

The Final Round¹

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Connecticut Debate Association

Pomperaug High School and Stamford High School

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Resolved: In the US, a student's race is an appropriate factor in admissions policies & practices at public elementary and secondary schools.

A Note about the Notes

I've reproduced my flow chart for the final round at Pomperaug High School augmented by what I remember from the debate. The notes are limited by how quickly I could write and how well I heard what was said. Others may have slightly different versions. I'm sure the debaters will read them and exclaim, "That's not what I said!" I apologize for any errors, but I hope debaters will appreciate this insight that what a judge hears may not be what they say or wish they had said.

There are two versions of the notes. The one below is chronological, reproducing each speech in the order in which the arguments were made. It shows how the debate was actually presented. The second is formatted to look more like my written flow chart, with each contention "flowed" across the page as the teams argued back and forth. It's close to the way I actually take notes during the debate.

The Final Round

The final round at Pomperaug High School was between Ridgefield (-----² and Meredith Greenburg) on the Affirmative and Newtown (Nico Bonvini and Gavin Newton-Tanzer) on the Negative. The debate was won by Newtown.

1) First Affirmative Constructive

- a) Introduction
- b) Statement of the Resolution
- c) Definition: "appropriate factor" means "not the only component"
- d) A1³: The 14th Amendment Guarantees equal rights

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² Name removed at debater's request.

- i) We do not have equality due to unequal wealth
 - (1) Greenwich and Ridgefield are rich towns with well-equipped schools
 - (2) Poor school districts don't have these advantages
 - e) A2: Brown v. Board of Education ("Brown")⁴ found segregation inherently unequal
 - i) In the "doll test" psychologists found African American children chose the white doll as prettier than the black doll
 - (1) Segregation causes self-hatred
 - ii) We are talking to de facto segregation, not segregation that exists due to law
 - (1) Ridgefield HS is largely white other than students brought in through the ABC⁵ program
 - (2) Bridgeport schools are largely minority students
 - f) A3: The Resolution promotes equality in education and opportunity
 - i) Education levels the economic playing field
 - (1) A2 proves segregation harms education
 - ii) Inconvenience is not a legitimate objection to desegregation
 - (1) In time, 92% of students get their first choice of school, as seen by the program implement in Louisville, KY
 - iii) A mix of cultures is necessary for a complete education
 - (1) Whites are oppressed and not getting a good education as a result of segregation too
- 2) Cross-Ex of the First Affirmative**
- a) Does the Affirmative advocate forced integration? We don't want to force individuals to participate but want to use a variety of incentives
 - b) Can you clarify that? We will offer them a choice of schools
 - c) How much desegregation do we need to obtain the advantages you claim? Not 50/50, but certainly it has to be extensive
 - d) At what point? Not sure
 - e) Who decides when where to draw the line? We can determine if from the census, and the school board can decide
 - f) Who decides? Local government
 - g) Who comprises "local government?" Local officials
 - h) Who elects them? Local citizens
 - i) What stops the local school board from using factors other than race? They have to bring about increased diversity
 - j) So you advocate forced integration? To a certain extent
- 3) First Negative Constructive**
- a) Opening observation
 - i) The Affirmative has to advocate forced integration to get the benefits of desegregation.

³ I will use "A1" to indicate the Affirmative's first contentions, "N2" to indicate the Negative's second contention and so forth.

⁴ This introduces an abbreviation. I will use "Brown" to refer to the "Brown vs The Board of Education" case in the remainder of the document

⁵ "A Better Chance," a program that brings disadvantaged students to live and study in suburban towns and schools.

- ii) If race is just one factor in many, there is nothing that insures desegregation will result
 - b) N1: Implementing the resolution is just masking the problem
 - i) We agree that social inequalities are a problem
 - ii) But the Affirmative can't tell us how much integration we need to solve the problem
 - iii) So the Affirmative can't show us they will get the benefit of equality, but are simply claiming that they will
 - c) N2. Implementing the resolution will worsen the situation
 - i) Forced integration is needed, but people are adverse to forced association with others
 - ii) There will be a backlash and increased animosity between groups
 - d) N3: There are better alternatives to the resolution
 - i) Newtown HS has the "Conversations on Race" ("CoR") program
 - (1) Videoconference discussions with students from Bassick HS in Bridgeport
 - (2) No movement of students, but the same benefits of interaction
 - ii) Government can use the funds the Affirmative would have to spend to fund similar programs
 - e) The Affirmative face a dilemma
 - i) They said in cross-ex that their program would rely on local officials elected by the local population
 - (1) This is what we have now, so they can't claim benefits of integration
 - ii) The only other possibility is that the Affirmative will rely on forced integration and the use of force is bad.
 - f) A1: If inequality is due to wealth, the Affirmative would have to advocate forced wealth redistribution
 - i) But we could spend the same money on the poor school districts, so as we have said, they are masking the problem
 - g) A2 clashes with N2. Brown led to busing and backlash, isolation of minorities in "integrated" schools and gangs
 - h) A3: The Affirmative has said they have no way of evaluating whether they have achieved their result
- 4) Cross-ex of the First Negative**
- a) Should we always do nothing just because we can't measure the results? We've provided an alternative set of actions.
 - b) Where would the funds for your programs come from? It can't be free to integrate under the resolution. We'd use the same funds you would
 - c) Where? Same funds as would pay for forced integration.
 - d) Why hasn't it been done already? It could be done
 - e) Where does the resolution say we have to spend money or increase taxes? Then you have the same taxes and money going into bad schools.
 - f) So you advocate increasing taxes? It's better to move money than to move kids
 - g) Wouldn't improving the schools cost more than busing? We'd spend the same amount
 - h) Don't you agree it's more costly to change all the schools? Depends on where the cutoff is.

5) Second Affirmative Constructive

- a) Intro and resolution
- b) N1: Affirmative looks to fix the problem of segregation
 - i) Acting is better than waiting until we can measure the effects
- c) N2: The Negative has given us no examples of how the resolution would make things worse
 - i) How is integration bad?
 - ii) It's a right guaranteed by the 14th amendment
- d) N3: How could be fund all these poor schools
 - i) The US has an \$80 billion deficit
 - ii) The US has large social security and welfare needs
- e) A1: Equal opportunity is an American ideal
 - i) The poor lack the same opportunities due to poor education
- f) A2: Segregation is bad
 - i) Integration promotes democracy and dissent
- g) A3: Good education requires diversity
 - i) Dissent is good
- h) The Affirmative has never advocated force
 - i) Individuals will get a choice of schools
 - ii) The Negative is just offering sound bytes, not arguments
- i) Hearing others remotely isn't the same as interacting with them on a daily basis
 - i) The CoR program affirms segregation as a good idea
- j) Race could be used as a tiebreakers when other factors are equal
- k) Inequality of education equals inequality of opportunity

6) Cross-ex of the Second Affirmative

- a) Is direct contact the only way to experience something? Yes
- b) Why do we take history courses? To learn about other times
- c) Can you go back in time to experience it? No
- d) Do we recognize lessons from history, like slavery is bad? Slavery has been repeated
- e) Do you have to experience slavery to know its bad? No
- f) Is slavery bad? Yes
- g) You say the resolution will bring equality of opportunity? Yes
- h) How will we know? That's not relevant
- i) Then how do we know the resolution will bring any benefit? We are so far from equality now that anything is an improvement
- j) When you toss opposites together do they tend to be nice to each other? No
- k) Is dissent in the form of violence acceptable? No
- l) Doesn't forced association lead to violence? You have to look at the whole picture, not one small part
- m) Are you saying violence never occurs?

7) Second Negative Constructive

- a) The Affirmative face a fundamental contradiction
 - i) They have to argue for forced integration to be sure desegregation happens and their benefits are achieved
 - ii) If race is just one factor in many, how can you be sure integration will occur?

- iii) And if we can't measure when desegregation has occurred, then we are chasing a moving target
 - b) If race is just one of several factors
 - i) College(?) boards from local towns will make the decision
 - ii) White supremacists will not use race to overcome other factors and desegregate
 - iii) If local boards decide, the result will be discrimination
 - c) Forced integration is unacceptable and doesn't work
 - d) A1: The Affirmative is just using the 14th Amendment as a cover for wealth distribution
 - (1) We could give the same money to each individual or town
 - (2) We could give them the same money the Affirmative would spend on mandatory busing
 - e) A2: The Negative agrees that the Brown decision was good and discrimination is bad
 - i) But forced integration will alienate individuals
 - (1) It's home life that inculcates these negative reactions
 - (2) Students may react badly to forced integration
 - f) N1: Integration in school doesn't rectify social class differences
 - g) N2: Integration doesn't lead people to treat each other better, in fact in may be worse
 - h) N3: Talking can take place without violence under programs described by the Negative
- 8) Cross-ex of Second Negative**
 - a) When did the Affirmative ever advocate force? Force implies violence.
 - b) Isn't racism the result of ignorance? It comes from years of ideology
 - c) Isn't that ideology based on ignorance? There is a history of prejudice, 200 or more years of parents teaching children
 - d) Isn't education the way to fix this ignorance? Forced integration isn't the way
 - e) When did the Affirmative advocate force? Is an implication of your first contention—you have to put the poor into rich schools.
 - f) Isn't your spending these alternative programs a form of wealth redistribution? We don't have to advocate alternatives. If the money is available for the Affirmative proposal, then the Negative proposal is better; if there is no money, then the resolution won't work
- 9) First Affirmative Rebuttal**
 - a) A1: The resolution doesn't mention taxes
 - i) People could pay their taxes to the town they go to school in
 - ii) Other solutions are possible
 - iii) If you compare A1 to N3, the Negative would require more wealth redistribution
 - (1) Buses are cheaper than schools,
 - iv) but if you have to, it's better to tax the wealthy
 - b) N3: Poor schools may not have the equipment to participate in these programs
 - c) The Affirmative believes that racism is the result of ignorance
 - i) The Negative has conceded this

- ii) The Negative argument is really ignorance
- iii) Ignorance is a result of segregation
- iv) The Affirmative stands for increased communications
- d) A3: The Resolution is a better solution than the Negative's
 - i) Overall it will result in a better education system
 - ii) More minorities will attend college
 - iii) This will lead to more economic and social equality

10) First Negative Rebuttal

- a) The Affirmative either has to advocate forced integration or accept that race is just one of many attributes that will decide school admission
- b) The Negative is not saying education is bad or advocating segregation
- c) N1: Masking—numbers don't measure the problem
 - i) The Affirmative can't tell us whether we need 15% or 50% integration
- d) N2: Worsening—forced integration will reinforce stereotypes
 - i) Minorities are so inferior they need guaranteed numbers to succeed
 - ii) Integration does not imply interaction
 - (1) Students may not interact, may form their own groups
 - (2) Gang warfare could result due to forced nature of situation or differences among the students
- e) N3: Alternatives are available at the same cost
 - i) Buses cost \$500/hour
 - ii) Affirmative says talk cures, Newtown program has kids talking

11) Second Negative Rebuttal

- a) Negative agrees education is good and segregation is bad
- b) Affirmative has to advocate one of two positions
 - i) If race is "one of several"
 - (1) Local school boards, locally elected, create rules
 - (2) Race factor won't be used well
 - ii) 14th amendment does not implies wealth redistribution
 - (1) moving kids doesn't solve the bad school problem
 - (2) some money would have to be spent improving these schools
- c) A2: Really just reiterates A1
 - i) If the government formally recognizes some races need help
 - (1) It reinforces negative stereotypes
 - (2) Alienates individuals
- d) A3: The racist ideology comes from the parents
 - i) Education won' necessarily fix this
 - ii) The Affirmative can't even give a clear number as to how many have to be moved to fix the problem

12) Second Affirmative Rebuttal

- a) Affirmative goal is to eliminate racism, unfair economic advantages and ignorance by getting rid of segregation
- b) N1: isn't relevant
 - i) Saying that if we can't measure something we can't fix it is not true
 - (1) We want to fix the problem directly
 - (2) Negative video programs can be turned off with the push of a button

- (3) Only richer schools can afford the equipment
- c) N2: Negative has given no reason why this will worsen the situation
 - d) N3: Negative has given no examples of alternative programs, and no source of funding
 - i) Affirmative has proven integration will work
 - e) The Affirmative doesn't have two different advocacies
 - f) The Negative has failed to negate A2 and A3
 - g) It's absurd to think that education won't reduce ignorance
 - h) A1 is true as a matter of law
 - i) A2 is true by the Supreme Court decision
 - j) A3 is true because this resolution promotes an end to segregation and ignorance