

ROSTRUM

November 2002
Volume 77 Number 3



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Include with the videotape a typed transcript of your speech and include the name, address and phone number of the student, coach and school.

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NFL Website: debate.nvm.edu/nfl.html

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ON THE COVER: Richard Klein as Abraham Lincoln
and Richard B. Sodikow as Stephan A. Douglas.

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Rostrum now online at www.nflonline.org

NAMI NEW POLICY DEBATE CO-SPONSOR

NFL welcomes the National Alliance for the Mentally Ill (NAMI) as this year's co-sponsor of Policy Debate.

- NAMI is a grass roots, self-help, support, education, and advocacy organization dedicated to improving the lives of all those affected by serious mental illness. NAMI is the Nation's Voice on Mental Illness.
- NAMI was founded in 1979 by 254 people and now has more than 210,000 members in over 1,200 affiliate groups.

A complete description of NAMI sponsorship and participation will appear in the December Rostrum.

NAMI Policy Debate Topic 2002-2003

R: That the United States federal government should substantially increase public health services for mental health care in the United States.

DOUBLE TROUBLE

In a stunning reversal of Council action last fall the NFL Executive Council reinstated double qualification and extended it to the interpretation categories!

The new rules, which are in effect for the 2003 district and national tournaments allow all previous double entry combinations and also allow interp students to enter any two interp events [HI/DI; DI/DO; HI/DO] at both district and nationals.

The double entries now prohibited are Policy Debate/L/D and USX/LX. Also no student participating in the National Student Congress may enter another national main event and no student who enters the new

trial event, Controversy, may enter any other event (except the District Congress).

With the tournament still growing and a new debate event which needs room, it remains to be seen whether the addition of interp doubles (which necessitates Duo to be run in the evening) will stretch facilities beyond what rooms are available. It will require speech coaches to stay all day (8 a.m.-10 p.m.) to judge, even if their students are not double entered.

Please realize the problem created by doubling is not with tournament administration. Ken Thames and Jim Copeland always scheduled the doubles. The problem is with

the tournament sites! Unless a site has one huge area with 180+ rooms (ie...a college campus) OR two large 90+ room high schools (ie...the split tournament conducted at Charlotte) the tournament must be run "NCFL style", where events are sent to several buildings — some miles away — which makes it impossible for double entered contestants to get to both of their events.

Perhaps some councilors, under intense pressure from powerful coaches, wanted to "double the fun" at nationals. Time will tell whether future sites, the new secretary, and weary coaches can adequately handle the "fun" of expanded double entry.

Lincoln Financial Group/NFL November/December L/D Topic

R: When in conflict, academic freedom in U.S. high schools ought to be valued above community standards.

NFL SEEKS A NEW EXECUTIVE SECRETARY. SEE PAGES 42-45

The Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not recommend or endorse advertised products and services unless offered directly from the NFL office.

FIGHTING FOR THE MIND OF AMERICA

The Nation's Voice on Mental Illness

by
Jim McNulty

High school students participating in the National Forensic League's Policy Debate in 2002-2003 will have a chance to help shape debate over the nation's mental healthcare system—even as Congress confronts the challenge. The stakes are whether another generation of Americans will be abandoned—or whether your generation can succeed where that of the politi-

terms the fine line that exists for any person with mental illness—between recovery, stability, and dignity on the one hand, and falling through cracks on the other.

The disability that people who suffer from schizophrenia, bipolar disorder, major depression, anxiety disorders and other severe mental illnesses experience is only partly the result of illness. In many

cases, disability is exacerbated by external circumstances: extreme poverty, lack of treatment and support services, or prejudice and discrimination. Just as the federal government traditionally has led the way to protect civil rights, federal power is required to build an effective mental healthcare system that will truly uphold individual dignity.

Such a system does not now exist. The current system is greatly fragmented and lacks coordination.

States and local governments historically have been the major payers for services in the public sector. In the 1960s, however, the federal role increased.

Study carefully the U.S. Surgeon General's 1999 Report on Mental Health; also articles on the "Status of Mental Health Services at the Millennium" compiled by the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Mental Health Studies (CMHS): www.surgeongeneral.gov and www.samhsa.gov. They offer important information and statistics. The National Institute of Mental Health (NIMH) also plays a critical role in leading the scientific research on which any system must be built. www.nimh.nih.gov. NAMI's Website at www.nami.org similarly offers much information, commentary on current events, and links to other important sites.

In 2002, states have experienced severe budget shortfalls, resulting in deep cuts in services, including Medicaid and other programs on which people with mental illnesses (among others) depend. In 2003, even sharper cuts are expected, but

One in every five Americans experiences mental illness during the course of a lifetime. No more than a third get the treatment they need.

cal leaders who came of age in the 1970's tragically failed.

Do not underestimate your power to influence the public debate. As a person with bipolar disorder (manic depression), I am proud to serve as president of the National Alliance for the Mentally Ill (NAMI), with 220,000 members and 1200 state and local affiliates nationwide, and NAMI is proud to sponsor this year's national debate tournament.

I also am one of the people lucky enough to have access to the services necessary to achieve stability and recovery. This was not always the case. In 1987, when I was first diagnosed, my health insurance provided virtually no coverage for mental illness. I was forced to seek treatment from my primary doctor, who knew nothing about manic depression.

The negative consequences on my life were traumatic and extreme. I lost my job, my home and my family. But for the kindness of friends, I would have become homeless.

I mention this only to emphasize in personal

candidates for local, state and federal office have rarely talked about it.

Because of the gravity of such issues, President Bush on April 29, 2002 established a "New Freedom" Commission on Mental Health. It is scheduled to release a preliminary report soon—which is expected to acknowledge that problems with the current system are worse than imagined. Final policy recommendations won't be reported until mid-2003. They are not supposed to include proposals requiring new revenue—but they can include reforms reaching even into the private sector. They may be sweeping in their implications or only a modest start. About the same time that the commission's final report is due, the NFL's tournament finals will be held in Atlanta. For more information about the commission, see www.mentalhealthcommission.gov.

President Bush declared: "Millions of Americans are impaired at work, at school, or at home by episodes of mental illness... These illnesses affect individuals, they affect their families, and they affect our country. Our country must make a commitment... They deserve a health care system that treats their illness with the same urgency as physical illness."

In the 1970s, reform movements succeeded in deinstitutionalizing most people with severe mental illnesses, but the federal and state governments broke their promises to provide community treatment and support. The result has been a legacy of shame. Today, approximately 200,000 people with serious mental illnesses live on the streets and more than 250,000 end up in jail or prison. Every year, untreated mental illness costs our society more than \$100 billion, through lost productivity and other expenses. Even worse is the immense pain experienced by individuals and families. More than 30,000 suicides occur annually in the United States—more than the number of homicides. Almost all are the result of mental illness.

Among teenagers and young adults, suicide is the *third-leading cause of death* today. Review the U.S. Surgeon General's 1999 Call to Action to Prevent Suicide for information on that aspect of the debate topic. Consider increasing mental health services in terms of both costs and benefits, but also risks.

Lack of access to treatment or inadequate treatment can mean a ruined life, loss of individual potential, or literally death. Morally or economically, should the United States set "acceptable" levels of such risks? If so, then at what levels do they become intolerable?

One in every five Americans experiences mental illness during the course of a lifetime. No more than a third get the treatment they need.

Look at your friends, your family, and everyone else in your community. No one is immune. Ignorance, stigma and lack of adequate systems for screening, evaluation and treatment mean that all their futures are at risk. Both the U.S. Surgeon General and World Health Organization (WHO) have warned that by 2020, major depression will

become the leading cause of disability globally—for both children and adults.

Ironically, we have the knowledge and tools to help people recover from mental illnesses. What we lack is the will and resources to use them.

In testifying before the New Freedom commission, NAMI outlined proposals in nine broad areas:

- Consolidation and coordination of services at federal, state and local levels, including single providers for core services locally and set-asides for housing.
- Assertive community treatment (ACT) to reduce psychiatric emergencies, hospitalizations, and criminalization.
- Recovery-oriented services, with an emphasis on housing and employment.
- Empowering consumers and family members to drive education, treatment, and recovery programs.
- Inpatient and long-term care options for persons who require them, including elimination of the discriminatory Institutes for Mental Diseases (IMD) exclusion under Medicaid.
- Steps to engage hard-to-serve individuals in treatment and services, including involuntary treatment as a last resort, subject to due process.
- Greater investment in the education of healthcare, criminal justice and other professionals about mental illnesses.
- Building a professional mental health workforce committed to public service through scholarships, loan forgiveness programs, and integration of consumer and family peer counselors.
- Development of antistigma guidelines for the news, entertainment, and advertising industries, as well as public-private partnerships to eliminate stigma, prejudice and discrimination.

We must invest now in America's future by creating comprehensive, efficient systems for treatment and support of people with mental illnesses: a system that affirms individual dignity and freedom. These values are as old as the nation's Declaration of Independence. They reflect both federal and state purposes under the U.S. Constitution and our federal system.

We are living in a time of scientific revolutions, but a political revolution is needed as well. We must fight for the mind of America and demand that elected officials at all levels build a modern mental healthcare system that will never again abandon a generation of Americans.

(Jim McNulty is President of the National Alliance for the Mentally Ill (NAMI). This year, NAMI is NFL's co-sponsor of Policy Debate.)



Whitman National Debate Institute

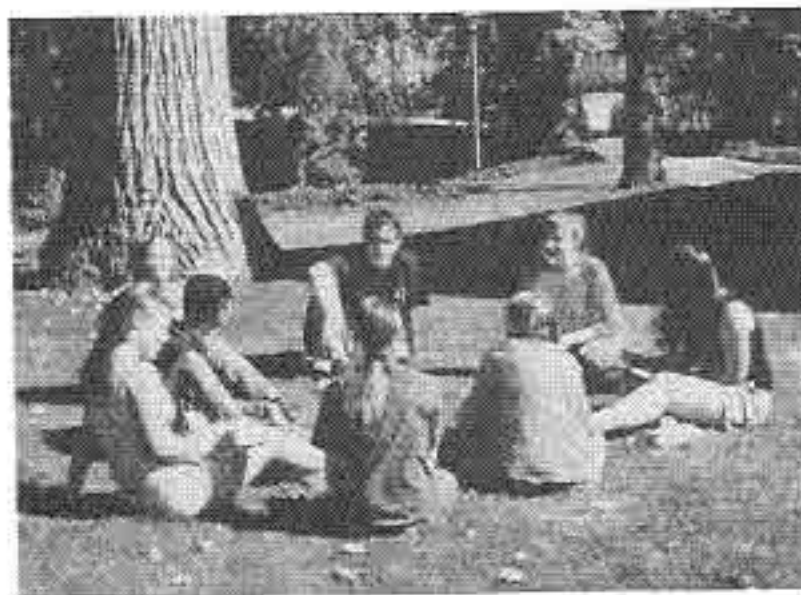
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3. **Research.** We put out hundreds and hundreds of pages of cases and briefs with strategies that win debates.
4. **Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with all of our staff members.
5. **Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.



Policy Debate

You experience top-notch instruction in the arguments, theory, and strategies you need to win on the 2003-2004 high school topic.

- Ideas for cases, disadvantages, counterplans, etc.
- Intense analysis of the wording of the 2003-2004 topic
- Lectures on kritiks, counterplans, strategies, performativity, and rebuttals

You won't just hear about these arguments. **You will practice plan inclusive counterplans, kritiks, permutations and more** specific to this topic. And, when you practice, you won't just talk. Our staff of nationally competitive debaters and coaches will give you specific suggestions for improvement and you'll rework your speeches.

Our camp works hard to produce the briefs you need to be successful during the year. **You will leave camp with completely indexed and shelled briefs** including affirmative cases with backup briefs; responses to key topic cases; disadvantage, kritik and counterplan shells with backup briefs and responses; and topicality arguments, definitions, and responses.



LD Debate

You receive an outstanding, well-rounded training in Lincoln-Douglas debate to make you nationally and regionally competitive. You'll be part of intensive discussions on:

- Arguments to use for criteria, values, contentions, and philosophies
- Key aspects of the 2004 NFL LD topics
- Lectures on judge adaptation, rebuttals, innovative strategies that win

You will work closely with our staff to develop your skills in making these arguments. **You won't just hear about Rawls or Foucault.** You will engage in many debates with critiques and redos plus practice sessions covering refutation, rebuilding arguments, cross-examination, philosophy, values and criteria. You will leave with affirmative and negative cases on the NFL-LD topics plus briefs on key values and criteria to use on any topic.

Everyone at camp receives all the policy or LD arguments produced while you are at the camp with no extra charges.

LD and Policy

Want more information?

E-mail Jim Hanson at hansonjb@whitman.edu

www.whitman.edu/offices_departments/rhetoric/camp/

Want policy and LD evidence from the 2002 camp? See our website.

Controversy



NFL'S NEW DEBATE EVENT

NFL's New Debate Division

At the fall Executive Council meeting a new debate event was established for a one year trial. Each district may send its winning team to the 2003 Atlanta Nationals.

The new event is tentatively called CONTROVERSY.

Why is NFL Considering a New Debate Division?

The NFL began as a debate organization with extemp, oratory and interp added in that order. NFL sponsors three interp events, three public address events (two extemp and oratory) and two debate events, policy and LD. Of the approximate 1700 charter NFL schools in our organization, about 600 do policy debate, about 1250 do LD debate and approximately 1500 do some mix of individual events.

NFL's current growth is entirely in individual events, LD is growing marginally. Policy debate is falling precipitously. The net result is an organization on a plateau. Some years memberships are up 1%, some years down 1%. That something will change in the immediate future to improve our lot seems rose-colored thinking.

Financially NFL has to grow to pay the bills. We have two ways to finance the core NFL: raise membership/chapter dues or grow the organization. Most of the grants to NFL are targeted. Less than 5% of the grant money can be used to operate the league. To stay even NFL needs to increase revenue from memberships, chapter dues and merchandise sales by 5% a year.

And NFL has no event to market to the media, whether the medium is CNN, ESPN, cable access TV, service clubs or parents. Policy debate and LD debate have become specialized, filled with words that ordinary people do not understand on topics people don't wish to hear. Debaters often talk beyond the speed limit. Extemp has also become a documentation speech, oratory has become stump, interp has become filled with innuendo and



by
Donus Roberts

What Audience Are We Targeting?

Our first target is students who do not debate now because current debate is a lifetime commitment. These are bright students who want diversified activities. They are not interested in researching a topic for a year or most of a year. They are attracted to Academic Decathlons, Model UNs, Odyssey of the Mind or similar contests. They want to play a game but not be consumed by the game.

Our second target is schools that currently do not debate, maybe never have. We believe that the cost and complexity of current debate has made debate impossible for small schools and for schools without extensive financial resources. We want a debate division that is doable for schools like Chamberlain, Platte and Parkston, schools that had debate 20 years ago, as well as for schools like Harrisburg, West Central and Tri Valley, schools who have not ever had debate. [The above examples are in South Dakota but you know of others in your state.]

We want to target a student who will debate if s/he does not have to miss school so much or who does not have to compete every weekend to keep up or attend a summer camp. With computer scheduling, on Saturdays, four rounds of debate could be held, plus semis and finals.

We want talented teachers in schools to coach this division without having to learn the special language of the current divisions. These talented teachers currently advise quiz bowls, academic decathlons, etc. Because of the time commitment, they would not become involved with the current debate divisions.

We need to have this division judged by community adults, chaperones or teachers who do not need to learn a special language and listen to high pitch speed-talking. These people care deeply about public issues. Each round will move rapidly and take about half an hour to complete.

We want to reach an audience of adults and students in America through media as well as tournaments. Television is a key to almost everything. We might wish a different world, but it is not there. For heaven's sake, the national spelling contest and geography bee are on TV, yet we cannot find an outlet for NFL events.

What Are Some Nuts and Bolts

Controversy, of course, will use current controversial subjects. **There will be a new topic the first of each month announced at www.nflonline.org.** (We are also considering great historical issues). Research can be accomplished by watching TV news programs, reading news magazines or using search engines such as Google or AOL. Topics will be brief, current and require no plan.

Sample Topics:

- Airline pilots should be armed in the cockpit
- The U.S. should depose Sadaam Hussain
- The SAT test should not be required
- Capital punishment should be abolished
- The U.S. should drill for oil in the Arctic Preserve
- Marijuana should be decriminalized
- Daschle should be elected President

Format:

- Two speakers on each team
- Teams may rotate aff. and neg. (or)
- Teams may flip to determine sides and speaker order.
- The winner of the coin toss may chose EITHER aff. or neg. OR first or last speaker;
- Loser of the coin toss will chose speaker order (if the winner chooses side) OR side (if the winner chooses speaker order). Note, the negative may speak first arguing against the resolution before any affirmative speech has taken place.

Time Limits

Team A Speaker 1	4 min
Team B Speaker 1	4 min
Crossfire (between A1 & B1)	2 min
Team A Speaker 2	4 min
Team B Speaker 2	4 min
Crossfire (between A2 & B2)	2 min
A1 summary	2 min
B1 summary	2 min
Grand Crossfire (all speakers)	3 min
A2 Last Shot	1 min
B2 Last Shot	1 min

2 min prep time per team
33 minutes total time

Judging

Judges should come from the community. Librarians, teachers, business people, ordinary citizens who vote and sit on juries are the target audience. Service club members are a good source of judges. College debaters, ex-debaters and debate coaches who are not classroom teachers should not judge this event.

Instructions

During the crossfire period, both speakers have the floor and may ask and answer questions during the 2 minute period. The participants are instructed to keep questions and answers succinct; rudeness should not be tolerated. In the Grand Crossfire all four students have the floor. The first question of each crossfire **must** be posed by the team which did not speak just prior to the crossfire period.

The last shot gives the second speaker from each team one final opportunity to discuss one issue and one only. Presumably the winning argument, in the judgment of the team, will be chosen. Each team may choose a different argument or the same argument. A last shot speaker who argues more than one issue will lose the debate.

Speaking in this event must be clear, conversational and direct. A speaker may win all of the issues in a round but lose the debate because of the indifference to communication.

Media Format

A shortened format for media will be available that will take 28 minutes, including commercials, to be used for televised rounds.

The media—especially television—will cover Youth competitions if they are interesting and exciting and even regularly broadcast (i.e. Texaco's College Bowl and the National Spelling Bee).

By presenting exciting, current, controversial topics within a lively, brief, dramatic format, adults and the media will be willing to listen. Students will be drawn to participate.

Implementation

NFL rules of evidence will apply.

Quotas for NFL district entries will be expanded by two. These bonus entries will be available only if a chapter enters one Controversy Team. Additional Controversy entries count against entry quotas. The district winning team will qualify for nationals. Students in this event may not double enter in any other district event except Student Congress.

For the NFL district, and the Nationals the pairing procedures will be the same as the other debate divisions.

Trial Year

The NFL coaches of this nation have demanded a new debate event—one which will be relevant to real world issues, community audiences and the media.

This new event contains several new and exciting features; a last shot, crossfire periods, topics will be developed from significant issues. The possibilities also exist for topics of fact and/or on significant historical issues.

After the 2003 trial year, all coaches and participants will have avenues to express their input (conferences, surveys, letters) and the final rules and procedures will be codified after their input. I encourage all schools to give this new event a try.

CONTROVERSY

SAMPLE BALLOT

Affirmative # _____

Aff
Speaker
1

Aff
Speaker
2

Analysis:

Did the debater explain the most important issues in the topic?

Evidence:

Did the debater support arguments with facts and expert opinions?

Reasoning:

Did the conclusions reached by the debater flow from the evidence?

Cross Fire:

Were questions relevant and brief?
Were answers on point?

Rebuttal:

Did the debater effectively counter the arguments of the opponents?

Delivery:

Did each debater speak in an organized, communicative style that was pleasant and easily understood?

Negative # _____

Neg
Speaker
1

Neg
Speaker
2

Rate each Speaker in each category:

A = Superior

B = Excellent

C = Good

D = Deficient

The key issues in the round were:

The _____ side won the key issues by arguing:

Signed _____

"You may purchase Controversy ballots from the NFL office."

Email: nflsales@centurytel.net

2002 NATIONALS VIDEOS



Final Round Videos from Charlotte, NC
(and every year since 1983)

Video allows you to truly expand your travel and instruction budget. Give every student the visual advantage of seeing the NFL National Tournament final rounds! The National Forensic League will receive a significant royalty from every tape sold.

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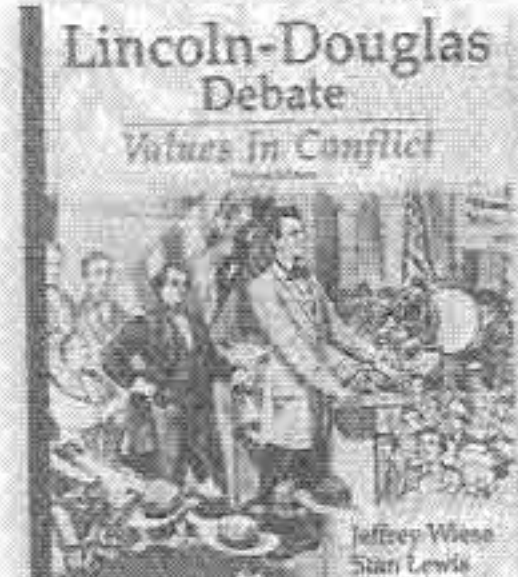
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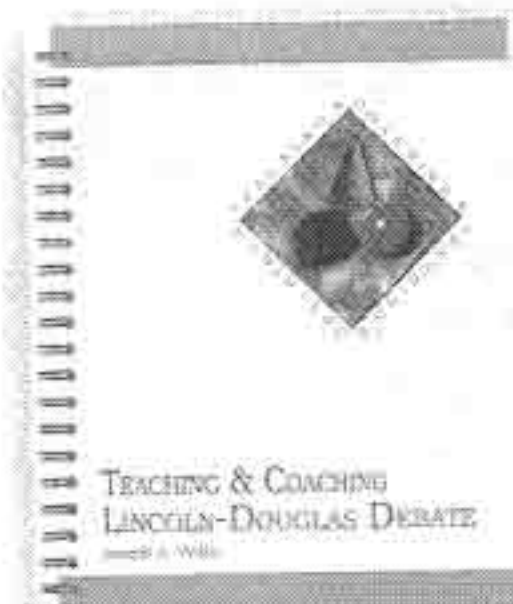
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THE A HA! EXPERIENCE OR A SEARCH FOR GEOFF GOODMAN

by
Bill Davis

Participating in
the NEW DEBATE EVENT??
Read this!

[Publisher's Note: NFL has established a new debate event. What Bill Davis writes will help train contestants for the new event (and all the old events). If I had known what Bill Davis writes below, I would have been a much better debate teacher; my students would have been much better debaters. -- James M. Copeland]

Argumentation is the expression of the message -- the structure and aim of the message itself.

As the split in the forensics community widens, it is always interesting, if you can overcome the depression, to sit quietly and listen to the judges complain.

They complain about a lot of symptoms--rudeness and speed and that debate when they were around, why, that was when giants walked the earth. Meanwhile, the young coaches roll their eyes.

But the symptoms are a sign of sickness. And the complaining about the symptoms is not going to solve the disease. Here is one person's diagnosis -- the entire community, and all the events, not merely policy debate, suffer from *poor argumentation*.

Argumentation is the expression of the message--the structure and aim of the message itself. If you can accept the premise that the purpose of the community is communication, the study of the structure of the message itself should be a major component of our study. Yet I know that in my yea, so many years of teaching, until recently I was pretty ignorant of the ingredients of an argument. This is scary, since I was supposed to be teaching it.

So, I went back to my own debating days (cue the rolling eyes) to the debater that I remembered best as the source of tremendous argument. And I

decided, as I studied what a good argument should be, and how it applied to all the forensic events, that my idol could maybe tell me how he discovered great arguments and how to present them.

One problem--I had no idea where Geoff Goodman was, here in the late twentieth century, searching for a good argument.

Chapter One-- Why Iz Evrybuddy Always Pickin' On Me?

- A. An inflammatory essay
- B. Why you can't answer it.
- C. Exercise -- rationale
- D. Exercise I.
- E. You're copping out.
- F. You're still copping out
- G. Definitions
- H. Johari window
- I. Exercise II.
- J. You can't catch me.
- K. Why people can't stand you.
- L. Homework
- M. Alternate event homework.

He's gonna get caught. Just you wait and see.
Why is everybody always pickin' on me?"
-It's a rock classic, kid. Grab some cultural literacy.

A. Being an essay on Truth in Debate

Nobody much likes us out there.

Oh, sure, we have our good reasons why we think they don't like debaters. We're smarter than the average bear, and we speak our minds, and nobody likes that much, particularly when we are right and they are wrong.

Yea. Right. The fact is that people don't like us for the same reasons that they don't like lawyers (ouch!). They don't believe in the very premise that our passionate love is based upon -- namely, that in a clash of ideas, the truth will be revealed. No one else seems to see that in us.

And the real problem is, deep in our desperate souls, we know that the principle really IS flawed. We can see in major trials that the focus is not on the truth, but on the attorneys. (OJ who?). It is very clear that

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neither side in a trial is interested in the truth if it gets in the way of winning.

Winning is the source of all distortion in debate, too. Look at our strategies: generic disads, squirrel cases, and critiques. Do any of these methods of winning move us any closer to the truth, except by accident? In fact, if you have ever had the pleasure of running a case with a high truth value, you probably have had the displeasure of being attacked for taking away the negative's ground.

Let's take the Ultimate Topic; Resolved: that the Status Quo should be changed. (I'll use this topic, hereafter called the UT, for my debate examples). If we ever decided to debate the UT, I'm sure every negative would lead off the INC with Topicality.

An example. I, the affirmative on the UT, propose that the space program should be discontinued. It is a waste of money, it creates an environment filled with falling space junk, and it removes the focus from the protection of Mankind.

How can you beat my affirmative? Well, I think you might run a T argument, that the Status Quo is all we have now, and therefore to change the Status Quo you must change everything within it.

And then, you would decide to run a Patriarchy Critique, since I had the ignorance to use the exclusive word "mankind". The risk of running either argument being zero, since if you lose them it doesn't hurt you, you say, why not? No matter that the T argument wants the judge to ignore a debate on substantive issues and at the same time set the precedent of voting against every other affirmative case, since no case could meet the demand.

And look at the hypocrisy of the other cheap weapon, the critique. The purpose of running the critique is not Outrage, as the language critique would have you believe. If so, the last point of the critique would not be "This is a voter". Nay, it would be: "I'm so angry, I can't go on."

Maybe, after five minutes of procedurals to try to win the quick cheap ballot, maybe we could get to the issue at hand. I doubt it. There's gotta be a generic d/a in here someplace.

Several years ago, a student of mine attended a national workshop. A college debater literally got into his face for claiming that an argument was "the truth".

"This isn't about truth," he sprayed in his victim's eyes, "This is about debate."

No wonder we are so misunderstood.

B. That Hurt? That Make you MAD?

Gosh, I hope so. If I did my job properly, you are of two minds -- do I deserve to be shot as a traitor, or will holding my head into the toilet and flushing a couple of times bring me to my senses?

I just applied the end product of this course to you, in an essay form. You may have the self confidence (some might call it conceit, but not we debaters) to think you can deny this argument easily. I remain confident that, if you are a high school debater, no matter how successful you may be, that you cannot beat my argument, BECAUSE YOU HAVE ABSOLUTELY NO TRAINING IN DOING SO. No one has EVER shown you how to attack an argument that has been prepared with the expectation that ignorant (ouch!) novice (that's a fightin' word buddy!) thinkers would attack it. It's this simple. I know something that you don't, and until you do, you don't have a prayer defeating me.

Now that's braggin' only if I can't back it up. And I'm going to let you prove it for me.

C. Exercises? What is this, math class?

Yes. Logic is math.

Friend, you can pass on the exercises if you like. But you will miss out on an incredible experience.

You ever had an A-Ha! experience? If you haven't, I mean a moment of breakthrough, where something incredibly important suddenly reveals itself in all its awesome splendor.

If you do the exercises, I promise you one. It may not leave you gasping for air like a beached fish, but it is better than sex. (All right, maybe not- just checkin' you for a pulse.)

D. Exercise the First. Right here, sucker. Right on the chin.

Write down every argument you can think of to destroy the essay above. Don't cheat yourself. Think. If your response to me is "But how do I do that?" You have had your first A-HA!

E. More! That's a puny list, and you're not thinking a critical thought - namely what is Truth?

Pilate thought it important enough of a question that he kept a mob waiting while he asked it. Look, I'm no Geoff Goodman. All you are keeping waiting is an old Dinosaur with dandruff.

F. No you're not ready for me yet.

Let's begin to analyze what you've missed.

G. The Parts of an Argument #1 - Definitions.

I asked you to ask for a definition of truth. If you allow me to leave that definition as nebulous as the talent of the artist formerly known as Prince, you will never be able to pin me down long enough to do any damage.

This is obvious to anyone who has ever griped about school. I dare say that includes you. Whenever you say that something is a waste of time, without defining what IS worthwhile, you employ the same slimy approach as I, except your slime is not as well hidden as mine.

All arguments require definitions before they can be attacked. If you have ever watched an L/D round perform the "Two ships passing in the night" act, the responsibility generally rests here, on a lack of a definition.

H. So, I'll define truth.

Truth is reality, encompassing not only what is perceived by humans, but all of what is. In fact, I am taking the same philosophical approach as the Johari Window. Have you ever seen one?

Known to self Known to others	Known only by others
Known only by self	Known by no one

To be brief, the window says that the truth must be larger than any one or all of us.

Understanding all of the implications of the Window is not important, though it sure is fun to argue. What is important is that I must believe that A. The Truth exists and that B. No human can ever know it.

I. Exercise the Second.

A taste of blood? Go ahead. Make my day. Write down why

my argument must fail, now that I have stupidly defined Truth in this manner. But don't cheat. You have to be good and ready before you go on.

J. I did it to you again!

You can't pin me down with that definition -- I'll just smile enigmatically until you give up. Lookie -- if we don't know truth and can NEVER know the truth, then debate remains corrupt and contemptible. I will still win my argument, because the attackable premise is NOT anything about the Truth, but about debate and the truth.

K. Well, if you haven't torn up this paper in disgust by now, you just had an A-Ha! Experience.

Or I will give you one now -- that the slippery technique I used on you in (J) is why people can't stand debaters. I'm playing a game with you, even to the point of including trash talk to make you play stupid. What I want to teach you is analysis- of argument, or character, or speech, and then I want to teach you lateral thinking, a technique to improve your creativity in any event. In you will carefully stick with me, we'll do just that.

L. Homework before we meet again.

(For both policy debaters and L/D's) Think of five important conflicts that you have in your life. Number them Alpha, Omega, Epsilon, Greek, and Yo Mama. And place your attacks against the essay on the back burner; I promise you that by the end of the semester, you will be just as convinced that my essay was trash as you are now. Except you will know why.

M. Homework for other events

1. Oratory -- take a well written essay, and attempt to make an outline refuting it. If the essayist was the speaker in front of me in a round, what could you say to defeat his/her thesis? Or, you can do the debate exercise above

2. Interps- yes, this is for you. From your scripts, find three conflicts between characters. Or, you can do the debate exercise above.

3. Extempers. The President of the United States faces issues all the time. Identify five of them. Or, you can do the debate exercise above. Do I hear an echo?

What was so great about Geoff Goodman?

Well, he had plenty of success -- he won the NFL National Championship, and in college he made it to the semifinals of the National Debate Tournament, where he gave way to another team from Southern California. But there have been plenty of successful debaters, and I fear I must say that not all of them were great debaters.

Chapter Two -- Playin' In the Sun With My Reverse Barometer

A. Custer died for your arguments

B. Exclusions

C. Exclusions as cross-ex

D. A dialogue on truth

E. Evidence

F. Good Arguments

G. The basic map

H. The essay

I. Issues as questions

J. Exercise 2

K. Exercise 3

L. A-Ha!

M. The conclusion

N. The dangers of anything lose

O. The reasons

P. The evidence

Q. Evidence is not reason

R. Evidence must be specific

S. Braces on braces

T. Homework

U. Alternate homework

I will do exactly the opposite of what this man tells me to do. It's obvious what his game is. He wants to lead me away from his Indian friends. He is the perfect reverse barometer.

Isn't that right, Lieutenant?

Gen. Custer in *Little Big Man*, right before You Know When

A. Yesterday, we began our analysis of an argument with definitions. We then apparently destroyed the value of the definitions by showing how an argument could still be effective without them. Thus, we need to encounter the second part of an argument, that serves the function of a reverse barometer to definitions.

Hopefully, using this tool we will end up a bit better off than Custer.

B. The second part of an argument--Exclusions. A definition is intended to show what is going to be argued. To be effective, a definition should clearly hint that there are boundaries. What is NOT going to be discussed are the exclusions.

Take yesterday's essay. It is pretty obvious that I am speaking of policy debate, but wandering in are references that could mean that I am talking also about Lincoln-Douglas debate. Am I? Who cares?

The person arguing against the essay must, else she is again attacking a ghost. It is conceivable that I could even wiggle from talking about policy debate, since I never specifically say that policy suffers from this problem. All my examples are from policy, but never do I declare myself unequivocally. Yes, this is slimy. I'm sure you never do it. Pfui.

C. One of the miracles of cross-examination is that it allows the advocate to clearly demonstrate what the opponent is not talking about. This is not only important in policy debate, because everything that is excluded can no longer be claimed as significance or impact, but it is critical in Lincoln-Douglas because... well, you need to figure that out for yourself.

D. Let's enter into a dialogue about the essay. This is a tool that you can use to prepare yourself for advocating an argument or for attacking one. You play both roles, switching back and forth, doing the absolute best you can to represent both sides. Forget about being funny, or witty. Just be both advocates.

Idiot (I): Let's begin with this concept of truth. Tell me what truth is NOT.

Moron (M): Not Truth is lies.

I: And lies are intentional?

M: Not always. I could lie because I don't know any better.

I: Then everything is a lie. Take a look at the Johari window. Since we never can know all the truth, then there

would be a lie in everything we said.

M: Oops. O.K., let me try again. Not Truth is anything that does not lead directly to truth.

I: Huh? Give me an example.

M: Simple. If I intend to show you truth to the limits of my miserable abilities to perceive and communicate it, then that is Truth.

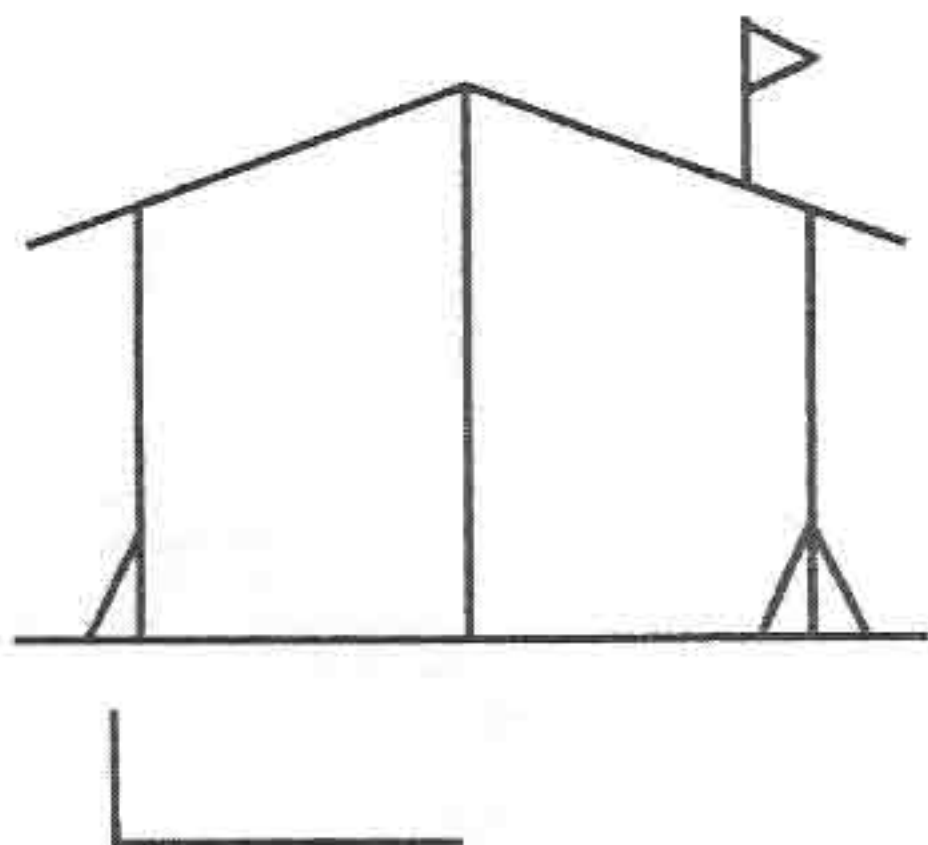
I: Truth seeking is equivalent to truth itself.

M: In this argument, yes. Don't roll your eyes. Even if we don't know what truth is, we DO know when we are intentionally attempting to walk away from it. And debaters do this with a grin, because it's all part of the game.

E. Exercise the First. Write a dialogue about the Alpha problem you have discovered. Try to clearly define and exclude. Again, do not try to WIN the dialogue. It's with yourself, for crying' out loud!

F. And now, argument mapping we go. When you are done with this course, immediately go buy *Good Arguments* by C.A. Missimer. Prentice-Hall is mighty proud of this book, if you catch my meaning, but it is revolutionary for us stupid people who have meditated on Toulmin and returned home spiritually ravaged. (Yes, that was a major overstatement. I learned a lot studying Toulmin. I just never could figure out how to TEACH it. The very first time I presented *Good Arguments* to my debaters, they were furious with me for never presenting it before.) Buy it and give it to your coaches -- do it a nonny mouse if you think you want to -- after all some coaches are as conceited as their debaters and think they know it all. I know that is hard to believe....

G. The basic concept is that an argument is like a house. I will show you what appears in the model that debaters can easily use, as a preview to what will come.



H. Parts of an argument -- third part: the issue -- the foundation of the argument. The issue is precisely what we are arguing. This can only be discovered after the process of definition and exclusion is completed: don't think that because definition and exclusion don't appear on the map that they aren't important. As a student told me, Definition and Exclusion are like real estate agents: they find where the house can be built and try to sell you the land, taking a percentage of the price, etc. etc. ad nauseum.

I. Issues are always expressed as questions. Statements cannot lead to conclusions -- they are conclusions. Therefore, the viewpoint of the issue is a critical factor. If I inquire "What is the best pizza?", am I asking as a consumer, a businessman, or as a teacher giving a folksy example to try to impress students as being a regular guy?

Consumer -- Well, the best pizza is one that tastes good, is affordable, and is served in a setting that doesn't invoke Italy too much.

Businessman -- Money? Profit? Money?

Teacher -- The best pizza is Tony's Frozen Pizza, because that's what I can afford.

J. Exercise the Second. Take the consumer viewpoint, and for a moment let's grant that the criteria mentioned are valid. You realize, I hope, that if you never allow an argument to get to the building state, that most judges will think you are the Johnny Cochrane of the debate circuit -- love his taste in suits, but picky, picky, picky!

Reflection should show you the difficulty of the exact wording of the issue. There are frightful consequences on either side: should you pick the Scylla of "best" as vital to your issue and then watch your opponent run amok? Or do you pick Charybdis, and get specific, paying the price of very little flexibility?

Again, my fanciful debaters returned to the model of a building for this comparison: do you build a fancy basement and spend your time constructing something many people will never see? Or do you slap your argument down on a slab of concrete, only to watch your opponent tunnel under it?

K. Exercise the Third. Carefully word the issues of each of the five problems you devised. If you don't mind making them public, then allow somebody to try to challenge them. Note your reactions as they seem to get more unreasonable than ever -- don't they want to argue? Isn't that the reason for even having an issue in the first place?

L. Now you may have had a A-Ha! experience as to why people can't stand lawyers and their cousins, namely us. The perception that we try to pick a ground that will avoid any significant discussion is justified. It is why few judges really WANT to vote on topicality, and why generic arguments are treated by many with contempt.

M. Parts of an argument, fourth part -- the conclusion. The roof of the building, and therefore all that separates a house from being a ruin, is the conclusion of the argument. Often the conclusion is as simple as yes or no, or it may be a sentence fragment. Heck, I'm feelin' generous, it could be a sentence. But if your conclusion has to be longer than a sentence, you've misunderstood what you're trying to prove, and the responsibility lies within the issue to discuss. Your teachers will tell you that the biggest fault with your reasoning powers is that they start off proving that Nixon should have gone to China, and end up convicting him for Watergate.

N. The biggest danger that awaits the conclusion is the same as that within the issue -- loose wording. Go take a look again at (H) and (I).

O. The parts of an argument, fifth part -- the reasons. These are the walls, that hold up the ceiling of the conclusion. It doesn't take much to recognize that the reasons are critical. The model clearly shows the danger of an assertion. Responding to an argument with "bleah" is not sufficient to justify my own.

Further it shows that one reason, no matter how well done,

oped, is a shaky excuse for a house. In Kansas, our department of parks fell in love with concrete toadstool picnic shelters. If you go to one of our state parks, there they are. There are even ironic postcards about them "Kansas Morels". Most of us do not want funny postcards made out of our arguments.

P. The parts of an argument, sixth part—the evidence. This is the first place where Ms. Missimer proceeded to blow my mind—yes! That is exactly what evidence does—it braces up the reasons. This may not seem like an earth shaker to you, but consider—

Q. Evidence is NOT a reason. Facts, and quotes are neutral, and their existence do not create a reason for a ballot in and of themselves. Have you ever seen a debater wave a stack of evidence, and claim that is a reason to vote? Not you, right? Bah.

R. Evidence must prove the reason specifically. One or two connections are not enough. The effect of taking down a clumsy brace usually brings the wall down with it (Bob Vila, where were you when we needed you?)

S. Bracing a brace is a lousy way to build a house. A chain of evidence to prove a reason is just as weak. Consider the multiple difficulties of the generic argument. It is really a chain of arguments, and the fall of any part of any argument collapses the argument. If any quote falls, so does the chain. Pardon me, but I must say this—the only reason why generics are successful is because the debaters have accepted them, not the judges.

T. Homework—map the following arguments.

1. China poses the biggest threat of any nation to world peace. It possesses nuclear weapons, and the heartfelt belief that of all nations, it alone can survive a nuclear war. President Li Peng demonstrated this when he said to the Congress of Deputies "No one may attack the People's Republic of China, because they know they cannot defeat us."

2. Overpopulation will cause nuclear war. First, X tells us that overpop is critical to political instability. Second, Y screams that political instability is always a pretext for war. And finally Z whines that in a nuclear age, the incentive for any power that holds nuclear capabilities is to use them.

3. The US must stay out of Chinese internal affairs. History teaches us that the Chinese regard American foreign policy as a reverse barometer—whatever they want us to do, why I shall do the opposite. Isn't that right, lieutenant?!! Duck your head! ~~ouch~~ he got the point.

Argument Maps for T., Chapter 2 next page

E. Homework for the other events

1. Interpers—Take the three conflicts from the scripts you wrote yesterday. Map those conflict.

2. Orators—Map the arguments from the essay you chose yesterday.

3. L.D'rs—Map the argument "Justice is the preeminent virtue."

4. Extempers—you are President Bush, discovering that not only does Iran have the nuclear bomb, but one is planted in the White House. Map the argument to justify your decision.

I didn't see Geoff Goodman in high school while he was winning NFL in the late 60's. Instead I was a regular victim when he was starting for USC.

He seemed tall—at least I remember him as tall, and he had a "natural" — a "fro" for white guys. It added to his height.

And when he started to speak, it would bob and move as if it had a life of its own. My deaf girl friend, who watched one of Dr. Goodman's operations on my ego (while I was wishing for sixty minutes I too could be deaf), said he had "the mane of a snake charmer."

He also had a taste for theater. He liked to keep his audiences waiting—I believe that we have prep time in part as a response to Geoff Goodman.

But he could think. I never saw him run a predictable argument. For a couple of decades since, I have tried to figure out where he found those arguments. At times I wanted to just ascribe it to talent, as if certain thinking could never be taught. I never gave up the idea that I could figure out his secret, because he had to have one. I kept the flowsheets, and transcripts of some of the final round debates where he appeared, and once in a while I dug them out and studied them for The Secret. No luck.

Chapter Three: Assume Nothing

- A. The assumption
- B. Examples of assumptions
- C. Comparing the homework
- D. Assumptions of the homework
- E. Exercise 4
- F. The answers - well, sorta
- G. Your assumptions arguments
- H. My assumptions arguments
- I. Assumptions in your arguments
- J. Homework
- K. Alternate event homework

**"Children today are arrogant, gobble their food,
and show no respect to their teachers."
-Socrates**

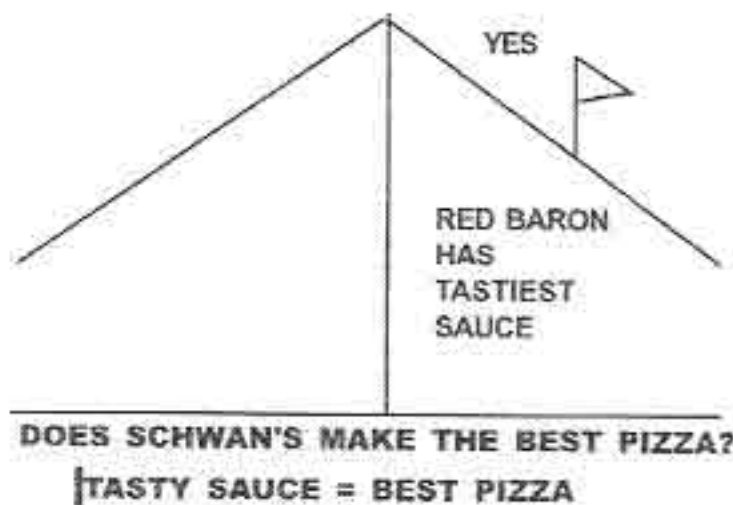
A. The parts of an argument—seven—the assumptions.

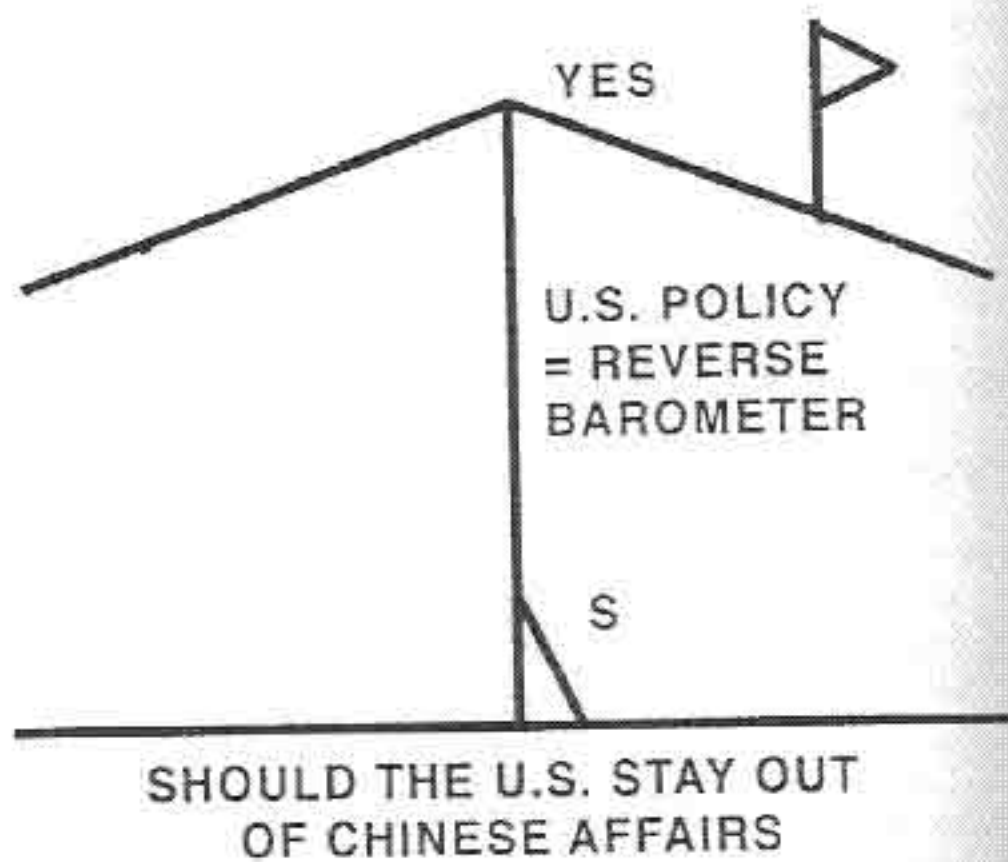
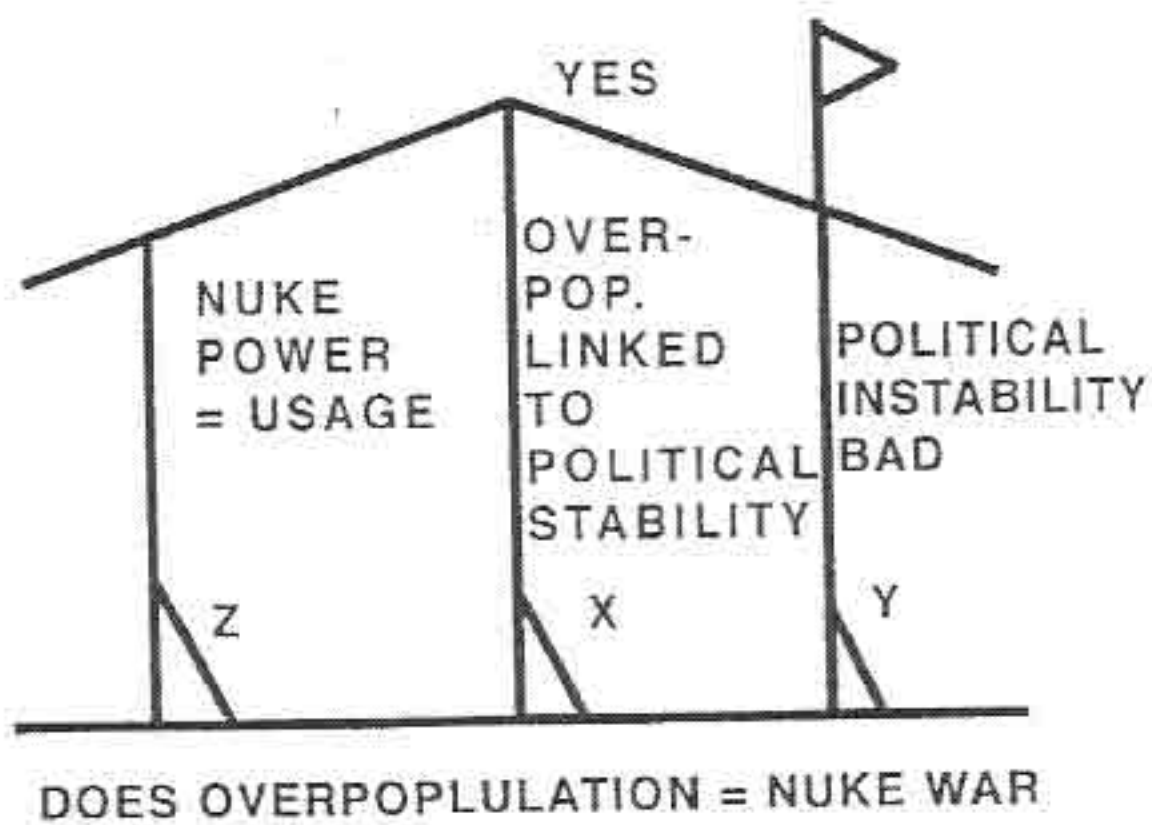
Up to this point, the argument model isn't too startling. In fact, it looks a whole heck of a lot like a flow sheet; the conclusion is the advantage, the reasons the subpoints, the evidence the, um, evidence, and the issue the resolution in question form. But now we enter the dirty little secret of arguments—what it is like underneath the foundation, where the Good Arguments Are.

Assumptions are what must be true for the argument to be true. If the assumption is not true, then the argument must be faulty.

B. A couple of examples.

I tell you that Schwan's makes the best pizza. When you ask why, I tell you that Red Baron has the tastiest sauce. The assumption is that tasty sauce equals the best pizza.





ARGUMENT MAPS FOR T., CHAPTER 2



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The Ivy Scholars program is directed by Prof. Minh A. Luong of Yale University, former high school and college debate coach who has administered summer academic and debate education programs for 15 years. Mr. Nick Coburn-Palo, coach at The College Preparatory School (CA) and former academic director of Lincoln-Douglas debate at the Stanford L-D Debate Institute is the program coordinator.

Early decision deadline is 30 January 2003. Regular application deadline is 15 May 2003.

Admission into this special program is competitive and is for students who will be juniors or seniors in 2003-04

For program information and application forms, visit the Ivy Scholars website at URL:

www.yale.edu/ivyscholars

Questions? Contact Minh A. Luong via email at <minh.a.luong@yale.edu>

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)

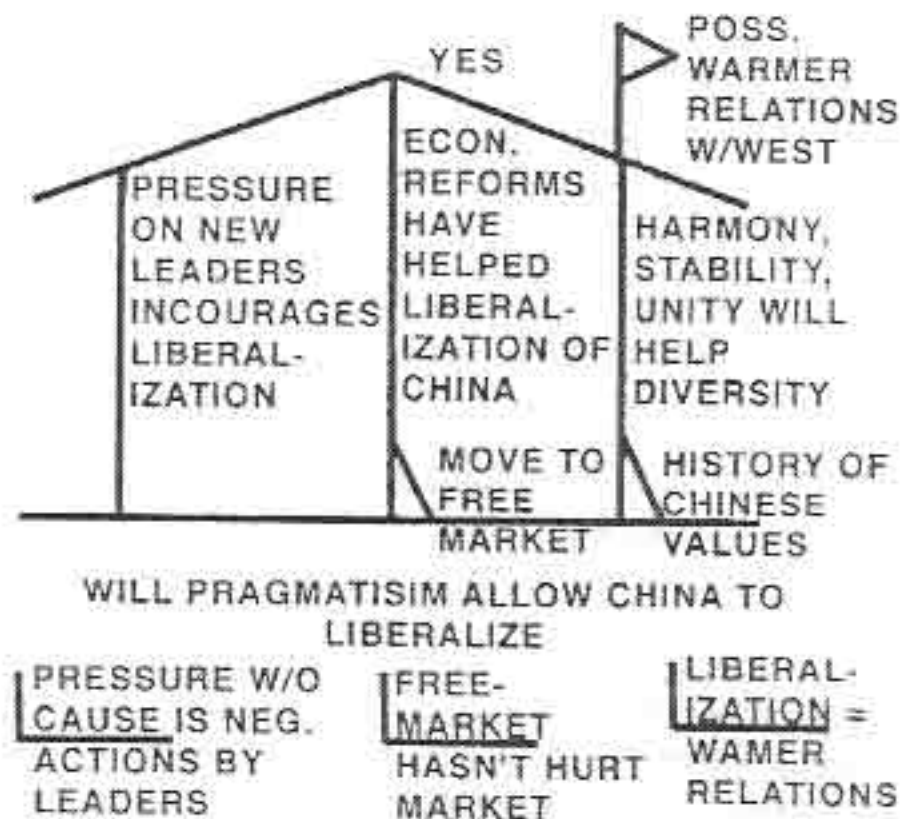
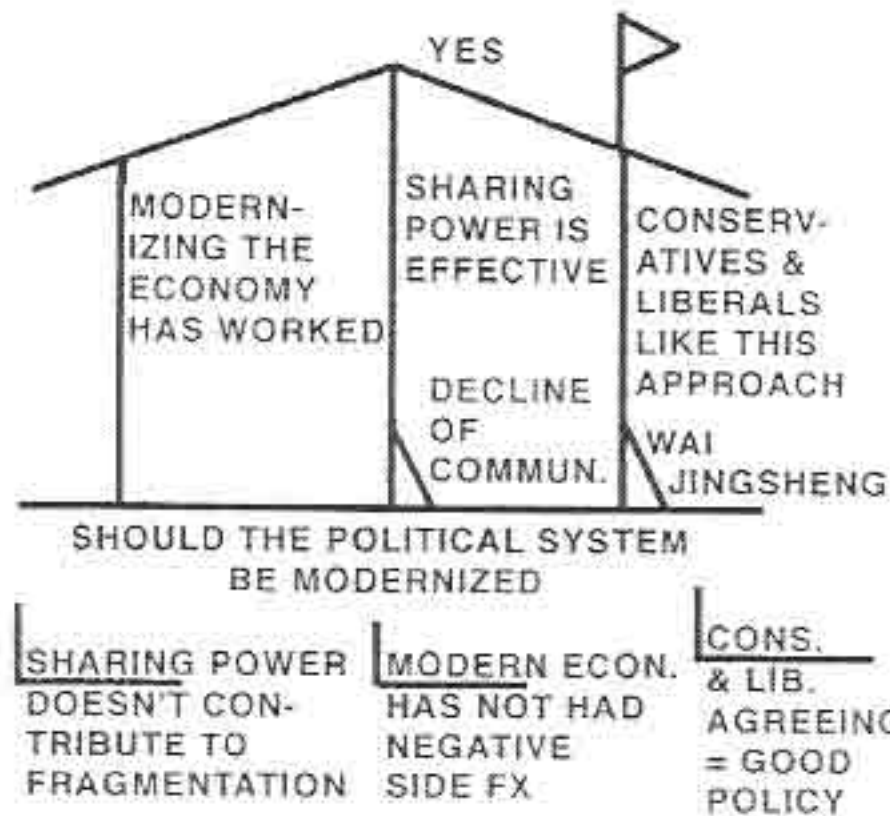
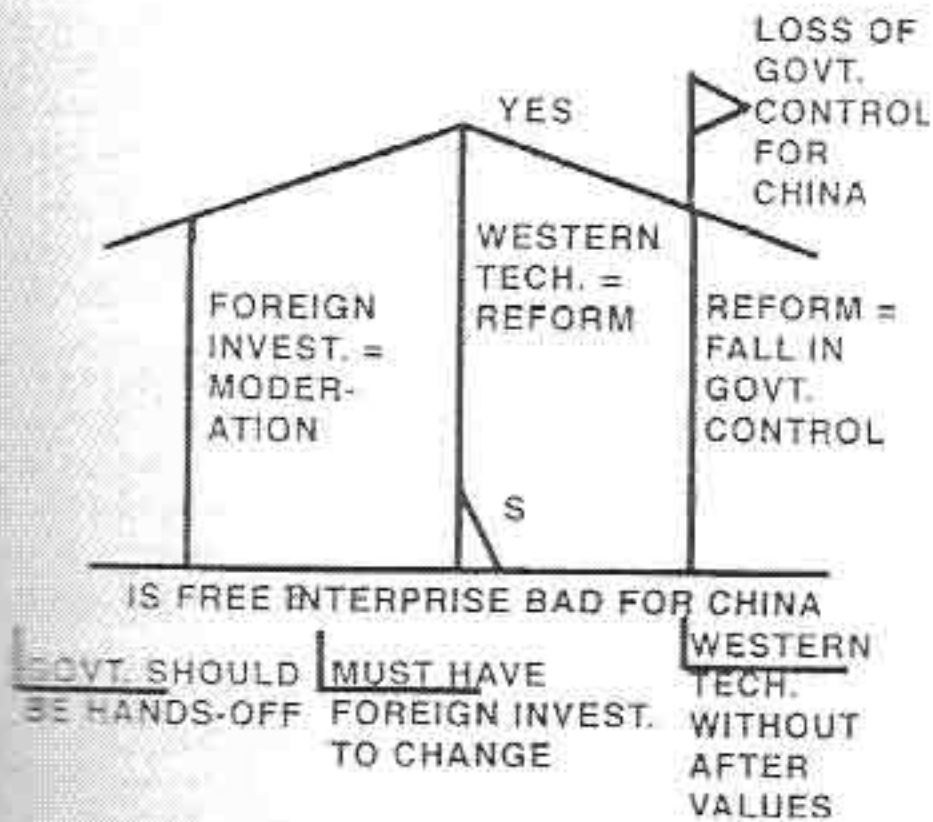
Now map the argument. Here is a good example of assumptions necessary not only to the reason to be true, but assumptions necessary for the evidence to be accepted.

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, vane 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 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 Lesson Three. (you will soon see that we all are lazy) Map the impact of each of these arguments.

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 a few 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- paint the school! Stop cheering.

G. Cross ex plays the critical role in setting up implications 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, right?

the statement.

3. Interperses -- 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.

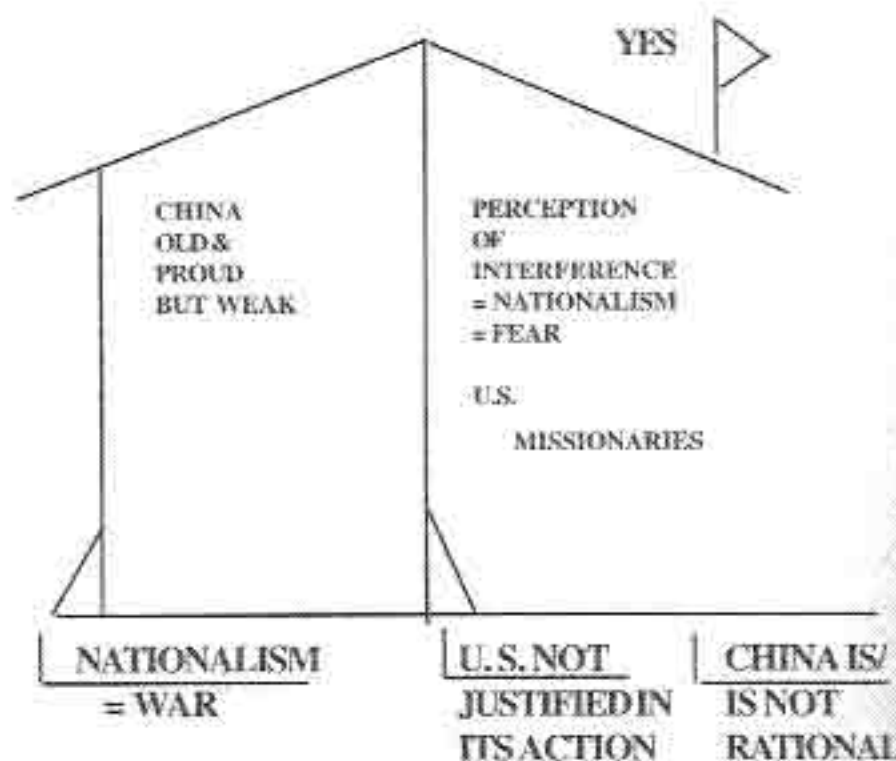
B. Where is the line of deviancy in crime? Murder is pretty deviant, but what about drug abuse? Speeding? Jaywalking? Tearing the tags off mattresses?

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.

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's 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 imperial adventures and a nuclear war! Whew! You already call this "outweighs".

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

Example (on an old debate topic) -- the opponent claims that limiting 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 are threatened, the Chinese have historically gone to war with their opponent.

Sometimes, you can do both.

M. Exercise the Immediate--Take your five critical arguments and map them on 3(1). 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 in every argument you ever had with her. The reason it was so infuriating is that it gave your argument almost no credit at all!

O. Homework- Take a complete article on the debate topic. Draw out 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 your 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 PMJ
- 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.

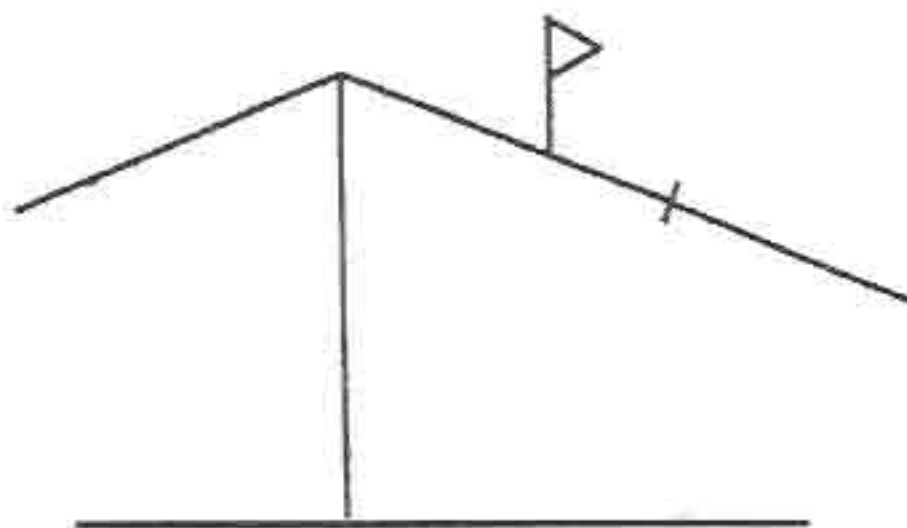
Vertical thinking is the bread and butter of most forensic events. That huge file box of yours is an altar to the glory of vertical thinking. Here, says the ox-box, is the Ark of the Covenant. Buy this handbook, attend this camp, and thee shalt never toil with thy brain again.

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 is 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

L. 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.

Q. 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 pout 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?

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

So, Geoff's not here. He's an assistant district attorney here somewhere. He has a trial and he is overpreparing, as usual.

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

Does he still have, well, great big hair?

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

Oh.

Could 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- that's all right. Give me your number.

How long just sat around waiting for Einstein to call?

Chapter Six- Po' Li'L Me

1. Examining the homework

2. Vertical versus lateral thinking revealed.

3. Arguments off lateral thinking

4. 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 her 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 INC. 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 ~~proof~~ ex is not binding, then the affirmative immediately must read evidence 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-fashioned thinker you. That's precisely the reason why high school policy debates end with both sides telling each other what they need to do. The judge then winds up making a decision on what he is told he cannot do. Has that happened to you? Then ~~prepare~~ you do the next exercise carefully.

P. Exercise the Future (for all but policy debate)- what do the ~~future~~ tell you about why events have evolved to their present state? 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. ~~Explain~~ 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

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 female friend says that the assumptions show Juliet's intelligence. 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 ignore 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/Drs- 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/Drs 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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THE D G E

IMPROVING YOUR RESEARCH SKILLS

by
Dr. David M. Cheshier

The role of evidence in policy debate is often criticized as having overtaken oral and critical thinking skills development, and there is some truth in the complaint. It does sometimes seem as if the activity has conflated *evidence* for *argument*, when the two are importantly distinct. Our collective reliance on quoted materials is sometimes a basis for ridicule — from judges who wish students would break free of their files to advance intuitive and logical arguments in debates, and from coaches who despair about the educational value to be derived from digging through thousands of student-prepared files.

And yet, the research component of policy debating produces essential benefits not only for the activity as a whole, but also for students who learn to produce high quality evidence for their claims. Reliance on quoted experts, despite its obvious shortcomings, does anchor policy controversies in the actual literatures of lived disagreement. And despite the prevalence of the absurd myth that "one can find a card to say anything," advocacy is spared from even more outlandish claims than we hear by the requirement that significant claims be backed by authoritative evidence.

Of course there are also the simple but extraordinary benefits that accrue to students who dive into complex literatures and gain confidence in their ability to converse on demanding and jargon-laden questions. Students who do serious research are less likely to be silenced by arbitrary claims of authority and expertise, not an unimportant outcome given the number of so-called experts who daily demand our acquiescence. And even were actual debates less dominated by card reading,

it's still clear that students who have mastered the difficult literatures will fare better competitively than those who have not, and this is as it should be.

That policy debate is organized around the production and use of evidence therefore produces important consequences, along with the benefits. Our reliance on evidence has thus generated a long history of concerns, ranging from the popular complaints about the risks of evidence fabrication popular in the 1970's, to the rich-poor concerns emphasized in the 1980's, to concerns about the proliferation of prepared and summer materials in the 1990's, to today's concerns about our near obsessive reliance on up-to-the-minute database materials. Still, researching is a vital precondition for higher order critical thinking skills, and students who succeed at it develop inspiring levels of expertise.

Despite all this, students struggle. Research is hard work, and for those whose attractions to policy debate centered on travel and face-to-face arguing, the prospects of blindingly dull hours at the computer or in the library are less than inspiring. Perhaps for this reason many coaches do not even bother to ask their beginners to do original research — though they often justify such a choice on the grounds that there's just too much else to learn, surely the tedium of research plays a role in their thinking.

And research can be hard to teach — different schools have such different access to information materials, despite the Web, that generalized instruction often fails. Students sometimes struggle to pick up research skills, unlike speaking and arguing skills which they seem to absorb more easily. But this is so because we do not regularly provide students with organized feedback on the quality of their research, in the same way debaters receive arguing feedback at the end of every debate. And so students quickly gravitate to the easier-to-research issues, like Bush/politics and the state of the economy, where evidence falls off every page of Lexis-Nexus coverage.

In the rest of this essay I want to offer some very practical advice about how debaters can improve their research. In talking with students over the years, I've encountered a series of very common and understandable obstacles that stymie success. Here I present some of the most common, and offer pretty basic advice for how these problems can be overcome — there's no rocket science in what follows, just some lessons you may not have considered in your own struggle to cut better cards.

My problem is....

Doing research bores me, and I find I quickly lose focus. Don't be embarrassed if this is your major problem, because it's more common than you think. And sometimes doing research is boring — one often encounters material that isn't exactly geared to the assignment, and it can be a drain to slog through a full book that only yields five usable quotations.

There are many ways to work through this problem, and over time you'll find yourself intellectually energized by research. In fact, like many other debaters, you may end up concluding that the search for good evidence and the quest to get your brain around tough intellectual literatures is actually the best part about policy debate. In the meantime, consider these tips: (1) *Pick an argument that interests you.* There is always, it seems, an infinite amount of potentially productive work to be done. Given that, pick an argument you think will prove interesting given your passions — like philosophy? Write a kritik. A political junkie? Fine, work on Bush. Want to be a doctor? Read up on the latest drug therapies for mental illness. Want to be a millionaire by the age of 29? OK,

then, get started by reading the business section of the newspaper every day, and work on the major economic positions. (2) *Collaborate* with someone you like working with, who won't just distract you. Having a research partner works for the same reason having an "exercise buddy" does — when the temptation to quit for the day strikes, you can keep each other focused and motivated. And when two are working together, the work goes faster. (3) *Work in short intense doses.* It's easier to stay focused for thirty or forty minutes than to plan to work for ten hours straight. Work for 45 minutes, and then take a quick break to recharge. Or alternate between reading and processing evidence. (4) *Work in a distraction-free environment.* Let's face it: unless you are a cyborg, it is simply impossible to fully concentrate on high-level research while trying to watch television. Some work more easily with music on, while others are distracted by it. Which group are you in? Find a quiet place to organize your research where you won't be constantly interrupted. (5) *Start out with the obviously more productive sources,* and read those while your energy is high. Then move to harder material. Finding a lot of cards right away will energize you, and also more quickly familiarize you with the range of issues. By the time you get to the more dense material, you'll have a better sense of what needs to be carefully read and what can be skimmed. (6) *Set benchmarks* for yourself. Evidence quality matters a lot more than evidence quantity, but if setting the goal that "by the end of today I'll have cut 150 cards" helps you stay focused, then set it. Create a contest with a friend who is also researching for who can find the "sweetest card" over the day's work. Yes, it sounds a little foolish. But such motivational tactics can help when your energy flags.

I'm a slow reader, which means I don't end up finding much evidence despite all the time I spend doing research. This is another very common problem, and it can also seem a little humiliating to admit it. But who can blame a student for feeling frustrated when he or she spends eight hours working attentively, only to have made it through twenty pages of text?

To some extent, the slow reading problem is a function of inexperience with the topic-specific literature. It is natural to speed up one's ability to cognitively follow hard material as the year goes by. Experience counts in another way — reading more quickly is partly a function of one's effort and attention. If you work to improve your reading speed, and concentrate on it, you will succeed in jumping your rate of review.

The magazine *Business 2.0* ran a short story on speed reading courses in its April 2002 issue — you know, those classes that supposedly teach someone to read a book in a half hour (the actual land speed record for fast reading is 110,000 words per minute). One of their reporters took a class with Diane Alexander, the president of a consulting firm called MindWorks. The reporter discovered these interesting facts: The average American reader averages about 200 words per minute, which is about par for a typical fourth grader. And of direct relevance to debaters, "The trick to speed reading is to run your fingers along the page. Reading isn't about intelligence; it's just hand-eye coordination." That sounds a little junior high, doesn't it? But it actually works. I saw another news account that reviewed more than 1000 of these speed reading courses. The one trick they found that pretty much everyone taught is the "follow with your finger" rule. The *Business 2.0* reporter discovered her speed and comprehension both jumped when she ran her finger down the page: "To prove the point, I have had us read for speed only, sans finger. My eyes are darting all

over the place. I'm at 800 wpm but 55 percent comprehension. Then she has us run our fingers underneath the lines of text. Though I don't think I've gotten much out of it, I guess at the answers to questions and come up with 90 percent comprehension at 700 wpm." Try it for yourself.

I've heard other suggestions for increasing reading speed. It seems to me that each comes with a potential set of drawbacks, so decide carefully what works for you: (1) Some recommend that instead of getting bogged down in the thought process of where to begin and end bracketing, you can speed your reading by simply *carding whole paragraphs* that you know contain useful information. The tactic is fairly safe, since the paragraph, if well written, usually provides a minimal baseline context. (2) *Don't underline as you go* — you'll want to do that later anyway, when you brief, and it takes a long time to underline. (By the way, this is a tip which may help for debate but hurt in other contexts. Education scholars often recommend underlining when you are reading for detailed mastery, as in when you are studying for a test.) (3) *Read only until you've identified a paragraph's thesis sentence*. If the thesis is useful to your debate work, keep reading. If not (for example, if the paragraph is making a purely factual or historical point unlikely to be useful), move on. (4) *Practice reading faster*. Often the problem is just that you're prone to daydreaming, where you stare at the same page for an hour. Concentration and practice can get you over this common problem. (5) *Learn how to skim extraneous chapters*. Historical, tangential, irrelevant case study chapters may be safely skippable. Obviously one must be careful, and if you have the luxury of studying every word, then do so. But the skill of skimming can be very useful. (6) *Start by reading the introduction and conclusion*. Those passages will lay out the essay's basic architecture, and if you have that in mind, you'll move more efficiently through the body. (7) Sometimes it is useful to *start with a good secondary source*. This tip will horrify those who are dedicated to having students start with primary sources and with fresh eyes. But if you're just bogged down, a secondary source can, again, give you a useful idea of the bigger picture. (8) *Break long essays into manageable chunks of material*. (9) *Minimize the amount of reading you do from the computer screen*. Reading from a monitor strain the eyes can be slower unless you're using the computer to help you process at the same time. And it can be easier to lose one's place on the screen than if you have hard copy in front of you.

I can't seem to find a lot of material when I am getting started. Sometimes this complaint is frivolous, since what it really means is the debater failed to find dynamite evidence on Lexis-Nexus. Still, it can be a serious problem, too. Some suggestions: (1) *Think systematically from the start about every possible major source of evidence*, and whether it is likely to cover your topic: law reviews, newspapers, government documents, books, academic journals, the radical press, web pages. Consider them all, and make sure your citation strategies are covering everything. (2) If you are working in a particular library's databases, *consider accessing other institutional sources online* as a way to broaden your worldview. Many card catalogs are available to anyone who wishes to log on, and think about using general search terms within the major ~~accessing~~ databases, such as the one run by Amazon.com. (3) *Broaden your search* bit by bit to accumulate a manageable amount of information. If the search retrieves hundreds of articles, you have several options. You may simply need to read through all of them, because if the topic is broad you'll just have a lot of material

to master. Or, scroll down to the first major and obviously useful source. Start reading that article, but with an eye toward refining your search terms — what is the major court case in the area? What are the terms of art used by experts in the field? (4) If you hear other students who seem to have already written the file, *copy down their citations*, and use that as a starting point. And track footnotes in the material you're reading.

It is vital to use all the available sources. For example, one resource called the *Alternative Press Index* covers journals not in the mainstream, and thus unlikely to appear in ProQuest or Lexis. Think about tracking down book reviews for the major books you're covering. One phenomenal online resource is the *Social Science Citation Index*, which is available at nearly every major research university in the world. The SSCI includes a feature which allows a user to enter an author's name: once carried out, the search retrieves the citation of every major publication written *since then* which footnotes the original. You'll sometimes find that even apparently similar indexes retrieve very different findings, given the journals they cover.

One common possibility is that a reasonable search in a database like Lexis-Nexus is returning fewer results than it should because of how the search is configured. In LN Universe, which is increasingly available in university and high school libraries, the very primitive (and recently retooled) search engine that functions as the default usually only carries out your search within the first paragraph or headline in the articles. Simply using the "Guided Search" screen and specifying that you want Universe to carry out your search in the full text can generate results more familiar to those used to using the full access database available to lawyers.

It's also a good idea to use the best library in your area as a resource for brainstorming. When you take a specific book's call number to the bookshelves, look in the neighborhood for other related books. The Dewey decimal system is a subject system, and so like books are shelved together — take advantage of that to discover books you might not have known about.

I can't figure out how to calibrate my searching. It seems like I either find way too much ("your search has been truncated because it is likely to return more than 1000 documents") or nothing. This is a related problem, and the solutions are very similar. The trick is to discover the search terms that will get you to the important literature without retrieving too much. Sometimes there's no problem with getting a lot of hits — maybe you've just hit a very mammoth literature and it's time to dive in. Or, at a minimum, a large search can then be narrowed once you acquire a better sense of what matters. Again, (1) read the major and wonderfully well-connected essays with an eye to *generating more precise search terms*. (2) It also helps to *keep track of your searches*, so you have a record of what worked and what came up empty — there's no reason to reinvent the wheel a month from now when you need to update your early season efforts. (3) *Get a handle on basic Boolean logic* as a strategy for narrowing. Is your search for evidence on "mental health parity" retrieving articles about parity as it relates to professional baseball salaries? Then consider the search "parity and not baseball." In Lexis-Nexus consider search limiters, such as the option to search for "George Bush w/20 political capital," which instructs the computer only to return articles where those two phrases are within twenty words of each other. (4) If you aren't finding much of anything, *consider performing a very basic Google or Altavista search* — both of those online search engines will retrieve large numbers of web sites, and those

long retrievals may help you get started. (5) Once you seem to have hit the jackpot, *refine your search* around that outcome. For example, do a follow-up search specific to the author who wrote the great evidence you've just discovered. (6) Ask for help. A librarian, fellow debater, coach, or parent may help you think about the topic in a different way, and by use of different terms. That can help in refining likely search terms.

I don't know how to deal with very complicated theoretical material — I just don't know how to get good cards out of Foucault, or Deleuze, and the other kritikal literatures. Ah, a tough one. It truly can be difficult sometimes to find policy-related evidence in sources which are resolutely not concerned about the policy context. What is one to do?

Some starting suggestions: (1) Think about the specific uses to which each paragraph might be best put. That is, as you read difficult material you should *perform a kind of sentence-by-sentence test*: "Can I think of a way to use this in an actual debate?" In this case, tagging evidence along the way may be productive and efficiency-enhancing. (2) *Start with secondary sources*. Sometimes the greatest difficulty is simply knowing what the terminology refers to, and getting a bigger sense of where the debate fault lines exist in the literature. Secondary sources — major companion books (like the *Cambridge Companion* series or similar ones published by Routledge and Blackwell), encyclopedias, general websites, review essays, and so on — can fill in the holes and start you on your way. An especially useful series is Blackwell's, which includes a set of volumes with the generic title (fill in the name — Foucault, Lacan, Deleuze) "_____ and the Political." (3) *Be more open than usual to material that originally seems tangential*. To take one example: Michel Foucault often wrote his most piercing philosophical accounts through the vehicle of history. His writing is thus historically engaging but not self-evidently relevant to contemporary concerns. And yet the historical anecdotes often track very precisely to current controversies, and Foucault picked them for that very reason. (4) When encountering unfamiliar philosophical texts, *consider starting by overcutting*. When in doubt, mark it. You can always weed out extraneous or duplicative evidence later on. (5) From the beginning, *brainstorm the obvious argument categories*: link, implications, permutations and permutation responses, evidence for and against alternatives. With those categories in mind, you're more likely to make important connections to actual debates along the way. (6) Be especially mindful to *copy citations for the outstanding critique cards* you hear others read. (7) *Keep a dictionary nearby* — it can really help.

How am I supposed to know what to cut when I haven't yet figured out what the argument says in the first place? There is a certain circularity to the research process. One has to understand what she is looking for before she knows what to mark. And yet how is one to understand a position before he's cut any cards on it? The answer, of course, is to think through the argument along the way so that you'll quickly gain a mastery of the material and its potential relevance to actual debates. Here are some ideas to facilitate the process: (1) Before you read, try to *think through the argument's basic "story"*. If you wish to write a disadvantage, you know it must have an impact, and that it must link to the affirmative policy. So, what link seems most likely given what you know about the world? What kind of scholars are likely to be the most attentive to such an issue? Sketch the story out, in outline form if that helps, on a piece of paper. Keep notes close at hand so the overall structure will stay in your mind. Of course the "story" will change along

the way — you'll encounter nuances you didn't understand before, and the framework will undergo modification. But at every point along the way, you'll have a basic idea of what you need and want to find. (2) *Talk to others on your team about the argument* as it's unfolding. Or put it in writing, a process which forces you to clarify your thinking. For college students taking a seminar with me, I usually recommend they read a wonderful writing guide, *The Writing of Economics*, by D. McCloskey. One of McCloskey's points there has relevance to the issue of sorting out one's thinking: "You do not learn the details of an argument until writing it in detail, and in writing the details you uncover flaws in the fundamentals... Good writers... often find out that what looked persuasive when floating vaguely in the mind looks foolish when moored to the page. Better, they find truths they didn't know they had. They sharpen their fuzzy notions(s)..." (1987, pgs. 4-5). Talking through the position with colleagues or a coach works the same way — in verbalizing your idea, weaknesses will quickly become apparent, and you can focus your energies on dealing with those problems. (3) In the early stages, *process as you go*. Although it seems more efficient to hold off on cutting, taping, and labeling until after all the quotes have been marked, at the early stages it actually helps to process frequently, even every day. Processing along the way will give you a very specific ongoing sense of how the project is coming along. If you don't have any link evidence, you'll quickly be in a position to assess your research priorities, for example. (4) Be willing to *use secondary sources* to orient you to major literatures. Encyclopedia entries and "____ for Dummies" books can be invaluable when you are simply trying to figure out the jargon that goes along with a position.

It seems like it takes me forever to process and brief the evidence I find. One could write much more extensively on the basic methods for processing evidence, converting it into an organized and useful form, but here are some starting places. (1) Consider creating a *filing matrix*, a code into which every card can be categorized. Different students use a matrix differently. Some create a combination letter/number system, where, for example, "A15" is the 15th discrete link argument and where "D05" represents cards answering the perception turn. Once you have the basic system in place, every new card can be coded along the way, which makes filing easier. Others do the same thing, only in a less formal way. They might process evidence every day and then sort cards into envelopes reflecting major filing categories. (2) *Think about where your own inefficiencies are*. How often does your system for researching require you to read the very same card over and over? Do you read it on first encounter, and then again to file, and then again to sub-divide, and then again to brief, and then again to highlight, is this the most efficient use of your time? (3) *Write the page number of the original in the margin as you mark*. That way you don't have to note it again in the citation when you are further along in evidence processing. (4) As you mark evidence, consider putting a *star* or some other mark you'll understand next to *evidence you'll want to use in your front line shell*. (5) If you are working with online sources, *think about processing right on the computer screen*. The editing and copy functions can really speed up your work, and you'll waste a lot less paper when the time comes to print. Not least important, (6) if you have a massive amount of cards,

mation to organize and brief, *get help!*

Is "tagging" evidence as I read a good idea or not? By "tagging" I simply mean to refer to the task of creating the label for the card you will use to introduce it in the debate, and the issue here is whether you should invent that label as you're reading for the first time. The answer, in my opinion? It depends. Early in the process, when you need to stay focused on how specific pieces of evidence will actually be used in debates, putting a short label on the card as you read can be useful. Maybe the evidence is not obviously connected to your argument — in that case putting an argument tag on the card can trigger your memory later in the process (this is especially true when you're dealing with difficult philosophical content, where the flow of the overall position may be lost to you later).

There are downsides to early evidence tagging, though. A good tagline connects the particular claim or supporting material in the card to your broader overall debate position. This fact means it may be unproductive to tag evidence at a time when you are still oblivious to the overall position context and to the other cards which will appear on the same brief.

Some Final Suggestions

The experience that makes one an outstanding researcher takes time to accumulate. With each assignment you'll pick up a new insight, new ideas for the future, and the more you read, the more you'll find connections to other vital positions on which you need evidence.

Here are some final, overall tips which I think can be especially helpful regardless of your experience:

Pair up with someone more experienced than you at research, and learn what s/he does. Often the best way to learn is by collaborating with someone who knows more about research than you. Look at the process she or he follows. It can sometimes be easier to see inefficiencies in others than in ourselves.

Keep a notebook. This is vital — keep a bound notebook (loose pages are bad) in which you keep a record of citations to be tracked down, cites from teams you debate or watch, and a record of what searches you've already pursued.

Keep something to read/research nearby at all times. Research can be productively done in all kinds of settings. You'll be surprised at how much marking you can get done in ten minute intervals, while you're just waiting for something better to come along.

Track down other debaters' good research. Debate is col-

laborative — if a competitor is reading amazing evidence, then copy down the citation and research it yourself.

Get the most out of prepared materials, by making them your own. Among certain national elite debaters, there is a kind of arrogance about handbooks. Students who don't give a moment's hesitation to picking up and reading a bad summer workshop file turn their noses up at thinking to read evidence from a handbook. But that's foolish, since some of the most brilliant debate minds in the nation produce handbook evidence. Of course, as with all prepared and inherited materials, one should recut originals to the extent possible, and reorganize the overall material so the final argument product is distinctively yours. Re-briefing summer and handbook files will help you better understand what kind of evidence ends up mattering most.

Read a general newspaper every day if possible. The major databases are wonderful, and in some respects, we can't do without them. But a major shortcoming of databases like Lexis-Nexus is that to use them well one has to know going in what to look for. That is, the kind of idiosyncratic connections one might make by seeing a random newspaper article on some political topic are less likely when the search narrows out the extraneous from the beginning. Reading a major newspaper, browsing in bookstores in general topics for new related books, and regularly perusing the new book shelving at your local library is a good way to broaden your intellectual horizons — and the process will spur you to greater argumentative creativity.

Develop tricks to sustain your attention and focus. There are times when research bogs down for even the most dedicated researcher. Think about what distracts you, and what motivates you too. If you have a short attention span, take frequent breaks. If you lose motivation, then make card cutting a game. Even apparently foolish tricks (like the card quotas and card-cutting contests I mentioned earlier) can get you through tough times.

Finally, *keep working at it.* The more you read, the better your understanding of the topic will be, and the more successful you'll be in debates. Reading will become more fun. The more you read, the better researcher and thinker you'll become — and that, after all, is the whole reason for debating.

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(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)

SOCIETE' DE 300

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I. Constitutional Duties / Responsibilities

Article VII, section 5c prescribes the constitutional duties for the Executive Secretary:

National Executive Secretary: The Executive Secretary shall be responsible for all administrative work required by the provisions of this constitution. The Secretary shall keep a complete record of the standing of each member; file applications of membership; issue charters and certificates of membership; collect charter fees, membership fees, and other sums due the League; pay all legitimate bills of the League from the treasury; and conduct nominations, elections, referenda, and votes of the National Organization.

The Secretary's compensation shall be determined by the Executive Council.

The Executive Secretary shall not be a member of the Council, nor shall the Secretary have a vote on issues which come before the Council. The Secretary shall report to and advise the Council as the Council requires. The National Council determines policy; the Executive Secretary has full responsibility for implementing policy.

II. General Duties / Responsibilities

A. Duties/Responsibilities to the Council

- The National Executive Secretary oversees the direction of all of the activities of the National Forensic League.
- The National Executive Secretary shall reports formally at least twice each year, and should circumstances warrant, even more frequently, to the National Executive Council of the National Forensic League. For the semi-annual meetings, the Executive Secretary shall:
 - coordinate the preparation of the meeting's agenda;
 - serve as consultant without vote to the deliberations of the National Executive Council;
 - execute policy as determined by the National Executive Council and/or the vote of the National Forensic League chapters and report on how these policies have been implemented;
 - inform the National Executive Council of available resources to meet present and future needs of the National Forensic League;
 - report on the management of Council approved League resources, including the annual audit by an outside auditing firm and a detailed report of any expenses incurred by the National Secretary and/or the National Office staff;
 - prepare the annual budget for review and approval by the National Executive Council;
 - advise the National Executive Council of priorities, possibilities, and options for the implementation of policies;
 - notify the Executive Council of impending legal developments;

B. Duties/Responsibilities to NFL Chapters and Affiliates

- The National Executive Secretary shall communicate regularly with all District Chairs and shall hold them accountable for communications with the Chapters and Affiliates of the NFL Districts and for following all proper procedures in the management of the NFL District and the NFL District Tournament and Congress.
- The National Executive Secretary shall oversee all communications, from the National office to the NFL Chapters and Affiliates. The Secretary should have some previous publication experience in writing, layout, and design. The Executive Secretary is responsible for the quality of all published materials originating in the NFL National Office.
- The National Executive Secretary coordinates all planning of the National Tournament, including all necessary work in the National Office, and working with the local Host Committee for the National Tournament. The National Secretary solicits and coordinates bids and Tournament site selection for the National Executive Council.

C. Duties/Responsibilities for organizational advancement

- The National Executive Secretary shall assume has the responsibility for undertaking ways and means to enhance the National Forensic League's financial development by solicitation of corporate and foundation support, money management strategies, allocation of available resources, etc.
- The National Executive Secretary shall have some business and marketing experience. The Executive Secretary shall work to expand markets for existing items as well as creating new markets for items which enhance the NFL experience.
- The National Executive Secretary coordinates visitations to NFL Districts over four years. Members of the Executive Council may also be scheduled for visitations.
- The National Executive Secretary must be available to adjudicate District Tournament protests and explain clearly the procedures for appeal. A special master may be designated by the Executive Secretary to fulfill this responsibility.
- The National Executive Secretary shall direct the operation of the National Forensic League at the League's National Office in Ripon, Wisconsin. The National Executive Secretary shall see that all staff personnel in the National Office have a clear understanding of their job responsibilities and shall annually evaluate the performance of each employee. The National Executive Secretary shall make certain that the National Office staff has the means and implementation capacity to keep on the course set by the National Executive Council.

D. Duties/Responsibilities to the greater forensic community

- The National Executive Secretary or an Executive Council designate represents the National Forensic League in its relations with other professional organizations, including, but not limited to:
 - The National Association of Secondary School Principals (from whom the National Secretary will annually seek approval of the NFL National Tournament);
 - The National Federation of High School Activities Association;
 - other professional speech/debate/communication associations, such as the National Catholic Forensic League, the National Communication Association, the American Forensic Association, Pi Kappa Delta, IDEA, the National

Association of Urban Debate Leagues, the National Debate Coaches Association, and regional and state associations;

- invitational speech and/or debate tournaments of a national or regional nature
- The National Executive Secretary shall be a spokesperson for the League by
 - Speaking at educational conferences,
 - Presiding over the Nationals awards assembly,
 - Conducting the Nationals District Chair meetings,
 - Attending and/or speaking to state and regional conventions.

E. Duties/Responsibilities for technology

- The National Executive Secretary will stay current with internet technology.
- The National Executive Secretary works with graphic designers and programmers.
- The National Executive Secretary shall work to balance costs and benefits of technological advances.

III. Positive Considerations for Employment

- in-depth understanding of the basic principles of speech education
- knowledge of the history, rules, [operation of,] and procedures of the National Forensic League
- experience coaching in a secondary school forensic program
- experience as a secondary school teacher
- personal skills:
 - *Questioning:* As a consultant to the NFL's many constituencies, the National Executive Secretary must have the ability to question in such a way that listeners learn to think, decide, and act in order to respond to the challenges of the times.
 - *Listening:* As the most visible representative of the National Forensic League, the National Executive Secretary must have interpersonal skills in listening, tact, and diplomacy.
 - *Evaluating:* The National Executive Secretary must be able to measure, plan, and respond to the short- and long-term needs of the National Forensic League.
 - *Leading Groups:* The National Executive Secretary must be able to motivate others, to assume a sense of responsibility for NFL's ongoing development. This motivating skill would apply to the National Office staff, the District Chairs, and the directors of secondary school forensic programs.
 - *Visioning:* The National Executive Secretary must be able to understand trends and opportunities, develop strategies, and inspire the National Forensic League to move forward.

JULIA BURKE AWARD FOR CHARACTER AND EXCELLENCE IN POLICY DEBATE

— by Nora Stanton

Manav Bhatnagar of Marquette University High School of Milwaukee, Wisconsin, is the recipient of the third annual **Julia Burke Award for Character and Excellence in National High School Policy Debate**. He was chosen from a list of outstanding finalists including Raaïd Ahmad of Edgemont High School, Dan Donoho of The College Preparatory School and Sam Haley-Hill of Nevada Union High School. The award was presented at the Tournament of Champions held at the University of Kentucky in May. Dr. David Glass of Edgemont High School, who is a member of the Julia Burke Award Committee, presented the award.



Manav Bhatnagar
Recipient

the highest level. Julia debated for The College Preparatory School in Oakland, California and was lost in October 1998 as a result of a car accident.

The award is sponsored by The Julia Burke Foundation and includes a perpetual trophy in the shape of a flame inscribed, "THE JULIA BURKE FLAME FOR CHARACTER AND EXCELLENCE IN HIGH SCHOOL POLICY DEBATE." A smaller replica of the perpetual trophy is given to the recipient along with a \$1,000 college scholarship, and a \$1,000 donation to the charity of the recipient's choice.

Nominations for next year's award may be submitted by any policy debater, coach or judge from now until after the Berkeley Tournament next February to Marilyn_Burke@JuliaBurkeFoundation.com. More information about the award criteria and The Julia Burke Foundation is available at www.JuliaBurkeFoundation.com.

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KENTUCKY INSTITUTE

The LD Division of the **Kentucky National Debate Institute** is seeking six to eight new or current debate coaches to participate in our 2nd LD Coaches Program from June 22 to July 13, 2003. Attendees will receive thorough training in LD theory, moral and political philosophy, and hands-on coaching techniques; our small size will allow us to customize the program to the needs and interests of participants.

In the past few years, Kentucky has become recognized as one of the most innovative and educationally stimulating summer LD workshops. We are also, by a happy coincidence (or is it?), the most competitively successful. Our staff, composed of experienced LD coaches and former LD champions, is eager to share the Kentucky way of teaching LD with an emerging generation of coaches. The traditional educational values of the Institute make us accessible and appealing to teachers from non-debate backgrounds.

The Institute will provide tuition and room in exchange for part-time service as a monitor in student dormitories. Eligible coaches must be employed as a debate coach or assistant debate coach by a high school. For more information about this outstanding opportunity, contact us at jwpatt00@pop.uky.edu or www.kndi.org.



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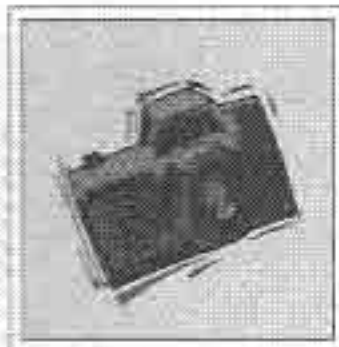
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Students from Woodward Academy, College Park, (GA) won \$5,000.

We all know the feeling of being involved in a debate. But imagine having that same argument in front of some of the world's foremost experts in government, journalism and law. That's the opportunity that was made available recently to high school students who competed in the Bickel and Brewer foundation National Public Policy Forum.

The road to the finals wasn't easy. For six months students participated in written debates on the topic, *Resolved: That the United States*

should adopt a policy of no first use of weapons of mass destruction. After advancing through several "elimination rounds" against schools across the country, two teams reached the finals and earned an all-expense paid trip to Dallas. The students from Woodward Academy (GA) won the \$5,000 first prize and the Bickel & Brewer Cup, a traveling trophy that will reside annually at the school of the contest champion. Perry High School (OH) won second place and a \$2,500 prize. Eight high schools received cash awards totaling more than \$12,000. The money will be used to fund scholarships and debate activities at the secondary school level.

"This contest is the only one of its kind in the United States," says John W. Bickel II. "It offers students the opportunity to participate in written and oral debates on issues of national public policy."

In its inaugural year, the National Public Policy Forum was designed to provide all students countrywide the opportunity to participate in a debate competition of national significance. The law firm of Bickel and Brewer and St. Mark's School of Texas Administrator David Baker founded the contest. The program, funded entirely by the Bickel & Brewer Foundation, is open to schools of all sizes — both public and private — and admission is free.



The Finals:

Debater Scott Lichenwaller presents to finals judges. Perry High School was awarded a second place \$2,500 award.

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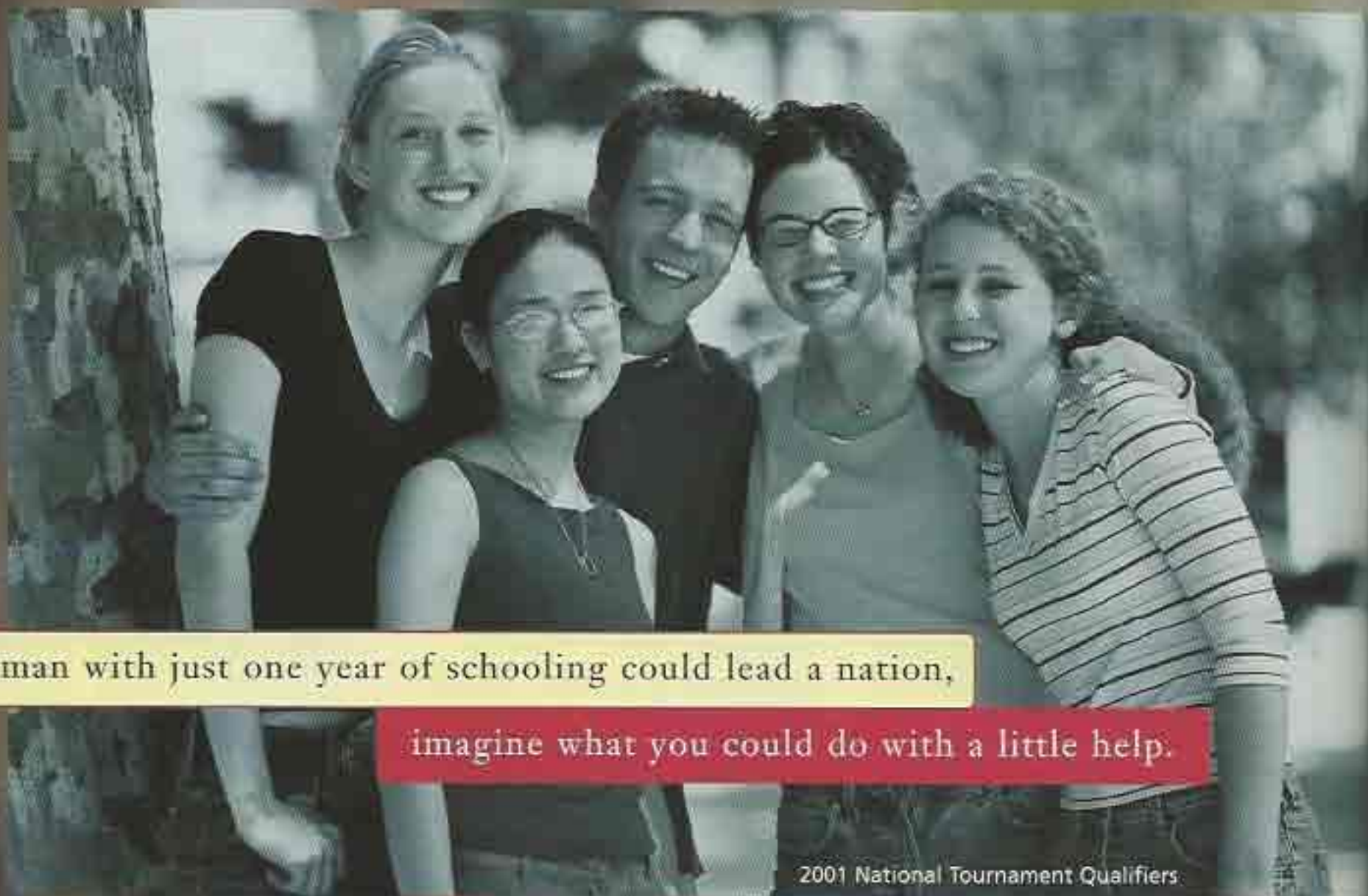
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