



Center Correspondent

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CENTER FOR CIVIC EDUCATION

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East Brunswick High School Places First in the We the People National Finals

Students from East Brunswick High School in East Brunswick, New Jersey, placed first in the 18th annual **We the People: The Citizen and the Constitution** national finals held in Washington, D.C., April 30–May 3, 2005. Second place went to Grant High School of Portland, Oregon. The Maggie L. Walker Governor's School for Government and International Studies in Richmond, Virginia, took third place.

"The students dedicated themselves to this," said East Brunswick teacher Alan L. Brodman. "They worked hard and benefited from not just the medal and the win, but from the experience of preparing for and participating in it. Throughout this process, I've told them that it is not how inherently bright you are, but how committed you are to learning the material and working long and hard to win, to really thinking about the concepts, the questions, and attempting to prepare for what the judges may ask."

The results were announced on May 3 at an awards banquet at the Grand Hyatt Washington Hotel in Washington, D.C. The banquet was attended by 1,500 students and teachers from across the country, parents, competition judges, international civic educators, and public officials. The event marked the conclusion of three days of simulated congressional hearings, the scores from which determined the national winner.

One class from each of the 50 states and the District of Columbia competed in the national finals, which is the culminating event of the **We the People** high school program. Classes qualified for

participation in the national finals by winning their district and state competitions. The entire class from each school is required to participate in the competition. Classes were divided into six groups of students based on the six units of the Center's *We the People: The Citizen & the Constitution* text. Each group became experts in units that range in theme from the philosophical and historical foundations and principles of the American political system to the roles of citizens in American democracy. The students participated in a series of simulated congressional hearings by testifying before a panel of judges, demonstrating their knowledge and understanding of American history and political philosophy, the Constitution, and the Bill of Rights.

Judges, who were selected for their expertise in subjects related to the Constitution, asked one of three questions that students were provided in advance of the competition. The students responded with four-minute prepared presentations and were then asked follow-up questions for six minutes to test the depth of the students' knowledge of their unit.

The aggregate scores for each class during the first two days of the competition determined the top 10 classes, which then competed in the final round of competition, held on May 2 in hearing rooms of the Rayburn House Office Building on Capitol Hill. In addition to the top three classes, the other finalists were classes from Arizona, California, Connecticut, Hawaii, Indiana, Michigan, and New Mexico.

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The class from East Brunswick High School in East Brunswick, New Jersey, won the **We the People: The Citizen and the Constitution** national finals, held in Washington, D.C., April 30–May 3, 2005.

Former We the People Student Now Duke University Law Professor

At first, he thought it was the 3 a.m. pizza. Neil Siegel was experiencing a lot of pain and looked, he thought, “a shade of green” when he met President George H. W. Bush as a **We the People: The Citizen and the Constitution** student in 1989. The experience, he said, “was definitely colored by the amount of pain I was in, so I wasn’t fully appreciative.” Later that evening Siegel was taken to a hospital in New York to have his appendix removed.

Despite his bout of appendicitis, Siegel describes his experiences as a national finals competitor in 1988 and 1989 as “one of the defining academic and intellectual experiences of my life.” Competing in the national finals, meeting with the president, visiting the Supreme Court, and seeing various sites in Washington, D.C., led to an epiphany of sorts: “This is what I want to do with my life.”

Today Siegel is an Assistant Professor of Law and Political Science at Duke

University. He credits his high school AP European History and American Government teacher, Gloria Sesso, with first exposing him to the subject matter that would later become his career. “[She was] the most important teacher I ever had,” said Siegel.

Siegel was initially headed toward a career as an economist—he earned a BA in economics and political science and an MA in economics from Duke—but “it wasn’t what I loved, and it wasn’t what I was best at.” He went to the University of California, Berkeley, where he earned his law degree and a PhD in Jurisprudence and Social Policy.

Siegel served as a law clerk for a year with Supreme Court Justice Ruth Bader Ginsburg. “She’s a great lawyer, she’s a tireless worker, she’s a real mentor and inspiration,” said Siegel. “I learned so much from her about how to be a good lawyer, how to read carefully and write effectively,



We the People: The Citizen and the Constitution alumnus Neil Siegel clerked for Supreme Court Justice Ruth Bader Ginsburg. Siegel is now an Assistant Professor of Law and Political Science at Duke University. His research is focused on constitutional law and theory and the federal courts. Photograph by Steve Petteway, Collection of the Supreme Court of the United States.

to focus not just on the law but also on the facts, to distinguish what really matters from what doesn’t.”

Siegel served as a judge for the North Carolina state **We the People** finals and for *continued on page 5*

East Brunswick High School Places First in the We the People National Finals

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The results of the final day of competition determined the top three winning classes; the results from the first two days of competition determined winners of region and unit awards. Teachers and students from each of the classes were recognized at the awards banquet, and special awards were conferred on the

Students from the Maggie L. Walker Governor’s School for Government and International Studies receive coaching from teacher Phillip Sorrentino before their simulated congressional hearing. The Richmond, Virginia, class placed third in the We the People: The Citizen and the Constitution national finals.

top-ranking class in each of the five geographic regions of the country, as well as on the highest scoring unit groups. See page 7 for a complete list of this year’s winners.

Former Indiana Congressman Lee Hamilton was the guest speaker at the banquet. Hamilton is Director of the

Woodrow Wilson International Center for Scholars, Director of the Center on Congress at Indiana University, and was Vice Chair of the National Commission on Terrorist Attacks Upon the United States. Hamilton called on Americans to teach what we believe; to teach “the techniques of a healthy democracy—participation,



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 curricular materials, leadership training, teacher education, and research and evaluation for national and international civic education programs.



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*Keswick Christian School, St. Petersburg, Florida, students enjoying their experience at the **We the People: The Citizen and the Constitution** national finals.*

consensus building, compromise, civility, and rational discourse”; to redirect our efforts toward the common good; and to take action.

Senator Lamar Alexander of Tennessee was the recipient of the 2005 Dale E. Kildee Civitas Award, which recognizes members of Congress for their commitment to civic education. **We the People** judge and alumnus Neil S. Siegel, Assistant Professor of Law and Political Science at Duke University, spoke about the importance of citizen responsibility and civic engagement. Siegel described his own experiences competing at the **We the People** national finals and how his involvement with the program affected his chosen career (see the Message from the Center article on page 2).

Civic education leaders from throughout the world attended the banquet and the three days of competition, including representatives from Bosnia and Herzegovina, China, Colombia, Costa Rica, Cote d’Ivoire, the Dominican Republic, Ghana, Guatemala, Malawi, Mali, Mauritius, and Zimbabwe. The delegates had the opportunity to observe all levels of the competition and attended a special session allowing them to engage in detailed discussions with students from Riverton High School in Riverton, Utah. Misheck Munthali, a lecturer from the Domasi College of Education in Malawi said, “I’m having the best time of my life. We started the program in Africa one year ago and were invited by the Center to experience something that has been going on for 18 years. We are learning a lot. They [the students] are very impressive.” Luis Brenes Villalobos

of Civitas Costa Rica agreed: “The students really know and understand [the material]—they not only know the Constitution, they really understand it and can explain the concepts. I can’t wait to see this in Costa Rica.”

**Participation by
We the People Alumni**

We the People alumni participated in all aspects of the national finals. Joining Neil Siegel as alumni judges were Winnie Y. Ching, Sales Development Manager for *Time* magazine, Marco A. Lopez, Jr., Executive Director for the Arizona–Mexico Commission of the Office of the Governor, and Colin Thies, Senior Staff Attorney at Shook, Hardy & Bacon, L.L.P., in Kansas City, Missouri. Three teachers of competing classes are also alumni of the **We the People** program: Melani Winter of Keswick Christian School in St. Petersburg, Florida; Milton Hyams of Incline High School in Incline Village, Nevada; and Jeniece Jacobson of Riverton High School in Riverton, Utah.

**Scholarship Teacher Program
Marks Its Fifth Year**

Forty-three teachers from across the nation participated in the national finals as scholarship teachers. These are teachers who use the **We the People** program in their classrooms and were invited to attend the national finals to enhance their ability to teach and prepare their students for simulated congressional hearings.

Matthew C. Christensen, a scholarship teacher from Blue Valley Northwest High School in Overland Park, Kansas, offered his assessment of his experiences: “I’ve been very impressed. It’s so interesting to see all the different styles and ways of presenting the material as well as the wealth of knowledge that these kids have gained.” Christensen indicated that his attendance had given him the opportunity to see different ways of looking at the material, observe students’ varying approaches to it, and access tips and strategies from other teachers on how they teach the material and approach the hearing.

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Teacher Pierre Sirois (left) coached his students from East Grand Rapids High School in Grand Rapids, Michigan, to a top ten finish.

East Brunswick High School Places First in the We the People National Finals

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The **We the People** class from Lincoln East High School, led by teacher Tim Bayne, represented the state of Nebraska at the national finals for the first time in 18 years after unseating perennial champion Lincoln Southeast. Bayne was the scholarship teacher representing Nebraska at the national finals in 2004.

Perspectives of the Participants

The path from the district to the national competition requires a great deal of time and commitment on the part of participating students and teachers. Eric Wilson, a student at George Washington High School in Charleston, West Virginia, said that his class met for two to three hours, three times a week to prepare for the competition. Tabitha Hippolyte, a student at Chamblee Charter High School in Chamblee, Georgia, said, “We’ve read a lot of books, studied after school for hours, engaged in constant discussion, and made numerous revisions of our papers. [**We the People**] teaches us to be better citizens and to be involved in our government; to change the face of America, basically.”

Many students remarked on the emotional and material support they have received from their communities in preparing for the competition. Marissa Wills, a student at Hamilton Southeastern High School in Fishers, Indiana, said that her class had received support from the Indiana State Bar Association, which paid for most of the students’ trip to Washington, D.C. Her class also received special recognition by the Indiana General Assembly for their participation in the national finals. Parker Wishik, a student at Ocean Springs High School in Ocean Springs, Mississippi, said, “We wrote letters to local businesses. Basically all of our trip was donated, and that was incredible.”

The students’ mastery of the material inspired the judges who volunteered their time for this event. Competition judge David W. Baranow, an attorney and Chair of the Law Related Education Committee at the Alaska Bar Association, said, “I’m consistently impressed by the quality of the kids and the depth of their knowledge. These kids will come up with approaches to constitutional questions that many of my colleagues in the legal field would have a very hard time with. That is why I find it so fascinating—it’s a renewing kind of thing for me... the kids always perform in excess of my expectations.”

Students, teachers, competition judges, and observers mentioned the program’s effectiveness in engaging students with the affairs of their community, state, and national government. Graciela Lopez, a student at Highland High School in Albuquerque, New Mexico, cited her involvement with the **We the People** program as

Irvington High School placed in the top ten at the national finals. Here, the Fremont, California, students await their turn to testify before the competition judges.



the primary reason for her increased engagement with political causes. "I'm currently involved in a program called United Students Against Sweatshops solely because of this program," said Lopez. "I think this is definitely a positive aspect of my life and [that of] all the other [participants] involved."

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

Students from Antioch High School in Antioch, Tennessee, during the We the People: The Citizen and the Constitution national finals.



Former We the People Student Now Duke University Law Professor

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the national finals in Washington, D.C. He described the **We the People** program as, among other things, "something that can be used effectively to transcend a lot of the polarization that afflicts the country."

"I feel a great deal of satisfaction and gratitude in being able to come back here and be on the other side of the table. Participating as a judge is a way of living the experience again in the present but also giving back to all the folks who provided me with this opportunity as a student and set me on the path that I have pursued."

Recalling his 1989 meeting with President Bush, Siegel said, "In retrospect I was surprised by just how normal and ordinary it was. These are people just like everybody else: they occupy human institutions. It's important to keep that in mind." ■

Be sure to bookmark the Center for Civic Education website

www.civiced.org

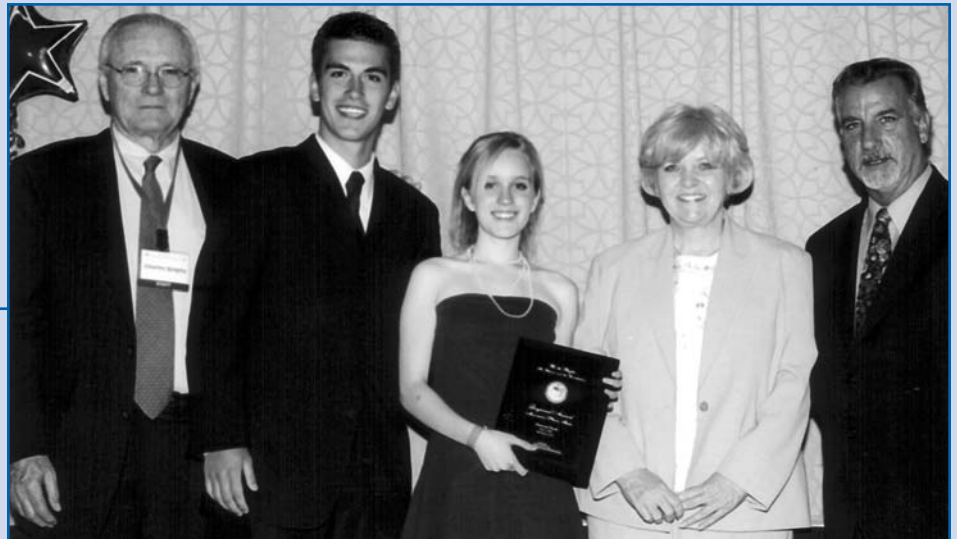
- Information on the Center's Campaign to Promote Civic Education
- Information about the Representative Democracy in America: Voices of the People project
- Sample lessons from Center texts
- *Education for Democracy: California Civic Education Scope & Sequence*
- *National Standards for Civics and Government*
- The final draft copy of *Res Publica: An International Framework for Education in Democracy*
- Articles and papers on civic education
- Back issues of the *Center Correspondent*

A wealth of civics-related materials

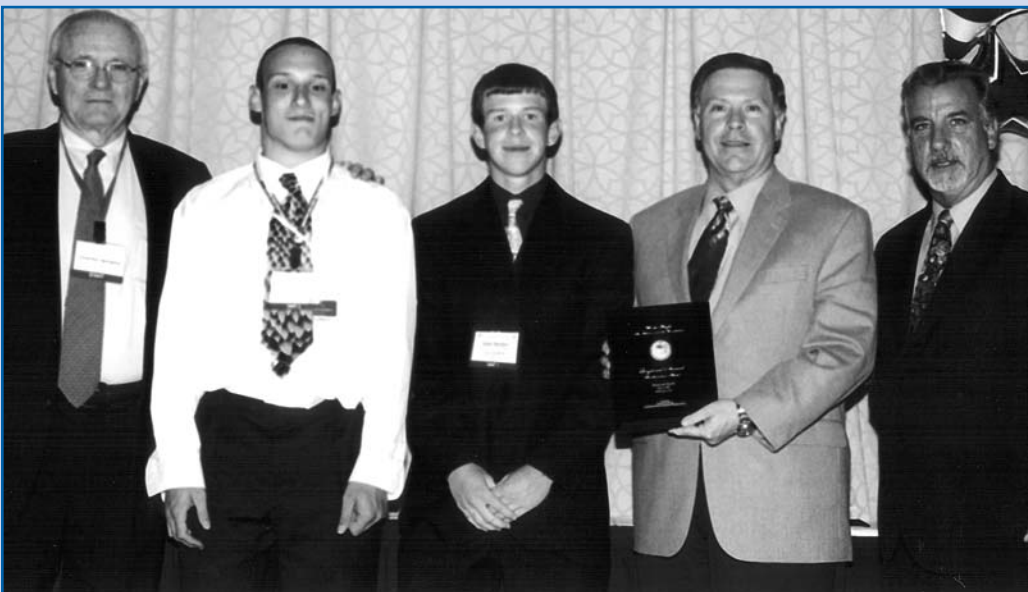
National Finals



*Western States Award Winner
Incline High School
Incline Village, Nevada
Milton Hyams, teacher*



*Mountain/Plains States Award Winner
East High School
Denver, Colorado
Edna Sutton, teacher*



*Southeastern States Award Winner
John Ehret High School
Marrero, Louisiana
George Allen Jr., teacher*

We the People: The Citizen and the Constitution 2005 National Finals Award Winners

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

Second Place: Grant High School, Portland, Oregon

Third Place: Maggie L. Walker Governor's School for Government and International Studies, Richmond, Virginia

SPECIAL RECOGNITION	REGION AWARDS	UNIT AWARDS
Other Top Ten Finalists Alphabetically by State	Best Non-Finalist from Each Region	Best Non-Finalist for Each Unit
Dobson High School Mesa, Arizona	Western Incline High School Incline Village, Nevada	Unit One Findlay High School Findlay, Ohio
Irvington High School Fremont, California	Mountain/Plains East High School Denver, Colorado	Unit Two West Anchorage High School Anchorage, Alaska
Trumbull High School Trumbull, Connecticut	Central Maine Township High School South Park Ridge, Illinois	Unit Three Central Academy Des Moines, Iowa
Kahuku High and Intermediate School Kahuku, Hawaii	Southeastern John Ehret High School Marrero, Louisiana	Unit Four Chamblee Charter High School Chamblee, Georgia
Hamilton Southeastern High School Fishers, Indiana	Northeastern Half Hollow Hills High School East Dix Hills, New York	Unit Five Heritage Christian Schools Milwaukee, Wisconsin
East Grand Rapids High School Grand Rapids, Michigan		Unit Six Westminster Christian Academy Saint Louis, Missouri
Highland High School Albuquerque, New Mexico		

Youth for Justice Project Citizen Training in Practice at the Rhode Island Training School

Students from a variety of juvenile justice institutions throughout the country have developed public policy recommendations as a result of the training their teachers received at the Youth for Justice Juvenile Justice Practitioners **Project Citizen** Institute. The institute, piloted in 2004, was funded by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice.

Students at the Rhode Island Training School (RITS) in Cranston presented

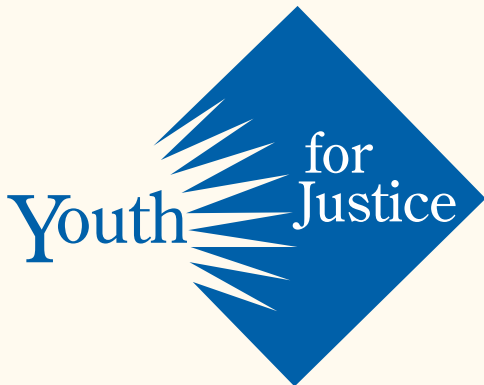
seven recommendations for clarifying and improving the reclassification and reentry policies at the RITS. Several of the recommendations were accepted by school authorities. Although the makeup of the class changed constantly throughout the semester, one student said, "We never lost focus, and we brought new members of the class quickly up to date. It was easy enough to do, as it truly was a topic that affected each resident."

When asked what he had gained from his participation in the **Project Citizen** class, another student said, "We came together and came up with a plan on what we wanted to accomplish. People stopped looking at the negative and started looking at the good things we could do. I know now that we can organize to make changes and make things better. I can do this when I get out."

The **Project Citizen** class was taught by Probation Officer Regina Gibb and teacher Sheila Diraimo. Gibb and Diraimo were creative in helping students who lacked access to computers, could not take field trips, and were

denied the use of art supplies. To address these challenges, administrators, family court judges, social workers, the probation and parole supervisor, and other community members came to the class to be interviewed by the **Project Citizen** students. Members of the school's staff also participated. The school's secretary took notes of interviews and class discussions, and the school's art coordinator created the portfolio under the direction of the students. Principal Arlene Chorney used her authority to adjust scheduling and ensure cooperation from the rest of the school staff. Chorney reported that other RITS students are clamoring to be in the class next semester.

Diraimo acknowledged that **Project Citizen** required hard work, but that her reward was seeing "the light in [the students'] eyes when they were working on it." One student said, "I think what we've done is going to make things better for those who come after us." Another student added, "I know now that I can make a difference and that change is worth the try." ■



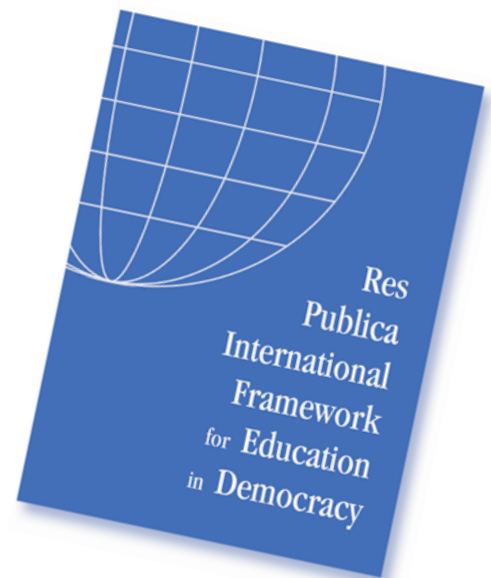
Announcing the online publication of *Res Publica: An International Framework for Education in Democracy*

at www.civiced.org/PDFS/respublica2005.pdf.

Res Publica: An International Framework for Education in Democracy is an expression of a cross-cultural consensus on the central meanings and character of the ideas, values, and institutions of democracy.

The *Framework* is intended for use by teachers, educational policymakers, curriculum developers, and teacher education and credentialing institutions responsible for training competent classroom teachers.

View and download your free copy today.



Study of We the People National Finalists Shows High Levels of Political Knowledge and Civic Engagement

A spring 2005 study of students participating in the 2005 **We the People: The Citizen and the Constitution** national finals found that these students possess significantly more knowledge of American democratic institutions and processes than the average American.

Compared to a representative national sample of high school students surveyed by the 1998 National Assessment of Educational Progress (NAEP) civics assessment, **We the People** national finalists, on average, are more knowledgeable in every category of civic knowledge delineated in the survey, outperforming the representative NAEP sample on every survey question selected from the NAEP exam. Several questions were answered correctly by more than 90% of **We the People** national finalists.

In a battery of 23 multiple-choice knowledge items, the mean aggregate score of correct responses for **We the People** national finalists was 18, compared to a mean of 12 for the national sample. Eighty-eight percent of **We the People** national finalists outperformed the average score of students who took the NAEP test.

In a battery of five open-ended-response questions derived from the American National Election Studies ranging from the title of the political office held by Dick Cheney to the majority required in

Congress to override a presidential veto, 72.9% of **We the People** national finalists answered all five questions correctly, whereas only 16.5% of a corresponding national sample of adults and 8.1% of high school students scored similarly.

The Center's study found that students who participated in the 2005 **We the People** national finals show less cynicism toward facets of American politics and government than a corresponding national sample of students possessing similar sociodemographic qualities. Compared with a representative national sample of college freshmen, **We the People** national finalists assign much more importance to keeping track of political affairs, influencing the political structure, participating in community leadership, helping others in difficulty, and developing a meaningful philosophy of life. Ninety-one percent of **We the People** national finalists either mostly agreed or strongly agreed that the program increased their reasoned commitment to democratic institutions.

The survey also included three questions that were recently used in the "Future of the First Amendment" (FFA) high school student survey sponsored by the John S. and James L. Knight Foundation's high school initiative. The FFA survey focused on the knowledge and attitudes of high school students, teachers,

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).

and administrators, especially with respect to First Amendment rights of free speech and press. **We the People** students showed an impressive respect for the First Amendment and its principles when compared to a representative sample of the more than 100,000 high school students who participated in the FFA study.

In response to a question asking whether people should be able to express unpopular opinions, 98% of **We the People** students and only 83% of the national sample either strongly or mildly agreed. When asked whether newspapers should be allowed to publish freely without governmental approval of a story, 83% of **We the People** students strongly or mildly agreed; 14% strongly or mildly disagreed. Only 51% of the national sample strongly or mildly agreed; 36% strongly or mildly

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Students from Hampton High School in Allison Park, Pennsylvania, met with Judge Marjorie O. Rendell, Third Circuit Court of Appeals and First Lady of Pennsylvania (seated at left), and Chief Judge James Giles, Eastern District of Pennsylvania (seated at right), at the National Constitution Center in Philadelphia on March 2, 2005. The students were the Pennsylvania state **We the People: The Citizen and the Constitution** champions.

District and State We the People Hearings Lead to National Finals

Simulated congressional hearings were held at the district and state levels in all fifty states and the District of Columbia to determine which classes would participate in the **We the People: The Citizen and the Constitution** national finals in Washington, D.C., April 30–May 3, 2005. In addition to the high school classes that were eligible to compete at the national level, many elementary and middle school classes participated in simulated congressional hearings, the culminating activity of the **We the People** program.

Classes prepare for the simulated congressional hearings by working in groups to prepare a four-minute response to a question asked by a panel of judges. After each presentation, six minutes are allowed for follow-up questioning. The hearings provided an opportunity for students to demonstrate their knowledge and understanding of constitutional principles and to evaluate, take, and defend positions on important historical and contemporary issues.

State competitions were enhanced by the presence of prominent public officials who spoke to students about the importance of civic education. In Nebraska, Chief Justice John Hendry of the Nebraska

Supreme Court was the keynote speaker at the awards ceremony. Vice Chief Justice James Winchester of the Oklahoma Supreme Court addressed students at the Oklahoma state competition. In New Mexico, Supreme Court Justice Patricio Serna, Second Judicial District Court Judge Denise Barela-Shepherd, Metro Court Judge Sharon Walton, and Mayor Ravi Bhasker of Socorro served as judges at the state competition.

We the People teacher Linda May Jones of Lipscomb School in Bessemer, Alabama, commented on the effect the program had on her students: “The study of the materials in the **We the People** program has given students the background to discuss major issues intelligently, and the [simulated] congressional hearing format has given them the confidence to ask questions and express their own ideas.” ■



Vice Chief Justice James Winchester of the Oklahoma Supreme Court speaking to students at the Oklahoma state We the People: The Citizen and the Constitution competition.

State Chief Justices Convene for Annual Conference

The annual conference of state chief justices was held in New York, January 22–24, 2005. Robert Leming, Director of the **We the People: The Citizen and the Constitution** program, was invited to attend the meeting to discuss the Second Annual James Madison Seminar for State Supreme Court Justices.

Chief Justice Barbara Pariente of Florida offered a resolution in support of civic education. Pariente was a member of the Florida delegation to

the Second Annual Congressional Conference on Civic Education. The chief justice offered the resolution as a result of her involvement with the conference and the Florida Alliance for Civic Education. An overwhelming majority of the state chief justices endorsed the resolution.

Kentucky Chief Justice Joseph Lambert, who attended the James Madison Seminar in 2004, encouraged his colleagues to participate in the program. Lambert is also a member of the Kentucky congressional conference delegation. ■

Study of We the People National Finalists Shows High Levels of Political Knowledge and Civic Engagement

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disagreed. When provided with the text of the First Amendment and asked whether the amendment goes too far in the rights it guarantees, only 10% of **We the People** students strongly or mildly agreed; 88% strongly or mildly disagreed. In contrast, 35% of the nationally representative sample strongly or mildly agreed; 44% strongly or mildly disagreed.

To read the complete text of the study of **We the People** national finalists, go to www.civiced.org/research.php. ■

Scholars Meet to Advance Civic Education

More than 50 scholars from the fields of political science, constitutional law, and U.S. history gathered for the fourth National Scholars Conference in Santa Monica, California, March 17–20, to examine ways to enhance civic education in schools in the United States and abroad.

The purpose of the scholars conference was to explore opportunities for collaboration between the Center and scholars, to expand the number and diversity of scholars working in the Center's domestic and international programs, and to create a forum to discuss and enhance academic commitment to civic education. Participants engaged in dialogue on current scholarship in civic

education, identified the underlying principles of the *We the People: The Citizen & the Constitution* text, and applied this knowledge to summer institute content planning with fellow scholars.

Scholars examined and discussed Andrew Sabl's book *Ruling Passions: Political Offices and Democratic Ethics*. Participants also reviewed a draft of the new high school text of *We the People: The Citizen & the Constitution* and planned lectures they would deliver during summer institute programs.

"I liked the idea of state summer institute faculty meeting with each other," said attorney Michael Gooch of Omaha, Nebraska.

Participants gained a firsthand demonstration of the effectiveness of the **We the People: The Citizen and the Constitution** program when students from Arcadia High School in Arcadia, California, demonstrated their knowledge of the Constitution and Bill of Rights during a simulated congressional hearing.

"The Center is a wonderful group to work with," said Jasmine Farrier, Assistant Professor of Political Science at the University of Louisville. "The scholars and the rest of the world are better off for knowing its programs." ■

Rural and Urban Students Participate in the School Violence Prevention Demonstration Program

Providence, Rhode Island, will participate in the **School Violence Prevention Demonstration Program** this year as a modified pilot site using both the **We the People: Project Citizen** and **Foundations of Democracy** curricula. Teachers in the urban area of Providence will take part in the pilot program, which will focus on schools at the middle school level. Michael Trofi, Rhode Island state coordinator for **We the People: The Citizen and the Constitution** and **Project Citizen**, and Carlo Gamba, Rhode Island district coordinator for **We the People** and **Project Citizen**, will serve as site coordinators. In 2006, the site will open up to all teachers in the Providence area and

become a fully participating member in the **Violence Prevention Program**.

In early March, Program Coordinator Megan Linford visited sites in Kentucky in Hazard County and the Pikeville area, including Robinson Creek Elementary in Robinson and Johns Creek Elementary in Pikeville. Students in Trula Fields' fifth-grade class at Robinson Creek showcased the integration of **Violence Prevention Program** curricula with technology by participating in a special lesson on the Preamble to the Constitution that combined elements of **Foundations of Democracy** and **We the People: The Citizen and the Constitution**, which students accessed using their computers. ■

Read R. Freeman Butts's
*The Morality of
Democratic Citizenship:
Goals for Civic Education
in the Republic's
Third Century*

for free at

[http://www.civiced.org/
morality/morality_toc.html](http://www.civiced.org/morality/morality_toc.html)

The Morality of Democratic Citizenship provides a summary of the main ideas and values behind the global effort to create an education for democratic citizenship.

The book explains the principles behind democratic citizenship that can be used by teachers, policymakers, curriculum developers, and authors to form a basis for school curriculum and instruction in the United States and in developing democracies.

This online version includes Butts's 2000 introduction with the Twelve Tables of Civitas: Foundations of a Constitutional Democracy, his revised schema for civic education.

State Coalitions Advance Legislation to Restore the Civic Mission of Schools

State legislators who attended the First and Second Annual Congressional Conferences on Civic Education have been very active in introducing legislation to strengthen civic education policies and practice. During the 2005 legislative sessions, 29 measures were introduced in 20 states. Significant legislation has passed in the California, Illinois, Kentucky, Montana, North Dakota, Vermont, and Virginia legislatures. Several more measures are expected to pass this year.

Legislation was passed in Virginia creating the Virginia Commission on Civic Education. The Kentucky legislature passed a measure designating October as Civic Literacy Month. Montana passed a measure calling on the board of public education and superintendent of public instruction to promote education in government, law, history, and democracy; incorporate discussion of current events into the classroom; and provide students with service-learning opportunities. Legislators in Vermont established a civic education forum for state stakeholders in civic education within the legislative council to share best practices, activities, and resources and to produce a catalogue of civic education resources and activities available in Vermont schools.

State Summits

State summits modeled after the congressional conferences on civic education were held in several states during 2005. Center Associate Director Margaret Branson gave a stirring opening presentation titled "Education for Informed, Effective, and Committed Democratic Citizenship" to more than 120 teachers, attorneys, school resource officers, and administrators at a state conference held in Birmingham, Alabama, on February 18, 2005. The conference was sponsored by the Alabama Center for Law and Civic Education. Presentations throughout the day

featured the *We the People: The Citizen and the Constitution*, *We the People: Project Citizen*, *Play by the Rules: Alabama Laws for Youth*, and *Teen Court* programs. Other presentations were titled "What I Wish Every Parent Knew about the Law" and "The Fiftieth Anniversary of the Selma March." Approximately 30 students participated as copresenters.



Representative
DEMOCRACY
in America

Voices of the People

The Tennessee Summit for the Civic Mission of Schools was held April 13, 2005, in Nashville and drew more than 100 students, teachers, administrators, legislators, representatives of higher education, civic participation organizations, and concerned citizens. The summit featured addresses by Karl Kurtz, Director of the National Conference of State Legislatures' Trust for Representative Democracy, and several members of the Tennessee legislature. Veteran journalist John Seigenthaler, Founder of the First Amendment Center, led a panel discussion titled "Benefits of an Engaged Citizenry to Tennessee." A number of students involved with Tennessee civic education programs presented at the summit. The Tennessee Bar Association, the

Howard H. Baker Jr. Center for Public Policy, the Tennessee Education Association, and the Tennessee Department of Education sponsored the summit.

The Rhode Island Permanent Civic Education Commission and the Rhode Island congressional conference delegation sponsored its first Rhode Island Civic Education Summit on May 4, 2005, which coincided with Rhode Island Independence Day. The event drew nearly 200 participants. Speakers included Rhode Island Governor Donald Carcieri, Senator Lincoln Chafee, Karl Kurtz, as well as state legislators and students involved in civic education programs in Rhode Island.

California, Idaho, Montana, Nevada, and Vermont are planning summits that will take place later in 2005.

More State News

The New Jersey coalition launched an initiative to highlight civic education through an outreach to the media. The New Mexico delegation is conducting a major benchmark survey of district-level policies and practice in civic education. The Vermont Bar Association and the Vermont coalition are collaborating to ensure high-quality practices in civic education. The Florida coalition is pursuing an ambitious agenda that includes the publication and dissemination of models of good practices in civic education to Florida schools and a statewide public awareness campaign. The New York State School Boards Association is working with the New York coalition on a model district policy in quality civic learning.

The Third Annual Congressional Conference on Civic Education will take place September 24–26, 2005, in Washington, D.C. For more information about the congressional conferences or to see the work of each state coalition, visit www.representativedemocracy.org or contact Mark Molli (molli@civiced.org) or Ted McConnell (mcconnell@civiced.org) at the Center. ■

Alaska

State Senator Con Bunde invited Pam Collins's **We the People: Project Citizen** class from Goldenview Middle School in Anchorage to present their project, "Choose the Choice: Alzheimer's Home and Community-Based Care," at a December 13, 2004, joint meeting of the Alaska State Senate and House Health, Education and Social Services committees. State Senator Bunde became interested in the class when the students presented their portfolio as student ambassadors at the National Conference of State Legislatures' 2004 annual meeting in Salt Lake City, Utah. Fred Dyson, Chairman of the Alaska State Senate's Health, Education and Social Services Committee, and Joel Gilbertson, Alaska Health and Social Services Commissioner, were so impressed by the students' presentation that they asked the students to compile a written report.

California

California teachers and administrators participated in the first-ever **Project Citizen** Professional Development Institute for California School Districts, held March 10–13, 2005, in Pasadena. The institute was funded by a grant from the California State Legislature. Participants received training on how to implement **Project Citizen** in their classrooms and learned how **Project Citizen** correlates with California state standards, how to present portfolios, and how to prepare their students for the culminating activity. Participants also learned about public policy from Larry Gerston, Professor of Political Science at San Jose State University.

E. N. Genovese, Professor Emeritus and Chair of the Department of Classics and Humanities at San Diego State University, has created a version of the *We the People: The Citizen & the Constitution* text to be used as an introduction to the Latin language for middle school students. *Nos Populus: A Latin Companion to We the People*

will be used with the *We the People* text during the 2005–6 school year. The text is composed of 29 lessons in Latin based loosely on the lessons used in the *We the People* text. The lessons will be used to introduce Latin vocabulary and grammar.

Colorado

On February 9, twenty-five Colorado elementary, middle, and high school **We the People: The Citizen and the Constitution** and **Project Citizen** teachers participated in a day of professional development to gain a new understanding of the legislative process and to learn about issues under deliberation at the statehouse in Denver. Teachers visited the bill room, where citizens and lobbyists can obtain copies of legislation, and interacted with members of the general assembly who represent their school communities. They listened in on conversations between lobbyists and lawmakers and interacted with citizens who had an interest in the legislation under deliberation. Urban teachers met ranchers and other rural citizens who testified about a controversial water bill. Teachers learned about both sides of the state's budget crisis from Senate Majority Leader Ken Gordon, a Democrat, and representatives from Republican Governor Bill Owens's office. The elementary and middle school teachers analyzed proposed legislation by considering the following questions: "What problem is this policy trying to solve?", "Is this an appropriate role for state government?", and "Is the proposal practical and workable?"

Georgia

Judy Butler, the Georgia **Project Citizen** state coordinator and an Associate Professor of Secondary Education at the University of West Georgia, was presented with the 2004 Outstanding Social Studies Educator Award by the Georgia Council for the Social Studies on October 22, 2004, at

the organization's annual meeting in Athens.

Illinois

Illinois Lieutenant Governor Pat Quinn congratulated participants in the **We the People** state competition in a letter read to the assembled students. Lieutenant Governor Quinn had intended to attend the competition, but instead represented the state at the funeral services for Marine Corporal Matthew Wyatt, held on the day of the competition. The 21-year-old Wyatt had been killed in Iraq on December 3, 2004. The lieutenant governor wished the competitors luck in what he called a "noble competition." Quinn said that the students' participation in the competition "makes Illinois proud." He commended the Center and the staff and teachers who administer the **We the People** program and expressed admiration for the program's goals. "Engaging our young people in civics and public affairs will help create the active citizens we need for a better future," Quinn said. "At this point in our nation's history, we have never needed leaders like you more. I hope you continue to stay involved in your communities, using the liberties afforded in our Constitution to improve life for us all."

Indiana

Indiana District 3 Coordinator Steve Simmons hosted the largest competitive **We the People** hearing in the country November 9–10, 2004. A total of 26 classes—3 high school classes, 19 middle school classes, and 4 elementary classes—participated during the two days of competition. The winner of the high school competition was Homestead High School in Fort Wayne. Canterbury Middle School and Woodside Middle School, both from Fort Wayne, were the winners of the two simultaneous middle school competitions. Three of the four elementary teams went on to attend

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We the People: The Citizen and the Constitution students from Crispus Attucks Middle School in Indianapolis, Indiana, greet the then-candidate for governor Mitch Daniels at the Indiana State Bar Association's town hall meeting on October 4, 2004. Daniels was elected governor in the November 2 election. The meeting was part of Indiana Kids' Election, a statewide event in which more than 40,000 Indiana students participated.

the elementary state showcase.

On October 4, the Indiana State Bar Association hosted the Indiana Kids' Election at the Indianapolis Children's Museum in conjunction with its town hall meeting. Ten classes from all grade levels were invited to take part in the meeting. Gubernatorial candidates Governor Joe Kernan, Mitch Daniels, and Kenn Gividen answered questions from the students. Three out of the ten classes that participated in the event were *We the People* classes.

Massachusetts

We the People Programs State Coordinator Diane Palmer was presented with the Donald V. Salvucci Award by the Massachusetts Council for the Social Studies on March 14. The award is given to a social studies educator who is exemplary in the area of citizenship education.

Michigan Capitol Complex in Lansing on January 7. The class was the first from the Upper Peninsula to participate in the state competition. Governor Jennifer M. Granholm met with the class.

Michigan District 12 *We the People* Coordinator Mel Miller received the National Council for the Social Studies' (NCSS) 2004 Outstanding Social Studies Supervisor Award, one of the most prestigious national awards given in social studies. Miller was honored on November 18, 2004, at the NCSS annual conference in Baltimore, Maryland.

South Carolina

Under the leadership of State Coordinator Cynthia Cothran, the *Project Citizen* program in South Carolina has established a partnership with the Strom Thurmond Institute of Government and Public Affairs at Clemson University. Cothran said that the relationship "just seemed logical, as Senator Strom Thurmond was not only a huge advocate for public policy but was a wonderful supporter of *Project Citizen* in its earlier days." The Strom Thurmond Institute hosted the state portfolio showcase April 21–22 and provided doctoral students to

Michigan

Fred Cole's *We the People* class from Marquette High School participated in the state competition at the



We the People: The Citizen and the Constitution students from Fred Cole's twelfth-grade class from Marquette High School in Marquette, Michigan, meet with Governor Jennifer M. Granholm (center). The class competed at the state competition at the Michigan Capitol Complex in Lansing on January 7.

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judge portfolios and documentation binders. Cothran continues to explore new ways in which the institute and **Project Citizen** can cooperate.

South Dakota

On February 23, Kids Voting South Dakota hosted the first Civic Education Day at the state capitol building. The event included the state's first **Project Citizen** showcase, with students from four cities displaying portfolios. Evaluators included Secretary of State Chris Nelson, public utilities commissioners, Public Lands Commissioner Bryce Healy, and Roger Wolff, Assistant Professor of Curriculum and Instruction at the University of South Dakota.

Vermont

State Coordinator Kevin Ryan testified about a Vermont House bill that would make the study of civics mandatory for high school students in Vermont. Ryan is the Vermont Bar Association's (VBA) Director of Communication and Education. As a result of his efforts and those of the VBA, the House passed Joint House Resolution 25, stating that "one of the primary functions of education is to promote and encourage an enlightened

and responsible citizenry committed to a republican form of government and actively engaged in the practice of democracy," acknowledging the work of the VBA on civic education, and calling for research on the status of civic education in Vermont and a statewide civics summit.

In November 2004, Vermont State Senator Bill Doyle served as a judge for a simulated congressional hearing at the statehouse for 60 eighth-grade **We the People** students from Northfield Middle/High School. Teacher Michael Macijeski accompanied them. State Senator Doyle was impressed by the students and invited them to testify before the Senate Education Committee on the importance of civic education. State Coordinator Kevin Ryan said that the students "spoke about why civic education is important, resulting as it does in increased participation in elections and in active engagement in the political affairs community. They were excellent! One of the senators even commented that these students knew much more than many adults."

Wisconsin

University of Wisconsin-Madison historian John P. Kaminski, Director of the Center for the Study of the

American Constitution, has written a new series of biographies called *America's Founders*. Kaminski dedicated the series to the Center for Civic Education's **We the People** mentor teachers.

Wyoming

The University of Wyoming Partnership for Civic Education, in conjunction with the Wyoming legislature, held a civic education day on January 24. **Project Citizen** teachers were invited to attend the first hearing rounds of the **We the People** competition and students from CY Junior High School in Casper presented their **Project Citizen** portfolios to the Wyoming House and Senate. In addition, the **We the People** state champions presented one unit to the House and one unit to the Senate following their competition. All schools that participated in the state competition were invited to attend these ceremonies at the capitol. Legislative Information Officer Wendy Madsen was instrumental in organizing Civic Education Day. She said, "These ceremonies provided a good opportunity to highlight exemplary civic education activities in Wyoming and to explain how the Wyoming legislature can benefit from increased civic knowledge and participation." ■

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The Center for Civic Education develops and administers a wide range of critically acclaimed curricular, teacher-training, and community-based programs that feature cooperative-learning and problem-solving skills.

For a complete list of Center programs and publications, go to www.civiced.org/catalog_intro.php.

- Please send me a copy of your curricular materials catalog
- Please add my name to your mailing list
- Please note my change of address
- Please send me brochures on the Center's **We the People: The Citizen and the Constitution**, **We the People: Project Citizen**, and **Foundations of Democracy** series.

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Malaysian Workshop Promotes Citizenship Education for Young People

The Malaysia Citizenship Initiative, the Universiti Sains Malaysia, and the Center for Civic Education hosted an international workshop, "Educating the Young for Active Citizenship," in Penang, Malaysia, December 11–13, 2004. Fifty-two participants engaged in civic education initiatives from twelve countries attended the workshop, including educators from Bosnia and Herzegovina, Cambodia, China, Hong Kong, India, Indonesia, Malaysia, Morocco, Pakistan, the Philippines, Russia, and the United States.

The goals of the workshop were to facilitate the exchange of ideas and information related to interactive methods of instruction in civic education, promote interactive instructional methods in civic education among educators, and strengthen and expand the network of those involved in civic education within South and Southeast Asia.

In the opening remarks on the first day

of the workshop, Toh Kim Woon, speaking on behalf of the Chief Minister of Penang, Malaysia, said, "Active participation for the young can educate them on the needed values that we, the adults and the government, would like to instill in our effort to build a united, progressive, democratic, peaceful, and tolerant society."

Margaret Branson, Associate Director of the Center for Civic Education, echoed Toh's comments during her plenary address titled "The Case for Using Interactive Methods to Create Informed, Effective Citizens." Branson stated that "if civic education programs are well designed and well taught, if they meet frequently, use participatory methods, stress learning by doing, and focus on issues that have direct relevance to participants' daily lives, they can have a significant, positive impact on democratic participation and attitudes."

Participants were exposed to methods, ideas, and experiences of civic

organizations from the various countries represented and watched a presentation by groups of Malaysian students from four schools involved in Projek Warga, the Malaysian adaptation of **We the People: Project Citizen**. The students explained their portfolios, responded to questions by guest judges, and discussed their portfolios with the participants.

The workshop recognized the crucial need for the establishment of an organization to encourage active citizenship in Asia. Many participants endorsed a statement supporting the establishment of a South and Southeast Asian network for civic education that would promote interactive methods of instruction in civic education and allow participants to share their experiences. It would also expand the network of those involved in civic education within the region. ■

Center Hosts European Union Citizenship Education Workshop in Brussels

The Center and Civitas International organized a workshop titled "Citizenship Education in an Expanded European Union," held in Brussels, Belgium, January 18–21, 2005. The workshop explored possibilities for transatlantic cooperation in education for democratic citizenship.

Thirty-one participants from 13 European Union countries and 7 U.S. states shared their experiences in transatlantic partnerships created through **Civitas: An International Civic Education Exchange Program** during the past decade. The **Civitas Exchange Program**, funded by the U.S. Department of Education, seeks to improve civic education in the United States and in other countries through

the exchange of best practices in teaching, training, and curriculum development.

Penn Kemble, Senior Associate at the New Economy Information Service and the former Acting Director and Deputy Director of the United States Information Agency, delivered the opening address of the conference. Kemble stressed the importance of cooperation between Europe and the United States in advocating the cause of democracy worldwide. Tony Kennedy, Chief Executive Officer of Co-operation Ireland, delivered a keynote address comparing and contrasting the challenges faced by the United States and Europe in educating future citizens in democratic values, principles, and practices.

The workshop featured roundtable discussions on such topics as concepts

of citizenship, identity, and civic values in Europe and the United States; essential elements of civic education; and alternative implementation models for citizenship education. Participants included representatives from the Council of Europe, the European Commission, the Eurydice Research Unit, and UNESCO. The final day of the workshop focused on developing a plan for future activities related to transatlantic cooperation in education for democratic citizenship and the development of a Civitas European network. The Transatlantic Conference on Education for Democratic Citizenship is being organized for spring 2006. ■

Civic Education in Divided Societies Workshop Held in Northern Ireland Unites International Group of Civic Education Practitioners

The Center collaborated with Co-operation Ireland to host a workshop titled “Civic Education in Divided Societies: Using Civic Education Materials to Build a Democratic Political Culture” in Belfast, Northern Ireland, March 12–16, 2005. The purpose of the workshop was to identify ways in which civic education can be used to assist nations in building a peaceful, participatory, and democratic political culture. The workshop assembled civic education practitioners living and working in conflict zones and divided societies from Bosnia and Herzegovina, Colombia, Indonesia, Lebanon, the Republic of Ireland and Northern Ireland, the Slovak Republic, South Africa, and the United States.

Participants focused primarily on existing civic education curricular materials being used in Center programs, such as *We the People: Project Citizen*, *Foundations of Democracy*, *Comparative Lessons for Democracy*, and *Res Publica: An International Framework for Education in Democracy*, for kindergarten through twelfth-grade students. Discussions among participants were centered on four primary themes: identity, responsibilities of citizens and public officials, public policy, and relating external events and environment to students’ daily lives. U.S. and international partners described how many of their programs have adapted Center materials to address the needs of divided societies and shared their experiences with other participating countries that might benefit from such adaptations. Through lesson demonstrations and presentations providing country context, participants identified the ways in which Center materials are being used to assist in addressing conflicts in their countries and how the materials can be improved to further the objective of a democratic political culture. They also examined existing training techniques used with the

materials and identified changes that should be made to reinforce the objective of encouraging effective participation in peaceful political processes.

Workshop participants visited loyalist and republican community centers in Belfast and met with local leaders. They were briefed on the history of the conflict from each perspective and gained a better understanding of the context for Northern Ireland’s adaptation of the *We the People: Project Citizen* text.

The conference’s closing reception was hosted by the U.S. Consulate for Northern Ireland at the consul general’s residence.

Options for sharing the experiences and curricular materials discussed at the workshop with the broader Civitas

The Civitas Program is supported by a grant from the U.S. Department of Education under the Education for Democracy Act approved by the U.S. Congress and by additional grants from the U.S. Department of State, the U.S. Agency for International Development (USAID), and other sources. The program is implemented throughout the world in cooperation with the U.S. Department of State, USAID, and nongovernmental and governmental institutions in the United States and abroad.

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

network are currently being evaluated. The workshop highlighted the many local implementation challenges that are common to programs throughout the world. ■



A diverse group of civic education practitioners participated in the workshop “Civic Education in Divided Societies: Using Civic Education Materials to Build a Democratic Political Culture,” held in Belfast, Northern Ireland, March 12–16, 2005.

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Anisa Abdo Mujahid Docam, Acting Head of the Educational Consulting Department, Ta'az University, Yemen, presents the Yemeni team's public policy lesson plan at Arab Civitas's regional **We the People: Project Citizen** training of trainers workshop in Cairo, Egypt, December 12–19, 2004.

Arab Civitas

The Center and the Arab Civitas regional office based in Amman, Jordan, coordinated regional **We the People: Project Citizen** and **Foundations of Democracy** training of trainers workshops in Egypt and Morocco. These workshops brought together participants from diverse political, cultural, and educational environments in the Arab Middle East. Thirty-one civic education trainers from nine countries participated in the **Project Citizen** workshop co-hosted by the Taha Hussein Association for Civic Education, held in Cairo, Egypt, December 12–19, 2004. Twenty-nine trainers participated in a **Foundations of Democracy** workshop co-hosted by the Moroccan Center for Civic Education and held January 11–19, 2005, in Casablanca, Morocco.

Both workshops were conducted by Kenneth Rodriguez, the Center's Director of Curriculum Development, and Michael Fischer, Director of **Project Citizen**. The workshops demonstrated the value of the Arab Civitas regional network in supporting greater civic engagement in the Arab world. Most importantly, the events established a high professional standard of training that the participants plan to uphold as they conduct professional development

workshops in their home countries. Extensive press coverage of the **Foundations of Democracy** workshop in Morocco included a brief segment on national television news.

Participants stated that the workshops were especially valuable in preparing them to teach **Project Citizen** and **Foundations of**

Democracy materials to teachers and other civic education implementers. One Jordanian participant said that “the practicing part, when we applied our knowledge to real life” was a particularly valuable aspect of the workshop and added, “It was the best workshop I have ever attended.”

Colombia

An international delegation representing five Latin American countries and two international nongovernmental organizations, including the Inter-American Development Bank and Creative Associates International, attended the **Project Citizen** regional showcase in Bogotá, Colombia, October 18–22, 2004.

Delegates observed three rounds of student presentations and evaluations of projects from more than 15 different school classes. After the competition, delegates had the opportunity to engage in a roundtable discussion with students who had presented their projects during the event. This provided delegates with an insight into how they could improve or build on **Project Citizen** programs in their own countries. The discussion gave students the opportunity to voice their opinions on how being involved in **Project Citizen** had affected them inside and outside the classroom.

The showcase was organized and hosted by Fundación Presencia, a Bogotá-based nongovernmental organization committed to promoting political participation and peaceful conflict resolution within the framework of democracy through education.

India

The first **Project Citizen** training held in India was conducted in New Delhi with 34 teacher participants. The training was organized and co-hosted by Ramjas School R.K. Puram and the Center for Civic Education. Senior Consultant Phyllis Bowie of Anchorage, Alaska, and Senior Consultant Doug Phillips of Sierra Vista, Arizona, served as trainers for the session, which was reported in the *Times of India*.

Training participants, who were from 11 different schools and a nongovernmental organization, developed two portfolios. Both portfolios focused on the problem of waste disposal in the area around the school where the training was held. The participants pilot tested the program in spring 2005 and plan to conduct a **Project Citizen** showcase in August 2005.

Mongolia

A **Project Citizen** training of trainers was conducted by Center for Civic Education Senior Consultant Doug Phillips and Narangerel Rinchin, Director of the Mongolia Center for Citizenship Education, at the Palace Hotel in Ulan Bator, Mongolia, March 14–18, 2005. Twenty-nine Mongolian educators from two Mongolian Aimags (states) attended.

All participants received **Project Citizen** student and teacher books, which they used to follow the program's curriculum. The educators worked in



Delegates from six Sub-Saharan countries met with students at Joaquin Miller Elementary School in Burbank, CA, where they participated in **Foundations of Democracy** lessons.

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groups to develop their own portfolios, which they presented to a group of judges. Participants selected unhealthy school bathrooms and the use of inappropriate language in school as problems.

On the final training day, participants prepared and conducted a 35-minute practicum training session, an essential part of **Project Citizen** teacher training.

Pakistan

The Center conducted a **Project Citizen** pilot program in Pakistan that impressed the Federal Directorate of Education in Islamabad, the Rawalpindi provincial education authorities, and educators and students in government, private, and military schools in both cities.

The Center has proposed expanding **Project Citizen** in Lahore, Punjab, and Karachi, Sindh, and plans to include youth groups in implementation of the expansion.

The Centre for Civic Education Pakistan submitted a proposal to the Pakistani government that **Project Citizen** be incorporated into the government's national youth policy as an activity to promote ideas of active democratic citizenship through youth organizations and electronic media. The Pakistani government expressed interest in incorporating **Project Citizen** as a regular feature of the Pakistani school curriculum.

Sub-Saharan Africa

Fourteen delegates from Cote d'Ivoire, Ghana, Malawi, Mali, Mauritius, and Zimbabwe visited the Center from April 25 to May 3, 2005, to exchange ideas and experiences related to the mission and goals of civic education; materials and curriculum development; research, training, and instructional programs; and other components central to education for democratic citizenship.

The delegates visited Joaquin Miller Elementary School in Burbank, California, to observe and participate in **Foundations of Democracy** lessons and meet with school administrators,



*His Excellency Dr. Saeed Al Malees, Saudi Deputy Minister of Education (left), and Jay Taylor, Program Manager, International Programs, Center for Civic Education (right), discuss the Saudi Ministry of Education's plans to introduce **We the People: Project Citizen** to Saudi students under the auspices of Arab Civitas.*

teachers, and students. Delegates also participated in a roundtable discussion with local teachers titled "Civic Education in Sub-Saharan Africa: Teaching Youth to Become Informed, Responsible, and Participating Citizens" at the California African American Museum. The event was co-hosted by the Los Angeles County Office of Education.

The delegates visited Washington, D.C., where they observed the **We the People: The Citizen and the Constitution** national finals. Delegates were

divided into groups and joined scholarship teachers from the United States; each group was led by a mentor who was an expert on the **We the People** program. Meetings with representatives of the U.S. Agency for International Development and the U.S. Department of Education gave the delegates an opportunity to discuss and reflect on their visit and to consider ideas for cooperative efforts in education for democracy programs and activities in Sub-Saharan Africa. ■



Wyoming Senator Mike Enzi (second from left) met with Nasserddine Lhafi, Director, Regional Academy of Education and Training, Casablanca, Morocco (left); Elarbi Imad, President, Moroccan Center for Civic Education (second from right); and Mark Moll, Director of Government and Private Sector Relations, Center for Civic Education (right).

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