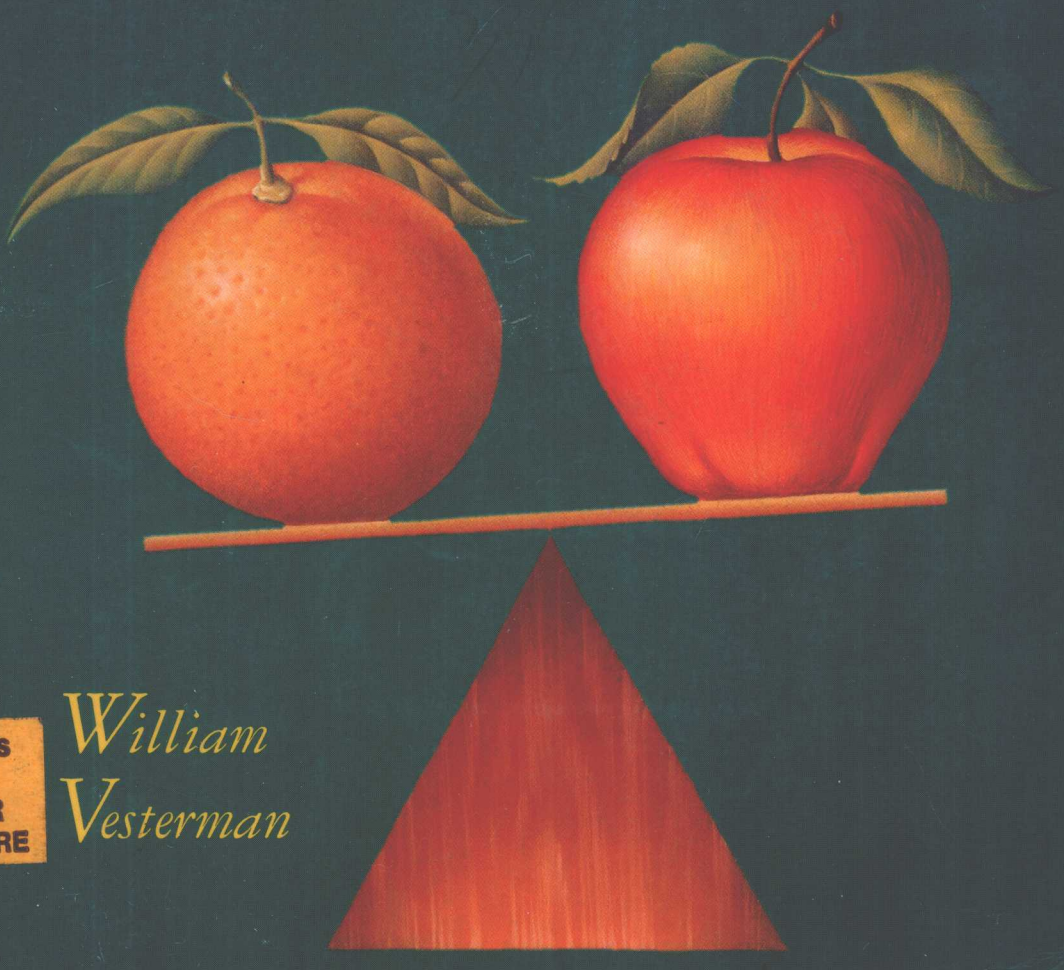
Reading and Writing Short Arguments



William Vesterman

Reading and Writing Short Arguments

WILLIAM VESTERMAN
Rutgers University

Mayfield Publishing Company
Mountain View, California
London • Toronto

Library of Congress Cataloging-in-Publication Data

Vesterman, William
Reading and writing short arguments / William Vesterman.
p. cm.
Includes index.
ISBN 1-55934-222-6
1. English language—Rhetoric. 2. Persuasion (Rhetoric)
3. College readers. I. Title.
PE1431.V47 1993
808'.0427—dc20 93–25549
CIP

Manufactured in the United States of America
10 9 8 7 6 5 4 3 2

Mayfield Publishing Company
1280 Villa Street
Mountain View, CA 94041

Sponsoring editor, Thomas V. Broadbent; production editor, April Wells-Hayes; copyeditor, Loralee Windsor; text and cover designer, David Bullen; art director, Jeanne M. Schreiber; manufacturing manager, Martha Branch; cover image, Gary Overacre. The text was set in 11/12 Bembo by Thompson Type and printed on 50# Butte des Morts by the Banta Company.

PREFACE

Reading and Writing Short Arguments is an introductory text for courses that emphasize critical thinking and argumentative writing. The book begins with an Introduction to Argument and Persuasion, followed by a collection of 64 short, lively essays by a variety of contemporary writers on controversial current issues. A Minicasebook on the Homeless and a Guide to Finding and Using Information appear at the end of the book. The selections in the minicasebook represent a variety of lengths, levels, and sources of publication, from an editorial and editorial cartoons to two professional academic articles complete with footnotes.

In the main section of the book, each of eighteen controversial issues is addressed by three readings from divergent points of view. This should discourage any belief that either analyzing the arguments of others or forming arguments of one's own is a matter of simply choosing sides between two points of view. Each reading is followed by discussion questions that invite the student to analyze the author's appeals to Logic, Character, and Emotion. In each group a major claim of one argument is analyzed in diagrammatic form according to the Toulmin method of logic. The *Instructor's Manual* that accompanies the text includes, along with other materials, the diagrams for all the readings. Each group ends with "Intertextual Questions" and "Suggestions for Writing." The goal of this main part of the book is to make the reading and writing of arguments easier by constantly encouraging the student to break down complex matters into simpler ones.

For further flexibility in instruction, the next section consists of ten topics represented by a single essay, each without any accompanying analysis or questions. This provides material with which students can practice on their own the skills of analysis and writing. This section is followed by the sections mentioned earlier—the minicasebook and library research guide—which provide material for courses that progress toward longer and more extensively researched arguments. It is hoped that all these sections taken together will support students and instructors alike in the development of argumentative skills.

Many people have helped bring this project to completion. I wish to thank the staff at Mayfield and particularly Tom Broadbent, my editor. I thank Dan Moran for extensive editorial help and Joshua Ozersky and Patti Moran for research help. Special thanks go to W. Ross Winterowd and Geoffrey R. Winterowd of the University of Southern California for allowing me to adapt the sample research paper, "The Death Penalty: For Whom the Bell Tolls," from *The Critical Reader, Thinker, and Writer.*

My thanks are extended also to the following individuals for their thoughtful review of the manuscript: Robert H. Bentley, Lansing Community College; Sue E. Cross, Mission College; Jean F. Goodine, Northern Virginia Community College; Edward McCarthy, Harrisburg Area Community College; Paul J. McVeigh, Northern Virginia Community College; Thomas A. Mozola, Macomb Community College; Joseph Nassar, Rochester Institute of Technology; Kathleen O'Shea, Monroe Community College; Teresa M. Purvis, Lansing Community College; and Richard J. Zbaracki, Iowa State University.

BRIEF CONTENTS

Preface *iii*

Annotated Table of Contents *vii*

Introduction to Argument and Persuasion *1*
- Motives and Methods of Argument *1*
- The Writer and Logic: Appeals to Reason *4*
- Persuasion by Other Than Logical Means *15*
- Reading and Writing Argumentative Essays *19*

Current Controversies from Three Points of View *27*

Single Essays on Controversial Topics *211*

A Minicasebook on the Homeless *235*

A Guide to Finding and Using Information *303*

Glossary *327*

Index of Authors and Titles *329*

Acknowledgments *333*

CONTENTS

Preface *iii*
Brief Table of Contents *v*
Introduction to Argument and Persuasion *1*
Motives and Methods of Argument *1*
The Writer and Logic: Appeals to Reason *4*
Persuasion by Other Than Logical Means *15*
Reading and Writing Argumentative Essays *19*

Current Controversies from Three Points of View *27*

Hate Speech and Civil Rights *29*
JOE PATRICK BEAN, "Don't Even Begin To Sacrifice Free Speech" *29*
A college professor argues that "the public expression of ideas may not be prohibited merely because the ideas themselves are offensive to some of their hearers."
RICHARD PERRY AND PATRICIA WILLIAMS, "Freedom of Hate Speech" *32*
Do declarations of racism and cultural intolerance add to the "marketplace of ideas" upon which a university is said to be founded? Two professors claim the answer is no.
VARTAN GREGORIAN, "Free Speech? Yes. Drunkenness? No." *37*
The president of Brown University argues that as "open intellectual communities," universities still must protect students' "safety and dignity" as well as "their right to learn without intimidation or fear."

Comparable Worth and Pay Equity for Women *41*
RUTH WALKER, "Quiet Progress toward Pay Equity" *41*
An editor of the *Christian Science Monitor* asks, "Whatever happened to comparable worth?" and finds that, although it has been removed from the spotlight, "it's not a dead issue."
JAMES J. KILPATRICK, "Let the Marketplace Decide Pay" *43*
Who should decide how much a given job will pay: Congress or the employer? A columnist and author of books on the English language examines the issue and argues against the "essentially loony" ideas from Washington.
LESTER C. THUROW, "Why Women Are Paid Less than Men" *46*

A professor and former dean at M.I.T.'s Sloan School of Management and member of the Economic Advisory Board of the NAACP locates the primary reason for pay inequity in a certain decade of men's and women's working lives.

Should Rock Be Censored? *50*

TIPPER GORE, "Curbing the Sexploitation Industry" *50*

A founder of a parents' movement urges labeling of records as one way to stop the spread of "poison."

CHARLENE CHOY, "Romantic Rot" *53*

Choy argues that the FCC should be responsible for curbing the "revolting" excesses of rock industry "profiteers."

ANNA QUINDLEN, "Raised on Rock-and-Roll" *55*

A columnist for the *New York Times* claims that rock music "runs through my veins, not my brain" and that people dance to rock's rhythms but don't live by its lyrics.

Women in Combat *59*

SUZANNE FIELDS, "Most Oppose Women in Combat" *59*

Given the horrors of war, a nationally syndicated columnist wonders "why on earth" any woman would want to engage in killing and being killed.

JAMES M. DUBIK, "An Officer and a Feminist" *61*

A U.S. Army major argues that the biological differences between men and women have no effect on women's ability to serve in combat.

LOU MARANO, "Arms and the Woman" *65*

Would a sexually mixed U.S. Army lose its wars? A *Washington Post* editor feels it would, arguing that "an expanded role for women in the U.S. armed forces is a demonstrably bad idea."

Is It Right to Identify AIDS Victims? *70*

WILLARD GAYLIN, "On AIDS and Moral Duty" *71*

The president of a public-policy organization argues that those who refuse testing must act as if they had tested positively for AIDS.

ROBERT H. COHEN, "Discrimination Goes On" *72*

A letter to the *New York Times* claims that identifying AIDS carriers will lead to massive discrimination unless better laws are passed.

RICHARD RESTAK, "AIDS: In Plagues, Civil Rights Aren't the Issue" *74*

A neurologist specializing in AIDS says that "paradoxically, the truly humanitarian position . . . is that we not identify with the victims" but with "the 'common good.'"

Animal Testing *81*

CLEVELAND AMORY, "The Trials of Animals" *81*

Is animal testing necessary for scientific research or simply a circus of cruelty? If labs opened their doors to the public, the horrible answer would be known to all, claims this animal-rights activist and author.

RON KARPATI, "A Scientist: 'I Am the Enemy'" *83*

A fellow in pediatric oncology and bone marrow transplantation at the University of California, San Francisco, discusses whether "an apathetic majority can be aroused to protect its future against a vocal, but misdirected, minority"—the radical animal-rights activists.

MEG GREENFIELD, "In Defense of the Animals" *87*

A columnist for *Newsweek* finds that a "muddled, middling, inconsistent place" on the issue is the right place for her.

Political Correctness, Multiculturalism, and the College Curriculum *91*

GEORGE F. WILL, "Radical English" *91*

While cries for a more multicultural curriculum abound, students are not learning the basic skills needed to survive in college and the world, argues this columnist and social observer.

PAULA ROTHENBERG, "Critics of Attempts to Democratize the Curriculum Are Waging a Campaign to Misrepresent the Work of Responsible Professors" *94*

This direct response to George F. Will's "Radical English" points out the benefits of a multicultural curriculum and the fears of those who oppose it.

CATHY YOUNG, "Equal Cultures—or Equality?" *98*

A free-lance writer argues that perhaps a necessary choice is being ignored—one between feminism and multiculturalism.

Pornography *103*

SUSAN BROWNMILLER, "Let's Put Pornography Back in the Closet" *103*

The founder of Women Against Pornography argues that the First Amendment was designed to protect the "robust exchange of ideas," not pornography.

SUSAN JACOBY, "Notes from a Free-Speech Junkie" *107*

A feminist essayist defends pornsellers' rights to market their material.

MIKE ROYKO, "Nobody Ever Got Raped by a Book" *110*

Does pornography cause rape? A nationally syndicated columnist says not.

Euthanasia *115*

DEREK HUMPHREY, "Offering Euthanasia Can Be an Act of Love" *115*

The author of the controversial *Final Exit* argues that euthanasia can be an act of mercy, not murder.

MATTHEW E. CONOLLY, "Euthanasia Is Not the Answer" *117*

A professor of medicine and pharmacology pleads with the Hemlock Society to abandon their "goal of self-destruction" and instead to work with doctors in building a system of hospice care.

NANCY M. LEDERMAN, "Must They Tinker with the Dying?" *122*

A lawyer specializing in issues facing the elderly argues from personal experience that ethics have yet to catch up to technology.

Whose Name Is a Married Woman's Name? *125*

JENNIFER OZERSKY, "Take the Name—Pass It On" *125*

This writer argues that many things not "ours" in our physical makeup are given to us by history, and social custom is history too.

EMMA COLEMAN, "With All Politeness, No—I'll Keep My Own Name, Thank You" *127*

A married feminist says, "As long as I have the individual responsibilities of an adult citizen and an independent personality, I deserve to keep my own name."

PATRICIA SAUNDERS-EVANS, "The Game of the Name" *129*

A woman who chose a hyphenated name on marrying explores the issue of who controls the meaning of such a name—the woman herself or those around her.

Strikers and Scabs *133*

JACK LONDON, "The Scab" *133*

Defining a scab as "one who gives more value for the same price than another," the author of *The Call of the Wild* describes the actions of a scab as "menacing and terrible."

WALTER BLOCK, "The Scab" *136*

The author of *Defending the Undefendable* argues that, since no worker actually "owns" his or her job, a scab "steals" nothing from the worker he or she replaces.

JAMES J. KILPATRICK, "Freedom vs. Authority" *140*

A nationally syndicated columnist explores a legal issue involving strikers, scabs, and free speech.

Whose Business Is Sex Education? *143*

FRED M. HECHINGER, "The First Step in Improving Sex Education: Remove the Hellfire" *143*

An education editor for the *New York Times* claims that it is time for parents, schools, and communities to "learn how to shed old taboos and deal rationally with new realities."

PAUL EPSTEIN, "Condoms in Schools: The Right Lesson" *146*

Will condom distribution in schools promote promiscuity or a heightened student awareness of AIDS? An instructor of medicine at Harvard Medical School and chairman of the Cambridge AIDS Task Force argues that condom distribution, coupled with AIDS education, "can delay and discourage casual sexual activity."

THOMAS SOWELL, "Educators Declare War on Traditional Values" *148*

An economist and social critic expresses his outrage at public school "busybodies" who attempt to transfer the decision-making processes about issues such as sex education from parents to themselves.

Sexist Language *152*

LINDSY VAN GELDER, "The Great Person-Hole Cover Debate" *152*

A sometime journalist and professor of journalism makes "a modest proposal for anyone who maintains that 'he' is just plain easier."

RICHARD MITCHELL, "The Hand That Rocks the Helm" *155*

A language watcher examines the claim that language contains its own subtle forms of oppression and debunks it.

MICHIKO KAKUTANI, "The Word Police" *158*

The leading daily book reviewer for the *New York Times* looks into the literature of nonsexist language and finds that its utopian world is far from being based on the ideals of democracy.

Language and Race: The Color of Words *165*

LANGSTON HUGHES, "That Word 'Black'" *165*

A noted poet and novelist examines the many connotations of the word *black* and finds the results darkly amusing.

THOMAS SOWELL, "Pink and Brown People" *167*

An economist and social critic argues that we should see any social problem for "what it is, not what it appears to be in the framework of reckless rhetoric."

ZORA NEALE HURSTON, "How It Feels to Be Colored Me" *169*

Once described by novelist Alice Walker as a "folklorist, novelist, anthropologist, serious student of voo-doo," and "all around Black woman," Hurston explains that she is not so much "an American citizen and colored" as "a fragment of the Great Soul that surges within the boundaries."

What Books Should Students Read? *175*

ROBERT M. HUTCHINS, "Preface to *The Great Conversation*" *175*

The editor of the *Encyclopedia Britannica*'s Great Books Series claims that "the best way to a liberal education" is to read "the greatest works the West has produced."

BOB SWIFT, "On Reading Trash" *179*

Should children waste time reading science fiction? If they are ever to become mature readers, the answer is yes.

HENRY LOUIS GATES, JR., "Whose Canon Is It Anyway? It's Not Just Anglo-Saxon." *181*

A Harvard professor and leading figure in the debate over multiculturalism argues that cultural tolerance—an American precept—can only be achieved through a diversified curriculum including the study of less "traditional" cultures.

Legalizing Drugs *185*

WALTER E. WILLIAMS, "The Freedom to Destroy Yourself" *185*
An economist argues that legalizing drugs is the only way to spare the lives and property of innocent people who are killed and robbed as a result of the criminalization of drugs.

ELIZABETH GESSNER, "We Already Know the Folly of Decriminalized Drugs" *187*
This letter to the *New York Times* argues that we have seen the disastrous results of decriminalized drugs in our own country.

JOANNE JACOBS, "End the War on Drugs" *189*
A nationally syndicated columnist argues that we should stop the military rhetoric and face the facts.

Gun Control: Common Sense or Nonsense? *193*

SARAH BRADY, "Killing Our Future" *193*
The head of Handgun Control, Inc., discusses her political and personal reasons for becoming involved in the gun control debate.

MARK D. MCLEAN, "Gun Control and Sheep for the Slaughter" *195*
Are most Americans mentally and morally competent to own and bear arms? A professor of biblical studies thinks that doubters display "a radical lack of faith in the character of the American public."

GERALD NACHMAN, "Biting the Bullets" *198*
A humorist argues not for gun control but for "bullet control," since "guns and bullets can be hazardous to your health when 'used in connection with each other.'"

Should English Be the Language of America? *201*

U.S. ENGLISH, "In Support of Our Common Language . . ." *201*
A brochure from *U.S. English,* a national organization, argues that English should be made the official language of the United States.

RICHARD RODRIGUEZ, "Gains and Losses" *205*
A Fulbright scholar discusses his acquisition of English, how this acquisition changed him forever, and his own answer to the English-only debate.

ISHMAEL REED, "How Not to Get the Infidel to Talk the King's Talk" *207*
Should speakers of Black English model their speech after that of successful whites? This novelist and essayist mocks such a notion.

Single Essays on Controversial Topics *211*

CRAIG R. DEAN, "Legalize Gay Marriage" *212*
Should homosexuals enjoy the same benefits of marriage as heterosexuals? A lawyer and executive director of the Equal Marriage Rights Fund says yes.

WALTER E. WILLIAMS, "Government Is the Problem" *213*

Does the government solve our problems or create them? An economist who is a nationally syndicated columnist examines the "relationship between the level of government involvement and customer satisfaction."

ROBERT JAMES BIDINOTTO, "What Is the Truth about Global Warming?" *215*

With all the news articles and media coverage of this phenomenon, the public is naturally concerned. But they need not be, claims this staff writer for *Reader's Digest,* who argues that global warming is not yet proved to be as threatening as some would have us believe.

CATHY YOUNG, "Women, Sex and Rape" *220*

The phrase "date rape" has sadly become a common one. But according to this freelance writer, some feminists have so enlarged the concept of rape that they "demonize men, patronize women and offend the common sense of the majority of both sexes."

TIM KEANE, "Let's Mow Down Astroturf" *223*

A sports fan looks at the advantages and disadvantages of artificial surfaces and votes to go back to nature.

JOAN IVAN, "The Color-Only Crowd and Their Pastel-Colored Whores" *225*

How is a movie colorizer like a prostitute? In more ways than you may think, argues this high school English teacher.

GEORGE FELTON, "Wrestling with Myself" *227*

How can anyone intelligent really like professional wrestling? Find out just what a struggle it is.

SHERYL E. REICH, "Sexual Harassment: Crying Wolf in Albany" *230*

The criteria for sexual harassment have become insanely slight, says this lawyer, and they threaten to ruin the progress women have made by trivializing the issue.

SAMUEL FRANCIS, "There Are Reasons to Control Immigration" *231*

A nationally syndicated columnist looks to the current agony over immigration policy in Germany and argues that we are in for some agony of our own unless we face the issue forthrightly.

GEORGE F. WILL, "Gambling with Our National Character" *233*

A political commentator blames the greed of state governments for attempting to instill that greed in everyone while robbing the very poor that gambling revenues are supposed to help.

A Minicasebook on the Homeless *235*

Sources of several different lengths, levels, and modes for an exercise in in-depth argument.

SCOTT SHUGER, "Who Are the Homeless?" *235*
An editor of the *Washington Monthly* spends a few nights on the streets of Washington, D.C., to find out.

PETER MARIN, "Virginia's Trap" *252*
An essayist and poet comes to know a homeless person in depth and as an individual trapped in a vicious circle.

RANDALL K. FILER, "What We Really Know about the Homeless" *261*
How big is this problem? Are things getting worse? What causes homelessness? A professor of economics attempts to answer these questions and points out that we should know who the homeless *are* before we spend money on "ineffectual solutions."

L. CHRISTOPHER AWALT, "Brother, Don't Spare a Dime" *264*
Until we start "blaming the victim" we're not going to see the homeless problem for what it is, a Texas editor argues.

DELONAS, "I Just Think It's Wonderful That Ben and Jerry's Decided to Have the Homeless Serve Their Ice Cream . . ." *267*
A satirical cartoonist for the *New York Post* takes a look at an experiment in corporate sympathy.

KEVIN OPSTEDAL, "I'd Like to Give Him Something, But I Never Carry Cash . . ." *268*
A California cartoonist satirizes the obtuseness of affluent private citizens.

JEROME D. SIMPSON, "Turning a Blind Eye to the Homeless" *269*
A writer for the *Christian Century* argues that "we can no longer pretend not to see the homeless. We must demand the government's aid and commitment to meet their needs."

KAY YOUNG MCCHESNEY, "Family Homelessness: A Systemic Problem" *272*
A sociologist from the University of Missouri–St. Louis examines one important aspect of a general problem in a full-scale professional article from the *Journal of Social Issues.*

LISA GOODMAN, LEONARD SAXE, AND MARY HARVEY, "Homelessness as Psychological Trauma" *287*
A group of professional psychologists examines the issue for the professional journal *American Psychologist.*

A Guide to Finding and Using Information *303*
How to find further information by learning research skills.

Glossary *327*

Index of Authors and Titles *329*

Acknowledgments *333*

Introduction to Argument and Persuasion

MOTIVES AND METHODS OF ARGUMENT

Why Argue?

To human beings, forming opinions is as natural and necessary as breathing. Birds never have to decide what kind of nest to build, but humans decide how to build everything from a house to a society on the basis of thought and opinion. A diversity of mental and physical structures has always defined human activity.

We are not born with opinions but form them through our own mental and emotional lives and our interactions with the lives of others. At first we may receive most of our opinions unquestioningly, but very soon we begin to question even the views of our parents. The sounds of "Why?" and "Because!" echo throughout every childhood. However unsatisfactory that primitive dialogue may be (for both parties), those words present the basic structure of inquiry, and they begin to suggest some of the ways we form opinions. We want to know *why*—we want some reasons to follow the *because*—so that we can decide for ourselves whether we agree or disagree.

But our opinions are not just personal decisions. However confident we might have been of our views, and however inevitably convincing they might have seemed to us, "I wish that I had thought to say. . . !" is a common refrain when we find ourselves alone again after a dispute with other people. And merely announcing our views on a topic is seldom enough to convince anyone that we are right to think as we do. Dialogue rather than assertion is the basis of the process. If we want others to take our views seriously, let alone be persuaded by them, we have to argue our positions effectively and responsibly and find answers to reasonable objections.

We ourselves don't change our minds unless we are persuaded by responsible arguments. Yet to benefit from a dialogue, we don't need to be convinced. Though hearing other views and the arguments that support them may not change our minds, having to answer the arguments of others may clarify and strengthen our own opinions. As educated people we should never be satisfied to know what we already know, and we need all the clarity and mental strength we can get to face serious and complex issues. Clarification for ourselves and for others, rather than "winning," is a goal to which both parties in a dialogue can aspire.

Clarity and strength of opinion are necessary not only for education but also for the world of work and action. Thinking critically about problems and explaining suggested solutions are activities that play a large part in any business or profession. Even in a field as concerned with physical facts as engineering, for example, those who succeed are those who are able to explain to their superiors the importance of their work and to argue in support of the ideas they propose. The same skills are required at every level of government, from the smallest local committee to the largest national legislature. Public opinion ultimately controls democratic government, and effectively argued views ultimately control public opinion.

What We Don't Argue About

Argument is a term often incorrectly applied to quarrels, in which mere assertion and name calling replace the rational presentation of opinion and the responsible meeting of opposing viewpoints. Quarrels can take place over any issue, but responsible and effective argument is impossible in certain areas:

- We can't argue about *facts.* For example, that the American Revolution occurred is beyond dispute; we are no longer ruled by Great Britain. While it is of course possible to argue about the significance of facts or the probability that an assertion actually is a fact, verified matters are not matters of opinion.
- We can't argue about the *impossible.* For example, that men should be responsible for bearing children is not an arguable position.
- We can't argue about *preferences.* Preferences resemble opinions, but they are neither formed nor changed by logic. For example, that rap music is better than rock music, that baseball is more graceful than ballet, and that long hair is ugly on men are all matters of preference and not matters of rational debate.
- We can't argue about *beliefs* that lie beyond rational or empirical proof, such as religious faith.

What We Do Argue About

We argue about *opinions* because arguing is the process by which opinions are formed. For this reason, opinion is not the end of rational discussion but the beginning of a dialogue with others and with yourself. In fact, it is safe to say that the process of learning to argue in responsible and effective ways will expand, modify, and strengthen many of the opinions you have now.

Why Analyze the Arguments of Others?

Arguing is an activity requiring skill, and as in most activities, skill is acquired by imitation as well as by instruction. As you read the essays in this book, you will be invited by the discussion questions following them to analyze how and why the writers' arguments work. Having done this, you should be able to imitate their methods to make your own arguments more effective. For simply having opinions is not enough. You must also decide how to organize and express them and how to counter your opponent's objections. The discussion questions will help you master this task by encouraging a dialogue between you and authors of short essays like those you will be asked to write.

The essays here have been chosen because they address a variety of current topics that you can discuss, preliminarily at least, without further research. Some of the essays in this book provide instances of what to *avoid* as an effective writer of arguments. These flawed essays may be just as useful as those better argued in stimulating the growth of your argumentative skills.

Argument and Persuasion

Since arguments offer reasons for taking a position on an issue, argument is often distinguished from persuasion, since we may be persuaded by means other than evidence or logic. These other means of persuasion are generally divided into (a) matters of *character*—the trustworthiness we may grant to the reputation, ethics, or clarity and strength of mind of the writer or speaker—and (b) matters of *feeling*—the emotional agreement we may come to feel with the speaker or writer. In ancient Greece, where these distinctions were first proposed, the appeal of the moral character of the arguer, or speaker, was called *ethos,* while *logos* referred to the powers of logic or reason in the argument, and *pathos* referred to the ways emotion persuaded the audience to agree. The Greeks called the study of persuasive argument *rhetoric.* The following diagram, called the Rhetorical Triangle, may clarify the interaction of the three means of persuasion. To each point of the triangle have been added the terms of the Toulmin theory of logic to which you will shortly be introduced.