**That’s a voting issue for limits because there’s dozens of ships, trucks, cars, military vehicles, and airplanes they could invest in – there’s an unfathomable number of vehicles**

**Industrial Vehicles 12** (“Transportation Vehicles” 2012, http://www.industrialvehicles.ca/Transport.asp)//MR

When it comes to transportation and industrial vehicles, those that ship human beings from one place to another are often the first to come to mind. There are so many different types of industrial transport vehicles used to get people around, it is **difficult to fathom**. Like other types of industrial transport, these vehicles ply the waters, run on the roads, and fly through the skies and can be found in just about every corner of the planet (and yes, that does include both poles; arctic and Antarctic transportation are heavily reliant on industrial vehicles!) These are the vehicles you will most easily have an opportunity to experience, whether as a passanger or maybe to move to a house for sale in Mississauga, Ontario.

**We’ll insert this list into the record of debate – there’s 311 potential vehicles they could use — that proves they explode the topic**

**Walton 2** (“Types of Vehicles” Rick Walton's Stuff for Teachers and Librarians, October 25 2002, http://www.rickwalton.com/curricul/lvehicle.htm)//MR

18 wheeler aircraft carrier airplane¶ airship all terrain vehicle ambulance¶ ark armored car asphalt spreader¶ ATV autogiro automobile¶ baby carriage balloon barge¶ bathysphere battleship beach buggy¶ bicycle big rig biplane¶ blimp boat bobsled¶ bomber boxcar brougham¶ buckboard buggy bulldozer¶ bullet train bus cab¶ cabin cruiser cable car caboose¶ camel camper canal boat¶ canoe car caravan¶ cargo ship carriage cart¶ catamaran caterpillar tractor cement mixer¶ cement truck chair lift chariot¶ chopper circus wagon coach and four¶ coal car on train cog railroad combine¶ compact Concord Conestoga wagon¶ convertible coupe covered wagon¶ crane crop duster cruise ship¶ cycle delivery truck destroyer¶ diesel locomotive dinghy dining car on train¶ dirigible dirt bike dive bomber¶ dog cart dogsled donkey cart¶ dragster dray dugout¶ dump truck dune buggy earth mover¶ eighteen-wheeler electric train elephant¶ elevated railroad elevator escalator¶ express train ferry fighter¶ fire engine fireboat fishing boat¶ flatbed truck flatboat flatcar¶ flying boat foot scooter forklift¶ four-door sedan freight car freight train¶ freighter frigate front-end loader¶ funicular railroad galleon garbage truck¶ glider go-cart golf cart¶ gondola gyrocopter hand truck¶ handcar handcart hang glider¶ hansom cab harvester hatchback¶ hay wagon hearse helibus¶ helicopter hook and ladder horse and carriage¶ horse van horse-drawn cart horseback¶ hot air balloon hot rod houseboat¶ hover car hovercraft howdah¶ hydrofoil hydroplane ice boat¶ ice skates iceboat icebreaker¶ inline skates jeep jet pack¶ jet-propelled individual "jumpers" jetliner jumbo jet¶ kart kayak kite¶ land rover landau lawnmower¶ Lear jet lemon life raft¶ lifeboat limo limousine¶ litter livestock van llama¶ locomotive longboat man-of-war¶ microbus midget racer minesweeper¶ minibus minivan mobile home¶ monoplane monorail moped¶ motor home motor scooter motorboat¶ motorcycle mountain bike moving platform¶ moving van mule-drawn carat multipurpose vehicle¶ ocean liner off-road vehicle oil tanker¶ omnibus outrigger oxcart¶ pack-horse paddle wheeler pallet truck¶ panel truck parachutes passenger train¶ patrol car patrol wagon pedicab¶ pedicar pickup truck plow¶ police car pony express powerboat¶ prairie schooner push cart race car¶ racing sloop raft railroad coach¶ railroad Pullman rapid transit recreational vehicle¶ riverboat roadster rocket sled¶ rockets rocketship roller skates¶ rowboat sailboat sailplane¶ schooner scooter sea sled¶ seaplane seaplanes sedan chair¶ semitrailer ship shopping cart¶ side-wheeler skateboard skates¶ skiff skis sled¶ sledge sleeping car on train sleigh¶ slide snowmobile snowplow¶ snowshoes space shuttle space vehicles¶ spaceship speedboat sports car¶ spy plane squad car stagecoach¶ station wagon steam locomotive steam shovel¶ steam train steamboat steamroller¶ steamship stock car streetcar¶ stretcher stroller submarine¶ submersible subway supertanker¶ surfboard surrey swamp buggy¶ tank tanker taxi¶ taxicab ten-speed thresher¶ toboggan tow plane tow truck¶ town car tractor trailer trail bike¶ trailer train tram¶ trawler tricycle trolley car¶ truck tugboat turboprop¶ two-door sedan U-boat ultralight¶ unicycle van velocipede¶ wagon train walking water skis¶ water-ski sails wheelbarrow wheelchair¶ windjammer wrecker yacht¶ zamboni zeppelin

**The federal government agrees vehicles aren’t infrastructure**

**GAO 98** – U.S. General Accounting Office (“Best Practices: Elements Critical to Successfully Reducing Unneeded RDT&E Infrastructure: Report to Congressional Requesters,” GAO Website, Jan. 1998, http://www.gao.gov/assets/160/156058.pdf)//RD

**DoD generally defines infrastructure as “all fixed and permanent, installations, fabrications, or facilities for the support** and control of military forces." It consists of mission supporting property, plant, equipment, and personnel, including contractor manpower, DoD excludes the equipment and personnel necessary to perform directly critical technical and acquisition functions, **DoE defines infrastructure as "all real property and installed equipment and personal property that is not solely supporting a single program mission."** NASA defines infrastructure as “the supporting a single program mission." **NASA defines infrastructure as “the underlying foundation for NASA operations, including its people, facilities, equipment, business systems, institutional information systems, and technical infrastructure."** Facilities are the land, buildings, structures, permanently located trailers, and other real property improvements, including utility systems and collateral equipment that essentially is integrated into the facility. Business systems are business processes and business tools. Institutional information systems include NASA computers, networks, and general purpose application software. Technical infrastructure includes mission/project/technology/science implementation tools and processes, such as equipment and instrumentation, processes and procedures, and software tools.

**Reasonability is arbitrary – it’s impossible to determine what is “reasonable” because it differs from judge to judge forcing judge intervention – we have evidentiary support**

**Stone 1923** — Justice in the Circuit Court of Appeals, Eighth Circuit [Sussex Land & Live Stock Co. v. Midwest Refining Co., 294 F. 597; 1923 U.S. App. LEXIS 2531; 34 A.L.R. 249, No. 6192; No. 6193, Circuit Court of Appeals, Eighth Circuit, December 5, Available Online via Lexis-Nexis]

Where the use of land affects others, the use must be "reasonable" to escape liability for resultant damage to others. What is "reasonable" depends upon a variety of considerations and circumstances. It is an elastic term which is of uncertain value in a definition. It has been well said that "reasonable," means with regard to all the interest affected, his own and his neighbor's and also having in view public policy. But, elastic as this rule is, both reason and authority have declared certain limitations beyond which it cannot extend. One of these limitations is that it is "unreasonable" and unlawful for one owner to physically invade the land of another owner. There can be no damnum absque injuria where there is such a trespass.

**Reasonability is arbitrary and undermines research and preparation**

**Resnick 01**, assistant professor of political science – Yeshiva University,

(Evan, “Defining Engagement,” Journal of International Affairs, Vol. 54, Iss. 2)

In matters of national security, establishing a clear definition of terms is a precondition for effective policymaking. Decisionmakers who invoke critical terms in an erratic, ad hoc fashion risk alienating their constituencies. They also risk exacerbating misperceptions and hostility among those the policies target. Scholars who commit the same error undercut their ability to conduct valuable empirical research. Hence, if scholars and policymakers fail rigorously to define "engagement," they undermine the ability to build an effective foreign policy.

**The most qualified studies prove that depth outweighs breadth – it’s the only real world impact  
Science Daily 09 (Science Daily, “Students Benefit From Depth, Rather Than Breadth, In High School Science Courses”,** [**http://www.sciencedaily.com/releases/2009/03/090305131814.htm**](http://www.sciencedaily.com/releases/2009/03/090305131814.htm)**)**

A recent study reports that high school students who study fewer science topics, but study them in greater depth, have an advantage in college science classes over their peers who study more topics and spend less time on each.¶ Robert Tai, associate professor at the University of Virginia's Curry School of Education, worked with Marc S. Schwartz of the University of Texas at Arlington and Philip M. Sadler and Gerhard Sonnert of the Harvard-Smithsonian Center for Astrophysics to conduct the study and produce the report.¶ The study relates the amount of content covered on a particular topic in high school classes with students' performance in college-level science classes.¶ "As a former high school teacher, I always worried about whether it was better to teach less in greater depth or more with no real depth. This study offers evidence that teaching fewer topics in greater depth is a better way to prepare students for success in college science," Tai said. "These results are based on the performance of thousands of college science students from across the United States."¶ The 8,310 students in the study were enrolled in introductory biology, chemistry or physics in randomly selected four-year colleges and universities. Those who spent one month or more studying one major topic in-depth in high school earned higher grades in college science than their peers who studied more topics in the same period of time.¶ The study revealed that **students in courses that focused on mastering a** particular **topic were impacted twice as much as those in courses that touched on every major topic.**¶The study explored differences between science disciplines, teacher decisions about classroom activities, and out-of-class projects and homework. The researchers carefully controlled for differences in student backgrounds.¶ The study also points out that standardized testing, which seeks to measure overall knowledge in an entire discipline, may not capture a student's high level of mastery in a few key science topics. Teachers who "teach to the test" may not be optimizing their students' chance of success in college science courses, Tai noted.¶ "President Obama has challenged the nation to become the most educated in the world by having the largest proportion of college graduates among its citizens in the coming decade," Tai said. "To meet this challenge, it is imperative that we use the research to inform our educational practice."¶ The study was part of the Factors Influencing College Science Success study, funded by the National Science Foundation.¶

**Broad topics trade-off with information retention – means we don’t get anything out of the activity**

**Bukatko and Daehler 12** (Danuta Bukatko, Marvin W. Daehler, workers at Gengage learning center in Canada citing work done by Robbie Case- professor emeritus of education and a highly respected researcher in the field of child cognitive development director of the University of Toronto's Institute of Child Study, “Child Development:A Thematic Approach”, pg. 286)//JM

Other theorist in this field have advanced a limited-resource model of the cognitive system that emphasizes a finite amount of available genitive energy that can be deployed in numerous ways, but only with certain trade-offs. Limited-resource models emphasize the allocation of energy for various cognitive activities rather than the mental structures themselves.The basic assumption is that the pool of resources available for processing, retaining, and reporting information is finite (Bjorklund & Harnishfeger 1990). In one such model, Robbie Case proposes an inverse relationship between the amount of space available for operating on information and that available for storage (Case, 1985; Case, Kurland & Goldberg, 1982). Operations include processes such as identifying the stimuli and recognizing relations among them; storage refers to the retention of information for use at a later time. If a substantial amount of mental effort is expended on operations, less space is available for storage or retention. In the simple memory experiment we just examined, the effort used to identify the words and notice the categorical relationships among them will determine the space left over for storing those words. If we are proficient at recognizing words and their relationships, storage space will be available.If these tasks cost us substantial effort, however, our resources will be taxed and little will be left for the task of remembering.As children grow older, they can mentally

**Studies prove limits are key to education – we don’t retain information without repetition**

**Freeland 05** (Alan E. (MD) and Jennifer T. Freeland (PHD) , February 2005, Dr Alan E. Freeland is from the Department of Orthopedic Surgery and Rehabilitation, University of Mississippi Medical Center, Jackson, Miss and Dr Jennifer T. Freeland is from the Department of Educational and School Psychology, Indiana State University, Terre Haute, Ind., “Repetition Makes a Scholar”, http://www.healio.com/orthopedics/journals/ORTHO/%7B2183B2BF-9E7B-4C76-9357-324B3B920B28%7D/Repetition-Makes-a-Scholar)//JM

Discipline The first of these fundamentals is discipline. Discipline requires passion and sacrifice. One must go to class, pay attention, take notes, discuss, defend, debate, study, review, and apply. Repetition makes a scholar. The human brain is somewhat similar to both computers and batteries. The brain will logically organize information for recall, interpretation, problem-solving, and creativity (some of the “taxonomies” of learning). Repetition builds, reinforces, and sustains the learning curve. Repeat a word three times, imprint it indelibly on your left temporal lobe, and make it part of your working vocabulary. Computers have revolutionized our methods of data retrieval and storage, but good study habits remain consummate. Leonard Goldner, Professor Emeritus and former Chairman of the Division of Orthopedic Surgery at Duke University, required that his residents maintain a notebook detailing all conferences attended. Dr Goldner said that at the end of one week, an individual may retain 80% of lecture information, but after one month, the figure is closer to 20%. Taking notes helps to reinforce information retention and provides a ready reference for further review and continued reinforcement. **Information retention correlates with repetition, familiarity, frequency of repetition, and the time framework within which it occurs.** Modern personal digital assistants may replace or supplement conventional notebooks, but the concept remains the same. Notes are part of our paper or electronic brain (database). Organization Standardized handouts are very helpful. Teachers may use them to tell students what they want them to learn. Information is organized. References may be provided. The student is less likely to “get lost” during the presentation owing to a missed or misunderstood word or phrase. Handouts do not preclude note-taking, but rather facilitate it. Important notes may be underlined (further reinforcement). Useful information may be added. Don’t allow the gift of standardized notes to be converted to intellectual vagrancy. One should always carry and use a pen or pencil. Studies have demonstrated that physicians and centers performing greater numbers of procedures have better patient outcomes and fewer complications. Again, repetition makes a scholar and improves psychomotor skills. The Learning Process Teaching and learning are two sides of the same coin. Students learn from teachers and teachers learn from students. Through interactive discussion and challenging ourselves and each other by analyzing, discussing, defending, and applying our concepts, we maintain and strengthen our intellectual growth. This constitutes the modern application of the Socratic method of teaching and learning. Although individuals have different talents and capacities, we can all strive to do our best. Many of us learned from painful experience that our studies cannot be neglected. Others inherently knew this to be true. Every credit hour of class requires approximately 2 hours of study a week. Sustained study over a broad period of time is far superior to “cramming.” It takes time to charge a battery, and use to sustain the charge. These principles persist throughout life. The best time to review and study a problem is when that problem is seen in a specific patient. Relating problems to a particular patient is much superior to abstract study in reinforcing information. Your experience with the patient will reinforce your knowledge immeasurably. Abstract reading and review courses are helpful, but studying in specific patient care situations is even more effective. Experience is a great teacher and in time produces wisdom. Problem-oriented simulated case studies are playing an increasingly more prominent role in education-oriented self-assessment and certification examinations.