



Center Correspondent

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CENTER FOR CIVIC EDUCATION

Fall 2006

East Brunswick High School Wins We the People National Finals

Students from New Jersey's East Brunswick High School demonstrated their mastery of the Constitution with their first-place finish at the 19th Annual **We the People: The Citizen and the Constitution** National Finals, held April 29–May 1, 2006, in Washington, D.C.

Amador Valley High School in Pleasanton, California, placed second. Denver's East High School finished third.

Winners were announced May 1 during a banquet held in the students' honor at Washington's Omni Shoreham Hotel.

The **We the People** program tests students' knowledge of the Constitution and Bill of Rights. The program is offered throughout the country at the elementary, middle school, and high school levels. Only high school students compete in simulated congressional hearings at the national level.

National finals competitor Jack Susel,

a student at Denver's East High School, said that as a result of his participation in the **We the People** program, he learned that "the power in our country does not reside in the Congress, or in our Supreme Court, or even in our president, but it resides in the people, and the only way for our government to work and to work effectively is for people to have a sense of civic virtue, to take an active role in our government, and most importantly, to keep an eye on those representing us in government."

To compete in the national finals, entire classes of high school students from the 50 states had to win their congressional district and state competitions. More than 1,250 students competed in the national finals this year.

The first two days of hearings narrowed the field to the top 10 classes of students.

These classes, representing Alabama, California, Colorado, Florida, New Jersey, New York, Oregon, Texas, Vermont, and Virginia, participated in a third day of competition in hearing rooms in the Russell, Dirksen, and Hart Senate Office Buildings on Capitol Hill.

Each class was divided into six groups based on the units of the *We the People: The Citizen & the Constitution* high school text. Members of each group not only mastered the entire curriculum but also became experts in the constitutional topics covered by their unit.

Students spent months preparing for the national finals by refining opening statements, discussing constitutional issues, reading newspaper articles, studying court cases and current events, and practicing their presentation skills.

Brian Ladd, teacher of the class from

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Students from East Brunswick High School in East Brunswick, New Jersey, placed first in the 19th Annual **We the People: The Citizen and the Constitution** National Finals, held April 29–May 1, 2006, in Washington, D.C.

We the People Inspires Father and Son's Political Careers

The mayor of East Brunswick, New Jersey, has a special relationship with the **We the People: The Citizen and the Constitution** program.

Bill Neary used to own a Dairy Queen and would talk with his son Adam about baseball around the kitchen table. But when Adam came home from school stimulated by his **We the People** class and eager to discuss politics and the Constitution, the elder Neary gladly obliged.

The father and son talked about current affairs, which in 1993 included President Bill Clinton's health-care proposals. Adam said his parents "were excited when Bill Clinton got elected not just because they were Democrats, but also for the fact that somebody of their generation got elected president."

Their political discussions were a two-way street, said Bill. He would argue with his son to help Adam refine his positions on salient political issues, and the discussions would help Bill refine his own positions.

The **We the People** program sparked conversations about constitutional issues as well. "I remember talking about the Framers," said Adam. "The whole construction of the Constitution, why they put certain rights in the Bill of Rights and not others."

"I remember having a very extensive conversation about why there wasn't an amendment banning slavery in 1789. And I remember that conversation going on for probably a couple of days." One day, Adam read in the newspaper that the Democratic Party was looking for candidates to run for the city council. Adam said to his father, "You keep on talking about what you can do, let's see if you can do it. You've got nothing to lose. What's the worst thing—you lose the race? At least you still have your family and your business."

Bill accepted his son's challenge and ran for the city council seat. No Democrat had won in more than three years, but Bill was elected. He spent two years in the city council.

Bill is now serving his third term as mayor of East Brunswick.

It was "all because of the **We the People** competition," Bill said.

Adam went on to compete in the **We the People** national finals in 1994. "It was an incredible experience," he said.

"I really remember the amount of teamwork that went into making the project work, not just my own unit, but all six units throughout the entire class. We were all one big team."

Adam also learned how to conduct research, understand what he learned, and



present the material to a panel of judges.

His participation in **We the People** persuaded him to major in political science at the University of Pittsburgh and helped launch his career in politics.

"It opened up doors of knowledge for me. It gave me the opportunity to know what's out in the real world, to understand the political process as well as the policy side of things. With that interest and with what I learned in the program, it gave me the tools necessary to go on to college, and with college came my professional career since then."

Adam worked for three years as an aide to former New Jersey General Assembly Speaker Albio Sires, who was recently elected to the U.S. House of Representatives to represent New Jersey's 13th Congressional District. Adam kept the legislative side of Sires's office running during the campaign.

Adam is also the president of the New Jersey Young Democrats, a chapter of the Young Democrats of America. He said that his organization is primarily focused on getting young people aged 16–35 involved in the political process as campaign workers or by volunteering in some other capacity.

Adam is particularly interested in getting high school students involved in politics. He wants to show them that they can make a difference in a political campaign "and also get them bitten by the [political] bug. Once they get bitten, they're in for life. I always say that once you get involved with politics, you can't get it out of your blood."

Bill Neary takes a great deal of pride in his son's accomplishments and the accomplishments of the **We the People** students at East Brunswick High School, who recently won the national title for the third year in a row.

Bill arranged for the East Brunswick Police Department to escort the students' buses in a victory lap around the high school when they arrived home after the competition.

"The kids loved getting the police escort," said teacher Alan Brodman.

"Excellence is a tradition in East Brunswick," Bill said. He explained that the people who come to the town are often successful and progressive. They take advantage of the town's good school system and low crime rate.

In New Jersey, "everybody in politics knows each other," said Adam, which means that he sees his father often. "Without fail we'll run into each other at events without realizing we're both going to be there."

His father's experience as a public citizen has served as an inspiration to Adam. "It also shows me that if you want to do something for your community, you have to do it—you can't just complain about it, you actually have to take some action to make it happen. My father's a classic example of that."

The respect is mutual. His son, Bill said, "is my idol." ■

The **Center for Civic Education** is a nonprofit, nonpartisan educational organization. The mission of the Center is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. To attain this goal, the Center develops and implements civic education programs for public and private schools at the elementary and secondary levels, cooperating with educators and scholars in the social sciences, the humanities, and the law. The Center offers *c u r r i c u l a r* materials, leadership training, teacher education, and research and evaluation for national and international civic education programs.



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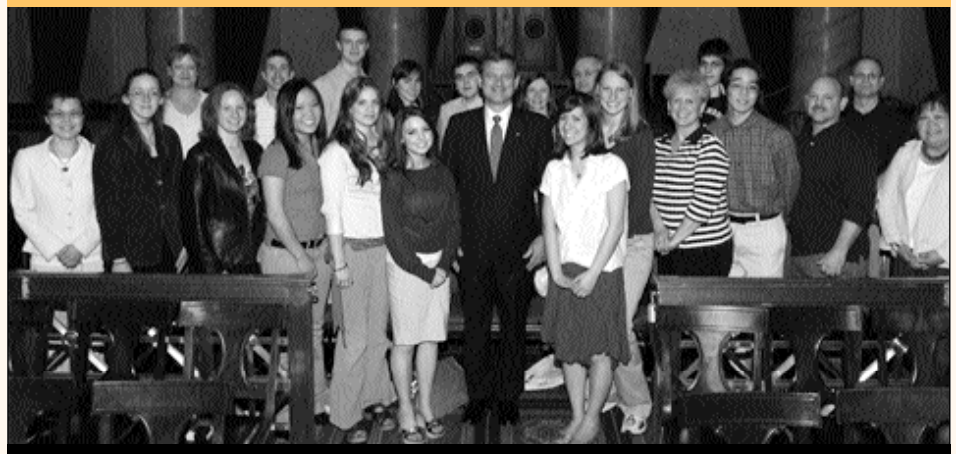
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We the People: The Citizen and the Constitution students from Alaska's West Anchorage High School met with Chief Justice John Roberts during the national finals. Roberts spent 45 minutes with the students and gave them a personal tour of the Supreme Court. Photograph by Steve Petteway, Collection of the Supreme Court of the United States.

East Brunswick High School Wins We the People National Finals

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Amador Valley High School, said that his students spent a total of more than 20,000 hours preparing for **We the People** competitive hearings.

"The students have grown tremendously," said Ladd. "They have learned to work together, and many have realized that they have assets and abilities they never dreamed of."



*Teacher Milton Hyams of Incline High School in Incline Village, Nevada, coaches his students during the competition. Hyams is a **We the People: The Citizen and the Constitution** alumnus.*

"The more as a unit and as a team we researched, the more we just loved what we were doing," said Shokoofeh Rajabzadeh, a student at Amador Valley. "We found out that everything applies to us so much more than we thought it would. It consumed our lives. We wanted to study and we wanted to research to find out more."

Caryn Davis, a student at Essex High School in Essex Junction, Vermont, emphasized the need for teamwork: "If we came here as a group of individuals working and striving for ourselves, then we couldn't have succeeded. But the fact is that we put so much commitment into each other and into the process, and that is precisely what is necessary to succeed in a democracy."

Teacher Scott Edwards from Half Hollow Hills High School East in Dix Hills, New York, said, "The **We the People** program, through competitions, really forces students to work with each other. By working with each other, they'll be more prepared for the future. That's what people do in the real world—they have to deal with other people to succeed and to achieve a goal."

Students were questioned on a range of topics during simulated congressional hearings conducted before panels of judges composed of constitutional scholars, lawyers, journalists, and government leaders.

Three sets of questions for each unit of the text were provided to students in advance of the competition. Judges posed

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Students from Milford High School in Milford, New Hampshire, discuss constitutional issues with judge John Frohnmayer after their presentation.

East Brunswick High School Wins We the People National Finals

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one set of the questions during each day of the hearings. Topics included freedom of the press, the right to privacy, the right to keep and bear arms, private property and public use, and the roles of citizens in American democracy.

Each unit group responded with four-minute prepared presentations. Judges posed six minutes of follow-up questions—eight minutes on the final day of competition—then provided feedback and scored each group.

“What I look for is some indication of thoughtfulness,” said competition judge Jack Barlow, a Professor of Politics at Juniata College in Huntingdon, Pennsylvania, “that they have not only read the book and mastered the information but also that they’ve thought about it and come to some conclusions of their own

about how they think government ought to work and how constitutional principles ought to be applied.”

Matthew Gutwein, President and Chief Executive Officer of the Health and Hospital Corporation of Marion County in Indianapolis, Indiana, and an adjunct professor at the Indiana University School of Law, served as one of the 72 judges during the national finals. Gutwein delivered a humorous and insightful keynote address during the May 1 awards banquet. He encouraged the students to continue their civic learning and involvement.

Senator Debbie Stabenow of Michigan was the recipient of the 2006 Dale E. Kildee Civitas Award, which recognizes members of Congress for their commitment to civic education. Patty Reading, a Legislative Assistant to Stabenow, accepted the award on her behalf.

Fifty-two scholarship teachers were invited to attend the national finals to enhance their ability to teach and to prepare their students for simulated congressional hearings. These educators use **We the People** in their classrooms in schools throughout the country.

“My students will be better prepared for our next competition,” said Lew Whitson, a **We the People** scholarship teacher who teaches at Grinnell High School in Grinnell, Kansas, and Wheatland High School in Grainfield. “But most of all, they will be better citizens.”



Students from Half Hollow Hills High School East in Dix Hills, New York, react to feedback from judges during a simulated congressional hearing on Capitol Hill.



National finals participants unwind during the closing banquet on the evening of the final day of competition. More than 1,250 high school students participated in the national finals this year.



National finals participants from Lakeside High School in Atlanta, Georgia, enjoy the national finals.

Bruce Buckle, a **We the People** scholarship teacher from Montoursville High School in Pennsylvania, said, “I left the competition with pages of notes about the Constitution, case precedents, historical viewpoints, and new ideas for teaching American government to my high school seniors.”

Fifty-six civic educators from 13 other countries attended the national finals. The international delegates observed three days of the competition and attended a special session that allowed them to engage in detailed

discussions with students from the United States. The delegates were from Argentina, China, Colombia, Costa Rica, Croatia, the Dominican Republic, The Gambia, Jordan, Kenya, Liberia, Mali, Mexico, and Russia.

More than 28 million students have participated in the **We the People** program during the past 19 years.

“This experience will have a great effect on my life after high school,” said Shea Wickland, a student at Incline High School in Incline Village, Nevada. “I will have a deeper understanding of

the government and an active role in politics, including being a part of the large percentage of **We the People** alumni who vote in national elections.”

A 2004–05 survey of **We the People** alumni conducted by the Center found that 92% of respondents reported voting in the November 2004 elections (see www.civiced.org/research/pdfs/AlumniReport2005.pdf).

For more information on **We the People: The Citizen and the Constitution**, contact Robert Leming at the Center (leming@civiced.org). ■



Chinese educators interested in exploring possibilities of cooperation with the Center observed the national finals. Center Program Manager Guohua Liu (second from right) accompanied the delegates.

We the People: The Citizen and the Constitution 2006 National Finals Award Winners

National Winner: East Brunswick High School, East Brunswick, New Jersey

Second Place: Amador Valley High School, Pleasanton, California

Third Place: East High School, Denver, Colorado



Honorable Mention

*Our Lady of Lourdes Academy
Miami, Florida
Rosie Heffernan, teacher*

HONORABLE MENTION

*Other Top-Ten Finalists
Alphabetically by State*

*Vestavia Hills High School
Vestavia Hills, Alabama*

*Our Lady of Lourdes Academy
Miami, Florida*

*Half Hollow Hills High School East
Dix Hills, New York*

*Grant High School
Portland, Oregon*

*Lamar Academy
McAllen, Texas*

*Essex High School
Essex Junction, Vermont*

*Maggie L. Walker Governor's School
for Government & International Studies
Richmond, Virginia*

REGIONAL AWARDS

Best Non-Finalist from Each Region

Western

*Incline High School
Incline Village, Nevada*

Mountain/Plains

*Saint Thomas Aquinas High School
Overland Park, Kansas*

Central

*Munster High School
Munster, Indiana*

Southeastern

*Ocean Springs High School
Ocean Springs, Mississippi*

Northeastern

*Trumbull High School
Trumbull, Connecticut*



Honorable Mention

*Lamar Academy
McAllen, Texas
LeAnna Morse, teacher*



Honorable Mention

*Maggie L. Walker Governor's School for
Government & International Studies
Richmond, Virginia
Phillip Sorrentino, teacher*

UNIT AWARDS

Best Non-Finalist from Each Unit

Unit One

*Maine Township High School South
Park Ridge, Illinois*

Unit Two

*Northwest Guilford High School
Greensboro, North Carolina*

Unit Three

*East Kentwood High School
Grand Rapids, Michigan*

Unit Four

*Westminster Christian Academy
Saint Louis, Missouri*

Unit Five

*Grace King High School
Metairie, Louisiana*

Unit Six

*Lakeside High School
Atlanta, Georgia*

Violence Prevention Program Students Offer Public Policy Solutions Nationwide

School Violence Prevention Demonstration Program site coordinators and lead trainers met in Washington, D.C., during their March 22–26, 2006, spring administrators' conference. Site coordinators organized Year Seven evaluation reports, developed their Year Eight action plans, and outlined a five-year site plan. Trainers from program sites shared best practices and reassessed the evaluation rubric used for teacher training.

Conference participants attended scheduled visits to their states' House and Senate offices. The meetings afforded coordinators and trainers a first-time opportunity to meet with congressional staff to share specific site and Violence Prevention Program information.

Site Highlights

Alabama. Eighth-grade Violence Prevention Program students from Hewitt-Trussville Junior High in Trussville identified the need for a paid fire department as their **We the People: Project Citizen** portfolio problem.

The Trussville City Council heard the students' presentation and funded a new paid fire department. A staff member from the office of Representative Artur Davis (AL-07) served as a Violence Prevention Program showcase evaluator.

Adamsville Elementary kindergarten students learned about the concept of Authority during the **Foundations of Democracy** component of the Violence Prevention Program and are identifying and defining authority issues with their parents.

Alaska. On Prince of Wales Island, fifth-grade Native American Violence Prevention Program students from the Haida southeast cultural group mustered support from the entire community of Hydaburg to fund their **Project Citizen** portfolio project to improve playground facilities. It was the first time that many adults had attended a school board meeting.

The school board passed a \$2,000 funding measure for the playground

renovations. Community support and donations were so great, however, that more than half of the \$2,000 funding was not needed to complete the renovations.

Arizona. Third-grade students from the San Carlos Apache Reservation successfully persuaded the reservation school board to adopt the Peace Builders program to combat bullying on playgrounds.

The K–3 pilot program in Jefferson County School District was so successful that the **Foundations of Democracy** component of the Violence Prevention Program is now a core element of the district's K–3 curriculum.

Florida. Patricia LaChance's fifth-grade Violence Prevention Program students at Sunrise Elementary in Orlando were



Fifth-grade School Violence Prevention Demonstration Program students from Sunrise Elementary School in Orlando, Florida, work on their Project Citizen portfolio. The students were concerned about insufficient lighting in their subdivision.

Colorado. The Violence Prevention Program in the Denver Public Schools is utilizing University of Denver students as classroom coaches. The classroom coaching experience is one of the more popular options to complete the service-learning unit required by the university. Students assist with activities related to the three curricular Violence Prevention Program components.

Staffers from Representative Diana DeGette's (CO-01) office participated in Violence Prevention Program culminating activities by attending and judging showcases and by signing certificates of achievement.

concerned about early-morning and evening activities in their subdivision. Students cited safety issues arising from a lack of sufficient lighting.

Armed with petitions signed by homeowners, they presented their **Project Citizen** portfolio to the homeowners' association board. The board was so impressed that it invited the students back for the next meeting. At the meeting, the board provided a cost projection for their solution to the problem. The homeowner's association later agreed to provide funding for improved lighting of the subdivision.

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Center Announces Release of Video Series on Representative Democracy

This fall the Center released the *Representative Democracy in America: Voices of the People* video series, consisting of six programs designed to inform middle and high school students about the system of representative democracy that is the foundation of our American political system. The titles of the six programs, ranging in length from 15 to 20 minutes, are

- What Are the Roots of Representative Democracy?
 - What Are Federalism and the Separation of Powers?
 - What Are the Roles of Representatives, Executives, and Justices in Our Democracy?
 - Who Are Our Representatives and How Do We Choose Them?
 - How Do Representatives Work to Represent Us?
 - What Are Citizens' Roles in Representative Democracy?
- The series is introduced by a 20-minute

overview, which includes two- to three-minute excerpts from each of the six programs, offering viewers a quick reference of the material covered by each topic.

Although the six programs are designed to be used as a complete series, each program may be used independently.

The series is accompanied by an instructional guide for teachers, including a synopsis of each program, two versions of each lesson plan, a correlation to the *We the People: The Citizen & the Constitution* text, and a bibliography. The programs are available in both DVD and VHS formats.

"The video is good at presenting information in an entertaining way. This is an excellent tool to be used at both high school and middle school levels," said Ken Meyers, teacher at Wilcox Hildreth School in Wilcox, Nebraska.

The video series was produced as a project of the Alliance for Representative

Democracy. **Representative Democracy in America: Voices of the People** is a five-year national project designed to reinvigorate and educate Americans about the critical relationship between government and the people it serves. The project introduces citizens to the representatives, institutions, and processes that form our system of government.

The Center has joined with the Center on Congress at Indiana University and the Trust for Representative Democracy of the National Conference of State Legislatures to implement **Representative Democracy in America**. The project was produced with a grant by the U.S. Department of Education under the Education for Democracy Act approved by the U.S. Congress.

For more information on **Representative Democracy in America**, contact Tam Taylor at the Center (taylor@civiced.org). ■

Violence Prevention Program Students Offer Public Policy Solutions Nationwide

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New Mexico. **Violence Prevention Program** students from Marshall Junior High in Clovis placed first in the state's **Project Citizen** showcase.

The students' portfolio addressed juvenile crime in Clovis and sought a site for offenders to do constructive community service. Working closely with the Teen Court, the Regional Juvenile Detention Center, and the city commission, the students brought about a policy change that requires Clovis offenders to complete community service at the Cyber Café. The Salvation Army donated space for the Internet facility.

New York. **Violence Prevention Program** teachers in Queens were selected as mentor teachers for Mayor Michael R. Bloomberg's Professional Development Lab at the City Hall Academy. **Violence Prevention Program** mentor teachers present lessons and workshops on methodology and best practices for teaching content.

Pennsylvania. Allentown **Violence Prevention Program** teachers are utilizing literary correlations to help integrate the **Violence Prevention Program** into No Child Left Behind and Rigby Literacy program requirements. **Violence Prevention Program** teachers are also developing curriculum links with science requirements.

Reports indicating that one-half of the students at Lehigh Parkway Elementary School in Allentown are either overweight or at risk of being overweight led the fifth-grade **Violence Prevention Program** students to address the issue for their **Project Citizen** portfolio "Obesity in Children."

With the support of the building and central staff administration, the students' action plan sought \$2,000 in support for the project from Pennsylvania Advocates for Nutrition and Activity, an organization operating out of Penn State University that works to "promote policies and environments that support healthy eating and activity."

The school district approved implementation of the students' action plan for the 2007–08 school year as a science pilot program with full implementation of a nutrition curriculum.

South Dakota. Lakota Sioux students in Todd County integrated **Violence Prevention Program** component materials and activities with Native American studies and presented their **Project Citizen** portfolios at the county's civic fair.

The students received approval from the Rosebud Reservation Tribal Council for their portfolio project to clean up trash and graffiti on the reservation. ■

We the People Hearings Benefit Students, Teachers, and Parents

Simulated congressional hearings, the culminating activity of the **We the People: The Citizen and the Constitution** program, were held at the congressional district and state levels in all fifty states and the District of Columbia to determine which classes would participate in the high school **We the People** national finals in Washington, D.C., April 29–May 1, 2006.

In addition, elementary, middle, and high school students participated in noncompetitive simulated congressional hearings based on one of the three grade-appropriate levels of *We the People: The Citizen & the Constitution*, published by the Center.

The entire class studies the complete text, then breaks into six groups that correspond to the units of the text. Students make a four-minute presentation on a question prepared in advance by the Center. A panel of judges asks students follow-up questions for six minutes after each presentation.

The hearings provide an opportunity for students to demonstrate their knowledge and understanding of constitutional principles. Students evaluate, take, and defend positions on important historical and contemporary issues.

Prominent public officials lent their support to state competitions, continuing the 19-year tradition of participation by notable and accomplished citizens.

Senators Wayne Allard and Ken Salazar of Colorado recognized students' efforts during the state competition. Allard sent a letter that was read and distributed to students. Salazar signed certificates for each student.

Judge Marjorie O. Rendell, the first lady of Pennsylvania, spoke at the Pennsylvania state competition.

Hawaii Supreme Court Chief Justice Ronald Moon addressed students at the

opening session of the state competition. Associate Justices Steven Levinson and Paula Nakayama served as judges.

Many other state supreme court justices, county judges, U.S. and state representatives and senators, congressional staffers, and other civic leaders attended and participated in **We the People** hearings.

In many states, teacher workshops were held in conjunction with the competition. In New York's District 1, new teachers were invited to observe the district competition and speak with teachers and students.

Professional development for teachers was also offered in conjunction with the

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We the People: The Citizen and the Constitution, the most extensive program of its kind in the country, brings the study of the U.S. Constitution and Bill of Rights to elementary, middle, and high school students. The program is implemented by a network of 50 state coordinators and 435 district coordinators.

We the People is funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

For more information on **We the People**, contact Robert Leming at the Center (leming@civiced.org).



*Teacher Marsha Mulrone and a student at a noncompetitive **We the People: The Citizen and the Constitution** after-school hearing at Faylane Elementary School in Garden Grove, California.*

Methods Professors Connect Civil Rights Movement and We the People

The Center, in partnership with the Alabama Center for Law and Civic Education and the Birmingham Civil Rights Institute, hosted the **We the People: The Citizen and the Constitution** Seminar for Civil Rights in Birmingham, Alabama, March 3–6, 2006.

Participants included social studies methods professors from universities around the country and local Birmingham secondary education teachers.

The seminar presented a thorough depiction of the events that occurred during the civil rights movement in Birmingham.

The Rev. Fred Shuttlesworth, a leader of the civil rights movement credited with galvanizing the efforts of Birmingham ministers, spoke to participants and the congregation of Bethel Baptist Church. Shuttlesworth told the congregation that “the journey to justice and freedom and democracy is still before us.”

Participants were given a tour of the original Bethel Baptist Church where Shuttlesworth nearly lost his life in a bombing. Bethel was the site of the mass meetings that drove the civil rights movement and student marches.

Church Deacon Aldridge Gunn recalled his role: “I’d sit across the street, protecting the church. We all did, night after night.”

Shuttlesworth spent an evening with institute participants giving his views on civil rights and civic education.

“I’d do anything to support civic education,” he said. “It is one of the sure ways to get rid of the remnants of racism, to finish what was left unfinished. We will not get rid of racism unless we continue to talk about it from childhood to adulthood.”

Dorothy Cotton, former Director of Education for the Southern Christian Leadership Conference, sought to dispel the myth that the civil rights movement was successful because of a few famous people. “It happened because thousands of people decided to rise up and change things,” she said.

Cotton led the group in song, explaining that “the civil rights movement was a singing movement.”

Doug Jones, former U.S. Attorney for the northern region of Alabama, detailed his successful efforts to prosecute, 38 years after the fact, two of the men who bombed the Sixteenth Street Baptist Church in 1963. The bombing killed four young girls.

Carolyn McKinstry, president of the Sixteenth Street Foundation and a survivor of the bombing, explained how the event was the beginning of the end for segregationists.

“Foot soldiers” from the civil rights movement addressed the seminar. Odessa Woolfolk, Colonel Stone Johnson, and Arnetta Gary described their roles to participants.

Samford University Professor William Collins gave a presentation about his view that the Constitution’s three-fifths

clause made the Civil War inevitable. Rev. Wilson Fallin Jr. of the University of Montevallo described how religion shaped the civil rights movement. Ahmad Ward, Head of Education at the Birmingham Civil Rights Institute, gave an overview of the institute’s mission and history.

Other scholars from the Center’s network examined ways to include lessons about the civil rights movement into university social studies methods courses and the **We the People** curriculum. The scholars were Jennifer Ponder, Visiting Lecturer for the Department of Curriculum and Instruction at the University of Nevada, Las Vegas; Elizabeth Yeager, Associate Professor of Social Studies Education at the University of Florida; Tom Vontz, Assistant Professor of Elementary Education at Kansas State University; and Terrence Mason, Associate Professor at the School of Education at Indiana University Bloomington.

We the People Director Robert Leming described how to use a primary document, such as Martin Luther King Jr.’s *Letter from Birmingham City Jail*, in a university methods course.

“Back when we were getting beaten up, getting killed,” said Shuttlesworth, “I was hoping that the country would understand. You can’t bomb the truth out. There is still a need for justice, still a need to [fulfill] the unfulfilled dreams.” ■



Rev. Fred Shuttlesworth (right center, with cane) with other Birmingham Civil Rights Seminar participants at Bethel Baptist Church.

California We the People Students Debate Immigration Reform

Proposed federal immigration policy sparked debate this spring in a **We the People: The Citizen and the Constitution** middle school classroom in Southern California.

Maryann Ostermeyer's students at Cajon Valley Middle School in El Cajon discussed their First Amendment rights of petition and freedom of speech after high school students came to the school asking students to leave the campus and march in protest against proposed immigration legislation.

Many of Ostermeyer's fifth-grade students are immigrants from Mexico or political and religious asylum-seekers from Cuba or Iraq.

When the May 1, 2006, immigration protests were announced, Ostermeyer's students discussed their ability to protest according to their constitutional rights.

The administrators of Cajon Valley held a meeting with the students about what constituted an excused and an unexcused absence from school. After

lengthy discussion, Ostermeyer's students concluded that truancy was not a legal form of protest and that there were consequences for leaving school without permission.

In their discussions, the **We the People** class gave examples of times when Americans had broken the law to express an opinion. Students cited the Boston Massacre, the Boston Tea Party, and the efforts of Martin Luther King Jr.

One student mentioned that Rosa Parks had broken the law and was arrested. Another student added that Rosa Parks did not complain or resist the consequences of her actions. Throughout the debate, none of the students advocated violence.

Ostermeyer concluded that the students felt that breaking the law in the name of civil disobedience should involve an understanding of the consequences and "a willingness to accept the consequences, whether it is an arrest, a fine, or Saturday school."

Another group of students held the opinion that missing school was not an option. These students said that missing school to protest the immigration policy would only fuel criticism of immigrants and send the message that they do not care about their education. These students planned to form a group of their peers to protest after school.

Ostermeyer said, "All of the kids have come to the consensus that whatever they or their parents decide, they must be informed and be intelligent in their responses to other people."

Several of Ostermeyer's students continued researching the proposed immigration laws. The class also discussed the history of immigration in the United States, particularly the policy and social changes that happened after the terrorist attacks of September 11, 2001. "I really do not believe that the kids could be having these educated discussions without the **We the People** program," said Ostermeyer. ■

We the People Hearings Benefit Students, Teachers, and Parents

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Vermont and Missouri state competitions. At the Missouri state competition, 21 teachers, all veterans of summer institutes, observed the hearings and participated as timers. After the competition, they met with presenters on such topics as how to conduct hearings and how to incorporate **We the People** into their curricula.

Missouri state coordinator Millie Aulbur, Director of Law Related Education at the Missouri Bar Center, said that the professional development was a refresher course meant to inspire teachers to conduct hearings.

In some locations, **We the People** hearings continued despite natural disasters. In Louisiana and Mississippi, recovery from the catastrophic effects of Hurricanes Katrina and Rita has been difficult.

William Miller, an educator who formerly worked for the Louisiana State Department of Education, said that despite the hurricanes, "the state competition went on and the **We the People** program will continue, built on the good, strong foundation already in place."

In Indiana, a tornado destroyed the homes of five **We the People** students from Castle High School in Newburgh. While their city was under martial law they were not allowed to practice for the hearings. Despite this obstacle, Castle High School went to the state competition as a wildcard where they won second place.

In addition to competitive hearings, many noncompetitive hearings were held.

Teacher Marsha Mulrone from Faylane Elementary School in Garden Grove, California, broke new ground for **We the People** in her district by organizing and conducting a 10-week after-school **We the People** program. Twenty-seven children, mostly fourth-grade second-language learners, participated in the course of study, staying an hour after school once per week.

Mulrone said, "The fact that they did stay tells me how engaging the **We the People** curriculum is to young minds."

Mulrone engaged the families of her students, many of whom are new immigrants. Each week, Mulrone sent discussion questions home with her students. A Cambodian mother whose son was in the program also attended the class each week.

"What has happened is exactly what I had hoped," said Mulrone. "We have created an awareness of our Constitution and Founding Fathers." ■

Project Citizen Students Present at National Conference

Six students from Crestwood Elementary School in Madison, Wisconsin, attended the 17th Annual National Service-Learning Conference March 22–25, 2006, to present the portfolio they had created as a class before an audience of conference participants.

The conference was hosted by the National Youth Leadership Council, a nonprofit organization that advocates service learning.

The students discussed how their involvement in the **We the People: Project Citizen** program taught them how to actively engage with their

community and develop workable solutions to problems.

The students described their attempt to restore their morning recess break as part of the regular school day schedule. After meeting with the school board and having the issue placed on the district-wide ballot for a teacher vote, the students learned that success is not always guaranteed in the public policy-making process—the teachers voted the measure down—but the students found **Project Citizen** to be empowering.

More than two years after completing their project, the students have traveled

to several local, state, and national events to discuss their involvement with **Project Citizen** and how the program taught them to be informed and active citizens.

The National Youth Leadership Conference is an annual event that brings together service-learning practitioners from around the country. The students were accompanied by their former teacher, Peter Plane, and chaperone Joyce Hemphill, a lecturer for the School of Education at the University of Wisconsin–Madison. ■

In Memoriam: Dave DuBois, 1958–2006

Dave DuBois, Chief of Staff of the Center for Civic Education, died on August 3, 2006, of a heart attack.

Dave had been recruited by the Center to serve as Chief of Staff after a career as the superintendent of several Kansas school districts and as a teacher and principal at Clear Creek High School in Evergreen, Colorado.

Dave was a strong advocate of the **We the People: The Citizen and the Constitution** program. He was the Kansas **We the People** coordinator from 2000–05 and had supported the program in Colorado and Kansas in his roles as superintendent, principal, and teacher.

Dave's friends and colleagues remember him as being a plainspoken team player, a leader, a problem-solver, and a man devoted to his family. His dedication to civic education was enlivened by his enthusiasm and sense of humor.

Dave was respected by those he worked with. "He was looked to for guidance, solutions, strength, support, and unerringly accurate instincts," said Erin Braun, Coordinator of Law-Related Education for the Indiana State Bar Association.

"Just by being who he was, he inspired the best in all of us. We craved his



“ We have lost a dear friend and colleague whose kindness, insight, good will, and daily support to all of us at the Center and our colleagues in the field are sorely missed. Our hearts and thoughts are with his wife Tammy and their children who were always first and foremost in Dave's mind. Dave and his dear family will remain in the hearts and minds of those of us at the Center who knew and loved him.”

—Charles N. Quigley
Executive Director
Center for Civic Education

respect because we knew if we had it, we deserved it.”

“Dave and I shared many a plane and car from Denver to Dulles to D.C. over the years,” said Wyoming State Coordinator Matt Strannigan, “and I cannot think of one single trip where he failed to mention his wife or tell stories about the accomplishments of his children—he was so very thankful and proud. We in civic education can learn much from Dave and will try to live our lives in his memory.”

“The Center, the country, and the world have lost a great advocate for civility and democracy,” said Center Associate Director John Hale. “And we've lost a great friend. Dave understood that a life well lived entails service to others as well as to oneself. He was a model colleague, which is why he succeeded so well as the Center's Chief of Staff. May his gentleness and goodness imbue in us all a sense of purpose and moral clarity.”

Friends, colleagues, and other well-wishers are encouraged to visit www.civiced.org/dubois.php and share their thoughts, words, and memories of Dave.

Donations may be sent to the Dave DuBois Memorial Fund, P.O. Box 892, Idaho Springs, CO 80452. ■

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Colorado

Colorado District Coordinator Kathy Switzer was awarded the Don and Elsie Cook Award for lifetime achievement. The Weld County Medical Society manages the annual awards, which are given to outstanding teachers and students.

Switzer has been a district coordinator for the **We the People: The Citizen and the Constitution** program since 1992. She will retire this year from Greeley Central High School after 25 years there.

Switzer said, "We are supposed to be creating literate, competent, and caring citizens, and when I can contribute to that in some small way, it feels great."

Guam

The **We the People** program is growing in Guam thanks to the leadership of Eloise Sanchez, the new Guam **We the People** territory coordinator.

Sanchez is currently the Associate Superintendent of Curriculum and Instruction for the Guam Department of Education. She was formerly a school program consultant for early childhood education and was an elementary school teacher for nine years.

Sanchez has been working with Guamanian teachers like Godburg Poe to develop the **We the People** program. Poe, who uses **We the People** in his classroom at Simon Sanchez High School in Yigo, said that many of his students born in Guam did not know they were U.S. citizens until they began discussing citizenship. He remarked that after the students learned about the rights that all Americans have, they began to speak and act with more confidence.

Poe plans to invite government officials to come to the classroom and speak to the students about how to pass laws and how citizens can be involved in this process.

Kansas

The Kansas **We the People** program received the Liberty Bell Award from the Topeka Bar Association at the Law Day luncheon on May 5, 2006.

Liberty Bell Awards are presented by



*The Kansas **We the People: The Citizen and the Constitution** program received the Liberty Bell Award on May 5, 2006. Shown are (from left to right) State Coordinator Lynn Stanley, District 2 Coordinator John Ross, two students from the Hyman-Brand Hebrew Academy, Allison Kenkel of the Topeka Bar Association, District 1 Coordinator Sue Boldra, teacher Clayton Lucas of the Hyman-Brand Hebrew Academy, and a student from the academy.*

approximately 200 Law Day programs throughout the country for promoting better understanding of the rule of law, encouraging a greater respect for law and the courts, stimulating a sense of civic responsibility, and contributing to good government in the community.

The Kansas **We the People** program was specifically recognized for promoting civic education. At the luncheon, **We the People** State Coordinator Lynn Stanley described the program and its impact in Kansas. Students from Hyman Brand Hebrew Academy in Overland Park presented one unit of a simulated congressional hearing.

Louisiana

In January 2006, at the request of William Allerton, the Center donated 500 copies of *American Legacy: The United States Constitution and Other Essential Documents of American Democracy* to the Sons of the American Revolution (SAR) in time for its spring leadership conference in Louisville, Kentucky.

Allerton distributed the books during the SAR's spring leadership conference in Louisville, Kentucky, in his role as keynote speaker. In his presentation, he recommended that "SAR chapters around the country provide copies of *American Legacy* to their local schools."

This is not the first time an Allerton has been instrumental in distributing *American Legacy*. In 1997, Allerton's son, Sean Allerton, then 13, noticed that the recently passed 27th Amendment to the Constitution was not included in local civics books. To address this problem, the younger Allerton worked to ensure that every school in Louisiana was supplied with *American Legacy*, which had been quickly updated once the amendment was ratified. This campaign was part of his successful Eagle Scout service project, and earned him numerous awards, including the President's Youth Service Award.

The Gilbert Lehrman Institute of American History in New York bestowed its prestigious 2005 Louisiana History Teacher of the Year Award on **We the People** teacher Jamie Staub of Grace King High School in Metairie. The award is "designed to celebrate, encourage and honor the teaching of U.S. history in America's classrooms."

Staub received the award in February 2006 at a ceremony held at the National D-Day Museum in New Orleans. The president of the museum, Gordon H. "Nick" Mueller, presented the award and treated Staub's classes to a day at the museum. The Lehrman Institute sponsored her classes' attendance at the ceremony and gave Staub a \$1,000 award.

Staub has been teaching **We the People** since 1990, and her classes have attended the national finals eight times. She has served as Louisiana's District 1 coordinator since 1992. Staub is also a mentor teacher and trainer for the state.

We the People plays an important role in Staub's social studies curriculum. "I use key concepts from the **We the People** curriculum in my history classes. It is the focal point of my government classes."

Massachusetts

Roger Desrosiers became the new **We the People** state coordinator on May 1, 2006. He taught **We the People** at Millbury High School until he retired in June. Desrosiers has been

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the **We the People** District 2 coordinator since 1992 and **We the People: Project Citizen** District 4 coordinator since 2004.

Desrosiers succeeds Diane Palmer, who was the state coordinator for seven years. Palmer will continue to coordinate the state's **Project Citizen** program. Both **We the People Programs** are now affiliated with Boston University's School of Education under the direction of Associate Professor Charles S. White.

We the People District 4 Coordinator Tom Flaherty was presented with the Donald V. Salvucci Award at the New England Regional Social Studies Conference on March 13, 2006. The award is given to a social studies educator who is exemplary in the area of citizenship education. Flaherty teaches **We the People** at Chatham High School on Cape Cod.

Michigan

Michigan held a **Project Citizen** showcase on May 11, 2006, in the state capital, Lansing. Seventeen classes from throughout the state participated, including two classes from the Upper Peninsula that participated for the first time.

Dave Vermeulen's eighth-grade **Project Citizen** class from Nellie B. Chisholm Middle School in Montague met with congressional staffers on May 11 to advocate for the attachment of warning labels about hearing loss to MP3 players sold in the state. The class was featured in a news broadcast on Grand Rapids's WZZM 13 News.

Another of Vermeulen's **Project Citizen** classes testified before the Transportation Committee of the Michigan House of Representatives on May 16 in support of HB 5407, a proposed ban on smoking in cars carrying minors. State Representative David Law congratulated the students. He said that the students had evidently done a great deal of research and had done a fine job of explaining themselves.

Minnesota

Addie Sandbeck and Aaron Potvien, **We the People** students from Ethan Fisher's class at Duluth Central High

School, appeared on the Al Franken Show on May 12. The students discussed a number of constitutional issues related to current events with Franken. Topics included how the Fourth Amendment relates to the wiretapping debate, presidential war powers, and whether the Twenty-second Amendment prohibits former President Bill Clinton from serving a term as vice president.

Sandbeck and Potvien also described **We the People** and explained how the competitive aspect of the program works.

Mississippi

In January, the Center donated a copy of every book in its catalog to the education resource center at Mississippi Valley State University's College of Education. The books are available to both students and educators as a classroom resource and as a research tool for the study of curriculum trends, usage, and needs.

Curriculum Librarian Christine Reed requested the materials. "We are making a concerted effort to build up our collection of textbooks and learning tools," Reed said. "This goes a long way toward rounding out our teacher resources. We really appreciate the donation."

North Dakota

Grand Forks Mayor Michael Brown honored District 1 Coordinator Renae Weisenburger's **Project Citizen** class at West Elementary School by referencing the class in his State of the City Address on March 30, 2006.

Brown said, "I met with them last week as a part of **Project Citizen** where the class identified a dangerous traffic issue near their school, thought of possible solutions, contacted people who might be able to help, and even drew up color-crayon plans that rival our own engineers' drawings. Will we be able to fix the problem? I hope so. But the real lesson they learned was how to be engaged."

The class had previously met with Brown to present their portfolio to him and ask that he help them to install a crosswalk near their school.

Oklahoma

In June 2006, Jane McConnell became the Oklahoma **We the People Programs** state coordinator. McConnell, a former teacher at McKinley Elementary School, has been a **Project Citizen** district coordinator since 2003. She previously served on the board of directors of the Oklahoma Education Association and represented Oklahoma at the 2004 **Project Citizen** national showcase with a group of her fifth-grade students.

Elizabeth Davis, the previous state coordinator, served as the **We the People Programs** state coordinator for almost two years.

Oregon

Project Citizen District 1 Coordinator Terry McElligott and retired Oregon Supreme Court Associate Justice Susan Leeson were honored at the Classroom Law Project's 2006 Legal Citizen Dinner on April 11, 2006.

McElligott was named the Educator of the Year and Leeson was named the Jonathan U. Newman 2006 Legal Citizen of the Year.

Leeson has served as a **We the People** judge at state and national competitions. She has also participated as a



Project Citizen District 1 Coordinator Terry McElligott, shown here with two of her students from Chehalem Valley Middle School in Newberg, Oregon, was named the Educator of the Year by the Classroom Law Project on April 11, 2006. McElligott teaches **We the People: The Citizen and the Constitution** and **We the People: Project Citizen**.

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scholar at state and national institutes. Leeson has worked to advance civic education as a community and professional mediator, a volunteer on local government commissions, and as an advocate for broader access to libraries, housing, and education.

For many years, McElligott has prepared her eighth-grade students at Chehalem Valley Middle School for **We the People** hearings. For the past four years, she has helped them prepare for **Project Citizen** showcases as well. Each of McElligott's classes has taken the top spot in Oregon's **Project Citizen** showcase since she became involved with the program. McElligott also serves as a mentor at state and regional teacher institutes and has led workshops throughout Oregon.

Pennsylvania

Beth Specker, the Vice President of Education at the Freedoms Foundation at Valley Forge, replaced Stephanie McKissic, Education Director at the National Constitution Center, as state **We the People Programs** coordinator. Myron Yoder, Melissa Bell, and David Keller Trevaskis served as the interim coordinators of the **We the People Programs** and will continue to be involved with the programs.

Utah

On March 13, 2006, Utah Governor Jon Huntsman Jr. signed into law HB 339, which created the Utah Commission on Civic and Character Education.

The legislation was introduced by Congressional Conference on Civic Education participants State Representative LaVar Christensen and State Senator D. Chris Buttars.

The legislation created a seven-member commission chaired by Lt. Governor Gary R. Herbert. The commission's mandate is to "promote supportive coalitions and collaborative efforts to develop public awareness and training [civic and character education]; and to provide leadership to the state's continuous focus on civic and character education in the public schools and institutions of higher education and to make



A bill sponsored by Utah State Representative LaVar Christensen (shown here) and State Senator D. Chris Buttars was signed into law by Utah Governor Jon Huntsman Jr. on March 13, 2006. The bill created the Utah Commission on Civic and Character Education.

recommendations to local school boards and school administrators."

The commission received a \$50,000 appropriation for its activities. HB 339 reinforces Christensen's 2005 legislation promoting civic and civic character education.

Mira G. Leffler, a **Project Citizen** and **We the People** teacher at Olympus Junior High School in Holladay, Utah, was presented with a Huntsman Award for Excellence in Education. Leffler was honored by Huntsman "in recognition of her constant efforts to instill in her students a sense of social responsibility in their formative years." Huntsman, a Utah chemical company, bestows Huntsman Awards "to recognize, inspire and reward the best teachers, school administrators and volunteers in Utah for continually seeking ways to improve the quality of education in our public school system."

Vermont

Senator James Jeffords visited students participating in **Project Citizen** at Twinfield Union School in Plainfield on April 12, 2006 to discuss their project to expand the types of containers covered under the state's beverage container recycling law. The existing law imposes a handling fee on retailers on certain types of bottles. As part of their class policy, the students considered increasing the amount of the handling fee.

Jeffords has introduced similar federal legislation and worked with the group on their project during his

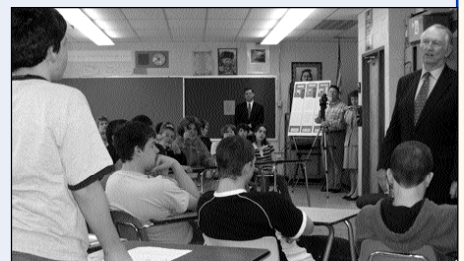
visit. Jeffords said, "After spending the morning with some very engaging eighth-graders at Twinfield Union School, my belief is reinforced that **Project Citizen** offers kids more than a course in civics education. It gives them a real-life opportunity to develop and sharpen their decision-making abilities. I hope, for our country's sake, that some of these **Project Citizen** students opt for a career in public service."

At the Vermont State House on February 13, Secretary of State Deb Markowitz honored several people involved in Center programs for their strong commitment to promoting democracy in Vermont.

Youth for Justice State Coordinator Bob Paolini, Executive Director of the Vermont Bar Association, was presented with the Vermont Secretary of State Enduring Democracy Award. Paolini coordinated the first Vermont Civic Education Summit last fall.

Vee Gordon, Vice President of the League of Women Voters of Vermont, and Bill Haines, a retired teacher from Montpelier High School, were both presented with the National Association of Secretaries of State Medallion Award.

The award honors people who demonstrate a long-term commitment to the promotion of democracy and civic education in Vermont. Gordon was a congressional conference state facilitator. Haines is **Project Citizen** state coordinator and **We the People** District 1 coordinator. ■



*Senator Jim Jeffords of Vermont (right) responds to a question by a **We the People: Project Citizen** student during his April 12, 2006, visit to Twinfield Union School in Plainfield. Jeffords praised the students for the civic engagement they exhibited through their participation in **Project Citizen**.*

African Delegation Visits United States to Exchange Ideas, Learn about Center Programs

A Sub-Saharan African delegation of representatives from The Gambia, Kenya, Liberia, and Mali visited Los Angeles and Washington, D.C., April 23–May 2, 2006, as part of a Civitas Africa-sponsored civic education study tour. The purpose of the visit was to introduce participants to the Center's programs. Among the delegates were lecturers from Kenyatta University in Nairobi, Kenya; representatives from Mali's Ministry of Education and the Ministry of Territorial Administration and Local Communities; an administrator for The Gambia's National Council for Civic Education; an education officer

from The Gambia's Department of State for Education; and the civic/voter education officer from Liberia's National Elections Commission.

During their visit to Los Angeles, delegates traveled to the Center's headquarters in Calabasas for meetings with program directors. They observed the implementation of **We the People: Project Citizen** and **Foundations of Democracy** in local schools and traveled to Washington, D.C., on April 26 for the **We the People: The Citizen and the Constitution** national finals.

Delegates met with Ghanaian **Project Citizen** teachers as part of an exchange

activity between the Center's program in Ghana, sponsored by the National Commission for Civic Education and Civitas Ghana, and the Los Angeles County Office of Education.

The delegation visit facilitated the exchange of ideas and experiences related to civic education missions and goals, materials and curriculum development, research, training, instructional programs, and other components central to education for democratic citizenship. The visit also afforded participants the opportunity to discuss ideas for possible cooperative efforts in education for democracy programs and activities in Africa. ■

Bosnian Project Citizen Students Host Civic Education Conference

The Civitas Youth Network hosted the conference "Become the Change You Want to See Happen" March 31–April 2, 2006, in Vogosca, Bosnia and Herzegovina. The U.S. Embassy in Sarajevo was a sponsor of the conference.

The Civitas Youth Network is a non-partisan, nongovernmental network of Bosnian Civitas alumni organized to help former **We the People: Project Citizen** students apply the principles learned in the program to solving problems in their communities. **Project Citizen** is part of the core curriculum in middle and high schools throughout the country.

Sixty youth leaders from across Bosnia and Herzegovina participated in the

conference. Participants also included government representatives from 23 municipalities, cantons, and regions, and the Brcko district. Amela Alihodzic, Deputy Director of the Legal Harmonisation Division of the Directorate for European Integration, gave the opening address at the conference. Proko Dragosavljevic attended as the representative of the Republika Srpska government. James Russo of the U.S. Embassy in Sarajevo shared information about youth activism in the United States.

The goal of the conference was to lobby every level of the Bosnian government to place youth policy and strategies high on its agenda and for

young people to actively participate in the implementation of these strategies. Participants developed action plans to include as many young people as possible in the work of the network and raise awareness of active citizenship in Bosnia and Herzegovina.

Community representatives expressed their desire to work with young people to realize their action plans. They were impressed by the skills and attitudes of the young participants. These community representatives promised to pay attention to the voices of youth and pledged to improve cooperation with young people in their local communities. ■

Ghanaian Civic Educators Use Diverse Methods to Reach Citizens

Project Citizen is yielding great results in Ghana," said Fanny Kumah, project codirector and the Director of Literature and Material Development for Ghana's National Commission for Civic Education (NCCE).

Kumah and four Ghanaian **Project Citizen** teachers visited Los Angeles as

part of their Civitas Africa exchange partnership with the Los Angeles County Office of Education.

During presentations to Center for Civic Education staff on April 24, 2006, Kumah stressed reaching citizens in their communities, where civic participation is low. "We want citizens

at the local level to stand right in the middle and demand accountability of local government," she said.

Ghanaian civic educators at the NCCE have addressed the need to provide civic education through a variety of creative techniques, Kumah said, including going door-to-door to reach families,

communicating to larger groups through the press, distributing a pocket-sized constitution and a constitution game, and broadcasting a series of cartoons about constitutional issues. Kumah said the cartoons have been particularly successful, appealing to both children and adults. Adding **Project Citizen** to their existing programs has already yielded positive results, and support for the program is growing.

The Ghanaian **Project Citizen** program is coordinated by the NCCE, a constitu-

tionally mandated, independent organization, and Civitas Ghana, a consortium of civic educators.

Forty teachers from two administrative areas of Ghana—Accra and Tamale—were trained in **Project Citizen** in March. Others were trained to evaluate the teachers' performance and provide support as they implement the program. As a culmination to the first pilot year of the program, Ghana conducted a **Project Citizen** national showcase on July 7. ■

Arab Students Address Public Policy at Regional Project Citizen Showcase in Amman

More than 40 secondary school students from nine Arab Civitas countries traveled to Amman, Jordan, for the First Annual Arab Civitas Regional **Project Citizen** Showcase, held February 4–5, 2006.

Student teams representing Algeria, Bahrain, Egypt, Jordan, Lebanon, Morocco, Tunisia, the West Bank, and Yemen presented their **Project Citizen** public policy portfolios to an audience of their peers and educational leaders from throughout the Middle East and North Africa.



The Moroccan student group presents its portfolio about cheating on exams at the First Annual Arab Civitas Regional **Project Citizen** Showcase, held February 4–5, 2006, in Amman, Jordan.

Senior officials from the Jordanian Ministry of Education, the U.S. Embassies in Amman and Baghdad, the U.S. Agency for International Development, the U.S. State Department's Middle East Partnership

Initiative, and delegations from Kuwait, Oman, Qatar, and Saudi Arabia observed the team presentations. Officials and delegates questioned the students about their projects and congratulated them on their grasp of democratic public policymaking.

Projects focused on policy issues pertinent to the students and addressed the need to build government accountability at the local and national levels.

Eight students from a girls' school in Yemen investigated the country's mass unemployment, citing the large number of households with at least one unemployed person. The students organized evening crafts training to increase skills among youth and improve the economic situation. A local company donated 10 sewing machines and other equipment. Seventy girls attended a training session this summer.

Students from an economically disadvantaged region of Cairo focused on bringing marginalized youth back into the school system. The group worked with their school to develop a payment solution to help students pay public school fees and set up a tutoring system called Young Teachers. The program provides formerly truant students an opportunity to catch up on the work they missed while absent.

After witnessing a student suffer a serious back injury as a result of lifting heavy backpacks, Lebanese students enlisted the help of doctors, school administration officials, and the Ministry of Education to provide lockers in new

Civitas International Programs are directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress; additional support is provided by the U.S. Department of State, the U.S. Agency for International Development, and other sources.

For more information about international programs, contact Richard Nuccio at the Center (nuccio@civiced.org).

schools built in Lebanon.

The Arab Civitas Regional Office, in collaboration with the Center, organized the regional **Project Citizen** portfolio showcase. Prior to the showcase, each Arab Civitas program director conducted local and national showcases for parents, Ministry of Education officials, government representatives, and local citizens.

The regional showcase was most students' first opportunity to travel beyond their country's borders and meet students from other Arab countries. Students praised the showcase as an opportunity to interact with their peers and learn that they have many commonalities despite their differences.

"I learned that nothing is impossible," said a Moroccan student. "I believe that we can find solutions to overcome problems."

A Lebanese student said, "I learned to respect others' opinions—in the political and human sense." ■



A Lebanese student presents her class's portfolio on heavy schoolbags.

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China

The Center continues to conduct a civic education exchange program with provincial and municipal educational authorities in Jiangsu Province in central China, Yunnan Province in southern China, the municipality of Shanghai, and the northern Chinese municipality of Weifang, in Shandong Province.

A pilot exchange program centered on Chinese adaptations of the Center's **We the People: Project Citizen** began during the 2005–06 school year. Nearly 20,000 students participated in **Project Citizen** at the beginning of the school year. The program grew to about 90,000 participants by spring 2006.

In May, the Center hosted three delegations of educators interested in exploring possibilities of additional cooperation. Delegates traveled to Washington, D.C., to observe the **We the People: The Citizen and the Constitution** national finals.

India

The Indian Ministry of Education is sponsoring the implementation of **Project Citizen** in 506 Navodaya Vidyalaya (New Vision) public secondary schools located throughout the country. Students who attend

the Navodaya Vidyalaya come from rural areas where quality education is not readily accessible. Most of these students are the first in their families to receive formal education.

Students are accepted into the Navodaya Vidyalaya based on specific criteria, including academic potential and financial need. Graduates have achieved consistently high scores on the national college entrance board examinations and go on to attend higher education institutions at an unprecedented rate. The Indian government pays for all costs associated with attending these residential schools, including room, board, tuition, fees, books, and incidentals for each student.

Indonesia

The Center's Indonesia office, in partnership with Heartland International, a Chicago-based nonprofit organization, implemented a three-week educational training program in summer 2006 focusing on strengthening private and community-based secondary education in Indonesia.

With funding from the U.S. Embassy in Jakarta, the unique training program focuses on civic education and the civil rights movement in the southern United States.



Ibu Nining, a community leader in education for the island of Sumbawa, East Nusa Tenggara, Indonesia, addresses a civic education training sponsored by the Center and the Asian Development Bank in the town of Bim in December 2005.

The principal goals of the program are to strengthen secondary school education in Indonesia; support tolerance in a diverse, democratic society; and allow Indonesians and Americans to share their views on the relationship between schools and their communities.

Specific objectives for the training include introducing participants to the U.S. educational system; developing and enhancing participants' leadership skills to strengthen their schools and generate increased community support and resources; and promoting diversity, tolerance, and respect in schools and the community through exercises and activities that can be implemented in Indonesian schools.

Iraq

The Center and Arab Civitas, the Arab civic education network, held a **Foundations of Democracy** workshop for 17 Iraqi elementary school teachers March 1–6, 2006. With funding from the U.S. Embassy in Baghdad, the teachers traveled at considerable personal risk to Amman, Jordan, for five days of interactive training and one day of local elementary school visits to see **Foundations of Democracy** in action.



Center Executive Director Charles N. Quigley confers with Jiqui Zhou, Deputy Director General of the Jiangsu Provincial Department of Education, during a meeting in August 2005.

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On March 1, participants were welcomed to the workshop by representatives of Arab Civitas and the Center and by two representatives of the U.S. Embassy in Amman: David Mees, Cultural Affairs Officer, and Nisreen Al Kasimi, Senior Program Coordinator.

Suad Al Qedsi and Ismail Awawdeh, two trainers from the Arab Civitas network, conducted the workshop in Arabic. Al Qedsi and Awawdeh are graduates of the Center-sponsored Arab Civitas Regional Training of Trainers.

One participant commented that the interactive design of the workshop “allowed me to discover skills that were inside of me that I can now use with my students.”

The group selected Khodair Mohammed Majeed as its representative in Baghdad. Majeed will ask the Ministry of Education to introduce **Foundations of Democracy** in Iraqi schools.



*Iraqi teachers collaborate on an interactive exercise as part of the **Foundations of Democracy** workshop in Amman, Jordan.*

Malaysia

Five international delegates from Cambodia, Laos, Thailand, and Vietnam traveled to Penang, Malaysia, to observe the Projek Warga (**Project Citizen**) National Student Showcase in December 2005. The Malaysian Citizenship Institute and the Universiti Sains Malaysia hosted the event. Classes from 18 secondary schools from across Malaysia successfully competed

in regional showcases before presenting their portfolios in either the Bahasa Malaysia or English languages at the national competition.

Portfolio topics included the misuse of cyber cafés by students, child abuse in Kuala Lumpur, and problems created by houseflies in areas around Sg. Mati. After observing the showcase, the five international delegates planned to introduce the **Project Citizen** program in their countries.

Mali

Jeunes Citoyens, an adaptation of the **Project Citizen** program, is underway in the Republic of Mali as part of its National Program for Citizenship Education (PNEC).

The pilot is being implemented by the Ministry of Territorial Administration and Local Communities and its partners, the United Nations Development Program and the governments of Canada and the Netherlands.

Implementation began in June 2006 in schools throughout Mali. Student participation during the first year of the program will be documented by video. The culminating portfolio showcase will be televised throughout the country.

Pakistan

Zafarullah Khan, Executive Director of the Centre for

Civic Education Pakistan, emphasized the impact and possibilities of Pakistan’s **Project Citizen** program during a meeting with President George W. Bush, Secretary of State Condoleezza Rice, and Ambassador Ryan C. Crocker on March 4, 2006. The meeting included participants from nine other Pakistani civil society organizations.

Khan reported that the president was pleased to be informed about the implementation of **Project Citizen** in Pakistan.

Project Citizen has reached a large number of teachers, students, and out-of-school youths from four cities in Pakistan during the past two years.

Panama

The workshop “Fundamental Components in the Development of Education for Democracy Material” was held in Panama City, Panama, March 7–9, 2006.

Participants involved in the writing, design, and development of civic education materials shared experiences in creating effective materials for the teaching and learning of democratic knowledge, skills, and values.

Twenty participants representing 10 countries—Argentina, Bolivia, Colombia, the Dominican Republic, Ecuador, Guatemala, Mexico, Panama, Paraguay, and Peru—attended the workshop, which was conducted by Ken Rodriguez, then Director of Curriculum Development for the Center, and Diane Palmer, the Massachusetts **Project Citizen** State Coordinator.

Participants included educators and representatives of nongovernmental organizations, ministries of education, and Mexico’s Federal Electoral Institute. Representatives of Panama’s Ministry of Education participated in the workshop. Secretary General Sonia Suarez attended the inauguration, and Magistrate Javier de la Cruz, National Director of Training and Professional Development, attended its culminating activity. ■



Ken Rodriguez (left), former Director of Curriculum Development for the Center, speaks to participants during the workshop “Fundamental Components in the Development of Education for Democracy Material” in Panama City, Panama.

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