



Welcome

Dear Reader,

Welcome to Round 2. I hope that the season has begun well for you.

Debater Packs

Last round debaters received a welcome pack containing a notepad from CPS and a voucher from Dymocks Adelaide. If you haven't received a bag, please see the Committee Desk or contact me.

Crazy Hair Round

All debaters are encouraged to wear their hair in a crazy or creative style next round for Crazy Hair Round. We will be holding a competition to find the best hair styles at each venue. Entry is \$2 and everyone who enters will receive a chocolate.

See debatingsa.com.au/crazyhair for past entries.

Free Coaching Mornings

A friendly reminder to all debaters that this season we are providing a free coaching morning session each round. Debaters who need extra help or want to run their speech by an experienced adjudicator can attend. Dates are listed in the next column. Please contact me to make a booking.

New Search Feature on Website

If you have visited our website www.debatingsa.com.au recently you would have seen the new team detail search feature. It allows you to quickly retrieve debate topic, time and room information by simply typing your team name - very handy indeed. Go and check it out!

Best wishes,

James Tran
Administrative Officer

Round 3 is

Crazy Hair Round

All debaters are encouraged to wear their hair in a crazy/creative style to promote the fun nature of debating. Everyone will receive a small prize.

Enter the Crazy Hair Round Competition for \$2. The winners will receive a prize.

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Diary Dates

Saturday 13th June 2009

Free Coaching Morning, 10:30am-12noon at Pembroke Senior School. All students welcome.

Tuesday 16th June 2009

Pulteney Grammar School Round 3

Wednesday 17th June 2009

Adelaide High School Round 3

Thursday 18th June 2009

Immanuel College Round 3

Tuesday 23rd June 2009

Pembroke Senior School Round 3

Wednesday 24th June 2009

Unley High School Round 3

Thursday 25th June 2009

Grange Schools Round 3

Saturday 25th July 2009

Free Coaching Morning, 10:30am-12noon at Pembroke Senior School. All students welcome.

Saturday 19th September 2009

Grand Finals for all Secondary divisions at Parliament House.

Tuesday 22nd September 2009

Teachers Season Review Meeting, 6:30pm-7:30pm (Pembroke School)

From Our Sponsors

It's time to think first - and talk/text later!

If you have a mobile phone - and an out of control bill to match - you are certainly not alone.

According to research by Melbourne's La Trobe University, around three quarters of young Australians between the ages of 14 and 24 now own a mobile phone - and send an estimated 400 million SMS messages per month.

This problem is not confined to mobile phones, either. Easy access to credit cards

has led many young people to spending well beyond their means, leaving them with debts they have no hope of paying off on their own.

The report is a reminder that the "use now, pay later" system could land teenagers in serious financial difficulty. It is a frightening fact that at just 18 years of age, some young people are already bankrupt.

While mobile phone companies and financial organisations need to take responsibility for their actions and aggressive marketing tactics, the onus ultimately lies with **you**, the consumer, to consider how you spend your hard earned money.

While it might seem all too hard, the best time to start saving is NOW. With some forward planning, you could actually pay off your debt as soon as your bill arrives! For example, if your phone bill is normally around \$40 a month, then you simply need to start saving \$10 a week to have the money ready to pay your next bill.

Saving can actually be very easy by simply making a plan and sticking to it. Setting aside a small amount from your part time job or pocket money every week, can add up, especially with a high interest account from Community CPS Australia - either the **Junior Savers Account** (if you are under 13) or a **BU Savings Account** (when you are aged between 13 and 19.)

Educating yourself on the 'small print' (yes, the boring terms and conditions) before you commit yourself to any contract is also very important. Think about the consequences of your actions. What if you simply cannot pay your bills? What does that mean for your future credit rating or job prospects?

To find out more about how Community CPS accounts can help you save, call us on **13 25 85** or visit www.communitycps.com.au.



The Official Debating Manual

The Official Debating manual provides comprehensive and detailed guidance about the rules and technique of debating. Get your copy from the Committee Desk for \$5.



Team Rankings at the Conclusion of Round 1

Year 8 Division

1.	Pembroke School Blue 8	4 (252.0)
2.	Pembroke School Yellow 8	4 (243.0)
3.	Glenunga International High School Yellow 8	4 (229.0)
	Glenunga International High School Blue 8	4 (229.0)
4.	Glenunga International High School Red 8	4 (228.0)
5.	Adelaide High School Blue 8	4 (226.0)
	St Mary's College Blue 8	4 (226.0)
6.	Westminster School Red 8	4 (225.0)
	Aberfoyle Park High School Green 8	4 (225.0)
	Aberfoyle Park High School Yellow 8	4 (225.0)
	Aberfoyle Park High School Red 8	4 (225.0)
	Pedare Christian College White 8	4 (225.0)
7.	Christian Brothers College Purple 8	4 (223.0)
8.	St Paul's College Green 8	3 (250.0)
9.	Marryatville High School Red 8	3 (237.0)
10.	Adelaide High School Green 8	3 (226.0)
11.	Marryatville High School Yellow 8	3 (225.0)
	Aberfoyle Park High School Blue 8	3 (225.0)
	Brighton Secondary School Blue 8	3 (225.0)
12.	Westminster School Blue 8	3 (224.0)
13.	Pulteney Grammar School Blue 8	3 (222.0)
14.	Glenunga International High School Green 8	3 (220.0)
15.	William Light R-12 School Red 8	3 (218.0)
16.	Trinity College Green 8	0 (210.0)
	Marymount College Red 8	0 (210.0)
	Sacred Heart College Middle School Blue 8	0 (210.0)
17.	*St John's Grammar School Blue 8	0 (0.0)
	*St Mary's College Green 8	0 (0.0)

*These teams have not yet debated due to a postponement.

Year 9 Division

1.	Pembroke School Yellow 9	4 (261.0)
2.	Findon High School Green 9	4 (229.0)
3.	St Mary's College White 9	4 (228.5)
4.	Adelaide High School Yellow 9	4 (228.0)
5.	Immanuel College Yellow 9	4 (227.0)
	Pedare Christian College Red 9	4 (227.0)
6.	St John's Grammar School Blue 9	4 (226.0)
7.	St Aloysius College Orange 9	4 (225.0)
	Sacred Heart College Middle School Blue 9	4 (225.0)
	St Paul's College Red 9	4 (225.0)
8.	Pembroke School Blue 9	4 (221.0)
9.	Marryatville High School Green 9	3 (258.0)
10.	Tabor Christian College Blue 9	3 (227.0)
11.	Brighton Secondary School Green 9	3 (224.0)
12.	Westminster School Purple 9	3 (223.0)
13.	Aberfoyle Park High School Purple 9	3 (222.0)
	Pulteney Grammar School Blue 9	3 (222.0)
14.	King's Baptist Grammar School Green 9	3 (202.0)
15.	Glenunga International High School Orange 9	0 (210.0)
	Marryatville High School Blue 9	0 (210.0)
	Marryatville High School Purple 9	0 (210.0)

Year 10 Division

1.	St John's Grammar School Blue 10	4 (257.0)
2.	Glenunga International High School White 10	4 (228.5)
3.	Pedare Christian College Maroon 10	4 (228.0)
	Trinity College Red 10	4 (228.0)
4.	Underdale High School Maroon 10	4 (225.0)
5.	Glenunga International High School Maroon 10	4 (224.0)
	Pulteney Grammar School Blue 10	4 (224.0)
6.	Sacred Heart College Senior School Blue 10	4 (221.5)
7.	Australian Science & Mathematics School Blue 10	3 (253.0)
8.	Sacred Heart College Senior School Green 10	3 (226.0)
9.	Australian Science & Mathematics School Orange 10	3 (223.0)
	Adelaide High School Maroon 10	3 (223.0)
10.	Adelaide High School Red 10	3 (219.5)
11.	Glenunga International High School Purple 10	3 (211.0)
12.	Pembroke School Blue 10	1 (218.5)

Senior Division

1.	Sacred Heart College Senior School Yellow S	4 (255.0)
2.	Brighton Secondary School Red S	4 (241.0)
3.	Brighton Secondary School Yellow S	4 (234.5)
4.	Pembroke School Blue S	4 (231.0)
5.	St Aloysius College Yellow S	4 (229.0)
	Pulteney Grammar School Blue S	4 (229.0)
	Adelaide High School Purple S	4 (229.0)
6.	Pembroke School Red S	4 (228.5)
7.	Adelaide High School Red S	4 (227.0)
8.	Unley High School Blue S	4 (226.0)
9.	Pembroke School Yellow S	4 (225.0)
10.	Australian Science & Mathematics School Green S	3 (252.0)
11.	Pembroke School Green S	3 (234.0)
12.	Sacred Heart College Senior School Red S	3 (228.0)
13.	Christian Brothers College Purple S	3 (226.0)
14.	Pedare Christian College Yellow S	3 (225.0)
	Trinity College Purple S	3 (225.0)
	Trinity College Yellow S	3 (225.0)
15.	St Paul's College Purple S	3 (224.0)
16.	Trinity College Orange S	3 (222.0)
17.	Adelaide High School White S	3 (221.5)
18.	Westminster School Orange S	3 (218.0)

Ranking Information

Teams are ranked first by cumulative win-loss scores then by cumulative team scores. Teams with the same rank have both the same win-loss and team scores.

Allocation of win-loss scores

Official Team win	4 points
Official Team loss	
- against Official Team	3 points
- against Unofficial Team	4 points
Unofficial Team win	2 points
Unofficial Team loss	1 point
Forfeit	0 points

The meaning of the columns is as follows:

Rank; Team Name; total win-loss points; (total team points).

Up-to-date rankings are always available at www.debating.sa.com.au.

The Official Debating Manual

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Fallacies in Focus

Have you ever heard an argument presented by your opposition in a debate and known that there's something wrong with it? If so, chances are it's because your opposition has committed a fallacy in argument.

A **fallacy** is an **error in reasoning**. There are a large number of fallacies - too many to cover in the space of a newsletter article, so we'll look at a few of the main ones with some examples, over the next few issues.

By knowing just a few fallacies you'll begin to identify errors that your oppositions are making thereby making rebuttal much easier. In addition, you'll be able to check your own arguments to make sure that they are sound and fallacy free. So on with the fallacies!

Argument ad hominem

"Ad hominem" is Latin for "against the person" and this fallacy is committed when the arguer attacks the person making an argument rather than the argument itself. This fallacy is sometimes called the **genetic fallacy** as it is the origin of the argument that is being questioned.

Here's an example of an ad hominem argument: *"People who claim hunting is wrong are sentimental wimps who are led by their emotions."*

Clearly no argument is being made about the merits of hunting itself, but instead those who are opposed to hunting are in the firing line. The above argument is called an **abusive ad hominem** as it is attacking the person who is against hunting because of their beliefs. In debating such arguments are totally unacceptable and unsportsmanlike.

There are two other kinds of ad hominem arguments: **circumstantial ad hominem** and **tu quoque** (pronounced "too kwo-kway").

The **circumstantial ad hominem** fallacy is committed when an argument is refuted by attacking the circumstances (e.g. political, social, economic) of the arguer.

Example: *"Of course those scientists would say that cloning is perfectly safe, they own shares in the cloning research company."*

Again nothing is being said about the merits of cloning. The source of the argument is being attacked (the scientists) because of their circumstances (their vested interest due to share ownership).

The **tu quoque fallacy** refutes an argument by stating that the arguer is just as guilty as the person/people s/he is accusing.

Example: *"How can the Opposition Leader claim that this Government has failed to produce any policy in relation to X? The Opposition hasn't produced any policy in relation to X either!"*

Here the Government subtly admits to having no policy, but focuses attention on the fact that the Opposition hasn't any policy either, claiming that this justifies the Government's lack of policy.

Argumentum ad populum

"Ad populum" is from Latin meaning "to the people". Sometimes called the **Appeal to the Crowd** fallacy, an argument which commits this fallacy claims that an argument is true simply because many people believe it is.

Example: *"Everyone knows that smoking is bad for you. Therefore you should not smoke."*

Here the conclusion that one should not smoke because it is bad is not in question. There are certainly conclusive studies which have demonstrated the ill effects of smoking. What is in question is the reasoning that has been presented for the conclusion. Just because everyone "knows" that something is true, it doesn't make it so. At one point in time everyone thought that the Earth was flat - clearly this isn't so. It's important to look for credible evidence rather than popular opinion to support an argument.

Appeal to authority

Also called **argumentum ad verecundiam** (argument to respect, in Latin), this fallacy is committed when an argument is claimed to be true simply because an authority figure says it is.

Example: *"Dr. Frank Jones says that 86% of children take drugs before the age of 15. So clearly we need to do something about the drug problem."*

This is one of the harder fallacies to identify as the arguments sound very convincing. The easiest way to test for this fallacy is by asking the question, "Who is the authority and what credentials does s/he have that are relevant to the subject matter?" In the example above, it's not immediately clear whether a fallacy is being committed or not. If it turns out that Dr. Jones is a Doctor of Philosophy, for example, then his testimony regarding the drug use of those under 15 is as credible as any other average person, i.e. doesn't hold much weight, and the fallacy of appealing to authority has been committed. But if Dr. Jones has specialised in the study of adolescent drug use, then he is certainly a credible source and no fallacy has been

committed. Debaters should make it clear that they are not committing this fallacy by including some of the source's credentials, in the case of Dr. Jones, his studies of adolescent drug use.

If sources such as Wikipedia are cited as authorities, then this fallacy is always being committed, as Wikipedia (for example) itself does not have the appropriate credentials, as anyone can add to it or modify it.

Appeal to ignorance

This fallacy simply asserts that if an argument has not been shown to be false, then it must be true.

Consider: *"No one has yet proven that aliens do not exist, so they do exist."*

The fact that the existence of aliens hasn't been disproven is not proof that they do exist. In argument there exists what is called a **burden of proof**. The burden of proof lies with the party that makes the original claim, meaning that whoever makes the original claim has to produce evidence for the claim to be accepted. With this in mind, the above statement does not do produce any evidence and is therefore fallacious.

False dilemma

This fallacy presents two or more choices as being exhaustive (complete) and exclusive (only one can be chosen), when there exist other possibilities (including a combination of one or more of the choices).

Example: *"You're either for us or against us. Since you're not for us, you are against us."*

The above example presents being "for" or "against" a certain idea as the only two possibilities, when there exist possibilities of being neutral or ignorant of the situation all together.

Equivocation

This fallacy occurs when the meaning of a critical term is changed through the course of the argument.

Example: *"All feathers are light. What is light is not dark. Therefore a feather is not dark."*

Clearly "light" has two different meanings in each of the first two statements of the above example; "light" meaning "having little mass" and "light" as in "bright and visible".

When arguing, it is very important not to change the meaning of the critical terms so as not to fall victim to flawed logic, as in the example above.

Stay tuned for more fallacies next issue.

Debating Services

Debating SA provides a number of debating services for schools, including training workshops, coaches for teams and adjudicators.

Coaching

Cost: \$40 per hour

Debating SA can provide coaches to assist students in preparation for a debate. This is ideal for teams in the Schools' Competition or teams preparing for a debate organised outside of Debating SA, such as an exchange debate between schools.

Training Workshops

Cost: \$300 per school day (6 hours) or \$50 per hour.

Prepare a debate: This workshop guides participants through the process of preparing and presenting a debate. This workshop is only offered as a half or 1-day workshop.

Manner Seminar: This seminar teaches participants techniques for communicating with confidence and poise.

Matter Seminar: Aimed at Secondary School students this seminar focuses on the technical aspects of argument, introducing topics such as logic and fallacies.

Debating SA can provide workshops to suit corporate bodies.

Adjudicating

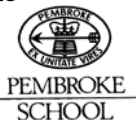
Cost: \$50 per hour

Adjudicators are available for school and corporate debates.

Debating SA is proudly sponsored by



Special thanks to



Sudoku Puzzles

Instructions: Fill in the empty spaces with the numbers 1-9 such that each row, column and 3 x 3 grid contains each number once only.

			4		9			
		6		5		3		
4	9		2		3		5	8
9			6		8			7
	7						1	
1			9		7			4
2	1		8		5		3	6
		4		7		1		
			1		4			

EASY

3	7	9	1	8	4	5	2	6
5	8	6	3	7	2	9	4	1
4	2	1	6	9	5	8	7	3
8	9	7	2	4	6	3	1	5
6	5	4	8	3	1	7	9	2
1	3	2	9	5	7	6	8	4
2	6	5	7	1	8	4	3	9
7	4	3	5	2	9	1	6	8
9	1	8	4	6	3	2	5	7

Issue 1 Easy Solution

	3			8		5		
4					1			
8		6				7		9
				3	6	2		
		1	8	9				
6		7				8		5
			9					1
		5		2			3	

HARD

8	7	6	2	3	1	9	5	4
5	9	4	8	6	7	1	3	2
1	2	3	9	4	5	6	8	7
9	3	5	7	2	4	8	1	6
4	1	2	6	8	9	3	7	5
7	6	8	1	5	3	4	2	9
2	8	9	3	7	6	5	4	1
3	4	1	5	9	2	7	6	8
6	5	7	4	1	8	2	9	3

Issue 1 Hard Solution