

LRE NETWORK NEWS

Winter 2004

A Publication of the New Jersey Center for Civic and Law-Related Education

Vol. 12

Coalition to Support the Civic Mission of the Schools Formed

Responding to the growing lack of civic engagement and knowledge by our young people and the diminishing space for social studies in the school curriculum, a group of public policy makers and educators have come together to form a **Coalition to Support the Civic Mission of the Schools**. The Coalition includes former Governor Brendan Byrne, former New Jersey Supreme Court Justice Daniel O'Hern, legislators, K-12 educators, university faculty and others with interests in civics, history, geography, law, politics, economics, humanities or social studies.

The goal of the coalition is to bring together individuals and organizations concerned about the future of our democracy; to determine what steps are necessary to ensure that our young people have the attitudes, skills and knowledge to be active, engaged citizens; and then to take or advocate those steps. A planning meeting is scheduled for March 16, 2004 at Eagleton Institute in New Brunswick. A statewide summit is anticipated for the fall of 2004.

The **Coalition to Support the Civic Mission of the Schools** is a five-year project led by the New Jersey Center for Civic and Law-Related Education (NJCLRE), working with a national campaign led by the National Council of State Council of State Legislatures, the Center on Congress at Indiana University and the Center for Civic Education in Calabasas, California.

The problem of low voter turnout, distrust of government and lack of civic knowledge and interest has been well documented in the media for years. The most recent National Assessment of Education Progress (NAEP)(1998) indicates that one-third of high school seniors lack a basic grasp of the structure and operations of American government. Not only do our young people lack the knowledge for involvement in public affairs, they also lack the interest: 18 to 30 year-olds vote at barely half the rate of their parents.

The Civic Mission of the Schools (Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement), noted that schools are "the only institutions with the capacity and mandate to reach virtually every young person," and "are best equipped to address the cognitive aspects of good citizenship." The civic mission of the schools, that is, creating citizens with the knowledge, the skills and the disposition to participate in a democratic society, is the very purpose for which public schools were created. Although this goal is often included in the mission statements of local school districts, it is getting lost in the current emphasis on reading, writing and math. Certainly reading, writing and math are basic skills that everyone needs to master, but how can one be a responsible citizen without an understanding of history, geography, civics and economics?

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Street Law director Lee Arbetman confers with Mary Beth Winsor, North Plainfield High School, and Carol Marin, Ridge High School, Basking Ridge, at the annual **LRE Symposium** sponsored by NJCLRE and NJ State Bar Foundation on December 9, 2003.

East Brunswick High School students, the winners of the February 4, 2004 NJ State **We the People...the Citizen and the Constitution** Hearings, on the steps of the State House in Trenton.

Project Citizen Teacher Institute

The Center for Civic Education is offering five regional Professional Development Institutes for middle school teachers interested in using the *Project Citizen* materials in their classroom. New Jersey teachers may apply to participate in the Northeast regional *Project Citizen* Institute to be held July 24-30, 2004 at Salve Regina University in Newport, RI. For additional information, or to receive an application form, visit the CCE website at: http://www.civiced.org/pc_flyer.pdf Applications are due March 8, 2004.

***We the People...The Citizen and the Constitution* program offers Summer Institutes and free materials**

The Center for Civic Education in Calabasas, CA, has developed high quality, soft-backed supplementary materials for upper elementary, intermediate and high school students. The materials focus on the nature of government, the historical background to the 1787 Constitutional Convention, the functioning of our government and the rights and responsibilities of citizens. They can be used in civics or government classes or easily integrated into American history classes. A teacher may order a **free** classroom set of 30 students texts and a teacher's guide. To obtain a sample book and an order form for a free classroom set of materials, contact Dawn Bryant at 732-445-3413 or dbryant@rci.rutgers.edu. The Center for Civic Education is sponsoring the following Summer Institutes:

- *We the People* Elementary Teacher Summer Institutes, Harrisburg, VA, July 12-20 and July 19-27.
- *National Academy: Political and Constitutional Theory for Citizens*, Los Angeles, CA, July 5-31.
- *We the People* Eastern Region Summer Institute, Nashville, TN, July 8-16.

Call 732-445-3413 for an application.

CRF Summer Law Institute for High School Students

High school students interested in learning more about the American legal system may apply to the weeklong Summer Law Institute which will be held August 1-7, 2004 at the UCLA School of Law. The Tuition is \$1,100; however, need-based scholarships are available. Print out the registration form from CRF's website at www.crf-usa.org. The deadline is May 3rd.

CONFLICT RESOLUTION IN HISTORY TEACHER INSTITUTE IN LOS ANGELES

Applications are available for teachers in grades 5-12 to participate in a four-day "Conflict Resolution in US History" Institute to be held July 26-30, 2004 at the University of California-Los Angeles (UCLA) in Los Angeles, CA. The Institute is jointly sponsored by the NJ Center for Civic and Law-Related Education, the Rutgers Center for Historical Analysis and the Center for the Teaching of History at UCLA. The goal of the Conflict Resolution in History program is to enable students to better understand the complexity of historical conflicts as well as to enhance their ability to resolve conflicts in their own lives.

The registration deadline is May 14, 2004. Teachers will be notified by June 1. A \$50 registration fee is required by June 18, 2004. The Institute is primarily for California teachers; however qualified teachers from other states will be included. For additional information about the program, see the article on page 7. To obtain a registration form, contact Dawn Bryant at the NJCLRE at 732-445-3413.

Applications for US Supreme Court Institute Due March 19th

Interested secondary school (grades 8-12) social studies teachers willing to train others may apply to participate in the US Supreme Court Institute, sponsored by Street Law, Inc. The Institute will take place at Georgetown Law School and the United States Supreme Court in Washington, D.C. Two sessions are available: June 17-22 and June 24-29, 2004. Only 30 applicants will be selected for each Institute. A \$150 registration fee is required. The deadline is March 19th. For additional information, email scsi@streetlaw.org, or call 301-589-1130.

The New Jersey Center for Civic and Law-Related Education offers New Jersey teachers, schools and students:

- ▶ Annual conferences
- ▶ In-service workshops for school districts
- ▶ Statewide workshops
- ▶ Statewide civics competitions for students
- ▶ Seminars for social studies supervisors
- ▶ Summer Institutes for teachers
- ▶ Materials and assistance in developing courses.

To request that the Center provide an in-service workshop for your school on any topic ranging from the Bill of Rights to character education, historical roleplaying to interdisciplinary teaching, teaching controversial issues, conflict resolution and prejudice reduction, call 732-445-3413.

MISSING THE POINT

Dear Colleagues,

I am writing this letter on Presidents Day. My daily newspaper was thicker today, reflecting annual "Presidents Day" sales events. One advertisement exclaimed "I didn't tell a lie" and two car dealerships claimed that their word was as good as "Honest Abe." On this extended four-day weekend, I wondered if the commemoration of the birthdays of Washington and Lincoln had even lost their meaning as marketing ploys. It seems that history has been relegated to Hollywood for box office sales (where entertainment value takes precedence over accuracy), for designating months to celebrate non-white groups, and to provide sales for book publishers.

My school district is celebrating the commemoration of *Brown v. Board of Education*, and I wanted to create a level of school and community awareness that would not allow for this watershed event to become lost. I wanted to celebrate the meaning, examine the failures, and develop a dialogue. I titled our celebration "Looking Back, Moving Forward, Keeping the Promise." We developed writing contests, promoted student projects and scheduled speakers. But something was missing. We were missing the point. The point is the "we."

Brown is really the story of a larger story that we as educators do not teach and as citizens do not realize. The story of the last century is about all peoples attaining access to civil rights and our own spirit of equality in that blacks and whites worked together to achieve a constitutional ideal. *Brown* broke the psychological barrier not just for African Americans but also for Mexican-Americans, the disabled, Asian-Americans, women, the poor, and anyone else formerly "excluded."

Along with this celebration is the realization that we are becoming a nation of two separate school systems based on two housing markets. Banning segregation did not ensure integration. Yet in spite of seemingly insurmountable obstacles, we can make a difference in overcoming racism and classism. We know that a diverse classroom benefits all racial groups. We must try to put our own house in order before we can press democracy on the rest of the world.

So I present you, my colleagues, with questions for a Socratic dialogue about *Brown* to discover the "we" in that conversation: Does *Abbott v Burke* violate *Brown*? Has integration helped or hurt African-Americans? Based upon your own experience, has the *Brown* ruling succeeded? Is it more important for schools to be diverse and integrated than for the rest of society? What are the possible risks involved in using schools as the site for social reform? What does "created equal" mean to you? Can separate but equal educational systems provide equally good education? What is economic justice? Can courts bring about social change?

Sincerely yours,

Steve Missal
Supervisor, Social Studies & Multicultural Education
Newark Public Schools

Coalition Formed

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New Jersey statutes require the teaching of "a suitable two-year course of study in the history of the United States," which is to include a history of the State of New Jersey and African-American history (NJSA 18A:35-1), as well as "a course of study in community civics, the geography, history and civics of New Jersey, and the privileges and responsibilities of citizenship" (NJSA 18A:35-3). Yet, few students are involved in specific civics or government courses and most elementary students in New Jersey spend less than two hours a week on any form of social science education, if at all. The NAEP Trend Report released in 2000 found that daily classes in social studies for fourth grade students dropped from 49 percent in 1988 to 39 percent in 1998. School districts are eliminating social studies supervisor positions in an effort to keep taxes down.

Independent studies demonstrate that high quality social studies programs can increase the likelihood of creating informed, involved citizens. For example, a recent survey conducted by the National Council for State Legislatures, *Citizenship: A Challenge for All Generations*, concluded that while only 64 percent of young people (ages 15-26) surveyed indicated that they had taken a high school course on civics or American government, those who had done so were much more likely to believe that they are personally responsible for making things better in society and two or three times more likely to engage in civic activities.

An outside assessment indicated that high school students participating in the *We the People* competition not only outperformed adults in terms of knowledge, but also were more likely to participate in the political process and keep informed about public affairs. An independent study of the **VOICE** program developed by the Constitutional Rights Foundation, which incorporates conflict resolution, law-related education and service learning, revealed that such a curriculum increases positive attitudes towards law and authority, improves student problem solving skills, and creates greater awareness of rights and responsibilities. What these studies show is that high quality materials and professional development can improve student knowledge and understanding of social issues and values, and can stimulate student interest in our system of government.

You can help by getting a copy of your school district's mission statement (which will probably include something about "creating responsible citizens") and asking what is being done to achieve this mission. And you can join the coalition.

To JOIN the *Coalition to Support the Civic Mission of the Schools*,

Contact the NJCLRE at 732-445-3413

or visit our website at

<http://civiced.rutgers.edu>

Click "Civic Mission of the Schools"

A Lesson in Conflict Resolution: The Los Angeles Riots

Arlene Gardner

Many New Jersey teachers are probably vaguely familiar with the riots in downtown Los Angeles from April 30 to May 2, 1992 from accounts on television. Yet, the Los Angeles riots may have been the worst civil unrest in modern U.S. history with 58 deaths, 2,500 injured, 16,000 arrests and nearly \$1 billion of property damage. While the initial spark was the acquittal of four Los Angeles police officers accused of beating black motorist Rodney King, the underlying causes were social and economic tensions at work in a multi-racial, economically depressed inner city.

Is there any reason to try to understand this explosion of civil unrest? Is there anything that we can learn from looking at the causes and the concerns raised by the various individuals and groups involved? Many of the underlying causes of the riots are the same social and economic tensions that plague inner cities in our state today. When a class at Clifford Scott High School in East Orange used the following activity and conducted a mock mediation, what they learned by looking at the 1992 Los Angeles riots was that similar problems existed in their own backyard.

We have included the Los Angeles Riots Mock Mediation/Negotiation lesson from the Conflict Resolution in History program. The lesson was prepared by Prof. George Sanchez, Dept. of History at the University of Southern California, and Arlene Gardner, director of the NJCLRE for a Summer Institute in 1995 and will be included as part of the curriculum package that is currently being prepared for 2005 (see the insert on p. 5).

Lesson Objectives

Students should be able to:

- Appreciate the value of conflict resolution skills;
- Apply conflict resolution skills to a historical conflict;
- Analyze the conflicting interests that led to riots in Los Angeles in the spring of 1992;
- Understand the interplay of individual decisions and historical events.

Conflict Resolution Background

Students must learn how to negotiate and mediate before they can apply these skills to historical conflicts. The teacher should discuss and demonstrate negotiation and mediation using everyday examples. Steps involved in negotiating and mediating include the following:

- Agree on rules: no triggers (words or behavior that result in anger), no interruptions
- Allow each party to present facts, feelings and issues
- Actively listen: indicate that you understood by questions or restatements
- Agree on issues and interests
- Brainstorm solutions
- Evaluate solutions by using objective criteria
- Agree on a solution
- Agree on what to do if the conflict recurs

Once the students have mastered these communication skills, they are ready to negotiate or mediate. Negotiation involves two or more disputants communicating directly with each other. Mediation involves a mediator—a disinterested third party—who helps the disputants to come to a resolution by using negotiation skills. The mediator may also separately caucus, that is, meet with each disputant individually or in small groups.

Historical Background

Once the students have mastered the conflict resolution skills with everyday conflicts, they are ready to try to negotiate or mediate historical conflicts. A summary of the historical background of the LA Riots in 1992 is provided below:

Los Angeles, a small community with a primarily Hispanic population until the completion of the transcontinental railroad in the 1880s, exploded with the migration of white middle class farmers from the south and Midwest. By 1900, Los Angeles had become a white, middle class mecca in the sun, with a small Mexican population. The development of the citrus industry during the 1920s brought a renewed migration of Mexicans, and the growth of the automobile industry in the 1950s attracted many African Americans. The 1965 Immigration Act resulted in a huge influx of immigrants from Latin America and Asia over the next twenty years. By 1990, the population of Los Angeles County was 42% non-Hispanic white, 34% Latino (primarily Mexican), 12% African American and 12% Asian.

The residential neighborhoods were divided by race, with most whites living in the west side and the San Fernando Valley. South central Los Angeles, the site of the riots in 1992, was one of the poorest neighborhoods in the city. In 1970, Latinos represented 10% of the local population, which was otherwise 85% African American. By 1990, approximately 50% of south central Los Angeles was Latino. Jewish merchants, who had fled the area in the aftermath of the 1965 Watts Riots, were replaced by recently arrived Korean immigrants who pooled their resources to raise the capital to open small markets. None of the larger supermarket chains maintained stores in south central, and local banks discriminated against racial minorities in their loan policies.

Underlying the racial tensions in the community was the widespread collapse of the inner city economy. Los Angeles had lost 150,000 well-paying manufacturing jobs from 1988 to 1991, and most of the jobs created in their place paid less than \$15,000 a year and were taken by recent immigrants. The factories that surrounded south central Los Angeles had largely closed and moved either to suburban locations or overseas. Average earnings of employed African American men fell 24% (in real dollars) from 1973 to 1989, while unemployment swelled. Income inequity in Los Angeles was highly racialized: the median household net worth in the city in 1991 was \$31,904 for non-Hispanic whites, but only \$1,353 for minorities.

Assign the roles:

Divide your class into groups of five. Each group should have the following five roles (these are real individuals):

1. **Reverend Bennie Newton**, pastor of Light of Love Church in south central Los Angeles, is a respected leader in the African American community. As a long-term resident, Newton has seen the population shift from overwhelmingly African American to majority Latino. He is most concerned about the fate of young black men in his community who are increasingly unable to find employment opportunities and are being harassed by local police. Recently, he has been approached by his parishioners to involve himself in the conflict with Korean grocers, who are seen as being disrespectful to the local black population. He is an advocate of community control of local resources and wants local residents to play a greater role in determining the future of business investment in the community.
2. **Sylvia Castro**, a fourth generation Mexican American, is a prominent activist in south central Los Angeles, who has worked closely with black and Latino gang members. She also has recently become involved with immigration rights groups concerned about the fate of legal and illegal immigrants who do not participate in community politics even though they form nearly half of the local population, and the fact that recent Mexican and Central American immigrants, seem restricted to low-wage, dead-end forms of employment. Castro hopes to find ways to improve the economic position and social standing of Mexican Americans in the community.
3. **Edward Chang** is a local academic who has explored Korean-Black tensions in New York and Los Angeles and has agreed to serve as the representative of the Korean Merchant Association. Although the organization consists of merchants in both Koreatown and south central Los Angeles, Chang has been asked to represent those who operate in south central, who are typically more recent immigrants, less sure about American ways, whose only opportunities for entrepreneurship lie in the inner city. Although their businesses are located there, most of the Korean merchants do not live in south central. Chang is concerned about the rise of violence directed toward Korean grocers and the rise of anti-Asian sentiment among their customers. He would like to improve conditions so that Korean businesses can continue to serve south central Los Angeles, which has been abandoned by larger commercial grocers and supermarkets.
4. **The Mediator: Mark Ridley-Thomas** is the Los Angeles city council representative from this district. He is African American and was recently and overwhelmingly re-elected for his third term. Councilman Ridley-Thomas's district is 50% Latino, but the electorate was 80% African American. The city council is dominated by the economic interests of large corporations that built the expanding downtown area and sections of the city where white middle class residents lives. Ridley-Thomas has recently had an editorial published in the *Los Angeles Times* where he argues that the future of African American politicians in the city is dependent on their ability to speak Spanish and to respond to the changing demographics of the city.

The Observers do not verbally participate in the mediation. They should carefully listen and take notes on the mediation process and the results. Each group may have one or more Observer.

Interests and Positions

Guide your students through a discussion of the positions of the three disputants and the underlying interests, needs or concerns of each. Try to identify areas of common concern.

The Mock Mediation

The mock mediation is taking place in March 1992, while the trial of Los Angeles police officers regarding the beating of Rodney King is taking place and fears of racial tensions are on the rise. In groups of five (Newton, Castro, Chang, Ridley-Thomas and an observer), Councilman Ridley-Thomas should help the three representatives to identify and try to resolve the community issues. Students should be given enough time, such as an entire class period of approximately 40-45 minutes, to try to resolve the conflict.

Debriefing

The observers from each group should report to the whole class on the process (Were the disputants respectful? Was the mediator helpful?) and the results from each group's mediation.

The teacher should contrast the results of the mock mediations with what actually happened in history—the four police officers were acquitted in the beating of Rodney King and riots broke out and spread in south central Los Angeles.

- Was it possible to reduce the tensions in south central Los Angeles in March 1992?
- What were some of the impediments?
- Is it possible to resolve deep-seated economic and social issues in economically depressed inner cities with the help of a committed community mediator?
- What are some possible bases for agreement among the city's minority groups?
- What did your students learn about mediation?

Follow-up

Are there cities in New Jersey with similar underlying economic and social frictions? Students might be encouraged to research the history of the riots in Newark, Plainfield and other New Jersey cities in 1968. Alternatively, they might be encouraged to research a community in New Jersey where similar racial, economic, and social issues intersect today.

Conflict Resolution in History curriculum materials:

Teachers guide, conflict resolution materials, historical background for students, assessment tools, videotape and CD with supplementary materials, maps, primary documents and websites will be available 2004-05. Call 732-445-3413 or email agardner@njclre.rutgers.edu for information.

Partnership between New Jersey and Senegal Benefits Both

Boubacar Tall

Senegal is a flat country on the West coast of Africa with a population of 10 million. It has 75,000 square miles, (much larger than New Jersey's 8,200 square miles), a little smaller than South Dakota. The climate is tropical—hot and humid with a rainy season May to November and a dry season December to April. It has a coastline on the Atlantic Ocean and a small independent country, The Republic of Gambia, separating the southern Casamance region from the rest of the country. Senegal was a colony of France and gained its independence in 1960. French is the official language, although 13 national languages that correspond with 13 ethnic groups, are also spoken, especially Wolof, Pular, Jola and Mandinka. Dakar is the capital city with 2 million people and 94% of the population is Muslim.

After gaining independence, Senegal experienced more than 15 years of one-party rule. A limited multiparty system was authorized in 1976 and a full multiparty system since 1983. The first peaceful change in power from one party to another did not occur until 2000, forty years after independence. It was young people who helped to defeat former President Abdou Diouf. Our new president, Abdoulaye Wade, is trying to work with other African nations to develop infrastructures and to attract private investment.

The country is very poor: the annual GNP per capita is \$700 US. More than half of the population lives on less than \$1 a day. There is also a low rate of literacy: only 32% of men and 20% of women can read and write.

I have taught social studies in Senegal for many years and now work with the curriculum office at the Ministry of Education to develop and implement civic education programs in the schools. I have been working with the Center for Civic Education on *Project Citizen* in Senegal. I have translated the *Project Citizen* materials into French so that the teachers in Senegal can use them. The results have been very exciting.

Ndeye Tabara Ndiaye teaches at a school in the southern Casamance region of Senegal, where there has been a great deal of warring by separatist groups. Her students decided to work on "Peace in Casamance" as their *Project Citizen* project and met with the leaders of the warring factions and the Governor of the region. They presented their plan for peace, which included having people learn more about the history and traditions of each other and a plan for improving transportation, to the Governor and leaders of the insurgents sitting side by side.

Students at the Ross Bethio Middle School, in a rural community in the northern region of Senegal, decided to address the problem of inadequate drinkable water. Never did their teacher, Fatou Faye, expect that their portfolio would contribute to a march of protest in the city! The students interviewed members of the community and found that many people drink water from the river, which is often soiled by animals and excrement. Drinking such water causes diseases such as diarrhea, dysentery and skin diseases. The students decided that something needed to be done, and developed a system for removing soiled water from the rivers with donkey drawn barrels. The students were also concerned about the lack of electricity in the school and elsewhere. To avoid another march by the students, the local government representatives asked the electric company to bring electricity to the schools.

I hope that we can gain a greater understanding from working with teachers in New Jersey of what students need to know and teachers need to teach to made democracy flourish in our country.

Boubacar Tall lives in Dakar, Senegal. He has a masters degree in history and geography. He has studied at Lyon Lumiere University in France and on a fellowship at Boston University. He is head of the curriculum office at the National Institute for Study and Action for Education Development at the Ministry of Education in Senegal.

Donkeys pulling barrels of soiled water from the river in Ross Bethio, Senegal.

Project Citizen teacher, Mr. Mbaye, with students preparing for a protest march about the lack of clean water.

What We Can Learn From Senegal

Educators in New Jersey and Senegal were paired as part of the **CIVITAS** International Civic Exchange Program, supported by the U.S. Department of Education, the U.S. Department of State, and the U.S. Agency for International Development, and coordinated by the Center for Civic Education. The **CIVITAS** program is designed to assist international educators to create, adapt, implement and institutionalize effective civic education programs in their countries and to help students in the United States to better understand the history and experiences of emerging and other advanced democracies.

In September 2003 a delegation of middle school teachers who had used the *Project Citizen* materials and members of the Ministry of Education in Senegal came to the United States. In between visiting California and Washington, D.C., they spent four days in the "greater New Jersey area." We visited the 13th Avenue Elementary School in Newark and Community Middle School in Plainsboro, as well as Ground Zero in New York and the National Constitution Center in Philadelphia. Since then, New Jersey teachers and classes have been paired with teachers and classes in Senegal to share ideas via email. We are seeking to pair additional middle school *Project Citizen* teachers.

NJCLRE has sponsored three annual statewide *Project Citizen* Portfolio Showcases and Hearings. The topics selected by the students have ranged from air conditioning the schools and eliminating heavy backpacks to building a community recreation center at an unused quarry or at an unused shopping center. In Senegal, the topics have focused on basic necessities, such as clean water, electricity and peace.

What can a poor country like Senegal teach sophisticated suburbanites and urban dwellers in New Jersey? New Jerseyans have one of the highest average per capita incomes in the United States while most Senegalese exist on less than \$1 a day. What can we learn from Senegal?

Clearly, there is much that we can share in terms of educational and other resources with our African neighbors. Less obvious is how much we can learn from their enthusiastic

support for their fragile but growing democracy. After more than 40 years of independence, Senegal finally had an election in 2000 where the party in office was ousted and there was no coup. It was the younger people who led this peaceful transfer of power and the whole country celebrated. Contrary to the admonitions of Jefferson and his colleagues, we seem to think that our laws, our government, our society, can function on autopilot. Perhaps our friends from Senegal can teach why we should appreciate our democratic institutions.

Performance-Based Learning

We the People...the Citizen and the Constitution and *Project Citizen* both involve USING and EVALUATING knowledge and information, rather than merely rote learning. The net result is that students are more engaged, retain more knowledge and are more likely to become active, involved citizens as adults. Whether your students are working in teams to respond to questions about the application of the U.S. Constitution to current events in *We the People* or researching and evaluating possible solutions to a community problem in the *Project Citizen*, they are actively pursuing information, critically analyzing it and making decisions. What better background for the role of citizen?

"Most history and civics classes are taught with a textbook. Our students had a far more dynamic experience with the *We the People* program. They not only learned basic concepts but also saw the relationship between these concepts and the world around them. Moreover, they developed their ability to make oral presentations, think on their feet, and work with other people. If there is a better program for learning about U.S. history and government than *We the People*, I have not seen it." Scott Gillette, Teacher, St. Joseph of the Palisades, West New York.

Since *We the People* and *Project Citizen* are supported by a Congressional appropriation, **FREE** classroom sets of materials may be obtained by calling us at 732-445-3413.

Senegalese educators, Sall Amadou, Aw Cheikh, and Boubacar Tall (l-r), surrounded by students at the Community Middle School in Plainsboro, NJ during their tour of New Jersey in September 2003

Students from Bayonne High School answer questions at the February 4, 2004 NJ We the People...the Citizen and the Constitution Simulated Legislative Hearings at the State House in Trenton

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The New Jersey Center for Civic and Law-
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 located at Rutgers, The State University of New Jersey.

Dates to Remember

We the People High School Competition
 The State House, Trenton, NJ
 February 4, 2004

Meet the Court, Meet the Legislature
 Seminar for Teachers 4-12
 Trenton, NJ
 April 26, 2004

We the People National High School Finals
 Crystal City, VA
 May 1-3, 2004

Project Citizen Portfolio Showcase
 NJ Law Center, New Brunswick, NJ
 May 6, 2004

We the People State Middle School Competition
 Rutgers University, New Brunswick, NJ
 May 21, 2004

U.S. Supreme Court Summer Institute
 Georgetown Law School, Washington, DC
 June 17-22 and 24-29, 2004

Conflict Resolution in U.S. History
 Summer Institute
 Los Angeles, CA
 July 26-30, 2004

We the People Workshop
 NJ Law Center, New Brunswick, NJ
 October 7, 2004

Annual Law-Related Education Symposium
 NJ Law Center, New Brunswick, NJ
 December 2, 2004

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