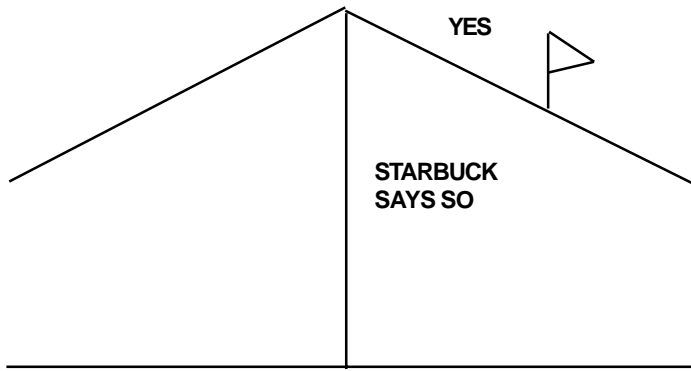


Starbuck says to Lizzie in *The Rainmaker*: Lizzie-look at me. Look at me. When you said you were pretty, you were.



IS LIZZIE PRETTY?

STARBUCK IS A GOOD JUDGE OF BEAUTY

C. Take a look at the arguments that you mapped for today. Compare them with mine. The exact wording is not usually crucial (though it can be). If you and I disagree on what is the issue, or the conclusion, or the reasons, or most critically, what is evidence, then you need to take a step back and review.

D. Now, let's look at the assumptions of the argument. Some of the arguments have just one assumption, and some have many more. But all have this in common--it is an unstated warrant (as Toulmin would have loosely put it) that must be accepted before the argument can be taken seriously.

E. Exercises the First. Map the following arguments, including the assumptions. I apologize that these examples come from an Old Debate Topic, but they still work well for the UT. Take your time -- you won't get anything if you skip on to my answers.

All quotes for this exercise are from Donald and Constance Shanor, *China Today*, 1995.

1. The greatest risk to the Chinese Communist Party leadership in pursuing the nascent free-enterprise system it has labeled the socialist market system is the loss of its own power and control. China's leaders have wholeheartedly embraced Western technology and welcomed the foreign investment that has been crucial for industrial modernization, but the reforms and the opening to the world have led inevitably to a relaxation of the total government control that once permeated daily life in China (p.9)

2. The most favorable course is one derided by both the conservatives and the current liberals, which is to accept the plea the dissident Wei Jingsheng made in 1979 and paid for with fourteen years of political prison: Modernize the political system as you modernize the economy. Rule through sharing power, not dictatorship. (p.13)

3. The pragmatism and flexibility Beijing has shown in the past to further economic reforms might be stretched to encompass limited political liberalization. If the pressure from below or within the party is strong enough, the post Deng leaders may see the writing on the wall and find a face saving but satisfactory way to allow diverse voices to chart the future, using those most Chinese of desired Chinese characteristics -- harmony, stability and unity. (p.248)

4. Human rights in China touches a whole series of raw points in the Sino-American relationship, beginning, as always with history. To the Chinese, American members of Congress or human rights activists speaking on the subject bring back memories of the American missionaries preaching about salvation early in the century... China is an old and proud country, but also one that has been very weak. Any perception of interference in China's internal affairs brings out not only understandable nationalistic reactions but also fears rooted in history. (p.30)

F. Let's compare.

G. Now let's see what the assumptions we have identified will do for us. You go first. As long as you have correctly identified the assumptions, a wide range of alternatives are available. Again, do this first, then go to what I think.

H. Here are the arguments I see. Each is set up easily by

cross-ex questions, which the other side had BETTER answer the way the assumptions demand they should. What should I argue if the opponent denies the assumption, or, more stupidly, refuses to answer?

I. Now, go back to the five arguments that you began clear back on Piece One. Map the argument, and meditate upon the assumptions, and draw them in also. Don't forget the evidence!

Alpha

Omega

Epsilon

Greek

Yo Mama

J. Now, practical application.

Taking a possible case on the UT, the affirmative claims that the teaching of evolution should be halted in the public schools. Analyze the quotes below, and attack! (from I.L. Cohen Archeological Institute of America, *Darwin was Wrong*, 1984)

A cell has no capacity to decide by its own wit, to change its own DNA sequence and create a different alignment of 50,000,000 other nucleotides. Then and only then, would we have obtained a new species, and even then, if the sequence was not purposefully constructed, no viable species would ensue. (p. 207)

I wrote this book also because I am troubled -- troubled with the rigid dogmatic position taken by a number of evolutionists. They imply that they -- and they alone -- know the truth. As such any further questioning is to be considered superfluous. There is little difference between the certainty expressed by such modern posers that be, and those who imprisoned Galileo and threatened him with torture for writing that the Earth was circling around the Sun. Then, too, the authorities knew exactly what the "truth" was -- or so they thought. (p.6-7)

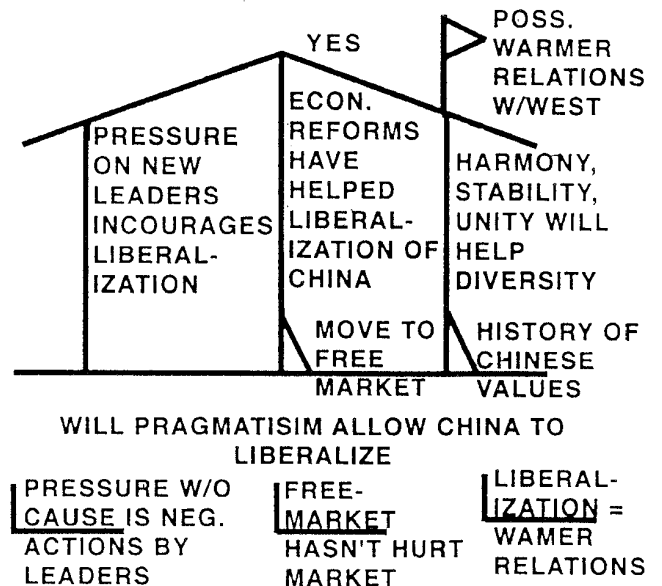
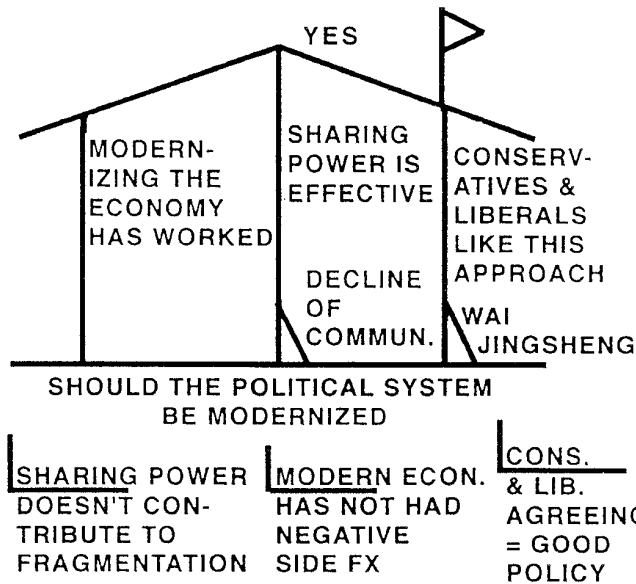
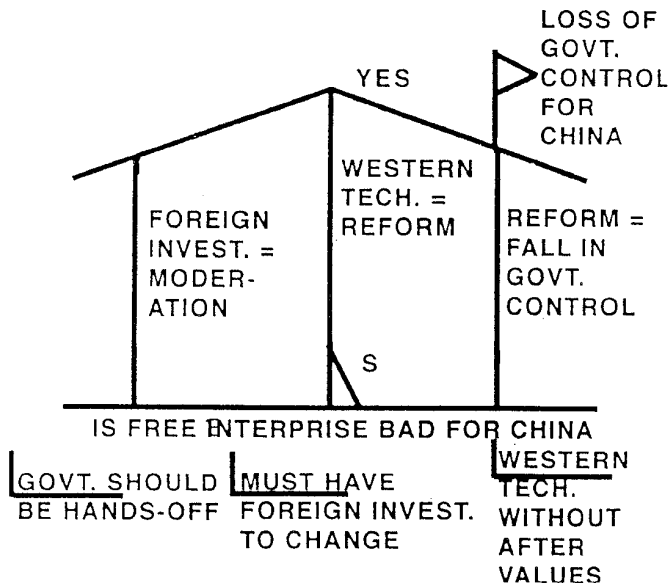
Now map the argument. Here is a good example of assumptions necessary not only to the reason to be true, but assumptions necessary for the evidence to be accepted.

Be ready to deliver this argument tomorrow. Make sure you include necessary cross -ex questions.

K. 1. Orators -- what are the assumptions of the essayist you have used in the previous homework?

2. Interpers -- The concept of assumptions is much the same as the concept of subtext. Have you encountered that idea? It is critical, go explore it immediately. If you understand subtext, then on the maps of the conflicts from your scripts, draw in the assumptions.

3. L/D's -- map this argument, loosely adapted from *How to Argue and Win Every Time* by Gerry Spence



ARGUMENT MAPS FOR E., CHAPTER 3

God only exists because we give power to Him. If we kept all the power that we grant to God -- creation, morality, control over Nature- we would not need Him.

4. Extempers -- go back to your homework on the bomb under the Senate. What are the assumptions of your argument? Are they humane? Do they involve the use of power that the President does not have?

I decided that I must find Geoff Goodman. I don't have the money to hire a private detective. But I have seen the name of the colleague of Goodman, King Schofield, still a high school coach in Southern California and a debate deity. Here is my key, but where in Southern California?

NFL should know.

NFL thinks it knows. Westlake. Phone number unknown.

Westlake High School has never heard of a King Schofield. I admit that it is a name that would stand out in any faculty. The person who answered the phone sounds somewhat harried. Perhaps it is because there is someone screaming in the background.

Back to NFL. Marilyn knows. Of course, Marilyn knows! Knows is her last name.

-Try Harvard School..

-What's the number?

-Try directory assistance.

-Yes, I know a King Schofield, but he teaches at the middle school.

-Yes, he's here. I'll transfer you.

Deep breathing exercises -- I couldn't be more nervous if I was waiting for Kevin Costner to get on the line.

Chapter Four- In Which The Author Becomes Rather Kinky

- A. Debating the average house plant
- B. The implications
- C. Implications for interp
- D. Exercise 5
- E. Comparing results
- F. Implications spin-offs
- G. Use of cross-ex in implications
- H. Cross-ex in L/D
- I. Exercise 6
- J. Engulf and devour
- K. What is 'engulf'
- L. What is 'devour'
- M. Exercise 7
- N. What your mother did to you
- O. Homework
- P. Alternate event homework

"Feed me, Seymour, feed me!"

-- a certain house plant

(You haven't heard of this? Shame on thy head)

A. Have you debated such a house plant before? I've had a few on my debate squad. They enjoy twisting arguments, and claiming that you are somehow "feeding their argument".

Of course, most of the time, it's a lie, or a product of overheated minds. However, you are now ready to truly learn what "Feed Me" really means.

B. The parts of an argument - eight - the implications

This means the end result of the argument. We don't usually bother to present arguments that have no end result - the reason why we make them in the first place is to move on to something that we think eventually will win the debate (or the desired ranking) for us. The implications- what the argument, if accepted, asks us to DO is shown by a weather vane on the top of the house. In debate terms, this is really what we mean when we jargon (jar-gone, v: to speak as an attorney, an educator, or a debater) that an argument has *impact*. More on this later.

Take this argument. I prove to you, or at least you will assume that I do, that evolution is called a theory because it is not proven. What will be your response? It had better not be "Oh, nutting!". Just a burp." No, there is an agenda behind this argument. The poser of the argument wants us to accept it so he/she/it can force us to grant an impact, potentially killing us all ten times over.

The implication of this argument is that if evolution is merely a theory, then there is no justification in presenting it in a public school with tax dollars without presenting, without refutation, the theory of creationism. If I have won that implication, by your default, then I have easily won the UT.

C. Every speech by a character in an interp has implications. Else, why would the speech be included in the script, anyway? The power of a scene rests in its conflict -- and the implications are the expression of that conflict.

D. Exercise the Here- I'm lazy- use the ones from (3) E of Lesson Three. (you will soon see that we all are lazy) Map the impact of each of these argument.

E. I'll show you mine if... never mind

1. Implication (IM) -- a market economy move will eventually cause a lack of control in China
2. (IM) Action must be taken to bring about modernizing of the political system.
3. (IM) Political liberalization should be a desired outcome for the Chinese.
4. (IM) Never twist the tail of a dragon.

Yes, there are many more implications, I just grabbed ahold of a couple.

F. Arguments that spin off implications are very profitable, because they immediately put your opponent at a disadvantage. On the one hand, she has to win the implication (impact) in order to outweigh the consequences (good old policy maker paradigm). But, if the argument really HAS impact, the implications of the argument almost never match the plan.

An example: on the UT, the affirmative wishes to paint the walls of every public classroom a deep, relaxing green. The affirmative proves that school is very stressful, and therefore any tool possible to relieve that tool should be used.

Now, don't go after the assumptions, though admittedly they are very weak. The implication is that we should do anything to relieve stress, therefore, I propose the ultimate solution- abolish school! Stop cheering.

G. Cross ex plays the critical role in setting up implication arguments. The first question is to confirm that the opponent agrees that the argument indeed has that implication. The second question commits him to following the implication to the bitter end.

Take the example above.

Cross-ex Q. So, you are arguing that school is stressful, right?

A. Extremely. I'm on 2000 cc of Maalox a day.

Q. So anything can be done to relieve stress is a good thing?

Here is the rock and hard place. If the answer is yes, then killing bad teachers is justified. If the answer is no, then all the affirmative work is for naught- they have given no decision rule at all.

H. Of course, in Lincoln/Douglas cross is even more important, because it not only sets up a value but it also avoids the ships in the night syndrome. L/D'rs take note. You need more cross-ex practice than you do speaking practice. There are lots of good exercises in cross-examination manuals for budding young attorneys. Just ignore the advice how to cross-ex in the manuals. Most are worthless for high school competition. [Ed note: the landmark text is James Copeland's *Cross Examination in Debate*, NTC]

I. Exercise the Now-draw up arguments based on the implications of the four arguments. Make sure you list the cross ex questions that **MUST** be answered correctly by the opponent for the argument to have impact.

J. Well, I think you are old enough to learn the most valuable tool of debate argument. It only took me until my forties to deserve to learn it, and I really resent you don't have to go through the pain and agony that I had to endure to learn it (are you crying' for me yet? Is this a big enuf buildup yet?)

The tool is called **Engulf and Devour**.

I was told about this tool by one of the great masters of thinking, Chris Riffer. Prof. Riffer calls it "even if". I meditated upon it, and upon encountering (E&D) in *Good Arguments* everything fell into place.

The tool states: the initial stage in any argument is to decide whether or not simply to go ahead and grant the opponent's argument. If you do, then you have two options:

K. Engulf- to grant the opponent's argument, but to show your own outweighs it, or, to show that the limits of the opponent's argument, when compared to the limits of your own, show the argument as weak.

The simplest example is that my opponent argues on the UT that juvenile murderers should be executed in front of their school's student body. I grant that executions would scare students into a life of law abiding. But the time missed in class for the assemblies will cause them to miss so much knowledge that the United States will be weakened unto the Third World nation, leading to imperialist adventures and a nuclear war! Whew! You already call this "outweighs".

L. Devour- the opponent's argument is not only granted, but that it feeds my argument.

Example (on an old debate topic) -- the opponent claims that a strong foreign policy on human rights gains the respect of the Chinese. I devour the argument by showing that the Chinese respond to measures that they respect with fear, and when they fear opponents, the Chinese have historically gone to war with that opponent.

Sometimes, you can do both.

M. Exercise the Immediate--Take your five critical arguments that you mapped on 3(I). Draw in the implications, and then engulf and devour. If your arguments are not a secret, compare your engulfing and devouring with others.

N. Think of Engulf and Devour this way; your mother did this to you someplace in every argument you ever had with her. And the reason it was so infuriating is that it gave your argument exactly no credit at all!

O. Homework- Take a complete article on the debate topic. Identify five separate arguments within the article, map them, and

then attack their assumptions, implications, and then attempt to Engulf and Devour them. Take your time, and work hard. It will be well worth the effort. If you haven't yet had the A-Ha! response, this exercise will bring it.

P. Alternate event homework

1. Extemp- You are in a cross-ex extemp final round You are questioning a joker who has just suggested your argument on the bomb in the U.S. Senate. Devise a question to Engulf and Devour.

2. Orators - we have all encountered the judge who argues with your oratory. You are giving an oratory on the subject of the death of love in relationships. The judge scowls at your argument (whichever way it is going -- you get to say) Engulf and Devour him.

3. L/D're- take an article on philosophy, and do the exercise above.

4. Interpers- Take one of the conflicts from the scripts- one of you favorites. In the conflict-argument phase between the two characters, intervene in the script. One of the characters attempts to engulf and devour the other. Rewrite the script from that moment on.

King Schofield is on the line! I blurt

-Uh, um, I'm doing an article on thinking and Geoff Goodman.

A long silence. Not surprisingly. Thank goodness it's southern California, so Mr. Schofield is probably used to nuts on his phone. He talks me down.

--A process? Like a formal pattern? No, not really.

Samson has lost his hair, but he's still tugging at those columns of my imaginary temple.

-- We spent a lot of time getting ready for certain cases.

We talked a lot. On the information gathering topic, I generally set up the inherency position because it traded off the solvency. Geoff listened, and took it from there.

-Did you know what he was going to say?

-Exactly? Of course not. I didn't need to know.

I knew a few teams who worked on a need-to-know basis. But surely not my heroes!

-Did you ever reach a point where you could predict what he would say?

-Oh, once in awhile. But not when he was really being brilliant. It wouldn't have been as much fun.

Mr. Schofield agrees to give me Mr. Goodman's phone number. I let it rest on my desk for a couple of days, getting nervous. It is time for Mohammed to go to the mountain, Dorothy to go to Oz, and for the Loser to go ask the Winner -- How.

Chapter Five- Where The Good Arguments Are

- A. Back to our personality quirks
- B. The brain is lazy
- C. Stephen King, The Birds and Listen to Me
- D. Sample Ultimate Topic affirmative
- E. Exercise 9
- F. Vertical thinking
- G. Criteria/pre-empt
- H. Forcing a position
- I. Agreeing with the criteria

- J. Trying to attack the criteria
- K. The persistence of vertical thinking
- L. Lateral thinking
- M. Homework and the PMI
- N. Alternate events homework

"She went over the flowsheet and around a minute and under rebuttals and through the constructives 'til she came to where The Good Arguments Are" -- slightly revised version of a children's classic

A. You may remember, we started out on the premise that debaters are a tad difficult to get along with, but that's YOUR problem, buddy. The study of argument reveals why debaters are such jerks. Read on if you have courage, or if your girlfriend is an interper. If you don't know, don't ask.

B. In order to understand the debater, we have to first understand thinking. And thinking, according to Edward de Bono, begins with the premise that the brain hates to think.

Yes, I know that the opposite is the common theme that teachers, parents, cops and insurance agents have been preaching to you since babehood. But the fact remains, you worked harder at thinking in babehood than you do now. Your education, beginning with the cradle and continuing into your So-called Life now, has been a process of learning comfortable patterns for your thinking to follow. It has been the rare experience that shocks you out of your automatic approach to life and into a new insightful experience.

C. As I write this, outside my kitchen window stupid cardinals have built a nest for the fourth straight year in the honey-suckle vines are only three feet off the ground! Not a single cardinal has ever survived that fatal nursery; if it were a setting for a Stephen King novel, it would be *The Shining*.

The cardinals are, of course, doing what comes naturally. They are following a pattern that is dictated by something, I don't dare enter the controversy about what that is. And policy and L/D debaters who march in with their same generics and same tired blow up the world theatrics are stupid cardinals -- birdbrains, if you will. (Sorry, I had to. No, I didn't tell the whole story just to get that lame punch line.) In the same way, interpers who take the usual route are boring the judge right out of the next, and orators and L/Der's who ignore the fact that the other competitor might I have done more thinking than they have is asking to be eaten (I dunno. You think I flogged that metaphor to death yet?)

Observation: Slugs threaten world peace

D. Scenario one: World leaders, sitting nervously in conference, are revolted by a slug crawling onto the conference table. As each vie for the pleasure of grabbing the salt shaker and watching the demise of the disguising thing, a dispute breaks out. Nuclear War!

Scenario two: As we all know, young students are doing poorly in school, threatening the security of all present and future generations. Old research believed that these students were merely dreaming about dinosaurs. Nay! It is fear of suddenly having a slug crawl out of the ear of their teacher that is causing those vacant stares and falling grades.

Plan: A world wide program to sprinkle salt on slugs will begin immediately.

Advantage: removal of slugs will be feasible, fun and impossible for the negative to find evidence about, until we change this

case to copperhead snakes next weeks!

Underview: Anything that increases world security should be adopted.

E. Exercise the Nine. Map the case above.

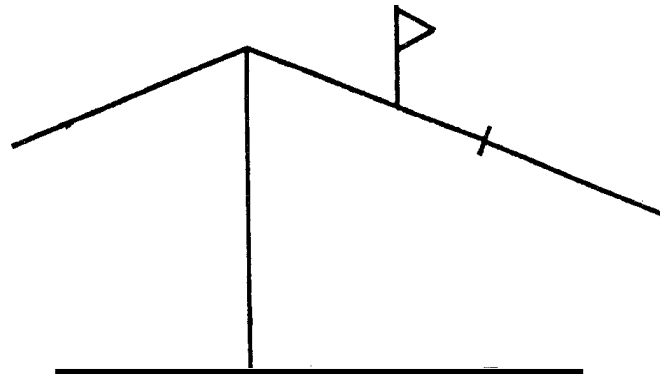
F. Now, assuming you are a well trained, a.k.a. brainwashed debater, you already think you have the arguments that will, er, nuke this case. You are thinking "T" or "J" or "B.S." De Bono calls your thinking about this case *vertical thinking*. Vertical thinking is evaluative thinking; it takes an idea and subjects it to criticism until it stands approved or defeated. It is thinking the usual, predictable way; it's reaching for the generics and the counterplan, because by golly, we did it fifteen times already and it's never lost yet.

Vertical thinking is the bread and butter of most forensic events. That huge file box of yours is an altar to the glory of vertical thinking. Here, says the ox-box, is the Ark of the Covenant. Buy this handbook, attend this camp, and thee shalt never toil with thy brain again.

Yeah? You're my meat.

The beauty of this "weak" case is that it is impervious to the usual argument. Of course, being brainwashed, you don't understand that this case has already been buttressed against the usual generic disad attack.

G. The parts of an argument, Part eight- the criteria/pre-empt
An argument, as you will remember, is like a house. Of course, if you want a cold draft house, you build it on a hill. But if you want a snug, warm home, free from those chilly Malthus d/a's, you need a buttress.



H. The buttress forces the other side into a position. Unfortunately for the attacker, to coin a phrase, the choices are Dumb and Dumber. In the example above, the attacker must either agree with the criteria, or specifically attack it.

I. Dumb. If the attacker agrees with the underview, or just doesn't get to it in the INC because he is too busy with a three minute topicality spew, the affirmative has the debate cold. Time element is on the affirmative side, and the "we blow up the world first" argument usually beats the "yeah, but we blew it up seven times" argument. Once the decision rule underview is adopted, all that remains in mopping up.

J. Dumber. Attacking the criteria straight up places the attacker on the strongest affirmative ground. "Nuke war is good" is a ridiculous argument that only wins when the affirmative is Dumbest. This is a shaky proposition as the presence of a criteria should be your fair warning that you don't have two bozos on the other team.

So, you say, counter-plan. Also, fine with me. The presence of the criteria has made competitiveness very difficult to prove.

K. Are you still arguing with me? Are you still saying - but I have evidence that says-!? I repeat -- you're my meat. All I have to do is hear that argument once, and recognize it as your only defense. You are a cardinal, returning to the Bates honeysuckle Motel. Avoid the shower, please.

L. The opposite of vertical thinking is lateral thinking. Lateral thinking is not evaluative. Lateral thinking is an idea generation machine that eventually produces the seeds for argument that, when run through the vertical thinking mill, produces a devastating argument. In truth, all the great generic d/a's began with lateral thinking. Some debaters sat around in rooms filled with hallucinogens and tried to come up with something "they'll never think of." And they did -- I was in on the development of one of the first "growth" d/a's. These arguments were extremely successful. Then, they became scripture, and they entered vertical thinking hell. Now, the only way you can win a growth disad is if your opponents don't have the money to buy the handbooks.

M. Homework- Here is an opening technique. I want you to spend at least a half hour employing to come up with a list of arguments to attack the slug case. DeBono calls it the PMI.

PMI stands for Positives, Negatives, and Interesting. I'll start you with an opening statement,

Slugs are disgusting.

N. Alternate homework for other events

1. Extempers, do a PMI on

The Presidency is an outdated institution in the late twentieth century.

2. Orators and L/D'ers, do a PMI on

Honesty as a virtue is dead.

3. Interpers, do a PMI on

The face is more powerful than the voice.

O. Don't cheat yourself. Do it right. It was a short lesson I asked you to learn today, but the results of your homework should bring a jolt to your heart and an evil smile to your lips. And then you'll know what Geoff Goodman knew back in the seventies.

Or did he?

I punched up Mr. Goodman's home number. A woman answered. Panic! Hang up! No, go ahead and talk, you idji!

-No, Geoff's not here. He's an assistant district attorney here in Sacramento. He has a trial and he is overpreparing, as usual.

Geoff Goodman has to prepare? It must be true what my students say- you must get stupider as you get older.

-Er, does he still have, well, great big hair?

-No, he's a prosecutor now. But it's still very curly.

-Oh.

-Look, give me your number and I'll have him call you.

-Oh, no, don't do that. I'm the one wanting to bother him, so-

-No, it's all right. Give me your number.

You ever just sat around waiting for Einstein to call?

Chapter Six- Po' Li'L Me

A. Examining the homework

B. Vertical versus lateral thinking revealed.

C. Arguments off lateral thinking

D. Arguments off both sides of an Interesting idea.

E. The Dominant Idea

F. Exercise 10

G. The Critical Factor

H. The best alternative

I. The Dominant Ideas of events

J. Po

K. Exercise 11

L. Mr. Schofield reveals the process

M. The Dominant Idea on the Old China Topic

N. The follow up question

O. Vertical thinking redux

P. Homework

Q. Analysis of your current topic

R. A P. S. 4 L/D

"There may not be a reason for saying something until after it has been said"

-Edward de Bono, *de Bono's Thinking Course*

A. You should have two sets of homework that we haven't examined yet. 4-O,P and 5-M,N. Get those out and review them. If you didn't do them, welcome to the ignorant late twentieth century. I can't help you. Go play vertically for a while. It's all you do well. ("Here's a quarter. Go call your mother and tell here you'll never be a thinker." Ooooh, I always wanted to say that)

B. For you, hard worker, what do you see? If you absorbed Chapter five, you can see that your arguments against the slug case are vertical thinking; the case says X, and you say not X. Even when you Engulf and Devour, it's in a predictable manner. After all, the ultimate vertical thinking is "case outweighs." There is nothing ravenous about that.

C. Now, take a look at the list of ideas you generated on "slugs are disgusting". This list of concepts is the outgrowth of lateral thinking. There has to be the germ of them. Even more incredible, consider what your arguments could be like after you practice lateral thinking and develop more mental muscle. Now we should begin to map your best ideas and develop them vertically. Let's take an example, just to open a few vistas.

D. In my list of interesting ideas, appears this -- who says that slugs are disgusting? I wager it is the shallow, the uninformed, the *sans-culottes* of the nature world! To give in to this speciesism is exactly the wrong solution!

E. Let's explore lateral thinking much more, beginning with what hampers competitors from using it. The first limitation is called the Dominant Idea.

The Dominant Idea is what gives the vertical thinking pattern its rigidity.

Take your parents (please! Thank you, Henny!). For many of us martyrs who find ourselves parents at advanced ages, the dominant idea is that the parent Knows and the child Does Not Know. Therefore, whenever the Dominant Idea is present, alternatives that can be considered against it will be scarce, even when I am being "open minded". This is bad, because if I am considering this as a problem, it is probably the Dominant Idea which is either the source of the difficulty, or the reason why I cannot solve it.

This is such an important concept let me tell you of a problem at my high school. On Prom Night, a couple of dozen kids rented a school bus as their limo. (Cute idea!) The problem was they installed a cooler of booze on the bus. You might think this is also a cool idea, but there we must part company.

Now my school has a black eye, because the incident hit the newspapers. We look like a bunch of ... enough. But the discussions of solutions are dominated by a polarity- those who think stronger measures are needed to avoid more incidents, and those who argue that limitations do not punish the guilty, but the innocent (most on the bus were seniors).

F. Exercise the Now -- discover the Dominant Idea of the Prom.

G. Sometimes the Dominant Idea is difficult to discover. The formulation of the Dominant Idea into definable terms is critical, because otherwise we will still be unable to escape it. Therefore, we look for the glue which holds the Dominant Idea together, (the second inhibitor of lateral thinking) and that is called the Critical Factor.

Though like a competent detective I'm sure you have discovered the Dominant idea of the Prom, let's assume we are still stumped in putting it into words. Therefore, we look for the Critical Factor of the Prom. What is it that makes the Prom such a huge emotional, rebellious event, and therefore such a source of conflict I can suggest to you many less than critical factors -- the high expectation, the money that has been swept away in formal wear and other artificial expenses and more. But the Critical Factor that strikes me is this -- the Prom is "playing sophisticated adult". Maybe you disagree with me, but the test is this -- if the Critical Factor is removed, does the Dominant Idea become clear or even irrelevant? I think it does; therefore the Dominant Idea of the Prom is Rite of Passage. Margaret Mead would nod in agreement -- in a world of artificial growing up, and with a desperate lack of rites of passage of substance for teenagers, America has substituted the Prom.

H. What's the point, Old man, besides the fact that you had a couple of lousy prom dates, and you're bitter? We can now proceed to use lateral thinking to find a solution to our problem of drinking at the Prom. If the Dominant Idea is so critical that a successful Prom MUST be a rite of passage, then we can begin with a PMI on the statement "The Rite of Passage must be of worth". If we want to remove the Dominant Idea, we can begin with a PMI on "The Rite of Passage concept is irrelevant to the prom".

Until we have removed the gagging restrictions of vertical thinking, even the ideas upon which the vertical thinking is based, we will never find the best alternative.

Now, if you please, solve our problem of the Prom and drinking. I think that you will find some solutions that will startle you - - "I came up with that?"

I. Now let's turn our attention back to the events that brought you to the dance (sorry!). What Dominant Ideas limit us in considering these events in a new light?

1. What limits extemp? What makes it increasingly the same? The dominant idea of extemp has become the quotation. If we are looking to make a breakthrough in extemp, let's explore what the event would be like without that Dominant Idea.

2. What is the Dominant Idea of the Interps? I think I can easily identify a Critical factor in Interp -- every DI is an emotional rollercoaster but not very dramatic, and every HI is frantic, noisy and usually not very funny. I'm sorry to seem the cynic, but you ought to have to judge the interps once in a while. Often it is not a pleasant experience at all, even in elims. Why is that? Must it be that way?

3. The Dominant Idea in Oratory? Could a Critical Factor be only a fool takes chances with the mindset of the judge?

4. Why is L/D the most unpredictable of all the events? Is it a case of an event without a Dominant Idea.

J. To remove a Dominant Idea so as to begin lateral thinking, use the concept which DeBono calls "po". Po stands for Provocative Operation, and when used it describes a concept that runs against reality for the main purpose of releasing the mind for lateral thinking. A student came to me moaning about his lack of success with the opposite sex. It proved too much to discuss why "Jack is a loser with women." But the po concept leads us to "Po Jacks are successful with women." After some lateral thinking and a couple of PMI's, we had an interesting idea or sixteen. I tore up the Minuses and gave him the lists of the Positives and Interesting. The result was a list of ideas where Jack could cease being a Neanderthal and begin concrete operations at the Cro-Magnon stage. He still doesn't have a girlfriend, but at least they've stopped burning him in effigy.

Some po examples from our area of discussion;

Po slugs are cute and cuddly.

Po Interps are quiet and intimate.

Po Oratories and deep philosophical treatises.

Po tournaments are relaxed and noncompetitive.

Now, describe what qualities these Po objects have, and explore reasons why.

K. Exercise the Absolutely Now

1. Po extemp is not an exercise in memorization. What is it instead?

2. Po interp is described by theatre buffs as 'powerful actor's training'. How does it gain this reputation?

3. Po oratory is often published by newspapers as editorial. Why?

4. Po L/D is now used as the format in presidential campaign debates. Why do thoughtful citizens endorse it?

5. Po policy debate doesn't use flow sheets. In fact, all note taking is banned. Why?

L. Remember my conversation with King Schofield? This is how Mr. Schofield described the approach that they used on most affirmative cases.

"We like to run inherency in the 1NC. This forced the affirmative to declare why things are structured the way they are. When they responded, Geoff would show why those answers would still destroy the solvency of the affirmative plan.

"We like to run it on the East Coast teams with Midwest judges. Of course, it probably wouldn't work anymore, since judges won't buy inherency as a voting issue anymore."

Now you can give a name to what Mr. Goodman and Mr. Schofield did. Do you agree that it won't work anymore? Of course, many teams today try to trade-off disads in both directions, but that is a vertical approach that gives no flexibility to your argument. Run the trade-off disads long enough, and the entire circuit gets wise. Then you have to buy a new set of handbooks. (Remember Clinton good-Clinton bad?) That isn't debating -- that's avoidance.

But running inherency is not the only way to make an affirmative commit to a Dominant Idea. Mr. Goodman and Mr. Schofield didn't have cross-ex back when dinosaurs ruled the Earth, so they had to run the inherency arguments to get the affirmative to com-

mit. Now, a few well placed questions, the best one of which is 'why?', will do the job for you.

M. Removing the Dominant Idea on China. An old topic, but a good one to demonstrate this concept. Let's say you meet one of the those teams who take advantage of the college judge (c/j). They refuse to give an inherency argument, because they know that the c/j is unlikely to vote on it. Then they refuse to answer questions in c/x, since the c/j is out getting lung cancer anyway. (Yes, I'm being unfair. Almost all college judges view a debate with an open mind. But that mind usually follows an absolute vertical pattern -- to run certain arguments is not only ineffective, but you may lose merely because you run them. Every person in the United States should judge debates. No judge is ever better than another. But I think that a restricted style of debate is unfair to the debaters and it's bad for the future of high school debate- what little it has left. Thank you, I feel better now.)

So, the time has arrived to play the advantage against itself. Let's say the affirmative claims that U.S. pressure on the spread of nuclear technology will stop China from selling necessary equipment to build the bomb to renegade nations.

In c/x, ask "I'm confused. Tell me how the solvency mechanism works." The affirmative, with a smile on her lips, and a sneer in her heart, will tell you. In essence, she will claim that the U.S. has great influence over China.

N. Follow up: "Did your evidence give that analysis?"

Answer- Yes. That's fine, the affirmative has now committed itself to inherency as clearly as if they had run it themselves. Now, if you run your arguments based on that mechanism, the affirmative can't deny it as proven. To read more evidence would be redundant.

Other answer- No. This is more fun. Ask the affirmative if you can stipulate (that is, both sides agree as fact) the solvency mechanism. The affirmative had better say yes. Then run your arguments. When the affirmative says "no evidence", shake your head in amazement -- the affirmative already agreed to it but if cross-ex is not binding, then the affirmative immediately must read a quote proving the analysis of the solvency mechanism, else they lose.

What are the arguments? I ask you. Don't you just hate having to think?

Last thought- get the affirmative to stipulate that the Chinese are reasonable. Obviously, if the Chinese are bankers, trying to manipulate them is useless. But if they are reasonable, I would argue all you have to do is find the reasonable alternative, and the Chinese will take it. There is no need for evidence -- the affirmative has granted it.

O. You say that affirmatives don't have to do that? You old vertical thinker you. That's precisely the reason why high school policy debates end with both sides telling each other what they don't have to do. The judge then winds up making a decision on what he is told he cannot do. Has that happened to you? Then make sure you do the next exercise carefully.

P. Exercise the Future (for all but policy debate)- what do the Po's tell you about why events have evolved to their present status? What ideas do you have to escape the problems that these Dominant Ideas have given each event? Why would an escape from the dominant idea be a refreshing change?

Q. Policy debate exercise- Take your current topic and determine the Dominant Idea. Apply this to five affirmative case areas. Chortle how this will amaze and depress your opponents.

R. A postscript for L/Der's. you probably know that your event was created in reaction to the Dominant Idea of policy debate. What impact has this fact had on the development of a Dominant Idea for Lincoln-Douglas?

-Hello, is this Bill Davis? I'm Geoff Goodman.

-Be still my beating heart! (What a stupid thing to say!) Mr. Goodman talks me through my problem.

-A process? No, just lots of advance preparation. We'd talk about what the case might be, and where the arguments came from?

-The germ of them was in the advance preparation. Then the arguments were just there.

-But -- did you ever go dry?

-Oh, yes. Lots of times.

But if Geoff Goodman didn't know how he did it, how those fresh sparkling arguments arrived and spilled persuasively into the round, well then... ah, maybe it's just talent. Some things you just can't explain.

It wasn't until hours later that I realized that he had told me the secret very precisely.

Chapter Seven: More Exercises than Jane Fonda

- A. Hard work awaits
- B. Exercise 12
- C. Exercise 13
- D. Exercise 14
- E. Attacking yourself -- the source of true paranoia
- F. The origin of arguments
- G. Ideas on the other events
- H. Homework
- I. For advanced learners

"The imagination may be compared to Adam's dream - he awoke and found it truth."

-Keats

A. To find the truth, I'm gonna work you to death. By the time you're done with this lesson, the exercises should prove to you that you can be a better debater, extemper, interper or orator by using argument mapping and/or lateral thinking.

B. Exercise Twelve (for everyone)- Go back and re-read the essay that began Chapter One.

1. Map it. All of it.

2. Discover the Dominant Idea.

3. Attack the essay, using every tool you have learned.

Write it all down. Don't fool yourself by nodding your head and forgetting what you have discovered. You must see it to be able to claim it.

C. Exercise Thirteen (should I skip this number?) -- for each event

1. Policy debate-- I have run against you an affirmative that subjects all juvenile offenders to shock treatments. Map it. Discover the Dominant Idea. Use lateral thinking to discover a competing idea, and use it to destroy the affirmative.

2. Extempers, L/Der's and orators-- "TV causes violence in children." Create the argument, then map it, discover the Dominant Idea, and prepare a speech attacking

the statement.

3. Interpers -- go dig up the balcony scene from *Romeo and Juliet*. Map Juliet's "arguments". Discover the Dominant Idea. Now, re-examine the scene with a new Dominant Idea inserted.

D. Exercise Fourteen-- Back to the Truth. If you haven't done Exercise One yet, stop and go do it.

It would be stupid for me to say I can give you "the answers" to Exercise One. There are so many potential arguments that I couldn't ever begin to cover them. Also, the arguments that you discovered using lateral thinking are unique to you; I could never come up with them without your help.

But what I can do is give you a list of arguments that I discovered. You try to identify how I came up with those arguments. Then, below, I have listed the areas of the argument map(s) that created the arguments, and the Interesting Ideas that spawned them after I have done three PMI's

E. Schizophrenia-attacking my own argument.

1. The essay never defines Truth. If Truth lies only in reality, and not within the individual, then the reading of evidence is all that is necessary to move toward it. What the individual debater believes is not only irrelevant, it gets in the way of the Truth.

But if Truth lies within the individual, then all the essay can attack is that debaters run arguments that the author believes are insincere. This is none of the author's business. Further, if Truth lies within the individual, it is up to the judge to suspend her views of the Truth so that she can evaluate the arguments of the debaters.

2. The essay attacks debaters because they do not do what the format does not allow them to do. The author does not present any evidence that failing to find the Truth is a) possible in a debate format, no matter what the intents of the debater or b) desirable. If the Truth is discoverable within a debate, then the side which is granted the Truth by the side of the topic they happen to be assigned would win the debate by default. Therefore, to attack the lack of Truth in a debate is like executing the doctor because the patient died of an incurable disease.

3. The essay never proves that cases with high truth values actually are more successful than those based on wild flights of fancy. The fact that three affirmative cases did well on the immigration topic is a testimony to the skills of the debaters, not to the affirmative cases.

4. But let us assume that the author is correct, and the purpose of debate is to discover Truth. There is no guarantee that this will make debaters more lovable. I seem to remember a few martyrs in history who died for telling the Truth.

5. And if the author truly believes in his argument, he must change the concept of judging debate from one of attempting to be precise and therefore fair (i.e. the policy maker paradigm) to judging based on a nebulous concept that cannot be defined except when the judge claims she sees it. (I can't define pornography, but I can tell you when I see it). This is not progress.

6. The author throws out the baby with the bathwater. Great debates occur all the time. Just because he saw a few bad ones does not mean that the activity is worthless without his wisdom.

F. Here's where my arguments originated in the argument map and in the interesting columns of the PMIs

Argument number	Argument map	Interesting idea
1.	definitions	What is Truth? Where is it?
2.	assumptions	Does the format all search for T?
3.	evidence	What affects a debate most-- the arguments or the debaters?
4.	Engulf and Devour	Is T necessarily a good thing?
5.	implications	Is T practical as a basis for judging?
6.	assumptions	Dominant idea is debate is ill.

G. The other exercises:

1. Policy debate- some attacks. Please compare to your own, and identify where I found each of them.

A. The Dominant Idea of the affirmative on shock treatment of juveniles claims that crime is a mental disorder. This not only isn't true, but has scary implications if it would be. We must give all criminals shock treatment. To only shock the young would somehow make their acts different than that of adults, and the Dominant Idea is that crime is deviant.

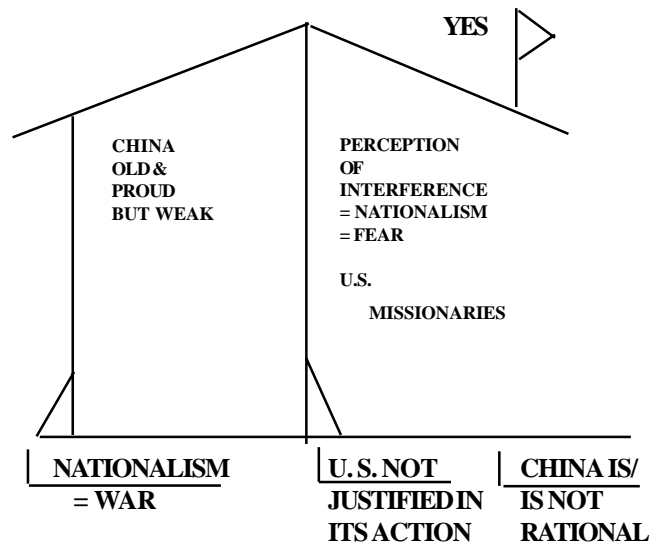
B. Where is the line of deviancy in crime? Murder is pretty deviant, but what about drug abuse? Speeding? Jaywalking? Tearing the tags off mattresses?

C. If crime is mental, what event causes the criminal to veer off the straight and narrow? If there is one, shouldn't we work to remove that event? Or, if it's genetic, how will a jolt of juice change the behavior?

D. Final implication, for the grins. Whoever loses this debate should get zapped, since to lose a debate is to say you lied, and that's deviant.

2. Extempers, L/Der's and Orators- My argument map in favor of the argument.

My map against the argument.



Now here is the critical step, and why argument mapping is so useful for the speaking events. This is now my thesis.

For the issue; TV fosters violence in children by showing them violence, not only in regular programming, but in cartoons as well.

Against the issue: Not only is TV not the source of violence in children, as the widespread violence in society in general shows, but TV may actually reduce violence due to its cathartic effect.

3. Interpers -- the Dominant Idea of the balcony scene on first reading seems to be true love discovered. But what if you had a different Dominant Idea? Franco Zefferelli's idea in his famous movie was sexual -- both R & J wanted it and the only thing stopping them was their youth and fear of getting caught. How about the balcony scene as teenage rebellion? Look how that would change the delivery (interpretation) of the lines. For a feminist perspective, try the Dominant Idea as manipulation of women by men.

Next look at the assumptions of Juliet's lines. From my male perspective, they pretty clearly show that sweet Juliet is a tease. A more forgiving female friend says that the assumptions show Juliet's pure innocence. Either interpretation works, and both can be moving.

H. Is for Homework. Go back to the Alpha etc. arguments from Lesson two. Review them. PMI them. Discover the Dominant Idea and the Critical Factors. Meditate for a while on how far you have come. Next we will discover how to better construct arguments. One more to go-hang in there!

I. If you really think you understand the lessons, rewrite the essay on debate and truth to pre-empt the arguments that you have devised against it. Or, if you really think you're tough, write the argument in favor of the best course of action to deal with drinking at the Prom.

-Well, is there anything that you have learned from practicing law that you wish you'd known while you were debating?

-Hmm. No, not really. The law has taught me always to focus on what's important. Do everything to emphasize your thesis, and avoid what detracts. But I knew that when I was debating.

-How did you know that?

-I learned it (the old fashioned way?).

Chapter Eight- Building the Perfect Beast

- A. Offense over defense?
- B. Exercise 15
- C. The debate technique learned from mapping.
- D. Advice for other speaking events
- E. Argument maps and interp.
- F. A return to the truth
- G. The dialectic
- H. L/D's- eager learners in the dialectic
- I. Oratory and the dialectic
- J. Is the theory of the dialectic true?
- K. Exercise 16
- L. Interp and the dialectic
- M. Extemp and the dialectic
- N. Debate, the Truth, and the Future
- O. Homework?

"Love Truth, but pardon Error"

-Voltaire

A. We have developed an approach that can be extremely effective in shaping a successful approach to forensics. But the problem is, as with war, that any breakthrough in offensive weapons must be mirrored by the defense, else the balance of power is

destroyed. Therefore, we need to determine how to build better arguments so that an opponent will have to beware of traps.

B. Exercise Fifteen- review what you learned about argument mapping. What do the techniques prove are unwise approaches to take in building an argument?

C. Here are my answers.

1. Simplicity rules. A case with too many reasons will have too many assumptions. An LD case with two values, or three criteria, suffers from the same. If argument maps prove anything, it is that each new reason for an argument creates a whole new set of baggage.

2. Evidence is the safest part of an argument. When assumptions or implications fall, so does the argument. When reasons fall, the argument gets shaky. But falling evidence normally does not spell doom for an argument -- unless it is really bad. Therefore, for a stronger argument, claim less reasons, read more evidence.

3. Overclaiming is death on an argument. A wise opponent allows the overclaim, and then Engulfs and Devours you. Fight the rush to blow up the world- a few million babies are harm enough to claim a ballot. Even a value advantage in the absence of any disadvantage clearly wins the debate.

4. Policy debaters should run criteria for evaluating decisions, just as L/Der's do. Some already do so, and call them decision rules. However, I use criteria as a means of protecting the argument -- there are many attacks that can be deflected just by the criteria itself.

5. ALWAYS force the opposition to support an argument also. This allows you to Engulf and Devour him, which is the best offensive strategy invented. If the opposition refuses to endorse a position ("all we have to do is attack the affirmative") de facto end the debate by pointing out that only the affirmative can meet the criteria that the judge should use to decide the debate. This usually gets the opponent pretty stirred up right quick.

D. Of course, extempers and orators will tell you that arguments spread too thin lose judges also. In each of those events, a single reason that reacts negatively on the judge will result in the loss of several ranks. Therefore, follow this advice, if you please.

1. Evidence everything. The best evidence is often a story. Tell many.

2. Expose the assumptions of your argument, and then defend them.

3. The most common "silent objection" that judges have are on the implications of your argument. Anticipate and answer.

4. Argument maps provide superior thesis statements.

E. Interpers also have much to learn from argument maps. The spoken lines of the character are the reasons, and the subtext provides the assumptions. The key is to sense this tension and sell it with the character.

F. But now we end where we began -- the Truth. Even now, I must argue with you that the best arguments will reflect reality as closely as possible. The Johari Window tells us, of course, that we can never see all the Truth. But it also clearly shows that by discovering as many different viewpoints as possible, we can get, we will be closer to the Truth than the person who stops when she finds a view that she believes will "win."

G. The process of coming closer to the Truth is called the dialectic. Hegel, the philosopher, theorized that to each thesis arises its opponent, the antithesis. These two clash and out of the ruins comes a new synthesis, which is the combination of the best

parts of both its progenitors. Once established, the synthesis is transformed into the thesis, and a new antithesis arises. Though the dialectic may never bring us with whole Truth, it inevitably moves us closer, and the antithesis takes longer to arise, and arguing in favor of it comes increasingly difficult.

H. Of course, L/Der's are familiar with the dialectic -- it is the process of this event, after all. But the other events often forget the dialectic, as if they have reached truth and could not become more "realistic". The result is a boring performance.

I. Example- oratory. Take the touchy/feely warm fuzzy be-a-better-you oratory of the eighties. We have largely left this behind in the early break rounds- the subjects sound selfish and trite to our ears. This is not to say we have discovered the Truth in the nineties- all it takes is a round full of sterile oratory to convince you of that. But what oratory awaits is a new antithesis--- a challenge to the established order. (Here is a thought -- could that antithesis be a style that combines oratory with interp?)

J. But, you say how do we know we are coming closer to the truth and not further away? For example, you may attempt to hoist me upon my own petard, and say my views are from a thesis of the seventies, like the origin of my hero. And your criticism is valid -- only to extent that when your antithesis meets my thesis, that you defeat me utterly. And, though that may someday happen, I believe in open discussion that my thesis will do very well, thank you; though it's not the Truth, it contains much of it.

Critics of Hegel show the age of Adolf Hitler as proof of the falsity of the dialectic. After all, if history is one giant stride after another towards the Truth, how could Hitler, the monster of evil, have seemed to portray the Truth to so many?

The possible answer may be that the antithesis posed by the Nazi belief was necessary to demonstrate the necessary destruction of hatred on basis of race or religion. This is not to say that this synthesis is obvious to all in the world, because the common genocides continue. But many millions now see this necessary point than understood it before the cataclysm we call the Holocaust.

K. Exercise Sixteen (the last)- Map J. and attack it.

L. Example -- interps are the best when they "tell the truth". There was an essay, actually a rave review in the *New Yorker* about the new production of *Hamlet* starring Ralph Fiennes. The review said that Fiennes portrayed the "truest" Hamlet yet, because he had learned his lessons from Olivier, Barrymore and (gulp!) Gibson. The Fiennes Hamlet was an interpretation that truly combined all

of the famous predecessors into one. And certainly, concluded the critic, Fiennes was certainly closer than anyone who had refused to try anything new.

Oh, yes, if you accept the theory of the dialectic, it applies to you in any event you choose. And the best way to discover the truth is by unlimited alternatives, then analysis of their strengths and weaknesses.

You now have the tools to do it.

M. Extempers, the dialectic is your key to avoiding the devastating ranking that proves you have done something to anger the judge. As a person who has suffered quite a few ignorant speeches, the Rush Limbaughs of the extemp genre, I can assure you that the dialectic is the key to excellent extemp. By finding and adopting the synthesis, the judge who may hold to the thesis or antithesis will find something in your work to please her, regardless of her beliefs.

Therefore, "to thine Truth be True" sayeth this Polonius (and I'll stay away from wall tapestries).

N. And last and never least, debate, sweet argument, my love. I would like to think that all of us who follow your muse would practice your virtues. But we don't, it's obvious. Perhaps we will never be able to reconcile a desire for victory with a synthesis that brings all of us closer to the truth. But I can testify that the search for synthesis has been a strategy that has served my debaters well, and possibly that is all that is needed to create a new dialectic.

O. Homework. Practice. Perform well. And avoid the cheap win. A thought for a PMI: Po Victory loves honor.

Someday we'll discuss it. Laterally, of course.

Epilogue

- But when will you enter politics?

- I worked for the legislature for awhile, but I don't have any political ambitions. My wife is the politician with the family.

-Really?

-Yeah. She's on the school board.

And it fits. It really does. My debate archetype continues to do what he did even then -- prepare, think, and surprise anyone who has the temerity to try to predict him.

No matter what else my faults, I pick my heroes well.

[Bill Davis, one of NFL's finest writers and original thinkers, coaches at Blue Valley North, (KS) HS]

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