

The THINKING TOOLBOX



Thirty-Five Lessons That Will Build Your
REASONING SKILLS

Nathaniel Bluedorn & Hans Bluedorn
illustrated by Richard LaPierre

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CHRISTIAN LOGIC

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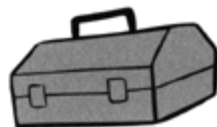
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"...Thou shalt not steal,...Thou shalt love thy neighbour as thyself." – Romans 13:9 "Thou shalt not muzzle the ox that treadeth out the corn. And, The labourer is worthy of his reward." – 1 Timothy 5:18

Though you look, and look, and look,
among the tools inside this book,
you'll find no crescent wrench,
nor hammer for your bench.
For though this book will not repair your sink,
it may teach you how to think.

– *Toodles*



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How to Use This Book

We hope this book is so easy to use that we don't need to explain anything.

But we suspect our printer may secretly fill these pages with incredibly boring stuff on logic, instead of the gripping mystery this book should contain. So here are a few hints on how to use our book to learn logic, just in case this happens.

The Thinking Toolbox is for anyone aged thirteen through adult. Our previous book, *The Fallacy Detective*, is an easy start to logic. We wrote both books to work well together.

Adults and Children at Home

You can read this book by yourself, or you can read it with others. Many students say it helps to talk with other students about logic. There is something about logic discussions that can expand our mind and answer questions. But a group setting is not required.

Each lesson ends with exercises. Each exercise builds on previous exercises, so don't wait until the end of the lesson to check your answers. Check as you go. This way, you will know if you are misunderstanding something.

If you don't understand something in a lesson, do the exercises anyway. We designed them to be teaching tools. You may catch something in the exercises that you didn't understand while reading. If you still don't understand, repeat

the lesson. You can also discuss your difficulties with someone else.

This book is a springboard to larger projects. For students, larger projects may include a science fair experiment, a history research paper, or starting a small business selling snails. Adults may wish to use the thinking tools in this book to solve problems like motivating their children to sell lemonade instead of snails. Whatever you do, don't simply read this book and then forget about these tools.

In a Classroom

If you visit our Web site, www.christianlogic.com, you will find a forum where teachers share suggestions on how to use our books in a classroom. Teachers could have students work on the larger projects mentioned at the end of this book or play one of the logic games.

The Challenge

We thought we would close with an inspiring challenge to battle the forces of bad reasoning. But instead, we will suggest you read the next lesson.



Lesson 1

A Thinking Tool

Consider the following situation. Let's say your mom sent you to the drugstore to buy a bottle of aspirin. While you are walking home, a black van pulls up next to you. A guy with a beard leans out of the window . . .



BEARDED GUY: Hey, kid, you want a bag of candy? Here, get in the van quick and I'll take you for a ride. Don't worry. Your mom said it was okay.

YOU: Just a moment, let me think about it. How do I know you are telling the truth?

At this moment, you need to know whether you can trust the bearded man in the black van. Is he telling you the truth? Did your mom really say it was okay to go with him? You need some tools.

This book is like a toolbox. This book is full of different kinds of tools you can use for different thinking tasks. Just as you take a wrench out of a regular toolbox and use it to fix the sink, so you can use the tools we give you in this book to solve thinking problems.

A thinking tool will often take the form of a question. “How do I know this person is trustworthy? Does he have a reason to lie? Are there two sides to this story? Which one should I believe?” Thinking tools are very useful in solving many kinds of problems – from studying history, to finding out why the family cow is sick, to knowing whether to trust bearded guys in black vans.

BEARDED GUY: C'mon, kid, do you think I'd lie to you?

YOU: Are you a primary source?

GUY: Huh?

YOU: I mean, did you see the events in question yourself, or hear them from others? What about biases? Do you have a reason to lie?

GUY: Umm.

YOU: And other evidence – do you have any corroborating evidence for what you say? Perhaps other witnesses, or some circumstantial evidence?

GUY: Who?

YOU: So you admit that all you have is hearsay evidence and possibility reasoning? My daddy said I was not supposed to talk to strangers.

Each lesson in this book will give you a thinking tool or will teach you how to use a tool. By the time you finish this book, you will have many tools in your thinking toolbox – tools such as:

- How to list reasons to believe something
- How to analyze opposing viewpoints
- Examining evidence and sources
- Brainstorming
- The scientific method

However, the tool we should learn in this lesson is probably one which I am sure your mother and your father have already taught you.



**Just because somebody
tells you something, that
doesn't mean it is true.**

Unless that somebody is somebody you know very well.

YOU: Wait a second . . . I guess I'll get in the car. Where do you want to go?

BEARDED GUY: What?! No, you don't want to get in here. You aren't supposed to trust strangers. Your father told you many times not to trust strangers!

YOU: That's right, but I think it's okay to trust this one, Dad.

BEARDED GUY: What?! Oh. What gave me away?

YOU: It was the beard. It's the same one you used in the Christmas play.

DAD: Did I fool you for a little while?

YOU: No, but it sure gave me a chance to try out those tools I've been learning in *The Thinking Toolbox*.

DAD: I'd say you deserve some ice cream for cracking this case.

YOU: Sounds good!



Exercises

A. For each of the following quotes, say whether you would trust what the person is saying.

1. **LIBRARIAN:** It says here in the *Australian Guide to Poisonous Snakes* that the Australian death adder is easily recognized by its triangular-shaped head, short stout body, and thin tail. It says death adders have a toxic venom. Before the introduction of antivenin, about 60% of bites to humans were fatal. It says that if you are bitten by a death adder, you should seek medical attention immediately.
2. **MAN NEXT TO YOU ON PLANE:** I read somewhere in a book that the Australian death adder isn't really as dangerous as they make it out to be. I read that if you ever get bit by one, all you have to do is drink a quart of lemon juice – the acid will kill the venom. It's true because I read it in a book written by somebody who was an authority on how to treat poisonous snake bites.
3. **AUSTRALIAN BUSHMAN:** Aye, that's a nasty snake, mate. They call it the Australian death adder. I wouldn't touch it if I were you – very poisonous. I was bit by one once – they nearly 'ad to take my leg off at the knee.
4. **YOUR MORTAL ENEMY:** Ah, don't believe him. That isn't an Australian death adder; it's just an Eastern tiger snake. They're perfectly harmless. I would know – I'm an expert on Australian snakes. You can pick it up if you like.
5. *Australian Guide to Poisonous Snakes:* The Eastern tiger snake inhabits the southern portion of Africa. The venom of an Eastern tiger snake is of no consequence to humans, but they will strike readily when provoked.

B. 6. Which of the following persons does not agree with the other two?

FRED: I think we're lost. I think we're going in circles. We have been traveling in this Brazilian jungle for a week, and I keep seeing the same scenery.

DERF: We're not lost. The jungle looks the same no matter where you go. Besides, we've been floating downstream on this river. Rivers don't go in circles. If we just keep floating, we'll end up in Cairo, just like this guidebook I bought says.

ENROD: I don't know about that. I've been looking at this guidebook, and it says

Cairo is in Egypt. Besides, all the signs I've seen have been printed in Arabic. I don't think we're in the Brazilian jungle anymore. I think we're lost.

C. 7. Which of the following do you think presents the most convincing argument?

a. "I think hiking in the Rocky Mountains is much more enjoyable than hiking in the Appalachian Mountains because the Rocky Mountains are much taller, which makes the scenery better and more varied. Also, the Rocky Mountains are filled with pine forests, which means there is less underbrush to walk through when you hike. Also, due to the drier climate out west, there are fewer bugs to bother you."

b. "I think hiking in the Appalachian Mountains is more enjoyable than hiking in the Rocky Mountains because the Appalachians aren't as tall. This makes it much easier to hike, which means you won't get as tired and you will be able to enjoy the scenery better. Also, I find deciduous forests are much more beautiful than pine forests, especially in the fall. Also, because it's more humid, your skin won't dry out."

D. 8. Read the following story and decide what happened.

Sheriff Handy was no pilgrim. He had been over the trail more than once and had seen both ends of a six-gun before he settled in the town of Chimneysmoke.

So when Sheriff Handy saw the stranger ride into town, he knew trouble was just around the corner. And that's where the stranger went, around the corner into the Cockroach Café.

The sheriff pulled a wanted poster off his office wall and strode in the direction of the Cockroach Café. He thought he knew the stranger, and he was going to find out. Halfway across the street, the sheriff heard shots coming out of the Café.

SHERIFF HANDY: Looks like the trouble's already started.

Sheriff Handy pushed the swinging doors open and surveyed the scene in the Cockroach Café. The stranger stood in the middle of the room. On each side of him was a man, lying on the floor, shot dead, his six-shooter still in his hand. There was a smell of gunsmoke, but the stranger had no gun.

SHERIFF HANDY: Who saw what happened here?

WANDA WAITRESS: I saw something, sheriff. I saw that stranger come in the door there, then sit down between those two gents – the ones who are dead now. Then I sees both those gents notice that stranger, then they go for their guns, and start shooting at the stranger. There was a lot of noise and gunsmoke, then I sees

both those two men dead on the floor.

SIDEWINDER SAM: I didn't see what happened, but I'm pretty sure I heard only two guns go off, then I looks and sees those two men on the floor. That stranger must be mighty quick with a gun – those two men were mean hombres. That one's name was Pokerface Pete and the other they just called The Kid. They used to be in the Deadeye Gang along with Deadeye Dan, until the gang kicked them out. They swore they'd get even with Deadeye Dan, though.

Sheriff Handy noticed that one bullet was gone from each of the dead men's guns. Sheriff Handy walked up to the stranger.

SHERIFF HANDY: Are you the notorious criminal Deadeye Dan?

STRANGER: No, you must be mistaken. My name's Rusty. People keep mistakin' me for Deadeye Dan, but I've never seen him before. I ain't done nuthin. See, I don't even have a gun! I just came in here to get a bite to eat.

Lesson 2

A Discussion, a Disagreement, an Argument, and a Fight

Most conversations can be put into one of four categories – a discussion, a disagreement, an argument, or a fight. Let's look at what we mean.

KATHY: Hello, Roberta. How have things been going?

ROBERTA: Fine, but I wish it would rain. My petunias are nearly dried up. There isn't supposed to be any rain today.

KATHY: The extended forecast said we'd have rain later this week.

This conversation is only a discussion. Kathy and Roberta are sharing information. They both might not have the same information, but they agree with one another.



A discussion

Here is a disagreement:

ROBERTA: Oh, I hope so. Where did you hear it was going to rain?

KATHY: It was on The Weather Channel. I always watch The Weather Channel for my weather.

ROBERTA: Really? I prefer Accuweather.com.

Now Roberta has a difference of opinion with Kathy. Roberta likes Accuweather.com better than The Weather Channel. They are still having a discussion, but now they disagree. However, neither feels that she needs to convince the other. Let's see what happens when they try to convince one another.



A disagreement

KATHY: I think The Weather Channel is more accurate. It seems like every time they predict a storm, it happens. I wouldn't go to Accuweather.com if I were you. They don't seem to be as accurate.

ROBERTA: Not in my experience. I'm sure The Weather Channel is a good source for weather news, but nothing beats Accuweather.com for accuracy. Accuweather.com received the "Windy" award from the National Meteorologists Association for being the most accurate weather source.

Now Roberta and Kathy are giving evidence for what they think. They are having an argument.

Exercises

Identify each of the following examples as a discussion, a disagreement, an argument, or a fight.

1. MOM: Joey, it's time for you to go to bed.
JOEY: I don't want to go to bed. I want to stay up.
2. FRED: Ouch. That bee stung me.
DERF: That wasn't a bee; it was a wasp. You can tell because bees can fly. That wasp just slithered along the ground.
FRED: No, it has to be a bee. It made a rattling noise. Wasps don't rattle before they sting, silly.
DERF: I still think it's a wasp. Bees sting with their tails, and that wasp bit you.
3. SUZY: Let's go play house.
KABEL: I'd rather play store.
4. MR.: Honey, I bought you flowers for your birthday.
MRS.: Today isn't my birthday; that was last month.
MR.: I mean our anniversary.
MRS.: That's next month.
MR.: Sorry, honey, I forgot.
MRS.: That's okay. Thanks for the flowers.
5. TOM: Where should we go out to eat?
SUSAN: I like Steak and Shake; let's go there
TOM: Okay.
6. MAN WITH BIG HAT: Good morning ma'am. I come from the county sheriff's office, and I'm afraid we've had a report that you were threatening some salesmen with a shotgun. Is this true?
MRS. OAKLEY: It weren't no shotgun. I was usin' my express rifle, .700 Nitro Magnum.
7. MR.: See, Honey, I bought you flowers for our anniversary. They're blue, just like on our wedding day.
MRS.: No, those were red.
MR.: Blue.

8. MR.: See, Honey, I bought you flowers for your birthday.

MRS.: Yeah right, you're just trying to be nice so I won't be mad at you for mowing over my delphiniums. You don't care about me.

MR.: If you just wouldn't plant your ridiculous flowers at odd places, perhaps I could remember where not to mow.

MRS.: Don't give me that; you know I told you not to mow there.

MR.: No you didn't. All you said was don't mow over the delwhatchama-callthems. How am I supposed to know what they look like?

Lesson 3

When It Is Dumb to Argue

While it is nearly always okay to have a discussion with someone, sometimes it is not appropriate to disagree, and sometimes it is not appropriate to have an argument. It is rarely appropriate to fight.

For example, if the Queen of England walked up and introduced herself, it would be appropriate to have a pleasant discussion with her. However, it probably would not be proper to disagree with her – at least not at that moment. And it certainly wouldn't be appropriate to argue or fight.

But let's say you were a student in a classroom and the teacher said something very wrong. Let's say he said the king cobra of southeast Asia is not poisonous, but is really a cuddly snake who likes to be kissed on the nose. In this situation, it would be okay to stand up and disagree. And depending on the type of class you were in, it might be okay to argue with him – explaining that the king cobra is poisonous, how it injects a powerful neurotoxic venom, and how without prompt medical aid, death is certain for its victims.

Sometimes it is a waste of time to argue.

FRED: What is the capital of South Dakota? I have no idea.

DERF: I don't know. Maybe it's Tulsa?

FRED: I think it's Los Angeles. That sounds Swedish, and I know there are lots of Swedish people in South Dakota.

DERF: No way. It's got to be Tulsa. My grandmother was Swedish, and she said she once visited Tulsa.

Both Fred and Derf admitted they didn't know what the capital of South Dakota was, but they are arguing about it anyway. Until one of them looks it up in an atlas, they are wasting their time.

There are other times when we shouldn't argue.

GUY: Hey, you! I think you parked just a little too close to my car – move it.

HANS: Actually, I was in this parking spot before you came. You were the one who parked close to me.

GUY: Don't be a smart-alec to me, Bub. Just move your car over.

Sometimes arguing can be dangerous. This man is obviously upset and isn't thinking clearly, so arguing about who was in the parking space first would probably only make him more angry.

“Do not answer a fool according to his folly, lest you also be like him”
(Proverbs 26:4 NKJV).



When might it be dumb to argue?

1. **When it wouldn't be socially appropriate at the time.**
2. **When neither person has any real knowledge about the subject being argued.**
3. **When one of the persons involved is angry or isn't thinking clearly.**

Exercises

A. In the following situations, do you think it would be appropriate to argue?

1. **ATHEIST:** There is no God, and I can prove it. If God created the earth, why is there so much death and destruction in the world? Either God doesn't exist or He doesn't care about us.
YOU: I beg to differ with that.
2. **HANS:** Good grief, this article is 1,400 words long and it is supposed to

be only 700. I'll need to cut out a lot.

NATHANIEL: Actually, I remember we were allowed 723 words.

HANS: No. I distinctly remember 700.

NATHANIEL: 723.

3. JUDGE: According to my information, you have been charged with jay-walking on a public street. How do you plead?
PLAINTIFF: Not guilty, your honor.
 4. CALLER: I can't believe you think it is okay to use the term "niggardly" on the radio. You're a racist.
TALK SHOW GUEST: Actually, the term "niggardly" has nothing to do with race at all. It simply means to be covetous and miserly. You can look it up in the dictionary.
CALLER: Yeah, right. It's obvious you're a racist.
 5. AUSTIN: I got you. I shot you with my ray gun. You're dead now.
ADAM: But I have atomic armor on. It reflects your ray gun back at you, so you're dead and I'm not.
AUSTIN: But my ray gun is armor-piercing. You're dead.
ADAM: But my armor has a special layer that stops armor-piercing rays.
AUSTIN: My ray gun is special. It goes through that layer.
 6. A blond Australian guy hands Queen Elizabeth an Australian death adder: 'Ere she is. Isn't she a beaut? Aye. Don't be scared. She's perfectly harmless; she would never bite a queen.
- B. In the following examples, is the speaker presenting an argument?
7. "I believe there is a God because if there wasn't a God there would be no purpose to life."
 8. PAUL: What shall we say then? Is there unrighteousness with God? Certainly not! For He says to Moses, "I will have mercy on whomever I will have mercy, and I will have compassion on whomever I will have compassion."
 9. MRS. OAKLEY: Howdy.
 10. JESUS: Lazarus, come forth!
 11. "And God said to Noah . . . 'Make yourself an ark of gopherwood: make

rooms in the ark, and cover it inside and outside with pitch.” – Genesis 6:14

12. “You dirty rotten bum, why did you cut me off in traffic like that?”
13. “Studying logical thinking skills isn’t only about learning how to come up with mind-bogglingly good arguments to defeat an opponent’s argument and ‘show him what’s right.’ Learning when it is appropriate to argue is also very important.”
14. “Okay, this gun here’s loaded, so everybody start emptying your pockets and purses – and don’t forget the jewelry.”

Lesson 4

Fact, Inference, or Opinion

Sometimes people will say things which are ambiguous – that is, we can't be sure what they mean.

NEWSPAPER ARTICLE: Homeschooling should be banned. These homeschoolers are not teaching their kids the things they need to learn. Fifty percent of homeschooled kids can't read properly, and 75% of homeschooled kids aren't getting enough socialization. In fact, there are some homeschooled kids who are actually being abused by their parents.

While there is nothing ambiguous about what this reporter thinks about homeschooling, there are parts of this statement which we are not sure how to take. For example, how does he *know* that 50 percent of homeschooled kids can't read? Did he find a study which said this? Or is it just his own guess? Does he *know* some homeschooled kids who have been abused, or is this just what he *thinks*? He asserts these things as if they were facts, but they may only be his opinions.

When we make a statement, we are either stating (1) what we think is a fact, (2) what we have inferred from facts, or (3) opinion. We often do not clearly state which of these three categories we are speaking in.



Fact

PROSECUTING ATTORNEY: Mr. Jones, what did you see on the night in question?

MR. JONES: Well, it was like this. I was sitting on my porch and saw that man right there sneak up to Mr. Applebottom's house, break the window, and crawl inside. He had a gun, so I called the cops.

We can call Mr. Jones's testimony a *statement of fact*. Mr. Jones is describing things which he saw happen – things which other witnesses might verify if they were there.

A statement of fact is any statement about something which can be directly observed by others or checked for accuracy.

Something is a statement of fact if we can check to see if it is true. This does not mean the statement is necessarily true. The witness might be lying, but at least we can check up on him and find out for sure.

17. SHERIFF: I walked into the saloon and saw that man over there with a smoking gun in his hand. Then I looked over on the other side of the room and there was a dead man on the floor. He had a smoking gun in his hand too. I figured it was a case of self-defense, so I didn't arrest nobody.
18. SHERIFF: I walked into the saloon and saw that man over there with a smoking gun in his hand. Then I looked over on the other side of the room and there was a dead man with a hole clean through him. I figured that the dead man must have been gored by a bull elephant, so I went off to trail the elephant. I didn't arrest nobody because I never found the elephant.
19. SHERIFF: I walked into the saloon and saw that man over there with a smoking gun in his hand. Then I looked over on the other side of the room and there was a dead man with a bullet hole clean through him. I figured somebody in the saloon must have seen what happened, so I asked the bartender what happened.
20. SCAR FACE: It was self-defense, sheriff. I was busy robbing the bank when the teller said, "You won't get away with this." I figured he was gonna kill me, so I shot him.
- C. 21. Which person in the following conversation is stating a fact, which person is stating an inference, and which person which is stating an opinion?
- a. FELICE: Every book in this library has a magnetic strip on it so that the book cannot leave the building without sounding the alarm. However, if a book has been checked out, it won't sound the alarm if it leaves the building.
- b. HEWEY: That's true! That would mean that if a book is missing and the alarm bell hasn't sounded, then the missing book has either been checked out without us noticing, or it is still in the library.
- c. LAMONT: I think the missing book is miles away from here by now. The thief has probably sold it on eBay.

Lesson 5

Finding the Premises and Conclusion

An argument is a statement that uses premises and a conclusion and that usually tries to convince you of something.

BINGO'S MOTHER: Bingo, I really wish you'd leave your shoes on while we're in the car. Nobody likes the smell, and we might have to get out of the car and you'll need them on.

BINGO: Okay.

Notice that Bingo's mother used a simple argument to convince him to put his shoes back on. Her argument contained two parts:

1. Premises – (1) Nobody likes the smell, and (2) we might have to get out of the car and you'll need them on.
2. Conclusion – I really wish you'd leave your shoes on. . . .

The *conclusion* is what Bingo's mother wanted to convince him was true. And the *premises* are the evidence or reasons she used to convince him. Arguments are often more complicated than this, but if we remember these two basic parts, our job will be much easier.

Finding the premises and conclusion in an argument is the first step towards understanding the argument. Sometimes a conclusion will appear at the beginning of an argument, sometimes at the end, and on rare occasions, you'll be shocked to discover it in the middle. Premises are even harder to find.

WARNING MESSAGE: Do your best to conserve wood products. Deforestation may be causing our earth to spin faster. In the same way that a figure skater's

rate of spin increases when she brings her arms close to her body, if we cut down tall trees, this may cause our planet to spin dangerously fast. Together we can save our planet.

This is a simple argument. The conclusion probably is the combination of the first and last sentences, "Save our planet by conserving wood products." The single premise is something like "Tall trees act like the arms of a figure skater and if we cut them down, our planet will spin out of control."



PROFESSOR OF ETYMOLOGY AT OXBRIDGE: "When in Rome, do as the Romans do." This is a very important principle to remember. I always open my classes with this phrase. The reasons are manifold and multiplicitous. To quote our learned sage, "To be or not to be, that is the question." And truly, it is. For how could we perambulate the penumbral cabinet that is our lives without phrases like, "When in Rome, do as the Romans do"? Why, life would be a total bore. We can question all the verbosity of learned sayings, but without "When in Rome, do as the Romans do," we are left standing in the gutter of human intellect. A classical education is but the vaunted vantage point for a vociferous – dare I say venomous or vicarious – vocation. Even the much-maligned poet Horatio Haldeger was fond of saying . . .

Relax. Paragraphs like this usually don't have any point. If they do, here are some hints to help you find it.



1. **First, find the conclusion. Ask: what is the author's point? Words like "therefore" and "so" are clues that a conclusion may follow.**
2. **Find one or two premises. Ask: does this author use any facts or reasoning to persuade us?**
3. **Underline key sentences or put numbers in the margin to mark premises.**

A good author will make this work easy for you.

In the paragraph above by the Professor of Etymology, the conclusion probably is "Life would be a total bore without phrases like 'When in Rome, do as the Romans do.'" One premise may be "Without 'When in Rome, do as the Romans do,' we are left standing in the gutter of human intellect." Another premise, hidden in the quote "To be or not to be, that is the question," might be expanded as "If we don't have phrases like this, then there is no reason to live." But this last premise is hard to ferret out.

This paragraph was a bit thick. We want to show you how difficult it can be to find conclusions and premises. If you can handle this, you can understand any argument.

Exercises

In the following examples, decide whether the author intended this to be an argument. If it is an argument, find the conclusion and at least one premise.

1. "But Mom! I might die before dinner, and I'm going out to play in the weeds, and I might forget to eat it later, and Grandma gave it to me to have when I wanted, and I feel sick and maybe I'll have a stomachache

and won't be able to eat it, and I want my candy now!"

2. "This book is green and that honey is sweet. The Cubs will win next season."
3. "I believe the earth is flat. Ever since I was a little child, my mother taught me to pray for my father that he wouldn't fall off the edge of the earth when he left in his whaleboat. And we all can see when we look around us that the earth is flat. If it were curved, every time I set a ball on the ground, it would roll off downhill. How absurd."
4. "The cheetah is the fastest-running land animal.
My Jeep was fast when it had gas.
This rope is tied fast to this cheetah.
I am holding the other end."
5. "It's warm outside and I think the bugs might start coming out. I hate bugs, but last year there weren't as many. Isn't it interesting how each year is different? I'm glad we have bugs. It'd be horrible if God made rocks that could crawl and you'd find them in your soup and things. Which reminds me, I need to plant my spinach. I'll need it to make spinach soup. So I need someone to change the oil in the car because I'm going into town."
6. WIFE: Dear, do you love me?
HUSBAND: Of course.
WIFE: Then why don't you buy me more flowers?
HUSBAND: I didn't know you wanted any.
WIFE: See, you don't love me. Every woman loves flowers, and if you loved me you'd give me flowers.
7. PROMOTIONAL PAMPHLET: Midwestern towns are choice places to visit. No one uses security systems around here, or even locks doors. You never meet strangers – you know everyone, even the sheriff!
8. "The earth is round we all know, for fishes flat do not grow.
If in winter round we flew,
the snow would blow off and not stick like glue.
When I with mittens stare in cold, at a glistening white remold,
I should see . . ."
– Ingrid Lifferman, 1703.

9. In *Right Ho, Jeeves* by P. G. Wodehouse, Bertie Wooster describes Miss Madeline Bassett as follows: "Her conversation, to my mind, was of a nature calculated to excite the liveliest suspicions. Well, I mean to say, when a girl suddenly asks you out of a blue sky if you don't sometimes feel that the stars are God's daisy chain, you begin to think a bit."
10. "Philosophy is all a bunch of bunk. Philosophers just like to talk a lot about stupid stuff. You can't prove a thing they say . . . it's all in their heads. If there's a war, we should send all the philosophy professors to the front lines. They'd probably like it out there watching the bullets go whizzing by and asking each other if the bullets really exist."
11. "My sisters don't like the road commissioner. He cut down the trees to build a new bridge at the creek. My sisters think the old bridge was fine. The hole in the middle made people slow down when they pass our house. Besides, he could build a new bridge around the trees. And the trees are older than the road commissioner is, so they should have a say. My sisters think the commissioner wouldn't stop his bulldozer even if there were an old lady standing in front of it."
12. FAMOUS ACTOR: Tonight we will bring you a new form of entertainment. You will watch me eat twenty-five live snails in an attempt to keep you from turning the channel to a different station.
13. In an advertisement a famous actress walks on stage, "I've lost seventy-three pounds. You can too." The scene shifts to a chef preparing food. The famous actress says, "You can prepare non-nutritive foods your family can't resist. Just add our advanced Slendra formula. You'll eat knowing you won't gain a single ounce." An animated scene appears showing food molecules being coated by Slendra formula, making them indigestible.
14. "When a cat falls, it always lands on its feet. And when a piece of toast is dropped, it always lands with the jelly side down. Scientists have proposed that we strap large slabs of jellied toast to the backs of large cats. The two opposing forces (toast and cats) would cause each cat-toast combination to hover, spinning inches above the ground. We could build a high-speed electric train that would float on thousands of these cat-toast devices."

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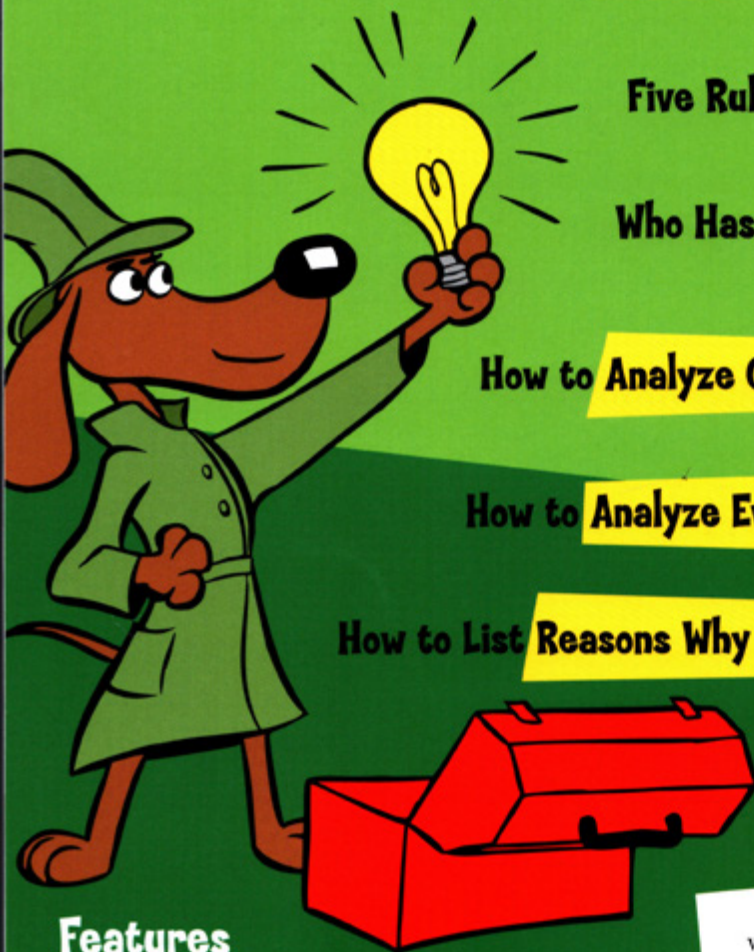
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