Internet Debate Research
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Terms

Internet Provider: The commercial service used to establish a connection to the Internet. Examples of a service provider are America Online, Sprint, ATT, MSN, Road Runner, etc.

Internet Browser: The software used to manipulate information on the Internet. The four major browsers in use are Chrome (the Google product), Mozilla Firefox (the successor to Netscape), Safari (the Apple product) and Internet Explorer (the Microsoft product). Each type of browser will give you access to the same group of search engines, which is the main thing you will care about.

    Firefox has one feature that other browsers lack: it can report to you the last revision date of a Web page (select "Page Info" from the top "Tools" menu to access this function). I teach debaters that a Web page may be dated from the last revision date if no other date is shown on the page; Internet Explorer, Chrome and Safari offer no way to know this date.

URL: This stands for Universal Resource Locator. It is the http://www.baylor.edu etc.

Internet Search Engine: The software used to search for information on the Internet. You will use the same group of search engines, regardless of which browser (Explorer, Firefox, Chrome, or Safari) you may be using. Examples of search engines are Google, Bing, AllTheWeb, HotBot, Teoma, InfoSeek, Yahoo, Excite, LookSmart, and AltaVista. My personal favorites are Google and Bing for policy debate research and the Yahoo Directory Search for Lincoln Douglas research.

Metasearch Engines: These are Internet search engines which will submit your search to other search engines. The best of the metasearch engines are SearchOnLine, Dogpile, Mama, and Webcrawler. The metasearch engines advertise that they are superior to any one search engine since they will report results from four or five major Internet search engines. While this is useful for some purposes, it is not the best means to conduct debate research. The metasearch engine sends a simple search request to other search engines, meaning that you are foregoing the opportunity to use the "advanced search" function that almost all major search engines make available to you. This means that you often are losing the capability to do exact phrase searching, limitation by date, limitation by domain, or limitation by file type. It is also often true that you will receive fewer hits from each of the major search engines than if you were to issue the search directly within that search engine.

Domain: Each web page on the Internet will have a closing three letter code such as ".com," ".edu," ".gov," ".net," etc. The domain tells you something about the origin of the web page. In most instances, the "edu" domain means the web page is housed in or provided by a college or university. The "gov" domain means the web page is maintained by a federal, state, or local government. The "com" and "net" domains usually mean a commercial enterprise. Most of the major search engines (in the advanced search options) allow the debater to limit a search to particular domains.

PDF: This stands for "portable document file" and indicates that a document is being made available in a format which will look just like an original document in print (complete with page numbers). PDF files are designed to be viewed and/or printed in Adobe Acrobat Reader (available free for download from the Internet). The advantage for the debater is that information gathered from a PDF file can be cited at a particular page number (the same page number it would have as if you had access to the original printed document). Almost all congressional hearings (starting with the 105th and 106th Congresses) are available in PDF format. This not only means that you can download a hearing which will be identical to the printed one, but it also means that you have almost immediate access to a hearing once it has been held. PDF files also carry the advantage that they generally are made available from well-established sources on the Internet. Again, however, the software necessary to "read" PDF documents is available free on the Internet. You will know that a document for download is available in PDF format if the Internet URL ends in ".pdf". Most of the major search engines allow you to search for only those Web pages which make available a PDF download.

HTML: This stands for "hypertext markup language" and is the code used for creating web pages. You don't really need to be an HTML programmer to be able to write a web page since numerous programs such as Netscape Composer and Microsoft FrontPage can create the code for you from simple-to-operate menu choices. If you want to view the HTML code used to construct a web page you can do so by selection the top menu choice for "View" (In either Netscape or Internet Explorer) and coming down to the choice for "Page Source." You will see displayed the native HTML code which creates the Web page.

Maximizing the Use of the Search Engine

Why use a search engine? This is the only way to find material on the Internet unless you already know the URL you are looking for. The problem is that you must know the URL precisely; close will not be good enough. In the early days of the Internet folks used to use printed resources such as *Internet Yellow Pages.* But now there are simply too many pages for these types of publications to be useful. Google and Bing, for example, index about 30 trillion Internet pages.

What should I look for in a good search engine?

Comprehensiveness: For the debater, the most important consideration is to find an Internet search engine that indexes as much of the Internet as possible. Powerful

search engines do this through two mean. First, they invite Web page creators to send a request to have their pages indexes. This is in the interest of Web designers since they almost always want their pages to be easily found. Second, they employ automatic searching programs which continually find new (and unindexed) pages on the Web and index them. The best search engines also do full text indexing. This means that you could literally pick a phrase out of the middle of a web page, enter the phrase in Google or Bing in quotation marks, and the search engine will find the page for you within about a second. This capability is especially important for the debater. You may have written down a portion of a quotation used against you that you would dearly like to find (either because you want to check its context or you want to locate the quotation to use in your own briefs). If the quotation is from an Internet source you can find it very quickly using a comprehensive search engine.

Speed: Not a major criterion any more. In the early days of search engines you could sometimes issue a search and wait a long time (ten or twenty seconds) for the search to be completed. Those days are gone. All of the major search engines are really almost instantaneous now. If you are experiencing problems with speed it is probably due to your own wireless connection speed or to the limitations of your own computer processor's ability to handle the Web page graphics.

Proximity searches: This is a big concern for the debater. If you enter terms like <economic engagement> into your search engine, you will receive dramatically varying results depending upon the search engine you are using. Google does the best job of doing automatic proximity searching; meaning that it will order your search results by examining how close your search terms are in proximity to one another. Older or less capable search engines merely report the pages that contain some or all of these words.

Revision date reporting: Most of the major search engines allow the user to limit the search by entering a range for the last revision date (assuming you utilize the "advanced search" function). I teach debaters to use the last revision date as the citation date if the date is otherwise unavailable on the Web page. It should be remembered, however, that the Firefox browser makes it possible for you to determine this last revision date for any Web page you are viewing (unfortunately Chrome and Internet Explorer lack this useful feature).

Exact phrase searching: This is an essential feature, for the debater, of a good search engine. By placing your phrase in quotation marks you can instruct the search engine to return only those pages containing the whole phrase as a phrase. When searching for "regulation of education" you want to find the whole phrase, not just pages which contain the individual words "regulation" and "education." Almost all major search engines allow for exact phrase searching.

Image search: Not important for debate research but great for teachers looking for visual images to build PowerPoint presentations.

Procedures for effective searching:

What about capitalization? For Internet search engines capitalization no longer matters. Searching for "SECONDARY EDUCATION" will produce the same results as "Secondary Education" or "secondary education."

What about quotation marks? Use quotation marks whenever you want the search engine to look for words together as a phrase (assuming you are using a search engine that enables exact phrase searching). If you search for regulation of education (without the quotation marks), the search engine will look for web pages containing the word "regulation" and "education" but it will not require that the words be next to each other. By putting quotation marks around "regulation of education" you are requesting only those pages containing the whole phrase. There is no need to put quotation marks around a single word.

How can one limit a search to a particular domain? The best Internet search engines have an "advanced search" or "power search" capability. One of the options in the advanced search engine is the capability to limit by domain. Limited your search to the .gov domain will, for example, provide an efficient means of finding government publications on the desired search. To access Google's advanced search engine, simple place the words "advanced search" in the Google search box.

How can one search for a particular URL (you know part but not all of the URL)? Many of the advanced search engines provide the capability to enter a search term and then to indicate whether you wish to make this search apply to "title only," "full-text," or URL. You would, of course, select the URL option.

How does the search engine rank the web pages it reports? This is a somewhat controversial issue. Some search engines receive payment from Internet advertisers for the privilege of having their pages reported early in the search list. Most search engines, though, report the web pages in order of the greater number of occurrences of the term. Google's patented PageRank system factors in not only the proximity of the terms but the number of times other users have accessed the web pages.

Quality of Evidence on the Internet

Setting rigid standards will be essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *National Enquirer.* Since most debate research is squad-based, meaning it is shared by many students, it is essential that there be agreement on minimum standards for the types of web pages which may be used for debate research. Following are some recommended standards:

> NO use of web pages which come from discussion groups or chat rooms.

> NO use of evidence from comments posted on blogs.

> NO use of web pages where the author's qualifications are unknown.

> NO use of web pages where the author is a student in grade school, high school, or college.

> NO use of web pages from hate groups or from unidentified organizations.

> NO use of web pages which are undated or for which a "last revision date" is unavailable.

> Prefer web pages sponsored by one of the following groups:

>> A government institution

>> A major educational institution

>> A recognized "think tank" (RAND, Brookings Institution, Heritage Foundation, CATO Institute, Hudson Institute, etc.)

>> A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc.)

Using the URL to sort out author qualifications: Consider the following example. You enter "John Rawls" and "social safety net" in a Google search. You have a web page returned to you entitled "Notes on 'A Theory of Justice.'" The web page contains some information which you find useful, but you have no information about the author other than just the name Chilton. You notice from the URL that the web page comes from an "edu" domain associated with something called d.umn, but you don't know what school this is, and you don't know whether the author is a professor or an undergraduate student. The URL is http://www.d.umn.edu/~schilton/3652/Readings/3652.Rawls.ATheoryOfJustice.html. Take apart the URL to discover more about the author. Click with your mouse up in the URL line and eliminate all of the end of the URL back to schilton, then return. See if you can find more information about the author. If the URL comes from an educational institution with which you are unfamiliar, eliminate all of the end of the URL back to the part which ends in "edu" then hit return. By clicking the button on his web page for "Vita" you can discover information about his background. You find that the author of the web page is Stephen Chilton, Associate Professor of Political Science at the University of Minnesota, Duluth, who earned his Ph.D. from the MIT — a good source. But some additional work was needed to determine the

qualification. IT IS ESSENTIAL THAT YOU FIND THE PERSON OR GROUP RESPONSIBLE FOR AUTHORING THE WEB PAGE. It is NEVER a sufficient qualification that you found it on the Internet.

How to find the date. Some web pages will have the date prominently displayed at the top of the web page. Whenever you have this type of date listed, it should be used rather than the last revision date of the web page. Often, however, there is no date on the web page. In such cases, you can find the last revision date by using the "Tools" menu choice to select the "Page Info" option (available only in Firefox). (Resist the temptation to select "Source Info" because that will just show you the HTML code for the web page). Page Info will usually show you the name of the organization sponsoring the web page and the last revision date. If the Web page offers the download of a PDF document, a date can always be found. Simply download the PDF file to your computer and open it in Adobe Acrobat. From the "File" menu, select "Properties" to view both the creation and last revision dates.

How to prepare debate citations from the Internet. Example:

Bruce Baker. (Prof., Education, Rutgers U.). *Exploring the Consequences of Charter School Expansion in U.S. Cities,* Nov. 30, 2016. Retrieved Apr. 12, 2017 from http://www.epi.org/files/pdf/109218.pdf.

This is the citation standard required by the National Forensic League, which follows the Style Manual of the Modern Language Association (MLA). Authors must be listed if present. Qualifications must be given. The date of the web page must be given. The name of the web page should be presented. At the end of the citation, indicate that it was gathered online and that the online source was an Internet URL (as opposed to Lexis/Nexis, Dialogue, etc.). The final date is the date that you accessed the Internet material.

Carding Evidence

ADVANTAGES OF ON-DISK EVIDENCE AND BRIEF PREPARATION

Minimize Printing: In the age of the information explosion, it is simply not feasible for debaters to print out a hard copy of everything they think they might need to read. The two major impediments are expense and time. It is expensive (in laser printer cartridges) for a debate squad to print out all of the materials that active researchers need. It is also time consuming to print big chunks of material; computer labs typically have many computers but a single printer. The printer becomes the bottle neck. The overuse of printing is also environmentally irresponsible. Debaters chunk huge volumes of paper, often printing out a two-hundred page law review article in order to extract two or three cards. This means that hundreds of pages per day of printed or photocopied materials are simply discarded.

More Usable Briefs: Word processed briefs are easier to read (no illegible hand-written tags, no red or blue ink which refuses to photocopy), and they contain much more evidence per page. This ends up saving a squad large amounts of money in photocopy cost. In fact, members of a large squad can simply distribute new positions via disk and have each squad member print out their briefs on their own printer. This dramatically reduces squad photocopy costs. If briefs are to be word processed, it simply makes sense to collect the evidence on-disk. Otherwise, the debater has to re-type the evidence which exists in hard copy.

Sorting is Easy: The old way for debaters to construct arguments (a federalism disadvantage, for example) is to create piles on a table-top of evidence which is sorted into different parts of the argument. Inevitably, as the argument is being constructed, there are numerous times when the debater thinks, "I know I have that piece of evidence that says . . . but WHERE IS IT?" When evidence is collected, sorted, and filed on-disk, that doesn't happen. If the evidence isn't found in the right category, the debater simply uses the word processor's "find" function to search for the word or phrase. The card is located in seconds. When evidence is prepared on-disk, the debater can simply use the sorting function of the word processor to put the evidence in order.

HOW DOES ONE CARD EVIDENCE ONLINE?

Have Your Word Processor and Internet Browser Both Open at the Same Time: There was a time when computers simply didn't have enough RAM (current memory) to have two large programs open at once. Almost all current generation computers have plenty of memory to make this possible. Simply open the first program, then minimize the window (minimize button is in the top right corner) and start up the other program. If you are on a PC, switch back and forth between the two programs by clicking the desired program on the start-bar. On the Macintosh, you can switch between programs by using the

icon in the top right hand corner of your screen. An alternative method for switching is to overlap the window just a bit so that a corner of both can be seen. When you desire to switch, just click with the mouse on the other window to make that program active.

Steps for On-Disk Carding of Evidence:

Text-Saving Method:

1. Locate the Internet site from which the evidence will come.
2. Construct the evidence citation on the word processor in accordance with NFL rules.
3. Highlight the portion of the text from the web page which will makeup the text of the card. Copy the text into memory (on the PC, this is Cntrl-C; on the Macintosh it is Apple-C).
4. Switch to the word processor and paste in the text just below the evidence citation. (On the PC, this is Cntrl-V; on the Macintosh it is Apple-V)
5. Eliminate unwanted carrier returns in one of two ways: (a) click at the beginning of each line and backspace, or (b) use the word processor's search and replace function to eliminate all paragraph breaks.
6. Continue pasting cards into the word processor until you have taken all of the desired cards from the web page. Then copy and paste as many evidence citation tops as needed to match each of the cards.

SORTING EVIDENCE ON THE COMPUTER

Design a filing scheme which will allow addition of categories.

Once filed and sorted, your on-disk evidence file functions just like the "piles of cards" on the table. You use the index to see where the cards are which will support the part of the argument you are putting together, then use the search function on the word processor to find the cards, by searching for R301, for example. Read the cards which are filed there, and select the card or cards you want to insert in the brief. Then cut and paste them.

Suggestions for Online Policy Debate Research

Finding Definitions of Terms:

www.OneLook.com: Access to more than one thousand dictionaries is available through www.onelook.com.

http://dictionary.reference.com/: This Web resources says that it is "the world's largest and most authoritative free online dictionary and mobile reference resource."

http://www2.dictionaryreference.com

http://www.yourdictionary.com/

http://oxforddictionaries.com/

http://www.etymonline.com/

Newspaper & Journal Articles:

Google News: Google news gives you access to otherwise hard to find news articles on the Education topic. The normal news database is limited to the past 30 days, but you can access the Google News Archive at http://news.google.com/newspapers for older articles.

FindArticles: The Web's First Free Article Search. Their advertisement says that "FindArticles.com is a vast archive of published articles that you can search for free. Constantly updated, it contains articles dating back to 1998 from more than 300 magazines and journals." Among this 300 are numerous publications debaters should find useful: http://www.search.com/search?q=articles

Library of Congress Online Reading Room. From this Web site, the debater can find links to hundreds of online newspapers and journals. http://www.loc.gov/rr/news/lists.html

The Write News. This site provides links to all major newspapers maintaining online services. http://writenews.com/newslinks/

Research Think Tanks:

American Enterprise Institute: "The American Enterprise Institute for Public Policy Research is dedicated to preserving and strengthening the foundations of freedom—limited government, private enterprise, vital cultural and political institutions, and a strong foreign policy and national defense—through scholarly research, open debate, and publications. Founded in 1943 and located in Washington, D.C., AEI is one of America's largest and most respected think tanks." http://www.aei.org/library.htm

Brookings Institution: "In its research, The Brookings Institution functions as an independent analyst and critic, committed to publishing its findings for the information of the public. In its conferences and activities, it serves as a bridge between scholarship and public policy, bringing new knowledge to the attention of decisionmakers and affording scholars a better insight into public policy issues. The Institution traces its beginnings to 1916 with the founding of the Institute for Government Research, the first private organization devoted to public policy issues at the national level. In 1922 and 1924, the Institute was joined by two supporting sister organizations, the Institute of Economics and the Robert Brookings Graduate School. In 1927, these three groups were consolidated into one institution, named in honor of Robert Somers Brookings (1850-1932), a St. Louis businessman whose leadership shaped the earlier organizations."

CATO Institute: "The Cato Institute was founded in 1977 by Edward H. Crane. It is a non-profit public policy research foundation headquartered in Washington, D.C. The Institute is named for Cato's Letters, a series of libertarian pamphlets that helped lay the philosophical foundation for the American Revolution. The Cato Institute seeks to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace. Toward that goal, the Institute strives to achieve greater involvement of the intelligent, concerned lay public in questions of policy and the proper role of government." www.cato.org

Heritage Foundation. "Founded in 1973, The Heritage Foundation is a research and educational institute — a think tank — whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense." http://www.heritage.org/

Hudson Institute: "In Hudson Institute's policy recommendations, articles, books, conferences, and contributions to the electronic media, we share optimism about the future and a willingness to question conventional wisdom. We demonstrate commitment to free markets and individual responsibility, confidence in the power of technology to assist progress, respect for the importance of culture and religion in human affairs, and determination to preserve America's national security." http://www.hudson.org/

RAND Corporation: "RAND (a contraction of the term research and development) is the first organization to be called a "think tank." We earned this distinction soon after we were created in 1946 by our original client, the U.S. Air Force (then the Army Air Forces). Some of our early work involved aircraft, rockets, and satellites. In the 1960s we even helped develop the technology you're using to view this web site. Today, RAND's work is exceptionally diverse. We now assist all branches of the U.S. military community, and we apply our expertise to social and international issues as well." http://www.rand.org/

Law Reviews:

University Law Review Project. http://www.lawreview.org/

Yahoo Law Directory. This site provides links to hundreds of law reviews many of which make their archives available online. http://dir.yahoo.com/Government/Law/Journals/

Top Education Web Sites for Policy Debaters

Achieve, Inc.: www.achieve.org. Achieve, a group strongly advocating the implementation of the Common Core, explains its mission as follows: "Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve is leading the effort to make college and career readiness a priority across the country so that students graduating from high school are academically prepared for postsecondary success." This Web site offers many publications explaining and defending the Common Core.

Alliance for Excellent Education: http://all4ed.org/. This organization describes itself as "a Washington, DC-based national policy, practice and advocacy organization dedicated to ensuring that all students, particularly those who are traditionally underserved, graduate from high school ready for success in college, work and citizenship. The Alliance focuses on America's six million most at-risk secondary school students – those in the lowest achievement quartile – who are most likely to leave school without a diploma or to graduate unprepared for a productive future." By selecting the "Publication" tab at the top of the page, the debater can gain access to dozens of recent reports on the federal role in elementary and secondary education.

American Association of Black Psychologists: http://www.abpsi.org/. This organization describes its purpose as "to operate exclusively for charitable and educational purposes, including but not limited to: promoting and advancing the profession of African Psychology, influencing and affecting social change and developing programs whereby psychologists of African descent (hereafter known as Black Psychologists) can assist in solving problems of Black communities and other ethnic groups. This Web site provides access to recent issues of the Journal of Black Psychology, a publication described as "the most innovative peer-reviewed, empirical, theoretical and methodological research on the behavior and experiences of Black and other populations from Black or Afrocentric perspectives." This journal includes numerous articles about ways that secondary education programs can address racism in American society.

American Association of Colleges of Teacher Education (AACTE): https://aacte.org.. This organization identifies itself as "the leading voice on educator preparation. AACTE represents more than 800 postsecondary institutions with educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners." The "Resources" and "News Room" links provide access to hundreds of recent articles focusing on teacher preparation.

American Association of School Administrators (AASA): https://www.aasa.org. This association, "founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders." Clicking the "Publications, Media & Resources" link will provide access to a wealth of materials from the perspective of school administrators.

American Civil Liberties Union (ACLU): www.aclu.org. The ACLU declares its mission as "to defend and preserve the individual rights and liberties guaranteed by the Constitution and laws of the United States." Using the search box with the word "education" will produce a list of hundreds of recent documents dealing with such issues as racial disparities in student arrests, the impact of vouchers on discrimination, dropout prevention, drug testing of students, rights of transgender students, same gender education, sex education and teaching of creationism.

American Enterprise Institute (AEI): www.aei.org. This conservative group describes itself as "a public policy think tank dedicated to defending human dignity, expanding human potential and building a freer and safer world. The work of our scholars and staff advances ideas rooted in our belief in democracy, free enterprise, American strength and global leadership, solidarity with those at the periphery of our society and a pluralistic, entrepreneurial culture. We are committed to making the intellectual, moral and practical case for expanding freedom, increasing individual opportunity and strengthening the free enterprise system in America and around the world." By clicking the "Policy Areas" tab, then the "Education" tab, the debater can access such reports as "A Conservative K-12 Agenda for the Next President" and "From Federal to Federalist Education Policy."

American Federation of Teachers: www.aft.org. The AFT, the second-largest U.S. teacher's union, describes its mission as follows: "The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism and especially through the work our members do." By clicking the link, "Our News," and "Periodicals," the debater can gain free access to articles in the AFT publication, American Educator.

American Principles Project (APP): https://americanprinciplesproject.org/. This politically conservative group offers the following summary of its philosophy: "APP believes that local and national policies that respect the dignity of the person will lead to a flourishing society. As such, we educate and advocate for public policy solutions that respect and affirm: human life from conception to natural death; the union of one man and one woman as the definition of marriage; the freedom to practice and proclaim religion; authentic economic progress for working Americans; education in service of the comprehensive development of the person; and, the legacy of immigrants in contributing to the American story." By clicking the "Education" tab, the debater can access numerous documents attacking the Common Core.

American School Counselor Association (ASCA): https://www.schoolcounselor.org/. This group declares its mission as "to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society." Unfortunately, for articles in the ASCA Magazine, access is limited to members of the association. But debaters can find useful material by clicking the "Press" tab, then "Position Statements." The ASCA provides position statements on topics such as character education, corporal punishment in the schools, cultural diversity, gender equity, student mental health and students with disabilities.

Aspen Institute: www.aspeninstitute.org. According to this Web site, "the Aspen Institute has earned a reputation for gathering diverse, nonpartisan thought leaders, creatives, scholars and members of the public to address some of the world's most complex problems. But the goal of these convenings is to have an impact beyond the conference room." Education is one of the nine policy concerns of the Aspen Institute. By clicking the "Education" tab at the top of the Web page, the debater can access reports on social and emotional learning (SEL), student privacy, charter schools and teacher evaluation systems.

Association for Middle Level Education (AMLE): www.amle.org. This group describes itself as "the leading international organization advancing the education of all students ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world. AMLE is committed to helping middle grades educators." By clicking the "Browse by Topic" tab at the left side of the page, the debater can access articles on the Common Core, STEM education, Online education, bullying and school safety.

Badass Teachers Association: www.badassteacher.org. This organization says that it exists to defend every teacher "who refuses to be blamed for the failure of our society to erase poverty and inequality, and refuses to accept assessments, tests and evaluations imposed by those who have contempt for real teaching and learning." Specifically, the association says that it demands "elimination of high stakes standardized testing, arbitrary cut scores and value-added accountability systems used to evaluate children, educators and their schools;" "academic freedom for educators and students, thus ensuring the best possible learning and teaching environment;" "safe, clean, well-maintained professional workplace environments, free from bullying and harassment of students and educators" and "collective bargaining rights and due process." The Web site offers access to white papers defending these values.

Bill & Melinda Gates Foundation: www.gatesfoundation.org. The foundation says that its goal is "to support innovation that can improve U.S. K-12 public schools and ensure that students graduate from high school ready to succeed in college." The Gates Foundation is a primary funding source for the Common Core: "Ensuring all students are prepared to succeed in college and career is at the heart of the Common Core State Standards. As teachers work hard to find ways to help all students reach these expectations, we're working to ensure that there are high-quality instructional materials available that have been developed by teachers for teachers." Using the search box at the top of the page for "K-12 education" will provide access to numerous documents on the Common Core,

dropout prevention, STEM programs and charter schools.

Brookings Institution: www.brookings.edu. According to its Web site, Brookings is "a nonprofit public policy organization based in Washington, DC. Our mission is to conduct in-depth research that leads to new ideas for solving problems facing society at the local, national and global level." By clicking the "More" tab, then "K-12 Education," the debater can access dozens of recent publications on school reform.

Bureau of Indian Education (BIE): www.bie.edu. This is the Web site of the division of the U.S. Department of the Interior devoted to the education of Native Americans: "BIE's mission is to provide quality education opportunities from early childhood through life in accordance with a tribe's needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. Further, the BIE is to manifest consideration of the whole person by taking into account the spiritual, mental, physical and cultural aspects of the individual within his or her family and tribal or village context." By clicking the "Reports" tab, the debater can access statistical reports on each of the 183 elementary and secondary schools supervised by the BIE.

Center for American Progress: www.americanprogress.org. This organization describes itself as "a progressive think tank dedicated to improving the lives of Americans through ideas and action." Under the "Issues" tab, the debater should click the "Education" option to access reports on the education of students with disabilities, K-12 voucher programs, career training programs, attracting great teachers, later school start times, funding inner city schools, gifted and talented education, school-to-prison pipeline and support for the Common Core.

Center for Education Reform: www.edreform.com. This group writes that its "mission is to expand educational opportunities that lead to improved economic outcomes for all Americans, particularly our youth, ensuring that the conditions are ripe for innovation, freedom and flexibility throughout U.S. education." By clicking the "issues" tab, the debater can access information on choice and charter schools, Online learning, teacher quality, education unions and standardized testing.

Center on Budget and Policy Priorities: www.cbpp.org. According to its Web site, this group is "a nonpartisan research and policy institute. We pursue federal and state policies designed both to reduce poverty and inequality and to restore fiscal responsibility in equitable and effective ways. We apply our deep expertise in budget and tax issues and in programs and policies that help low-income people, in order to help inform debates and achieve better policy outcomes." Education is not listed under the "Research" tab as a major topic, but entering the word "education" in the search box will provide access to numerous reports on the negative impact of cuts to education funding.

Center on Reinventing Public Education: www.crpe.org. The Center is a research component of the University of Washington at Bothell; it describes its mission as to "find the most innovative, pragmatic, equitable and successful ways to address the complex challenges in public education. Through our research and policy analysis, we offer

evidence-based solutions that help educators and administrators do their best work so that every child can have access to an excellent education." By selecting the "Publications" tab, the debater can download dozens of useful PDF files on charter schools, school choice, rural education and the Common Core.

Collaborative for Student Success: www.forstudentsuccess.org. The Collaborative declares its mission as two-fold: "(a) to support local organizations and advocates in state-led efforts to educate and inform all stakeholders – including parents, students, teachers and community leaders – about the need for and benefit of high, consistent state standards and high-quality assessments and (b) ensure fact-based discussion about education standards and assessments that accurately represents the thousands of teachers and academic experts who have contributed to the creation and implementation of high standards across the country." Clicking the "From Us" tab will provide access to a wide range of resources defending the Common Core, impact aid for school serving the children of military personnel and maintenance of standardized testing.

Department of Education Activity (DoDEA): www.dodea.edu. This official government Web site offers the following history of K-12 educational programs for the children of military personnel: "Shortly after the end of World War II, the United States military established schools for the children of its service men and women stationed in Europe and the Pacific. Schools for children of military members stationed at various bases in the United States were already well-established. First administered by the military branches they served, the growing number of schools was soon transferred to civilian managers, then organized into two separate but parallel systems: the Department of Defense Dependents Schools (Pacific and Europe) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (Americas) in the United States. In 1994 the two systems were brought together under an umbrella agency, the Department of Defense Education Activity (DoDEA)." Some resources on DoDEA programs can be accessed by clicking the tab labeled "A World Class Education," located about two-thirds of the way to the bottom of the welcome page.

Dignity in Schools Campaign: www.dignityinschools.org. This group "challenges the systemic problem of pushout in our nation's schools and works to dismantle the school-to-prison pipeline. As a national coalition, the Dignity in Schools Campaign builds power amongst parents, youth, organizers, advocates and educators to transform their own communities, support alternatives to a culture of zero-tolerance, punishment, criminalization and the dismantling of public schools and fight racism and all forms of oppression. We bring together our members through direct action organizing, public policy advocacy and leadership development to fight for the human right of every young person to a quality education and to be treated with dignity." The "News" and "Resources" tabs provide access to publications critical of harsh discipline in schools.

Economic Policy Institute (EPI): www.epi.org. This organization explains its history and purpose as follows: "The Economic Policy Institute (EPI) is a nonprofit, nonpartisan think tank created in 1986 to include the needs of low- and middle-income workers in economic policy discussions. EPI believes every working person deserves a good job with fair pay, affordable health care and retirement security." The EPI Web site also "documents impacts

of social and economic inequality on student achievement, and suggests policies, within school and out, to narrow outcome gaps between middle class and disadvantaged students. EPI research refutes false assumptions behind politically inspired attacks on public education, teachers and their unions." Documents available for download include such topics as social and emotional learning (SEL), teacher pay, segregated schools and international comparisons of student achievement.

Education Trust: https://edtrust.org. This group describes itself as "a national non-profit advocacy organization that promotes high academic achievement for all students at all levels, particularly for students of color and low-income students. We were founded for one reason and one reason alone: to push, prod and cajole our country toward educational justice. From our beginnings in the early 1990s, our unrelenting advocacy continues to be supported by solid data analysis, equity-focused legislative proposals, strong partnerships with leading organizations and proven strategies to improve the educational outcomes of our nation's youth." By selecting the "Our Resources" tab, then "Publications," the debater can download documents.

FairTest: The National Center for Fair and Open Testing: http://www.fairtest.org. This organization describes its mission as to advance "quality education and equal opportunity by promoting fair, open, valid and educationally beneficial evaluations of students, teachers and schools. FairTest also works to end the misuses and flaws of testing practices that impede those goals. We place special emphasis on eliminating the racial, class, gender and cultural barriers to equal opportunity posed by standardized tests and preventing their damage to the quality of education."

Fordham Institute: https://edexcellence.net/. The Thomas B. Fordham Institute declares its mission as to fix the problems with K-12 education in America: "Our great nation needs – and deserves – great schools for all its children. That's particularly true today, when a strong education is a precondition for economic success. Yet too many American children receive a mediocre or worse education because too many of our schools and school systems are complacent or dysfunctional. This situation is most dire for our neediest students, who generally lack high-quality education options. But almost everyone could be learning much more than they are today. As a result, American teenagers trail our international competitors, and many emerge from our K-12 system ill prepared for what comes next." The "Publications" tab offers access to downloadable reports on school choice, school safety, the Common Core and Online education.

Freedomworks: www.freedomworks.org. The history and mission of this organization is described in the following way on its Web site: "We are over 6 million Americans who are passionate about promoting free markets and individual liberty. Our members all share three common traits: a desire for less government, lower taxes and more economic freedom. For over a quarter century, FreedomWorks has identified, educated and actuated citizens who are enthused about showing up to support free enterprise and constitutionally limited government." By selecting the "Issues" tab and then the "Education Reform" option, the debater can access numerous articles opposing federal government intervention in K-12 education.

Learning Disabilities Association of America (LDA): https://ldaamerica.org/. This group says that it visualizes a world in which "all individuals with learning disabilities are empowered to thrive and participate fully in society; the incidence of learning disabilities is reduced and learning disabilities are universally understood and effectively addressed. LDA's mission is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations." The "Resources" and "Media Room" tabs offer access to many articles on ADHD, appropriate accommodations and the educational strategy of inclusion.

Manhattan Institute (MI): www.manhattan-institute.org. This conservative think tank describes its mission as follows: "The Manhattan Institute for Policy Research is a leading voice of free-market ideas, shaping political culture since our founding in 1977. Ideas that have changed the United States and its urban areas for the better – welfare reform, tort reform, proactive policing and supply-side tax policies, among others – are the heart of MI's legacy. While continuing with what is tried and true, we are constantly developing new ways of advancing our message in the battle of ideas." By selecting the "Research Topics" tab, then "Education," the debater can access dozens of recent articles on K-12 education.

National Alliance for Public Charter Schools: www.publiccharters.org. This group describes itself as "the leading national nonprofit organization committed to advancing the public charter school movement. Our mission is to lead public education to unprecedented levels of academic achievement by fostering a strong charter movement." Their vision is that charter schools will continue to expand so that by 2020, "10,000 high-quality charter schools will be serving over four million students." In order to access downloadable research materials, the debater should select the tab labeled "Get the Facts" and then the "Research and Publications" option.

National Association for Bilingual Education: www.nabe.org. This group describes its history and mission as follows: "Since 1975, the National Association for Bilingual Education (NABE) has been a non-profit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society. NABE's priorities include: Improving instructional practices for linguistically and culturally diverse children; providing bilingual educators with more high-quality professional development opportunities; securing adequate funding for the programs serving limited-English-proficient students and keeping the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms."

National Association for State Boards of Education (NASBE): www.nasbe.org. This organization describes itself as "the only national organization giving voice and adding value to the nation's state boards of education. A non-profit organization founded in 1958, NASBE works to strengthen state leadership in educational policymaking, promote excellence in the education of all students, advocate equality of access to educational opportunity and ensure continued citizen support for public education." The "Downloads" tab located near the top right corner of the Web page provides a wealth of materials on topics such as student privacy, charter schools, student health and school discipline.

Downloadable copies of the NASBE journal, The State Educational Standard, are available at http://www. nasbe.org/our-resources/publications/the-state-education-standard/. Recent issues have been devoted to charter schools, student privacy, the Common Core, teacher recruitment and inclusion methods for students with disabilities.

National Congress of American Indians (NCAI): www.ncai.org. The NCAI describes its mission as to "protect and enhance treaty and sovereign rights; secure our traditional laws, cultures and ways of life for our descendants; promote a common understanding of the rightful place of tribes in the family of American governments and improve the quality of life for Native communities and peoples." By selecting the "Resources" tab, then "NCAI Publications," the debater can find downloadable resources on problems associated with federal funding of Native American education.

National Education Association (NEA): www.nea.org. The NEA says that as "the nation's largest professional employee organization, [it] is committed to advancing the cause of public education. NEA's 3 million members work at every level of education – from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States." By selecting the "Issues and Action" tab, the debater can access information on the implementation of the Every Student Succeeds Act, student and teacher civil rights, education funding and bullying prevention.

National Education Policy Center: http://nepc.colorado.edu/. This group, housed at the University of Colorado, explains is mission as "to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions. We are guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence." By selecting the "Publications" tab, and then "Policy Briefs," the debater can access information on equality of educational opportunity, critiques of international achievement test comparisons, impact of class size and problems with virtual education programs.

National Governors Association (NGA): https://www.nga.org/. This is an organization of the nation's governors, formed in 1908. The NGA is one of the two copyright owners of the Common Core State Standards. According to its Web site, the NGA is a "bipartisan organization of the nation's governors" that "promotes visionary state leadership, shares best practices and speaks with a collective voice on national policy." Access to education-related documents can be facilitated by entering the word "education" in the search box on the NGA home page.

National Indian Education Association (NIEA): www.niea.org. The declared mission of the NIEA is to advance "comprehensive, culture-based educational opportunities for American Indians, Alaska Natives and Native Hawaiians." The declared vision is that "traditional Native cultures and values are the foundations of our learning therefore, NIEA will: promote educational sovereignty; support continuing use of traditional knowledge and language and improve educational opportunities and results in our communities." By using the "For Advocates" tab, the debater can access numerous NIEA documents.

National Indian Impacted Schools Association (NIISA): www.niisa-lands.org. This Web

site offers a wealth of information about the federal governments "impact aid" for schools serving Native Americans: "Many local school districts across the United States include within their boundaries parcels of land that the federal government either owns or has removed from the local tax rolls-including Indian lands. These school districts face special challenges; they must provide a quality education to the children living on Indian and other federal lands, while sometimes operating with less local revenue than other school districts have, because the federal property is exempt from local property taxes. Since 1950, Congress has provided financial assistance to these local school districts through the Impact Aid Program."

National School Boards Association (NSBA): https://www.nsba.org. The NSBA "represents state school boards associations and their more than 90,000 local school board members. We believe education is a civil right, and public education is America's most vital institution." The NSBA declares its vision "to be the premier advocate for public education in America, through our work in the legislative, legal and public arenas, are directly impacting public policy." The "Advocacy" and "Resources" tabs provide access to information about federal funding of education, student data privacy and various legal topics.

National School Public Relations Association (NSPRA): www.nspra.org. This group says that its "mission is to advance education through responsible communication. We accomplish that mission through a variety of diverse services that we provide to our members and to other school leaders who contract with or buy from us. With over 75 years of experience, we have a reputation in the field for practical approaches to solving school district and agency communication problems." Downloadable materials are available by selecting the "Getting Started/PR Tools" tab.

Network for Public Education (NPE): http://networkforpubliceducation.org/. According to the Web site, the NPE "was founded in 2013 by Diane Ravitch and Anthony Cody. We are an advocacy group whose mission is to preserve, promote, improve and strengthen public schools for both current and future generations of students." By selected the "What We Do" tab, then "Reports," the debater can access materials defending traditional public schools as compared to charters or other alternatives.

New Schools Venture Fund: www.newschools.org. This organization describes its mission as the promotion of innovative changes in K-12 education: "As a nonprofit venture philanthropy firm, we use the charitable donations we receive to support education entrepreneurs who are transforming public education to create great results for all students." By selecting the "News + Ideas" tab, the debater can access articles advocating various educational reforms.

Phi Delta Kappa International (PDK): http://pdkintl.org/about/. This organization describes itself as follows: "PDK International, publisher of Kappan magazine, is a professional association for educators that brings together the top leaders, thinkers and doers to collaborate and inspire one another. By providing professional learning opportunities, targeted networking and relevant research, PDK helps researchers and practitioners deepen their expertise, elevate their careers and ultimately experience better results in their work."

The "Publications" tab provides access to articles on numerous education topics.

Pioneer Institute: http://pioneerinstitute.org. According to its Web site, the "Pioneer Institute is an independent, non-partisan, privately funded research organization that seeks to improve the quality of life in Massachusetts through civic discourse and intellectually rigorous, data-driven public policy solutions based on free market principles, individual liberty and responsibility and the ideal of effective, limited and accountable government." By selecting the "Issues" tab, then "School Reform," the debater can access materials attacking the Common Core and advocating virtual schools.

Solutions Not Suspensions: http://mneep.org/. This Minnesota-based group advocates for changes in the zero-tolerance suspension policies that send too many students into detention centers and prisons: "We envision a just society in which an equitable educational ecosystem ensures all students achieve their full potential. Achieving this vision would mean that race is no longer a predictor of educational success. We believe that to accomplish this requires the public's simultaneous commitment to race equity and educational excellence."

Student Achievement Partners, Inc.: http://achievethecore.org. This group exists primarily to advocate for the implementation of the Common Core State Standards: "Student Achievement Partners is a nonprofit organization that assembles educators and researchers to design actions based on evidence that will substantially improve student achievement. Founded by three of the lead authors of the Common Core State Standards, Student Achievement Partners is devoted to accelerating student achievement by all students by supporting effective and innovative implementation of the Common Core."

U.S. Chamber of Commerce Foundation: www.uschamberfoundation.org. One of the working groups of the U.S. Chamber of Commerce is its Center for Education and Workforce: "The Center for Education and Workforce, through its research, programs and policy on education and skills training, mobilizes the business community to be more engaged partners, challenge the status quo and connect education and workforce reforms to economic development." This working group advocates for school choice, STEM education and vocational preparedness. The materials available from the "Publications" tab support these objectives.

U.S. Department of Education: www.ed.gov. The Web site of the Department of Education can provide useful information about the status of U.S. law. The "Laws" tab provides access to information about the Every Student Succeeds Act (ESSA), Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). This Web site also provides access to the "What Works Clearinghouse." The Clearinghouse offers evaluations of more than 500 studies conducted on 17 instructional topics.

Suggestions for Online Lincoln Douglas Research

A Glossary of Philosophical Terms: This site provides a downloadable PDF containing 34 pages briefly defining major terms in philosophy: http://global.oup.com/us/companion.websites/9780199812998/studentresources/pdf/perry_glossary.pdf

Dictionary of Western Philosophy: Philosophy professor, Garth Kemerling, maintains this site, offering the following description: "This is a concise guide to technical terms and personal names often encountered in the study of philosophy. What you will find here naturally reflects my own philosophical interests and convictions, but everything is meant to be clear, accurate, and fair, a reliable source of information on Western philosophy for a broad audience": http://www.philosophypages.com/dy/index.htm

EpistemeLinks.com: Maintains links to dozens of philosophy resources on the Internet. http://www.epistemelinks.com/Main/MainLink.asp

Guide to Philosophy on the Internet: Operated by Peter Suber of the philosophy department at Earlham College. http://www.earlham.edu/~peters/philinks.htm

Immanuel Kant: Philosopher of Freedom: This is an excellent site, maintained by Dartmouth College professor, Jason Sorens, offering an introduction to the philosophy of Immanuel Kant. Professor Sorens writes, **"**If you want to understand the moral basis of a free society, there might be no better place to start than the thought of Immanuel Kant"**:** http://www.learnliberty.org/blog/immanuel-kant-philosopher-of-freedom/?gclid=CIn8ys-wrNUCFUW4wAodEogCsA

Internet Encyclopedia of Philosophy: This is a one-stop-shop for finding the meaning of key terms in philosophy as well as a brief overview of the biography and teachings of major and minor philosophers. http://www.iep.utm.edu/

Introduction to Philosophy: This is an Online philosophy textbook (in seventeen chapters) written by Dallas M. Roark, professor at Emporia State University : http://www.qcc.cuny.edu/SocialSciences/ppecorino/roark-textbook/default.htm

Project Gutenberg: The description offered by this site: "Project Gutenberg offers over 54,000 free eBooks: Choose among free epub books, free kindle books, download them or read them online. You will find the world's great literature here, especially older works for which copyright has expired" http://www.gutenberg.org/

Stanford Encyclopedia of Philosophy: This site describes itself as follows: "The Stanford Encyclopedia of Philosophy organizes scholars from around the world in philosophy and related disciplines to create and maintain an up-to-date reference work." The site allows a simple search box as well as a clickable Table of Contents: https://plato.stanford.edu/

The Basics of Philosophy: This site offers the following selectable tabs dealing with all aspects of philosophy: General, By Branch/Doctrine, By Historical Period, By Movement/School, By Individual Philosopher: http://www.philosophybasics.com/