

Arguments are composed entirely of premises and conclusions. In this argument, the first line is neither a premise nor a conclusion. Therefore, it should be omitted or rephrased so that it is logically relevant to the conclusion.

The following exercise will give you practice in standardizing arguments.

EXERCISE 7.4

Please answer
number 3, 5, 6, 8

Standardize the following arguments using the method presented in the preceding section.

1. *Professor Jack W. Meiland, offering advice to new college students:* There is one question which you should *not* ask, nor feel any temptation to ask, your instructor. That question is: "Will this be on the exam?" This question infuriates many instructors, and rightly so. For this question indicates that your main interest is in getting through the course with a good grade rather than in learning what the instructor has to teach. It is insulting to the teacher who has worked hard to put you in a position to appreciate the material—its intrinsic interest, its subtlety, its complexity.
2. *Douglas J. Futuyma on the limits of science:* [S]cience seeks to explain only objective knowledge, knowledge that can be acquired independently by different investigators if they follow a prescribed course of observation or experiment. Many human experiences and concerns are not objective and so do not fall within the realm of science. As a result, science has nothing to say about aesthetics or morality. . . . The functioning of human society, then, clearly requires principles that stem from some source other than science.
3. *From Chief Justice Earl Warren's opinion in Brown v. Board of Education (1954):* Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.
4. *Theologian Thomas Aquinas on the greatest evil in life:* It is impossible for any sorrow or pain to be man's greatest evil. For all sorrow or pain is either for something that is truly evil, or for something that is apparently evil, but good in reality. Now pain or sorrow for that which is truly evil cannot be the greatest evil: for there is something worse, namely, either not to reckon as evil that which is really evil, or not to reject it. Again, sorrow or pain, for that which is apparently evil, but really good, cannot be the greatest evil, for it would be worse

Conclusion
therefore
so
hence
thus
it follows that
as a result
consequently

course