e.g., Version 3.4). All changes listed under that version and any versions that follow (e.g., Version 3.5 and higher) will apply to your version.

**Location**

**Incorrect**

**Correct**

## Version 2.2

Teacher's Edition (TE), page 43, Determine #3	The answer should be "Opinion," not "Proposition." A TE note explaining why "Opinion" is the correct answer would also be helpful.	Change to: Opinion.  Also add a TE note: While many learned people may agree with this statement, it is really only true in certain situations and in certain circumstances. It isn't an objective fact to suggest that people who will not read (or who do not read) good books are always at a disadvantage to those who will read good books. While we may agree with this as a generalization in academic circles, it is an ungenerous way to view the world. This gets into the question of (a) what is considered a "good" book, and (b) what we mean by "advantage." This quote is probably intended to be applied to the world of academic, philosophical, or theological study and not broadly applied to the world at large. But, even so we would consider this a matter of opinion and not an empirical fact with a truth-value.
TE, page 55, Rewrite #4	The answer needs to be expanded to include another possible wording option.	Add the following after "Sensory beings": , or knowers about the world through their senses
TE, page 55, Rewrite #5	The phrasing for the answer for P is not correct.	Change "Joined us for Christmas dinner" to: a Christmas dinner joiner, or a Christmas dinner guest
page 66, Deduction in Action #1	The text inaccurately refers to Justice Antonin Scalia as "Chief Justice," but he has never held that title.	Change to: Justice Antonin Scalia
page 66, Deduction in Action #1	The link to the gun control article no longer works and was replaced.	In first paragraph under the "Political and Cultural Arguments" subhead, change the article title to: "Our View on on the Second Amendment: Court Expands Gun Ruling But Allows Reasonable Limits."  In question 1, change line 3 to: Justice Samuel Alito
TE, page 71, Translate #1, Predicate	The answer needs to be expanded to include another possible wording option. A TE note explaining why "Opinion" is the correct answer would also be helpful.	Change the answer to: sayers of ingenious things or Ingenious speakers  Also add a TE note: This one is tricky because the word <i>may</i> can throw off some students. This example shows that where the word <i>may</i> falls in a sentence can determine whether or not the <i>may</i> refers to a particular subject or to some of the predicate term. Is the <i>may</i> referring to the men or to the things they say? The way a student should translate this proposition is: All ingenious men are [those who may be] sayers of ingenious things. This is a universal affirmative statement.

Location	Incorrect	Correct
TE, page 107, Create #1	Students may need to be reminded about what statements contradict each other.	Add a TE note: You may want to remind students that <i>A</i> and <i>O</i> statements are contradictory and <i>E</i> and <i>I</i> statements are contradictory.
TE, page 107, Create #2	Students may need to be reminded that <i>A</i> and <i>E</i> statements are related by contrariety.	Add a TE note: You may want to remind students that <i>A</i> and <i>E</i> statements are related by contrariety.
TE, page 107, Create #3	<i>A</i> and <i>I</i> statements don't have a relationship of subcontrariety, so the example of those shouldn't be included in the answer.	Remove A: All mothers are proactive Remove I: Some mothers are proactive
TE, page 107, Create #4	The answers for subimplication need to be reworded. An additional TE note would also be helpful.	Change the answer to the following: If <i>A</i> is true: <i>All ducks are birds</i> , by subimplication the corresponding <i>I</i> statement is true: <i>Some ducks are birds</i> . If <i>E</i> is true: <i>No criminals are ethical</i> , by subimplication the corresponding <i>O</i> statement is true: <i>Some criminals are not ethical</i> .  Also add a TE note: Truth only flows from a universal to its corresponding particular statement. $A \rightarrow I$ , or $E \rightarrow O$ .
TE, page 107, Create #5	The answers for superimplication need to be reworded. An additional TE note would also be helpful.	Change the answer to the following: If <i>O</i> is false: <i>Some emotional states are not caused by physical states</i> , by superimplication the corresponding <i>E</i> statement is also false: <i>No emotional states are caused by physical states</i> . If <i>I</i> is false: <i>Some centipedes are mammals</i> , by superimplication the corresponding <i>A</i> statement is false: <i>All centipedes are mammals</i> .  Also add a TE note: Falsity flows from a particular to its corresponding universal statement. $O \rightarrow E$ , $I \rightarrow A$ .
TE, page 126, Determine #10	The entire example and its answer need to be changed. An explanatory TE note is also needed.	Change the exercise to the following: 10. No non-drivers are non-vehicle operators. (Two notes: 1. Determine if the statement needs to be changed into standard categorical form. 2. Don't allow yourself to get caught up in the truth-value of the statement as you work the problem. Remember, we are not trying to coerce the statement into becoming true if it is not. Allow the solution to reflect the original truth-value).  Change the answer to the following: This statement is already in standard categorical form. No (non-drivers) are (non-vehicle operators) = No <i>S</i> are <i>P</i> .  Also add a TE note: Obversion creates: All (non-drivers) are non-(non-vehicle operators). Then cancel out the double-non in the predicate = All (non-drivers) are vehicle operators. We can now more easily see that the original statement was false.

Location	Incorrect	Correct
TE, page 136, Untangle #2	The answer needs to be reworded and TE notes should be added.	<p>Change the answer to the following: Standard categorical form is: <i>All (non-private schools) are (non-elite schools)</i>. This is an <i>A</i> statement and cannot be converted. (This statement is also false, but students should not get caught up in the truth-value here.)</p> <p>Also add the following TE notes:</p> <p>Note to Teacher 1: How to translate the original statement into standard categorical form.</p> <ul style="list-style-type: none"> <li>• Here's the original: <i>No (non-private schools) are not (non-elite schools)</i>. We see here we have a <i>No S are not P proposition</i>.</li> <li>• Notice that this is not standard categorical form. Standard categorical form would need to be in the form of <i>No S are P</i>.</li> <li>• So, we have to continue working to put it into standard categorical form. When we say <i>No S are not P</i>, we are really saying that <i>None of S is not P</i>, or <i>All of S is P</i>.</li> </ul> <p>Note to Teacher 2: We cannot perform conversion on an <i>A</i> statement, but we could <i>partially</i> convert this statement by considering the law of subimplication. If an <i>A</i> statement is true, then its corresponding <i>I</i> statement is also true. So, by subimplication if <i>All non-private schools are non-elite schools</i> is true, then <i>Some non-private schools are non-elite schools</i> is also true. We can convert an <i>I</i> statement: <i>Some non-elite schools are non-private schools</i>.</p>
TE, page 145, Create #3	The syllogism needs to be reordered.	<p>Change the syllogism to the following:</p> <p>All people who talk on their cell phone during a movie are self-centered.  Some cell phone users are people who talk on their phone during a movie.  Some cell phone users are self-centered people.</p>
TE, page 148, Points to Remember	The wording of 1–3 needs to be changed for clarity.	<p>Change to the following:</p> <ol style="list-style-type: none"> <li>1. The major term is always found in the predicate of the conclusion. Because it's always the predicate term of the conclusion, the letter <i>P</i> is used to represent the major term of a syllogism.</li> <li>2. The minor term is always found in the subject of the conclusion. Because it's always the subject term of the conclusion, the letter <i>S</i> is used to represent the minor term of a syllogism.</li> <li>3. The middle term is not found in the conclusion but is found in both premises. The letter <i>M</i> is used to represent the middle term of a syllogism.</li> </ol>
TE, page 152, Practice	Students may need some help remembering what each of the letters represent and why, so adding a teacher's note with that information to prompt students if needed would be helpful.	<p>Add a TE note: Students may need help remembering how to translate arguments into syllogisms, so you may want to remind them of the following:</p> <ol style="list-style-type: none"> <li>1. The major term is always found in the predicate of the conclusion. Because it's always the predicate term of the conclusion, the letter <i>P</i> is used to represent the major term of a syllogism.</li> <li>2. The minor term is always found in the subject of the conclusion. Because it's always the subject term of the conclusion, the letter <i>S</i> is used to represent the minor term of a syllogism.</li> <li>3. The middle term is not found in the conclusion but is found in both premises. The letter <i>M</i> is used to represent the middle term of a syllogism.</li> </ol>

Location	Incorrect	Correct
Page 197, Analyze instructions	Some clarification is needed in the instructions because some of the syllogisms have more than one answer.	Change the instruction paragraph to the following: First, determine the schema of each syllogism. Next, identify and circle the validity rules that are broken in each of the following syllogisms. Please note there may be more than one rule broken in each syllogism and you should identify all the ways the syllogism is invalid. If the syllogism breaks rule 4, circle either "illicit minor" or "illicit major" to indicate the problematic term. In this exercise, if a syllogism does not break any of the four rules of validity, it is valid and you should circle the word "valid."
TE, page 197, Analyze #3	Both Rules 1 and 2 should be circled.	Add a circle around rule 1.
TE, page 198, Analyze #6	Both Rules 1 and 3 should be circled.	Add a circle around rule 3.
TE, page 198, Analyze #8	Rule 1 and Rule 4 Illicit Minor should be circled.	Add a circle around rule 4 Illicit Minor.
TE, page 198, Analyze #10	Rule 3 and Rule 4 Illicit Minor should be circled.	Add a circle around rule 3.
TE, page 213, Analyze #14	Rules 2, 5, and 7 should be circled.	Add a circle around rule 7.
TE, page 213, Analyze #17	Rule 1 should not be circled. The syllogism is valid.	Remove circle from rule 1 and add a circle around Valid.
page 329, Lesson 4.7, #1	The text inaccurately refers to Justice Antonin Scalia as "Chief Justice," but he has never held that title.	Change "Chief Justice Antonin Scalia" to: Justice Antonin Scalia
TE, page 329	Since we are fixing the broken article link for Lesson 4.7: Political and Cultural Arguments (see errata for page 66), the sample TE answer needs to be revised to match the content of the new article.	In line 4 of question 1, change to: Justice Samuel Alito  Change sample answer to: All the right to keep and bear arms is [that which is] provided by the 2nd Amendment of the United States Constitution. Some of the right to keep and bear arms is [that which is] regulated by state and local governments. Therefore, some state and local government regulations are [that which is] provided by the 2nd Amendment of the United States Constitution.
TE, page 336	The original ThinkNation article referenced for the #3 "All wealthy people" sample answer no longer exists on the ThinkNation website. We have replaced it with a link to a <i>Washington Post</i> article and new sample answer.	Change the paragraph under #3 to: A number of wealthy people, including billionaires Warren Buffett and Bill Gates, do not believe in passing their wealth on to their families, other than to finance their educational and philanthropic pursuits. They are giving almost all of their fortunes away to philanthropic organizations. This shows that wealthy men—Buffett and Gates—are not greedy. They are giving their wealth away. Also, it shows that they value hard work and that they are not out of touch with normal people. They understand the importance of hard work for success in life. You can read about it at this link: < <a href="http://capress.link/dd1005">http://capress.link/dd1005</a> >.

<b>Location</b>	<b>Incorrect</b>	<b>Correct</b>
<b>Version 2.1</b>		
Table of Contents	The location of the complete list of links has changed.	The complete list of links is now found at <a href="http://classicalacademicpress.com/product/the-discovery-of-deduction/">classicalacademicpress.com/product/the-discovery-of-deduction/</a> , under the Support tab.
TE, page 196	We made changes to the figure chart throughout the rest of the book but missed updating the answers on this page.	Please refer to pages 163, 167, and 295 of the text for the corrected version of this chart.
<b>Prior to Version 2.1</b>		
Versions prior to 2.1	Note: Version 2.1 was substantially revised from the previous versions. This revision included updating all of the web links throughout the book to remove broken links, in addition to assorted editorial changes and corrections. Due to the extent of these changes, we will not list each revision in this errata sheet.	