

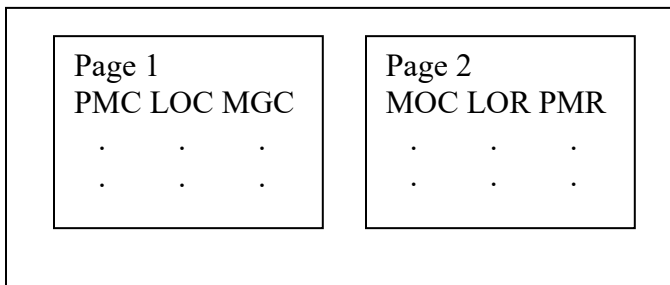
Flow Chart¹ of the Final Round: Connecticut Debate Association, New Canaan High School, DATE

This House would RES.

The final round at New Canaan was between the Greenwich team of Aubrey Niederhoffer and Connor Hone on Government and Joel Barlow team of Catherine Gutowski and Quinn Speck on Opposition. The debate was won by the Government team from Greenwich.

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 has arguments related to the Government contentions at the top, and those relating to the Opposition contentions at the bottom. This is not how the speeches may have been presented, in that often a speaker will deal with Opposition arguments prior to the Government. The “transcript” version of this chart presents the arguments in each speech as presented.

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
1) Introduction 2) Statement of the motion 3) Outline: Framework/Definitions/Gov Case 4) Framework: which side best serves the public interest, including that of public sector workers 5) Definition: allow strikes to occur, handling them by legal means rather than suppression 6) G1 ² : Workers have the human right to go on strike a) This is agreed for private sector and is effective i) E.g., New York private sector nurses earn 19% more b) Public sector workers are no less valuable 7) G2: Threat of Strike Encourages Reforms a) Reform of workers job activities, e.g., teachers b) Reform of institutions, i) E.g., in MA teachers strike led to reform of standardized testing c) Why does reform occur? i) Workers are most familiar with issues (1) E.g., school board culture wins over subject knowledge ii) Teachers shape policy through strikes d) POI: Aren't there other ways to reform? i) Not in all cases 8) G3: Reduces risk of catastrophic strike a) Law alone doesn't prevent strikes b) Illegal strikes are unregulated i) E.g., 1970's CT teachers strike, gov't jailed strikers c) Led to use of binding arbitration (BA) ³ i) No strikes for 40 years 9) Summary repeating all three contentions	1) In my school a biology teacher quit leaving student and teacher schedules disrupted 2) Intro and motion 3) We accept the Gov definitions and framework of public interest 4) G1: Gov't has a compelling interest to limit strikes a) Many reasons for a pay differences between public and private workers 5) O1: Public Sector strikes harm people a) 1919 Boston police strike 80% increase in robberies, resulted in a riot with deaths b) Scope of PSWs is large i) Postal, transport, public defenders, teachers, health care POI: Wasn't the Boston police strike illegal? ii) Yes, but you need repercussions to avoid losing workers iii) There is an incentive to work if strikes are illegal iv) Chicago Tribune: striking firefighters denied access to equipment, resulting in lives lost 6) O2: National Security is threatened a) Army strikes? Foreign threat, terrorists, coup b) Police/fire strike? Increase in crime, deaths c) Constitutional rights? A compelling interest justifies restricting personal liberty 7) O3: Binding arbitration (BA) is a better course a) Workers get representation without having to strike b) Like parents splitting a chocolate bar among children: one cuts, the other chooses POI: What is your mechanism for BA? What if one side refuses? c) It's still better than having strikes i) 34 states require BA for teachers	1) Intro 2) E.g., teachers a) There is a shortage as they are underpaid, overworked b) Outlawing strikes addresses symptoms, not causes 3) Gov't compelling interest? a) Gov't can require someone to work b) For most of the 20 th century, gov't sided with companies 4) O1/O2: Risks of army or police strike a) Alternative is overwork/underpay i) Workers quit or slow decline in effectiveness ii) Vs shock of strike to fix the problem POI: Isn't it better to have over-worked fire fighters than none? iii) That's a false dichotomy, they can strike by limiting action iv) E.g. When strikes were illegal, Chicago fire fighters were refused access to their equipment during a strike b) If strikes are illegal, both sides refuse to cooperate and bargain fairly 5) O3/G3: What happens with BA if strikes are illegal? a) Workers strike illegally i) Worse situation, harms negotiations b) Workers quit i) Teachers are doing it already ii) Consider the LO's biology teacher c) Burnout: teacher quality goes down 6) Recall Opp's POI during the PMC a) Are there other ways to reform? b) Reform only happens when necessary c) Outlaw strikes gives workers little power to force reform POI: BA gives other avenues to solve problems? 7) BA only works with both sides have equal power a) No right to strike, no power b) E.g., Greenwich split the difference, gave 4% pay raise vs 10% inflation c) Threat of strike forces negotiation

² "G1" indicates the Government first contention, "O2" the Opposition second contention and so forth.

³ This introduces "BA" as an abbreviation for "binding arbitration"

Member of Opposition Constructive	Leader of Opposition Rebuttal	Prime Minister Rebuttal
1) Intro/motion 2) G1: Human rights need to be balanced against gov't interest a) If in conflict, judiciary resolves it b) Private firms have profit incentive to pay more 3) G2: Does the threat of strike prompt reform? a) Compare to binding arbitration i) Encourages bargaining ii) E.g., children fighting over a chocolate bar iii) No agreement, 3 rd party takes over POI: What power does a union have over the government? b) Laws manage the arrangement i) If gov't/union agree, no problem ii) Disagree, 3 rd party imposes a solution c) Impact on society i) BA yields better education and equality ii) BA tired fire fighters iii) Strikes mean no fire fighters, avoiding tragedy d) BA treats all parties fairly i) Still have workers on the job ii) 3 rd party makes the hard decisions e) POI: Better to have workers quit or go on strike? i) If strikes are legal, there is an increased incentive to do so ii) If they strike, no fire fighters, teachers or police 4) G3: Making strikes legal will not reduce their number a) E.g., France is always on strike i) Move to raise the retirement age caused strikes ii) Public transit is stopped b) Chicago fireman strikes led to deaths 5) O3: BA doesn't require a strike threat a) Negotiations are about working conditions, salary b) BA meets demands peacefully	1) Framework is the public interest 2) Which side will cause the most harm? a) Gov says we can reduce risks if strikes legal (G3) i) This acknowledges strikes will happen b) O1 notes risks to safety and security i) What happens if army or public health go out for a week? c) Better to have workers than not 3) Which side promotes reform? a) BA/O3/G3 i) No strikes in 40 years ii) Shows no need for strikes b) Strikes may work in some cases, but cause too many harms i) Look at France 4) What is our moral obligation? a) Balance human right against public sector interests b) If people die, wages don't matter	1) Harms vs benefits a) Opp neglects the benefits of reform i) E.g., teachers need to be involved in the decisions ii) E.g., why did their biology teacher quit: working conditions iii) Better to have reform b) Opp results in a constant worker shortage 2) France is not a good example a) Legalizing strikes does not make them more common or dangerous b) No punishment occurs for strikes in France 3) Binding arbitration helps avoid strikes a) Opp has BA with no right to strike b) Gov notes this leaves workers with no power over gov't c) Right to strike give workers with power in BA 4) E.g., firefighters, police in Boston, strikes were illegal, punished a) Opp has no examples of dangerous strikes that were legal b) Illegal police strike left dead strikers c) This is like other countries, not the US