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Center for Civic Education

GRANT # 82-JN-AX-0002

FINAL REPORT
to the

OFFICE OF JUVENILE JUSTICE
AND DELINQUENCY PREVENTION

for the period
February 1, 1982 - July 31, 1985

Center for Civic Education/
Law in a Free Society

9998X

OJJDP/LRE FINAL PROGRESS REPORT (2/1/82 - 7/31/85)

CENTER FOR CIVIC EDUCATION/LAW IN A FREE SOCIETY

Introduction

This final report summarizes the activities and accomplishments of the Center for Civic Education/Law in a Free Society (CCE/LFS) from February 1, 1982 through July 31, 1985 under OJJDP grant number 82-JN-AX-0002. The report will specify general objectives for each of three grant periods (2/1/82-4/31/83, 5/1/83-4/31/84, 5/1/84-7/31/85), and accomplishments as reflected in quarterly reports on file with the agency.

In very general terms, activities over the funding period have focused on two different aspects of OJJDP interest. Initially, the project was engaged in a research and demonstration effort which was carefully evaluated by an outside research team: (1) to provide data concerning the delinquency-prevention impact of law-related education (LRE) on students and (2) to assess processes for achieving institutionalization of LRE. By January 1984, OJJDP decided to move beyond the assessment phase. Consequently, the emphasis of the project moved toward focused training of both trainers and teachers to achieve institutionalization.

Throughout all phases, CCE/LFS has pursued a dual strategy. First, we have tried to impact as many school districts as possible so that they would: (1) become aware of and consequently support LRE programming, (2) provide LRE training to teachers and purchase and/or develop LRE classroom materials, and (3) implement LRE curricula. Ultimately, we wanted every student in American schools to have had contact with a significant amount of instruction in the content and methodology of law-related/civic education.

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Second, we have been concerned about quality. CCE/LFS worked with the national evaluators to determine the LRE content and strategies that most positively affect the behavior of students. Once evidence was assembled, CCE/LFS incorporated the evaluation recommendations into all project activities.

CCE/LFS has cooperated with other projects funded by OJJDP as well as OJJDP staff throughout all phases. Although much of the work undertaken has been exclusively CCE/LFS directed, there has also been a significant joint effort. This has been made possible by careful planning and coordination.

This report will present a statement of program objectives for each funding cycle, highlights of accomplishments, and a summary of impact data. Cumulated data are included as Appendix A.

Funding Cycle I
February 1, 1982 - April 30, 1983

The major objectives of the project during this period were stated as:

1. Program evaluation: The implementation of the Law in a Free Society (LFS) curriculum in two sites in accord with the requirements of the Social Science Education Consortium/Center for Action Research (SSEC/CAR) evaluation team.
2. State sites: The achievement of significant progress towards the institutionalization of law-related education in three "intensive" state sites.

This objective is to be accomplished in cooperation with the Constitutional Rights Foundation (CRF) and the National Street Law Institute (NSLI) with the support of the Children's Legal Rights Workshop (CLRW), Phi Alpha Delta Law Fraternity International (PAD), the Special Committee on Youth Education for Citizenship of the American Bar Association (YEFC) and the SSEC/CAR evaluation team.

3. Continuing centers: The provision of technical assistance to eleven centers from among those established by CCE/LFS during earlier phases of the OJJDP project. It is anticipated that this will involve a reduced level of technical assistance to these centers from that provided in prior years due to changing priorities for the program and the reduction in available resources.
4. California centers: The development of a network of centers in California supported primarily by local resources and provided limited technical assistance by CCE/LFS.
5. Extended staff: The development of an "extended" staff of field consultants capable of meeting the increased demand for technical assistance for the implementation of law-related educational programs from throughout the country.

CCE/LFS staff, with the assistance of the "extended" staff and the other OJJDP grantees, will seek to attain a number of subordinate objectives related to the first five major objectives noted above.

6. Technical assistance: The provision of technical assistance to groups outside the state sites, centers, and California network on a time available basis.

7. Dissemination: The widespread dissemination of information on law-related education by LFS staff and participants in the program.

Accomplishments related to objectives were as follows:

Objective 1:

CCE/LFS classes were assessed as per our agreement with SSEC/CAR to substantiate the findings of the previous year's evaluation study. Over fifty hours of training was conducted with twenty teachers and their administrators from Los Angeles Unified and Long Beach School Districts to prepare them for the assessment. A significant part of the evaluation involved systematic observation of teachers in both experimental and control classes. Staff assisted the outside evaluators, going into experimental classrooms and offering constructive feedback under their direction.

Objective 2:

This objective related to creating and implementing LRE institutionalization strategies in three states. CCE/LFS assumed major responsibility for California. Relying on evaluation data relating to institutionalization developed during the preceding year, the staff developed an institutionalization design that had at its base: (1) the mobilization of opinion leaders and decision makers and (2) the integration of the content of law-related education into the ongoing K-12 general curriculum.

A committee (Committee for Citizenship Education) made up of key educators in California was assembled--from the state department of education, major school districts, and the universities. Many of the people already were working on two major documents: the California Social Studies Framework and the Model Curriculum

Standards. As a result of the influence of these persons, both of these documents now include law-related education objectives. One quadrant of specified content is law. Once these documents were developed, committee members "went on the road" to explain to school districts the effect the new state regulations and guidelines would have on district policies.

A major activity related to this objective and objective 4 was a California Public/Private Partnership Conference conducted in Sacramento (modeled on the National Conference on Law-Related Education attended by a California team in October, 1982). One hundred and twenty-four people divided into ten teams, composed of from ten to fifteen persons from nine counties, attended this conference. The composition of teams was decided by local school district personnel in consultation with CCE and CRF staff. Generally, teams were made up of school board members, key figures in local government, members of professional associations, representatives from the business community and foundations, and members of the state legislature and Congress or their staffs. It is worthy of note that every team has since conducted its own local Public/Private Partnership Conference for similar teams.

CCE staff paid special attention to institutionalization efforts in Michigan and North Carolina during this period as well.

Objective 3:

Support was provided to eleven states that operated as CCE/LFS Continuing Sites--Arizona, California, Colorado, Idaho, Indiana, Kentucky, Michigan, New Jersey, New York, North Carolina, and Oregon. Two of the states, California and New

York, had multiple sites. The sites in California were Contra Costa, Fresno, Long Beach, Sacramento, San Bernardino, San Diego, and Santa Clara. The New York sites were Brooklyn and Great Neck. The kinds of support provided included financial assistance, training, and technical assistance. The types and amounts were carefully tailored to meet the needs of the various sites in question. The following give examples of the kinds of services provided. Staff or extended staff taught courses in Colorado, Idaho, Michigan, and Oregon. Representatives from all sites, including seven in California, were given advanced training at an expenses-paid intensive CCE/LFS National Leadership Workshop in March, 1982. Over the funding cycle, all centers provided evidence of considerable local activity.

Objective 4:

Throughout this period, new areas in California were contacted and encouraged to implement LRE programs. Staff conducted countless awareness conferences and inservice training workshops. Sessions were presented at California Council for the Social Studies Conferences. Calendars of Educational Services Activities, included as Appendix B, document these efforts.

Objective 5:

Five persons designated as "Staff Consultants" received advanced training in LRE, the LFS curriculum, and other staff development issues in March, 1982, prior to the National Leadership Workshop described above.

Objectives 6 - 7:

The extent of technical assistance provided in areas outside of states that were targeted for special assistance was significant. During just one quarter--November 1, 1982 to March 31, 1983--trips were made to Boston, Reno, Honolulu, Tampa, Houston,

Philadelphia, and Miami. This was in addition to forty-one visits to Continuing Sites and districts being encouraged to implement LRE during this funding cycle.

During this cycle, CCE/LFS also responded to both telephone and mail inquiries. If appropriate resources were not available in-house, appropriate referrals were made.

Funding Cycle II

May 1, 1983 to April 30, 1984

The major objectives of the project for this funding cycle were stated as:

1. Statewide Institutionalization. During the previous grant period, CCE/LFS had primary responsibility for the development of a plan for the statewide institutionalization of LRE in California and for taking some of the first steps toward the implementation of that plan. During this year the principal thrust of LFS activities will be upon the refinement and implementation of that plan.

Among other activities, the proposed plan calls for the provision of increased assistance to the network of California Centers established during the present year's program and the expansion of that network of seven centers to ten centers.

This objective is to be accomplished in cooperation with the Constitutional Rights Foundation (CRF) and the National Street Law Institute (NSLI) with the support of the Children's Legal Rights Workshop (CLRW), Phi Alpha Delta Law Fraternity International (PAD), the Special Committee on

Youth Education for Citizenship of the American Bar Association (YEFC) and the SSEC/CAR evaluation team.

2. Program Evaluation. LFS will use the results of the impact study to refine its teacher training program and curriculum materials. The revised program will be used at the upper elementary and junior high school grade levels in the Los Angeles and Long Beach Unified School Districts. This will involve continued work with teachers and schools participating in this year's program to provide for a follow-up study and the addition of a limited number of other teachers and schools. It will also involve the development and trial implementation of an evaluation program designed to evaluate the effects of the LFS curriculum on students in the lower elementary grades.
3. Out-of-State Centers. LFS will continue to provide a relatively low level of technical assistance to out-of-state centers from among those established or assisted during prior years of the project. The pattern of support for each of these centers will be different depending upon the needs of the centers.
4. Extended Staff. LFS will conduct a training workshop for the five extended staff members to bring them up to date on the results of the impact study and provide background on the use of the new LFS curriculum on Responsibility. These persons will continue to assist the staff in the provision of technical assistance to sites outside of California.
5. Technical Assistance. Technical assistance will be provided to interested groups on a time available basis.

6. Dissemination. Dissemination of information on LRE will continue through written correspondence, by telephone, and through presentations at various meetings.

Accomplishments related to these objectives were as follows:

Objective 1:

The effort to achieve institutionalization of LRE in California continued to be pursued as a major CCE/LFS objective. The Committee for Citizenship Education (established during the prior cycle) continued to meet and push for the effective implementation of the California Framework for Social Studies and the Model Curriculum Standards. In addition, Committee members, including a CCE/LFS staff member, worked with the California Assessment Program to assure that LRE items would be included on the various CAP assessment instruments. This was accomplished for grade eight. Work was also started on the test for grade 11. As all students are required to take these tests, they provide a powerful incentive for school district to include law-related instruction in the general curriculum.

Kern County, Los Angeles City, and Los Angeles County were the three additional sites added during this cycle. A leadership workshop, held in August 1983, provided advanced training to representatives of all the California sites.

Los Angeles City held a local Public/Private Partnership conference, attended by eleven teams totalling 160 participants while other areas did a major portion of their conference preparation during this cycle, with technical assistance from CCE/LFS.

A major effort was made to involve the California State University system, the largest teacher training institution in the country, in Law-Related Citizenship Education at both the pre-service and in-service levels. Nineteen campuses were represented by ninety-five participants in a March 1984, two-day LRE Conference.

Additional attempts were made to reach new audiences in order to develop wider support. For example, presentations were made by staff members to the California County School Board and Superintendents Association, the California League of Cities, the National Association of Private Schools, the California Senate Task Force on Ethics, the California Commission on Criminal Justice, the California Lawyers Wives conference, and the California Department of Education Intergroup Relations Conference among others.

The ten California Centers were increasingly active in their institutionalized efforts. Technical assistance, training, and awareness sessions also were provided in great number throughout the state during this period. Approximately 537 teachers received intensive training, impacting more than 32,000 students. (See Appendix A for cumulative data and Appendix B for Educational Seminar activities.)

Objective 2:

Impact assessment with the attendant requirement of intensive teacher and administrator training (32 hours for experimental teachers and administrators) and classroom observation constituted an important aspect of CCE/LFS work. Training was refined based upon feedback from the evaluators. The scope of the assessment was expanded as well. New evaluation instruments were developed that were used with students in the sixth grade.

Objective 3:

Out-of-state centers continued to receive limited technical assistance during this cycle. This support was carefully tailored to meet needs. Arizona, Colorado, Hawaii, Idaho, Indiana, Kentucky, Michigan, New York, North Carolina, and Oregon were among the centers served. Representatives from these states attended the CCE/LFS August 1983 Leadership Workshop for additional training. Staff provided training in many of these states. (See Appendix A and B.)

Objective 4:

CCE/LFS conducted a Leadership Training Workshop for "Staff Consultants" in August 1983 to bring them up-to-date on the results of the impact study and to provide background on the use of the new LFS curriculum on Responsibility. In addition to the five persons who served in this capacity in previous years, five new consultants were identified, bringing the total number to ten.

Objectives 5 & 6:

Technical assistance and dissemination were a major concern of both staff and extended staff. Examples of these include presentations and training in Connecticut, Florida, Hawaii, Nevada, New York, Pennsylvania, Rhode Island, and at the Great Lakes, Rocky Mountain, and South East Regional Conferences of the NCSS. The extensiveness of CCE/LFS efforts is documented in quarterly reports on file and in the Educational Services Schedule and cumulative impact data which can be found in Appendix A and B.)

Funding Cycle III

May 1, 1983 to July 31, 1985

During this funding cycle program goals and activities changed to reflect evaluation findings and new OJJDP policy goals. The agency recommended that future efforts should focus on training and dissemination with a view to enhancing the probability that institutionalization of LRE programs would be achieved. A master plan was developed in cooperation with agency staff and the other four grantees that was composed of seven major action components: (1) Training and Host Site Technical Assistance, (2) Information Resources, (3) Marketing Support, (4) Non-Host Site Technical Assistance, (5) Program Development, (6) Assessment, and (7) Coordination and Management. The centerpiece of this

training and dissemination phase has been a pyramidal-design that has involved eleven target states (12 target sites) from throughout the nation.

Program Components

1. Training and Host Site Technical Assistance

A. Training

(1) Host Site Teams

Two-member teams from each of the target sites received training at a Leadership Training conference conducted in Washington, D.C., in May of 1984. The focus of the conference was two-fold. Leaders were provided with technical assistance documents and training in how to conduct a target site program. They were also presented with advanced training in how to train others.

(2) Extended Staff

At the start of this funding cycle, CCE/LFS had ten trained educational leaders who had the capacity to provide technical assistance to others. We expanded the pool of consultants to seventeen and provide advanced training. There is now at least one person who has been trained by CCE/LFS in every target state.

In addition to geographical considerations persons were selected for their particular expertise. For example, we now have an attorney and a business person who are prepared to provide assistance. All field consultants have been used in various capacities at least once. Most have been used more often.

B. Host Site Technical Assistance

CCE/LFS staff and extended staff made a total of over sixty technical assistance site visits or consultations.

A significant number of these were in California at local school districts. Thus, there was little or no monetary impact. Others were made by CCE/LFS extended staff in their various states. (See Appendix B for charts which provide information about the nature of the technical assistance and the initials of the persons providing it.)

CCE/LFS responded by telephone and mail to requests for technical assistance throughout the grant cycle. Numbers are provided on page 3, Appendix B.

2. Information Resources

An array of promotional materials, developed to meet the needs of specialized groups such as administrators, law enforcement, and attorneys were developed by the project singly and in cooperation with the other grantees. A number of User Products were also prepared. These included a summary of the findings of the R & D effort, a bibliography of children's literature that contains important legal concepts, a financial guide, and a guide for conducting public/private partnership conferences. These documents have been made available to all target site coordinators and to others requesting them.

3. Marketing Support

CCE/LFS worked closely with the other grantees in designing a strategy for working with national educational and justice organizations. Staff attended national conferences and made presentations through such organizations. Strategies, sample letters, resolutions, articles for publication, model presentations, and names and addresses were circulated to target site coordinators to enable them to capitalize on national work in their own states.

4. Non-Host Site Technical Assistance

Staff responded to mail and telephone requests from persons living in areas other than target states. In addition, staff or extended staff made presentations, trained teachers, or provided technical assistance in such places as Brooklyn, Parsippany, N.J., Queens, and Great Neck. Several presentations were made in California as well in areas that have not been contacted previously. (See page 3 of Appendix B and Appendix C.)

5. Program Development

One new product has been developed and field tested during this funding cycle. Ten lessons from the LFS Level V Authority curriculum have been modified for use with young people in correctional settings. These are included as Appendix D.

6. Assessment

All products developed during this period have been subjected to user scrutiny and have been revised based upon feedback. Critique has been requested in terms of general quality and usefulness. Conferences, workshops, seminars, and institutes conducted at target sites were evaluated. Forms were collected and transmitted to SSEC for statistical compilation.

7. Coordination and Management

In addition to providing assistance to the general coordinator for all of the projects participating in the OJJDP LRE funding, attending all executive committee meetings, and cooperating in joint tasks, CCE/LFS has assumed all responsibility for fiscal control and management. This has meant collecting documents and monitoring target site programs to that funds would be dispersed appropriately.

Equipment Purchased

There was no equipment purchased by the Center and charged to grant #82-JN-AX-0002.

APPENDIX A

FUNDING CYCLE I
February 1, 1982 - April 30, 1983

State	Teacher & Admin.Trnd.*	Awareness	Public/Private Prtnrship Conf.	Comm.Res. Persons	Students Impacted**
California	324	354	DC - 10 CA - 124	226	19,440
Arizona	88	120	DC - 4	25	5,280
Colorado	85	45	N/A	-0-	5,100
Idaho	80	140	N/A	-0-	4,800
Indiana	25	243	DC - 10	95	1,500
Kentucky	45	75	N/A	15	2,700
Michigan	30	35	DC - 11 MI - 240	20 80	1,800
New Jersey	18	73	N/A	32	1,080
New York	157	25	DC - 7	30	9,420
N. Carolina	45	175	DC - 7	28	2,700
Oregon	133	450	N/A	551	7,980
	<u>1,030</u>	<u>1,595</u>			<u>61,800</u>

* Training sessions averaged 45 hours per teacher. They include sessions of 7 hours to 2 week intensive institutes.

** For purposes of this tabulation, we assumed that each teacher who received training would instruct 60 total students during the program year. This is a low estimate since junior high and high school teachers average 125 students each and elementary teachers instruct 30 students each.

FUNDING CYCLE II
May 1, 1983 - April 30, 1984

State	Teacher & Admin.Trnd.*	Awareness	Public/Private Prtnrship Conf.	Comm.Res. Persons	Students Impacted**
Arizona ***	35			2	2,100
California	537	855	LA - 160 CSU - 95	603	32,220
Hawaii ***	75	65		15	4,500
Idaho ***	30				1,800
Indiana ***		200		12	
Kentucky ***		75		4	
Michigan ***	106	50		80	6,360
New York ***	59	35		9	3,540
N. Carolina ***	83	70		3	4,980
Oregon ***	73			2	4,380
	<hr/> 998	<hr/> 1,328		<hr/> 730	<hr/> 59,880

* Training sessions averaged 45 hours per teacher. They include sessions of 7 hours to 2 week intensive institutes.

** For purposes of this tabulation, we assumed that each teacher who received training would instruct 60 total students during the program year. This is a low estimate since junior high and high school teachers average 125 students each and elementary teachers instruct 30 students each.

***These activities are ones in which CCE/LFS provided technical assistance to out-of-state centers.

FUNDING CYCLE III
April 1, 1984 - July 31, 1985

OJJDP NATIONAL TRAINING AND DISSEMINATION PROGRAM

Student Impact Numbers
(by State)

California	28,620
Colorado	15,240
Florida	15,240
Hawaii	20,430
Illinois	23,340
Indiana	88,059*
Michigan	27,360
Nevada	3,375
North Carolina	33,621
Oregon	11,340
Tennessee	13,860
TOTAL	280,485

*Indicates that the number of students impacted by the program is an estimate.

For purposes of this tabulation, we believed that the programs in both Hawaii and Tennessee were so geared toward elementary, that we assumed that each teacher who received training was, in fact, an elementary school teacher and therefore would instruct 30 total students during the program year. In all other states, with the exception of North Carolina and Indiana--whose paper work was entirely complete and therefore the numbers of students estimated to have been impacted by the program were solid, we assumed that half of all teachers receiving training were elementary and half were secondary teachers. Therefore, we assumed that 60 students was the average number of students each teacher would have in class during the program year. Thus we multiplied the total teachers receiving training by 60 students to arrive at the totals.

SUMMARY OF HOST SITE ACTIVITIES

FIRST-YEAR-SITES

STATE	Events	Teachers	Community People	Total	Total Hours*
1. California					
PPP Conference	6	183	486	669	4,822
Training Trainers	8	16		16	296
Teacher Inservice	29	477	47	524	2,900
2. Colorado					
PPP Conference	1	25	54	79	462
Training Trainers	1	18	1	19	304
Teacher Inservice	9	236	27	263	1,479
3. Florida					
PPP Conference	1		122	122	976
Training Trainers	1	9	13	22	132
Teacher Inservice	10	245	60	305	3,074
4. Hawaii					
PPP Conference	2		228	228	1,031
Training Trainers	3	25	42	67	694
Teacher Inservice	19	656	41	697	7,664
5. Illinois					
PPP Conference	1	57	94	151	1,510
Training Trainers	1	20	3	23	460
Teacher Inservice	19	369	78	447	1,901
6. Indiana					
PPP Conference	1	104	53	157	1,099
Training Trainers	1	75	24	99	3,020
Teacher Inservice	2	62		62	134
7. Michigan					
PPP Conference	1	144	103	247	1,580
Training Trainers	1	20	3	23	276
Teacher Inservice	20	436	307	743	4,529

*Total Hours=Participants x Event Hours

SUMMARY OF HOST SITE ACTIVITIES

FIRST-YEAR SITES

STATE	Events	Teachers	Community People	Total	Total Hours *
8. Nevada					
<u>PPP Conference</u>	2		57	57	386
<u>Training Trainers</u>	4	16	2	18	36
<u>Teacher Inservice</u>	4	91		91	704
9. North Carolina					
<u>PPP Conference</u>	4	93	67	160	503
<u>Training Trainers</u>	8	8	6	14	168
<u>Teacher Inservice</u>	10	248	67	315	2,948
10. Oregon					
<u>PPP Conference</u>	1	45	29	74	148
<u>Training Trainers</u>	2	65	16	81	3,038
<u>Teacher Inservice</u>	6	124	25	149	409
11. Tennessee					
<u>PPP Conference</u>	1	12	74	86	258
<u>Training Trainers</u>	2	37		37	520
<u>Teacher Inservice</u>	14	425	6	431	1,011
National Program Totals					
<u>PPP Conferences</u>	21	663	1,367	2,030	12,775
<u>Training Trainers</u>	32	309	110	419	8,944
<u>Teacher Inservice</u>	142	3,369	658	4,027	26,753

*Total Hours=Participants x Event Hours

APPENDIX B

CENTER FOR CIVIC EDUCATION - LAW IN A FREE SOCIETY

Educational Services Schedule

February 1, 1982 - December 31, 1982

MONTH	DATE	EVENT	SITE	STAFF
February	2-3	OJJDP Coordinating Council Meeting *	Washington, DC	Chuck
	17	Teacher Training Workshop Charter Oak/Covina Valley School Dist. L.A. County Bar Foundation Project	Charter Oak	Alita, Jack
	18	Sub-Committee meeting for Law-Related * Education of the National Conference of Special Court Judges of the ABA	Los Angeles	Chuck
	23	Pre-planning meeting with CRF for Citizenship Education Institute Conference--Dept. of Education	Los Angeles	Chuck
	26	Meeting with LAUSD Area 10 Administrators *	Los Angeles	Chuck, Alita
March	1-3	Seminar for Staff Consultants *	Santa Monica	Staff
	3-5	OJJDP Leadership Training Workshop IV *	Santa Monica	Staff
	8-10	U.S. Department of Education Technical Assistance Workshop (Western Region)	Santa Monica	Staff
	10	Testimony--State Board of Education	Sacramento	Chuck
	11	U.S. Department of Education Technical Assistance Awareness Conference (C.C.S.S.)	Los Angeles	Staff
	11-12	ABA Regional Conference (VA, NC, and SC) * Presentation	Raleigh, NC	Alan Markowitz
	12-14	California Council for the Social Studies * Presentation	Los Angeles	Staff

* OJJDP Supported Activity

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
March	14-16	Nevada Law-Related Education Conference Presentation	Reno	Alita, Jane
	14-19	Testimony--Federal Coordinating Council * Steering Committee Meeting, Coalition for LRE Planning Committee Meeting, Citizenship Education Initiative Conference, Dept. of Education	Washington, DC	Chuck
	15-16	Center for Law and Justice, University of Washington. Evaluation of LFS Materials and impact on delinquency prevention	Seattle	Chuck
	23	Association of Supervision and Curriculum Development Conference Presentation	Anaheim	Jack, Ellie Sbragia
	24	Meeting with Los Angeles USD Area 6 Administrators *	Los Angeles	Alita
	24-27	Northeast Regional Social Studies Conference Presentation	Boston	Alan Markowitz
	26	CCE/LFS Board of Directors Meeting *	Los Angeles	Staff
	31	Meeting with LAUSD Area 10 Administration *	Los Angeles	Alita
	April 15	Awareness Meeting, Area 10 Teachers *	Los Angeles	Jack, Alita
	17	Tennessee State LRE Conference Presentation	Nashville	Local Staff
April	20-21	California Committee on Citizenship Education *	Sacramento	Chuck
	21-24	U. S. Department of Education Technical Assistance Workshop (Southeastern Region)	Atlanta	Alita
	28	OJJDP Site Visit (former center) *	Brooklyn, NY	Alita

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
May	6	School Observation Visits, Evaluation Sites LAUSD Area 10 *	Calabasas	Staff
	12-16	ABA-LRE Leadership Programming and Funding Seminars *	Chicago	Chuck, Jack
	16-18	Jennings Randolph Forum	Washington, DC	Chuck
	19-21	Agency Meetings	Washington, DC	Chuck
	16-18	OJJDP 1982 Regional Workshop Presentation *	San Francisco	Jack
	19, 25, 26	School Observation Visits, Evaluation Sites LAUSD Area 10 *	Los Angeles	Alita
	27	LAUSD Area 10 Teacher Training Workshop *	Calabasas	Staff
June	1	Fresno USD, Awareness Workshop *	Fresno, CA	Alita
	2, 9	School Observation Visits, Evaluation Sites LAUSD Area 10	Los Angeles	Chuck, Alita, Jane
June	28 to	ABA Summer Institute Presentations *	Evanston, IL	Jack
July	2			
July	1-2	Justice In-Service Institute *	West Orange, NJ	Alita
	12-16	Metropolitan School Study Council Law-Related Education Seminar *	Great Neck, NY	Alita
	14-15	Technical Assistance Planning Meeting	Washington, DC	Chuck, Jack
	15-16	OJJDP Coordinating Council Meeting *	Washington, DC	Chuck, Jack
	19, 22	Charter Oak Curriculum Development Workshop	West Covina, CA	Jack
	23	CCE/LFS Board of Directors Meeting *	Los Angeles	Staff
	29	Awareness Presentation--Beverly Hills USD	Beverly Hills, CA	Alita

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
August	5	Summer Institute: Law & Citizenship Education for N.Y.C Elementary Educators	New York	Alan Markowitz
	9-13	Hawaiian LRE Institute	Honolulu, HI	Chuck
	25	Awareness Workshop, Technical Assistance	Las Vegas, NV	Alita
September	13	Technical Assistance Visit	San Diego, CA	Alita
	16-18	Site Visit * Indianapolis, New Castle, Fort Wayne, IN	Indianapolis, New Castle, Fort Wayne, IN	Chuck
October	20-22	Anchorage School District Workshop	Alaska	Alita
	24	Center for Law & Justice, Univ. of Washington Workshop for Seattle Teachers	Seattle, WA	Alita
	25	Long Beach Evaluation Teachers Training Workshop *	Long Beach, CA	Chuck, Jack
	29	Los Angeles Unified School District F Evaluation Teacher Training Workshop *	Calabasas, CA	Staff
	7-8	Iowa Social Studies Conference, Technical Assistance	Iowa	Jack
November	9	Los Angeles Unified School District F Evaluation Teacher Training Workshop *	Calabasas, CA	Staff
	11	Awareness Workshop *	S. Plainfield, NJ	Alan Markowitz
December	11-12	North Carolina Site Visit *	Raleigh, NC	Jack
	13-15	School Observation Visits, Evaluation Sites, LAUSD Region F *	Los Angeles	Staff
January	15-16	Florida State Social Studies Conference * (Keynote Presentation & Workshop)	Orlando, FL	Dr. Dorothy Skeel
	19-20	OJJDP Council Meeting *	Washington, DC	Chuck, Alita
February	20-22	National Conference to Enhance Citizenship Education & Student Discipline in our Nation's Schools	Washington, DC	Chuck, Alita

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
October	27	Metropolitan Schools Study Council Workshop	New York City	Alita
	27	Massachusetts Association for Law-Related Education Conference	Amherst, MA	Dr. Louis Fischer
	28	Los Angeles Unified School District F * Evaluation Teachers Meeting	Los Angeles, CA	Staff
November	2	Long Beach Evaluation Teachers Training *	Long Beach, CA	Jack, Alita
	3-4-5	School Observation Visits, Evaluation Sites LAUSD Region F *	Los Angeles	Staff
	9	Teacher In-service, Site Visit *	Fresno, CA	Alita
	10	California Institutionalization Meeting *	Sacramento, CA	Alita, Chuck
	10-11	Michigan LRE Statewide Conference * Site Visit	Lansing, MI	Jack
	11-12	Site Visit & Workshop *	Boise, ID	Susan Booth Larson
	15	Long Beach Evaluation Teachers Workshop *	Long Beach, CA	Alita, Jack
	18	Los Angeles Unified School District F * Evaluation Teachers Meeting	Los Angeles, CA	Staff
	19	California Commission on Crime Prevention and Violence Conference	Los Angeles, CA	Chuck, Jane
	22	Beverly Hills USD Workshop	Beverly Hills, CA	Alita
	23-27	NCSS *	Boston, MA	Jack
December	2-3	Univ. of Nevada, LRE Workshop	Reno, NV	Guy Blackburn
	3-4	Hawaii School District Meetings & Workshop	Honolulu, HI	Jack
	6	Classroom Observation and Evaluation Teachers Make-up Workshop, LAUSD District F *	Los Angeles, CA	Alita
	6-7	N.C.--S.C. LRE Awareness Workshop *	Carowinds, NC	Alan Markowitz
	6-10	Dept. of Defense Dependent Schools Workshop	Germany	Chuck
	8-9	ABA Minority Outreach Seminar	Washington, DC	Alita

CENTER FOR CIVIC EDUCATION - LAW IN A FREE SOCIETY

Educational Services Schedule

January 1, 1983 - May 1, 1983

MONTH	DATE	EVENT	SITE	STAFF
January	5-7	*Intensive State Site Visit and Workshop	Raleigh, NC	Jack
	9-10	Second National Symposium to Decrease Violence - Youth Involvement and Juvenile Justice Programs	Reno, NV	Jack
	11,13	*Second Observation Visit, Evaluation Sites, LAUSD Region F	Los Angeles	Alita and Jane
	12	Beverly Hills Unified School District Workshop	Beverly Hills, CA	Alita
	12	California Commission on Crime Control and Violence Prevention - Team Meeting	West San Fernando Valley	Chuck
	12	Planning Meeting for California Institutionalization Conference	Los Angeles	Chuck
	12	*Law/Citizenship Related Education: Partners Program Curriculum Development Workshop sponsored by PAD, Long Beach Bar Association and LFS	Long Beach, CA	Jack
	18	*Second Observation Visit, Evaluation Site, LAUSD Region F	Los Angeles	Alita
	21	*CCE/LFS Board of Directors Meeting	Los Angeles	Staff
	25	Beverly Hills Unified School District Follow-up Meeting	Beverly Hills, CA	Alita

* OJJDP Supported Activity

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
February	2-3	Apple Valley School District Workshop	Apple Valley, CA	Alita
	14-18	Washington Agency Meetings and *OJJDP Coordinating Council Meeting	Washington, DC	Chuck
	18	*Teacher Workshop--Hillsborough Schools	Tampa, FL	Dorothy Skeel
	24-25	*Teacher Workshop	Sumpter County, SC	Alan Markowitz
March	1-2	Teacher Workshop	Lexington, SC	Alan Markowitz
	2-3	Teacher Workshop	Columbia, SC	Alita
	4-5	New England Conference on Teaching & Learning Workshop Presentation	Boston, MA	Alan Markowitz
	8	ASCD Workshop	Houston, TX	Dorothy Skeel
	9-13	California Council for the Social Studies (Workshops and Intensive State Activities) *	San Jose, CA	Alita, Jack
	11	Teacher Workshop	Philadelphia USD, PA	Alan Markowitz
	15-17	California Institutionalization Conference *	Sacramento, CA	Chuck, Alita, Jack
	21	California County School Boards/School Supervisors Conference *	Assilomar, CA	Jack, Bob Watanabe
	22	School District Workshop *	Pittsburg, CA	Jack
	25	NCSS S.E. Regional Conference Presentation *	Florida	Dorothy Skeel

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
April	13	Region F Evaluation Teachers Reunion and Meeting *	Los Angeles, CA	Chuck, Alita Jane
	13-14	OJJDP Site Visit *	Maysville, KY	Jack
	15	L.A.U.S.D. Conference Planning Meeting *	Los Angeles, CA	Chuck, Alita
	15-16	NCSS Great Lakes Regional Conference *	Indianapolis, IN	Jack
	27	OJJDP Site Visit: Law Day Moot Court Competition * Long Beach, CA		Alita, Jack
	27	Meeting with NYC Bar Representative on LRE	Los Angeles, CA	Chuck

* OJJDP Supported Activity

Center for Civic Education - Law in a Free Society
Educational Services Schedule

May 1, 1983 to April 30, 1984

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
May	2-3	California Conference Follow-up Meeting *	Sacramento, CA	Chuck, Jack Alita
	5	LA County LFS Awareness Workshop *	Downey, CA	Alita, Jane
	6	CCE/LFS Board of Directors *	Los Angeles, CA	Staff
	8-10	Jenning Randolph Forum	Washington, DC	Chuck
	9-20	Agency Meetings	Washington, DC	Chuck
	10	Conference Presentation for Juvenile Justice Personnel *	San Diego, CA	Jack
	26	Hawaii Teachers Workshop	Honolulu	Jack
	31	Meeting on OJJDP Evaluation Progress in Region F, LAUSD *	Los Angeles	Chuck, Alita
June	2	Planning Meeting for fall Economics Workshop for Whittier High School District *	Whittier, CA	Alita
	7	CAP Test Development Meeting *	Sacramento	Jack
	10	Meeting with Region F Teachers and Administration on Evaluation Program *	Los Angeles	Chuck
	20-21	Individual meetings with Region F Principals involved in Evaluation and Dr. Robert Hunter of C.A.R. *	Los Angeles	Alita
	23	California League of Cities meeting *	Sacramento	Jack

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
July	11-29	NEH Institute "Teaching the History and Principles of American Political Thought"	Los Angeles	Chuck, Alita Jane
	28	CAP Test Development Meeting *	Sacramento	Jack
August	1-3	CAP Test Development Meeting *	Sacramento	Jack
	8-12	Hawaii LR/CE Institute	Honolulu, HI	Chuck
	22	CAP Test Development Meeting *	Irvine, CA	Jack
	23-24	"Extended Staff" Consultant Seminar *	Santa Monica	LFS Staff
	25-26	Leadership Training Workshop V *	Santa Monica	LFS Staff
	31	Meeting with LAUSD Personnel assigned to Coordinate Los Angeles City LR/CE Conference	Los Angeles	Chuck, Alita
September	1	CAP Test Development Meeting *	Irvine, CA	Jack
	8	Meeting with Region F Administrators *	Los Angeles	Chuck, Alita
	11	Presentation, Annual California Lawyer's Wives Conference *	Anaheim, CA	Chuck
	20-22	Indiana LRE Conference	Indianapolis	Chuck
	28	Region F Evaluation Experimental Teachers' Workshop *	Calabasas	LFS Staff

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
October	3	Economics Education Workshop *	Whittier	Alita
	5	CAP Test Development Meeting *	Sacramento	Jack
	6	Conference on Exemplary Elementary LRE Programs *	New Britain, CT	Alan Marrkowitz
	6	California Committee on Citizenship Education *	Sacramento	Chuck, Alita, Jack
	6-11	Region F Classroom Observations *	Los Angeles	LFS Staff
	7	Meeting with LAUSD Personnel assigned to coordinate Los Angeles City LR/CE Conference *	Los Angeles	Chuck, Alita
	11	LAUSD Planning Committee for LR/CE Conference *	Los Angeles	Chuck, Alita
	12	Region F Evaluation Workshop *	Calabasas	LFS Staff
	15	Meeting with American-Israeli Civil Liberties Coalition	Los Angeles	Chuck, Jane
	17-18	LFS/NEH In-service	Sacramento	Duane Smith
	17-18	MALRE Teaching About the Law Conference *	Amherst, MA	Alita
	17-19	CA Department of Education Intergroup Relations Conference Presentation *	San Francisco	Norma Wright
	17-21	Agency Meetings	Washington, DC	Chuck

* OJJDP Grant Activity

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
October	18	LFS/NEH In-service	Boulder, CO	Jon Varat
	20	Metropolitan School Studies Council Presentation *	New York City, NY	Alita
	21	OJJDP Coordinating Council *	Washington, DC	Chuck
	24-28	Region F Classroom Observations *	Los Angeles	LFS Staff
	25	Great Neck Schools Presentaton (old site) *	Great Neck, NY	Alita
	25	Meeting with LAUSD personnel assigned to coordinate Los Angeles City LR/CE Conference *	Los Angeles, CA	Chuck
	27-28	Presentation at ABA Institute *	Apple Valley, CA	Gordon Stanton
	28	Executive Board Meeting *	Los Angeles, CA	LFS Staff
	November	1	Region F Colloquium *	Los Angeles, CA
1		LAUSD Administrators Meeting on Proposed NEH Program	Los Angeles, CA	Chuck
5		LFS/NEH In-service	Bakersfield, CA	Duane Smith
8		Region F Classroom Observation	Los Angeles, CA	Alita
9		LFS/NEH In-service	Fresno, CA	Doug Hobbs
9		Region F Evaluation Workshop *	Los Angeles, CA	LFS Staff
15		Los Angeles Police Dept. Meeting on Region F School Visits *	Los Angeles	Alita
15		LAUSD LRE Conference Planning Meeting *	Los Angeles	Alita, Chuck
16		Region F Classroom Observation	Los Angeles	Alita

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
November	17	CAP Text Development Meeting *	Sacramento	Jack
	18	LFS/NEH In-service	Bakersfield	Doug Hobbs
	19-21	ABA Leadership Seminar	San Francisco	Chuck, Jack
	22-26	NCSS Conference Presentation *	San Francisco	Jack
	28-29	LFS/NEH In-service & OJJDP Site Visit *	Fresno	Alita
	28	LAUSD LRE Conference Planning Meeting *	Calabasas	Staff
December	1	Governor's Commission on Chapter II grants	Sacramento	Chuck
	3	LFS/NEH In-service	Bakersfield	Alita
	5	Meeting with California Bar Association Rep. *	Calabasas	Staff
	6	California Commission on Criminal Justice Meeting	El Segundo	Chuck
	7	Region F Workshop *	Los Angeles	LFS Staff
	15	LAUSD LRE Conference Planning Meeting *	Los Angeles	LFS Staff
	28	LAUSD LRE Conference Planning Meeting *	Calabasas	LFS Staff
January	3	Staff Dept. of Education Meeting	Sacramento	Chuck
	3	Meeting of California Senate Task Force on Ethics	Sacramento	Chuck
	10-12	Region F Classroom Observation *	Los Angeles	Alita
	11	CAP Test Development *	Los Angeles	Jack
	12	Bilingual Conference Presentation on LFS	San Francisco	Helena Stanton

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
January	13	Meeting with Dr. Honig	Sacramento	Chuck, Hugh Friedman
	13-14	OJJDP/CA Site Visit *	Sacramento	Jack
	14	LFS/NEH In-Service	Honolulu	Duane Smith
	14	CA Senate Task Force in Ethics Meeting	Sacramento	Chuck
	14	LFS/NEH In-Service	Los Angeles	Alita
	15-20	ED Meeting OJJDP Council Meeting * Agency Meetings	Washington, DC	Chuck, Mary Jane
	17-19	Region F Classroom Observation *	Los Angeles	Alita, Jane, Bill
	17	LAUSD LRE Conference Planning Meeting *	Los Angeles	Alita, Bill
	19	Governor's Commission on Chapter II grants	Sacramento	Ruth Gadebusch Tac Craven
	21	CAP Test Development *	Downey	Jane, Jack
	24	Region F Classroom Observation *	Los Angeles	Alita
	27	LAUSD LRE Conference Planning Meeting *	Los Angeles	Bill
	27-28	LFS/NEH In-Service	Honolulu	Alita
	28	LFS/NEH In-Service	Los Angeles	Jane
	28	LA County Conference on Students' Attitude and Motivation for Learning Presentation *	Los Angeles	Bill
	30	Kauai Superintendent of Schools Task Force. on Citizenship Education	Hawaii	Alita

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
February	1	LFS Awareness Training - Extended Staff	Page, AZ	Guy Blackburn
	3	Region F Evaluation Teacher's Meeting/dinner *	Los Angeles	Quigley's house
	7	LAUSD LRE Awareness Planning Meeting *	Los Angeles	Bill
	8	LA District 10 PTA Planning Meeting for Law Day III *	Los Angeles	Alita
	9	CA OJJDP Site Visit - Training *	Long Beach	Alita
	9	CA OJJDP Site Visit * Parkard Foundation	Santa Clara San Francisco	Chuck Chuck
	10	State Dept. of Education and State Board of Education Meetings	Sacramento	Chuck
	12	NEH Institute Planning Meeting	Los Angeles	Staff
	15-16	ED Site Visit	Kentucky	Mary Jane
	16	CAP Testing Development *	San Diego	Jack
	16	State Dept. of Education Meeting *	Sacramento	Chuck, Bill
	17	Senate Task Force on Ethics	Sacramento	Chuck, Bill
	21	CCSS Presentation Planning *	Los Angeles	Alita
	21	NC Site Visit *	Charlotte, NC	Jack
	22	NC Site Visit *	Greensboro, NC	Jack
	23	NC Site Visit - State Social Studies Conference *	Greensboro, NC	Jack
	23	LFS Board of Directors Meeting *	Los Angeles	Staff

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
February	24	LAUSD - Conference on LRE *	Los Angeles	Staff
	25	California/OJJDP Program Coordinator's Meeting *	Los Angeles	Staff
March	1	Teacher Training on Responsibility *	Portland, OR	Alita
	2-3	LFS/NEH In-Service	Portland, OR	Alita, Duane Smith
	5-6	Awareness and In-Service Training	Coos Bay, OR	Alita
	6-9	Bilingual Education Conference	Houston	Helena Stanton
	8-10	CA council for Social Studies *	Los Angeles	Chuck, Alita, Jack
	8	NCSS/OJJDP Meetings *	Denver	Mary Jane
	10	RI Teaching Training *	Providence, RI	Alan Markowitz
	12-14	Great Neck In-Service	NY	Alita
	17	Independent Schools Conference *	San Diego	Gaffney
19-20	Great Neck In-Service	NY	Alita	
22-23	California State University - LRE Conference *	Sacramento	Chuck, Mary Jane	
24	ABA - Bar Leadership Seminar *	Los Angeles	Staff	
31	Committee for Justice Education in Pennsylvania	Harrisburg, PA	Alan Markowitz	

<u>MONTH</u>	<u>DATE</u>	<u>EVENT</u>	<u>SITE</u>	<u>STAFF</u>
April	3	LAUSD Post-Conference meeting with Administrators	Los Angeles, CA	Bill, Alita, Chuck
	6	Great Lakes Social Studies Conference *	Detroit, MI	Blackburn
	7	LAUSD PTA Law Day Conference *	Los Angeles, CA	Alita, Mary Jane, Chuck
	10-14	Rocky Mountain Regional *	Phoenix, AZ	Phyllis Clarke, Mary Jane
	13	CA Senate Committee on Ethics	Sacramento, CA	Chuck
	25-27	ED Site Visit	Virginia	Jack
	28	Region F In-Service for Teachers *	Los Angeles, CA	Marylin Short, Alita
	28	Law Day	Long Beach, CA	Jack

* OJJDP supported activity

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7/8/85

OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85

COMPONENT	LFS CA I	CRF CA II	NICEL CO	CRF FL	LFS HI	CRF IL
I. <u>TRAINING &</u> <u>HOST SITE</u> <u>TECHNICAL</u> <u>ASSISTANCE</u>						
Training/Host site (Leadership Conf. DC) 5/17 - 20/84	Marvin Awbrey Norma Wright	Jack Hoar Jack Gaffney	Jim Giese Barbara Miller Bill Walters	Ron Cold Sylvan Siedenman Tom Thomas	Elaine Takenaka	Teri Engler Denise Gravelyn Frank Kopeki Jill Michelich Mike Radz
Training/ Extended Staff 1/30-2/1-2	8/15, 16, 17/84 Roy Erickson Norma Wright (OCJP Training)	Roy Erickson Gordon Stanton Norma Wright Jack Hoar	Phyllis Clark Roxy Pestello		Elaine Takenaka	Mike Radz
Host Site TA	2/24/83-PPP, LA CQ, BR, AL, MJT JS, CRF, NICEL; 5/10-PPP, Kern, CO 8/15-17-T of T BR, JH, AL, MJT 10/12-PPP, Santa Clara, MJT, CRF NICEL; 10/19-PPP, Contr Costa, AL, Wright Erickson, CRF; 11/8-PPP, Fresno JH, CRF; 12/7-PPP, Sac., MJT, CQ, BR, AL (cont. next page)		8/27-Planning, MJT; 8/27-30-Diver- sion, LA, NICEL 9/26-27-PPP, NICEL; 9/28-10/3, Training, NICEL 11/28-29-T of T NICEL 2/27-Training, Clarke	4/30-Planning, CRF; 10/2-3-Training MJT; 10/17-NICEL; 12/13-CRF, ABA 3/15-Lawyer/ Tchr, PAD	8/13-17-Summer Inst., CQ, NICEL; 11/8-9, T of T AL; 1/1-4-Teachers Al 5/16-Principals MJT 5/17-T of T MJT	6/7, Planning, CRF; 6/18, Planning, CRF; 10/3-4, T of T, CRF, ABA; 10/17, Training CRF; 11/28, PPP, Pestello, CRF, ABA, PAD. 2/23, Training, CRF 7/31-8/1, 2- training, LFS
Responsive TA Host Site Host State Other						

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7/8/85

GRANT PERIOD: 5/1/84 - 7/31/85

COMPONENT	LFS CA I	CRF CA II	NICEL CO	CRF FL	LFS HI	CRF IL
Host Site TA	1/24-T of T, LA <u>AL</u> , <u>BR</u> 2/7-TT, Long Beach, <u>AL</u> , 2/10-CSU, San Jose, <u>GS</u> 2/13-CSU, Hayward, <u>GS</u> 2/19/85-PPP-LA County, <u>BR</u> , CRF; 2/27/85-PPP, San Ber., <u>BR</u> , CRF; 2/28/85-T of T, LAUSD, <u>BR</u> ; 3/13-TA-LAUSD <u>AL</u> 3/18-Pres.-LAUSD Prin., <u>AL</u> , <u>BR</u> ; 3/20-Awareness, Sac., <u>RE</u> 3/21/85-Training, Fresno, <u>BR</u> ; 3/25/85-CCEE, Sacramento, <u>CQ</u> , <u>BR</u> ; 3/27/85-PPP, Long Beach, <u>MJT</u> ; 3/28/85-T of T, LAUSD, <u>BR</u> ; 4/13,27-Training, LAUSD, <u>AL</u> ; 4/19-Bilingual, LA, <u>AL</u> 4/23-Corrections- LA, <u>AL</u> 5/1-Law Day, Long Beach, <u>JS</u> ; 5/1-Student Trng, Fresno, <u>GS</u> ; 5/1-Training, Fresno, <u>AL</u> 5/17-Bilingual, LA, <u>AL</u> 6/10-11-Site Training, <u>Staff</u> 6/18-Court School Train, <u>AL</u> , <u>MJT</u> 6/24-25-TT, <u>Staff</u> , <u>Kaufman</u> , <u>Shorts</u> 7/10-Correction TA, <u>AL</u> 7/16-17-Matl's Dev., <u>MJT</u> , <u>JH</u> 7/22-Conf.Crit Thkg, Somona, <u>AL</u> 8/12-Crit Thkg Review, <u>MJT</u> 9/23-27-Training, San Juan, <u>MJT</u> 10/3-4,-Critical Thinking, <u>MJT</u>					

Page
7/8/85OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85

COMPONENT	LFS IN	NICEL MI	CRF NC	LFS NV	NICEL OR	NICEL TN
I. TRAINING & HOST SITE TECHNICAL ASSISTANCE						
Training/Host site (Leadership Conf. DC) 5/17 - 20/84	Diana Davies Will Engelland	Guy Blackburn Linda Start	Doug Robertson Pam Riley	Jim Bean Lyn Riemer	Marilyn Cover Cynthia Thomas	Dorothy Skeel Catherine Pickle Pat Ganter
Training/ Extended Staff	Connie Garriott	Guy Blackburn	Pam Riley		Sue Booth Larson	Dorothy Skeel
Host Site TA	6/3-4 Bill Baker here to design prog. 11/26-28 B. Baker and C. Garriott in LA TA.LFS 2/7-11-TA, PAD; 2/21-22-Ad Bd & PPP, BR, AL, CRF, NICEL 6/17-21-T of T, JH, CO 11/8/85-TA, <u>JH</u>	8/23-T of T, NICEL; 8/24-Training NICEL; 11/26-28, Eval, SSEC; 12/6-PPP, Hoar, NICEL, PAD, ABA; 12/7-T of T, Hoar, NICEL 3/6,7,8-NICEL; 3/11-Law Enf. PAD	9/21-PPP 11/20-PPP, JH 11/21-PPP, JH 12/3-T of T, CRF; LV, Clarke; 12/4-T of T, CRF; 2/26-27-Trng, LV 12/5-PPP, CRF; Mentor(McEntrfr) 12/5-T of T, CRF; 3/20, TofT, Reno 12/6-T of T, CRF; Clarke, Pestello Hoar 2/21-22-Conf., CRF; 2/28-Conf. Riley 3/5,6,7,8-NICEL	10/24-25-PPP NW, ABA, PAD(2) CRF; 2/21-T of T 12/3-T of T, CRF; LV, Clarke; 12/4-T of T, CRF; 2/26-27-Trng, LV 12/5-PPP, CRF; Mentor(McEntrfr) 12/5-T of T, CRF; 3/20, TofT, Reno 12/6-T of T, CRF; Clarke, Pestello Hoar 2/21-22-Conf., CRF; 2/28-Conf. Riley 3/5,6,7,8-NICEL	7/12-Sum. Inst. CRF, NICEL; 9/28-PPP, JH; 1/25-26-T of T, MJT, NICEL 3/14-16-TA, NICEL	10/3,-PPP, NICEL 10/5,-PPP, NICEL 10//29-30-T of T, NICEL 11/7-8-T of T, NICEL
Responsive TA Host Site Host State Other				5/26-Trng LV, Bean 5/28-Trng, NV NV Trng Cntr for girls, Bean		

COMPONENT	DEVELOP-MENT	DISTRI-BUTION	ASSISTANCE ABA, SSEC, NCJRS	NATIONAL ORG-ANIZATIONS/ LOCAL AFFILIATES	HOST SITE	NONHOST SITE-COMPON IV.						
<u>II. INFORMATION RESOURCES</u> Promotional Materials	10 int with ABA	9/30/84			9/30/84	8/20-Arbetman-CT 9/24-28 LarkinSC 10/17- Clark OK						
AV Materials	Scripts completed Slides selected					10/24- Joseph NY 10/16- Erickson Wright, Marin; 11/84, Markowitz Brooklyn 11/28, 12/6 Markowitz NJ						
User Products (10/30/84)	Turner article ongoing cons. Brochu. ongoing Directory of LRE orgs				10/10/84 Fla.	Markowitz						
Technical Assistance Materials	PPP Manual model training sequence Worksheet Eval.checklist	ongoing ongoing ongoing ongoing				1/10-BR Ventura; 3/8-10BR Butts, Branson, Hoar,						
<u>III. MARKETING SUPPORT</u> Liaison					6/28-Arbetman Redding-Juv- enile officers re 8/6 9/11-Arbetman SAG; 10/10-Larkin-Court	Erickson, Awbrey, CCSS; 3/25-CO BR, CCEE 6/28-29,						
<u>V. PROGRAM DEVELOPMENT</u> (11/30/84)	Memo to Correctional tchrs for feedback-- 9/24 3/7-mtg, AL, MJT see Calif general				NCSS-11/15-19- Radz, Letwin, Turner, Clarke Skeel, Pereira Arbetman 6/26-Intntl Juvenile Officers-Bean	7/2-3, AM, NJ 3/25-AL Queens 3/26-AL Great Neck 3/28-AL Brooklyn						
<u>VI. ASSESSMENT</u>	CA I	CA II	CO	FL	HI	IL	IN	MI	OR	NV	NC	TN
QUESTIONNAIRES DISTRIBUTED DATA RECEIVED	X	X	X	X	X	X	X	X	X	X	X	X

Responsive TA (phone)

	7-8-9	10-11-12	1-2-3	4-5-6
Host	121	152	113	164
Non Host	150	110	98	88

Responsive TA (mail)

	7-8-9	10-11-12	1-2-3	4-5-6
	129	132	206	130
	80	45	28	17

HOST SITE DATA

HOST SITE	Plan of Action/Budget			HOST SITE INFO SHEET SENT TO SSEC	P.P.P. Conference Location/Date	Training of Trainers Location/Date	In-Service Training Sites/Date	On Site Visits (Consultants, organizations, Date, Location, Purpose)	Quarterly Reports Submitted CPL
	App by CPL	App by OJ	Budget Spent						
LFS/Rinehart CRF/Clark									
CALIFORNIA	X	X			2/24 - LA City OK	8/15-17-LA OK		2/24-Quigley, Rinehart, Letwin, Sure, Turner, Clark, Dennis, O'Brien,-PPP, LA; 5/10-Quigley, PPP, Kern; 8/15-17-Rinehart, Hoar, Letwin, Sure, T of T, LA; 10/12-Turner, CRF, final Gonsalves, PPP, Santa Clara; 10/19-Letwin, Wright, Erickson, PPP, Contra Costa; 11/8- Quigley, CRF, Fresno; 11/29 Turner, CRF PPP, Sac. Quigley, Rinehart, Letwin; 1/24-Rinehart, Letwin, T of T, LA; 2/7-Letwin, TT, Long Beach; 2/10-Stanton, CSU San Jose 2/10-Stanton, CSU Hayward 2/19-Rinehart, PPP, LA County; 2/27-Rinehart, CRF PPP, San Bernardino;	1.9/30/84 2.1/30/84 3. 4.
<u>Coordinator:</u> Bill Rinehart Todd Clark <u>Phone(s):</u> 340-9320 (213) 473-5091 <u>Address:</u> 5115 Douglas Fir, I Calabasas 91302					5/10 - Kern	1/24-LA			
1510 Cotner, 402 LA 90025					10/12 - Santa Clara				
<u>Notes:</u> 500 teachers to be trained mini grants					10/19 - Contra Costa				
					11/8 - Fresno				
					12/7-Sacramento				
					2/19-LA County		2/7-Long Beach		
					2/27-San Bernardino	2/28/LA 3/28/LA	3/21-Fresno		
					3/27-Long Beach				

COMPONENT VII

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7/8/85

NATIONAL OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

Page 5a (cont.) NATIONAL OJJDP V

7/8/85

GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

HOST SITE	Plan of Action/Budget			HOST SITE INFO SHEET SENT TO SSEC	P.P.P. Conference Location/Date Agenda, participant list, evaluation	Training of Trainers Location/Date Agenda, participation list evaluation	In-Service Training Sites/Date	On Site Visits (Consultants, organizations, Date, Location, Purpose)	Quarterly Reports Submitted CPL
	App by CPL	App by OJ	Budget Spent						
<u>Coordinator:</u> <u>Phone(s):</u> <u>Address:</u> <u>Notes:</u>								7/10 <u>Letwin, Court School TA</u> 7/16-17 <u>Turner, Hoar, Develop with CRF;</u> 7/22 <u>Letwin, Crit Thinking, Somoma</u> <u>Deasey;</u> 8/12 <u>Turner, Crit Thinking,</u> 9/23-27 <u>Turner, San Juan, Training</u> 10/3-4 <u>Turner, Crit Thinking</u> 10/16-17 <u>Turner, Hoar, Develop with CRF</u>	1. 2. 3. 4. final

COMPONENT VII

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7/8/85

NATIONAL OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

HOST SITE DATA

COMPONENT VII

Page 8
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NATIONAL OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

NATIONAL OJJP V
GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

COMPONENT VII

Page 10
7/8/85NATIONAL OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85HOST SITE DATA

HOST SITE LFS	Plan of Action/Budget			HOST SITE INFO SHEET SENT TO SSEC	P.P.P. Conference Location/Date Agenda, participant list, evaluation	Training of Trainers Location/Date Agenda, participation list evaluation	In-Service Training Sites/Date	On Site Visits (Consultants, organizations, Date, Location, Purpose)	Quarterly Reports Submitted CPL
	App by CPL	App by OJ	Budget Spent						
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NATIONAL OJJDP V

GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

HOST SITE	Plan of Action/Budget			HOST SITE INFO SHEET SENT TO SSEC	P.P.P. Conference Location/Date	Training of Trainers Location/Date	In-Service Training Sites/Date	On Site Visits (Consultants, organizations, Date, Location, Purpose)	Quarterly Reports Submitted CPL
	App by CPL	App by OJ	Budget Spent						
NICEL									
MICHIGAN	X				12/6-Lansing	8/23-Pontiac 12/7-Lansing	8/24-Taylor 3//6,7,8-Wayne Genesee, Sandila, Monroe	8/23-Arbetman, T of T, Pontiac; 8/24-Arbetman, Training, Taylor; 12/6-Hoar, Arbet- man, Anderson, Riekes,-Lansing; 12/7-Hoar, Arbet- man,-Lansing 3/6,7,8-Arbetman, various; 3/11-PAD, Law Enf, Lansing 11/26-28-SSEC, Eval Detroit	1.9/30/84 2. 3. 4. final

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OJ, PAD, Mott, Bar
money, Recommended
for ED (mini grant)

COMPONENT VII

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7/8/85

NATIONAL OJJDP V
GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

NATIONAL OJJDP V

GRANT PERIOD: 5/1/84 - 7/31/85

HOST SITE DATA

HOST SITE CRF/Pereira	Plan of Action/Budget			HOST SITE INFO SHEET SENT TO SSEC	P.P.P. Conference Location/Date	Training of Trainers Location/Date	In-Service Training Sites/Date	On Site Visits (Consultants, organizations, Date, Location, Purpose)	Quarterly Reports Submitted CPL
	App by CPL	App by OJ	Budget Spent						
NORTH CAROLINA	X	X			9/21-Greensboro 11/20-Greenville 11/21-Clinton 12/4-Fayetteville 12/5-Lumberton 2/21-22-States		12/3-Greenville 12/4-Durham 12/5-Kenansville 12/4-6-Fayetteville 12/6-7-Lumberton 3/5,6,7,8-Durham, Ashe-ville, Charlotte Statesville	11/21-22-Hoag, P, Greenville, Clinton; 12/3-Pereira, Greenawald, Training, Greenville; 12/4-Pereira, Train Fayetteville; 12/4-Pereira, Greenville, Charlotte awald-Training, final Durham; 12/5-Pereira, Greenawald, Training, Kenansville; 12/6,7-Pereira, Greenawald, Training Lumberton; 2/21-22-CRF, Conf. Pinehurst; 2/28-Riley, Conf. 3/5,6,7,8-Larkin, various	1.9/30/84

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COMPONENT VII

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NATIONAL OJJDP V
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HOST SITE DATA

HOST SITE DATA

HOST SITE	Plan of Action/Budget			HOST SITE INFO SHEET SENT TO SSEC	P.P.P. Conference Location/Date	Training of Trainers Location/Date	In-Service Training Sites/Date	On Site Visits (Consultants, organizations, Date, Location, Purpose	Quarterly Reports Submitted CPL
	App by CPL	App by OJ	Budget Spent						
NICEL					Agenda, participant list, evaluation	Agenda, participation list evaluation			
TENNESSEE	X				10/3-Nashville 10/5-Johnson City	10/29-30-Johnson City 11/7-8-Nashville		10/3,5-McMahon-PPP Nashville, Johnson City	1.9/30/84 2. 3. 4. final

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APPENDIX C

EXTENDED STAFF
5/1/84 - 7/31/85

Selecting Extended Staff OJJDP Host States	CALIFORNIA			CO	FL	HI	IL	IN	MI	NV	NC	OR	TN	OTHER		
	Erickson	Hoar	Stanton	Wright	Clarke	Tucker	Takenaka	Radz	Garrriott	Blackburn	J. Bean & D. Thompson	Riley	Larson	Skeel	Markowitz	McCarthy
Leadership Training Workshop January 31, February 1-2'85																
Brochure	Written	Duplicated		Mailed		Done	10/1/84									
BLACKBURN	(1)			(2)				(3)			(4)					
Location:	Minneapolis, MN			Kentucky				Wayne Co, MI			Monroe Co, MI					
Date:	8/17/84			3/6/85				5/8/85			5/14/85					
Activity:	Summer Institute			Public/Private Conf.				In-service			In-service					
# Attendees:	30			45		Pres.		10			14					
Local \$	\$300 honorarium			\$300 honorarium				\$150			\$150					
LFS \$	\$397.27 tr./per diem			\$265.88 tr./per diem												
Budget:	ED			OJJDP												
CLARKE	(1)			(2)				(3)			(4)			(5)		
Location:	NCSS, DC			Longmont SD, CO				Las Vegas, NV			Reno, NV			Las Vegas, NV		
Date:	11/84			2/7/85				2/21/85			3/20/85			4/26-27/85		
Activity:	Wkshp Presentatn			Tchr In-service				Tchr Training			Teacher Training			Teacher Training		
# Attendees:	50			20				16			25			32		
Local \$	Cons. Donation			Cons. Donation				\$212 tr.+ per diem			Travel + per diem			travel		
LFS \$								\$150								
Budget:				OJJDP				OJJDP			OJJDP			OJJDP		

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6/14/85

EXTENDED STAFF
5/1/84 - 7/31/85

<u>ERICKSON</u>	(1)	(2)	(3)	(4)
Location:	Contra Costa	Marin County	CCSS	Sacramento USD
Date:	10/19/84	10/16/84	3/85	3/20/85
Activity:	Public/Private Ptnrship	Auth. Wkshop Presentatn	Wkshop on LFS/CAP	Awareness
# Attendees:	30	10	37	35
Local \$	X	X	Consultant gives time	
LFS \$			OJJDP	\$75
Budget:				OJJDP
<u>GARRIOTT</u>	(1)	(2)		
Location:	Tippecanoe Co., IN	New Castle, IN		
Date:	3/28/85	4/12/85		
Activity:	Awareness Presentation	In-service		
# Attendees:	43	19		
Local \$				
LFS \$		\$36.48		
Budget:				
<u>HOAR</u>	(1)	(2)	(3)	
Location:	Kentucky	CCSS	Indiana	
Date:	3/6/85	3/85	6/85 - 3 days	
Activity:	Public/Private Conference	LFS/CAP Presentation	Teacher Training Institute	
# Attendees:	60	37	74	
Local \$				
LFS \$	Travel + per diem	Travel + 1 day per diem	\$450 travel + per diem	
Budget:	OJJDP	OJJDP	OJJDP	
<u>LARSON</u>	(1)	(2)	(3)	
Location:	Eugene, OR	Portland, OR	Portland, OR	
Date:	8/7-12/84	9/28/84	10/12/84	
Activity:	Summer Institute	Public/Private Conference	Statewide Teachers In-service	
# Attendees:	56	60	Presentation	
Local \$			40	Awareness Conference
LFS \$				
Budget:	OR/LRE Project	OR/LRE Project	OR/LRE Project	

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EXTENDED STAFF
5/1/84 - 7/31/85

<u>LARSON cont.</u>		(4) Portland, OR Lewis & Clark College	(5) Portland, OR Lewis and Clark College	(6) Gladstone, OR 2/20/85 Mock Trial-Justice 30 Courses	(7) Portland, OR 3/14/85 LRE Conference 54
Location:					
Date:	10/27/84		1/5/85		
Activity:	Saturday Skillshop		Saturday Skillshop		
# Attendees:	10		10		
Local \$					
LFS \$	Lewis and Clark College		Lewis and Clark College		\$150
Budget:					
<u>MARKOWITZ</u>		(1)	(2) Brooklyn NY Bishop Kearny HS	(3) Hanover, NJ 11/28 + 12/6/84 Awareness	(4) Rahway, NJ 3/14/85 Workshop
Location:	Parsippany, NJ				
Date:	6/28-29, 7/2-3		11/84		
Activity:	Summer Curr. Wkshop		Teacher Workshop		
# Attendees:	15		18		
Local \$	X		X		
LFS \$				\$100	
Budget:	OJJDP		OJJDP	OJJDP	\$150 OJJDP
<u>McCARTHY</u>		(1)			
Location:	Brooklyn, NY				
Date:	6/10/85				
Activity:	Workshop for Jr. High faculty				
# Attendees:	12				
Local \$					
LFS \$	\$150				
Budget:					
<u>PESTELLO</u>		(1)	(2)		
Location:	Illinois		Reno, NV		
Date:	11/28/84		3/20/85		
Activity:	Public/Private Conference		Teacher Training		
# Attendees:	38		25		
Local \$					
LFS \$	\$300	\$483 tr. + per diem	\$150 + travel + per diem		
Budget:		OJJDP	OJJDP		

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EXTENDED STAFF
5/1/84 - 7/31/85

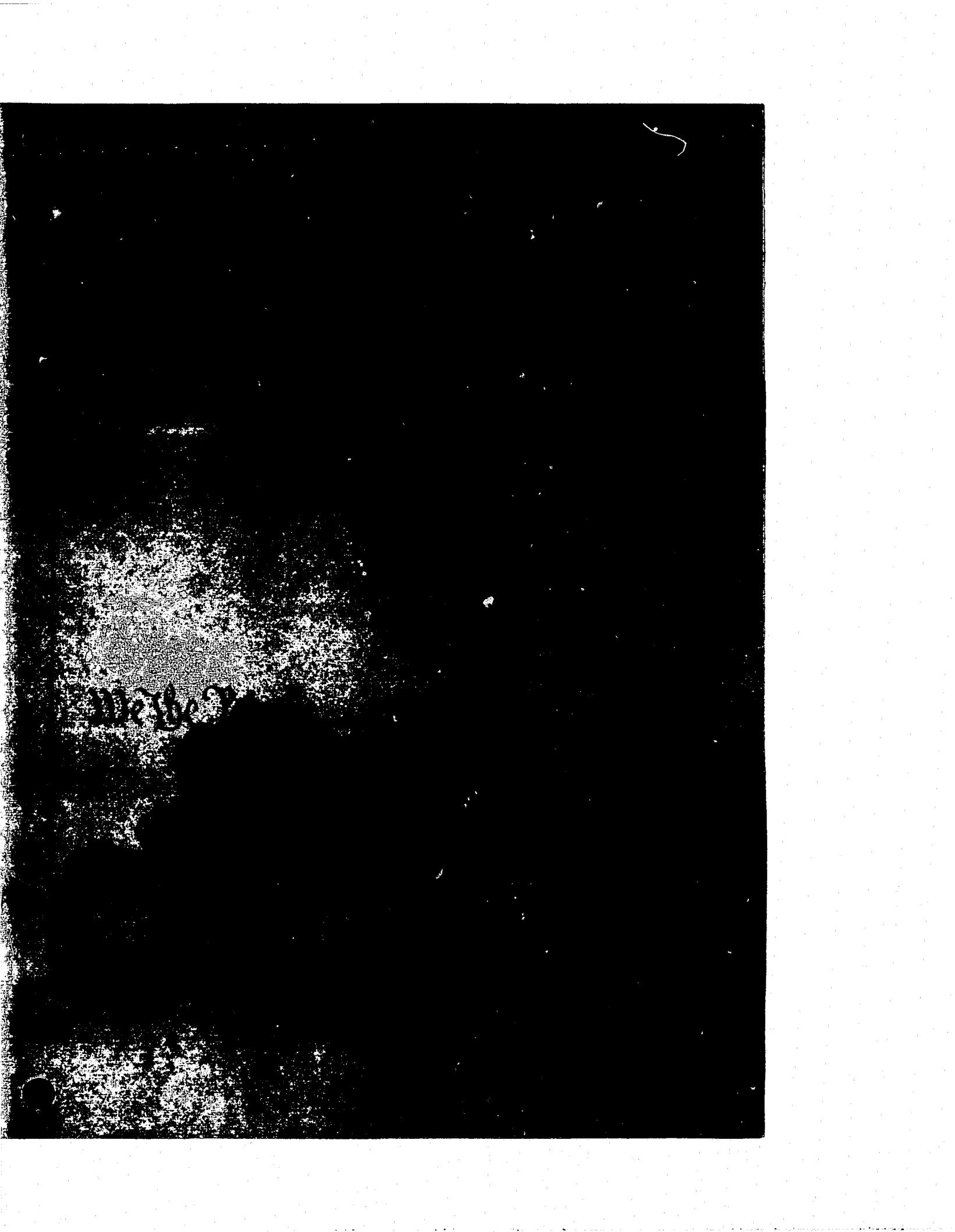
<u>RADZ</u> Location: Date: Activity: # Attendees: Local \$ LFS \$ Budget:					
<u>RILEY</u> Location: Date: Activity: # Attendees: Local \$ LFS \$ Budget:	(1) High Point, NC 11/9/84 Basic Skills Conf. 50 Awareness	(2) Randolph Co., NC 1/21/85 In-service 35	(3) Charlotte, NC 2/28/85 LFS Presentation-- 14 NEH Institute X travel OJJDP	(4) High Point, NC 3/7-8/85 Awareness, League 50 of Middle Sch	(5) Guilford Co. NC 3/12-13/85 Awareness 42
<u>SKEEL</u> Location: Date: Activity: # Attendees: Local \$ LFS \$ Budget:	(1) NCSS 11/84 Presentation 50 Consultant Donated Time				
<u>STANTON</u> Location: Date: Activity: # Attendees: Local \$ LFS \$ Budget:	(1) San Jose University Follow-up to CSU Conf.	(2) CSU Hayward 2/13/85 Follow-up to CSU Conf. 35	(3) Boise, Idaho 2/16/85 Public/Private 30 Conf. Presentation	(4) CSU Long Beach 3/11/85 CSU Conf. Follow-up 69	(5) CSU Sacramento 3/12/85 CSU Conf. Followup 30
	\$150+236 time+per diem	\$150 OJJDP	\$150 + \$566 (ED) ED	\$100 + expenses	\$150 + expenses

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EXTENDED STAFF
5/1/84 - 7/31/85

<u>STANTON cont.</u>	(6)	(7)	(8)	(9)	(10)
Location:	CSU Sonoma	CSU Long Beach	CSU Poly-Pomona	CSU Bakersfield	CSU Fresno
Date:	3/13/85	4/23/85	4/29/85	4/30/85	5/1/85
Activity:	CSU Conf. Follow-up	CSU Conf. Follow-up	CSU Conf. Follow-up	CSU Conf. Followup	CSU Conf Followup
# Attendees:	29	134	24	54	36 Law Day Conf.
Local \$					\$300(keynte spkr)
LFS \$	\$150 + expenses	\$150 + expenses	\$175 + \$56.70	\$150 + expenses	\$150 + expense
Budget:			OJJDP		
<u>TAKENAKA</u>	(1) (Thomas)				
Location:	Honolulu, HI				
Date:	4/22-23/85				
Activity:	Consultation and Workshop				
# Attendees:					
Local \$					
LFS \$	\$203.00				
Budget:					
<u>WRIGHT</u>	(1)	(2)	(3)	(4)	
Location:	Contra Costa County	Marin County	Nevada	Sacramento	
Date:	10/19/84	10/16/84	10/24 + 10/25	12/7/84	
Activity:	Public/Private Conf.	Auth. Wkshop Presentatn	Public/Private Conf.	Public/Private	
# Attendees:	30	10	45	60	
Local \$	X	X		X	
LFS \$			\$300? \$379 tr. exp		
Budget:	OJJDP	OJJDP	OJJDP	OJJDP	

APPENDIX D



AUTHORITY

law in a free society

5115 Douglas Fir Drive, Calabasas, California 91302

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Unit One What is authority?

Introduction

What is this book about? It's about authority. You probably already know a lot about authority in your own life. You see authority in action in many different ways, everyday. In a very real way, you have been touched by authority in some way or other since you were born. We all have.

When we talk about rules, we're talking about one kind of authority. When you wonder whether someone has the right to tell you what to do or what not to do, you are thinking about authority. Authority has to do with rules and with people who sometimes have the right to tell others what to do.

When does someone have the right to tell you what to do? Do your parents have the right to tell you when you have to be home? Does the government have the right to say you can't drive a car until you're sixteen? Does the government have the right to make you follow a law you believe is wrong?

These questions are about authority. And questions of authority are hard questions. Many people over the years have tried to figure out what authority is and how it should be used. As you read on, you too will have a chance to think about questions of authority and come up with some answers of your own.

This book will help you think really hard about authority. To do that, you must begin at the beginning ...by asking yourself, "What is authority?"

**What is the difference between authority
and power without authority?**

Directions: First read the four sentences in Group A. Then about which sentences describe examples of authority (and why) and which do not.

Group A

1. Alex Green's mother tells him to go to the store after school to pick up some milk.
2. Officer Lopez signals Alex to stop at the corner of 59th and Ellis.
3. Ann Moore, who works at Platter Records, tells Alex to wait in line like everyone else and she'll take his money when it's his turn.
4. Alex's father tells him he is grounded for a week because he didn't get home till after midnight.

Group B

1. George Duran, the local tough guy, sees Alex and his girlfriend on campus. George tells Alex to meet him after school "or else."
2. George sees Alex walking to the store and, with a raised fist, yells for him to come over and talk.
3. In a heavy mood, George tells Alex to buy him a Motley Crew tape at Platter Records.
4. George takes his tape from Alex, Alex's record from Alex, and the milk Alex had bought for his mother from Alex and walks away.

- o What is similar about all eight of the situations in group A and group B?
- o How are the situations in group A different from those in group B?

- o Which situations do you think are examples of authority? Why?
- o Which situations do you think are examples of power without authority? Why?

Authority or Power Without Authority?

Directions: Read each of the statements below. As you read each one, decide if it is an example of authority or power without authority.

1. A jury decides that Maggie Smith is guilty of robbery.
2. Judge Alvarez sentences Maggie to six months in the County Jail.
3. Ralph tells Marty to stay away from his girl or Ralph will "take care of him."
4. Max Oliver tells his daughter, Linda, that she will have to stay home all weekend because she stayed out too late on Tuesday.
5. The Mayberry City Council refuses to let the Lowrider Car Club use the De Anza Rec Center parking lot for a car rally.
6. Ginny Washington's foster parents insist that she join in their usual prayer before the evening meal.
7. A twelfth-grade student tells a group of ninth grade students not to get on the 3:15 City Bus 37. He says there are not enough seats for everybody and it is reserved by tradition for seniors only.
8. The U.S. Congress passes a law to control pollution.
9. A woman who runs an illegal gambling house tells a customer to pay his debt or it might mean trouble.

10. Jerry Delvecchio refuses to go into the army because he believes that it is morally wrong to kill.
11. An older man sitting on a bench in the shopping mall tells two girls sitting next to him to leave because they are making too much noise.
12. An usher in a movie theater tells a man that he is not allowed to smoke inside the theater.
13. The vice-principal takes a knife away from a student and then turns him over to the police.
14. Mary pushes a joint toward Robert and tells him to light it.
15. The state law says Jerry must wear a seat belt while driving his car, even though he believes it's his right to risk his own life.

Excerpt from the Book of Exodus

Directions: In the following excerpt from the Book of Exodus in the Old Testament, the Lord speaks to Moses. As you read it, think about what the source of religious authority might be. That is, where does religious authority come from?

And God spoke all these words, saying, "I am the Lord thy God, which have brought thee out of the land of Egypt, out of the house of bondage.

"Thou shalt have no other gods before me.

"Thou shalt not make unto thee any graven image, or any likeness of anything that is in heaven above.

"Thou shalt not take the name of the Lord thy God in vain.

"Remember the sabbath day, to keep it holy.

"Honor thy father and thy mother.

"Thou shalt not kill.

"Thou shalt not commit adultery.

"Thou shalt not steal.

"Thou shalt not bear false witness against thy neighbor.

"Thou shalt not covet thy neighbor's house. . .nor anything that is thy neighbor's."

-
1. What do you think is the source of the authority of the above commandments?
 2. Do religious leaders, such as priests, ministers, and rabbis, have authority?
 3. Where do you think their authority comes from?

Two Ideas on Another Source of Authority

Directions: As you read these two quotations, think about what source of authority the speaker is talking about.

In the *Tragedy of Hamlet* by William Shakespeare, Polonius gives the following advice to his son:

"This above all: to thine own self be true,
And it must follow as the night the day,
Thou canst not then be false to any man."

Martin Luther King, Jr., once said:

"American Negroes must come to the point where they can say to their white brothers. . . , 'We will match your capacity to inflict suffering with our capacity to endure suffering. We will meet your physical force with soul force. We will not hate you, but we cannot in all good conscience obey your unjust laws.' "

1. What source of authority is involved in being true to one's self, as Polonius suggests?
2. What source of authority is Martin Luther King referring to when he talks about not being able to obey unjust laws "in all good conscience"?

The Mending Wall by Robert Frost

Directions: As you read this poem, think about how what has happened in the past might become a source of authority.

Something there is that doesn't love a wall,
That sends the frozen ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.

[A]t spring mending-time we find them there.
I let my neighbor know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again
We keep the wall between us as we go.

There where it is we do not need the wall,
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbors."

He moves in darkness as it seems to me,
Not of woods only and the shade of trees.
He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbors."

1. What made the neighbor want to rebuild the wall each spring?
2. What is a custom?
3. How can a custom be a source of authority?
4. What examples of customs can you think of?

The Authority of Government

Directions: As you read the following excerpts from the Declaration of Independence and the Constitution, try to find out where our government gets its authority.

The Declaration of Independence

In Congress, July 4, 1776

The Unanimous Declaration of the Thirteen United States of America

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; That whenever any form of Government becomes destructive of these ends it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Preamble to the Constitution of the United States

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

1. According to the Declaration of Independence, what is the source of a government's authority?
2. According to the Preamble, what is the source of the Constitution's authority?

Ride of the Redlegs

The following was adapted from the song "Ride of the Redlegs" by Paul Kennerley. The song describes an incident in the Civil War. Fifteen-year old Jesse and his stepfather, Samuel, are working in the fields on their farm when some union soldiers (known as Redlegs for the color of their boots) ride up. The Redlegs are looking for Jesse's brother, Frank, a rebel soldier fighting with Quantrill's raiders, a guerilla group loosely attached to the Confederate army. When you have finished reading it, think about the questions at the end and be ready to share your ideas with the class.

Jesse: "Papa Samuel, who's riding up here?"

Doc Samuel: "Looks like Union soldiers, boy, don't you fear?"

Jesse: "Why can't they leave us farm people alone?"

Doc Samuel: "'cause this war's done torn apart every man's home."

Union Officer: "Hey there, Doctor Samuel. We've got things to talk about. Your stepson, Frank, is hiding on this land and we're gonna drive him out.

He's a low-down rebel soldier. He's been riding with Quantrill's band. They've been burning and looting, raping and shooting, clear across Union land."

Doc Samuel: "Bring me my gun, boy. Bring me my gun."

Officer: "You, young pup, just stay here. No, wait a minute. Maybe he'll talk."

Doc Samuel: "Leave Jesse alone. He's only a boy. What do you persecute us for? We ain't a part of this war."

Why do you have to harm the kid? He don't know where Frank is hid?"

Officer: "Let's hang the old man and leave here. They ain't got nothing to say. These rebel sympathizers will get a little wiser when they see what's happend here today."

Doc Samuel: "You'll live to regret this. You'll live to regret."

Mrs. Samuel: "Jesse, what's happened to you? You've been beaten black and blue. Tell me child what is wrong? What's been going on?"

Jesse: "Papa Samuel is hanging from the barn, Mama. Cut him down, Mama. Cut him down."

Three events are described in the song. They are:

- a. Frank James' participation in Quantrill's raids,
 - b. Union soldiers' search for Frank,
 - c. the beating of Jesse and hanging of Sam.
1. Which of these events do you think are examples of authority? Which do you think are examples of power without authority?
 2. Why do you think each one is (or is not) an example of authority?
 3. For each of the examples of authority, what is the source of that authority?

Enrichment Activities

Here are some more activities you might enjoy doing. They can help you learn more about what authority is.

1. Make a note of what time it is. For the next twenty-four hours, keep your eyes open for examples of authority in your life—in school, on your way home, on television, in the newspapers, in your homework, and everywhere else. List these examples and trace the sources of their authority.
2. Take five minutes and write down all the things that come into your mind when you think about the word authority. Think about whether these are examples of authority and why. Also think about what the source of authority might be for each of the examples.
3. Think of some songs that have examples of authority in the words. What are the sources of authority of each of these examples? You might want to get together with some friends and put on a show using some of these songs.
4. Use the library to find out more about John Brown's raid on Harpers Ferry. After you have researched the subject of John Brown's raid carefully, do a written report or make an oral report to the rest of the class. You might want to have different people in the class act out what you think it would have been like at John Brown's trial.

Unit Two How can we use authority?

Introduction

Think of all the rules you follow every day. Then think about all the people in authority who sometimes tell you what to do. It might seem to you that there are too many rules. It might seem like there are too many people in authority.

But have you ever wondered what might happen if there were no rules and no people in authority? Perhaps things would go along very well. But, on the other hand, some serious problems might come up. What might happen if some people started causing trouble? What might happen if jobs didn't get done that had to be done? Who would settle arguments or protect people's rights? Who would run the government? Would there be a government?

In this unit, you are going to see many situations in which there is no effective authority. You will have a chance to find out what problems can happen when there is no authority. And, you will have an opportunity to think about how authority can be used to deal with the problems that are likely to come up in such situations.

To begin, imagine that you wake up one morning and find that there is no authority. Pretend that all rules and laws, the police, the courts, and the government have disappeared. What would this kind of world be like? What problems might come up? See if you and your classmates can describe what a world without authority would be like.

An Excerpt from Mark Twain's Roughing It

Directions: The story below is part of a book by Mark Twain called Roughing It. Twain wrote the book about what life was like in the Old West over 100 years ago. As you read this selection from the book, try to find out what problems came up because there was no real authority.

...The devil seems to have again broken loose in our town. Pistols and guns explode and knives gleam in our streets as in early times. When there has been a long season of quiet, people are slow to wet their hands in blood but once blood is spilled, cutting and shooting come easy.

Night before last Jack Williams was assassinated, and yesterday forenoon we had more bloody work, growing out of the killing of Williams, and on the same street in which he met his death. It appears that Tom Reeder, a friend of Williams, and George Gumbert were talking, at the meat market of the latter, about the killing of Williams the previous night, when Reeder said it was a most cowardly act to shoot a man in such a way, giving him "no show." (After some more arguing,) Gumbert drew a knife and stabbed Reeder, cutting him in two places in the back.

...Reeder (was) taken into the office of Dr. Owens, where his wounds were properly dressed. (B)eing considerably under the influence of liquor, Reeder did not feel his wounds as he otherwise would, and he got up and went into the street.

He went to the meat market and renewed his quarrel with Gumbert, threatening his life. After these threats Gumbert went off and procured a double-barreled shot gun, (came back, and shot Reeder twice. The doctors examined him and said it was almost impossible for him to recover.)

At the time that this occurred, there were a great many persons on the street in the vicinity, and a number of them called out to Gumbert when they saw him raise his gun, to "hold on," and "don't shoot!"

After the shooting, the street was instantly crowded with inhabitants of that part of the town, some appearing much excited and laughing--declaring that it looked like the "good old times of '60."...It was whispered around that it was not all over yet--five or six more were to be killed before night.

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1. What problems came up in the town because there was no real authority?
 2. How might authority be used to deal with these problems?

How would you deal with these problems?

Directions: Read each of the following situations. When everyone has finished, discuss what the problems is in each situation with your group. When the group has agreed on the problem in each example, decide in your group how authority could be used or (used with better results) to deal with each problem. Be ready to share your ideas with the class.

1. In the town of Del Rey, lots of teenagers like to ride skateboards. Skateboards have been around for a long time. Ever since the first one hit the streets in the 1960s, more and more people have been using them. Lately, there has been a growing number of accidents between skateboarders and people walking on the town sidewalks.
2. Many years ago, Indians built great cities in Mexico and countries in South America. Scientists have been studying the ruins of these cities. Unfortunately, some of the ruins are being destroyed by robbers who dig up the ruins and sell whatever they find to art collectors. Mexico and the other countries have laws against this, but each year many treasures are smuggled out of those countries.
3. In the 2040s, space shuttle service between the earth and other planets really began to grow. Hundreds of space shuttle companies started up. Often routes to cities on certain planets were overloaded with flights all the time. But some cities on other planets had no service at all.
4. Before 1964, some states required people to pay a tax if they wanted to vote for the President or Vice-President of the United States or for their representatives in Congress. As a result, many poor people, often from minority groups, couldn't vote.

5. To make sure citizens of the United States have enough jobs and resources to live on, the Congress has limited the number of people from other countries that can come here to live. In spite of the laws, many people from Mexico enter the United States illegally every year. The United States has armed officers at the border to stop people from coming across, but they come anyway.
6. A lot of the illegal drugs being sold in the United States is grown in other countries. The U. S. government has asked the government of these countries to stop their people from growing the drugs. The grower countries say the United States should stop their people from using the drugs and then nobody would grow them.

Catching Up Fast

Directions: As you read this story, look for problems that might be dealt with by the effective use of authority.

As Alicia Hampton sprinted across the finish line, the crowd went wild. She had just run the final leg of the girls' 400-meter relay race in record time. That race had given Prairie Creek High School enough points to win the first state track championship in which both boys and girls competed.

On the way back to Prairie Creek, a few members of the team noticed their coach staring out the window of the school bus. "What are you thinking about, Mrs. Reed?" one of them asked. "Why aren't you celebrating like everyone else?"

"I was just thinking about how different things were the year I started teaching at Prairie Creek," she answered. "We won the state championship that year, too. But the only girls on the field then were cheerleaders."

"Wasn't there a girls' track team in those days, Mrs. Reed?" someone else asked.

"Oh, there was one," she answered. "But we didn't get to go with the boys to the state championship. We were lucky if we could get enough parents to drive us over to Porterville for a meet. Girls' teams took a back seat to boys' teams in those days. There was hardly any money in the budget for the girls' athletic program."

"I was the girls' coach then but I didn't get paid for coaching. I was asked to volunteer for the job. Our team could only use the track and the field after the boys had finished. Since we never knew exactly when that would be, we had to wait around a lot. We usually finished practicing after dark. That, combined with the hand-me-down equipment we had to use, led to many unnecessary injuries. The girls didn't have track uniforms, either. They just wore their gym clothes. That was the way it was in most high schools then."

By this time others were listening to the conversation. One of them asked, "Why did things change? Were there demonstrations or anything like that?"

"Oh, there were a few demonstrations," Mrs. Reed answered. "I suppose they made people pay more attention to the problem. But the changes only came about when Congress made a law saying that schools

receiving government money had to give both boys and girls equal opportunities in all school programs. Most schools received money from the federal government, so things began to change. When people from the State Department of Education began checking the schools, the situation improved even more."

"Well, if what you say is true, how come the girls' basketball team gets to use the gym only twice a week?" asked Alicia. "And why don't we have a gymnastic team? I know a lot of girls who would like to compete in that sport."

"I heard girls' coaches don't get paid as much as boys' coaches," Bonnie piped in. "That doesn't seem fair."

"Hold on girls. Wait a minute," Mrs. Reed said. "Everything doesn't change overnight. There's still room for improvement, but at least we're catching up fast. Now let's celebrate. After all, we won!"

Mayfair School

Directions: Read the following story and answer the questions below it on another sheet of paper.

Mayfair was an experimental school. The students helped select the teachers and make school rules. They also helped decide what would be taught and how it would be taught. And students could decide for themselves which courses they would take.

"I'm going to take the Independent Projects class," Marty said to Marilyn. "I want to experiment with my new telescope."

"I was thinking about taking that class, too," said Marilyn. "I'd like to try building a race car."

Marty and Marilyn weren't the only ones interested in the Independent Projects class. Soon ten other students signed up. Since everyone would be working on a different project, at a different time, and in a different place, they agreed that a regular teacher wouldn't be needed. It also wouldn't be necessary, they felt, to make any rules about using equipment or supplies.

When school began, some of the students in the Independent Projects class got off to a fast start. They were used to working at their own pace. But others had trouble deciding what they wanted to do. These students didn't accomplish much during the first week. At the end of the week the class met to talk about how things were going.

"I really enjoy being able to study what I'm interested in," Marilyn said. "The only problem I had was when Ernie and I both wanted to use certain tools at the same time. That caused some pretty big arguments."

"It sure did," Ernie agreed. "But I got even angrier when I discovered that some of the tools I need are missing. I want to know who took those tools without telling anyone!"

Marty was the next to speak. "My astronomy experiments are going well, but I don't know much about math or physics. It would be helpful if I had someone to help me learn more about those subjects."

Then Betty spoke. "I don't want to mention any names," she said. "But there are a few people who just hang around all day and disturb the rest of us while we're trying to get things done. We've got to do something about that."

Then everyone began talking at the same time. They all thought they knew what had to be done. But no one was listening to anyone else.

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1. List at least four problems that occurred at Mayfair School because there was no effective authority.
 2. List at least two other problems that are likely to occur unless something can be done to prevent them.
 3. How can authority be used to help deal with the problems that already have occurred and to help prevent other problems from arising? (Suggest at least three different ways authority might be used.)

Enrichment Activities

Here are some activities to help you learn more about what problems can happen when there is no authority and how authority might be used to deal with these problems.

1. Write a story about a time in your life when there was no authority to help deal with a particular situation. Explain how authority might have been helpful to you at that time and why.
2. If you enjoyed reading the excerpt from *Roughing It* by Mark Twain, you might like to read the entire book. It is a humorous account of Twain's adventures in the West. As you read, keep track of all the times that things went wrong because there was no authority. Also, make a list of the times that authority helped things run smoothly.
3. Read the newspaper for several days. Keep a list of any problems you read about that happened because there was no effective authority. After you have finished your list, suggest ways authority could have been used to deal with those problems.
4. As you watch your favorite television programs, notice how authority is used to deal with problems that come up. Give a report to your class on what you have noticed.

Unit Three, Part A What are some considerations useful in selecting people to fill positions of authority?

Introduction

Many jobs involve the exercise of authority. People such as teachers, police officers, elected officials, parents, and playground directors exercise authority every day.

People who exercise authority often have the right to control or influence our lives. Members of Congress, state legislatures, and city councils make many important laws. Police officers see that laws are followed. Teachers, principals, and parents make rules that influence the lives of young people.

Because people in positions of authority can have so much influence on our lives, it is important that they be chosen with great care. People who are well qualified to exercise authority can make our lives easier and better. But unqualified people in positions of authority can make our lives difficult and unpleasant.

Different positions of authority call for different characteristics. Someone who is well qualified to be a police officer may not be qualified to be a judge. On the other hand, someone who makes a good judge might not make a good police officer. When selecting people to fill positions of authority, it is important to consider what characteristics they should have to do the job well.

In this unit, you will learn some important steps to take when selecting people to fill positions of authority.

A Job Description for the Benevolent Despot

Directions: Read the following job description for the position of benevolent despot. Then make a list of characteristics a person should have to be able to fill the position and do a good job.

Duties and Powers

According to the filmstrip, the benevolent despot has the duty and/or power to

- a. make laws to help deal with problems
- b. appoint a chief of police (who will organize a police force to make sure that laws are obeyed)
- c. appoint a judge (who will explain the laws to the people and punish those who break a law)
- d. assign people to different jobs to help deal with problems
- e. tax the people
- f. do whatever he or she thinks necessary to straighten out the country's problems

Limitations

A despot, by definition, has complete authority. There are no limitations.

Profiles of the Candidates

Wanted: A benevolent despot—a kind, considerate person to be given unlimited political and legal authority; someone who will know how to take care of the people and tell them what to do.

Candidate 1

Name: Field Marshal Gung Ho

Age: 37

Previous job: Dictator

Qualifications: He is a "take-charge" kind of person who gets things done. He likes to give orders and have them followed. People working for the Field Marshal don't have to think much. They can just let the Field Marshal take care of things for them.

Candidate 2

Name: Marvin Gardens

Age: 28

Previous job: Physical education coach

Qualifications: He is in excellent physical condition and health. He has proved he is able to work with people in a team effort.

Candidate 3

Name: Dorothy du Jour

Age: 61

Previous job: President of a large canned soup company

Qualifications: She is smart, efficient, and good at organizing. She has a background in economics and is a graduate of business college.

Instructions: Preparing for the Nominating Convention

You will be working for one of the three candidates for the position of benevolent despot. It will be the responsibility of your group to prepare a speech for your candidate to present at the nominating convention. To do this, you should take the following steps.

1. Select a chairperson to lead the discussion in your group, a recorder to take notes, and a person to play the role of the candidate.
2. Help your candidate make up a speech explaining why he or she should be chosen as benevolent despot. Use the following questions to help prepare your candidate's speech:
 - a. What are the duties, powers, and limitations of the position of benevolent despot?
 - b. What characteristics should a person have in order to do a good job as a benevolent despot?
 - c. Why would your candidate be a good choice for the job?
3. Prepare questions to ask the other candidates at the nominating convention. These questions should be designed to point out weaknesses in their qualifications or to point out strengths in your candidate's qualifications.
4. If you have time, help your candidate rehearse his or her speech. Ask your candidate questions that you think he or she might be asked at the nominating convention.

How might you select a person for a position of authority?

Directions: The following is a list of questions which you probably want to ask yourself whenever you are selecting a person to fill a position of authority. Read the questions carefully and be prepared to discuss them in class.

1. What are the duties, powers, and limitations of the position?
2. Thinking about the duties, powers, and limitations of the position, what are some characteristics a person should have to fill the position?
3. Thinking about the characteristics a person should have in order to fill the position, what are the strengths and weaknesses of each of the candidates?
4. Which of the candidates would best fill the position? Why?

The Winning of the West

Editors' note and directions: The following was adapted from *The Winning of the West* by Theodore Roosevelt. Roosevelt, the twenty-fifth President of the United States, was also a noted historian. In this selection, he writes about the explorers Meriwether Lewis and William Clark. As you read this excerpt, think about what characteristics Lewis and Clark had that qualified them to lead an expedition into the West.

The job of Lewis and Clark was to lead an expedition through the Louisiana territory which the United States had bought from France in 1803. With luck, they would find a water route to the Pacific Ocean.

Most of the area which they would cover had never been visited by people from the eastern United States. Vast plains, unknown Indian tribes, mountains, and many rivers stood between them and their goal. President Jefferson, who chose them for the journey, wanted them not only to get to the Pacific and back safely, but also to write about all that they saw along the way.

They were men with little scientific learning, but they were very accurate observers. Rarely have other explorers described so well the physical features, the animals, and plants of a newly discovered land.

Of greater importance, the two young captains had the qualities necessary to lead an expedition through unknown lands and among Indian tribes. They kept food discipline among the men. They punished severely any wrongdoer, but they were never too severe. They did their share of the work. They took all the same risks and suffered all the same hardships as the other members of the expedition. They were liked and respected by their followers who obeyed them with loyalty and cheerfulness. In dealing with the Indians they showed good sense and concern. Only men who were so brave and thoughtful could have lead the party safely among the warlike tribes that they met.

1. What were the duties, powers, and limitations of the positions of authority which Lewis and Clark held?
2. What characteristics did Lewis and Clark have that helped them do their jobs well?

Student Judges at Jackson High School

Directions: As you read the following try to find out the duties, powers, privileges, and limitations of the job of student judge.

There had been a student government for five years at Jackson High School. A president was elected each semester by the student body and so were representatives from each homeroom. The student government had the right to make many of the rules for the school and to plan special events. Most of the students and teachers thought the student government did a good job.

For the past two years, there had been a growing amount of trouble among students in the school. More and more students were breaking school rules. The number of fights had increased. Some students were accused of breaking into lockers and stealing. There were rumors of drugs being sold in the school.

For years, it had been the responsibility of teachers and the school administrators to deal with students accused of breaking rules. By law, they had to take this responsibility. However, the increase in rule breaking and fights was becoming difficult for teachers to deal with. Many felt they now had to spend more time disciplining students than teaching. This was not what they wanted to do. They felt it was unfair to their students who wanted and needed to be taught.

Some students were upset with the way some teachers dealt with discipline problems. They felt that certain teachers weren't really giving people accused of breaking rules a fair hearing. Many students understood that this sometimes happened because the teachers were so busy that they couldn't take the time to hear all sides of an accused student's story. But still, the students believed that something should be done to make things more fair.

The problem was discussed during a student government meeting. After a long discussion, the student government decided to try creating a student court to give students accused of breaking rules a fair hearing. The teachers and administrators agreed it was an idea worth trying.

This was how the court was to work. If a student was accused of breaking a rule, teachers and school administrators had the right to decide what should be done. However, if the student felt that he or she was being treated unfairly, the student had the right to a hearing by the student court.

The court would have a student judge elected by the student body. The judge would conduct a hearing, asking questions of the student accused of breaking a rule and of any witnesses. The judge would then decide what he or she thought was fair and make recommendations to the school principal. The principal did not have to follow the judge's recommendation. This limitation was necessary because, by state law, the principal was responsible for school discipline and could not give up final responsibility to anyone else.

The students thought that setting up a student court would give an accused student a fair hearing. They believed that, if the student judge's decision and recommendations were fair and reasonable, the principal would almost always agree with the decision if he or she were permitted by law to do so.

Instructions for Selection Committee

Imagine that you are a member of a student government selection committee. It is your job to (1) decide what characteristics a person should have to fill the position of student judge and (2) select from among the candidates a person to fill the position.

When your group meets, select a chairperson to help lead your discussions and a recorder to take notes.

To accomplish your job, complete each of the following steps.

Step 1: Making a Chart

As a group, complete the following chart by filling in, on a separate piece of paper, the right-hand column. In this column, you should list the characteristics or qualities a person should have to perform the responsibilities of the student judge listed in the left-hand column. One blank is filled in to give you an idea of the type of answers that you might give.

Duties, powers, privileges, and limitations of a student judge

A student judge has the duty to

1. listen to all evidence presented in the court,
2. question the accused student and any witnesses,
3. interpret and apply school rules, and
4. make decisions and explain the decisions in terms of the school rules.

Characteristics a student judge should have

To perform these duties, a student judge should

- 1a. be able to listen well
- 1b. be open-minded

A student judge has the power to

1. require accused students to appear for a hearing,
2. require witnesses to appear and testify,
3. keep order in the hearing by enforcing rules,
4. remove unruly persons from hearings, and
5. decide cases and make recommendations to the school administration about discipline and punishments.

A student judge has the following privileges, namely,

1. the right to be excused from some school responsibility in order to perform the job of judge and
2. the right to hold hearings in private without teachers or administrators present.

As limitations on his or her power, a student judge

1. must provide fair hearings according to the rules,
2. may not unfairly favor one student over another,
3. must make decisions on the basis of facts and school rules, and
4. may not recommend unfair or unusual discipline or punishments.

To exercise these powers, a student judge should

Characteristics of a student judge that might be relevant to these privileges would include

Characteristics of a student judge that might be relevant to these limitations would include

Step 2: Evaluating the Candidates

Read the following candidate profiles. As you read them, think about the strengths and weaknesses of each candidate.

Jamie Winters

Jamie Winters has a B average in school. She wants to be a lawyer someday. She has not participated in student government because she is shy about dealing with other students. She is a member of the debating team. Among her friends, she has a reputation for being fair. Several teachers have written recommendations for her, saying she is a good listener and very thoughtful.

Nelson Whitt

Nelson Whitt has lots of experience in student government. Last semester he was Boys' League President. He is also center on the varsity football team. He is only an average student, but he is a very hard worker. He has a reputation for getting things done. Several times he has been placed on probation for being tardy.

Juanita Juarez

Juanita is a straight A student. She was last year's homecoming queen. Her father is a lawyer, and last summer she worked as a mail clerk in his office. She was a member of the Student Rules Committee, but resigned because the other members did not vote for her position on a rule. Although she is intelligent, she has a reputation for being impatient with other points of view.

Step 3: Making a Selection

When you have finished reading the candidate profiles, discuss and write answers to each of the following questions.

1. Thinking about the characteristics a person should have to fill the position of student judge, what are the strengths and weaknesses of each of the candidates?
2. Which candidate does your committee feel is the best person for the position? Why?

The Spikers and Netters

Directions: Read the selection and answer the questions that follow.

The "Spikers and Netters" was a coed volleyball team. For several seasons, they had played in the local park league. Last year the team was the park champion. So this year the members of the team decided to join the bigger and tougher Municipal League.

To be in the Municipal League, the team had to have a coach. The team had never had a coach before. According to the Municipal League rules, the responsibilities of the coach were:

Duties. The coach had the duty to

1. develop and choose plays,
2. make sure the team was present and ready to play at all scheduled games, and
3. help the team train properly.

Powers. The coach had the power to

1. select team members to play and to make substitutions,
2. discipline players who broke league rules, and
3. collect and keep safe team dues.

Privileges. The coach had the right to

1. receive awards for the team and
2. take out of the team funds the necessary expenses of the coach.

Limitations. The coach was not permitted to

1. favor certain players over others unfairly (but had to select team members based on how well they played) or
2. behave in an unsportspersonlike manner when dealing with referees.

When it came time to choose a coach, there were two candidates.

Linda Hakata: Linda had played with the team for two seasons and was one of the team's best players. She had never been a coach before, but knew all of the team's plays. She had a reputation for being impatient with players who weren't as good as she was. Twice in the previous season, she had been kicked out of a game for arguing with the referees.

Thor Bergstoff: Thor had never worked with the "Spikers and Netters" before. Though he had played volleyball in college, an injury to his back had ended his career. Since then he had coached several teams. He was known to be a good play caller and fair to members of his teams. At one time he had owned a volleyball equipment shop, but it had gone out of business because of poor money management.

1. What position of authority is involved in this story?
2. Thinking about the duties, powers, privileges, and limitations listed above, what are at least four characteristics a person should have to fill the position?
3. Thinking about those characteristics, what are at least two strengths and two weaknesses of each of the candidates?
4. Which person should be selected? Why?

Unit Three, Part B What should we think about when we evaluate rules?

Introduction

We have learned that it is sometimes necessary and helpful, even if we don't like it, to give other people the right to tell us what to do. When these people tell us what to do, they are using authority. Most positions of authority have something to do with rules. Some people in positions of authority make rules. Others enforce them. Still others settle arguments over the meaning of rules and decide what to do with people who have disobeyed them.

Parents have the right to make some rules for their kids to follow. Someday soon you too may be a parent and you will probably want to make rules for your children to help keep them safe and healthy. Teachers and principals also have a right to make rules. These rules help keep order in a school and protect every student's right to get an education. People elected to public office also have a right to make rules, or laws. Many of these laws are made to protect people's rights. Others are supposed to make sure everybody gets a fair share of things.

Some people think that, just because a rule exists, it must be a good rule. This is not necessarily so. Rules can have many things wrong with them. It is not always easy to make a good rule. In the next few lessons, you will be learning how to tell whether a rule is good or not. You will also learn how to improve rules and how to develop good rules yourself.

To begin, you must ask yourself, "What makes a good rule?"

What's Wrong Here?

Directions: The following rules are supposed to help the people of San Pablo keep their park clean and safe so everybody can enjoy it. On a separate piece of paper, write what you think is wrong or a weakness of each rule.

1. Only people over 65 can use the park after six o'clock each night.
2. Accessibility may not be abrogated unless specifically delineated in superceding regulatory ordinances.
3. Park gardeners should wear blue uniforms in the summer.
4. Any one who uses the park too often will pay a fine.
5. Park supervisors may inspect any lunch bags, picnic coolers, or purses that people bring to the park.
6. No one may use the park bathrooms for any reason.

Evaluating a Classroom Rule

Directions: Read the following paragraph. Then answer the questions at the bottom of the page. They will help you decide whether or not the rule mentioned is a good one.

During the first week of classes, each teacher at Holly Junior High School discusses the rules that students are expected to obey. While discussing her classroom rules, Mrs. Winchester, an English teacher, said, "I'll have to read a lot of homework papers every night. To make sure I can read each paper as quickly as possible without going blind, everyone must type his or her homework assignments."

Procedure for Evaluating Rules

1. What is the rule to be evaluated?
2. What is the purpose of the rule?
3. Is the rule necessary, or are there better ways to achieve the purpose? Explain.
4. What might be the effects of the rule?
5. What are the strengths and weaknesses of the rule? (Use your checklist of what a good rule should be as a starting point.)
6. Should the rule be kept as it is, changed, or eliminated? Why?

A Constitutional Debate

Directions: Read this selection, and in a class discussion, answer the questions that follow.

The people who wrote our Constitution included in it some protection for the civil rights of citizens, such as the right to a trial by jury. However, when they asked the states to ratify their draft of the Constitution, a number of people were concerned. They thought that the Constitution should have a more extensive Bill of Rights. They felt this was needed to protect citizens against the possibility of unfair uses of power by people in the government.

Their knowledge of the history of government and their past experience with the English government gave them good cause for concern. It had been common for people to be punished if they practiced a religion that was not favored by the government. People in positions of authority had imprisoned those who spoke against them. They had also destroyed newspapers and other publications which printed materials criticizing them. Citizens had been arrested and put in prison for meeting together to practice their religion or to discuss political affairs. Others had been arrested and imprisoned for asking people in government to correct wrongs.

People critical of the proposed Constitution thought that it did not have enough limitations on the power of the new government to prevent such things from happening again. They demanded that a Bill of Rights be added to the Constitution. This Bill of Rights would protect the rights they believed were basic to citizens in a free society.

It looked as if the Constitution would not be ratified by several states unless a Bill of Rights were added. So, during the First Congress in 1789, twelve amendments were proposed to be added to the Constitution.

Imagine that you are a member of that first Congress. You have the right to suggest amendments to the Constitution and to evaluate those suggested by others. A group of members of Congress have just suggested the following amendment. What do you think of it?

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Evaluating the Proposed Amendment

1. What is the amendment to be evaluated?
2. What are the purposes of the amendment?
3. Is the amendment necessary or can the purposes be achieved in better ways?
4. What do you think will be some of the effects of the amendment?
5. Thinking about your list of what a good rule should be, what do you think are the strengths and weaknesses of the amendment as it is written?
6. Do you think the amendment should be kept as it is, changed, or eliminated? Why?

Role-playing the Congressional Debate

During this activity, your group will develop and evaluate a proposed amendment to the Constitution. Then you will role play the Congressional debate over these amendments. Your class will be divided into five groups. Each group will develop a proposed amendment to protect one of the five freedoms listed below. Keep in mind that each amendment should

1. limit the authority of people in government so they cannot unreasonably or unfairly limit people's freedom and yet
2. give enough authority to people in government so that they are able to place necessary, reasonable, and fair limitations on people's freedoms. (For example, it would probably be reasonable and fair for a government to limit people's freedom to practice human sacrifice even if it is a part of their religion.)

The five freedoms to be assigned are as follows.

1. Freedom of religion
2. Freedom of speech
3. Freedom of the press
4. Freedom of assembly
5. Freedom to petition the government to correct wrongs

Shark Warning

Directions: As you read this story, think about what rule you would make to deal with the problem described. After you have read the story, write your answers to the questions which follow.

It was early morning and the beach was nearly empty. Sandpipers cast long shadows as they scurried across the wet sand at the shoreline. A couple of joggers, wearing blue sweatsuits and scarlet faces, huffed and puffed by. Several would-be surfers sat on the sand, hoping for better waves. Yet a few yards off the shore, unnoticed by anyone, a steel-gray knife sliced across the top of the water and disappeared below.

Later in the day, the crowds started to build. The snack bars sold hotdogs as fast as they could cook them. The rental booths did a good business in umbrellas and rafts.

The first report came to the lifeguard headquarters from station 9 at about 1:30 p.m. The notation, "Swimmer reports shark 30 yards off shore," was entered into the log. The Beach Commission was called immediately and set up a meeting for two o'clock.

At three o'clock, a patrol boat spotted a shark about 500 yards up the beach from the first sighting.

This new sighting was reported by phone to the Beach Commission meeting which was in session. The commissioners had to decide what to do.

1. What problem is presented in this story?
2. Would a rule help to deal with this problem or are there better ways? Explain.
3. What rule would you make to deal with this problem?
4. What would be some effects of your rule?
5. Thinking about the list of things a good rule should be, what do you think are the strengths and weaknesses of your rule?
6. Thinking about these strengths and weaknesses, what improvements can you suggest in your rule?
7. Do you think your rule should be adopted and put into effect? Why? Why not?

Enrichment Activities

Here are some more activities you might enjoy doing. They can help you learn more about how to select people for positions of authority and how to make and evaluate rules.

1. Choose a former President of the United States. Find out what characteristics that person had that might have helped him be a good President and what characteristics might have made it difficult for him to be a good President. Give an oral report to your class on what you have found out.
2. Choose a television program that shows someone in a position of authority. Describe the characteristics that person has that qualify him or her for the position. Also describe why the person may not be qualified for the position. Then write a paragraph describing the kind of person you would pick for that job.
3. Think of a rule that you believe is a bad rule. Write a paragraph about how you would change that rule to make it better.
4. Write the worst rule you can think of. Try to make your rule go against everything you have learned about what a good rule should be.
5. Think of a problem that exists at your school. Get together with a group of your classmates and develop a rule to help deal with that problem. Discuss your rule with your class.

Unit Four What might be some benefits and costs of authority?

Introduction

Suppose that there has been a sharp increase in shoplifting in the area near a school. And suppose that, in answer to complaints from the local store owners, the school principal made a new rule that students could not leave the school grounds during lunchtime. What might be some of the consequences of such a rule? Do you think the various people who are affected by the rule—students, their parents, teachers, the police, and store owners—would all feel the same way about the importance of these consequences?

In this unit, you will see that the exercise of authority usually involves both advantages (benefits) and disadvantages (costs). You will also learn that different people, such as the students and store owners in the example above, have different opinions of the importance of particular benefits and costs in specific situations.

What do you think are some benefits and some costs of authority?

Benefits or Costs?

Directions: Each of the situations below involves an exercise of authority. After you have discussed the first situation in class, you will be asked to write answers to the following questions:

- What might be some of the consequences of authority in each of these situations?
- Which of these consequences would you consider to be benefits? Which would be costs?

1. There had been an increase in shoplifting in the area near the school. So the school principal made a rule that students could not leave the school grounds during lunchtime.

2. After a serious automobile accident in which a person was injured, there was a disagreement over who was responsible for the accident. The case was taken to court. The judge decided who was responsible and how much had to be paid in damages.

3. To control pollution of the local river, the City Council passed a new law. The law set high standards for keeping the river clean. Anyone found guilty of breaking the law would have to pay a large fine.

4. Gasoline was becoming very scarce. So the United States Congress passed a law which said that people would be limited as to how much gasoline they could buy.

Boomer v. Atlantic Cement Company (1970)

Directions: Read this case and then, on a separate sheet of paper, answer the questions which follow.

In September, 1962, the Atlantic Cement Company finished building a cement factory in northern New York state. It was one of the largest and most modern cement plants in the world. It had cost over forty million dollars. The company had put in, at great expense, the best devices available to prevent the discharge of dust and polluted air.

But Atlantic's precautions were not effective. Over the next five years, the nearby properties of Mr. Boomer and six of his neighbors were constantly bothered by the cement dust from Atlantic's operation. They also complained that their houses shook each time the company blasted.

Mr. Boomer and his neighbors wanted to close down the plant. But Atlantic Cement Company pointed out that they employed over three hundred people from the local area. They also said that there was not, at present, any way to eliminate dust, shaking, and other annoying effects of cement making. They pointed out that these problems were faced by cement companies all over the world. The whole industry was looking for solutions. The company promised that, as soon as improvements were developed, they would put them into their plant.

Mr. Boomer, on the other hand, pointed out that cement production has been found to be an important cause of "particulate contamination" in the Hudson River Valley. This type of pollution—where small bits of dust escape and float in the air—has been called a great danger to human health. Therefore, he said, the operation of the cement plant was dangerous to everyone in the whole Hudson River Valley.

Boomer and his six neighbors sued to stop operations of the plant. They also asked for payment for damages to their property.

The case eventually reached the Appeals Court of the State of New York. The court ordered the plant to be closed down unless Atlantic Cement gave Boomer and his neighbors enough money to pay for the loss to their property caused by the plant. This was determined to be \$185,000. Boomer and his neighbors considered this a fair amount. The company decided to pay and continue making cement.

1. What might be at least four consequences of the court's exercise of authority in this case?
2. Which of these consequences are benefits? (Write a "B" next to each of these consequences.)
3. Which of these consequences are costs? (Write a "C" next to each of these consequences.)

Enrichment Activities

Here are some additional activities which will help you think more about the benefits and costs of authority.

1. What are some of the benefits and costs of having a student council? Ask this question of a council member, a student who is not on the council, a teacher, and your school principal or vice-principal. Then report your findings back to the class.
2. What are some rules you have at home? Do you have to be home by a certain time in the evening? Are there certain chores you have to do? Pick one or two of these rules and then describe the benefits and costs of each of them.
3. Choose a position of authority in government such as a mayor, senator, or the President. Write a short story which shows a person in that position exercising authority. Describe what might be some of the benefits and costs of the person's actions.
4. Think about a television program you have seen that showed an exercise of authority. Make a list of the consequences of that exercise of authority. For each consequence you list, decide whether you consider it to be a benefit or a cost.

Unit Five What should be the scope and limits of authority?

Introduction

By now you must have realized that people in positions of authority affect you in important ways every day. Parents, teachers, and school officials make decisions and take actions that influence your life. Our local, state, and federal governments consist largely of people in positions of authority, including crossing guards, police officers, judges, members of Congress, and the President. We, the people of the United States, have given great responsibilities and powers to many of these people. We hope that these powers will make them able to provide us with the services we want and need.

Some of the most important issues we face as citizens involve questions about the positions of authority in our system.

People have different opinions about whether or not some positions of authority are well designed. People have different opinions about whether certain positions have too much or too little authority.

One thing is certain. Because people in positions of authority affect our lives so much, it is important to plan and evaluate what their responsibilities and limitations should be.

In this unit, you will learn some ways to evaluate positions of authority. You will learn how to find out if the responsibilities and limitations of a position of authority have been well planned or need to be changed. You will also get a chance to use what you have learned to design your own positions of authority.

What's Wrong Here?

Directions: As you read the following descriptions of positions of authority, try to discover the weakness in each position.

1. At Hilltown School, teachers were required to keep school records, prepare lessons, teach six classes every day, and handle all student discipline problems. They were also required to consult with parents, patrol the lunch area, sponsor student clubs, attend faculty meetings, and clean up their rooms.
2. In the state of Jefferson, the Governor will be elected for life. Once elected, he or she will have the job forever.
3. Ms. Jensen, the theater manager, hired Slugs Hardin to make sure ticket buyers stayed in line. She said he could use as much force as he wanted. Slugs injured many people.
4. For the past three years, the Mayor of Alto del Rey has had little, if any, contact with the people of the city. She makes her decisions based on what her aides tell her. When citizens call to complain, no one calls them back.
5. The city hired students to re-paint the recreation buildings at the local park, but did not give them paint or paint brushes.
6. The substitute P.E. teacher made the entire class run laps around the track at noon because two students were late to class.

The Board of Education Decides

Imagine that you are a member of the Midvale School District Board of Education. Recently, a problem has come up at Midvale High School which raises questions about what the authority of a principal should be. It is your job to evaluate the position of school principal and suggest ways to improve the position.

To help you do this, you will have (1) a job description that includes a list of the principal's duties, powers, privileges, and the limitations on his or her authority, (2) a description of the problem at Midvale High, and (3) a set of questions to help you make a decision about how the position can be improved.

Read the questions below carefully two or three times. Keep them in mind when you read the job description and the description of the problem at the high school on the following pages.

1. What position of authority is to be evaluated?
2. What is the purpose of the position?
3. Is the position necessary? Why? Why not?
4. What are the duties, powers, privileges and limitations of the position?
5. What do you think are some effects of the position as it is presently designed?
6. What do you think are some possible weaknesses in the way the position is designed?
7. Thinking about these strengths and weaknesses, what changes can you suggest to improve the position? Consider the benefits and costs of each change you suggest.
8. Would you make one or more of those changes, leave the position as it is, or eliminate it completely?

Midvale High Principal: A Job Description

Midvale was a brand-new school district. Before, Midvale had only a small elementary school. High school students had been bussed almost thirty miles away. But then a bright new high school was built in the town. With two schools, Midvale formed its own school district.

One of the first jobs of Midvale's newly elected Board of Education was to develop a job description for the position of principal. After several long meetings, the Board agreed on the following job description.

Duties and Powers. The principal was given the duty and power to

1. supervise the running of the school, including maintenance, business, and clerical matters,
2. coordinate teaching assignments and programs,
3. develop a student code of dress and behavior,
4. discipline student rule-breakers,
5. supervise student services, such as the library and cafeteria, and
6. supervise the buying of necessary school equipment.

Privileges. The principal was entitled to

1. a private office,
2. a salary from the school district, and
3. free lunches at the cafeteria.

Limitations. The principal was required to

1. have his or her performance reviewed once a year by the Board of Education,
2. keep the school's expenses within the budget, and
3. get Board of Education approval before doing certain things, such as handing out bulletins to the community.

A Problem at Midvale High

In March, the city council passed a law to prohibit the sale of paint in spray cans to minors. The reason behind this action was the increase in "street art" and graffiti on walls and buildings in the city.

Many of the students at Midvale high were upset and angry about the Ban the Can law. Some felt it was unfair for them to be singled out. They had nothing to do with the problem and needed or wanted the spray paint for other projects. Others believed that the "street art" and graffiti had important symbolic meaning for many people and added to the beauty of the city.

To express their opposition, the students decided to wear brightly colored armbands to school as a protest to call attention to what they felt was an unfair law.

The principal of Midvale High learned of the protest plan. She announced that any student who wore one of the protest armbands to school would be suspended. All students heard the announcement, so they knew they would be suspended if they wore the armbands.

For several weeks nothing happened. The principal was so busy trying to solve the problems of the school's first year, she couldn't get around to meeting with the protesting students. She wanted to send out a bulletin explaining her rule against the armbands. But that needed approval and the Board of Education was not in session.

Then one day, nine students showed up for school wearing the colored armbands. No problems came up in class. But in the boys' bathroom at lunchtime, some students whose cars had been damaged by spray paint exchanged angry words with three of the boys wearing the armbands. Some name calling and shoving started, but was stopped when the bell rang for class.

Later in the afternoon, the students with armbands were called into the principal's office. They were asked to remove the armbands. They refused. They were suspended until they returned to school without the armbands.

After the suspension, the principal wrote a statement listing her reasons for outlawing the armbands. The statement said that while many of the students felt the Ban the Can law was unfair, it was not the only point of view. Others who have had to clean up "street art" and graffiti or seen money that might have gone to recreation programs go to clean up or repair spray paint damage felt it was a good idea. She also said that schools were no place for demonstrations. If a demonstration of this type was allowed, argued the principal, it would open the door to other protests which could be very hard to control.

The Valley County Council

Directions: As you read the following story, try to decide what, if anything, is wrong with the way the position of council member was designed.

When the first settlers arrived in the valley, they found a perfect place to farm and raise their families. Over the years, they were joined by many others. The valley gave plenty of opportunity for people to earn a living.

Merchants built their homes and places of business in the middle of the valley. Eventually the town of Crystal Springs began to take shape. The farmers went there to sell the crops they could not use themselves and to buy the provisions they needed.

After a few years the people in the valley realized they would need a government to protect their interests and serve their needs. Special meetings were held to develop a plan. The settlers agreed to set up a five-person county council to govern the people of the valley. Those elected to the council would have the duty to

1. attend a weekly council meeting,
2. serve on various committees,
3. get the views of the people,
4. tell the people of the council's decisions, and
5. prepare a yearly budget.

They would have the power to

1. make new laws for the county,
2. levy taxes, and
3. hire, fire, and supervise the county sheriff and judge.

In return for their service to the county, each council member was entitled to

1. receive \$10 for each council meeting attended and
2. use an office in town.

However, the following limitations were placed on the council members.

1. They would have to run for office every two years.
2. They could not serve more than three terms in a row.
3. They could not raise their own salaries unless the majority of voters approved.
4. They could not raise taxes unless two-thirds of the voters approved.
5. They could not pass laws which would conflict with the state and Federal constitutions.

During the first three years of the council's existence, things went smoothly. The county grew in an orderly way. Schools were built. Roads reached out to the far corners of the valley. Suspected law breakers were caught, tried, and, when found guilty, punished for their crimes. But during the fourth year, serious trouble began.

Some council members began using their influence to get the railroad to buy property belonging to them and their friends. Several residents of the valley were very upset. They wanted to vote those council members out of office right away. But their terms still had a year and a half to run so the residents of the valley did not know what to do.

A Brief Description of the United States Supreme Court

The Supreme Court is one of the most powerful institutions in our government. One of the responsibilities of the Justices on the Court is to decide whether a law is constitutional or unconstitutional. In other words, they decide whether or not laws made by legislatures or by the people are permitted by the Constitution. This is one way the Supreme Court uses its power. This power to review laws and decide whether they are constitutional is called the power of judicial review.

How does the Supreme Court work? Usually the Supreme Court reviews a case after it has first been decided in a lower court. The Supreme Court does not have to consider and act upon every case brought to its attention. The Court chooses the cases it will decide. The cases it agrees to decide usually involve laws that might not be allowed by some part of the Constitution. Sometimes the cases involve laws that may affect the rights guaranteed to our citizens by the Constitution.

When the Supreme Court rules that a federal law is unconstitutional, the law no longer may be used or enforced. However, Congress, with the support of most of the state legislatures, can amend the Constitution. This would have the effect of overriding the Court's decision.

Congress determines how many Supreme Court Justices there will be and decides how much money they will be paid. Whenever a Justice dies or retires, the President appoints a new one. Every appointment must be approved by the Senate. Even though Supreme Court Justices are appointed for life, they may be impeached (tried) by Congress for misconduct in office. If they are found guilty, they may be removed from office.

Brown v. Board of Education (1954)

Directions: As you read this case, try to determine what changes, if any, you would make in the court's authority.

In 1954, the United States Supreme Court decided a case which has had far-reaching effects in this country. It involved an eight-year-old black girl, Linda Brown, who lived in Topeka, Kansas. Linda had not been allowed to attend a public elementary school that was five blocks from her home. Only white children were permitted to attend that school. Instead, Linda had to go to another public school twenty-one blocks away. The law in Topeka required separate elementary schools for black children and white children.

Linda's parents, Mr. and Mrs. George Brown, believed the law was unfair. So they decided to challenge it. Instead of sending Linda to the school for black children, they took her to the school for white children. They asked that she be enrolled there. When the school authorities refused, the Browns went to court. Years later, the United States Supreme Court agreed to hear the Brown case along with similar cases from South Carolina, Virginia, and Delaware.

The Browns argued that having separate schools for blacks and whites was bad for black children. They said that such a policy made many people, both black and white, think that black people were inferior. The school district pointed out that the separate elementary schools in Topeka were equal in terms of buildings, courses of study, and quality of teachers. They pointed to other cases in which the Supreme Court had decided that laws requiring separate but equal facilities were constitutional.

The Supreme Court ruled in favor of the Browns. The court ruled that Linda Brown and other children in her situation had not received equal protection of the laws as guaranteed by the Fourteenth Amendment to the Constitution. Since then, school districts all across the country have been ordered to integrate their schools.

This decision affected school districts where the law required separate schools. But it also affected school districts where there were separate schools because blacks and whites lived in different parts of town. Even these school districts were told to find a way to integrate their schools.

Atherton Alternative School

Directions: As you read this story, think about what the duties, powers, privileges, and limitations of the governing committee should be.

For several years, a number of people in the community of Justin had been asking the school board to set up an alternative high school in their district. They felt that some students would do better in a high school that was more "democratic" than the four high schools they were now attending. The school board agreed to set up an alternative school for three years. They selected a building at one of the high schools which had two classrooms. This building became the alternative school.

Since the building could hold only eighty students, that many students were permitted to enroll. Three teachers, all of whom had volunteered to work in the school, were chosen.

Although the school had to meet school board rules and other requirements of the law, it was to be run mainly by the teachers and students there. Before the school opened, these teachers and students had several meetings. They decided what classes would be taught and what the rules would be for attendance, behavior, and grading.

When the school opened in the fall, there were some small problems. These problems were discussed in weekly meetings of the student body and the teachers. Gradually, ways to deal with most of the problems were worked out. By the end of the first semester, most people thought the school would become a success.

By the spring of its second year, the school was such a success that many other students wanted to enroll. The school board voted to expand the school. It set up four more classrooms and appointed enough teachers for the school to enroll 240 students.

The experiences of the first two years helped the school expand without as many problems as before. But a new problem came up due to its size. During the first two years most of the decisions and problems about how the school would be run had been taken care of in the weekly meetings attended by the eighty students and three teachers. Now that the school had 240 students and nine teachers, it was clear that the entire group was too large to deal with such things.

During the middle of the fall semester, the student body and faculty met to decide on a way to deal with the problem. After much discussion, they decided to have a Governing Committee. This committee would consist of the nine faculty members and twelve students. The students were to be elected to represent the other members of the student body. The committee was to be given the authority to make the same decisions the entire student body and faculty had made when the school was smaller.

Once it was decided that a Governing Committee was needed, a number of students suggested that clear rules be written. They wanted these rules to say what the duties, powers, privileges, and limitations of the committee should be. The student body agreed to work in small groups to write the rules which would be presented to the entire group. These groups then began working on the difficult problem of developing rules to establish the scope and limits of the authority of the committee.

Instructions to the Groups

Imagine that your group is assigned the job of developing rules describing the duties, powers, privileges, and limitations of the new Governing Committee. Select a chairperson to help lead your discussions and a recorder to take notes.

The following is a procedure to use when designing positions of authority or authoritative institutions. Be sure to read and discuss each question carefully.

1. What is the problem you are concerned with?
2. Would setting up a Governing Committee help deal with the problem, or are there better ways?
3. Thinking about your list of things a well-designed position of authority or institution should be, what should be the duties, powers, privileges, and limitations of the Governing Committee?
4. What would be the probable effects of having a Governing Committee as you have planned it?

When you have completed your discussions, prepare a description of the Governing Committee for the chairperson of your group to present to the assembled student body. The presentation should include

- a. a statement of the purpose of the Governing Committee,
- b. a description of its duties, powers, privileges, and limitations, and
- c. a statement of the probable effects of having the Governing Committee.

Draper v. United States (1959)

Directions: As you read this case, think about how you would evaluate the duties, powers, and limitations of the position of federal narcotics agent. Then, on a separate sheet of paper, answer the questions which follow.

Mr. Marsh, a federal narcotics agent with twenty-nine years' experience, was stationed at Denver, Colorado. Mr. Hereford had worked as a "special employee" of the Bureau of Narcotics at Denver for about six months. From time to time, he gave information to Marsh about violations of the narcotics laws for which Hereford was paid small sums of money. Marsh had always found the information given by Hereford to be accurate and reliable.

On September 3, 1956, Hereford told Marsh that Mr. Draper recently had moved to Denver. He said Draper "was peddling narcotics to several addicts" in that city. Four days later, Hereford told Marsh that Draper had gone to Chicago the day before (September 6) by train. Draper, according to Hereford, was going to bring back three ounces of heroin. He would return to Denver either on the morning of the 8th of September or the morning of the 9th of September, also by train. Hereford also gave Marsh a detailed description of Draper and of the clothing he was wearing. Hereford also said that he would be carrying "a tan zipper bag" and that he usually "walked real fast."

On the morning of September 8, Marsh and a Denver police officer went to the Denver Union Station. They kept watch over all trains coming from Chicago. But they did not see anyone fitting the description that Hereford had given. On the morning of September 9, they again went to the train station. They saw a man matching the description and wearing the exact clothing described by Hereford get off the train from Chicago. He started walking "fast" toward the exit. He was carrying a tan zipper bag in his right hand and his left hand was in his raincoat pocket. Marsh, accompanied by the police officer, stopped the man and arrested him. This man was Draper. The officers searched him and found two envelopes containing heroin clutched in his left hand in his raincoat pocket. They also found a syringe in the tan zipper bag. Draper was tried and convicted of violating narcotics laws.

Draper appealed to the Supreme Court of the United States. He argued that his arrest and search were in violation of the Fourth Amendment to the Constitution. The Fourth Amendment requires that arrests and searches be reasonable and based upon "probable cause" that a

crime is being or has been committed by the person arrested or searched. Draper said the arrest and search were not reasonable because there was no reason to believe that what Hereford had said was true. The Supreme Court decided that the arrest and search of Draper were reasonable and based upon probable cause.

1. What position of authority is involved in this case?
2. What is the purpose of the position?
3. Thinking about the purpose, is this position necessary, or are there better ways to achieve the purpose? Explain.
4. What duties, powers, and limitations of the position were involved in this case?
5. What are some likely effects of the position as it is presently designed (and upheld by the Supreme Court)?
6. What do you think are the strengths and weaknesses in the way the position is designed? (Use your list of things a well-designed position of authority should be as a starting point.)
7. Thinking about these strengths and weaknesses, what possible changes can you suggest to improve the position? (Consider the benefits and costs of each change you suggest.)
8. Would you make one or more of those changes, keep the position as it is, or eliminate it completely? Why?

Enrichment Activities

Here are some additional activities that will help you learn to design and evaluate positions of authority.

1. Write a job description listing the duties, powers, privileges, and limitations of the position of student body president. Use your list of what a well-designed position of authority should be to check the position you have developed.
2. Think about a problem in your neighborhood or town that might be helped by a position of authority. Use what you have learned in this unit to design a position of authority to help solve the problem.
3. Select a position of authority you have seen on television. Use the eight questions on page 63 to evaluate the position.
4. Write a short story about what could happen to a town when the position of mayor has not been well planned and defined.
5. As a class project, arrange to have a person in a position of authority (such as a police officer, judge, district attorney, public defender, or mayor) visit your classroom. Ask that person to describe and evaluate the responsibilities, privileges, and limits of the authority of his or her position.