

FOIA MARKER

This is not a textual record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Rick Allen

Subseries:

OA/ID Number: 2148

FolderID:

Folder Title:

Constitutional Rights Foundation [1]

Stack:

S

Row:

66

Section:

2

Shelf:

2

Position:

1

file: CRF

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

EDUCATING FOR CITIZENSHIP: The Role of Service

Preparing Citizens Through Service

By Todd Clark

In recent years, growing numbers of American youth have demonstrated their willingness, even eagerness, to engage in service to solve some of the most critical social problems confronting our nation. With the groundwork laid by youth programs long active across the nation and recent backing from the National and Community Service Act of 1990, youth service has burgeoned. President Clinton's pledge to open up opportunities to utilize service to earn or pay back college loans will no doubt attract even more young people.

As programs proliferate, as we edge toward the goal of service as a common expectation of youth, it is vital that we consider carefully not only what service can do for society but what service can, will, and should do for American youth.

What do service experiences offer participating youth? Although we await firm data, many of us active in the field would stipulate that service helps young people develop self-esteem and empathy and enhances a participant's capacity to feel a positive part of his or her community. In addition, service can assist youth to develop skills important to success in the work force.

Most of us also would agree that structured opportunities for reflection increase the benefit of service to youth. The impact of reflection, of course, varies with its focus. Reflection focused on personal motivation can deepen self-awareness. Reflection directed to the value of



service to the person or community served is more likely to help youth develop skills in analysis and evaluation.

Linking service to the school curriculum is widely accepted as a means of enhancing the impact of service. When service calls for students to use concepts and skills first introduced in a core discipline—when service becomes, in effect, a community “lab”—the added element of practical application enriches student learning.

One question subject to considerable debate, however, is how service can best educate youth for active citizenship.

There are those who view all service as education for citizenship because it engenders self-esteem, empathy, and a sense of caring—qualities important in “good citizens.” Others maintain that engaging in service of genuine value to the community educates young people for citizenship. Then there are those—myself among them—who have concluded that service, though demonstrably valuable to youth and community, does not in and of itself constitute powerful education for citizenship. More is needed.

Opinions differ on what the “more” is. My own view grows out of our experiences at Constitutional Rights Foundation, where our history has been one of gradual evolution from volunteer service programs toward

(Continued on page four.)

IN THIS ISSUE

This issue of NETWORK examines the links between youth service and citizenship education. How do young people acquire citizenship skills through community service? Are there specific approaches to youth service that enhance its power as citizenship education? Leaders in the field offer their opinions on these questions; program profiles illustrate some innovative approaches. Also included is information on resources of particular interest to civic educators and service practitioners.

- Program Profiles..... pages 2&3
- National Scene.....page 5
- Perspectives from the Fieldpages 6&7
- Conferences.....page 8
- Curriculum Links.....page 8
- Moving Toward Citizenship :
A Reflection Activity.....page 9
- Resources and Review Corner.....pages 10&11

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

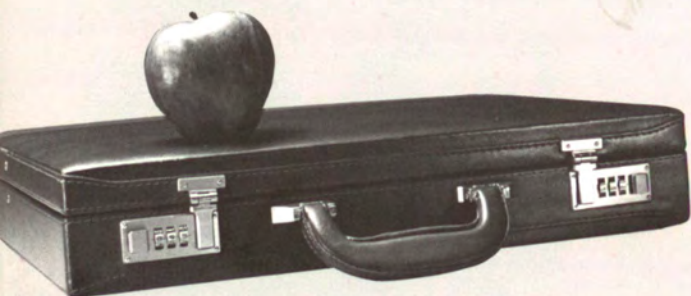
This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

(8 pp.)

Business Issues in the Classroom:
What's Your Decision?

**Business
Issues
in the
Classroom:
What's Your
Decision?**



Constitutional Rights Foundation



Use of LAOOC pictograms by permission of Amateur Athletic Foundation ©1981 L.A. Olympic Committee



(top) CRF Staffperson Russ Donnelly interacts with students.
(middle) Tommy Lasorda signs a baseball card for student speaker Albert Andrade at the Sports and the Law Dinner.
(bottom) University of Southern California Assistant Athletic Director Ron Orr with Sports and the Law Students.

The Sports Connection

Sports serves as the perfect vehicle for helping students understand both contemporary and historical issues of law, ethics, and citizenship. The issues themselves are controversial, compelling and can spark participation and interest from a broad range of students.

Topics include:

Contract Negotiations: How the negotiation of a million-dollar sports contract corresponds to the issues involved with contracts that all citizens face

International Relations: The issues involved with the participation and/or exclusion of athletes from countries with human rights violations

Illegal Substances: The choices, penalties, and effects of performance enhancing and street drugs in sports competition

Ethics and Sports: The legal process as seen in sports pages reflect controversies which are timely and provocative

Dedication and Hard Work: The drive and spirit demonstrated by athletes recovering from career threatening injuries or overcoming great odds to succeed



Anita DeFrantz, Olympic athlete, member of the IOC, and President of the Amateur Athletic Foundation.

Sports and the Law Momentum

Sports and the Law is a program of the **Constitutional Rights Foundation (CRF)** and the **Amateur Athletic Foundation of Los Angeles (AAFLA)**. The program has steadily expanded since its inception in 1985. CRF, a non-profit organization founded in 1962, has introduced a variety of highly successful legal education, business and citizenship programs to California and throughout the nation. AAFLA, a legacy of the 1984 Olympics, is committed to creating and supporting high quality sports experiences for youth throughout Southern California, and increasing the appreciation and understanding of sports and its impact on our lives. For further information on the Sports and the Law Program, please contact the Constitutional Rights Foundation at (213) 487-5590.

Working With Teachers and Students

The multi-faceted program involves teachers and students through presentations, workshops, and publications.

Sports and Legal Volunteers participate in classroom and panel discussions held at schools and institutions involved in the program. Participants include agents/lawyers, athletes, sports franchise executives, journalists, arbitrators, etc.

Teacher Training Workshops are offered by CRF staff. The workshops provide teachers with Sports and the Law lesson plans, activities, and strategies for implementing materials in the classroom. New lesson plans are continually developed by CRF staff, teachers and classroom volunteers.

Sports and the Law Newsletter, published quarterly, provides participants with sports/law articles, interviews, role-playing games, and classroom simulations. In addition, one-page Sports and the Law "Briefs" highlighting current events are provided to schools.

Sports and Law Textbook contains lessons and readings in areas such as rules, responsibility, fairness, resolving conflict and contracts. Contemporary case studies bring the program concepts to life while simulations provide an opportunity for active role-playing.

Sports and the Law Video, featuring well-known sports figures, parallels the material in the text and is segmented to promote discussion on specific topics.

Sports and the Law Conference, A one-day event with workshops on contemporary sports-related issues including: drugs and sports, women and sports, contracts and negotiations, and the business of sports.



constitutional
rights
foundation

CONSTITUTIONAL

CRF combines the knowledge and experience of educational and legal professionals to teach young people about the underlying principles of the **Constitution** and its Bill of Rights, the cornerstones of our society.

RIGHTS

CRF programs and materials encourage the social responsibility and civic participation necessary for active citizenship. CRF educates young people about our system of justice and its important role in protecting the **rights** of an individual and the **rights** of society.

FOUNDATION

CRF programs provide a **foundation** of knowledge, skills, and attitudes from which youth gain a strong understanding about our basic freedoms and their applications in today's world.

Selected CRF Publications

Government and Law

Criminal Justice in America
From the School Newsroom to
The Courtroom
The Drug Question
CRF Mock Trial Series

Special Needs Students

It's Yours: The Bill of Rights
The Streets, the Courts, and the
Community

U.S. History

American Album
We the People
Foundations of Freedom
Letters of Liberty

World History

Of Codes and Crowns

Film Strips and Simulations

Police Patrol
Sha-Law-Law: Justice, the Courts,
and You
We the Jury

Our Free Quarterly Publication

Bill of Rights in Action

LAW-RELATED EDUCATION LRE

Constitutional Rights Foundation provides practical guidance and assistance in establishing law-related education in middle schools and high schools.

CRF conducts workshops for students, teachers, and staff development specialists. We bring outside resource experts to the classroom and offer materials covering a broad range of law-related topics. These materials are useful for infusion in many courses: government, U.S. history, world history, economics, business, juvenile justice, and ESL courses.

All CRF materials include a variety of effective, interactive teaching techniques. Lesson plans are always provided in the materials, including our **free quarterly publication, *Bill of Rights in Action***, which is filled with reproducible lessons on social and historical topics.

CIVIC PARTICIPATION AND SERVICE LEARNING

Constitutional Rights Foundation provides practical assistance in starting or improving school-based youth community service programs.

By challenging youth to explore and address community needs, CRF's civic participation programs bring to life the rights and responsibilities of active citizenship.

CRF publishes the **free *School Youth Service NETWORK***, welcomes telephone inquiries, and supplies free "starter kits" on service learning to interested elementary, middle, and high school teachers. CRF also conducts teacher trainings and works closely with select school districts to develop programs that integrate service into the curriculum. Lesson plans and other civic participation materials emphasize interactive teaching techniques and promote realistic understanding of public policy issues.

CRF AIMS TO EDUCATE

Established in 1962, CRF, a non-profit, non-partisan educational foundation offers quality educational programs and publications in the areas of law and government, business, and civic participation.

National Programs:

Active Citizenship Today--A Service Learning Program
Law-Related Education for ESL
National Outreach in Youth Community Service
OJJDP National Training and Dissemination Program

Other CRF Sponsored Programs:

Business in Society
California State Mock Trial Competition
History Day in California
Law Day Conferences and Polls
Lawyers in the Classroom
Partners for Success--Juvenile Justice Mentor Program
Sports and the Law
Youth Task Force L.A.
Youth Serve L.A.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
TEL (213) 487-5590
FAX (213) 386-0459

Chicago
Constitutional Rights Foundation
407 South Dearborn, Suite 1700
Chicago, IL 60605
TEL (312) 663-9057
FAX (312) 663-4321

ACTIVE CITIZENSHIP TODAY

(ACT) is an exciting new educational project designed to help middle school and high school students develop the skills, knowledge, and attitudes needed for responsible participation in democracy. By combining community service and the study of public policy in social studies curriculum, ACT sets a bold new course for education. ACT transforms the classroom into an interactive learning environment and challenges students to learn through active involvement in their communities.

WHAT EDUCATORS AND COMMUNITY LEADERS ARE SAYING ABOUT ACT:

[ACT] . . . will help provide students with a clear understanding of the complexity of the problems in today's world, as well as actual practice in the skills of citizenship that are so necessary for the preservation of our democratic system.

Lewis W. Finch, Superintendent
Jefferson County Public Schools, Golden, Colorado

In the 1990s, schools are being asked . . . to provide instructional programs that allow students to develop and practice critical thinking and problem solving skills . . . and to provide connections between the classroom and the real world in our curricula. We see ACT as an excellent program . . . to assist us in accomplishing these mandates.

Richard M. Werkheiser, Director of Secondary Education
Omaha Public Schools, Omaha, Nebraska

The leaders of tomorrow are attending our schools today. Incorporating community service into the curriculum is yet one more way to challenge our young people to not only think, but to think about their tomorrows.

Beth Fisher, Assistant Vice President
Corporate Communications
Trustmark National Bank, Jackson, Mississippi

If you would like to find out more about how ACT can work in your community, call or write to:

Frank Dirks
Close Up Foundation
44 Canal Center Plaza
Alexandria, Virginia 22314
800-336-5479, ext. 350

or

Susan Phillips
Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, California 90005
213-487-5590

ACTIVE CITIZENSHIP TODAY

BRINGING SCHOOLS AND COMMUNITIES
TOGETHER TO MEET TODAY'S
CHALLENGES



1275-93


CLOSE UP
FOUNDATION

Constitutional Rights
Foundation  **CRF**

A service-learning project conducted by the Close Up Foundation and the Constitutional Rights Foundation and funded by a grant from the DeWitt Wallace-Reader's Digest Fund.

ACT IN THE SCHOOLS

Using their communities as laboratories, schools participating in ACT make community service a part of their social studies curriculum. Students learn to compile, organize, and analyze information on issues of community interest; evaluate relevant policy options; and then take action. This method of teaching, known as service-learning, has proven effective in helping students develop basic social, analytical, and communication skills. By learning about and working to meet community needs, students see firsthand how they can make a difference in their world. Through involvement with their communities, young people develop a greater understanding and appreciation of their rights and responsibilities as citizens.



CREATING PARTNERSHIPS BETWEEN SCHOOLS AND COMMUNITIES



ACT helps schools and communities work together toward a common goal: involving young people in the civic life of their communities and country. In ACT, teachers join forces with representatives from local government agencies, social service organizations, volunteer centers, and businesses to provide meaningful service opportunities for students. These diverse groups of educators, parents, and community leaders form school district teams to identify potential projects, create a support network for future program development, and enhance community involvement.

In its first year, the ACT project will be implemented in five school districts across the nation—Grand Rapids, Mich. (District Coordinator: Fritz Crabb); Jackson, Miss. (District Coordinator: Jim Sullivan); Jefferson County, Colo. (District Coordinator: Brian Loney); Omaha, Nebr. (District Coordinator: Rick Werkheiser); and Northside Independent School District, San Antonio, Tex. (District Coordinator: Larry Bybee).

These districts will serve as national models for extending student service-learning throughout the United States. ACT will consult with other interested school districts nationwide and make resource materials available for broad distribution.



THE ORGANIZATIONS BEHIND ACTIVE CITIZENSHIP TODAY

CONSTITUTIONAL RIGHTS FOUNDATION
Established in 1962, the Constitutional Rights Foundation has been a pioneer in innovative citizenship education programs that encourage young people to participate in U.S. justice, government, and business systems. The Foundation also helps young people understand the principles of the Constitution and the Bill of Rights, the cornerstones of our society.

CLOSE UP FOUNDATION
Since its founding in 1970, the Close Up Foundation has grown to become the largest citizenship organization in the United States. The nonprofit, nonpartisan Foundation encourages responsible and informed participation in the democratic process through educational programs, publications, and television programming for students, teachers, and senior citizens.

DEWITT WALLACE-READER'S DIGEST FUND
Committed to increasing educational and career opportunities for all youth, the DeWitt Wallace-Reader's Digest Fund invests nationwide, bringing together people and programs to improve the effectiveness of schools and other organizations that serve youth. Since 1989, the Fund has committed more than \$7.5 million to service-learning programs across the country.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Constitutional Rights
Foundation

CRF

Sports & the Law

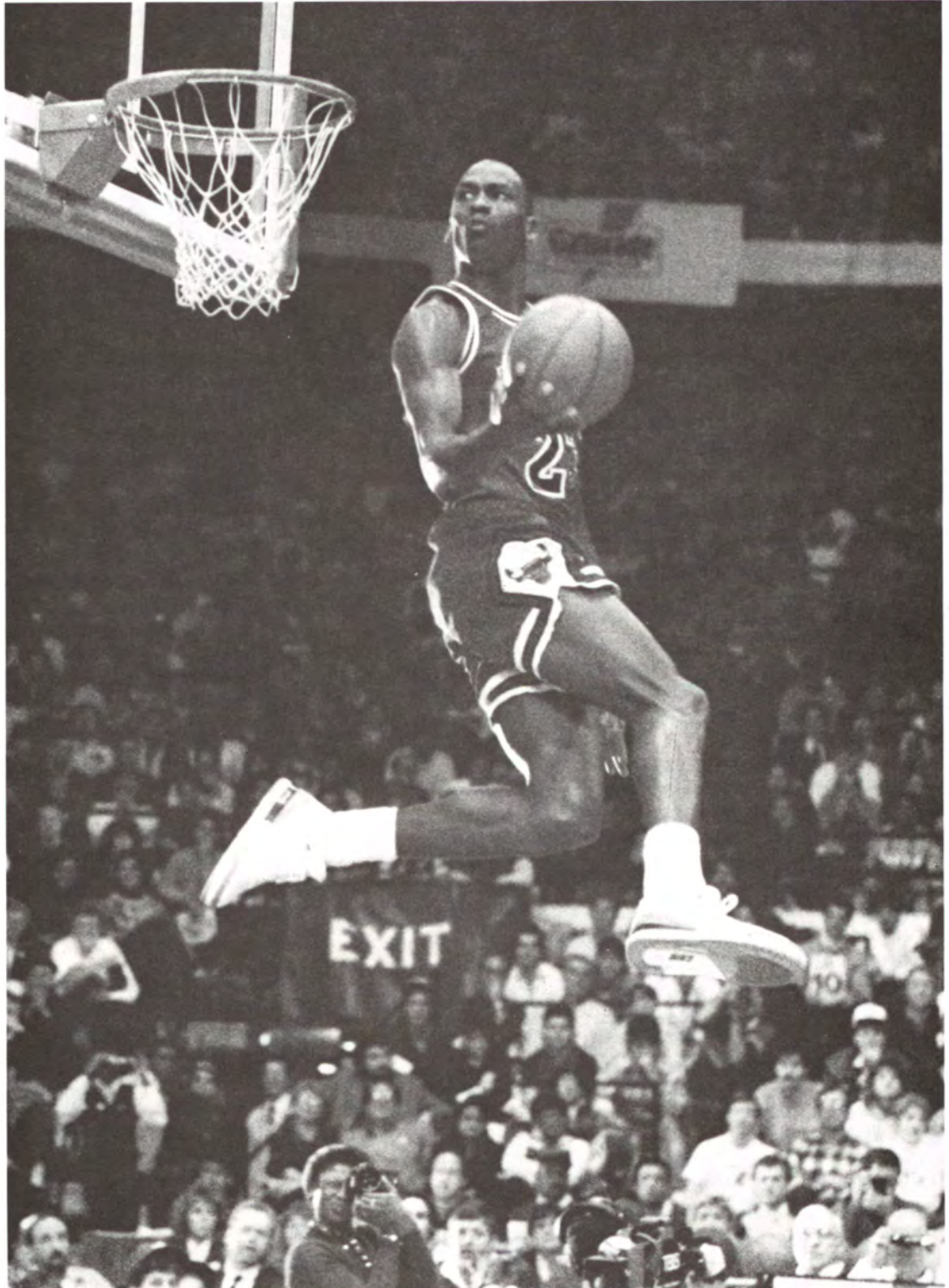
Volume 6, No. 3, Summer 1992

FEATURES

*The Olympic Games:
The Best of the Best or
The Best of the Rest*

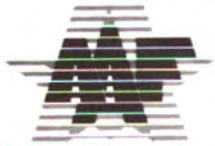
The Olympic Experience

*Jim Thorpe: Olympic
Triumph and Tragedy*



He's back! High-flying NBA-star Michael Jordan will play on this year's U.S. Olympic basketball team. Jordan previously played on the gold-medal-winning U.S. team in 1984. (UPI/Bettmann)

Cosponsored by the:



AMATEUR ATHLETIC FOUNDATION
OF LOS ANGELES



CONSTITUTIONAL RIGHTS FOUNDATION
YOUTH TASK FORCE LA: Education, Action Leadership

Constitutional Rights Foundation (CRF) is actively involving youth throughout Los Angeles in developing and implementing community action projects. **Youth Task Force LA**, funded in part by the Commission on National and Community Service, includes 30 Teams, each from a different high school, continuation school or community agency, in leadership training and community problem-solving. The goal of **Youth Task Force LA** is to involve youth in the healing and rebuilding of our communities by providing training and assistance in planning and implementing projects in their schools and neighborhoods. In the aftermath of the LA civil unrest, it is especially important that youth are included in identifying community problems and collaborating with community agencies, local government and business leaders to develop and implement projects to address concerns.

Youth focus on the following four community issues: youth development and urban education; police and community relations; community and economic development; and race relations. The following projects exemplify the role youth are playing in this community action:

King Drew Medical Magnet is addressing the conflict and misunderstanding among the Latino and African American communities by coordinating an exchange program in which students pair cross-culturally and spend a weekend in each others homes, better understanding and valuing cultural differences.

Dominguez High School in Compton is taking back a community park that has been overrun by gangs and drugs. They have approached the city, neighbors and gang members with a proposal to rebuild the park, remove graffiti, replace basketball rims and playground equipment and cut the grass.

Schools throughout the Compton area, including **Compton High, Regina Caeli, Verbum Dei, Dominguez High** and **Centennial High** have developed a mentoring program for local elementary and middle school youth and their parents. Monthly activities bring together the community in social, recreational, cultural and service activities.

El Centro de Pueblo, a Continuation high school, is closely examining their concerns with gangs by developing a gang peace treaty among themselves and their peers. To better understand different issues related to gangs, they have invited guests, including ex-gang members, police officers and university professors to work with them.

Hamilton High School has developed a "Trainer of Trainers" program that teaches youth skills in facilitating workshops on multiculturalism and race relations. Workshops at the school will be ongoing and ultimately involve all 2500 students in training. They also plan to "take the show on the road" by facilitating similar workshops at the local elementary and middle schools.

Compton High School and **Regina Caeli** will work collaboratively with community resident volunteers to refurbish a mile-long residential area. They will work together cutting the grass, painting the fire hydrants and sidewalks, planting trees and establishing a neighborhood watch team. The youth have gotten materials donated by local businesses.

For information, contact Todd Clark or Kathleen Kirby, Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005 213/487-5590.

Constitutional Rights Foundation

BUSINESS IN SOCIETY

Our new program, Business in Society, brings students, teachers and business leaders together in the exploration of how business and public interests interact. Understanding the interaction between the public and private sectors and the issues that shape that relationship will help students understand the economic impact of their political, financial and professional decisions, and will help CRF achieve its mission of helping high school students become active and responsible citizens.

The new program identifies three audiences for whom programs are created: students, teachers and business leaders who participate as volunteers. Relationships and activities developed for the program will be on-going, organized around an annual theme, and integrated with other CRF programs.

Five core components define the program. The **Business in Society Seminars** are a series of on- and off-campus conferences which explore the issues defined by the annual theme and which are presented initially at the annual Business Issues Day in October. On-campus conferences will take a more focused look at these same issues and involve students and teachers who for a variety of reasons could not attend Business Issues Day.

Business Partnerships is a series of on-going, semester or year long relationships between a team of business leaders and a class or school with whom they meet several times during the semester and which culminates in class projects that demonstrate the concepts developed and discussed during the meetings. Business leaders have talked about their experiences in the classroom with great enthusiasm.

Exploring Business Environments is a series of site visits that encourage an understanding of how specific businesses operate and their perspectives on business issues and policy. Students will have a chance to see a business environment and get a true sense of how a company is organized and operates.

Although this program is designed for students, it is equally important to reach teachers so their understanding of the business environment is enhanced and so that they can provide accurate and timely information to students about trends in business and professional development. **Educators' Roundtables** is a series of seminars and business experiences for teachers hosted by corporate supporters.

Without business leaders the program could not function, so their familiarity with secondary education in Los Angeles is vital to the success of the program. To meet their needs, **Business Leaders in the Schools** provides school-based experiences and orientation sessions so they are prepared to work with students in classes and at conferences.

The program reaches students in economics, business, social studies, computer, math and Humanitas classes, among others.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Business Issues in the Classroom

Published by Constitutional Rights Foundation

Vol. 1 Issue 2 Spring 1991



This Iraqi terminal, located near Basrah in the Persian Gulf, is capable of loading two super-tankers simultaneously. (UPI/Bettmann Photos.)

Oil Shock and Aftermath: The Tale of Modern Markets

Before his invasion of Kuwait, President Saddam Hussein of Iraq had sought an increase in the price of oil. Because of Iraq's eight-year war with Iran, he badly needed extra money to pay back his war debts. Every dollar he could increase the price of a barrel of oil would bring Iraq an estimated one billion dollars a year. Thwarted in his attempt to raise the price of oil, on August 2, 1990 Hussein invaded Kuwait gaining complete control of its oil fields. With Kuwait under his command, Hussein now controlled nearly 25 percent of the world's supply of oil. If Hussein had also taken over Saudi Arabia, he would have controlled 55 percent of the world's oil reserves.

Retaliating against this aggression, the United Nations enacted an embargo against Iraq, which effectively put Iraq and Kuwait out of the oil business. Because investors expected drastic reductions in the supply of crude oil, they began rapidly buying all the oil on the market, which is called "panic buying." As the demand for oil jumped, oil became more scarce, so the barrel price of oil also jumped. Crude oil prices went from \$21

in August to nearly \$40 per barrel by the end of October.

Yet oil companies continued to buy oil. They believed that if they bought and stockpiled oil, when the supply of oil declined further, they would be able to sell the oil at an even higher price. By doing this, the oil companies would keep making profits, and they would pass their higher costs on to the consumer. Consequently, the price for retail gasoline went from an average of \$1.05 per gallon on August 1st to \$1.30 by the beginning of November.

(continued on next page)

Business Issues in the Classroom

This newsletter is provided to schools as part of the Constitutional Rights Foundation's Business Issues in the Classroom (BIC) Program. BIC brings in-depth readings and activities designed to stimulate classroom discussion and interaction. The newsletter focuses on competing economic, ethical and legal factors affecting business decision-making.



Constitutional Rights Foundation

Constitutional Rights Foundation hereby grants to all recipients a license to reproduce all material contained herein for distribution to students, other school site personnel and district administrators.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

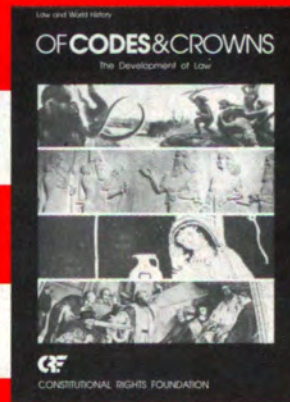
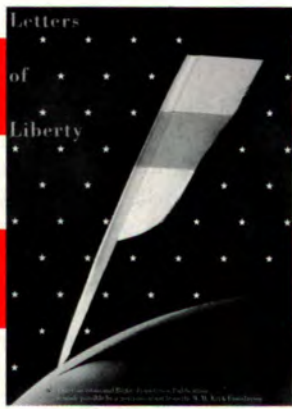
This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Constitutional Rights Foundation

1992 CATALOG



GOVERNMENT

LAW

CONSTITUTION

ECONOMICS

HISTORY

BUSINESS



Constitutional Rights
Foundation

CRF

Educating Tomorrow's Citizens

601 South Kingsley Drive
Los Angeles, California 90005
Tel: 213.487.5590 Fax: 213.386.0459
Todd Clark Executive Director

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Constitutional Rights
Foundation

CRF

1991 Annual Report

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

"There can be no daily democracy without daily citizenship"
-Ralph Nader

**Y
O
U
T
H**

LEADERSHIP PROGRAMS

**A N N U A L R E P O R T 1990
1991**



A program of the Constitutional Rights Foundation and the Los Angeles Unified School District