

Flow Chart¹ of the Final Round

Connecticut Debate Association

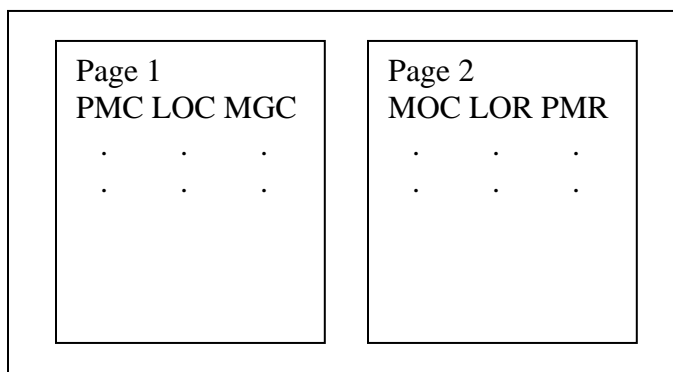
State Finals, Bethel High School, March 29, 2025

This House would RES.

The final round at Bethel was between the Bethel team of Willa Zalaznick and Jack Woleck on the Government and New Canaan team of Mason Wheeler and Sophia La Magna on the Opposition. The debate was won by the Government team from Bethel.

Format Key

I take notes on an 11" by 14" artist pad. The two pages below are formatted to print in portrait mode on 8 ½ x 11 paper. The first page covers the first three constructive speeches: the Prime Minister's Constructive (PMC), the Leader of the Opposition's Constructive (LOC), and the Member of Government Constructive (MGC). The second page covers the Member of Opposition Constructive (MOC), the Leader of Opposition Rebuttal (LOR) and the Prime Minister's Rebuttal (PMR). The pages are intended to be arranged as follows, which is how my actual flow looks:



In general, the constructive speeches have arguments related to the Government contentions towards the top, and those relating to the Opposition contentions towards the bottom. Some debaters draw a line across the middle to separate the Gov and Opp, but it is hard to judge how much room you need for each until you hear the debaters. I adjust the top and bottom halves best I can.

This flow organizes the arguments logically, not necessarily in the order in which they were presented. Some speakers will deal with Opposition arguments prior to the Government. Some speeches will be completely disorganized, and I place the arguments to best illustrate clash. Accompanying this is a "transcript" version of the debate which presents the arguments in the same order as each speech proceeded.

The chart uses "G1," "O2," etc. to refer to the Government first contention, the Opposition second contention and so forth.

Points of Information are indicated by "POI:" and this marker, the question and the answer are in boldface italics.

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| Prime Minister Constructive | Leader of the Opposition Constructive | Member of Government Constructive |
|---|---|--|
| <ol style="list-style-type: none"> 1) Introduction 2) Statement of the motion 3) Definition: “institutional neutrality” (“IN”²) as neutrality by an institution on public issues <ol style="list-style-type: none"> a) “support” means enforce 4) Observation: this policy does not apply to individuals or students 5) G1³: IN protects school resources <ol style="list-style-type: none"> a) Goal of universities is education <ol style="list-style-type: none"> i) Actions cost Columbia \$400 million b) Risk as USFG policy could change every 4-8 years <ol style="list-style-type: none"> i) Political neutrality the only solution c) e.g., I plan to go to Purdue for aeronautics <ol style="list-style-type: none"> i) program depends on government funding ii) IN protects students 6) G2: IN promotes student engagement <ol style="list-style-type: none"> a) Discourse requires building open culture <ol style="list-style-type: none"> i) E.g., CDA has no stance ii) This promotes open discourse b) Policy position can still exist in other organizations <ol style="list-style-type: none"> i) E.g., clubs, student organizations, etc. <p>POI: isn't IN a political stance?</p> <ol style="list-style-type: none"> ii) See G3, not if all schools adopt the policy <ol style="list-style-type: none"> c) Goal is a diverse student body <ol style="list-style-type: none"> i) IN encourages applications ii) E.g., Princeton 80% liberal according to Harris poll 7) G3: IN becomes a political stance if not enforced <ol style="list-style-type: none"> a) E.g., chaos at Columbia b) If required, all colleges would be neutral, not political c) Now some schools seen as against some students 8) Summary: IN good for education, safety, discourse | <ol style="list-style-type: none"> 1) Intro/motion 2) G1: Columbia an extreme example <ol style="list-style-type: none"> a) Unique across US and in history, not repeated 3) G2: Clear policy helps students and locals <ol style="list-style-type: none"> a) Is the university a benefit or not b) University positions need not be extreme <ol style="list-style-type: none"> i) Likely centrist ii) Need not speak on every issue | <ol style="list-style-type: none"> 1) Intro/motion 2) G1: Columbia? <ol style="list-style-type: none"> a) It's a new world with a new normal <ol style="list-style-type: none"> i) Gov't using new tactics ii) IN protects the institution b) Need to close the divide, colleges should stay neutral c) Resource loss <ol style="list-style-type: none"> i) Colleges shouldn't pander ii) Students shouldn't have to conform iii) Education should not be political 3) G2: No IN, alienate students <ol style="list-style-type: none"> a) Better discourse, learning b) Truth is subjective <ol style="list-style-type: none"> i) University position will alienate some 4) G3: Columbia is an important example <ol style="list-style-type: none"> a) Protests placed institution in jeopardy b) Neutral stance hurt c) If all colleges neutral, seen a proper response |
| | <ol style="list-style-type: none"> 1) O1: Institution/leaders use power for humanitarian core values <ol style="list-style-type: none"> a) E.g., world peace, equality b) Students want to know where college stands before applying <ol style="list-style-type: none"> i) Prefer honesty to IN ii) Attend schools with similar beliefs c) At Yale, faculty and students often opposition administration <ol style="list-style-type: none"> i) Did not end in strife ii) E.g., Yale, police brutality, Floyd d) Under IN, students wouldn't know 2) O2: IN impossible given power and investments <ol style="list-style-type: none"> a) Ways to be aware of positions <ol style="list-style-type: none"> i) Universities fund various local and global initiatives ii) Not neutral even without making a statement b) If universities don't shape policy, politicians will <ol style="list-style-type: none"> i) E.g., suffrage, violence, student rights on campus 3) O3: Institutions have freedom of speech <ol style="list-style-type: none"> a) This is clearly evident from the past b) Family business, big business, all stand up for what matters to them c) IN stifles university freedom of speech | <ol style="list-style-type: none"> 1) O1: Power? <ol style="list-style-type: none"> a) May be used to suppress students if positions not aligned b) Internal discourse increases with IN c) Avoids an “echo chamber” environment 2) O2: Right to know? <ol style="list-style-type: none"> a) All IN, then no stance <ol style="list-style-type: none"> i) Allows open discourse and debate b) IN not anti-demonstration or anti-protest <ol style="list-style-type: none"> i) Allows all sides to be heard ii) Lets students feel safe 3) O3: IN is not a political stance <ol style="list-style-type: none"> a) IN allows for more change b) Hear multiple sides |

² Defines “IN” as an abbreviation for “Institutional Neutrality.”

³ “G1” indicates the Government first contention, “O2” the Opposition second contention and so forth.

| Member of Opposition Constructive | Leader of Opposition Rebuttal | Prime Minister Rebuttal |
|---|--|---|
| 1) Intro/motion 2) Flaw: Gov has no plan to enforce IN a) Each university decides for itself b) Therefore, G3 fails c) Opp doesn't require every university take a position on everything i) Only on what matters to them 3) G2: Students more engaged if school stands for values a) Choose culture that suits them b) Donors want funds to go to the right causes i) Alienated if school has no stance out of fear ii) Remember G3 fails! 4) G1: precedent on taking position on rights a) Schools created change b) No problem with this until now c) Huge endowments at risk i) No donations if they don't agree with policies | 1) Intro 2) G1: Resources? a) Statement could just be an Instagram post 3) Safety? Yale? a) Students and professors debate against university b) On Opp, universities can't take a stance 4) Freedom of Speech? a) Universities have highly educated members b) Why would they change their position with each new administration c) On Opp will push for what's right d) On Gov only conform 5) Opp: Universities a force for change a) Students can debate, learn critical thinking 6) Gov: Universities just conform to each new administration a) No view or opinion on any topic b) Don't stand for anything | 1) Intro 2) G1: Columbia extreme? a) Univ. of Chicago, UConn, Univ. of Michigan, Univ. of Virginia have adopted IN b) Opp claims this is extreme 3) Enforcement and G3? a) Gov does not need a plan in parli debate 4) Values? Students, etc., can argue, not political 5) Alienation? a) Student voices need safe environment to be heard 6) Stance and Funding? a) Now down due to increased extremism 7) Discourse? a) Does not require an official stance b) Classes and conversations still occur c) We've provided additional examples 8) College funding not for political stance a) Unethical if it was 9) Our framework was what is best for education, safety, political discourse a) Gov IN protects funding and permits diversity |
| 1) O1: student freedom of speech a) E.g., Yale/Harvard had position on admissions i) Students and faculty opposed it b) Motion not about cracking down on dissent i) If institution wrong, students/faculty protest ii) This is freedom of speech POI: Why should they protest against university? iii) Voice as university 2) O2: colleges have diverse identities a) No stance, leave policy to corporations/politicians b) Can't be neutral with investments c) Anti-democratic? i) Universities helped force democratic change ii) E.g., divestment 3) O3: IN not possible a) Would reduce diversity | | |