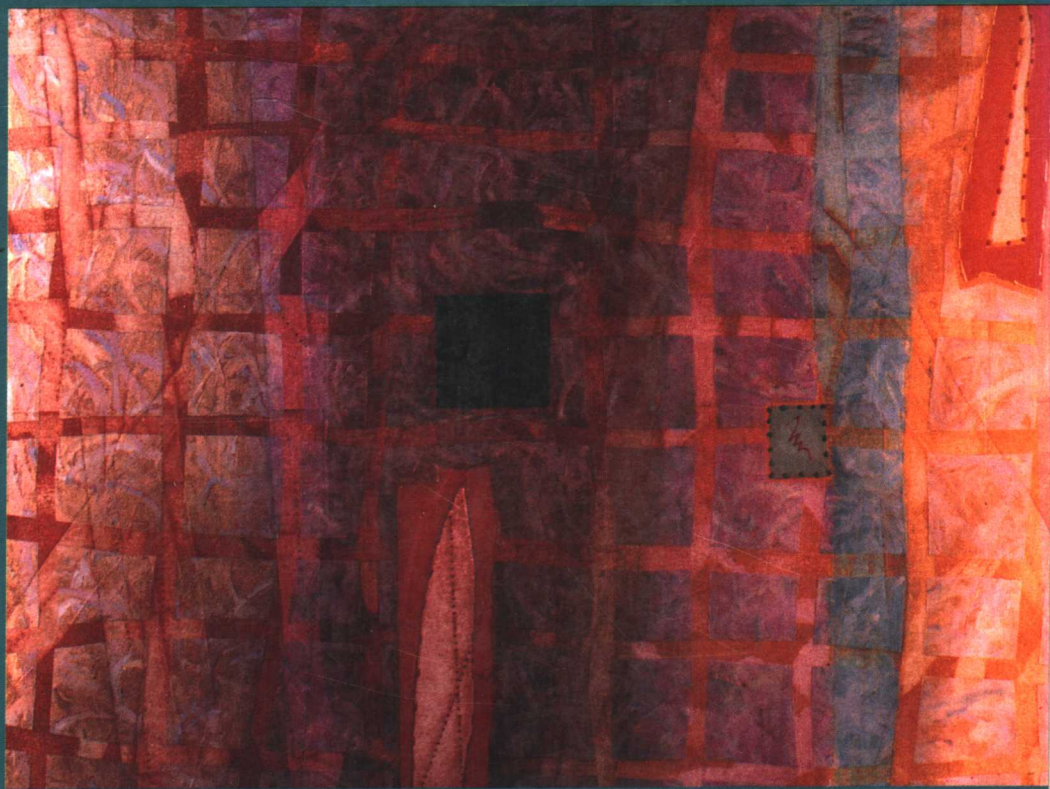


# *A* ESSENTIAL STRATEGIES OF *Argument*



*Stuart Hirschberg*

*Essential Strategies  
of Argument*

# Preface

---

The *Essentials of Argument* is a rhetoric on argument. This book has two aims: (1) to offer instruction on understanding, analyzing, and evaluating different types of arguments and (2) to provide guidance on writing effective arguments.

Chapters 1, 2, 3, 4, and 5 introduce students to the skills of critical reading, note taking, summarizing, and the basic strategies of argument, in order to show them how to identify central ideas and techniques as a first step in understanding and analyzing arguments. The discussion, based on the Stephen Toulmin model of claim, warrant, backing, support, and qualifier, examines different kinds of arguments, explores basic argumentative strategies, and places particular emphasis on the importance of underlying assumptions, definition, and types of evidence in different disciplines. The uses (and abuses) of logic and language in argument are discussed in depth. Selections illustrating points in the discussion are on topics ranging from the serious—questions on AIDS, assisted suicide, and sexual harassment—to lighter analyses of training a pet, political correctness, and the unspoken rules governing friendship.

Chapter 6 provides guidance in writing effective arguments using a process model and discusses the important points of invention strategies, arriving at a thesis, adapting arguments for different audiences, using an outline, and revising a rough draft. The important role of critical thinking in bridging the gap between analyzing someone else's argument and generating one's own ideas is examined in detail. Students are introduced to the criteria important in evaluating the arguments of others and are provided with a sample student evaluation of an argument. The two short arguments for analysis with which the chapter ends include a tongue-in-cheek look at societal stereotyping of overweight people and a defense of the virtues of football for female fans.

Chapter 7 introduces students to the methods of inquiry used to generate an argument from sources. The process of writing an argument from sources is covered step by step, including the crucial aspects of finding a question to answer, using the print and computerized resources of the library, evaluating source materials, formulating the working thesis, note taking procedures, quoting, writing and revising a rough draft, and using both the MLA and APA styles of documentation.

In the text important principles of argument are illustrated by clear and timely examples. These readings include short editorials, adver-

tisements, personal accounts, articles with graphs and tables, and selections written for academic audiences. Selections on AIDS, alcoholism, data bases, assisted suicide, ecology, immigration, gender roles, poverty, sexual harassment, friendship, pets, political correctness, alternate lifestyles, the jury system, democracy, football, black English, higher education, and primate behavior clarify important features of general reasoning and give students insight into specific characteristics of arguments across the disciplines.

Chapter 2, "Strategies of Argument," includes an in-depth treatment of different kinds of claims, specific advice on how different kinds of arguments might be developed, and full discussion of warrants in the Toulmin model of argument.

A full treatment of "Arguing Across the Disciplines" (Chapter 3) examines how claims are made and supported in different fields of study with sample arguments to analyze. Chapter 4 offers a discussion of traditional inductive and deductive reasoning (with illustrations of the most frequently encountered logical fallacies that appear in Appendix A). Chapter 5, "The Role of Language in Argument," features sections on advertising and other visual means of persuasion along with a discussion of humor, irony, parody, and satire, illustrated by four essays.

More than a hundred exercises and writing opportunities are integrated throughout the text at important stages to bring theory into practice. Many of these activities have been adapted to accommodate the Rogerian method.

Illustrative essays in different academic disciplines and a broad spectrum of exercises and activities give students ample opportunity to practice the skills they will need in writing their argument paper.

An up-to-date section on computerized data bases and on-line catalogs reflects changes in university libraries throughout the country. Chapter 7, "Writing an Argument from Sources," features student papers illustrating both the MLA and the APA styles of documentation, and reflects the latest *MLA Handbook* (1995, fourth edition).

The spectrum of subjects and points of view represented in the twenty-five readings and their varying lengths and levels of difficulty will accommodate a variety of teaching approaches. The annotated table of contents identifies the subject, purpose, and central idea of each selection. End-of-selection questions explore the substance of each reading and its argumentative strategies. These questions are intended to engage students' interest in the key issues in the text and to direct their attention to the ways in which authors adapt their arguments for specific audiences. Some of the end-of-selection questions might best be handled by analytical essays that evaluate the author's purpose in writing the selection, underlying assumption, tone or "voice" chosen, and success in adapting the presentation for a particular audience or occasion.

When the author's purpose in a selection is to argue for the acceptance of a proposition or to persuade the audience to take or approve an action, the student's analysis can assess the author's use of evidence (both for and against the position being presented) and his or her reasoning (whether it is clear, logical, compelling, and so forth). When the author's purpose is to demonstrate how to solve a problem or relate how a problem was solved, the student's analysis can address questions of (1) whether there is a clear definition of the problem, (2) whether there is sufficient background presented to demonstrate why there is a problem and what previous attempts have been made to solve it, and (3) why the solution of this problem would be important.

These selections also reveal that the assumptions underlying a particular reading are very closely tied to the author's purpose. For this reason, some questions ask students to draw up a list of these assumptions before deciding what the author's purpose might be. Once the assumptions are identified, students can compare the author's assumptions with their own beliefs, determine whether the assumptions are commonly held, and thus be in a better position to evaluate the validity of the author's statements. Discussion questions direct attention toward the tone or voice the author chooses to project to the audience. Other questions also ask students to evaluate this aspect of argument by focusing on the writer's choice of words, sentence structure, use of punctuation, choice of person, and success in matching the tone of the article with the subject, the audience, and the occasion.

The wide range of selections in this text will give students ample opportunity to see how writers attempt to persuade different audiences: the general public, scholars, or professionals in a particular academic field of study.

### *Instructor's Manual*

An accompanying instructor's manual provides (1) strategies for teaching argumentative writing, (2) suggested answers to the end-of-selection questions, and (3) supplemental bibliographies of books and periodicals for students who wish to follow up any of the opposing viewpoints or in-depth thematic units for their argument papers from sources.

### *Acknowledgments*

No expression of thanks can adequately convey my gratitude to all those teachers of composition who offered thoughtful comments and gave this book the benefit of their scholarship and teaching experience.

I would especially like to thank the instructors who reviewed the various stages of the manuscript, including Jennifer A. Black, McLennan Community College; Kathryn Fitzgerald, University of Utah; Christy Friend, University of Texas–Austin; and Stephen Wilhoit, The University of Dayton.

For their diligence and skill, I owe much to the able staff at Allyn and Bacon, to Morgan Lance, editorial assistant and to Rowena Does for her work as production administrator. I would especially like to thank Stan Kushner for his invaluable advice. Most of all, Gloria Klaiman, of Ruttle, Shaw & Wetherill, Inc., for her outstanding efforts as production manager.

To Eben W. Ludlow I owe all the things that one owes to an extraordinarily gifted editor. Ultimately, to Terry I owe more than words can express.

# Contents

---

*Preface*      xv

## 1 *Understanding Arguments*      1

The Nature of Argument      1

Rhetoric and Persuasion      3

Critical Reading for Ideas and Organization      5

Finding a Thesis      5

Responding to What You Read      7

Marking as You Read      8

Distinguishing between Fact and Opinion      9

A SAMPLE ESSAY FOR STUDENT ANNOTATION      10

Edward T. Hall, *Hidden Culture*      10

Keeping a Reading Journal      15

*Turning Annotations into Journal Entries*      15

*Summarizing*      16

*Using Your Reading Journal to Generate Ideas for Writing*      19

TWO SHORT ARGUMENTS FOR CRITICAL READING      20

Charles Krauthammer, *AIDS: Getting More than Its Share?*      22

    Originally trained as a physician, a columnist for the *New Republic*, *Time*, and other periodicals claims in this 1990 essay that funding for AIDS research should not take precedence over other diseases such as breast cancer and stroke.

Naomi Freundlich, *No, Spending More on AIDS Isn't Unfair*      25

    A science and technology editor for *Business Week* magazine maintains that massive funding for AIDS research is justified because of the intrinsic epidemic nature of the disease.

## 2 *Strategies of Argument*      28

Introduction      28

Kinds of Claims      32

The Goals of Claims	33
<i>Factual Claims Define and Draw Distinctions</i>	34
<i>Evaluating the Reliability of Sources of Information</i>	35
<i>Causal Claims Identify Possible Causes for a Given Effect or Possible Effects for a Given Cause</i>	38
"Beat your parents with a chair" [cartoon]	45
<i>Value Claims Make Value Judgments</i>	47
"Whose rights should legislators protect?" [cartoon]	51
<i>Policy Claims Make Recommendations</i>	52
Support	57
Evidence	57
Examples Drawn from Personal Experience	58
Hypothetical Cases (Scenarios and "What If" Situations)	60
Analogies	62
"Women priests? Nonsense . . . God made man in his own image and likeness. WOMP" [cartoon]	65
Testimony of Experts	66
Statistics	68
Warrants	79
<i>Underlying Assumptions</i>	81
<i>Evaluating Warrants</i>	85
Types of Warrants	86
Audience	95
<i>The Rogerian Method</i>	96
Backing	100
Qualifiers	101
Rebuttals or Exceptions	101

#### FIVE SHORT ARGUMENTS FOR ANALYSIS: CLAIMS OF FACT, CAUSATION, VALUE, AND POLICY 107

##### George E. Vaillant, *We Should Retain the Disease Concept of Alcoholism* 107

A physician maintains in this 1990 essay that genes rather than character traits predispose certain people to become and remain alcoholics.

##### *The Economist*, *The Lays of Ancient ROM* 112

The editors of *The Economist* in their August 1994 issue foresee a dramatic transformation of scholarship as data bases are more widely used.

##### Daniel Callahan, *Physician-Assisted Suicide Should Not Be Legal* 117

A medical ethicist and director of the Hastings Center asserts that physician-assisted suicide should not be legal.



Timothy E. Quill, *My Patient's Suicide* 123

A physician describes the harrowing choices that faced him when he had to decide whether he would aid a young terminally ill patient to end her life.

"Trying to die, eh, Mr. Smith! You could get the chair for this!"  
[cartoon] 126

Jeremy Rifkin, *Big, Bad Beef* 128

A consumer rights activist makes a case for drastically reducing beef consumption.

3 *Arguing across the Disciplines* 131

The Nature of Inquiry across the Disciplines 132

Arguing in the Arts 136

Arguing in Ethics 139

Arguing in History 140

Arguing in the Social Sciences 142

Arguing in the Law 144

Arguing in Business 146

*Business in a Changing Environment* 149

Arguing in the Sciences 150

Claims in the Humanities, Social Sciences, and Sciences 153

*Factual Arguments that Define Key Terms or Concepts* 153

*Arguments that Establish Causes or Predict Consequences* 154

*Arguments that Make Value Judgments* 157

*Arguments about Policy* 159

Recognizing the Existence and Nature of the Problem 160

Defining the Problem 161

Representing the Problem in Relevant Form 162

THREE SHORT ARGUMENTS FOR ANALYSIS 165

James Baldwin, *If Black English Isn't a Language, Then Tell Me, What Is?* 165

The distinguished American essayist, novelist, and playwright defends the role played by black English in establishing and consolidating the African American identity in the United States.

William A. Henry, III, *In Defense of Élitism* 170

A writer for *Time* magazine asserts that anti-elitism has debased higher education by encouraging everyone to attend college.

Donald R. Griffin, *Wordy Apes* 176

Evidence that "lever-pressing" and "signing" activities by chimpanzees should be accepted as proof that higher primates can be taught to communicate with humans forms the basis for this fascinating study by a preeminent research scientist.

4 *The Role of Logic in Argument* 184

## Methods of Reasoning 184

*Inductive Reasoning* 184

## Analogy 186

"I dunno . . . should I go out and try to drive—or should I fire random shots into the crowd?" [cartoon] 188

## Sampling 189

## Causal Generalization 190

## A SAMPLE ARGUMENT FOR ANALYSIS 194

Garrett Hardin, *Lifeboat Ethics: The Case against Helping the Poor* 194

A biologist sets up an extended analogy to argue that rich countries should not squander their resources by helping poor countries.

*Deductive Reasoning* 205

"I'm sorry . . . Snoopy can't go out to play right now . . . he's reading" [cartoon] 210

## A SAMPLE ARGUMENT FOR ANALYSIS 213

Marilyn French, *Gender Roles* 213

A leading feminist starts her argument from the major premise that sex roles are primarily culturally conditioned.

5 *The Role of Language in Argument* 223

## Definition 223

*Purposes and Uses of Definition* 223*Methods of Defining Terms* 229

## Synonyms 229

## Dictionary or Lexical Definition 229

## Etymological Definition 229

## Figurative Language—Metaphors, Similes, and

## Analogies 230

## Stipulation 231

## Negation 232

## Example 233

*Extended Definition* 235

## TWO SHORT DEFINITION ESSAYS FOR ANALYSIS 236

Jo Goodwin Parker, *What Is Poverty?* 236

The author spells out the answer in this poignant and realistic account of what it is like to be poor in rural southern America.

Ellen Goodman, *The "Reasonable Woman" Is an Effective Standard to Establish Harassment* 242

A nationally syndicated columnist explains how the "reasonable woman" standard provides an effective way to identify instances of sexual harassment.

"STOMP! I thought your motto was 'live and let live'? He wasn't really living!" [cartoon] 247

## Tone 248

*Irony* 249

*Satire* 250

FOUR SHORT ESSAYS ILLUSTRATING HUMOR, IRONY,  
PARODY, AND SATIRE 252Cathy Guisewite and Mickey Guisewite, *Blithering by the Rules* 252

A nationally syndicated cartoonist teams up with her sister to offer humorous insights into the unspoken rules governing friendship.

Dave Barry, *Just Say No to Rugs* 256

A Pulitzer Prize-winning humorist makes a backhanded case for having a pet.

James Finn Garner, *Little Red Riding Hood* 260

A witty take-off on politically correct ways of thinking underlies this modern-day version of the classic fairy tale.

Joe Bob Briggs, *The Lesbo Boom* 263

A true non-conformist fearlessly satirizes alternate lifestyles in this hilarious send-up.

## Language and Persuasion 269

*Language Shapes Thought* 269

Emotionally Charged Language 269

Connotations of Words 269

Euphemisms 271

Slanting 273

Labels that Stereotype 274

Sexist, Racist, and Agist Language 275

"Tell me something Lekesia, is that the name your mother and father gave you?" [cartoon] 278

Words that Create Images 278

Slang 281

Clichés 281

Abstract and Concrete Language 282

Jargon	284
<i>The Rhetoric of Advertising</i>	285
The Techniques of Advertising	286
Emotional Appeals Used in Advertising	287
<i>The Language of Advertising</i>	290
Racing to the moon [advertisement]	292
Outward Bound [advertisement]	293
There will always be those who refuse to ski Mammoth [advertisement]	294
The fully functional sedan with Ultra-Zesty Deluxe [advertisement]	295
Get Real [advertisement]	296
<i>The Ethical Dimension of Persuasion</i>	296
The American Dream; The American Classic [advertisement]	297
<i>Propaganda: The Language of Doublespeak</i>	298
<i>Intensifying and Downplaying: Strategies for Persuasion</i>	298
THREE SHORT ARGUMENTS FOR ANALYSIS	303
Charles Sevilla, <i>The Case of the Non-Unanimous Jury</i>	303
A former chief deputy public defender for California cites statistics to show that the small number of hung juries does not warrant losing the benefits of the existing system requiring unanimous verdicts.	
Robert E. Jones, <i>Justice Can Be Served Despite Dissenting Votes</i>	306
A criminal felony trial judge claims that justice would still be served by a jury system in which a verdict could be reached by only ten or eleven of the twelve jurors.	
Alfred Adask, <i>"Democracy" vs. "Republic"</i>	310
The editor of the iconoclastic magazine <i>AntiShyster</i> challenges the misconceptions associated with these two terms.	
<b>6 Strategies for Writing Arguments</b>	<b>313</b>
Prewriting	314
Selecting an Issue	315
Invention Strategies	317
Free-Writing	317
Five W's	318
Discovering Different Perspectives	319
Mapping	320
Writing a Dialogue	321
Discovering the Pros and Cons	323
Arriving at a Thesis: Claims of Fact, Causation, Value, and Policy	325
Making Up an Outline: Supporting Your Claim	332

<i>Choices in Organizing Your Essay</i>	333
Writing the Introduction	333
Writing the Middle of the Essay	335
Writing the Conclusion	337
Audience	338
Writing the First Draft	341
Revising, Rewriting, and Editing	343
<i>Refuting Arguments</i>	344
Analyzing Someone Else's Argument and Inventing Your Own	344
AN ARGUMENT WITH A STUDENT'S EVALUATION OF IT	348
Esther Vilar, <i>The Business World as a Hunting Ground</i>	348
Esther Vilar argues that offices, factories, and universities are viewed as hunting grounds by predatory women looking for male "slaves."	
Helene Santos, <i>Are Men Really the Slaves of Women?</i>	352
A student takes Vilar to task for failures in logic and use of evidence.	
TWO SHORT ARGUMENTS FOR ANALYSIS	356
Suzanne Britt, <i>That Lean and Hungry Look</i>	356
This light-hearted essay defends fat people against the charge that "all of us chubbies are neurotic, sick, sad people."	
Molly Ivins, <i>The Romance of Football</i>	361
The acclaimed political columnist for the <i>Fort Worth Star</i> makes an amusing case for female fans of football.	
<b>7 Writing an Argument from Sources</b>	364
Finding a Question to Answer	364
Using the Library	366
Major Encyclopedias	366
Specialized Encyclopedias and Handbooks in the Humanities, Social Sciences, and Sciences	367
Defining Key Terms	370
Dictionaries: Humanities	371
Dictionaries: Social Sciences	371
Dictionaries: Science and Technology	372
How to Locate Biographical Information	372
Biographical Sources	372
Using the Card Catalog	373
The Library of Congress Subject Headings	377
Using the On-Line Computer Catalog	377
Using Periodical Indexes	378

<i>Using Book Reviews</i>	384
<i>Using Newspaper Indexes</i>	385
<i>Using Abstracts</i>	385
<i>Using Field Research—Interviews</i>	388
<i>Using Computerized Data Bases</i>	390
<i>Evaluating Source Materials</i>	394
<i>Drawing Up a Working Bibliography</i>	394
<i>The Dangers of Undocumented Sources</i>	395
<i>Note-Taking Procedures</i>	396
<i>The Value of Different Kinds of Notes</i>	396
Paraphrases	396
Summaries	397
Quotations	398
Factual References	400
<i>Using Your Notes to Create an Outline</i>	400
<i>The Preliminary Thesis Statement</i>	403
<i>Creating the Rough Draft</i>	403
<i>Revising the Rough Draft into a Final Draft</i>	407
Style	408
<i>Using the MLA and APA Styles to Document the Manuscript</i>	410
<i>The MLA Style of In-Text Citation</i>	410
<i>Documenting Sources in the MLA "Works Cited" Format</i>	413
Some Less Common Bibliographic Forms in the MLA "Work Cited" Format	416
Guidelines for Citing Electronic Media	418
<i>The APA Style of In-Text Citation</i>	420
<i>Preparing a List of References in the APA Format</i>	421
Some Less Common Bibliographic Forms in the APA Format	423
<i>Preparing the Manuscript</i>	424
<i>SAMPLE RESEARCH PAPER (MLA STYLE)</i>	426
<i>Jack Manion, Why Doesn't Government "Just Say Yes" to Preventive Education Against Drug Abuse?</i>	426
<i>SAMPLE RESEARCH PAPER (APA STYLE)</i>	438
<i>Samantha Clarke, "The Brave New World" of Genetic Engineering</i>	438
<i>Glossary</i>	447
<i>Appendix A: Logical Fallacies</i>	451
<i>Acknowledgments</i>	467
<i>Index</i>	471

# 1

## Understanding Arguments



*Whether our argument concerns public affairs or some other subject we must know some, if not all, of the facts about the subject on which we are to speak and argue. Otherwise, we can have no materials out of which to construct arguments.*

—Aristotle, *Rhetoric*

### *The Nature of Argument*

Some of the most interesting and effective writing you will encounter takes the form of arguments that seek to persuade a specific audience of the validity of a proposition or claim through logical reasoning supported by facts, examples, data, or other kinds of evidence. Formal arguments differ from assertions based on likes and dislikes or personal opinion. Unlike questions of personal taste, arguments rest on evidence—whether in the form of facts, examples, the testimony of experts, or statistics—that can be brought forward to prove or disprove objectively the thesis in question.

Although the two are frequently confused, argumentation differs from persuasion. Argument is a form of discourse in which statements are offered in support of a claim or proposition. Argument is based on a rational appeal to the understanding and builds its case on a network of logical connections.

The term *argument* also refers to the practice of giving reasons to convince or persuade an audience to accept a claim or proposition. Argument is a form of advocacy and a process of reasoning designed to support a claim. Making an assertion, offering a hypothesis, presenting a claim, and putting forward a moral objection are all ways of arguing. Thus, the process of argument is valuable because it provides an arena for testing the validity, truth, or probability of specific ideas, propositions, and claims.

Whereas argument presents reasons and evidence to gain an audience's intellectual agreement with the validity of a proposition, persuasion also includes appeals to the emotional needs and values of an audience to move them to approve an action or to take an action that the writer recommends. In argument, the audience's agreement with the truth of the claim has more to do with the soundness of the evidence than with the audience's response to the speaker's character and personality. Because of this, arguments are usually addressed to a general, unspecified audience, whereas persuasion is usually keyed to the beliefs, prejudices, interests, values, and needs of a specific audience. For example, political speeches employing persuasive appeals are usually keyed to the specific needs of an immediate audience. Persuasion is influenced by the audience's sense of the speaker's character, presence, and reputation. The difference between argument and persuasion can be clearly seen by comparing the following two short paragraphs.

Kirkpatrick Sale in his book *Human Scale* (1980) cites the results of various studies as evidence to support his claim that smaller communities are more neighborly and healthier places in which to live:

There is another way of coming at the question of the human limits of a community. Hans Blumenfeld, the urban planner, suggests starting with the idea of the size at which "every person knows every other person by face, by voice, and by name" and adds, "I would say that it begins to fade out in villages with much more than 500 or 600 population." Constantine Doxiadis, after reducing thousands of data from various centuries, came to the conclusion that what he called the "small neighborhood" would hold approximately 250 people, a large neighborhood some 1,500, with an average around 800-900. Gordon Rattray Taylor, the British science writer, has estimated that there is a "natural social unit" for humans, defined by "the largest group in which every individual can form some personal estimate of the significance of a majority of the other individuals in the group, in relation to himself," and he holds that the maximum size of such a group, depending on geography and ease of contact, is about 1,200 people.

Henry Fairlie, on the other hand, in *The Spoiled Child of the Western World* (1976) claims that life in a small community is subject to intrusion and loss of privacy and characterizes the typical village shop as follows:

But the village shop, as one knew it personally, and as one can read about it in fiction, was usually an unattractive place, and frequently a malignant one. The gossip which was exchanged was, as often as not, inaccurate and cruel. Although there were exceptions, one's main memory of the village shopkeeper, man and wife, is of faces which were hard and sharp and mean, leaning forward to whisper in ears



that were cocked and turned to hear all that they could of the misfortunes or the disgrace of a neighbour. Whisper! Whisper! Whisper! This has always been the chief commodity of the village shop. And not only whispers, because the village shopkeeper, informed or misinformed, could always apply sanctions against those to whom disgrace or misfortune was imputed.

Notice how Sale relies on evidence and the testimony of experts to support his claim that small communities promote peace, social harmony, trust, and well-being. The character of Sale as a person is less important than the facts he presents to support his thesis or claim.

By contrast, Fairlie's description of the stifling character of small-town life is communicated by picturesque language that is designed to appeal to the imagination and arouse the emotions of his audience against this life. The audience's sense of Fairlie as a person is important, since his own observations are presented as a source of evidence drawn from his past experiences. There is no objective evidence as such in this passage. Fairlie's ability to appeal to the emotions of his audience through skillful use of provocative language is the only evidence he presents. Yet, it would be difficult to say which of these two passages is more persuasive. The point here is that the difference between argument and persuasion is one of degree. Arguments tend to emphasize appeals to logic, whereas persuasion tries to sway an audience through a calculated manipulation of the audience's needs and values. Real-world arguments, however, should be a blend of the two.

## *Rhetoric and Persuasion*

Rhetoric came into existence as a specific field of study in the early part of the fifth century B.C. in Sicily to enable ordinary citizens to make an effective case concerning why they should be entitled to recover property that had been seized by a dictatorial tyrant. The claimants had to present their case without supporting documentation and construct an argument solely on the basis of inference and probability. This emphasis on discovering, arranging, and presenting arguments to enhance the probability of a claim defines the distinctive nature of argumentative discourse from this beginning to the present day.

The term *rhetoric* has acquired negative connotations of language calculated to deceive; "mere rhetoric" is associated with stylistic flourishes devoid of content, or empty talk without action. It was not always thus. For Aristotle, rhetoric meant discovering all the available means of persuasion in any given situation where the truth could not be known for certain (Aristotle, *Rhetoric*, Book I, Chapter 1, lines 26–27). Aristotle, of course, excluded coercive or violent means and concerned