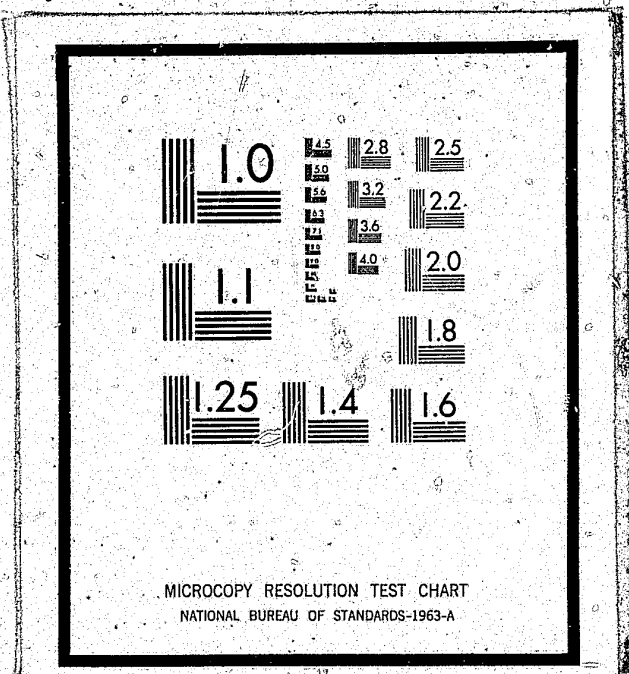


NCJRS

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Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

10/17/75

Kevin

EXEMPLARY PROJECT NOMINATION:
Law in American Society Foundation Illinois Project

Nominated by
Illinois Law Enforcement Commission
December 28, 1973

012572

FORMAT FOR SUBMISSION OF EXEMPLARY PROJECT RECOMMENDATIONS

I. Project Description

1. Name of the Program

Law in American Society Foundation Illinois Project

2. Type of Program (ROR, burglary prevention, etc.)

Training, prevention

3. Area or community served

The State of Illinois. Regional projects currently in Chicago, Moline, Rockford, Peoria, and twenty-two school districts in the Chicago metropolitan area; also, the Juvenile Division of the Ill. Dept. of

4. Approximate population of area or community served

11,250,500

By the conclusion of the program, the entire State and the Department of Corrections educational units.

5. Administering Agency (give full title and address)

Law in American Society Foundation
National Center for Law-Focused Education
33 North LaSalle Street
Chicago, Illinois 60602

6. Project Director (name and phone number; address only if different from 5 above)

Dr. Alice Sesno
Illinois Project Director
312/346-0963

Dr. Robert Ratcliffe
Executive Director
Law in American Society Foundation
312/346-0963

7. Funding agency(s) and grant number (agency name and address, staff contact and phone number)

Illinois Law Enforcement Commission
150 North Wacker Drive
Chicago, Illinois 60606
Mrs. Jane Rae Oksas
312/793-3611

Grant Number 0363-01 and 0363-02

8. Project Duration (give date project began rather than the date that LEAA funding, if any, began)

The three phase, 3-1/2 year, project began February, 1972.

9. Project Operating Costs (Do not include costs of formal evaluation if one has been performed. See Item 10)

Breakdown of Total Operating Costs, specify time period:

Federal: \$179,180

State: 15,765

Local: 47,295

Private:

Total: \$242,240

Of the above total, indicate how much is

- (a) Start-up; one time expenditures:

Approximately \$2,000

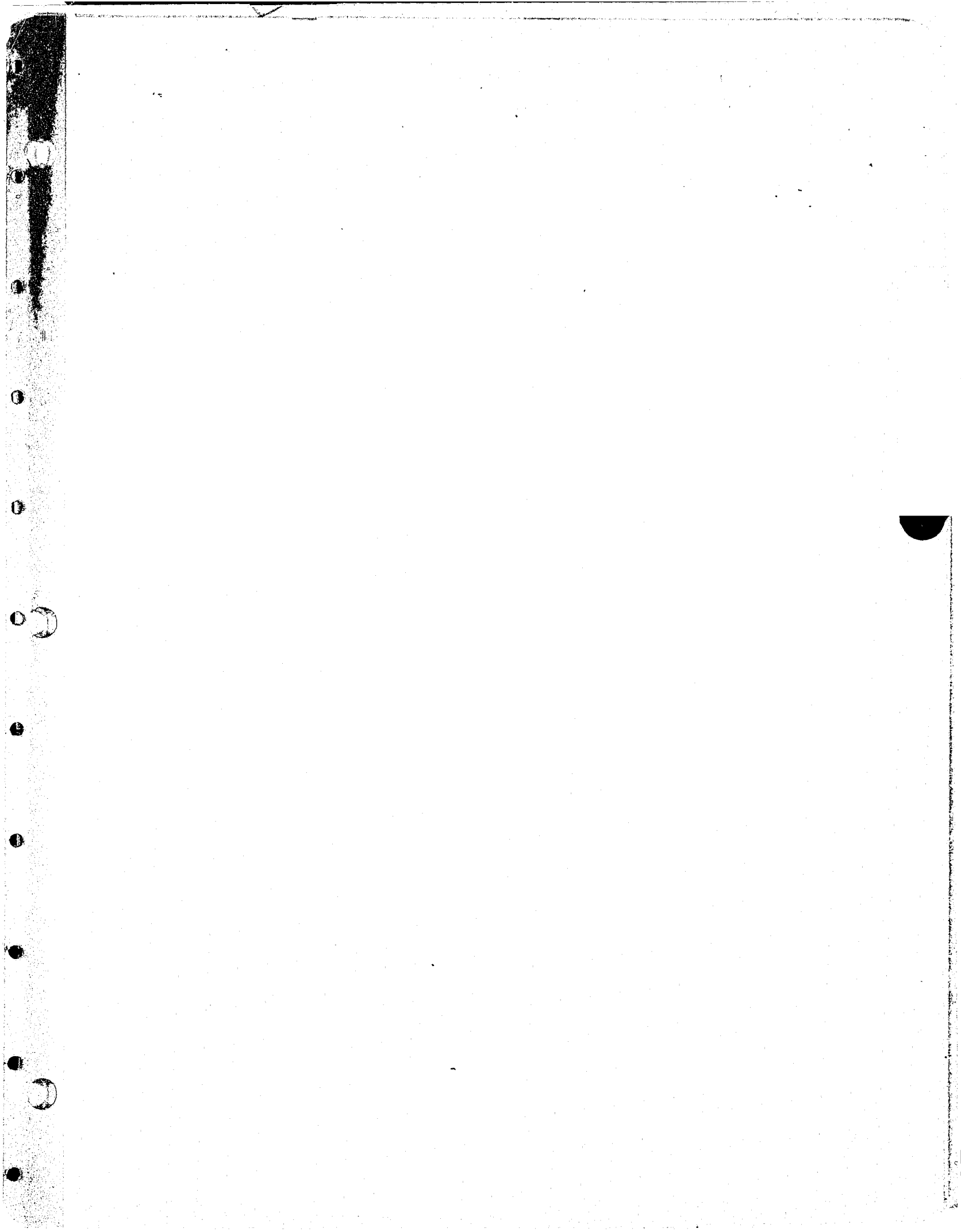
- (b) Annual operating costs: \$240,240. At this point, nearly the entire budget goes for operating costs.

(A complete budget breakdown should be included with the attachments to this form)

10. Evaluation costs (Indicate cost of formal evaluation if one has been performed)
The grantee receives \$10,000 (not included in the figures in #9) to contract with an independent evaluator (subject to ILEC approval).

11. Continuation. Has the project been institutionalized or is it still regarded as experimental in nature? Does its continuation appear reasonably certain with local funding?

The LIASF has been in existence since 1968. The Illinois Project, initiated in 1972 with an implied commitment of funds for 3-1/2 years, will be completed in October, 1975. At that time, it is expected that the regional projects created through ILEC funding will continue to operate. The Foundation itself will, of course, remain in existence.



Attachment A Program Review Memorandum

The Illinois Project seeks to incorporate a comprehensive program of law-focused education in the elementary schools (5th grade +), junior and senior high schools in Illinois. The Foundation plan includes curriculum development (to add to their existing texts), intensive teacher training through a four-week Summer Institute, and continued inservice teacher training throughout the year. The methods of instruction encouraged and taught by the Foundation are the case method, mock trial, and the inquiry method. Morning sessions of the Summer Institute are devoted to the study of substantive law, with law school professors as instructors; the afternoon sessions, conducted by educators, emphasize teaching methodologies. The Foundation, through an ILEC grant, has also developed courses dealing with the teaching of law-focused material to be incorporated into the teacher education curriculum at the college and university level.

The model being used for statewide implementation of the LIASF program is the result of studying the program over the past six years and observing how best to institutionalize it in a given school district. The pattern which has emerged is that of using a regional coordinator working with a leadership team to implement the use of the materials and then to conduct regional summer training institutes, rather than having trainees come to the Chicago Institute every summer. Also, the practice of having participating cities agree to hire one person on a full time basis, to a staff level to coordinate the LIASF program, will, hopefully, eliminate some of the earlier problems of the program where the participating school districts continually sought outside funding for the program.

The statewide program presently underway (Illinois is the first state to attempt to institute the LIASF program on a statewide, rather than a city, basis) will eventually create ten regional LIASF centers outside Cook County. These centers will be equipped to offer summer training and support services to participating schools throughout the school year. Inasmuch as the intensive four week summer institute is an integral part of the LIASF program, this would be necessary to a statewide implementation of the program. Without regional centers all teachers would be required to come to Chicago for training, and inservice training and support services would not be readily available. Teachers in the Cook County and Chicago projects will continue to attend the Summer Institute held in Chicago. In addition, the Illinois Project will train corrections teachers in substance and methods of law-focused education.

The past success of the LIASF program of teacher training and curriculum development has been documented through numerous independent evaluations, research reports, surveys, and personal testimonials. The LIASF approach to teacher training and the need for this type of education has been recognized by a number of colleges and universities. Courses designed to prepare teachers to

teach legal concepts and to analyze the substantive problems and strategies required for teaching legal concepts have been conducted at Northwestern University and the University of Illinois at Chicago Circle. In fact, Chicago Circle has officially adopted the courses as a permanent part of their teacher education curriculum.

LEAA, through discretionary funding, has supported the expansion of the Foundation's program throughout the country by the establishment of projects in each of the ten LEAA regions.

Evaluations of the Foundation's program by teams of evaluators from Northwestern University and the University of Michigan have produced the following conclusions:

- 1) That teachers, as a result of participating in the special training program of the LIASF, had become significantly better, more effective directors of learning;
- 2) That communication had improved between teachers and students;
- 3) That students, in five of six grade levels tested, learned significantly more than similar groups of control students using the regular textbooks; and
- 4) That students, as a result of these instructional programs are more positive in their attitudes toward law, courts, and the role of citizens in times of civil disorder than are similar control groups of students. This was demonstrated not only by significantly better performance on attitudinal and opinion inventories, but also by marked improvement in student behavior, better attendance, increased pupil motivation, and class discussion involvement by greater numbers of students.

In addition, the Social Science Educational Consortium, the Far West Regional Laboratory, the USOE Marin Social Studies Project and the Georgia Social Studies Project for the Disadvantaged concur in reporting favorable results.

ENDORSEMENT LETTERS

UNITED STATES GOVERNMENT

*Memorandum*DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATIONTO : Mary Ann Beck
Office of Technology Transfer

DATE: January 17, 1974

FROM : Fred Becker
Office of Technology TransferSUBJECT: Proposed Exemplary Project - Law in American Society Foundation,
Illinois Project.

In considering the project, I gave special attention to the possibility that it might be justified as an exemplary package on the grounds that it assures greater citizen involvement, a point which the Administrator has been stressing lately. Unfortunately, although it seems like an admirable project, I have not found it to meet the criteria for an exemplary package.

It appears to me that the project fails to meet the criteria in the following ways:

While the prevention of crime has to qualify as a significant, if very broad, goal, the project cannot be said to have demonstrated effectiveness in achieving that goal. The project can not be shown to have improved the criminal justice system. Any test of the true effectiveness of the project in reducing crime would take years, and may not be feasible at all. There have been essentially several replications at the urban level of this project. According to the summary several expert agencies have endorsed the approach. This makes it highly questionable if additional replications can be justified as validation studies or demonstrations.

Finally, what the nomination calls training to prevent crime, might better be called "civics," or citizenship." What it is attempting to do, and to measure it seems to me, is the same thing that teachers have

always tried to do through the teaching of history, government and current events.

This suggests that the association with criminal justice is too tenuous and too narrow to justify any special endorsement by LEAA. On the contrary, the judgement of this program and the extension of it to other jurisdictions might better be left to professional educators. I feel that LEAA could even be criticized for meddling with the schooling of young people as smacking too much of "Big Brother." Therefore, the applicant should be encouraged to discuss the project with HEW as the agency more directly concerned with the tangible and measurable aspects of the program.



ILLINOIS LAW ENFORCEMENT COMMISSION
 150 NORTH WACKER DRIVE - CHICAGO, ILLINOIS 60606
 312/793-3393

Donald Page Moore
 Chairman

Original to


 David Fogel
 Executive Director

MEMORANDUM

TO: Mary Ann Beck, Technology Transfer Division, NILE CJ
 FROM: David Fogel, Executive Director
 DATE: December 28, 1973
 SUBJECT: Exemplary Project Nominations

Six exemplary project nominations have been prepared by our staff and are hereby certified by the Illinois SPA to be Exemplary. We believe that the following projects are outstanding examples of projects which may be replicable in other locales (the nomination forms should be self-explanatory):

1. Police-Social Service Project
2. ISPERN
3. Crime Prevention Bureau Network
4. Illinois Local Community Police Officer Selection Project
5. Law in American Society Foundation Illinois Project
6. Illinois Appellate Defender Program

Therefore, we ask that each of these projects be given serious consideration for designation as Exemplary Projects.

DF:nc:fo

UNITED STATES GOVERNMENT DEPARTMENT OF JUSTICE
EXECUTIVE CORRESPONDENCE
Memorandum LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

TO : Mary Ann Beck, Technology Transfer Division, DATE: December 28, 1973
 Thru *James Bain, Jr.* N.I.L.E.C.J. Deputy Regional Administrator,
 Region V, Chicago
 FROM *John* Gordon D. Nelson, State Representative - Illinois,
 Region V, Chicago
Copy to 2 in the Region

SUBJECT: Exemplary Project Submissions, Illinois SPA

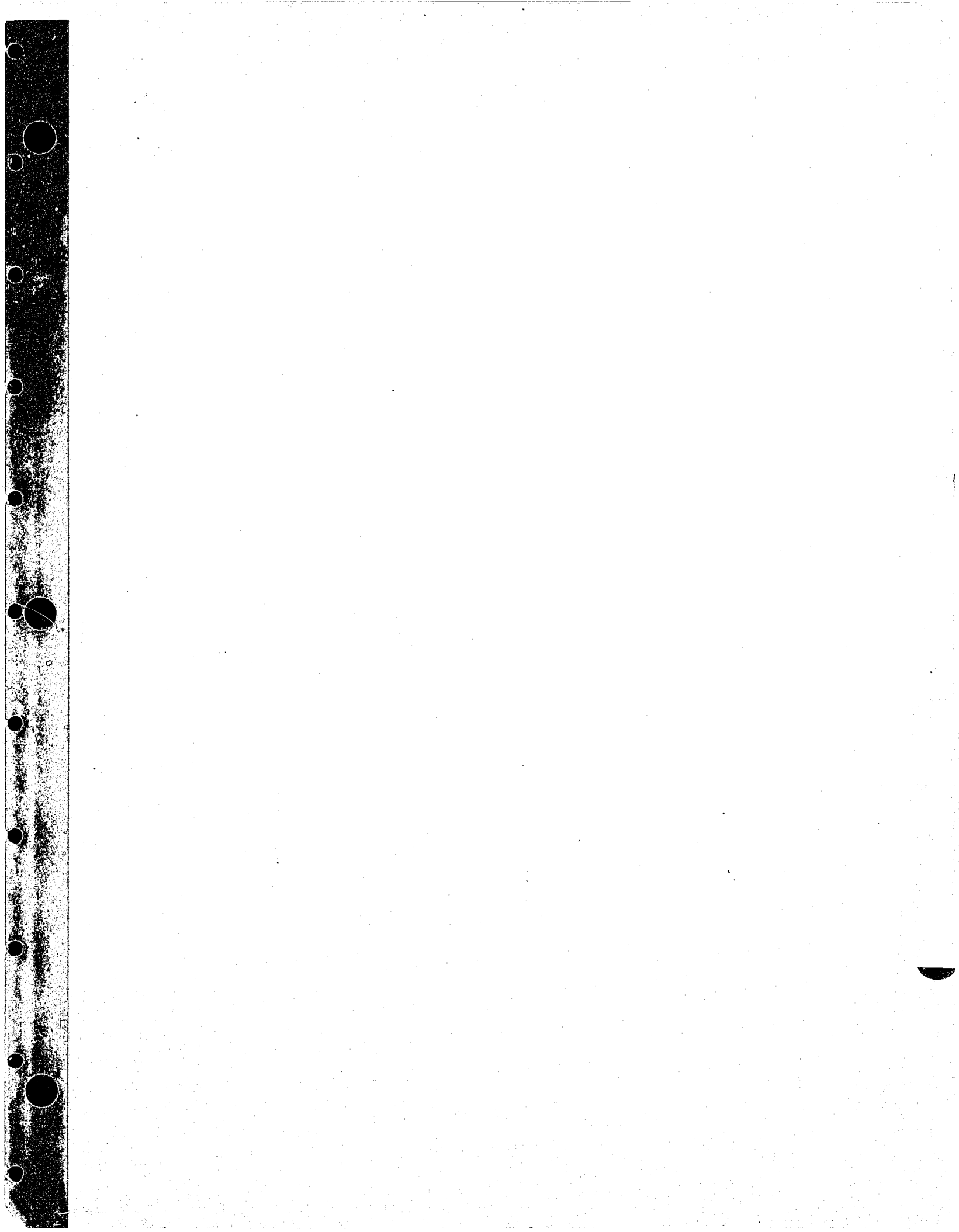
The Illinois Law Enforcement Commission (SPA) has submitted, in the form recommended by Mr. Caplan's memorandum of August 24, 1973, descriptions of six projects that are considered exemplary:

1. The Police-Social Service Project has proven itself a real asset to the communities served as evidenced by continuation and expansion after federal funds ceased. An evaluation of this project is being negotiated for commercial publication.
2. ISPERN is highly valued by police departments throughout Illinois as an excellent communication network for the entire state. It serves for crime prevention, apprehension, and in cases of special emergency.
3. The Crime Prevention Bureau Network Project is a statewide program which has stimulated crime prevention bureaus in police departments and county sheriff departments. A uniform approach to crime prevention in the state with extensive citizen involvement makes this project noteworthy.
4. The Illinois Local Community Police Officer Selection Project has provided a scientific basis for police selection through the development of non-discriminatory batteries of tests. This project should greatly improve manpower selection for law enforcement. The project also provides for professional test administration. It is presently operative and has a backlog of demand for service from several jurisdictions in the State of Illinois.

5. The Law in American Society Foundation Illinois Project promotes law-focused education in elementary through high school. While efforts have been made already on a national basis, Illinois is believed the only statewide program as opposed to concentration on specific cities elsewhere in a National Scope funded project. The effect is largely a prevention measure.

6. The Illinois Appellate Defender Program is a statewide legal defender service at the appellate and supreme court level. It has promoted legislative funding of a new Office of the State Appellate Defender as evidence of its impact. The achievement promotes legal defense service, as well as the training and stimulation of interest of young law students in the criminal law area.

The above six projects are endorsed as exemplary projects by Region V for the State of Illinois. They are all considered to have technology transfer potential and have made distinguished contributions each in their own area of impact.



ORIGINAL

Illinois Law Enforcement Commission

Control Number

2-07-25-0363-01

GRANT APPLICATION
PAGE 1

Directions: Follow instructions in Part 1 in completing this application and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602

RECEIVED
SEP 14 1971

ILLINOIS LAW ENFORCEMENT COMMISSION
Chicago, Illinois

NEW RESUBMITTED

RENEWAL Supplement To Grant Number _____

TYPE OF GRANT

ACTION PLANNING

A. Project Title
LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

B. Date Prepared 9/13/71	C. Expected Duration of Project 12 MONTHS	D. Starting Date (Est.) Feb. 1, 1972	E. Total Cost \$384,400
-----------------------------	--	---	----------------------------

F. Subject Area of Project

- | | |
|--|--|
| <input type="checkbox"/> Upgrading Law Enforcement Personnel | <input type="checkbox"/> Organized Crime |
| <input type="checkbox"/> Prevention of Crime & Public Education | <input type="checkbox"/> Riots & Civil Disorders |
| <input checked="" type="checkbox"/> Prevention & Control of Juvenile Delinquency | <input type="checkbox"/> Community Relations |
| <input type="checkbox"/> Detection & Apprehension of Criminals | <input type="checkbox"/> Research & Development |
| <input type="checkbox"/> Corrections, Rehabilitation, Probation and Parole | <input type="checkbox"/> Comprehensive Planning |
| <input checked="" type="checkbox"/> Training | <input type="checkbox"/> Other Specify _____ |

G. Name of Applicant Perry L. Fuller, President	H. Name of Project Director Dr. Robert H. Ratcliffe
Title Law in American Society Foundation	Title National Director
Address 33 N. LaSalle Street Chicago, Illinois 60602	Address 33 N. LaSalle Street Chicago, Illinois 60602
Name of Co-Applicant (if any)	Telephone Number 346-0963
Title	J. Financial Officer (Name) Mr. Alex Elson
Address	Title Vice President and Treasurer Law in American Society Foundation
	Address 33 N. LaSalle Street Chicago, Illinois 60602

Illinois Law Enforcement Commission

(For ILEC Use Only)
Control Number

2-07-25-0363-01

GRANT APPLICATION

PAGE 1A

K. Conditions:

It is understood and agreed by the undersigned that any grant received as a result of this application is subject to the following conditions:

- Funds granted as a result of this application are to be expended only for the purposes and activities covered by the approved plan and budget and the approved project will be carried out in accordance with the Guidelines for Fiscal Control-Action and Planning Grants with such specific additional conditions as may be established at any time for this project.
- The grant may be revoked in whole or in part by the Illinois Law Enforcement Commission (ILEC) at its discretion and at any time provided that a revocation shall not include any amount obligated previous to the effective date of the revocation if such obligations were made solely for the project as approved.
- All reports about the project shall acknowledge the source of the funds granted as a result of this application.
- Reports will be made as required.
- Necessary records and accounts including financial and property controls, will be maintained and made available to ILEC for audit purposes.
- Assurance of Compliance with Title VI of the Civil Rights Act of 1964 applies to this application and is attached.

L. Personal Signatures (in ink)

(1) Project Director (Same as "H", Page 1) Robert H. Ratcliffe 9/13/71
Date

(2) Authorized Official (Agent for "G", Page 1) Perry L. Fuller 9/13/71
Date

M. Budget Summary

	Cost	Per Cent
Total Program Amount Requested*	\$384,400	100%
Grantee Share*	154,700	40%
ILEC Share*	229,700	60%

*From Page 4 of Application

Note: Allowable grant ratios are shown on procedure 1B of the Guidelines for Fiscal Control

N.

Grant falls in State/Federal program area _____

#2-07-25-0363-01

Directions: Complete (refer to Grant Application Guidelines) and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title

LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

The Law in American Society Foundation Illinois Project will develop a comprehensive program for establishing attitudinally effective, law-focused curricula as a permanent, regular part of the general education of elementary and secondary school children throughout the State of Illinois. This first major effort at such a program is based on the successful program begun initially in Chicago and now being replicated in other major cities throughout the nation--Dallas, Atlanta, Boston, and Los Angeles. As a result of its pioneering role in establishing a statewide program to reinforce and sustain respect for the law among young people, Illinois will serve as a model for the establishment of similar programs for the states in the geographic regions in which these other cities are located.

During the one-year period (2/1/72-1/31/73) covered by this proposal, the first of three phases of the LIASF Illinois Project will be carried to completion. As the Project enters Phase II (2/1/73-1/31/74) and Phase III (2/1/74-8/31/75), the need for outside funding of the Law in American Society Foundation will gradually decrease as the participating Regions throughout the State assume an ever-increasing portion of the burden of administering and financing the Project.

Three elements are essential for the attainment of the Project's ultimate goal of a permanent, statewide program of law-focused education: (1) a sufficient number of adequately trained personnel; (2) the availability of appropriate instructional materials; (3) broad-based community support for the Project.

Toward these ends, the following Phase I activities will be carried out under the terms of this proposal:

February-June, 1972. During this first half of the funded period, an administrative mechanism will be established to implement Project objectives. In addition, in-depth orientation of key personnel will be conducted, and planning and other preparations for the 1972 Summer Institute will be carried out.

July, 1972. Summer Institute in Chicago. For a full description of the nature and functions of the Institute, see pg. 6d-h of this proposal and also Appendix B, 1971 Summer Institute Program.

August, 1972-January, 1973. The latter half of the funded period will be devoted to

#2-07-25-0363-01

Directions: Complete (refer to Grant Application Guidelines) and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

project implementation in the participating Regions. This local level implementation will consist of: the use and evaluation of law-focused programs by trained personnel in local schools; the development of in-service programs during the academic year; the development of community support and the various coordination and administrative functions of the Regional Board of Directors and staff; planning for Regional summer institutes to be carried out during Phase II.

FEBRUARY-JUNE, 1972

Administrative Mechanism. In order to realize the objectives of the Project, an Illinois office will be established at the LIASF National Headquarters in Chicago. Policy for the functioning of the Illinois Project will be determined by an Illinois Project Board of Directors, the members of which will be identified prior to the beginning of the funded period and selected not later than 2/1/72. The Board of Directors will identify candidates for the post of Illinois Director and will assist in his selection. The Illinois Director will be directly responsible for both the development and delivery of the program in Cook County and also for the statewide coordination of the Project. A Regional Project Director will be hired in the Pilot Region (outside Cook County) selected for initial participation in the Project. He will be responsible for identifying potential members of the Board of Directors for his Region, selecting a Regional Leadership Team to participate in the LIASF State of Illinois teacher training program, and establishing an in-service training program in his Region's school districts. During the first year, the Illinois Project will utilize fifty percent of the time of the LIASF National Director and the LIASF National Program Coordinator, who will assist the Illinois Director and the Regional Project Director in implementing Project goals throughout the State. These Illinois personnel will work in close conjunction with LIASF staff and consultants to develop programs suited to local conditions and to bring those programs to a full operational level throughout the State of Illinois by the end of the funded period.

Orientation and Planning. The Project will begin with an Orientation Workshop in February, a purpose of which will be to give key personnel a thorough grounding in the philosophy of the Project and in the germane materials and techniques that have been developed by the LIASF. They will also receive training in administrative and coordination techniques that have been designed and used by other associated projects throughout the country.

GRANT APPLICATION

PAGE 2 b

(For ILEC Use Only)
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2-07-25-0363-01

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134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

At the conclusion of the February Orientation Workshop, the Illinois Director and the Regional Project Director will initiate planning in their respective Regions (Cook County and the Pilot Region) toward the goal of Regional participation in the 1972 Summer Training Institute. This planning will involve familiarizing educators and other concerned persons in the two Regions with the nature and objectives of the Law in American Society Program. Assisting the Directors in this task will be the LIASF National Director and National Program Coordinator, who will give program presentations to bar associations, boards of education, criminal justice system agencies, and other local organizations and associations whose support will be vital to the successful implementation of the Project.

These presentations and other coordination activities will be instrumental in assisting the two Directors in establishing essential liaison with school and criminal justice system personnel from their Regional Leadership Teams to attend the LIASF Spring Workshop in June. These individuals will, in effect, serve to bolster the coordination work in the school districts of their respective Regions.

At the LIASF Spring Workshop in June, the two Directors and the selected Leadership Team members will have the opportunity to participate, with Summer Institute faculty, in the preparation of the instructional programs to be carried out for Illinois Summer Institute participants. In addition, they will engage in evaluation seminars and coordination meetings with the Directors of other major projects across the United States.

JULY, 1972

Summer Training Institute. The focal point of the Phase I activities will be the LIASF Summer Training Institute, which will be conducted in the Everett McKinley Dirksen Federal Building in quarters provided by the U. S. Court of Appeals, Seventh Circuit. This training institute will be expanded to train teachers from Cook County and the initial Pilot Region. The training institute will also be available to personnel from the Chicago Board of Education (over the past six years, more than 400 Chicago Board of Education personnel have been trained at the LIASF Summer Training Institutes.)

During the Phase I Summer Training Institute, the Illinois Director and the Regional Project Director will serve as Team Leaders, in which capacity they will co-

GRANT APPLICATION

PAGE 2 c

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2-07-25-0363-01

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A. Project Title

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PROJECT SUMMARY

ordinate the day-to-day activities of the participants from their areas. In this connection, they will be responsible for transmitting to members of their respective Regional Leadership Teams techniques for instituting in-service training programs in the home school districts, and also for training selected individuals from the Pilot Region outside Cook County to establish a Regional Summer training institute during Phase II of the Project. (Cook County teachers, because of their close proximity to Chicago, will receive their training in Chicago for the life of the Project.) The directors will also participate in specialized evaluation and curriculum implementation sessions, which will include planning sessions for creating in-service programs for both Cook County and the Pilot Region as well as a Regional summer institute to be carried out during Phase II. At the conclusion of the Summer Training Institute, the Directors and the participating teachers will be fully prepared to begin administering and teaching law-focused education courses in the classrooms of their school districts.

AUGUST, 1972-JANUARY, 1973

In-service Training and Project Implementation. Both the Illinois Director and the Regional Project Director will devote considerable time to creating and maintaining in-service training programs for teachers who participated in the Summer Training Institute as well as for other interested teachers who possess the background and qualifications for handling a law-focused curriculum. The Leadership Team members selected by the Directors for advance training in in-service program techniques will serve as prime movers in the creation of local in-service training programs following their participation at the Summer Training Institute.

Both the Illinois Board of Directors and the Regional Board of Directors will use their position and influence to assist the two Project Directors in establishing professional and community contacts in their respective Regions. A major function of the Boards of Directors will be to enlist the support of important individuals on the local level, thus ensuring the future financial independence of local programs. Equally important will be the role of the Boards in facilitating close cooperation between local criminal justice system agencies and the teachers and administrators charged with delivering the LIASF program to the schools.

Having established close relationships in the Spring with the Superintendents of the three pilot school districts in Cook County, the Illinois Director and members of

2-07-25-0363-01

Directions: Complete (refer to Grant Application Guidelines) and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

the LIASF staff will advise and otherwise assist those superintendents in the delivery of law-focused education courses to their schools beginning in the Fall of 1972. Similarly, the Regional Project Director will render all necessary assistance to the school districts in his Region in initiating a law-focused curriculum.

The Illinois Director will continue to establish close relations with other school districts in Cook County for the purpose of bringing them into the Project during Phase II. He will also select additional Regions throughout the State for similar participation in the second and third phases of the Project. The Regional Director, in addition to his work with the in-service program, will work to bring the remaining school districts of his Region into the Project and to plan the Regional summer training institute that teachers and other personnel from those school districts will attend.

During the academic year 1972-73, the instructional programs taught by the Summer Institute participants will be evaluated in terms of their impact on student knowledge acquisition and attitudinal change. These evaluations will be conducted with the assistance of psychometricians and LIASF staff and will provide regular data concerning the effects of the program on schoolchildren throughout Illinois.

The net result of the Project work scheduled for Phase I will be the instituting of the tried and proven LIASF educational programs in two new areas of Illinois. The three-phase approach developed by LIASF makes it possible to initiate the program in different areas while at the same time providing for a relatively rapid cessation of the LIASF support role in the Project. More importantly, the Phase I work will produce a modified version of the model used successfully in our other projects throughout the country -- a model that will lend itself to continual replication throughout Illinois.

PHASES II & III

During Phase II of the Project, two additional school districts from Cook County and two additional Pilot Regions elsewhere in the State will initiate programs similar to those developed in Phase I. In Phase III, one more Cook County school district and three additional Regions of the State will take part in the Project.

By the end of Phase III, the creation of in-service training programs in six Cook

2-07-25-0363-01

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A. Project Title

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

County School districts will provide a County-wide base for the further training of teachers to deliver the program to Cook County schoolchildren. LIASF will continue to service the entire Chicago Metropolitan area. Similarly, six Regional summer training institutes outside Cook County will have been developed throughout the State. The placement of these institutes will be such that teachers from all parts of the State will have access to training at one of these institutes. The widespread development of in-service programs together with the strategic placement of the training institutes will make possible the attainment of the Project's primary objective -- the establishment of a comprehensive program of attitudinally effective, law-focused education as part of the regular general education of elementary and secondary schoolchildren throughout the State of Illinois.

Project Title: **LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT**

	Job Title	Annual Salary	Percent Time	COST		
				Total	Fed./State Share	Grantee Share
A. Personnel Services	Illinois Director	20,000	100%	20,000	20,000	
	Regional Proj. Dir.	19,200	75%	14,400	14,400	
	Director LIASF National Program Coordinator	30,000	50%	15,000	15,000	
	Intern/Grad. Student	26,400	50%	13,200	13,200	
	Secretary	12,000	50%	6,000	6,000	
	Secretary	9,000	50%	4,500	4,500	
	Secretary	8,400	100%	8,400	8,400	
	SUB-TOTAL			81,500	81,500	
	Social Security Fringe Benefits	8%			6,500	
		TOTALS			88,000	
B. Equipment Purchase, Lease, or Rental	Quantity	Description				
	4	Typewriters	2,050	1,130	920	
	1	Xerox	2,400	1,800	600	
	6 desk, 6 side	Chairs	600	400	200	
	6	Desks	1,500	1,000	500	
	1	Pitney Bowes Postage	370	120	250	
	1	A.V. Equipment	1,500	1,500		
	4	File Cabinets (5 dr)	250		250	
	176 Ft.	Book Shelves	1,100		1,100	
	1; 8	Conference table, chairs	550	550		
1 Each	Floor, Window Covering	1,950		1,950		
	Calculator, collator, dictating machine	730		730		
	TOTALS		13,000	6,500	6,500	
C. Consultant and Contractual Services	Description					
	Ill. Project Bd. of Dir.		6,000		6,000	
	LIASF Bd. of Dir.		9,000		9,000	
	Resource Lawyers & Law Enforcement Personnel		4,000		4,000	
	Auditors (Ernst & Ernst)		4,000		4,000	
	Teacher Time 8 FTE @ 11,000		88,000		88,000	
	Summer Institute Faculty		22,200	22,200		
	February Meeting		6,000	3,000	3,000	
	June Meeting		8,000	5,000	3,000	
	Fall Meeting (Cook County).		1,400	200	1,200	
In-Service Kits		24,000	24,000			
	TOTALS		172,600	54,400	118,200	

	Local Travel for Project Staff and Board of Directors at existing State rates	COST		
		Total	Federal/State Share	Grantee Share
D. Travel (Project Personnel only)		4,000	2,000	2,000
	TOTALS	4,000	2,000	2,000
E. Commodities	List Separately Communications & Utilities, Telephone, Postage, Cartage Office Supplies Reference Materials Classroom Materials Printing (Newsletter, etc)	7,500 5,000 4,000 20,700 12,000	5,000 2,500 4,000 20,700 10,000	2,500 2,500 2,000
	TOTALS	49,200	42,200	7,000
F. Facility Cost	Description: 1. Rent/Lease 11,500 @ 50% 2. Remodeling 500 @ 50% 3. Construction	5,750 250	4,750 250	1,000
	TOTALS	6,000	5,000	1,000
G. Evaluation (should be as much as 10% of the total action grant)	Psychometrician Fees, Computer Time, Computer Card Punching, Supplies, Questionnaires, Instrument Administration	15,000	15,000	
	TOTALS	15,000	15,000	
H. Other	Personnel Awards Accounting, Pay-roll & Budget Preparation Personnel Recruitment	27,600 7,000 2,000	9,600 5,000 2,000	18,000 2,000
	TOTALS	36,600	16,600	20,000
GRAND TOTAL		384,400	229,700	154,700
Prepared by	<i>Robert H. Roberts</i>	Date	9/13/71	

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BUDGET NARRATIVE

(The cost of preparing this application and implementing the Illinois Project in the period prior to 2/1/72 will be absorbed by the LIASF.)

A. PERSONNELNational Director, LIASF (50% time)

The National Director of LIASF Programs, Dr. Robert H. Ratcliffe, has designed the program for this Illinois Project. He will be responsible for planning and instituting the Illinois Project throughout its initial period. Much of this effort will precede the 2/1/72 starting date of the Project.

The National Director will take primary responsibility for organizing the Illinois Project Board of Directors and for identifying potential candidates for the position of Illinois Director. In addition, he will plan the February Orientation Program, the June Faculty Workshop, and will have primary responsibility for the conduct of the 1972 Summer Training Institute.

Following the selection of the Illinois Director, the National Director will assist him administratively in organizing a program for Cook County and for the Pilot Region outside Cook County. In fulfilling this role, the National Director will offer him direct assistance in working with community groups, school boards, local law enforcement agencies and bar associations. Responsibility for the Illinois Project as part of a nationwide effort will be shared by the National Director and the Illinois Director. As the funded year progresses, the Illinois Director will be able to assume an ever-increasing share of the administrative responsibilities of the Project.

National Program Coordinator, LIASF (50% time)

The LIASF National Program Coordinator, Dr. Isidore Starr, will be primarily responsible for the coordination of elementary and secondary school projects at the local level. During the funded period (2/1/72-1/31/73), Dr. Starr will devote fifty percent of his time to the Illinois Project, the first state-wide project in this nationwide effort.

As Program Coordinator, Dr. Starr will be the primary source of educational assistance for the Illinois Project. He will assist the Illinois Director and the Regional Project Director in areas of educational objectives, strategies, and school implementation of programs. He will also serve as a member of the 1972 Summer Institute Faculty.

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Illinois Director. (100% time).

The Illinois Director will be the chief administrative officer of the Illinois Project. He will be responsible for carrying out the policies of the Illinois Project Board of Directors. Specifically, he will coordinate the activities of the Project on a state-wide basis. He will assist the LIASF National Director and the Regional Project Director in implementing the first Regional project, and he will be directly responsible for the Cook County Project. He will also serve as a member of the faculty of the 1972 Summer Training Institute.

Regional Project Director. (75% time).

The Regional Project Director will devote 25% of his time during February, March, April, May, 1972 to the organization of his Regional Project Board, staff, and leadership team. He will participate in the February Orientation and June Faculty Planning Programs of the LIASF.

From June, 1972 through January, 1973, he will devote 100 percent time to his duties as Regional Project Director. During July, he will participate in the 1972 Summer Training Institute as a Regional Director and Team Leader. In this capacity, he will coordinate the day-to-day activities of his Team members, and he will participate in evaluation and curriculum implementation sessions. Beginning in August, he will carry out the policies of his local board; he will prepare and conduct in-service programs for teachers in his local area; he will administer the evaluation program locally; and he will plan for Phase II activities to begin with a Regional Training Institute in the Summer of 1973.

Intern/Graduate Student. (50% time).

The Administrative Intern will devote 100 percent time during June, July and August and one-third time during the other nine months of the funded period. His primary responsibility will be the development of a Resource Center for materials related to law-focused education. He will assist in some draft editing of the newsletter and will assist the professional staff as needed.

Secretaries

One secretary 100 percent time and one 50 percent time will be required for the conduct of this Project during the funded period (2/1/72-1/31/73). (Secretarial time required in the period prior to 2/1/72 will be absorbed by the LIASF).

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B. EQUIPMENT

The items listed under equipment are required for the successful conduct of the State of Illinois Law in American Society program described in this proposal.

The items under "Grantee" are the property of LIASF and the values reflect current valuation. Xerox and Pitney Bowes are leased items. The amounts under "Fed/State" are estimates. Actual expenditures will occur after competitive bidding.

C. CONSULTANT & CONTRACTUAL

The LIASF Board of Directors and the Board of Directors of the Illinois Project will participate in regular monthly meetings. Considerable additional time will be spent by individual members of the Boards and by sub-committees performing on a task basis. Time reports will be maintained for purposes of determining the actual amounts of contributed time.

Similar time reports will be maintained for the activities of resource lawyers, and criminal justice personnel working with students and teachers as part of this program. Teacher time, recorded in time reports, will reflect the actual classroom time to be spent by teachers participating in this program during the period 9/1/72-1/31/73.

Ernst and Ernst has agreed to conduct an annual audit of the LIASF. This service will be provided without cost to I.L.E.C.

Summer Institute Faculty

4 Law Professors @ \$200	12,800
3 Education Specialists @ 2800	8,400
1 Secretary - 6 weeks	<u>1,000</u>
	22,200

February Meeting

This meeting will be a two-day Orientation Workshop to be attended by Illinois Director, Regional Project Director, Illinois Project Board of Directors, LIASF Board of Directors, Regional Project Board of Directors, and interested representatives of educational, law enforcement, and bar associations. The \$6,000 line item is an estimate of total costs including travel, room, meals for all participants, and expenses and consultant fees for program participants.

The Orientation Workshop will be part of a week-long National Evaluation Workshop (not covered under the grant). Two days will be set aside for the organization of the Illinois Project.

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June Meeting.

This meeting will be a week-long work session designed to develop and coordinate the 1972 Summer Training Institute. The Illinois and Regional Directors, together with selected members of their teams, will participate in this session with the faculty of the Summer Institute as well as the faculties of Summer Institutes to be conducted by affiliated projects in Dallas, Atlanta, Los Angeles, and Boston.

In-Service Kits.

A series of 18 Self-instructional, Individualized In-service Education Packages will be prepared. Each kit will consist of reading material, about 1 hour of interaction material to be used with a slide projector/recorder/and answer activity sheets, and a final mastery test.

D. TRAVEL

Local travel for Project staff; Illinois Project Board of Directors and Regional Project Board of Directors at approved State rates.

E. COMMODITIES

Classroom materials would consist of text materials for 3,500 students in the program at \$5.91.

Printing costs would consist of the total cost of collecting data and writing, editing, publishing, and distributing a Newsletter on law-focused education to school systems, bar associations, and law enforcement agencies throughout the State of Illinois.

F. FACILITY COST

This item reflects only the cost of the permanent offices of LIASF and the Illinois project. The Summer Institute is conducted, without cost, each Summer in the Everett McKinley Dirksen Federal Building. Three classrooms in the Federal Probation Training Center, two courtrooms, a clerical pool area, three private offices, and a conference room are provided by the United States Court of Appeals for the Seventh Circuit. The Regional Project Director's Headquarters will be furnished by his local community at no cost to ILEC.

G. EVALUATION

Independent evaluations of the Illinois Project -- in terms of administrative

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efficiency, impact on personnel behavior, and impact on student knowledge and attitudes -- will be initiated prior to the 1972 Summer Training Institute and concluded in the period following the Institute.

H. OTHER

Personnel Awards. The Fed/State award will be to participants in the Summer Training program and will include travel and a per diem allowance at State rates for participants residing away from home. The grantee share consists of thirty-six \$500 stipends to the participants.

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A. Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

Name

DR. ROBERT H. RATCLIFFE

Position

PROJECT DIRECTOR

Education and/or experience relevant to this Project

Dr. Ratcliffe is National Director of Law in American Society Foundation, a position he has held since 1967. In addition, he is an associate professor of education at the University of Illinois Circle Campus. Author or editor of some twenty-two books, including the Justice in Urban America series and the Trailmarks of Liberty series, Dr. Ratcliffe has published more than a dozen professional articles in scholarly journals of education, law, social science, and psychology. He has presented major addresses to fifteen national conventions and has spoken before more than eighty regional, state, and local meetings. A consultant to agencies of government and school systems throughout the nation, Dr. Ratcliffe served as Special Consultant to the 1970 White House Conference on Children. He has been listed in American Men of Science, 1968; as a Founding Associate of the National Historical Society; in Leaders in Education, 1971; and in the Dictionary of International Biography, 1971. Dr. Ratcliffe is also a member of the American Association for the Advancement of Behavioral and Social Science. A complete, 95-page professional resume is on file in the offices of the I.L.E.C.

Name

DR. ISIDORE STARR

Position

NATIONAL PROGRAM COORDINATOR

Education and/or experience relevant to this Project

Dr. Starr is Professor of Education at Queens College in Flushing, New York. Phi Beta Kappa and a former John Hay Fellow in the Humanities, Dr. Starr holds advanced degrees from Columbia University, the Brooklyn Law School of St. Lawrence University, and the New School for Social Research. He has been Consultant to the Lincoln Filene Center, Tufts University, President of the National Council for the Social Studies, and a Consultant to the United States Office of Education. Dr. Starr is also a member of the American Political Science Association, American Historical Association, American Association of University Professors, National Education Association, National Council for the Social Studies, Bar Association of the State of New York, and many other professional organizations. He has been author, coauthor, or editor of more than half a dozen books, including the Supreme Court and Contemporary Issues. His professional articles have appeared in numerous scholarly journals, including the American Historical Review, Social Education, the NEA Journal, and Social Research.

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STATEMENT OF THE PROBLEM

The attacks in recent years upon our free society and its structure of constitutional rules provide strong evidence of the gradual breakdown in respect for law in the United States. This breakdown not only permeates American society in general, but has had deleterious effects upon our educational system as well. Consequently, a systematic effort to end confusion about the role of law in a democratic society is a major challenge for the 1970's.

Considerable research has been carried out in an attempt to determine which factors influence the attitudes of the young toward our legal heritage and the system of justice in America. This research indicates that the school -- as well as the family, the community, and economic position -- is influential in the development of student attitudes toward, and understanding of, our system of government.

The fundamental premise underlying the Program of the Law in American Society Foundation (LIASF) is that the school curriculum and the school culture are crucial factors in the development of attitudes toward our constitutional system. It is the purpose of the LIASF Program to focus upon the effects of the school and its potential role in the development of respect for law, thereby countering the growing alienation of youth toward the American legal heritage. This purpose can best be achieved by offering comprehensive, attitudinally effective programs of law-focused education initially in selected planning areas of the State beyond Chicago. Ultimately, the Program will be made available to all the children of Illinois.

The problem attendant upon this approach is twofold. On the one hand there is widespread misunderstanding regarding the phenomenon of the alienation of American youth toward their society. Variant interpretations of youthful alienation, make it difficult, on the other hand, to effect meaningful reform designed to eliminate, or even to reduce, that alienation.

Regarding the first aspect of the problem, we see ample evidence that the spreading infection of violence, criminal behavior, and widespread civil disorder in our streets, schools, and universities is, directly or indirectly, a result of youthful alienation. General ignorance of all dimensions of the American legal system from law formulation to law enforcement has contributed to a climate of unrest. This ignorance is by no means restricted to disadvantaged youngsters in the ghettos of our cities. On the contrary, the turmoil in our universities frequently has been perpetrated by middle class and upper middle class youngsters. Disrespect for government under law is a disease

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currently endemic in our society, and it will continue to fester if not treated by our social institutions. Potentially the most effective instruments for curing the malady are the nation's schools.

Conceived in 1966 to contribute to the solution of this problem, LIASF has made notable progress in this direction wherever its programs have been implemented. In spite of this progress, however, misunderstanding persists and much alienation remains in other areas. Programs of teacher education and curriculum development aimed at effecting significant changes in the social education of today's youth have been requested by various schools, law enforcement agencies, and other institutions to counter the trend toward civil disorder and delinquency.

The Chicago Riot Study Committee Report stated:

. . . youngsters today have special educational needs. . . efforts must be redoubled to ensure that schools have the kinds of administrators, courses and teachers which are needed. . . Programs such as those designed to encourage confidence in our political system. . . should be continued and expanded.

The Illinois White House Conference on Children and Youth recommends that "youth should be given additional opportunities of learning about and understanding our system of laws and justice and youth's rights as well as responsibilities under law."

Recent amendments to the state school code have required this kind of education for all Illinois school children. Unfortunately, traditional social studies content and teaching strategies still overwhelmingly dominate programs of instruction in Illinois. Both have failed to stem pernicious cynicism and alienation among young people. As President Nixon pointed out in a recent report to Congress, a compelling need exists at all levels of government to implement innovative and successful model programs for dealing with alienated and potentially delinquent young people.

The Law in American Society Foundation, sponsored originally by the Chicago Bar Association, has conducted experimental programs for more than sixty thousand Chicago area school children and limited numbers of school children from other major metropolitan areas throughout the United States. Extensive research over a five-year period has shown that youthful alienation can be minimized by providing young people with a meaningful, effective education which focuses upon our American legal heritage, the role of

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law in American society, and the necessity of law enforcement to the maintenance of our democratic way of life. The Chicago experience has been proven, statistically, to have had positive impact upon the attitudes of young people toward the law, the judicial process, the need for law enforcement, and the role of citizens in times of civil disorder.

In spite of this impressive showing, systematic diffusion of the LIASF Program has remained a problem. It is, however, a problem common to nearly all known efforts at school reform. Enduring school reform depends upon very much more than one enthusiastic teacher in a school district. Past participants in LIASF Summer Institutes have reported frustration at the pace with which the new ideas with which they return to their schools can be implemented school-wide. By demonstrating how law-focused school reform can be established on a community-wide basis, LIASF can assure a more meaningful diffusion of its educational program. The communities affected can themselves become diffusion centers for other districts needing leadership in a new program. The results of the Chicago project indicate that wide implementation in Illinois schools will have a substantial and positive impact on the present and future quality of life in Illinois.

BACKGROUND OF THE LAW IN AMERICAN SOCIETY FOUNDATION

Developmental work that has preceded the proposed Project.

The Law in American Society Foundation is a nonprofit teacher training and curriculum development organization that came into being in the mid-1960's in response to two negative social conditions: (1) widespread ignorance of the role and function of law in American society, and (2) increasing alienation among the nation's youth against police, the courts, our criminal justice system, in particular, and the entire American system of constitutional government, in general.

In the early 1960's, a group comprised of judges, members of the bar, law enforcement personnel, and educators held a series of meetings in Chicago to determine what might be done to ameliorate these two conditions. A major conclusion of the meetings was that the American system of constitutional government was gradually losing its legitimacy in the eyes of significantly large numbers of young people. A parallel conclusion was that the system's legitimacy could be restored and preserved only through meaningful and effective education regarding the American legal heritage and the role of law in American society.

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The Foundation itself was established in 1968 as a special project of the Chicago Bar Association. It existed from 1966 through 1969 as a federally funded project sponsored jointly by the Chicago Bar Association and the Chicago Board of Education. All Foundation assets resulting from classroom use of published materials are contributed to the further dissemination of the Foundation's training programs.

Additional funding since 1969 has consisted of grants from the American Bar Foundation, the Chicago Bar Foundation, the ILEC, and the Educational Personnel Development Act. The LIASF National Program currently in progress has been made possible by a grant from the American Bar Endowment. Chartered to foster and encourage public understanding of, and respect for, the law, the Foundation has from the onset sought to provide Chicago area schoolchildren with an effective program of law-focused education on both the elementary and secondary levels of the city's public schools.

The work of the Foundation falls into four separate categories: (1) personnel training; (2) curriculum development; (3) planning and development assistance to local agencies of government; and (4) coordination of a nationwide program of law-focused public education. The impact of these program activities has been dramatic and has clearly identified the Foundation as pacesetter for the entire nation in law-focused, citizenship-oriented education.

PERSONNEL TRAINING. Close cooperation in the Foundation's early days between the Chicago Bar Association and the Chicago Board of Education led to the creation of an educational program different both substantively and procedurally from anything being offered in schools at that time. As a result of this cooperation, the United States Office of Education established a short-term pilot institute to be conducted for the Chicago Board of Education during the summer of 1966.

The purpose of the pilot institute was, first of all, to prepare educational materials and special teacher training techniques designed to affect, in a positive fashion, the attitudes of school-age youngsters toward the role of law in American society. Subsequent evaluation indicated clearly that the initial phase of the program had been a success, and this evaluation led to three-year funding of the LIAS Program for Chicago schools.

It was agreed at the time that if the experimental Chicago program proved successful, then the program should be emulated by universities and other bar associations, school systems, and communities beyond the Chicago area.

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The Summer Training Institutes have traditionally been conducted by interdisciplinary teams of distinguished law professors, attorneys, social scientists, and educators. From the onset the Institutes have been three-dimensional:

(1) The first dimension consists of providing selected classroom teachers with substantive instruction in the law. It has been a root premise of the Program that social studies teachers come to their classrooms with virtually no prior training in this area.

(2) Program experience has demonstrated the importance of training teachers in specialized skills necessary to effectively present the law to young people. These skills have included the Socratic, or inquiry, method of teaching, the case method, and the mock trial. The result of such training has been to markedly change teaching behavior among the participants.

(3) The third dimension consists of the preparation of textual materials on the law carefully written to make them both appealing and meaningful to school children. In the course of the six Summer Institutes held since the Program's inception, Institute staff working closely with teachers have jointly authored discrete sets of law-focused materials for use at the elementary, junior high, and high school levels. Each set of materials deals with a clearly defined area of public or private law. Topics considered range from the juvenile justice procedures to landlord-tenant relations.

The Summer Institutes are divided into four workshop groups. Three of the groups have been designed to develop law as a conceptual integer of history for inclusion into American history programs at the elementary, junior, and senior high school levels. The fourth group is directed toward the implementation of a full-year course, Justice in Urban America, to be offered at the secondary level in place of civics, community problems, Problems of Democracy, or government courses.

Institute participants are provided with opportunities to: (1) analyze the rationale for the development of law as an integer of social studies; (2) explore the procedures for implementation of a law-focused program; (3) study aspects of law relating to the programs under consideration; (4) participate in the preparation of materials keyed to their particular school system; and (5) expand upon their ability to use the Socratic, or inquiry, method as a principal mode of instruction.

In addition, participants receive special training in community relations, evaluation, program supervision and implementation of the program. Following completion of their work at the Institute, they return to their respective regions to

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initiate development of their programs.

Criminal justice system personnel who participate in the Summer Institutes are made aware of their vital role as resource persons in the education of both elementary and secondary school children. In past Institutes, juvenile probation officers, police officers, public defenders, county sheriff's representatives, and corrections administrators have considered how best to render their activities vivid to young people.

In addition, experience has demonstrated that school teachers and criminal justice system personnel, working and learning together at a Summer Institute, gain heightened mutual respect for one another. Teachers also experience an increased desire to utilize criminal justice system personnel as an invaluable community resource in their curricula. Moreover, teachers exhibit an increased willingness to help young people understand and appreciate the vital societal role of those who work within the criminal justice system. Special programs will be utilized in future Institutes to familiarize criminal justice system personnel with tested strategies for working with school administrators, teachers, and, most important, with young people. It is the firm conviction of the Foundation that these personnel must be an integral part of the effort to create positive attitudinal change in young people toward the criminal justice system.

Since effective teacher training is among the major traditional purposes of the Foundation, the Summer Training Institutes will be continued until all areas of the nation have been comprehensively serviced. In addition to new teams of elementary and secondary school personnel, Leadership Teams attending the Institutes will be expanded to include Adult Education Faculties.

All six Summer Institutes have been held in quarters provided by the United States Court of Appeals for the Seventh Circuit. More than four hundred Chicago area teachers have received training in teaching law-focused public education programs under Foundation auspices.

The 1971 Summer Institute was unique in that it was the first truly national Institute conducted by the Foundation to date. In years past, most Institute participants have come from the Chicago Public School System, with small groups or individuals coming at random from local parochial schools, and from other school systems in the nation. Attendance from outside Illinois was never systematic due to a lack of adequate financing. However, under the terms of a grant from the American Bar Endowment, the Foundation is now in the process of establishing its Program on a nationwide basis. The

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first step in that process was to hold a National Training Institute for teachers, lawyers, law enforcement personnel and others interested in the institutionalization of law-focused education programs throughout the United States (See Appendix B, Program).

To make its national program geographically comprehensive, the Foundation established Regional Centers in Atlanta, Boston, Chicago, Dallas, and Los Angeles. A Regional Leadership Team was selected from each of these Regions to attend the 1971 Summer Institute in Chicago. Each Regional Leadership Team consisted of:

- a) a Regional Coordinator;
- b) community resource personnel (lawyers, law professors, law enforcement personnel, university professors);
- c) school administrators;
- d) elementary and secondary school teachers.

The Regional Leadership Teams, composed as they are of a wide variety of professional types, reflect the Foundation's purpose of instituting a "multiplier" effect in the nation's school systems. In effect, the Foundation is not so much concerned with training teachers on the national level as it is with training trainers of teachers. For example, the Regional Leadership Team from the Dallas Independent School District returned to Dallas following completion of the Chicago Institute and immediately began its own training institute for local teachers and others directly responsible for teaching and administering the Dallas law-focused public education program. In this fashion, the Foundation not only initiates, but also helps to disseminate, its Program throughout an entire region. Each Regional Center is charged with the responsibility for Regional development and expansion of the Program.

To supplement and further expand the training available to teachers through the Institute, the Foundation has instituted an on-going program for developing university and college-level courses geared to prepare teachers for handling a law-focused curriculum. A major purpose of this pre-service training program is to reduce the need for continued remedial in-service training for teachers and other leadership personnel actively engaged in the Foundation's Program. The pre-service program presently consists of encouraging and assisting universities in the development of new courses and curricula responsive to the needs of today's youth.

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Courses designed to prepare teachers (1) to treat legal concepts in their elementary and secondary classrooms, and (2) to analyze the substantive problems and classroom strategies required for teaching the legal concepts have already been conducted on an experimental basis at Northwestern University and at the University of Illinois at Chicago Circle, with the Circle Campus adopting the courses as a permanent curriculum component. Final action regarding permanent adoption of the courses into the curriculum at Northwestern University will occur during the coming academic year. At least three other universities in Illinois have expressed interest in developing similar course programs. As each additional university begins to offer courses of this type, the number of undergraduate and graduate students receiving training in the teaching of law-focused education courses will increase accordingly.

In the six years since their inception, the Summer Training Institutes have been proven to be highly effective in raising the professional competence level of classroom teachers. As a result, Institute observers from local and federal law enforcement agencies have encouraged the development of similar training sessions for certain categories of personnel within their own fields. The 1971 Institute provided training for limited numbers of juvenile officers and parole officers who participated as members of the Leadership Teams from their respective Regions. Should this initial effort in training law enforcement personnel prove worthwhile, the Foundation plans to initiate more highly organized formal programs for selected categories of criminal justice system personnel. It is anticipated that these personnel could be effective not only as resource persons for law-focused education programs in the schools, but also as prime movers in updating and otherwise improving the nation's system of juvenile rehabilitation.

CURRICULUM DEVELOPMENT One of the more crucial aspects of the Foundation's program is the development of a comprehensive multi-grade core curriculum designed to focus student attention upon selected aspects of the American legal heritage, upon many of the protections and guarantees that reinforce the legitimacy of the American legal system, and upon the serious consequences to the individual of personal involvement in the drug culture, of participation in mass civil disorder, and of individual violations of the law either as a juvenile or as an adult. To date, the Foundation has developed unique textual materials for use in law-focused curricula on the elementary, junior high, junior-senior high, and senior high school levels.

Elementary. The intermediate grade program, LAW IN A NEW LAND, is part of the Foundation's Trailmarks of Liberty series, published by the Houghton Mifflin Company. The materials in this program have been written to assist teachers in making their

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social studies classes lively and interesting. Featured in the program are (1) new curriculum materials which involve the student with relevant legal and ethical questions about the present in relation to the past, and (2) a methodology which offers the learner an opportunity to discover, to question, to generalize -- in short, to develop the critical mode of thinking requisite to an understanding of legal concepts. Textual materials include:

Ellis, Lee, et al., LAW IN A NEW LAND, 128 pp.
Ratcliffe (Ed.) TEACHER'S GUIDE, 84 pp.

Junior High. The textual materials for the junior high level, GREAT CASES OF THE SUPREME COURT, are also part of the Trailmarks of Liberty series. Consisting of three publications, the GREAT CASES curriculum materials are designed to present students with a simplified but in-depth approach to some of the important cases that have been tried before the nation's highest court. By using the casebook approach, the Foundation strives to present these materials in a dramatic and interesting fashion, while at the same time giving the student enough detailed information to draw inferences and make independent and critical judgments regarding the merits of the individual cases.

Depending upon the school system and the ability level of the students in the system, GREAT CASES may be taught anywhere from the seventh to the ninth grades. Curriculum materials include:

Gibson, Harris, et al. GREAT CASES OF THE SUPREME COURT, 132 pp.
Ratcliffe (Ed.) DECISIONS SUPPLEMENT, 12 pp.
TEACHER'S GUIDE, 62 pp.

Junior-Senior High. The curriculum materials developed for use on the unior-senior high school level are by far the most extensive written by the Foundation to date. The Justice in Urban America series, published by Houghton Mifflin Company, consists of six paper-bound volumes plus a comprehensive handbook for teachers covering all the materials in the series.

The Justice in Urban America series is organized to provide the student not only with an understanding of the legal structure of his society, but also with the political identity he needs for an effective adult life in our increasingly impersonal urban society. Originally designed for a ninth-grade curriculum, the series has been used with encouraging results, in whole or in part, from the seventh to the twelfth grades. Its place in

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the curriculum of a particular school system depends both on the nature of the system and the ability level of the students. Components of the series are:

Ratcliffe, Robert (Ed.) JUSTICE IN URBAN AMERICA SERIES. (Boston: Houghton-Mifflin Co., 1970) 6 vols. + T.G.

Groll & Zevin LAW AND THE CITY, 134 pp.

Bassiouni, Starr, Summers & Lawrence CRIMES AND JUSTICE, 84 pp.

Berger & Teplin LAW AND THE CONSUMER, 101 pp.

Bennett & Newman POVERTY AND WELFARE, 86 pp.

Ranney & Parkèr LANDLORD AND TENANT, 78 pp.

Bassiouni & Shiel YOUTH AND THE LAW, 108 pp.

Ratcliffe TEACHER'S GUIDE, 84 pp.

In addition to the units already published in the Justice in Urban America series, two additional volumes have been developed and field-tested under a grant from the Illinois Law Enforcement Commission. Now in the process of revision, these additional units will be added to the series during the coming year.

Groll, Little, & Peters SOCIAL PROTEST AND THE CITY, (Chicago: Law in American Society Foundation, 1971), 158 pp.

Barany, Coffey, & Gerlach THE CITY AND ITS POLICE. (Chicago: Law in American Society Foundation, 1971), 71 pp.

Senior High. Designed for use in curricula on the eleventh and twelfth-grade levels, VITAL ISSUES OF THE CONSTITUTION is a third individual component of the Trailmarks of Liberty series. Using the casebook method, this material ranges from colonial times to the present and examines such constitutional issues as the free expression of religious and political ideas, slavery, suffrage, civil rights, equality under the law, equal opportunity under the law, and others. Similar in format to the other materials in the series, VITAL ISSUES curriculum materials include:

Groll, O'Neil, et al VITAL ISSUES OF THE CONSTITUTION, 192 pp.

DECISIONS SUPPLEMENT, 16 pp.

Ratcliffe (Ed.) TEACHER'S GUIDE, 96 pp.

PROGRAM DEVELOPMENT & PLANNING ASSISTANCE. Given the unique nature of its Program, the Foundation recognizes the need for providing planning and development

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assistance to local agencies of government.

Illinois Law Enforcement Commission

During the current year, the Foundation has undertaken to provide the Illinois Law Enforcement Commission with professional assistance in its education and training activities. Dr. Robert H. Ratcliffe, The Foundation's National Director, has initiated a plan whereby effective standards of professionalism for personnel in all fields of the Illinois criminal justice system will be established. It is hoped that successful implementation of this plan will lead to formalization of these standards and the construction of a model applicable to criminal justice system personnel throughout the nation.

1970 White House Conference on Children
Sixth Illinois Constitutional Convention

Dr. Ratcliffe has also served the 1970 White House Conference on Children as a Special Consultant to Forum 25, "Communicating the Law to Children." During the Sixth Illinois Constitutional Convention, held in 1970, the Director served as an educational consultant in the development of classroom study materials published by the Convention.

Correctional Institutions. During the past two years, LIASF school programs have been used in selected correctional institutions in Illinois as well as in adjoining states. The Audy Home in Chicago, the Illinois State Penitentiary at Joliet, and institutions in Pontiac, St. Charles, and elsewhere have each requested from 30 to 100 curriculum units for use by inmates.

By using Crimes and Justice from the Justice in Urban America series and teaching it in the Socratic manner to a class of delinquent boys in the high school of the Illinois Training School for Boys at St. Charles, a member of the Law in American Society staff recently established the potential of the program in this application. Insofar as it affects the attitudes and knowledge of institutionalized delinquents, the treatment had a statistically significant effect upon the class in question. Following extensive tests on the boys in the class, it was established that the Foundation's approach (1) increased their knowledge about the American system of justice, and (2) helped them develop positive attitudes toward the criminal justice system. The school psychologist corroborated these findings, stating that the program aided in maintaining a climate conducive to the therapeutic resolution of emotional conflict.

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As part of its National Program, the Law in American Society Foundation hopes to further explore this application by testing it on a much broader sample of institutionalized delinquents. Should the broader sample show positive results, the implications for the rehabilitation of delinquents nationwide would be enormous.

School-Community Activities. Thus it can be seen that while Law in American Society's comprehensive community-wide program functions primarily in the schools, it involves law enforcement and other personnel in the development of instructional programs, as resource persons for teaching activities, and as coordinators of community activities both inside and outside the schools. As an example of the latter, judges and lawyers are brought into the schools to demonstrate to school-age children the varied roles that law enforcement people play in their lives and in the life of the community. The possibilities for such activities involving other categories of law enforcement personnel are many. This type of contact and communication is essential if the social alienation of the young is to be minimized.

STATEWIDE PROGRAM COORDINATION. It has been the Foundation's experience that training teachers and developing viable law-focused curricula are not, in and of themselves, sufficient to ensure the success of the Program. Left to their own resources and without the proper guidance and assistance, teachers and school systems alike have a tendency to lapse in the process of institutionalizing change in their curricula. Consequently, the Foundation provides, on an ongoing basis, (1) a model and the requisite assistance for the initiation of new law-focused education programs and (2) evaluation and advisory services for the implementation of new programs. These are described in detail under the heading, PROPOSAL FOR A LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT.

Evaluation Services. In its national Program, the Foundation provides evaluation services to regions in the process of implementing law-focused education programs. For example, the Foundation has arranged for periodic cognitive and attitudinal testing in Chicago area schools to measure change both in student attitudes toward and knowledge of, the law. In the less highly developed program in Dallas, Foundation staff arrange for similar periodic evaluations, and, in addition, provide consultant services to Dallas personnel on the administrative as well as the educational level.

Coordination and Advisory Services. Because the Foundation has developed more training models, provided in-depth training for more school personnel, developed more classroom and teacher materials, and has been the subject of more applied research than any other law-focused education program in the nation, it offers advisory services to all

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related projects and plans to serve as a national resource center for law-focused education. In this capacity, the Foundation will provide for the periodic distribution of information regarding new programs and materials, innovative strategies and techniques, evaluation and research findings, and progress reports from on-going projects. This information dissemination will be accomplished through a newsletter to be published during the coming year.

The Foundation's extensive development of evaluation, coordination, and advisory services in the macrocosm of the nation equips it admirably for extending these services to the microcosm of the State. The national experience has produced strong indications that the success or failure of law-focused education projects often hinges upon the availability of these essential services.

EVALUATIONS AND RESULTS OF CURRENT PROGRAMS

On the national level -- as well as in the Chicago Public School System -- the LIASF Program has experienced wide dissemination, extensive evaluation, and the notice of both the media and diverse educational groups and institutions. Program activities have attracted wide national attention as a result of the evaluations and reports of a number of national curriculum assessment centers.

Among these centers have been the Social Science Educational Consortium, The Far West Regional Laboratory, the U.S.O.E. Marin Social Studies Project, and the Georgia Social Studies Project for the Disadvantaged. All four centers have reported favorably on the program developed by the Foundation, and the Georgia project has recommended Law in American Society for site visits by educational teams interested in improving schools in disadvantaged areas. The findings of these federally funded projects are widely available. As a result of their widespread dissemination, a number of major urban school systems -- including Cleveland, Dallas, Los Angeles, and Pittsburgh -- have adopted the Law in American Society program materials for their schools.

One index of the Foundation's nationwide impact is provided by the extent to which its curriculum materials have been adopted by school systems throughout the country. For example, Justice in Urban America, the first set of curriculum materials made available nationally, was adopted in more than 1,700 school systems during its first year. At present, more than 600,000 youngsters are using the program.

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In addition to frequent subjective measures of its influence upon young people in the Chicago schools, the LIASF Program has been subjected to a rigorous, comprehensive, and independently conducted series of tests throughout each academic year. During the Program's first three years (1966-1969), research findings demonstrated that inner-city youngsters, taught by Foundation-trained teachers using program materials, not only learned a great deal about the law, but also displayed strong indications of a shift toward more positive attitudes regarding the law and its institutions. Subsequent research (1969-1971) in the Chicago public school system has shown that regardless of race, neighborhood, and socioeconomic status, young people exposed to the Foundation's program have experienced similar cognitive and attitudinal changes. To date, some 70,000 Chicago area youngsters have been exposed to law-focused education by more than 400 Law in American Society Foundation-trained teachers.

Media coverage of Program success in Chicago as well as attention in the professional journals has led to queries about the Program from Bar Associations, law enforcement agencies, and boards of education throughout the State of Illinois. To the extent that current Foundation resources permit, such requests have been met. At the request of the Office of the Superintendent of Public Instruction, the Foundation's Executive Director, and members of the staff have made presentations and conducted seminars for teachers throughout Illinois. To date, twenty Illinois school districts have participated in the teacher training program of Law in American Society, and more than one hundred school districts have adopted the program's curriculum materials. Expansion and replication of the program in every district throughout the State has been called for by a number of scholarly groups and law enforcement agencies.

VALIDITY. According to both independent and in-project evaluations, the influence of the Law in American Society Program is extensive. The impact of the Program upon both teachers and students has been evaluated by independent teams of psychometricians from Northwestern University and the University of Michigan, as well as by the professional staff of the project, the participating classroom teachers, and the youngsters themselves. Using six different measures of effectiveness, these evaluations led to the following conclusions:

- a.) that teachers, as a result of participating in the special training program of Law in American Society, were significantly better, more effective directors of learning;
- b.) that communication had improved between teachers and students;
- c.) that students, in five of six grade levels tested, learned significantly more than similar groups of control students using the regular textbooks;

and

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- d.) that students, as a result of these instructional programs, are significantly more positive in their attitudes toward law, courts, the role of citizens in times of civil disorder and so on, than are similar control groups of students. This was demonstrated not only by significantly better performance on Attitudinal and Opinion Inventories by the experimental students, but also by Marked improvement in student behavior, Better daily class attendance, Increased pupil motivation, and Class participation by greater number of students.

Consequently, it was concluded that the Law in American Society program has had a statistically significant effect not only upon what students know, but, more importantly, upon what and how they think about the system of laws upon which contemporary American society is based.

These conclusions have been firmly and extensively documented by a variety of sources in the field. The long-range implications of the Foundation's program, in terms of its impact upon the attitudes of young people toward the law, have been the subject of no less than fifteen major addresses at national conventions of lawyers, educators, and psychiatrists; nine doctoral dissertations; eight professional articles in learned journals of education, law, and psychology; and more than four dozen state-wide, regional, county or local in-service education programs for teachers and civic groups.

Perhaps the most significant index of the value of the Law in American Society program is provided by the broad range of agencies and organizations that have endorsed and supported it. Among these institutional groups are the American Bar Endowment, the Illinois Law Enforcement Commission, the United States Office of Education, and the Chicago Bar Foundation. For its sponsorship of the Law in American Society program, the Chicago Bar Association received the 1969 Award of Merit of the American Bar Association.

In summation, then, the Law in American Society Foundation has begun to develop a coordinated national Program. Of the half-dozen LIASF Programs in various stages of development throughout the nation, the Chicago Program is the most advanced and has yielded results in terms of student attitude that led directly to the establishment of the associated projects in the other major areas of the United States. It is anticipated that the Programs in these other cities will rapidly progress to the stage achieved in Chicago.

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It is true, however, that if the Foundation is to achieve its long-range objectives its Program cannot be restricted exclusively to the major cities of the geographic regions included in the national system. To restore and preserve the legitimacy of the American governmental system requires nothing less than an all-encompassing, institutionalized system of law-focused public education throughout Illinois and throughout the land.

To achieve this institutionalization will require much -- the wholesale training of teachers in all the nation's school systems; the further development of curriculum materials that take into account both minor and major variations in emphasis from region to region; the coordination, locally as well as nationally, of systematic efforts in communities ranging in population from a few thousand to many millions -- these are only a few of the tasks that will have to be undertaken on a grand scale before the Foundation's work will have been accomplished.

It goes without saying that the State of Illinois stands at a crossroads that is at once a critical juncture and a place of golden opportunity. Illinois can be the first state in the Union to undertake to resolve the many crucial problems that have erupted on the face of the nation during the past decade -- and the only state to attempt to do so by means that have been proven dramatically effective in comprehensive statistical analyses. No other state, in short, presently has at its disposal the educational, legal, and professional expertise necessary to combat these problems and that has been marshalled by the Law in American Society Foundation.

This crossroads is critical because Illinois' failure to set a proper course at this point in time could conceivably set back the progress of both law enforcement and education indefinitely. It represents a golden opportunity because the successful statewide implementation of the Law in American Society Program will identify Illinois throughout the nation as the State that first reconciled the opposite poles in the difficult, many-faceted area of preserving traditional values while simultaneously meeting the challenges posed by the forces of anarchy throughout the nation with a positive and constructive program. And a successful statewide program in Illinois will give the remaining states in the Union a model to guide them in their efforts to institutionalize their own law-focused education programs.

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PROPOSAL FOR A
LAW IN AMERICAN SOCIETY FOUNDATION
ILLINOIS PROJECT

PROJECT OBJECTIVES.

The LIASF Illinois Project has as its major objective the development of a systematic and comprehensive program of law-focused education in elementary and secondary schools throughout the State of Illinois. Geared to have positive effects upon the attitudes of schoolchildren toward the American legal system and heritage, the proposed program is intended to become a regular part of the general education curricula offered in Illinois schools.

The LIASF Illinois Project represents the first major effort to create a truly comprehensive statewide program of law-focused education. There are numerous other programs scattered throughout the United States, but nearly all of them are operative in cities, with only sporadic attempts at implementation in suburban or non-metropolitan areas. LIASF programs have been designed for ultimate replication in these non-urban areas. LIASF-sponsored programs are currently in various stages of implementation in Dallas, Atlanta, Boston, and Los Angeles.

As a result of its pioneering role in establishing a permanent statewide program to reinforce and sustain respect for the law among young people and ultimately among adults, the State of Illinois will serve as a prototype model for the establishment of similar programs for the states in the geographic regions in which these other cities are located. The progressive example set by Illinois will eventually be emulated throughout the United States.

During the one-year period (2/1/72-1/31/73) covered by this proposal, the first of three phases of the LIASF Illinois Project will be carried to completion. As the Project enters Phase II (2/1/73-1/31/74) and Phase III (2/1/74-8/31/75), the need for outside funding of the Law in American Society Foundation will gradually decrease as the participating Regions throughout the State assume an ever-increasing portion of the burden of administering and financing the Project.

To effectively establish the proposed statewide program of law-focused education, three essential elements are required: (1) a sufficient number of adequately trained personnel to fulfill Project goals; (2) appropriate instructional materials that are readily available to Illinois school systems; and (3) broad-based community support for the Project. LIASF has both the materials and expertise to supply these elements.

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SCHEDULE/PROGRAM DEVELOPMENT AND DELIVERY

In order to deliver LIASF materials and methods to Illinois school systems, the Illinois Project will accomplish a number of broad objectives during three stages of Phase I:

FEBRUARY - JUNE, 1972

ADMINISTRATIVE MECHANISM. By February 1, offices for the Illinois Project will be established at the LIASF National Headquarters in Chicago. The Project's administrative arm will consist of a Board of Directors, an Illinois Director, a Regional Project Director, and fifty percent of the time and services of the LIASF National Director and National Program Coordinator.

Board of Directors. The Board of Directors of the LIASF Illinois Project will determine overall policy for Project administration and implementation. The members of the Board will include professionals from the fields of law and education and representatives of the criminal justice system, as well as representatives from each participating project. An initial major responsibility of the Board will be the selection and appointment of the Illinois Director. Since Board members will have been selected prior to the beginning of Phase I, the Illinois Director will be selected not later than February 1. The Board's major function will be to establish appropriate guidelines for the component parts of the Illinois Project and to facilitate communication between Project personnel and professional associations in potential project areas throughout the State. The Board will also exercise overall responsibility for the selection of area projects to be developed as part of the statewide program.

Illinois Director. The Illinois Director will be responsible for implementing the policies of the Board of Directors. He should be an exceptional educational administrator with the experience and skill to command the respect of educators and criminal justice system personnel throughout the State. He will determine the need for, and facilitate the delivery of, the services offered by the LIASF.

The Illinois Director's most important responsibility in this early stage will be to identify three school districts in Cook County and one Region of the State in which the Project will initially be operative. Pending approval of these areas by the Board of Directors, the Director will initiate liaison with important individuals in the educational and criminal justice systems of the areas and arrange for program presentations

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to these individuals and their associations and organizations by the LIASF National Director and National Program Coordinator.

Regional Board of Directors. An important objective of these LIASF staff presentations will be the identification of interested individuals in the Pilot Region to serve on the Regional Board of Directors. Typically, members of this Board might include representatives of the ILEC, the State Department of Education, local Bar Associations, the juvenile courts, local businessmen's associations, community social agencies, boards of education, local institutions of higher education, educational administrators, teachers, and parents. The success of the Regional Project will depend to a large degree upon the breadth of individual and community participation the Board can develop. Extensive experience of the LIASF in working with Regional Boards of Directors in major urban areas of the country demonstrates that the expertise, background, and community esteem of the Board members is a vital component of a successful law-focused education program.

Responsibilities of the Regional Board include:

- A) Operate under the broad guidelines of the Illinois Project Board of Directors;
- B) Assume overall responsibility for the Regional Project;
- C) Work with the Illinois Director toward selection of a Regional Project Director;
- D) Marshall effective community support for the Project.

Regional Project Director. The Regional Project Director will be mandated to fulfill the objectives of the Illinois Project in his Region. LIASF experience in establishing law-focused programs in several major metropolitan areas indicates the strong necessity of selecting an individual who has the respect of the community and the ability to translate the policies of the Board into effective, day-to-day action. The Regional Project Director should be a skilled administrator able to work with the school systems and agencies of the criminal justice system. He should also be an ex officio member of the Board of Directors and full-time employee of the Regional Project.

In order to implement the objectives of the Board of Directors, the Regional Project Director will:

- A) Recruit and choose members of the Regional Project Leadership Team;
- B) Facilitate and maintain communication with all segments of the community concerned with law-focused education;

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- C) Direct the Leadership Team;
- D) Make preparations for the Phase II Regional Summer Institute;
- E) Coordinate and provide logistical support to teachers in the schools;
- F) Coordinate and facilitate the use of community resource personnel;
- G) Request LIASF support from the Illinois Director as indicated.

LIASF FEBRUARY ORIENTATION WORKSHOP. Early in February, the Illinois Director will assist the initial Pilot Region Project in identifying and selecting a Regional Project Director. Following this selection, both the Illinois Director and the Regional Project Director will attend an Orientation Workshop to be held in February at the LIASF National Headquarters. The purpose of the Workshop will be to give the two Directors and other key personnel a thorough grounding in the philosophy and rationale of the LIASF Program. They will also become familiarized with the germane materials and techniques that have been developed over the past six years by the LIASF and learn the most effective methods for delivering these materials and techniques to teachers and school systems. A highly important facet of the Workshop will deal with administrative and coordination techniques that have been designed and used by other projects throughout the country.

Project Planning and Coordination. Following the February Orientation Workshop, the Illinois Director and the Regional Project Director will initiate action in their respective regions (Cook County and the Pilot Region) toward the goal of County and Regional participation in the 1972 Summer Institute. This action will involve familiarizing educators and other concerned persons in the two Regions with the nature and objectives of the Law in American Society education Program. Assisting the Directors in this task will be the LIASF National Director and the National Program Coordinator, who will visit bar associations, boards of education, criminal justice system agencies, schools, and other local organizations and associations in an effort to develop widespread support for the Project.

Leadership Team Selection. The Illinois Director and Regional Project Director will utilize this period of familiarization to identify candidates from the schools and criminal justice system agencies for participation as members of the Cook County and Pilot Region Leadership Teams at the 1972 Summer Institute. The Illinois Director will select nine individuals from each of the three participating school districts for a total of twenty-seven Cook County Leadership Team Summer Institute participants. The Regional Project Director will select nine individuals from his Region, bringing the total of

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Illinois Project participants to thirty-six. The Illinois Director and the Regional Project Director will act as Leadership Team Coordinators for their respective contingents.

In effect, the Leadership Teams will be comprised of those personnel who will carry out functional roles necessary to the success of the Project. The Teams will vary in composition according to the precise needs of the local area. The tentative composition of the Teams is as follows:

- A) The Coordinator (Illinois Director or Regional Project Director, depending on the Team), who will provide overall control and coordination;
- B) School administrators who will have law-focused programs initiated in their schools;
- C) Elementary and secondary school teachers, who will be trained to use Program materials and methods;
- D) Community resource personnel, such as lawyers and members of the criminal justice system, who will support the efforts of classroom teachers.

LIASF Spring Workshop. Following selection of the Leadership Team participants, the Illinois Director will select two participants from each of the three Project school districts to attend the LIASF Spring Workshop to be held in June. Similarly, the Regional Project Director will select two individuals from his Regional Leadership Team to attend the Workshop. These individuals will, in effect, serve to bolster the coordination work in the school districts of their respective Regions. During the course of the Spring Workshop, the two Directors and the eight selected Leadership Team members will have the opportunity to participate, with Summer Institute Faculty, in the preparation of the instructional programs to be carried out for Illinois Summer Institute participants. In addition, they will engage in evaluation seminars and coordination meetings with the Directors of other major projects across the United States.

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JULY, 1972

Summer Training Institute. (For an in-depth description of the Law in American Society Foundation Summer Training Institute, see pages 6d to 6h of this Narrative. See also APPENDIX B: 1971 Summer Institute Program.)

The focal point of the Illinois Project Phase I activities will be the LIASF Summer Training Institute, which will be conducted in the Everett McKinley Dirksen Federal Building in quarters provided by the U. S. Court of Appeals, Seventh Circuit.

While the 1971 Summer Training Institute was limited to small groups of participants from cities throughout the country, the 1972 Institute will be the first to undertake training leadership personnel from throughout a state. The 1972 Institute will, accordingly, be expanded to train teachers from Cook County and the initial Pilot Region (outside Cook County) of the Illinois Project, in addition to personnel from the Regional Areas of the National Program. The Training Institute will also be available to personnel from the Chicago Board of Education (over the past six years, more than four hundred Chicago Board of Education personnel have been trained at the LIASF Summer Training Institutes).

A primary objective of the Illinois Project segment of the 1972 Institute will be an in-depth examination, for the benefit of Illinois participants, of the worth of the LIASF Program as it relates to attitudinal change and cognitive gain in children exposed to it.

One of the functions of the Phase I Summer Training Institute will be to identify exceptional teachers from the Regional Project Area -- teachers whose talents and abilities qualify them as potential trainers of teachers in the Regional Training Institute to be conducted in the Summer of 1973. These teachers will be given extra instruction regarding the conduct and rationale of a Summer Institute.

The training of teachers at the 1972 Institute will constitute an important first step in the initiation of new law-focused education programs in Cook County and the Pilot Region since that training will enable teachers to deliver LIASF education programs and materials to the classroom almost from the onset of the Project.

During the 1972 Institute, the Illinois Director and the Regional Project Director will serve as Leaders of their respective Leadership Teams. In this capacity, they will coordinate the day-to-day activities of the participants from their areas. The orientation to which the two Directors were exposed in February will have given them valuable

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insights into the special needs of teacher participants as well as the needs of criminal justice system personnel.

The Directors will recognize, for example, that the methodology of law-focused education programs differs significantly from that of traditional approaches to classroom instruction. Owing to the nature of legal materials, LIASF Illinois Project teachers must do more than impart information to students. While it might be true that a knowledge of the rules of the legal system is sufficient in certain nonacademic situations, this approach ignores the process of dynamic change in law based upon competing and changing interests and alternatives which has so characterized the American legal and constitutional system. Through the Summer Institutes and follow-up programs, the Project teachers will be taught the rudimentary principles of law and the legal process, so that they may fill the lack of knowledge which now exists and thus acquire the necessary confidence and expertise to utilize law-focused materials in the classroom. In addition, the teachers will be exposed to the inquiry-method of teaching in order that they may best utilize their newly acquired legal expertise. The inquiry method aims at the stimulation of thinking, investigation of alternatives, and the use of logical reasoning through the teacher's utilization of student ideas, comments, and suggestions. The method is also characterized by high-level questioning; discussion of normative issues; and the encouragement of the open interchange of ideas.

Experience has shown that, equipped with these skills and provided with basic textual materials, resource personnel, and other supportive services, the Project teacher will be able to bring quality law-focused education to the classroom as soon as he has completed his training at the Summer Institute.

Another area in which the two Directors can provide Institute participants with valuable guidance is the role of criminal justice system personnel in helping to implement the new programs in the classroom. Basically, the Directors will strive to show each participant, be he school administrator, policeman, or teacher, specific ways in which the participation of criminal justice system personnel is crucial to the success of any law-focused education program. An understanding of the roles of each member of a Project Team, and the relative importance of those roles, will go far toward increasing understanding and cooperation among teachers, police officers, school administrators, probation officers, lawyers, and all others who will serve as resource persons for the implementation of the law-focused programs.

The Directors will also participate in specialized evaluation and curriculum implementation sessions, which will include planning sessions for creating in-service

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programs in their respective regions. The Regional Director will be responsible for developing and conducting an in-service training program in the school districts of his Region, and also for creating the Phase II Regional Summer Institute, which will be held in 1973. The Illinois Director, in addition to his statewide coordination activities, will be responsible for instituting in-service training programs within Cook County. No Summer Institute will be created in Cook County. Because of their close proximity to Chicago, Cook County teachers will receive their training at the LIASF Institute for the life of the Project. At the conclusion of the Summer Training Institute, the Directors and the participating teachers will begin administering and teaching law-focused education courses in the classrooms of their school districts.

AUGUST, 1972 - JANUARY, 1973

In-service Training and Project Implementation. Both the Illinois Director and the Regional Project Director will devote considerable time to creating and maintaining in-service training programs for teachers who participated in the Summer Training Institute as well as for other interested teachers who possess the background and qualifications for handling a law-focused curriculum. The Leadership Team members selected by the Directors for advance training in in-service program techniques will serve as prime movers in the creation of local in-service training programs following their participation at the Summer Training Institute.

The success of the Phase I implementation of Project objectives will depend to a significant degree upon the success of the in-service training programs established in the Fall of 1972 in the three school districts of Cook County and the initial Pilot Region. Summer Institute participants trained to function as teacher trainers will make an important contribution to the success of the in-service programs. They will be aided in their work by materials prepared especially for the in-service programs by the LIASF staff. An integral part of the proposed long-range in-service training programs will be a series of Self-Instructional, Individualized, In-service Education Packages prepared by the LIASF for this purpose. Personnel from the Leadership Teams will be taught to use this audio-visual training equipment as part of the in-service training programs for local teachers. This special program of machine-presented, in-service materials is designed to:

- a) enable prospective teachers to become familiar with specific law-related materials;
- b) provide background material by content specialists who might otherwise not be available;
- c) provide illustrations of specific instructional techniques by master teachers--
mock trials, simulations, etc.

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A system of in-service training using modern technology facilitates maximum effectiveness of the in-service program and complements the summer training institutes.

But expertise and technology, in and of themselves, are not sufficient for the creation of an effective in-service training program. The experience of other LIASF projects throughout the country indicates that highly qualified individuals capable of effectively administering and coordinating the in-service programs are essential if the programs are to be effective. Toward this end, the LIASF Summer Institutes and Workshops throughout the year will train personnel in administrative and coordination techniques that have been developed and refined over the six years of the LIASF's experience.

Effective coordination will be especially important in the case of the Cook County in-service programs. The Illinois Director must establish liaison with individuals trained at the LIASF Institute as well as with other administrative personnel from the three County school districts to ensure that the Institute trained teachers offering courses of law-focused education will have the opportunity to further engage in highly specialized training for this purpose. The Cook County school districts' periodic Personnel Development Days could be utilized to great advantage in the Illinois Project's in-service training program -- provided that the coordination necessary to provide teachers with the opportunity to attend a special workshop is effectively carried out.

Cook County & Pilot Region Coordination. Both the Illinois Project Board of Directors and the Regional Board of Directors will assist the two Project Directors in establishing professional and community contacts in their respective Regions. A major function of the Boards of Directors will be to enlist the support of local community leaders, thus ensuring the future success of local programs. Equally important will be the role of the Boards in facilitating close cooperation between local criminal justice system agencies and the teachers and administrators charged with delivering the LIASF program to the schools.

A valuable tool for effective coordination will be the LIASF Newsletter, which will aid administrative and coordination personnel in Project information dissemination. Drawing upon the resources of school systems, bar associations, and law enforcement agencies, the Newsletter will contain general information, discussion of particular experiences with specific school systems, and suggested teaching techniques designed to assist interested personnel in establishing programs of attitudinally effective law-focused education for school children throughout the State of Illinois.

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TIME TABLE	(Phase I -- 2/1/72-1/31/73)
February 1972	<ul style="list-style-type: none"> - Illinois Project Board of Directors established - Illinois Director selected - Pilot Region identified and selected - Regional Board of Directors established - Regional Project Director selected - LIASF Orientation Workshop (Chicago)
March 1972	<ul style="list-style-type: none"> - Project Initiation (Cook County & Pilot Region)
April/May 1972	<ul style="list-style-type: none"> - Regional & County Leadership Teams selected - Pre-testing of Leadership Team personnel
June 1972	<ul style="list-style-type: none"> - LIASF Spring Workshop (Chicago)
July 1972	<ul style="list-style-type: none"> - 1972 LIASF Summer Training Institute
Sept./Oct. 1972	<ul style="list-style-type: none"> - Delivery of LIASF Program to Phase I schools - Establishment of In-service training programs - Post-testing of Leadership Team personnel - Pre-testing of experimental and control groups of students
Oct./Nov. 1972	<ul style="list-style-type: none"> - Cook County Personnel Development Days (In-service) - In-service workshop in Pilot Region
Dec. 1972/Jan. 1973	<ul style="list-style-type: none"> - Phase I Project evaluation completed

(Phase I, described above, is the only portion of the three-phase LIASF Illinois Project covered by this proposal).

Phases II and III

During Phase II (2/1/73-1/31/74), the Phase I Pilot Regional Project will expand its in-service training program to encompass the other school districts within its purview. It will also institute the first Regional Summer Training Institute, which will be modeled on the LIASF Summer Training Institute.

Phase II will also see the addition of two new Regional Projects outside Cook County and two additional school districts within the County. These Projects and school districts will be based on the successful Regional and County models developed during Phase I.

Illinois Law Enforcement Commission	(For ILEC Use Only) Control Number
GRANT APPLICATION PAGE 6z continued	12-07-25-0363-01

Project Title

PROJECT NARRATIVE

In Phase III, (2/1/74-8/31/75) three additional Regional Projects outside Cook County will be initiated, for a total of six Regional Projects. One additional Cook County school district will be added for a total of six Cook County school districts in the Illinois Project. The two new Regional Projects developed during Phase II will initiate their Regional Summer Training Institutes during Phase III. The new Projects added during Phase III will begin conducting their Institutes during the following summer.

ASSURANCE OF COMPLIANCE WITH THE ILLINOIS LAW ENFORCEMENT COMMISSION
UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

LAW IN AMERICAN SOCIETY FOUNDATION

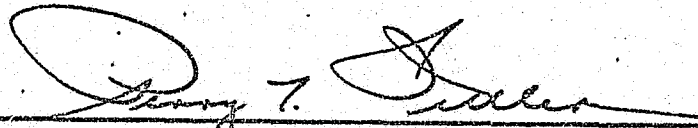
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Illinois Law Enforcement Commission issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Commission; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

Dated September 13, 1971

LAW IN AMERICAN SOCIETY FOUNDATION

(Applicant)

By 
(Authorized Official)

Perry L. Fuller, President

1. Name of Applicant:

LAW IN AMERICAN SOCIETY FOUNDATION

2. Certification:

The applicant for Federal assistance under the provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, hereby certifies that funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of Federal funds.

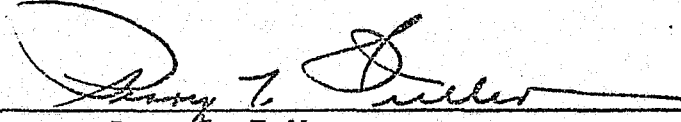
The applicant further certifies that the project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without Federal assistance.

3. Verifying Data:

Expenditures for Criminal Justice Services by the Applicant:

(Budgeted)	In current Fiscal Year	\$ <u>154,000</u>
Actual	In last Fiscal Year	<u>92,000</u>
Actual	In next to last Fiscal Year	<u>46,000</u>
	Average for the three Years	\$ <u><u>97,300</u></u>

4. Signature of Authorized Official Empowered to Commit the Applicant to this Certification:

Signature:  Date: September 13, 1971
Perry L. Fuller

Title: President

ORIGINAL

RECEIVED
SEP 21 1972

ILLINOIS LAW ENFORCEMENT COMMISSION
Chicago, Illinois

Control Number
2-07-25-0363-02

NEW RESUBMITTED

RENEWAL Supplement To Grant Number _____

TYPE OF GRANT

ACTION PLANNING

Illinois Law Enforcement Commission

GRANT APPLICATION
PAGE 1

Directions: Follow instructions in Part 1 in completing this application and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602

A. Project Title
LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT: PHASE II

B. Date Prepared 9/1/72 C. Expected Duration of Project 12 MONTHS D. Starting Date (Est.) Feb. 1, 1973 E. Total Cost \$309,978

F. Subject Area of Project

Upgrading Law Enforcement Personnel Organized Crime

Prevention of Crime & Public Education Riots & Civil Disorders

Prevention & Control of Juvenile Delinquency Community Relations

Detection & Apprehension of Criminals Research & Development

Corrections, Rehabilitation, Probation and Parole Comprehensive Planning

Training Other Specify _____

G. Name of Applicant Perry L. Fuller, President H. Name of Project Director Dr. Robert H. Ratcliffe

Title Law in American Society Foundation Title National Director

Address 33 N. LaSalle Street Chicago, Illinois 60602 Address 33 N. LaSalle Street Chicago, Illinois 60602

I. Name of Co-Applicant (if any) Lyle W. Allen, President Telephone Number (312) 346-0963

Title Illinois State Bar Association J. Financial Officer (Name) Mr. Milton I. Shadur

Address 33 N. LaSalle Street Chicago, Illinois 60602 Title Treasurer

Address 33 N. LaSalle Street Chicago, Illinois 60602 Law in American Society Foundation

Illinois Law Enforcement Commission (For ILEC Use Only)
Control Number
2-07-25-0363-02

GRANT APPLICATION
PAGE 1A

- K. Conditions:
- It is understood and agreed by the undersigned that any grant received as a result of this application is subject to the following conditions:
1. Funds granted as a result of this application are to be expended only for the purposes and activities covered by the approved plan and budget and the approved project will be carried out in accordance with the Guidelines for Fiscal Control-Action and Planning Grants with such specific additional conditions as may be established at any time for this project.
 2. The grant may be revoked in whole or in part by the Illinois Law Enforcement Commission (ILEC) at its discretion and at any time provided that a revocation shall not include any amount obligated previous to the effective date of the revocation if such obligations were made solely for the project as approved.
 3. All reports about the project shall acknowledge the source of the funds granted as a result of this application.
 4. Reports will be made as required.
 5. Necessary records and accounts including financial and property controls, will be maintained and made available to ILEC for audit purposes.
 6. Assurance of Compliance with Title VI of the Civil Rights Act of 1964 applies to this application and is attached.

L. Personal Signatures (in ink)

(1) Project Director (Same as "H", Page 1) Robert H. Ratcliffe 9/1/72 Date

(2) Authorized Official (Agent for "G", Page 1) Perry L. Fuller 9/1/72 Date

M. Budget Summary

	Cost	Per Cent
Total Program Amount Requested*	\$309,978	100%
Grantee Share*	101,500	33%
ILEC Share*	208,478	67%

*From Page 4 of Application

Note: Allowable grant ratios are shown on procedure 1B of the Guidelines for Fiscal Control

N. Grant falls in State/Federal program area _____

Illinois Law Enforcement Commission GRANT APPLICATION PAGE 2 a	(For ILEC Use Only) Control Number 2-07-25-0363-02
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Directions: Complete (refer to Grant Application Guidelines) and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title
LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

GOALS

There exists a serious and increasingly widespread ignorance of, and lack of appreciation for, the importance of law and law enforcement among middle class and upper middle class youngsters as well as among disadvantaged urban youth. These conditions contribute to attitudes and actions which tend to lessen the effectiveness of law enforcement and, consequently, to pose a threat to our free society and legal system.

Law-focused education on the elementary and secondary levels has been shown to be effective in developing positive attitudes among young people toward the law and its enforcement. The dissemination of law-focused education throughout all the school systems of the United States is expected to counter significantly the threat to our system of laws posed by the present alienation of youth against that system.

By funding the first phase of a three-year program in 1972, the Illinois Law Enforcement Commission charged the Illinois Project to create and begin implementing an administrative/training mechanism whereby the technical assistance necessary to the development of a systematic and comprehensive program of law-focused education would be made available to elementary and secondary schools throughout the State of Illinois.

Listed below are the specific goals of the Illinois Project, to be completed over the several years of this three-phase project:

- 1) the creation of a statewide coordinated network of regional projects;
- 2) leadership personnel and staff training;
- 3) continued statewide coordination;
- 4) information and resource dissemination;
- 5) comprehensive evaluation.

Illinois Law Enforcement Commission GRANT APPLICATION PAGE 2b	(For ILEC Use Only) Control Number 2-07-25-0363-02
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Directions: Complete (refer to Grant Application Guidelines) and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title
LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

In essence, the overall objective of the Illinois Project is to encourage and nourish the development of regional projects which can effectively institutionalize law-focused education courses in their curricula, thus making them a permanent part of the education of teachers and schoolchildren within their purview. Through this process, law-focused education can ultimately be made available to all children in the State of Illinois and thereby help to reduce the increasing alienation of youth.

IMPACT AND RESULTS

By performing the functions of coordinator, advisor, project model, information disseminator, and servicing agent, the LIASF National Center has been able to:

- 1) facilitate the development of adequately trained personnel;
- 2) increase the availability of appropriate instructional materials and information;
- 3) encourage the establishment of broad-based community support in each of the eleven local and regional projects; and
- 4) assist in the evaluation of law-focused education programs throughout the country.

Given the demonstrable successes and accomplishments of the LIASF National Center in the areas of regional project development, teacher training, information dissemination, and evaluation, the creation of a comprehensive, attitudinally effective program of law-focused education throughout the State of Illinois has been brought significantly closer to realization.

METHODS AND TIMETABLE

During Phase II, two new Illinois Pilot Regional Projects and two additional participating school district areas within the Chicago Suburban Region will be created and included in the Illinois Project's statewide network. These projects will be based on the Regional model developed during Phase I. Orientation meetings, a Spring Meeting, and

Directions: Complete (refer to Grant Application Guidelines) and forward to Illinois Law Enforcement Commission, 134 North LaSalle Street, Room 204, Chicago, Illinois 60602.

A. Project Title

(Two hundred (200) words or less. Omit confidential data)

PROJECT SUMMARY

a Summer Training Institute will be necessary to service the proposed new projects.

In addition to the initiation and development of new projects, the Illinois Project will coordinate extant projects. For example, Project Staff will visit and advise other interested parties and projects on administrative and procedural matters; exchange and/or share its faculty in the training of teachers and staff; offer assistance in the financial planning and funding of projects; and provide for the joint use of their evaluation program.

The Illinois Project will also continue the first statewide program for the collection and dissemination of law-focused education information, materials, and resources. This program will include the previously described orientation and training programs, the publication of a quarterly journal, and the development of a clearinghouse for resource materials.

Project Title:

	Job Title	Annual Salary	Percent Time	COST			
				Total	Fed./State Share	Grantee Share	
A. Personnel Services	Illinois Director	20,400	100%	20,400	20,400		
	National Director	30,600	50%	15,300	15,300		
	Coord.Sec.Educ.	20,400	50%	10,200	10,200		
	Coord.Elem.Educ.	20,400	50%	10,200	10,200		
	Coord.Inf.Serv.	18,600	50%	9,300	9,300		
	Coord.Resource.	17,000	50%	8,500	8,500		
	Secretary #1	7,800	100%	7,800	7,800		
	Secretary #2	7,500	100%	7,500	7,500		
	SUB-TOTAL				89,200	89,200	
	Social Security Fringe Benefits				10,700	10,700	
TOTALS				99,900	99,900		
B. Equipment Purchase, Lease, or Rental	Quantity	Description					
	1	Typewriter		476	476		
	1	Desk		353	353		
	1	Chair		127	127		
	1	Chair		75	75		
	1	Table		150	150		
	1	Calculator		209	209		
	1	A-V(*Equipment List)		605	605		
1	Xerox		2,400	2,400			
TOTALS				4,395	4,395		
C. Consultant and Contractual Services	Description						
	2 Regional Project Directors @ 12,000			24,000	24,000		
	Ernst & Ernst			1,800	1,800		
	Accountant 26 @ 100			2,600	2,600		
	Summer Institute Faculty 3 @3000			9,000	9,000		
	Winter Conference			3,000	3,000		
	Spring Conference			2,000	2,000		
	Sub-Grant to University			7,000	7,000		
Teacher and Volunteer Time			37,795		37,795		
TOTALS				87,195	49,400	37,795	

		COST		
		Total	Federal/State Share	Grantee Share
D.	Project Staff and Directors at State rates	6,000	4,500	1,500
Travel (Project Personnel only)				
	TOTALS	6,000	4,500	1,500
E.	List Separately			
Commodities	Communications, Utilities	5,000	5,000	
	Office Supplies	2,500	2,500	
	Student & Ref. Materials	4,000	4,000	
	Printing	5,500	5,500	
	TOTALS	17,000	17,000	
F.	Description:			
Facility Cost	1. Rent/Lease	6,000	6,000	
	2. Remodeling			
	3. Construction			
	TOTALS	6,000	6,000	
G.		10,000	10,000	
Evaluation (should be as much as 10% of the total action grant)				
	TOTALS	10,000	10,000	
H.	Personnel (Travel & per diem - 25 x 550)	13,750	13,750	
Other	15 x 50 Stipends	8,000		8,000
	TOTALS	21,750	13,750	8,000
GRAND TOTAL		252,240	204,945	47,295

Prepared by Robert H. Ratcliffe Date _____
 Name

BUDGET NARRATIVE

A. PERSONNEL

National Director, LIASF (\$30,600 @ 50% time - \$15,300)

The National Director of LIASF Programs, Dr. Robert H. Ratcliffe is the Administrator in charge. He has designed the LIASF Program and the activities of the Illinois Project of the National Center for Law-Focused Education. He will be responsible for implementing this Project throughout the funded period. He will plan the annual winter conference on Law-Focused Education, the spring faculty planning conference and will have primary responsibility for the conduct of the 1973 Summer Leadership Training Institute.

The National Director will be the chief source of administrative assistance to the Illinois Project Director. In fulfilling this role, the National Director will offer him direct assistance in working with community groups, school boards, local law enforcement agencies and bar associations. Responsibility for the Illinois Project as part of a nationwide effort will be shared by the National Director and the Illinois Director. As the funded year progresses, the Illinois Director will be able to assume an ever-increasing share of the administrative responsibilities of the Project.

Dr. Ratcliffe will devote 50% of his time to this project. The balance of his time will be devoted to the implementation of related projects of the National Center for Law-Focused Education.

Illinois Director (\$20,400 @ 100% time)

The Illinois Director will be the chief administrative officer of the Illinois Project. He will be responsible for carrying out the policies of the Illinois Project Board of Directors. Specifically, he will coordinate the activities of the Project on a statewide basis. He will assist the LIASF National Director and the Regional Project Directors in implementing the two additional Regional Projects. He will be directly responsible for the Chicago Suburban Region.

Coordinator of Secondary Education (\$20,400 @ 50% time - \$10,200)

The Coordinator for Secondary Education, will be primarily responsible for the coordination of secondary school projects at the local level. During the funded period (3/1/73-2/28/74), the coordinator for secondary education will devote fifty percent of his time to this Project. The balance of his time will be devoted to the development of related projects of the National Center for Law-Focused Education. He will be the primary source of educational assistance for Junior High School and Senior High School In-Service Programs in the Regional Projects. He will assist the Regional Project Directors in areas of educational objectives, strategies, and school implementation of

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High School Programs. He will also serve as a member of the 1973 Summer Institute Faculty.

Coordinator of Elementary Education (\$20,400 @ 50% time - \$10,200)

The Coordinator for Elementary Education, Mrs. Arlene Gallagher, will be primarily responsible for the coordination of elementary school projects at the local level. During the funded period (3/1/73-2/28/74), Mrs. Gallagher will devote fifty percent of her time to this Project. The balance of her time will be devoted to the development of related projects of the National Center for Law-Focused Education.

As Coordinator for Elementary Education, Mrs. Gallagher will be the primary source of educational assistance for elementary school In-Service Programs in the Regional Projects. She will assist the Regional Project Directors in the areas of educational objectives, strategies, and school implementation of Elementary School Programs. She will also serve as a member of the 1973 Summer Institute Faculty.

Coordinator of Information Services (\$18,600 @ 50% time - \$9,300)

The Coordinator of Information Services will have primary responsibility for writing and editing materials prepared for distribution throughout Illinois. During the funded period (3/1/73-2/28/74), he will devote fifty percent of his time to the communications needs of the statewide program in Illinois. The other fifty percent of his time will be devoted to coordinating communications services for the National Center for Law-Focused Education.

The Coordinator of Information Services will edit Law in American Society; prepare service brochures for use by regional projects; produce informational brochures and news releases; write progress reports on the work of the Illinois Project; and work with the Coordinator of Resource Services in a Clearinghouse for Resource Information.

Coordinator of Resource Services (\$17,000 @ 50% time - \$8,500)

The Coordinator of Resource Services will be responsible for acquiring and evaluating films, filmstrips, simulation games, and substantive law materials that will be of use to law-focused education projects throughout Illinois. He will also provide resource services to school personnel and other interested parties in the statewide program in Illinois. He will devote fifty percent of his time during the funded period (3/1/73-2/28/74) to this Project.

The Coordinator of Resource Services will maximize the effectiveness of the LIASF Resource Center by establishing a Clearinghouse for Resource Information

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in cooperation with the Coordinator of Information Services. The Clearinghouse will provide information about law-focused materials available in the Resource Center and elsewhere and make available annotated bibliographies, information sheets, and analyses of newly developed materials. The Clearinghouse will also disseminate information regarding new teaching strategies and innovative programs.

Secretaries (#1: \$7,800 @ 100% time; #2: \$7,500 @ 100% time)

Two secretaries 100 percent time will be required for the conduct of this Project during the funded period (3/1/73-2/28/74).

Fringe Benefits (\$89,200 @ 12% - \$10,700)

A. FICA 9,000 x 5.2 x 5.5 =	\$ 2,574
B. Unemp. 113.40 x 5.5	624
C. Life, AD & D 312 x 4	
60 x 12 =	1,968
D. Hosp. Maj. Med, 163.75 x 12 =	1,966
E. Pension 3% of Sal.	3,568
	<u>\$10,700</u>

B. EQUIPMENT

The items listed under equipment are required for the successful conduct of the State of Illinois Law in American Society Program described in this proposal.

A-V Equipment List

Kodak Slide Projector
Kodak Carousel Sound Synchronizer
Thermofax Copier
Portable Overhead Projector

C. CONSULTANT & CONTRACTUAL SERVICESRegional Project Directors (2 @ \$12,000 - \$24,000)

Each Regional Project Director will devote the equivalent of 100% of his time for twelve months to the organization of his Regional Project Board and leadership team. He will participate in the Winter Conference on Law-Focused Education and Spring Faculty Planning Programs of the LIASF.

During July, he will participate in the 1973 Summer Training Institute as a Regional Director and Team Leader. In this capacity, he will coordinate

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the day-to-day activities of his Team members, and he will participate in evaluation and curriculum implementation sessions. Beginning in August, he will carry out the policies of his local board; he will prepare and conduct in-service programs for teachers in his local area; he will administer the evaluation program locally.

He will receive his regular salary from the school district during the academic year. The line item in this budget is to pay the cost of his replacement in the school system during academic 1973-74. Any difference between the actual cost of the Project Director's replacement and the \$12,000 line item may be used to supply consultant time or part-time clerical help for the Director.

Auditing Services (\$1,800)

This is an estimate of the cost of a public audit to be conducted by Ernst and Ernst.

Accounting Services (26 days @ \$100 - \$2,600)

Mr. Robert Crabb, C.P.A., will maintain the financial records of this project. He will prepare payrolls, and produce financial statements for ILEC, the Board of Directors, and each of the Regional Projects. He will ensure that expenditures are within the guidelines of this grant. Mr. Crabb will provide services as needed and will be reimbursed at the rate of \$100 per day up to a maximum of 26 days.

Institute Faculty (Three full-time Faculty @ \$3,000; 24 days @ \$125 - \$9,000)

A full-time faculty member will be compensated at the rate of \$125 per day for 24 days. This includes 4 weeks teaching (6 hrs. per day) and 4 days for course preparation and final report writing immediately before and after the institute.

Winter Conference (\$3,000)

This meeting will be a two day Orientation Workshop to be attended by Illinois Director, Regional Project Directors, Illinois Project Board of Directors, LIASF Board of Directors, Regional Project Boards of Directors, and interested representatives of educational, law enforcement, and bar associations. The \$3,000 line item is an estimate of total costs including travel, room, meals for all participants, and expenses and consultant fees for program participants.

The Orientation Workshop will be held in conjunction with the Annual Conference on Law-Focused Education (not covered under this grant).

Spring Conference

This meeting will be a planning and coordination session designed to develop

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the 1973 Summer Training Institute. The Illinois and Regional Directors, together with selected members of their teams, will participate in this session with the faculty of the Summer Institute as well as the faculties of Summer Institutes to be conducted by affiliated projects.

Sub-Grant to University

In exchange for faculty and instructional space required, the use of university-owned audio-visual equipment and its video-taping studios, and the normal costs incurred by the university in processing applications, course transcripts, certifying the Summer Institute, etc. (administrative costs), the LIASF will enter into a sub-grant with the university in an amount not to exceed \$7,000.

STAFF SPACE		
300 sq. ft. @ \$7.50 per annum		\$2250.00
CLASSROOM SPACE		
1800 sq. ft. @ \$7.50 times 1/10th use		1350.00
USE OF UNIVERSITY-OWNED A-V EQUIPMENT AND VIDEO-TAPE LABS		1000.00
ADMINISTRATIVE COSTS		
60 students at approximately \$40.00		2400.00
		<u>\$7000.00</u>

Teacher and Volunteer Time

The Boards of Directors of the National Center, the Illinois Project, and the Regional Projects all contribute substantial amounts of time to the direction of the Project. The difference between the \$12,000 paid for each Regional Director's replacement and his actual salary is a contribution of each Regional Project. Each Regional Project makes extensive use of volunteer lawyers and law enforcement personnel. The principle source of this line item, however, will be actual time devoted by teachers using the program following the 1973 Summer Institute.

D. TRAVEL

Travel for Project staff, Illinois Project Board of Directors and Regional Project Board of Directors at approved State rates.

E. COMMODITIES

Printing costs would consist of the cost of publishing and distributing Law in American Society to school systems, bar associations, and law enforcement agencies throughout the State of Illinois, providing in-service manuals for elementary schools, junior high schools, and senior high schools throughout Illinois.

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Communications utilities include mail service, postage, cartage, telephone, etc.

Office supplies consist of expendable materials.

Student and reference materials consist of classroom usable materials for elementary and secondary school children and reference materials to be used in the Resource Center.

F. FACILITY COST

This item reflects the cost of office space in the National Center for Law-Focused Education, 33 N. LaSalle Street, utilized by Staff of this Illinois Project.

800 Sq. Ft. @ \$7.50 - \$6,000.

G. EVALUATION

Independent evaluations of the Illinois Project -- in terms of administrative efficiency, impact on personnel behavior, and impact on student knowledge and attitudes -- will be initiated prior to the 1973 Summer Training Institute and concluded in the period following the Institute.

H. OTHER

Personnel Awards

The Fed/State award will be to participants in the Summer Training program and will include travel and a per diem allowance at State rates for participants residing away from home. The grantee share consists of stipends for the participants.

SEE REVISED PAGES

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G. EVALUATION

Independent evaluations of the Illinois Project -- in terms of administrative efficiency, impact on personnel behavior, and impact on student knowledge and attitudes -- will be initiated prior to the 1973 Summer Training Institute and concluded in the period following the Institute.

H. OTHER

Personnel Awards

The Fed/State award will be to participants in the Summer Training program and will include travel and a per diem allowance at State rates for participants residing away from home. The grantee share consists of forty \$500 stipends to the participants.

Indirect Costs

5% of \$198,550 would be allowable as an indirect cost to be paid to the University of Illinois in exchange for its cooperation in the conduct of this project.

*A-V Equipment List

- 1.) International 16 mm Royal Self-Thread Sound Projector - Model ST-OH
- 2.) Kodak Ektagraphic Slide Projector, Model AF - AV3042 - Zoom Lens
Kodak AV Compartment Case
Kodak Ektagraphic Filmstrip Adapter
Kodak Carousel Sound Synchronizer, Model 2
- 3.) Super 8 Instant Movie Projector - 8 mm - Model 810
- 4.) Thermofax Copier

Cost ----- \$1,210.00

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CONTINUATION PAGESpring Conference

This meeting will be a planning and coordination session designed to develop the 1973 Summer Training Institute. The Illinois and Regional Directors, together with selected members of their teams, will participate in this session with the faculty of the Summer Institute as well as the faculties of Summer Institutes to be conducted by affiliated projects.

Teacher and Volunteer Time

The Boards of Directors of the National Center, the Illinois Project, and the Regional Projects all contribute substantial amounts of time to the direction of the Project. The difference between the \$12,000 paid for each Regional Director's replacement and his actual salary is a contribution of each Regional Project. Each Regional Project makes extensive use of volunteer lawyers and law enforcement personnel. The principle source of this line item, however, will be actual time devoted by teachers using the program following the 1973 Summer Institute.

D. TRAVEL

Travel for Project staff, Illinois Project Board of Directors and Regional Project Board of Directors at approved State rates.

E. COMMODITIES

Printing costs would consist of the cost of publishing and distributing Law in American Society to school systems, bar associations, and law enforcement agencies throughout the State of Illinois, providing in-service manuals for elementary schools, junior high schools, and senior high schools throughout Illinois.

Communications utilities include mail service, postage, cartage, telephone, etc.

Office supplies consist of expendable materials.

Student and reference materials consist of classroom usable materials for elementary and secondary school children and reference materials to be used in the Resource Center.

F. FACILITY COST

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800 Sq. Ft. @ \$7.50 - \$6,000

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CONTINUATION PAGE

will coordinate the day-to-day activities of his Team members, and he will participate in evaluation and curriculum implementation sessions. Beginning in August, he will carry out the policies of his local board; he will prepare and conduct in-service programs for teachers in his local area; he will administer the evaluation program locally.

He will receive his regular salary from the school district during the academic year. The line item in this budget is to pay the cost of his replacement in the school system during academic 1973-74. Any difference between the actual cost of the Project Director's replacement and the \$12,000 line item may be used to supply consultant time or part-time clerical help for the Director.

Auditing Services (\$1,800)

This is an estimate of the cost of a public audit to be conducted by Ernst and Ernst.

Accounting Services (26 days @ \$100 - \$2,600)

Mr. Robert Crabb, C.P.A., will maintain the financial records of this project. He will prepare payrolls, and produce financial statements for ILEC, the Board of Directors, and each of the Regional Projects. He will ensure that expenditures are within the guidelines of this grant. Mr. Crabb will provide services as needed and will be reimbursed at the rate of \$100 per day up to a maximum of 26 days.

Institute Faculty (Three full-time Faculty @ \$3,000; 24 days @ \$125)-
\$9,000)

A full-time faculty member will be compensated at the rate of \$125 per day for 24 days. This includes 4 weeks teaching (6 hrs. per day) and 4 days for course preparation and final report writing immediately before and after the institute.

Winter Conference (\$3,000)

This meeting will be a two day Orientation Workshop to be attended by Illinois Director, Regional Project Directors, Illinois Project Board of Directors, LIASF Board of Directors, Regional Project Boards of Directors, and interested representatives of educational, law enforcement, and bar associations. The \$3,000 line item is an estimate of total costs including travel, room, meals for all participants, and expenses and consultant fees for program participants.

The Orientation Workshop will be held in conjunction with the Annual Conference on Law-Focused Education (not covered under this grant).

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resource services to school personnel and other interested parties in the statewide program in Illinois. Dr. Gerlach will devote fifty percent of his time during the funded period (2/1/73-1/31/74) to this Project.

As Coordinator of Resource Services, Dr. Gerlach will maximize the effectiveness of the LIASF Resource Center by establishing a Clearinghouse for Resource Information in cooperation with the Coordinator of Information Services. The Clearinghouse will provide information about law-focused materials available in the Resource Center and elsewhere and make available annotated bibliographies, information sheets, and analyses of newly developed materials. The Clearinghouse will also disseminate information regarding new teaching strategies and innovative programs.

Secretaries (#1: \$7,800 @ 100% time; #2: \$7,500 @ 100% time)

Two secretaries 100 percent time will be required for the conduct of this Project during the funded period (2/1/72-1/31/73).

Fringe Benefits (\$89,200 @ 12% - \$10,700)

A. FICA 9,000 x 5.2 x 5.5 =	\$ 2,574
B. Unemp. 113.40 x 5.5	624
C. Life, AD & D 312 x 4	
60 x 12 =	1,968
D. Hosp. Maj. Med. 163.75 x 12 =	1,966
E. Pension 3% of Sal.	3,568
	<u>\$10,700</u>

B. EQUIPMENT

The items listed under equipment are required for the successful conduct of the State of Illinois Law in American Society Program described in this proposal. *(See A-V Equipment List, Page 4f.)

C. CONSULTANT & CONTRACTUAL SERVICES

Regional Project Directors (2 @ \$12,000 - \$24,000)

Each Regional Project Director will devote the equivalent of 100% of his time for twelve months to the organization of his Regional Project Board and leadership team. He will participate in the Winter Conference on Law-Focused Education and Spring Faculty Planning Programs of the LIASF.

During July, he will participate in the 1973 Summer Training Institute as a Regional Director and Team Leader. In this capacity, he

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jects of the National Center for Law-Focused Education.

As Coordinator for Secondary Education, Dr. Starr will be the primary source of educational assistance for Junior High School and Senior High School In-Service Programs in the Regional Projects. He will assist the Regional Project Directors in areas of educational objectives, strategies, and school implementation of High School Programs. He will also serve as a member of the 1973 Summer Institute Faculty.

Coordinator of Elementary Education (\$20,400 @ 50% time - \$10,200)

The Coordinator for Elementary Education, Mrs. Arlene Gallagher, will be primarily responsible for the coordination of elementary school projects at the local level. During the funded period (2/1/73-1/31/74), Mrs. Gallagher will devote fifty percent of her time to this Project. The balance of her time will be devoted to the development of related projects of the National Center for Law-Focused Education.

As Coordinator for Elementary Education, Mrs. Gallagher will be the primary source of educational assistance for elementary school In-Service Programs in the Regional Projects. She will assist the Regional Project Directors in the areas of educational objectives, strategies, and school implementation of Elementary School Programs. She will also serve as a member of the 1973 Summer Institute Faculty.

Coordinator of Information Services (\$18,600 @ 50% time - \$9,300)

The Coordinator of Information Services, Mr. Frank Coakley, will have primary responsibility for writing and editing materials prepared for distribution throughout Illinois. During the funded period (2/1/73-1/31/74), Mr. Coakley will devote fifty percent of his time to the communications needs of the statewide program in Illinois. The other fifty percent of his time will be devoted to coordinating communications services for the National Center for Law-Focused Education.

Among his duties as Coordinator of Information Services, Mr. Coakley will continue to edit Law in American Society; prepare service brochures for use by regional projects; produce informational brochures and news releases; write progress reports on the work of the Illinois Project; and work with the Coordinator of Resource Services in a Clearinghouse for Resource Information.

Coordinator of Resource Services (\$17,000 @ 50% time - \$8,500)

The Coordinator of Resource Services, Dr. Ronald A. Gerlach, will be responsible for acquiring and evaluating films, filmstrips, simulation games, and substantive law materials that will be of use to law-focused education projects throughout Illinois. He will also provide

BUDGET NARRATIVE

A. PERSONNEL

National Director, LIASF (\$30,600 @ 50% time - \$15,300)

The National Director of LIASF Programs, Dr. Robert H. Ratcliffe is the Administrator in charge. He has designed the LIASF Program and the activities of the Illinois Project of the National Center for Law-Focused Education. He will be responsible for implementing this Project throughout the funded period. He will plan the annual winter conference on Law-Focused Education, the spring faculty planning conference and will have primary responsibility for the conduct of the 1973 Summer Leadership Training Institute.

The National Director will be the chief source of administrative assistance to the Illinois Project Director. In fulfilling this role, the National Director will offer him direct assistance in working with community groups, school boards, local law enforcement agencies and bar associations. Responsibility for the Illinois Project as part of a nationwide effort will be shared by the National Director and the Illinois Director. As the funded year progresses, the Illinois Director will be able to assume an ever-increasing share of the administrative responsibilities of the Project.

Dr. Ratcliffe will devote 50% of his time to this project. The balance of his time will be devoted to the implementation of related projects of the National Center for Law-Focused Education.

Illinois Director (\$20,400 @ 100% time)

The Illinois Director, Robert M. Lamont, will be the chief administrative officer of the Illinois Project. He will be responsible for carrying out the policies of the Illinois Project Board of Directors. Specifically, he will coordinate the activities of the Project on a statewide basis. He will assist the LIASF National Director and the Regional Project Directors in implementing the two additional Regional Projects. He will be directly responsible for the Chicago Suburban Region.

Coordinator of Secondary Education (\$20,400 @ 50% time - \$10,200)

The Coordinator for Secondary Education, Dr. Isidore Starr, will be primarily responsible for the coordination of secondary school projects at the local level. During the funded period (2/1/73-1/31/74), Dr. Starr will devote fifty percent of his time to this Project. The balance of his time will be devoted to the development of related pro-

D.	Description	COST		
		Total	Federal/State Share	Grantee Share
Travel (Project Personnel only)			4,500	1,500
	TOTALS	6,000	4,500	1,500
E. Commodities	List Separately Communications, Utilities Office Supplies Student & Ref. Materials Printing		5,000 2,500 4,000 5,500	
	TOTALS	17,000	17,000	
F. Facility Cost	Description: 1. Rent /Lease 2. Remodeling 3. Construction		6,000	
	TOTALS	6,000	6,000	
G. Evaluation (should be as much as 10% of the total action grant)			10,000	
	TOTALS	10,000	10,000	
H. Other	Personnel (Travel & per diem - 25 x 550 15 x 50 Stipends 40 @ 500) Indirect Costs - 5% of 198,550		13,750 <u>9,928</u>	20,000
	TOTALS	43,678	23,678	20,000
GRAND TOTAL		309,978	208,478	101,500

Prepared by

Name

Robert H. Ratcliffe

Date

8/1/72

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BUDGET ITEMIZATION	

Project Title:

	Job Title	Annual Salary	Percent Time	COST			
				Total	Fed./State Share	Grantee Share	
A. Personnel Services	Illinois Director	20,400	100%	20,400	20,400		
	National Director	30,600	50%	30,600	15,300		
	Coord. Sec. Educ.	20,400	50%	20,400	10,200		
	Coord. Elem. Educ.	20,400	50%	20,400	10,200		
	Coord. Inf. Serv.	18,600	50%	18,600	9,300		
	Coord. Resource	17,000	50%	17,000	8,500		
	Secretary #1	7,800	100%	7,800	7,800		
	Secretary #2	7,500	100%	7,500	7,500		
	SUB-TOTAL					89,200	
	Social Security Fringe Benefits			12%		10,700	
TOTALS					99,900		

B. Equipment Purchase, Lease, or Rental	Quantity	Description			
		1	Typewriter	476	476
	1	Desk	353	353	
	1	Chair	127	127	
	1	Chair	75	75	
	1	Table	150	150	
	1	Calculator	209	209	
	1	A-V (*Equipment List)	1,210	1,210	
	1	Xerox	2,400	2,400	
TOTALS			5,000	5,000	

C. Consultant and Contractual Services	Description			
		2 Regional Project Directors @ 12,000	24,000	24,000
	Ernst & Ernst	1,800	1,800	
	Accountant 26 @ 100	2,600	2,600	
	Summer Institute Faculty 3 @ 3000	9,000	9,000	
	Winter Conference	3,000	3,000	
	Spring Conference	2,000	2,000	
	Teacher and Volunteer Time			80,000
TOTALS		122,400	42,400	80,000

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PROJECT NARRATIVE

GOALS

THE SETTING

The attacks in recent years upon our free society and its structure of constitutional rules provide strong evidence of the gradual breakdown in respect for law in the United States. Among other indices of this breakdown, the nation faces spiraling rates of crime and recidivism in the juvenile category, ever-persistent threats of political assassination and civil violence, and an increasing willingness on the part of a significant minority of American citizens, young and old alike, to violate the law as it suits the transitory purposes of the moment.

It is well known that enforcement of the law in our modern society would be impossible without voluntary compliance on the part of the great majority of our citizens. Respect for the law is a necessary ingredient of a free and democratic society.

Today, the attitudes, behavior, and knowledge of youth regarding our legal system should be of special concern to governments, to educational institutions, to society as a whole. Any severe alienation of youth from the law must be considered a grave threat to the strength and stability of the nation and its legal institutions.

Recent surveys of the values and attitudes of American adolescents leave little doubt that education relating to the basic principles of American life embodied in the United States Constitution has been seriously deficient. Other studies and reports focus more specifically upon student attitudes regarding law enforcement and the police. They point out that misunderstanding, skepticism, negativism, and ambivalence concerning the law and its enforcement appear to be widespread among American youth. Kimble (1970), for example, found that youth: 1) were generally disillusioned by law enforcement; 2) viewed the police as a threat rather than as a constructive force; and 3) had many negative opinions regarding the police.

This skepticism and hostility--as well as misunderstanding and ignorance--have been shown to limit the effectiveness of law enforcement in the following ways:

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PROJECT NARRATIVE

- 1) attitudes and misunderstanding regarding the law and law enforcement have resulted in: a) witnesses refusing to identify themselves to police or to testify, and b) people supporting overt resistance to the police (Terris, 1967).
- 2) many crimes go unreported because the victims a) feel the police are useless and ineffective, or b) are just uncertain over what ought to be done (Liderman, 1967).
- 3) negative attitudes and misunderstanding have had a marked effect upon police morale and conduct (Smith, 1965) (Toch, 1969).

CALL FOR REFORM:

To counter these trends, programs of teacher education and curriculum development aimed at effecting significant changes in the social education of today's youth have been requested by various schools, government officials, law enforcement agencies, and other institutions.

The Chicago Riot Study Committee reported:

... youngsters today have special educational needs. . . efforts must be redoubled to ensure that schools have the kind of administrators, courses, and teachers which are needed. . . Programs such as those designed to encourage confidence in our political system. . . should be continued and expanded.

The Illinois White House Conference on Children and Youth recommended:

"Youth should be given additional opportunities of learning about and understanding our system of laws and justice and youth's rights as well as responsibilities under law."

In a recent report to Congress, President Nixon also supported the position that a compelling need exists at all levels of government to implement innovative and successful model programs for dealing with alienated and potentially delinquent young people.

On the basis of the above, it would appear that:

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PROJECT NARRATIVE

- 1) there exists a serious and increasingly widespread ignorance of, and lack of appreciation for, the importance of law and law enforcement among middle class and upper middle class youngsters as well as disadvantaged urban youth;
- 2) these conditions contribute to attitudes and actions which tend to lessen the effectiveness of law enforcement as well as pose a threat to our free society and legal system; and
- 3) innovative Law-Focused Education Programs, proven effective on both the elementary and secondary level in correcting this situation, are sorely needed in the school systems of the United States.

ILLINOIS PROJECT -- GOALS

The LIASF Illinois Project has, as its major objective, the development of a systematic and comprehensive program of law-focused education in elementary and secondary schools throughout the State of Illinois. The proposed program is intended to become a regular part of the general education curricula offered in Illinois schools.

The LIASF Illinois Project represents the first major effort to create a truly comprehensive statewide program of law-focused education. There are numerous other programs scattered throughout the United States, but nearly all of them are operative in cities, with only sporadic attempts at implementation in suburban or non-metropolitan areas. LIASF programs have been designed for ultimate replication in these non-urban areas. LIASF-sponsored programs are currently in various stages of implementation in Atlanta, Boston, Cincinnati, Dallas, Los Angeles, Seattle and Bellingham, Washington, St. Louis, and Canton, Ohio.

As a result of its pioneering role in establishing a permanent, statewide program to reinforce and sustain respect for the law among young people and ultimately among adults, the State of Illinois is serving as a prototype for the establishment of similar programs for the states in the geographic regions in which these other cities are located. The progressive example set by Illinois will eventually be replicated throughout the United States.

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It has been the purpose of the LIASF Illinois Project to focus upon the effects of the school and its potential role in the development of respect for law, thereby countering the growing alienation of youth toward the law and law enforcement.

Through its funding of Phase I of this program, ILEC demonstrated a commitment to attitudinally effective, law-focused education for all the schoolchildren of Illinois. By its continued support, ILEC will make possible the ultimate institutionalization of law-focused education throughout the State. Listed below are the specific goals of the Illinois Project, to be completed over the several years of this three-phase project:

- 1) the creation of a statewide coordinated network of regional projects;
- 2) leadership personnel and staff training;
- 3) continued statewide coordination;
- 4) information and resource dissemination;
- 5) comprehensive evaluation.

The Creation of a Statewide Coordinated Network of Regional Projects

One of the primary goals of the Illinois Project is to lay the groundwork for the creation of regional pilot projects throughout Illinois. That is,

- a) the Illinois Project establishes contacts between itself and individuals in the educational systems of a number of candidate cities as well as contacts with members of bar associations, the judiciary, the criminal justice system, and other institutions and organizations of like stature in the communities. The thrust of these initial efforts to establish liaison with the pilot regions is to familiarize their professional communities with the nature and objectives of the Law in American Society Program of law-focused education for American young people.

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PROJECT NARRATIVE

Since its inception, the Illinois Project has proceeded on the assumption that the interest and involvement of professionals in the legal and educational communities of potential project areas are essential to the successful establishment of pilot projects in those areas.

- b) The Illinois Project selects local projects for participation in the LIASF Program. Candidate regions are judged on the following basis:
 - 1) the interest and ability to institutionalize a law-focused education program in their school system;
 - 2) the capability to implement the program on an autonomous basis within a reasonable period of time.
- c) The Illinois Project advises interested parties in the selected regions of the state regarding the ways and means of setting up the machinery whereby the regional projects can be formally established. The administrative model developed and utilized by the LIASF in Chicago is offered for consideration. The Illinois Project takes no part in the actual selection of the members of the Regional Project Leadership, inasmuch as this selection can most effectively be made on the local level and reflects local considerations and conditions. LIASF encourages the regional projects to include representatives of all interested and germane institutions and agencies-- prominent lawyers, jurists, criminal justice personnel, educators, and others--whenever and wherever possible. Based upon LIASF experience, the expertise, background, and community esteem of the local project leadership and advisors are a vital component of a successful law-focused education program.
- d) The Illinois Project assists the Regional Project Directors in initiating action in their Regions toward the goal of full participation in the LIASF Summer Training Institute. This action involves familiarizing the directors, educators, and other concerned persons in the Regions with the nature and objectives of the Law in American Society Foundation Illinois Project.

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PROJECT NARRATIVE

Leadership Personnel and Staff Training

In order to minimize the duplication of effort and inefficiency of program development that might otherwise occur, LIASF concentrates its efforts upon the development of leadership teams for each of the associated projects. These leadership teams generally include school administrators and teachers as well as several criminal justice personnel such as juvenile probation officers, lawyers, police officers, public prosecutors and defenders, county sheriffs, corrections administrators, and the like.

The objectives of the Illinois Project's Training Program (consisting of LIASF Summer Institute, orientation and in-service programs) are:

- a) to show each participant--be he school administrator, policeman, or teacher--specific ways in which his participation is crucial to the success of any law-focused education program;
- b) to increase understanding and cooperation among teachers, school administrators, and criminal justice personnel;
- c) to enable the participants to develop a criminal justice personnel resource and visitation program;
- d) to enable the participant teachers to deliver a law-focused education program and materials to the classroom almost from the onset of their community's project;
- e) to produce a "multiplier effect" throughout the Regions serviced. More specifically, the teachers and community resource personnel involved in the LIASF Teaching Program are expected to return to their communities and, with the assistance of the Illinois Project Staff, develop courses of law-focused education and initiate comprehensive in-service training programs for teachers in their school systems who have not received training directly from the LIASF.

Continued Statewide Project Coordination

The activities of all projects affiliated with the LIASF are coordinated by the Illinois Project on two levels:

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- a) Policy level--representatives of each participating project are included on the State Board of Directors;
- b) Staff level--by means of state/ local project cooperation. This cooperation includes:
 - 1) joint participation in state and local conferences;
 - 2) coordination and advisement by members of the Project Staff;
 - 3) exchange and/or sharing of the Illinois Project's faculty;
 - 4) statewide assistance in the financial planning and funding of regional programs;
 - 5) dissemination of information and materials;
 - 6) joint use of the Illinois Project's evaluation staff and program.

Information and Resource Dissemination

To ensure optimum benefit from the prior work of the Foundation, the Illinois Project has, as one of its objectives, the establishment of a program of regular dissemination of 1) the LIASF law curriculum, 2) information about new teaching techniques and other materials, and 3) critical analyses of current issues in the field of law-focused education.

The LIASF has developed and refined an educationally sound, comprehensive, multi-grade, law-focused curriculum and teaching package. Dissemination of this curriculum as well as other information and resources concerning law-focused education has reached both the hundreds of teachers and the tens of thousands of students participating in initial attempts at the establishment of law-focused education as a regular, permanent part of elementary and secondary curricula in nationwide project areas serviced by the LIASF. (See Appendix A.)

This strong need for the regular dissemination of program-related data is becoming even more pressing. The Illinois Project will affect thousands of children in the Regions of the State it services. These youngsters will benefit from the regular assistance provided them by

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their teachers, who will receive information on a systematic basis through the Illinois Project.

In order to achieve the objectives of information and resource dissemination:

- a) A Winter Annual Conference on Law-Focused Education and Spring Planning Meeting were held in 1972 and will be held again in 1973.
- b) The Summer Institute Program is being used as a vehicle for acquainting participants with LIASF program implementation strategies.
- c) A quarterly journal with state-wide as well as national distribution is being published.
- d) Information and resource sheets are being developed and distributed.
- e) A resource center is being established at the National Center for use in Illinois as well as throughout the nation.

Comprehensive Evaluation

The establishment of continuous assessment and outcome evaluation of law-focused education programs throughout the state is another objective of the Illinois Project.

"Outcome" evaluation obtains some measurements early in a project and more measurements when a project is ended. Such information can be used to evaluate, but it cannot be used to effect midstream changes by a project staff.

"Continuous assessment" evaluation attempts to gather data continuously during the course of the project. This information is then passed on immediately to a project staff to help them reach project goals by altering certain procedures which may not be as effective as envisioned.

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The indices utilized to ascertain the effectiveness of any law-focused education program include:

- a) student knowledge and attitudes regarding the law;
- b) teacher knowledge and attitudes regarding the law;
- c) the use and critique of LIASF materials and programs;
- d) public endorsement and awards;
- e) administrative audits of program efficiency.

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PROJECT NARRATIVE

IMPACT AND RESULTS

The Illinois Project was established in 1972 through an ILEC grant to help initiate and disseminate a law-focused education program throughout the State. More specifically, the goals of the Illinois Project include:

- 1) The creation of a statewide, coordinated network of law-focused education projects;
- 2) Leadership personnel and staff training;
- 3) Continued statewide project coordination;
- 4) Information and resource dissemination;
- 5) Comprehensive evaluation.

This section of the proposal is devoted to reporting the Illinois Project's progress in these areas.

THE CREATION OF A STATEWIDE COORDINATED NETWORK OF REGIONAL PROJECTS

Regional Project Progress Report

The Moline Regional Project was established through and with the cooperation of the Illinois Project. It represents the first of the planned regional projects in the Illinois network.

The Moline Regional Project has the full cooperation of the Moline Public Schools. The system has committed itself to 1) working a law-related curriculum into the existing social studies instructional program, and 2) training teachers to use this curriculum.

The Moline Advisory Board was set up to offer overall guidance and direction to the Project. The Board consists of a State Senator, an Assistant States Attorney, a Judge of the Circuit Court, the Chief of Police, an attorney, the Superintendent of Schools, a Spanish Community Group Leader, a School Board Member, and an ILEC Commissioner (see Appendix B).

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Mr. Jack Miller, an experienced social studies classroom teacher, was selected as Pilot Regional Project Director. Mr. Miller, a former police officer, created and developed one of the first law-focused courses of study for the Moline Public Schools. He holds advanced degrees in police science and the social sciences. As Director of the Moline Project, Mr. Miller has effectively nurtured positive relationships among the community, teachers, and school administrators.

The Moline Leadership Team was selected by the Moline Project Director. This Team consists of elementary and secondary teachers, police officials, a member of the local prosecutor's office, members of the school administration, and the Project Director (Appendix C).

During Summer 1972, the Moline Leadership Team attended the LIASF National Personnel Training and Staff Development Institute. Team members received instruction not only in substantive law content and classroom instructional strategies, but were prepared to assist in the development and delivery of in-service programs. That is, the Leadership Team was prepared to plan its law-focused instructional program for the 1973-1973 school year, to assemble relevant materials, and to help train other teachers in this area.

At the beginning of the 1972-1973 school year, Moline social studies teachers at the elementary and high school levels were given a thorough orientation regarding the objectives and methods of law-focused education. The Moline Leadership Team was assisted in this endeavor by LIASF staff members.

Following this orientation, specially trained members of the Moline Leadership Team developed and presented, with LIASF staff assistance, in-service programs within the existing, regular in-service program structure of the Moline Public Schools. As a result--by the end of the school year--the majority of social studies teachers at the elementary, junior high and senior high school levels will have received an orientation and/or an in-service program in law-focused education.

By encouraging regional projects to develop ongoing, in-service training programs in their respective planning areas, the Program of the Illinois Project has resulted in a multiplier effect. That is, it has had effects more far-reaching than is indicated by the quantitative results of the training conducted directly under its auspices.

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PROJECT NARRATIVE

In essence, each hour devoted to training a leadership team during the critical funded period, and each dollar invested in the program, has effects far beyond those initially produced.

The Moline Regional Project experience is a model of the LIASF. Illinois Project's method of institutionalizing law-focused education within the curriculum of Illinois schools. The Project has:

- 1) established a Board of Advisors representative of its community;
- 2) secured the support of school administrators, teachers, law enforcement personnel, and other interested parties;
- 3) selected a leadership team consisting of school administrators, teachers, and law enforcement officials for training in the LIASF Summer Institutes;
- 4) initiated, through its leadership team, a pilot program of law-focused education for the 1973-1973 school year; and
- 5) established its own orientation and training programs.

A variation of the model developed for use in Moline is currently being applied and refined in the Chicago Suburban Region.

On the basis of the experiences outlined above, it would appear that:

- 1) The Illinois Project has provided a workable model and the requisite assistance for the successful initiation of law-focused regional projects;
- 2) The Illinois Project has utilized its teacher training program to produce a "multiplier effect" regarding the number of teachers and students who are ultimately affected by law-focused education.

Development of Additional Projects - 1973

In addition to servicing the existing Regional Projects that are a part of the statewide program, two new Regional Projects will be established during Phase II of the Illinois Project (2/1/73 - 1/31/74).

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Two additional participating school district areas within the Chicago Suburban Region will also be developed. In order to facilitate the selection of these new projects and to foster their growth, the staff of the Illinois Project took part in, and sponsored, a series of orientation programs. Staff members of the Illinois Project have traveled throughout Illinois to generate broad-based community support for the concept of law-focused education. Examples of this type of activity include appearing on programs of the Illinois Council for the Social Studies, and on the programs of local councils. In addition, the staff made presentations before the chief education administrators and community resource persons in many communities in Illinois including Waukegan, East St. Louis, Springfield, and Moline.

LEADERSHIP PERSONNEL AND STAFF TRAINING

National Summer Training Institute, 1972

A four-week teacher training program with law input in the morning and education seminars in the afternoon designed to transform legal content into practical classroom strategies and resource materials was attended by Illinois teachers. During the Institute, the participants were provided with opportunities to:

- 1) analyze the rationale for the development of law as an integer of social studies;
- 2) explore the procedures for implementation of a law-focused education program;
- 3) study aspects of law relating to the programs under consideration;
- 4) participate in the preparation of materials keyed to their particular school systems; and
- 5) expand upon their ability to use the Socratic, or inquiry, method as a principal mode of instruction.

In addition, the participants received special training in community relations, evaluation, program supervision, and implementation of the Program.

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PROJECT NARRATIVE

Following the LIASF Summer Training Institute in Chicago, the Illinois participants were expected to return to their respective communities and, with the assistance of the LIASF Illinois Project, perform the following functions:

- 1) Plan and teach a law-focused education program to their students.
- 2) Train other teachers in the use of law-focused education materials and strategies;
- 3) Expand the educational program to make more use of community facilities and law enforcement personnel;
- 4) Disseminate the results of their endeavors for use by other teachers.

In-Service Workshops

The Illinois Director and staff members made contact with a number of school administrators, regional school cooperative officials, presidents and program chairmen of councils for the social studies, and committee chairmen of bar associations in local communities. As a result of these contacts, the Illinois staff presented a series of Fall In-Service Training Seminars, two to three hours in length, consisting of one or more of the following:

- 1) Introduction to law-focused education and the work of the Illinois Project;
- 2) Demonstration lessons concerning teaching law in the social studies;
- 3) Discussions with master teachers experienced in using law-focused materials;
- 4) Distribution of reference information and annotated bibliographies on law-focused materials and sources.

The purpose of these programs was:

- 1) to orient teachers and others interested in the teaching of law in the social studies;

CONTINUED

1 OF 3

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Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

PROJECT NARRATIVE

- 2) to suggest a number of strategies for establishing law-focused education projects, programs, and courses in their schools;
- 3) to assist teachers in preparing to use law-focused materials in their classrooms.

Development of Self-Instructional, In-Service Training Programs

Eighteen sets of self-instructional, individualized, in-service education packages are presently being developed. Personnel from the Regional Teams will be taught to use these audio-visual training packages as part of the in-service training programs for local teachers. This special program of machine-presented, in-service materials is designed to:

- 1) enable prospective teachers to become familiar with specific law-related materials;
- 2) provide background material by content specialists who might otherwise not be available;
- 3) provide illustrations of specific instructional techniques by master teachers--mock trials, simulations, etc.

A system of in-service training using modern technology facilitates maximum effectiveness of the in-service program and complements the training institutes, thereby leading to the reduction of the need for continued extraordinarily funded institute training programs.

CONTINUED STATEWIDE COORDINATION

The Illinois Project is designed to aid the development of the Moline Project, the two new pilot regional projects, and the Chicago suburban regional projects by:

- 1) Encouraging their participation in national and regional conferences;
- 2) Visiting and advising the Project Directors;
- 3) Exchanging and/or sharing faculty;

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PROJECT NARRATIVE

- 4) Providing assistance in financial planning;
- 5) Disseminating information and materials;
- 6) Sharing the National Center's evaluation staff, design, and procedures.

DISSEMINATION OF INFORMATION/RESOURCES

Annual Conference on Law-Focused Education

As part of its program to develop statewide support for law in the social studies, the Illinois Project held an Orientation Workshop in February, 1972. The Workshop was held in conjunction with the first Annual Conference on Law-Focused Education. Nearly two hundred teachers, lawyers, university professors, law enforcement personnel, and other interested parties throughout Illinois and the nation attended the Conference.

The Illinois Project Orientation Workshop served to:

- 1) Publicize the Illinois Project and disseminate information regarding its work;
- 2) Stimulate further professional as well as statewide support for the program of law in the social studies;
- 3) Provide a major vehicle for the productive exchange of ideas on a statewide level;
- 4) Assist in the coordination and planning of the activities of established as well as new state regional projects.

In addition to the Orientation Workshop, evaluation seminars and coordination meetings with personnel from other established and new Projects throughout the United States were held during the Annual Conference. Illinois Conference participants were given the opportunity to sit in at these meetings and participate in the discussions.

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Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

PROJECT NARRATIVE

Publication of National Journal

Law in American Society is the first journal devoted specifically and exclusively to law-focused education. It is distributed, free-of-charge, to some three thousand persons in Illinois--teachers, administrators, lawyers, criminal justice personnel, community leaders, journalists, and news commentators. Plans have been made to publish the Journal on a quarterly basis. (See Appendix D.)

Future issues of Law in American Society will include position papers on either the topic of law-focused education or substantive legal issues; numerous practical inputs such as actual lesson plans, mock trials, critical reviews, and the like; and regular reports on the progress and experiences of law projects throughout the country.

Publication of the Journal:

- 1) provides a clearinghouse of ideas and substantive information for teachers in Illinois as well as throughout the nation;
- 2) helps effect law-focused curriculum reform in the social studies;
- 3) maintains an ongoing means of exchanging ideas and makes available the inputs requisite to effective law-focused education.

Clearinghouse for Resource Information and Materials

A Clearinghouse for Resource Information and Materials is currently being developed by LIASF in Chicago, thus providing ready access to materials for participants in the Illinois Project. The Coordinator of Resource Services is directing the following activities:

- 1) development of a Resource Center upon which all participants may draw for the benefit of their programs;
- 2) ongoing analyses of extant and new resources in the field of law-focused education;
- 3) regular dissemination of information regarding listing and assessment of resource materials, new teaching strategies, and innovative programs.

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PROJECT NARRATIVE

Progress in these areas has been significant. By Fall 1972, the Resource Center had collected and made available to interested parties in Illinois many of the printed materials pertinent to law-focused education, as well as a representative sample of related films. To date, an annotated bibliography of law-focused education films has been developed. Other listings and assessments are either in the planning or development stages.

To summarize -- the Clearinghouse for Resource Information and Materials has:

- 1) prepared and distributed summaries and evaluations of resource materials;
- 2) established a film and materials lending library for the use of teachers in Illinois; and, consequently,
- 3) provided Illinois teachers, supervisory personnel and other interested parties with the opportunity to examine a wide selection of law-focused education materials.

EVALUATION PROGRAM

As part of the Illinois Program, evaluation services are being made available to regions in the process of implementing law-focused education programs. More specifically, the Illinois Project has arranged for periodic cognitive and attitudinal testing--in its pilot regional projects--to measure change in student attitudes toward, and knowledge of, the law.

The Illinois Project has also developed an organizational model and guidelines for associated projects. This model offers a basis for evaluating the administrative efficiency and educational value of each project.

John W. Wick, Associate Professor of Education at Northwestern University, has designed and is conducting the evaluation. In this way, the projects are provided with independent assessments of their progress. A Report of the results of this evaluation is forthcoming.

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Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

PROJECT NARRATIVE

METHODS AND TIMETABLE

With the accomplishments of the LIASF Illinois Project in the areas of project development and coordination, teacher training, information dissemination and evaluation, the implementation of a comprehensive and effective program of law-focused education throughout Illinois is foreseeable and proceeding as planned.

During Phase I, the Illinois Project has been able to 1) facilitate the development of adequately trained personnel; 2) increase the availability of appropriate instructional materials and information; and 3) generate broad-based community support for the concept of law-focused education.

To build upon the groundwork established in Phase I (2/1/72 - 1/31/73), the LIASF Illinois Project is prepared to proceed with Phase II (2/1/73 - 1/31/74) of the projected three-year program.

DEVELOPMENT OF A STATEWIDE NETWORK

Administrative Mechanism

The office of the Illinois Project will continue to be located at the LIASF National Headquarters in Chicago. The Project's Administrative arm consists of a Board of Directors; an Illinois Director, Robert M. Lamont; Regional Project Directors; and fifty percent of the time and services of the LIASF's National Director, National Coordinator of Secondary Education, National Coordinator of Elementary Education, Coordinator of Information Services, and Coordinator of Resource Services.

The Board of Directors of the LIASF Illinois Project will continue to determine policy for Project administration and implementation. The Board will continue to exercise overall responsibility for the selection of Illinois Pilot Regional Projects and Chicago Suburban Region Projects. The members of the Board include professionals from the fields of education and law, representatives of the criminal justice system, and representatives from each participating project (Appendix E).

The Illinois Director, Robert M. Lamont, will continue to be responsible for implementing the policies of the Board of Directors. His major responsibility will be to identify potential cooperating

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PROJECT NARRATIVE

communities in the Chicago Suburban Region and in other regions of the State from which the Board of Directors will select the Phase II Regional Pilot Projects. To accomplish this objective, the Director will initiate liaison with key individuals in the educational and criminal justice systems of the areas and arrange for staff program presentations to these individuals and their associations and organizations. In this and other functions, he will be assisted by the LIASF National Director, National Coordinator of Secondary Education and National Coordinator of Elementary Education.

Initiation and Development of New Projects

During Phase II, two new Illinois Pilot Regional Projects and two additional participating school district areas within the Chicago Suburban Region will be created and included in the Illinois Project's statewide network. These projects will be based on the Regional model developed during Phase I. In addition, the Phase I Illinois Pilot Region (Moline) will expand its in-service training program to encompass the other school districts within its purview. It will also institute the first Regional Summer Training Institute, which will be modeled after the LIASF Summer Training Institute.

An important objective of the Illinois Project will be the identification of individuals in the new Project areas to serve on each of the Regional Boards of Directors. Ideally, members of these Boards should include representatives of the ILEC, the State Department of Education, local bar associations, the juvenile courts, local businessmen's associations, community social agencies, boards of education, local institutions of higher education, educational administrators, teachers, and parents. Illinois Project experience in working with the Moline Regional Board of Directors demonstrated that the expertise, background, and community esteem of the Board members is a vital component of a successful law-focused education program.

As with the Moline Project, the Illinois Project will encourage the Boards of Directors of the four new projects to:

- 1) operate under the broad guidelines of the Illinois Project Board of Directors;
- 2) assume overall responsibility for the Regional Project;

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Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

PROJECT NARRATIVE

- 3) work with the Illinois Director toward selection of a Regional Project Director;
- 4) marshall effective community support for the Project.

The four Pilot Region Project Directors (two Chicago Suburban Region Projects and two Illinois Pilot Regional Projects) will be authorized to fulfill the objectives of the Illinois Project in their respective Pilot Regions. LIASF experience in the initial Regional Pilot Project in Moline indicates the necessity of selecting an individual who has the respect of the community and the ability to translate the policies of the Board into effective, day-to-day action. A Regional Project Director should be a skilled administrator able to work with the school systems and agencies of the criminal justice system. He should also be an ex officio member of the Board of Directors and full-time employee of the Regional Project.

The Illinois Project will encourage and assist each Regional Project Director in:

- 1) recruiting and choosing members of the Regional Project Leadership Team;
- 2) facilitating and maintaining communication with all segments of the community concerned with law-focused education;
- 3) directing the Leadership Team;
- 4) making preparations for the Phase II Regional Summer Institute;
- 5) coordinating and providing logistical support to teachers in the schools;
- 6) coordinating and facilitating the use of community resource personnel;
- 7) requesting LIASF support from the Illinois Director as indicated.

Coordination of Established Projects

In addition to the initiation and development of new projects, the Illinois Project will coordinate extant projects. For example, Project

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Staff will visit and advise other interested parties and projects on administrative and procedural matters; exchange and/or share its faculty in the training of teachers and staff; offer assistance in the financial planning and funding of projects; disseminate pertinent information and materials; and provide for the joint use of their evaluation program.

Orientation Workshops

Early in 1973, the Illinois Director will assist each Phase II Illinois Pilot Regional Project in identifying and selecting a Project Director. Following this selection, both the Illinois Director and the Project Directors will attend a Winter Orientation Workshop to be held in conjunction with the 1973 Annual Conference on Law-Focused Education. The purpose of the Workshop will be to give these two Phase II Pilot Regional Project Directors and other key personnel a thorough grounding in the philosophy and rationale of the LIASF Program. They will also become familiarized with the germane materials and techniques that have been developed over the past six years by the LIASF and learn the most effective methods for delivering these materials and techniques to teachers and school systems.

In addition, during the remainder of the year, members of the staff will visit bar associations, boards of education, criminal justice system agencies, schools, and other local organizations and associations throughout Illinois to acquaint these groups with the nature and objectives of law-focused education and the Illinois Program. Hopefully, these presentations will generate additional support for existing projects and lay the groundwork for the Illinois Project's Phase III Program.

LEADERSHIP PERSONNEL AND STAFF TRAINING

LIASF Spring Workshop

Following the selection of each Pilot Project's Leadership Team, the Regional Directors will select Team members to represent their projects at the LIASF Spring Workshop. The Directors and the selected Leadership Team members, with Summer Institute Faculty, will have the opportunity to participate in the preparation of the instructional programs to be carried out for Illinois Summer Institute participants. In addition, they will engage in evaluation seminars and coordination meetings with the Directors of other major projects across the United States.

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PROJECT NARRATIVE

Summer Leadership Training Institute

A National Summer Training Institute in 1973 will be necessary to service the Leadership Teams from the proposed new pilot projects. The format of this Institute is described in Section II and Appendix F of this proposal. Particular emphasis will be given to means of tailoring the Institute's content and strategies to the needs of the individual Pilot Regions.

During the 1973 Institute, the Illinois Director, as Coordinator of the Chicago Suburban Region Projects, and the Directors of the Phase II Illinois Pilot Regional Projects will serve as Leaders of their respective Leadership Teams. In this capacity, they will coordinate the day-to-day activities of the participants from their pilot projects.

Another area in which the Illinois Director and the two Illinois Pilot Regional Project Directors can provide Institute participants with valuable guidance involves the role of criminal justice system personnel in helping to implement the new law-focused education programs. Basically the Directors will strive to show each participant--school administrator, policeman, or teacher--specific ways in which the participation of criminal justice system personnel is crucial to the success of any law-focused education program. An understanding of the roles of each member of a Project Team, and the relative importance of those roles, will go far toward increasing understanding and cooperation among teachers, police officers, school administrators, probation officers, lawyers, and all others who will serve as resource persons for the implementation of the programs.

In addition, the Directors themselves will participate in specialized evaluation and curriculum implementation seminars which will include planning sessions for creating in-service programs in their respective regions. However, no Summer Institute will be created in the Chicago Suburban Region. Because of their proximity to Chicago, teachers from this region will receive their training at the LIASF Institute for the life of the Illinois Project.

On the basis of past experience, the number of teachers, administrators, and law enforcement officials affected by this Summer Institute Program, as well as the extent of its impact upon law-focused instruction in the schools, can be expected to grow during the subsequent years. The

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1972 Moline Leadership Team, for example, has returned to its community to:

- 1) teach a law-focused program to high school and elementary students;
- 2) provide in-service training for other teachers and personnel in the substance and techniques of law-focused education; and
- 3) generate additional community support and respect for the program.

The same accomplishments may be realistically expected from the 1973 teams.

In-Service Training

The Illinois Project will devote considerable time to creating and maintaining in-service training programs for its Regional Projects as well as for other interested school districts and cooperatives. That is, LIASF staff members will be available to consult with, and provide faculty services for, Regional Projects of the Illinois Project and school systems in the remainder of the State not within the prescribed area of an extant Regional Project. The format for the Illinois in-service program is described in Section II of this proposal.

Participants at the 1973 Summer Institute--trained to function as teacher trainers and resource personnel--will be called upon to make an important contribution to the success of the in-service programs. They will be asked to serve as faculty and/or consultants in planning, implementing, and evaluating in-service training programs in their respective Regions.

Self-Instructional Programs

An integral part of the long-range in-service training programs of the Illinois Project has been the development of a series of Self-Instructional, Individualized In-Service Education Packages. Personnel from the Leadership Teams and other interested parties will be taught to use audio-visual programs as part of the in-service training for local teachers. This special program of machine-presented, in-service

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PROJECT NARRATIVE

materials is designed to:

- 1) enable prospective teachers to become familiar with specific law-related materials;
- 2) provide background material by content specialists who might otherwise not be available;
- 3) provide illustrations of specific instructional techniques by master teachers--mock trials, simulations, etc.

A system of in-service training using modern technology facilitates maximum effectiveness of the in-service program and complements other training endeavors.

DISSEMINATION OF INFORMATION/RESOURCES

As part of its statewide coordination and assistance efforts, the LIASF Illinois Project has acted as the disseminator of law-focused information and resources. In addition to conducting the previously described orientation and training programs, the Project has 1) published the quarterly journal, Law in American Society and 2) established a clearinghouse for resource information and materials.

Law in American Society

The journal, Law in American Society, focuses upon the substance and the strategies used in law-focused education. It also publishes reports on regional and local activities in the area. Law in American Society represents the first publication of its kind--that is to say, it is the first journal that is devoted specifically to law-focused education. Readers currently include approximately three thousand Illinois educators, lawyers, judges, and various law enforcement officials. It is published on a quarterly basis and is available, free of charge, to all interested parties throughout Illinois.

Publication of this journal is an integral part of the National Center's program to create community support for, as well as to disseminate information concerning, law-focused education in Illinois schools. It enables the Project to reach people who might not otherwise be aware of the implementation of law programs in social studies throughout the State.

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Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

PROJECT NARRATIVE

Clearinghouse for Resource Materials

The Clearinghouse is presently in its formative stage. To curtail expenses in this area, the LIASF has contacted publishers of law and education materials and requested complimentary copies. This procedure has resulted in the acquisition of some materials without cost to the ILEC. However, films, filmstrips, simulation games, and many substantive law materials cannot be obtained in this manner. In addition, the development of this collection requires considerable physical space as well as staff time to request, catalogue, and review pertinent materials.

Use of the Clearinghouse is a valuable component in the orientation and continued support of project directors, teachers, school administrators, and law enforcement officials involved in law-focused education. More specifically, it acquaints teachers and other interested parties who generally might not have the time to research this area with a multiplicity of important references and sources. In addition to being informative, the Clearinghouse should encourage interested parties to independently assess as well as to use those materials which best suit their particular needs and interests.

If the Clearinghouse is to maximize its effectiveness, the Illinois Project staff believes the following activities should be funded.

- 1) maintenance of the system for lending these materials to school personnel and other interested parties.
- 2) expansion of the film, filmstrip, simulation game, book, and article sections of the Clearinghouse.
- 3) continuation of the system for compiling and distributing lists and bibliographies of related materials with brief descriptions and critical annotations (current progress in these areas is described in Section II of this proposal).

In these ways, the best possible collection of law-focused education materials can be assembled and made available to project directors, teachers, school administrators, lawyers, law enforcement officials, and other interested parties throughout the State of Illinois.

EVALUATION

Critical and independent evaluation of the work of the Illinois

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Project Title LAW IN AMERICAN SOCIETY FOUNDATION ILLINOIS PROJECT

PROJECT NARRATIVE

TIME TABLE	(Phase II - 2/1/73 - 1/31/74)
February 1973	Regions identified and selected Regional Boards of Directors established Regional Project Directors selected
March 1973	LIASF Winter Orientation Workshop (Chicago) Project Initiation (Chicago Suburban Region and Illinois Pilot Regions)
April/May 1973	Regional Leadership Teams selected Pre-testing of Leadership Team personnel
May/June 1973	LIASF Spring Workshop (Chicago)
July 1973	1973 LIASF Summer Training Institute
Sept./Oct. 1973	Delivery of LIASF Program to Phase II schools Establishment of In-Service Training programs Post-testing of Leadership Team personnel
Oct./Nov. 1973	Pre-testing of experimental and control groups of students
Dec. 1973/Jan. 1974	In-service workshop in project regions
	Phase II Project evaluation completed (Phase II, described above, is the only portion of the three-phase LIASF Illinois Project covered by this proposal.)

Illinois Law Enforcement Commission GRANT APPLICATION PAGE 6z (cont.)	(For ILEC Use Only) Control Number 2-07-25-0363-02
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PROJECT NARRATIVE

Project is a requisite part of its programs. Without this component, it would be extremely difficult to ascertain what was being accomplished and what was in need of revision and refinement.

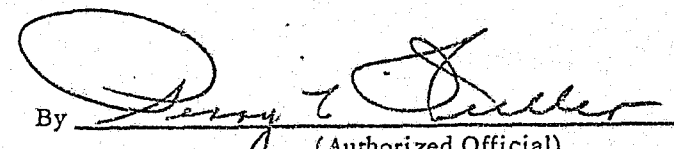
The goals and methodology of the Illinois Project's evaluation program are described in Sections I and II of this proposal. Servicing requests for evaluation assistance by affiliated projects and groups interested in law-focused education throughout the State of Illinois is an essential function of the Illinois Project for Law-Focused Education.

ASSURANCE OF COMPLIANCE WITH THE ILLINOIS LAW ENFORCEMENT COMMISSION
 UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

LAW IN AMERICAN SOCIETY FOUNDATION
 (Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Illinois Law Enforcement Commission issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Commission; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

Dated September 1, 1972 Law in American Society Foundation
 (Applicant)

By 
 (Authorized Official)
 Perry L. Fuller, President

1. Name of Applicant:

LAW IN AMERICAN SOCIETY FOUNDATION

2. Certification:

The applicant for Federal assistance under the provisions of Title I of the Omnibus Crime Control and Safe Streets Act of 1968, hereby certifies that funds or other resources of the applicant normally devoted to programs and activities designed to meet the needs of criminal justice will not be diminished in any way as a result of a grant award of Federal funds.

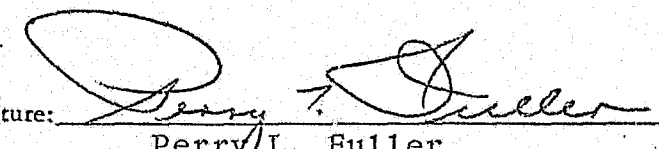
The applicant further certifies that the project for which assistance is being requested will be in addition to, and not a substitute for, criminal justice services previously provided without Federal assistance.

3. Verifying Data:

Expenditures for Criminal Justice Services by the Applicant:

(Budgeted)	In current Fiscal Year	\$ <u>220,000</u>
Actual	In last Fiscal Year	<u>154,000</u>
Actual	In next to last Fiscal Year	<u>192,000</u>
	Average for the three Years	\$ <u>122,000</u>

4. Signature of Authorized Official Empowers. to Commit the Applicant to this Certification:

Signature:  Date: September 1, 1972
 Perry L. Fuller

Title: President

BI-MONTHLY NARRATIVE REPORT

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RECEIVED

OCT 12 1973

I. L. E. C.
GRANTS PROCESSING

MEMORANDUM

TO: Illinois Law Enforcement Commission
FROM: LAW IN AMERICAN SOCIETY FOUNDATION
DATE: October 10, 1973
SUBJECT: Bi-Monthly Progress Report of Law Enforcement Activities for period 8/1/73 to 9/30/73 and Related to Grant No. 363-02.

I. Activity and Achievements toward Program Objectives

Classroom Instruction. The thirty-six leadership personnel from the Rockford, Peoria, East St. Louis and the Chicago Metropolitan Area school districts, as well as the sixteen teachers from the Illinois Department of Corrections Juvenile Division have begun to offer regular instruction in law-focused education to their students.

Evaluation. The evaluation team from Northwestern University has visited each Illinois Regional Project. All student pre-testing has been completed as of this date.

Law in American Society, Vol, II, No. 3 has been published and distributed to some 4000 law enforcement and educational leaders throughout Illinois.

Selection of Regional Projects for Phase III. The initial screening of applicants for Regional Project sites has begun. The Southwestern Illinois Law Enforcement Region (East St. Louis), and the Western Illinois Crime Commission (Macomb) have requested consideration. Discussions with the Champaign-Urbana Planning Region are also being conducted. Final selection will be made by the Illinois Board of Directors at their regular meeting November 3, 1973.

Board of Directors. In keeping with the by-laws of the Illinois Project, the Board of Directors has been expanded to include representatives from the Phase II projects. The Board Directors now consists of the following individuals:

363-02
SEARCHED _____
SERIALIZED _____
INDEXED _____
FILED _____
OCT 10 1973
FBI - PEORIA

Mr. Patrick J. Cadigan, Chairman
Professor Victor J. Stone, Vice-Chairman
Mr. Lyle W. Allen, attorney - Peoria, Illinois
Mr. William E. Dye, Chief of Police, E.St.Louis, Ill.
Miss Margaret Mongoven, Chicago Board of Education
Mrs. Roberta Pearson, Board of Education, Moline, Ill.
Hon. James C. Craven, Appellate Court, Fourth District
Springfield, Illinois
Professor Donald McVeain, Bradley University, Peoria
Robert Cook, Director, Winnebago County Juvenile
Court and Probation, Rockford, Ill.

Grant Monitoring. Mr. Theron Toole visited LIASF and made many constructive suggestions regarding record-keeping, etc. He requested copies of all contracts between LIASF and the Regional Projects, as well as a copy of the Evaluation Contract with Northwestern University. These have been forwarded to Mr. Toole.

II. Anticipated Work During the Next Period

Staff will assist the newly-trained personnel in their efforts to offer law-focused education in the schools and corrections institutions of Illinois.

Manuscript for Law in American Society, Vol. II, No. 4 will be secured.

Plans will be finalized for three major presentations on law-focused education at the National Council for Social Studies Conference in November.

Final selection of Illinois Regional Projects for Phase III will be made by the Illinois Board, November 3rd.

III. Special Problems Encountered

Cash flow continues to be a problem. (We have a negative cash flow.) We have requested deobligation of \$14,000 unexpended under our Phase I grant and requested, further, that those funds be retained by LIASF and applied toward this continuation grant.

IV. Any Recommendations or Remarks to ILEc.

NONE

Signed: *Robert H. Cook*
Project Director

ILLINOIS ENHANCEMENT COMMISSION'S FISCAL REPORT

Monitoring
Rev 1/71
ypp

Grantee: LAW IN AMERICAN SOCIETY FOUNDATION Grant No. 363-02

Current Reporting Period: from 8/1/73 to 9/30/73

III. Budget and Expenditures:

CATEGORIES	BUDGET	CUMULATIVE EXPENDITURES	CURRENT EXPENDITURES
A Personnel (Wages & Fringes)	a. 99,900	a. 36,960	a. 13,570
	b. --	b. --	b. --
B Equipment	a. 4,395	a. 2,105	a. 889
	b. --	b. --	b. --
C Contractual Services	a. 49,400	a. 33,810	a. 15,245
	b. 37,795	b. --	b. --
D Travel	a. 4,500	a. 2,173	a. 1,099
	b. 1,500	b. 1,500	b. 1,500
E Commodities	a. 17,000	a. 8,793	a. 1,498
	b. --	b. --	b. --
F Facility Cost	a. 6,000	a. 4,115	a. 1,392
	b. --	b. --	b. --
G Evaluation	a. 10,000	a. --	a. --
	b. --	b. --	b. --
H Other Expenses	a. 13,750	a. 9,294	a. 8,794
	b. 8,000	b. 12,679	b. 12,679
I Total ILEC Share	a. 204,945	a. 97,250	a. 42,487
J Total Local Share	b. 47,295	b. 14,179	b. 14,149
K Total - All Categories (Lines I & J)	252,240	111,429	56,636

IV. Status of the Advance Working Fund:

Total ILEC Receipts on This Grant \$ 95,153
 Minus Total Cumulative Expenditures of ILEC Funds - \$ 97,250
 Balance \$ (2,097)

Depository for Account American National Bank and Trust Company
 Address 33 N. LaSalle Street, Chicago, Ill.
 Cash Balance at the End of This Period -0-

V. CERTIFICATION

I certify that this is a true and correct statement of costs incurred on the grant identified above during the period from 8/1/73 to 9/30/73 and that appropriate documentation to support these costs is available in the office(s) of: Law In American Society Foundation

Date 10/9/73 Signature Robert W. Ratcliffe
 Title with Organization Executive Director

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FINAL EVALUATION REPORT

TO:

Dr. Robert Ratcliffe, Director
 LAW IN AMERICAN SOCIETY FOUNDATION
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FROM:

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Project Year 1972-73

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INTRODUCTION

The following report explains the evaluation design and results for the Law in American Society Foundation programs in Dallas, Texas; Moline, Illinois; Greenwood, Mississippi; Chicago, Illinois; and Seattle, Washington. Except for minor variations explained in the report, the same design was used at all five sites.

Two groups of students were initially identified at each age level: An Experimental group consisting of students whose teachers were trained (prior to the testing) at a summer workshop on law-focused education, and a Control group whose teachers had received no prior training. These students were administered cognitive and affective pre- and post measures, as well as job inventory preference scales. Near post testing time, students in both groups were also interviewed regarding law-focused topics, including both cognitive and affective aspects.

This report includes separate sections detailing the interview phase and the paper-and-pencil phase. Both explain procedures, constraints, and results for each site.

STUDENT INTERVIEWS

Nearly 450 individual interviews were administered by members of the evaluation team to students in law-focused educational programs around the country. The Dallas interviews were administered in December, 1972; the interviews in Moline, Seattle, Cincinnati, and St. Louis in January, 1973; and the interviews in the Chicago metropolitan area in February, 1973.

A copy of the interview schedule itself is included in Appendix A. The questions, however, can be categorized as follows:

QUESTIONS 1-8: These questions represent our attempt to ascertain the classroom atmospheres and procedures for the many different teachers. We asked the student "What happens during a typical week?" and attempted to find out teaching methods: lecture, discussion, silent or oral reading, degree of "grouping," as well as the degree to which special events had occurred -- things like mock trials, simulations, games, visits from lawyers, visits to court rooms, law movies and filmstrips.

Between four and six students, chosen at random, were interviewed from each of the classrooms contacted. The students were generally chosen by the interviewers by

selecting the 3rd, 5th, 8th, 11th, and 14th student on the teacher's class list so that randomness was assured. We included in our composite summaries of classroom atmospheres only those events or comments which were pretty uniformly mentioned by the students interviewed. This technique allowed us to ignore individual idiosyncracies such as personal complaints or opinions. We felt that if three or so of the students interviewed mentioned a mock trial, a trip to a courtroom, or extensive use of discussion techniques by the teacher -- then the information was probably accurate. If only one mentioned extensive lecturing, for example, we tended to ignore the comment unless others reinforced it.

Based on these composite pictures of classroom atmospheres, we were able to rate the classrooms on the basis of use of law-focused materials and techniques. This is not to suggest that other materials and techniques are not as appropriate, good, or even better; but we wanted to find out if there is a relationship between the degree and intensity of program implementation and student change. It is possible that one only need to put the books in a classroom, without worrying about any special teaching approaches or training, and the desired results will be obtained. The results of our analyses of these relationships are included in this report.

QUESTIONS 9 - 13: The next five questions are basically cognitive. That is, they were designed to measure knowledge of information, concepts, and legal procedures. The items were selected to conform to these requirements:

(1) Each topic was to be one where most reasonable people would agree that the information was important for a student to obtain -- regardless of the social studies program in which the student was enrolled.

(2) The topics were avoided which were felt to be very specific to the Law in American Society Foundation program.

The five cognitive questions (9 - 13) deal with these topics:

ITEM 9: Source of Laws.

We sought to find out if the student knew that legislative bodies make laws -- not the courts or the executive branch. We gave full credit for an answer which meant legislative branch (Congress, Senate, Representatives, even City Council). We also gave half credit for the response of "Constitution." This was a free-response question -- no suggested answers were provided.

ITEM 10: Purpose of the Constitution.

We asked "Why do we have a Constitution? What does it do?" We allowed full credit if the student's response indicated that this was how the government was set up and how power was divided. Half credit was given for an answer which indicated that the Constitution creates laws. This question was also a free-response one, where no suggestions were provided.

ITEM 11: Applied meaning of "due process."

We first asked if the person had ever heard of or discussed "due process of law." If the answer was affirmative, four illustrations of situations where a man had received unfair treatment were shown to the student (on cards) and read to the student. One was clearly a situation where the person had not received "due process." A point was given if the student could pick out this instance.

ITEM 12: Function of the Supreme Court.

The student was asked why the Supreme Court was so important -- "The most important court in this country is the Supreme Court. What makes it so important? What do they do there anyhow?" Full credit was given if the student responded with something which meant "It judges whether certain laws are legal and right." Half credit

was given if the student simply responded that the Supreme Court was the highest court in this country.

ITEM 13: Knowledge of the Appeal Process.

The purpose of this item was to find out if the student realized that conviction and sentencing do not necessarily mean the person must immediately begin the jail term. We posed a case where a man had been convicted of stealing \$1000 and sentenced to jail, then asked "Now that he has been sentenced, what, if anything can he do?" Substantial proportions of students gave responses like "go on parole," "get another lawyer," or "find new evidence," but did not realize that an appeal was possible. Many responded that a new trial could be sought; and to these, we asked whether a new judge and a jury would be called in. If the student responded "Take it to a higher court," we asked for the name of this process. A person could obtain a full three points on the item by knowing that the process is called "appeal" and knowing that this means review by a higher court. Partial credit of one or two points was given for knowing some of this information.

Summary Table 1

INTERVIEW RESULTS BY SITE - COGNITIVE

Item	Chicago Area		Cincinnati		Dallas		Moline		Seattle		St. Louis		Mean For All Sites	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C
9	1.23	0.59	0.48	0.86	1.06	0.67	1.18	0.79	1.35	0.99	1.43	1.00	1.12	0.82
10	0.57	0.37	0.35	0.26	0.49	0.33	0.47	0.30	0.64	0.30	0.59	0.60	0.52	0.36
11	1.49	0.27	0.21	0.00	0.12	0.14	1.25	0.21	1.17	0.43	1.06	0.40	0.88	0.24
12	0.60	0.24	0.34	0.26	0.79	0.51	0.93	0.25	0.93	0.52	0.70	0.20	0.72	0.33
13	1.74	0.90	0.71	0.31	0.89	0.35	2.01	0.52	1.90	0.44	2.11	0.00	1.66	0.42
TOTAL (13)	5.63	2.37	2.79	1.69	3.35	2.00	5.84	2.07	5.99	2.68	5.89	2.20	4.90	2.17

As can be noted in the column headed "Means for All Sites," the Experimental Group, in every case, performed at a higher rate than did the Control Group. All of the item-by-item differences, with the exception of Item 10, as well as the overall difference, are reliable at the 0.05 confidence level. That simply means that the results probably did not happen by chance -- a chance selection of people to interview, for example. The most reasonable interpretation of the results is that on these five cognitive-based questions, students who have been in classes with Experimental Group teachers have a better knowledge of these concepts than do the Control students in comparable classes.

What are the implications of these results? These points should be considered:

1. With any new or different curriculum program, the task of differentiating between students in and out of the program based on knowledge questions is a simple one. One simply determines those facts, skills, or concepts included in the new program but not included in the prior one, and asks students from both programs questions based on this new information. Obviously, if one group has had the training (the new group), and the other has not, the new group will perform better.

2. This is why the questions actually used were selected to conform to this requirement: They were based

on facts, skills, and concepts which were, indeed, part of the law-focused program, but where these concepts were also considered to be important enough such that they should be (and, perhaps are) a part of most social studies programs.

3. Thus, the user of these results should review the questions very carefully to see if they believe the requirement above has been met. If questions of the type presented are believed to be important enough such that the user believes students should improve in terms of this knowledge, then the law-focused program is doing a reliable job of instilling the knowledge.

4. Obviously, the results are not limited to these five specific topical areas. The five items chosen are simply a sample for a whole range of facts, skills, and concepts students may have learned as part of the law-focused program. The interpretation should be to this wider range of possible questions on law-focused topics, rather than to these five specific ones.

AFFECTIVE ITEMS

The next five items were directed toward the affective, or attitude area. The items were constructed to specifically assess the students' responses toward law-focused topics. The interview is a particularly useful technique for determining attitude. A question can be asked in a completely

neutral manner and the student responds without the sort of cues one usually gets from a multiple choice sort of measure. Attitudes are far more difficult to measure than are the cognitive questions, and some may disagree with our interpretation of the responses. For this reason, we have presented the data fairly completely so that the reader can impose an alternative scoring system at will.

ITEMS 14 and 15: These were devised to determine if the students of the Experimental teachers were more likely to look at both sides of a controversy (as the courts are supposed to do), or if the respondent tended to jump to one side or the other in a controversy. We tried to devise two items wherein there would be some ambiguity in the student's mind regarding the final outcomes. The format that was used was to read the situation to the student, repeating it as often as was necessary so that the student was satisfied that he understood the whole problem. We would then simply follow this reading with the question "What do you think about this situation?" or "What's the problem here?" The student's response would be copied for later coding. One point was given if the student's responses mentioned both sides of the problem. No points were given if the student immediately leaped to the defense of one or the other sides in the controversy. The two situations presented were:

14. Mr. Thomas has a movie theater in Louistown. He is showing a film with extreme acts of violence. Some people in the town feel that violence will have a very bad effect on children. They want to have the movie stopped. Stopping the movie now will hurt Mr. Thomas' business.
15. The Wilsons bought a house four years ago. They paid \$40,000 for it. Last week, the city authorities told the Wilsons that their house would be torn down to build a hospital for the city and they would be given \$25,000 in payment. The hospital is badly needed for the area because the nearest one is 100 miles away and very crowded. But the Wilsons thought this was unfiar because the city didn't pay them enough to build a similar house elsewhere.

ITEM 16: In a certain town, the city council passed an ordinance that all car owners had to pay an added \$100 tax to help with street repairs. Many people were outraged by the ordinance. What would you do if you were one of the people who disagreed?

- (a) Pay the tax and participate in non-violent protests, boycotts, citizen committees, petitions, etc.
- (b) Don't pay the tax.
- (c) Pay the tax and then work for the election of city council members who would repeal the ordinance.
- (d) Don't pay the tax and participate in non-violent protests, boycotts, citizen committees, petitions, etc.
- (e) Pay the tax because the city council has made the law and knows what's best for the city.

This was our attempt to determine how the student would respond in those situations where a law or ordinance had been passed with which the student strongly disagreed. We tried to paint a realistic situation where the student

might feel that he would disagree with the ordinance and where the ordinance was specific enough so that it could be conceived of as being within the normal lifestyle of the average person.

For this item, we showed the student cards which contained the responses and we read the responses to the student. The cards were presented in random order so that we did not always present the first one first and the last one last. We scored the item by allowing two points for responses one and three. We felt that these two responses reflect the philosophy of a good citizen. That is, when an ordinance is passed by the duly elected authorities with which one disagrees, the proper response (in general) is to obey the law and work for its repeal. We did not allow points for students who responded that they would disobey the law. We also did not allow points for the students who were passive -- that is, response number (e). Some may disagree and will want to allow at least one point for this last response, but we felt that it was more proper to take the interpretation that a good citizen views himself as part of the law-making procedure and not as a passive recipient of rules handed down from above.

ITEM 17: Reason for following the law.

This item was a very general question stated "Why should

people follow laws?" The question was generated by the belief that familiarity with the workings of the courts and legal system would produce more positive responses in the student ("Because it helps me," or "It protects me," or "For individual protection," or even "To keep order"), rather than more negative ones such as "To stay out of trouble" or "To avoid punishment." The item was scored by allowing a point for any of the positive responses mentioned above.

ITEM 18: This was another attempt by us to determine if the program was giving to the students the feeling that laws are not fixed and ever constant, but instead are dynamic and changing. The question was quite simple: "Is it ever right to break the law?" Given that all social studies programs cover law-breakers like George Washington, Thomas Jefferson, Martin Luther King, and others who have fought for civil liberties, we thought that this was a fair question to anyone in a social studies program. With such a question, it is difficult to avoid the typical "knee-jerk" response of a quick and emphatic negative response. The interviewers asked the question: "We all know that most of the time, it isn't right to break the law; but can you think of any situation where you think it might be all right to break the law?"

When students gave the response "Unfair laws -- laws that are not right," the additional question was asked "Would you then be willing to face the punishment for breaking this law which you felt was not right?" If the person responded in the negative, we coded it as a five; and if it was affirmative, it was coded six. We scored one point for students who gave response six and said they would be willing to break an unfair law and also would be willing to face the punishment for doing so. The point was given because this appeared to us to be a manifestation of critical thinking on the part of the student.

The results from the five affective questions are tabulated below in Table 2.

Summary Table 2

INTERVIEW RESULTS BY SITE - AFFECTIVE

Item	Chicago Area		Cincinnati		Dallas		Moline		Seattle		St. Louis		Mean For All Sites	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C
14	0.20	0.07	0.38	0.05	0.22	0.09	0.28	0.23	0.25	0.00	0.12	0.00	0.26	0.07
15	0.31	0.17	0.17	0.05	0.22	0.19	0.54	0.18	0.40	0.17	0.24	0.00	0.31	0.13
16	0.97	1.09	0.90	1.06	1.10	0.74	1.41	0.98	1.33	1.22	1.28	0.40	1.17	0.92
17	0.50	0.40	0.51	0.51	0.98	1.09	0.74	0.66	0.88	0.26	0.83	0.80	0.74	0.62
18	0.20	0.24	0.17	0.00	0.17	0.07	0.34	0.18	0.35	0.09	0.47	0.00	0.28	0.10
TOTAL AFFECTIVE	2.18	1.79	2.13	1.67	2.69	2.18	3.31	2.23	3.21	1.74	2.94	1.20	2.76	1.84

As can be seen from the column headed "Mean For All Sites," the average E-Group mean is higher than the corresponding Control Group mean for all five items, as well as for the total score for the five. The differences are reliable at the 0.05 significance level. A study of the individual item means for various sites and particular items will show that in occasional situations the Control Group students have higher scores than do the corresponding Experimental Group people. Overall, though, the results are very clear. The mean total score for the E-Group from each of the six sites exceeds that of the corresponding Control Group.

The measurement of differential change in the affective area is by far more difficult than the same type of measurement in the cognitive area. The need for deeper measures in the affective area was actually the prime motivation for including interview data in the evaluation program, rather than relying entirely on paper-and-pencil measures. The items are also directed more generally at areas rather than specifically at concepts, content, or skills. Implicitly, at least, the kinds of attitudes sampled probably are part of most social studies programs.

These implications seem worthy of thought:

1. The cognitive items measured performance on rather specific, albeit important, areas. The importance of the

Experimental group's higher performance, as pointed out previously, was to a large measure a function of the generally accepted importance of the specific items. That is, before anyone could infer that the outcome had practical significance, he had to be able to argue that those items were from a domain of possible information that all students should obtain from social studies programs.

2. The affective items are sampled from a far more general domain. The implications are two-fold. First, it is more difficult to bring about general changes with a specific curriculum program. Second, one feels more confident generalizing to the wider domain when fairly general questions are the basis.

3. Although the actual number differences for the affective items are not as dramatic as those with the cognitive items, it must be remembered that the concepts being measured are far more subtle. The fact that the differences are so persistent at all sites; in virtually all the items within a site; and that they are statistically significant gives us considerable confidence that a real effect has been measured. It does indeed appear that the presence of a trained teacher in the classroom using the law-focused materials does lead to more positive attitudes toward the law and the legal system on the part of students in that room. The comparison, in all cases, is with Control students in the same

building, enrolled in the same course, but using other materials with teachers not trained in the program.

STUDENT ATTITUDE TOWARD THE SOCIAL STUDIES COURSE

Appendix B gives a brief composite description of the classroom atmospheres for the classrooms visited by the interviewers. This description is as seen through the eyes of the students. The composite includes only those observations which were made by at least half of the students interviewed. We did not include comments made by a single student which were unsupported by others. A review of the classroom atmospheres in the 5th Grade Control classrooms gives a good picture of the typical American public school classroom. That is, the majority of time is split among the teacher talking, the teacher asking questions, and the students answering questions in writing at their desks. There is also reading either out loud or silently at their desks.

Taking this as the norm, and knowing that the law-focused approach, when properly administered, included a wide variety of other activities, we had a strong suspicion that the students would tend to like their social studies class under the law-focused approach much more. The additional activities alluded to include things like mock trials, gaming and other simulations, visitors such as lawyers or

policemen, field trips to court rooms, and films which are available. With these expectations in mind, we devised two questions to determine the students' attitude toward his current social studies course.

ITEM 20: Besides your social studies course this year, what are three other courses you are taking?

The interviewer was directed to write down names of the four courses, all majors -- gym and other things were not included. Then the student was asked to rate the courses according to which was his least favorite, followed by most favorite and second most favorite. We scored a four if the social studies course was rated the highest, down to a one if it was rated lowest. That was our internal measure.

ITEM 21: This was directed at the previous year's social studies course. "What social studies course did you have last year?" When the student responded, he was asked,

"Compared to your social studies course last year, which of these would you say about this year's course?" Then the interviewer showed a card which had listed the options:
MUCH BETTER and asked "Which of these is true
A LITTLE BETTER when compared to last year's course?
A LITTLE LESS Do you like this year's course much
MUCH LESS less, a little less, a little better,
or much better?"

Again, we scored four if the response MUCH BETTER was given, down to one if the response MUCH LESS was given. The results for Items 20 and 21 are tabulated below in Table 3. The suspicion mentioned seems to be confirmed by the results to our two questions. The distinction between the classroom atmospheres in the Experimental and Control groups is rather clear. The attitude toward the course is definitely favorable at all grade levels in the direction of the Experimental groups.

Summary Table 3

INTERVIEW RESULTS BY SITE - ATTITUDE

Item	Chicago Area		Cincinnati		Dallas		Moline		Seattle		St. Louis		Mean For All Sites	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C
20	3.51	2.55	2.79	2.16	2.90	2.53	3.03	2.67	2.63	2.09	3.00	3.20	2.98	2.53
21	3.71	2.90	3.59	3.10	3.47	3.14	3.54	3.46	3.40	2.65	3.53	4.00	3.54	3.21
Mean Course Attitude	3.61	2.77	3.19	2.63	3.18	2.83	3.28	3.07	3.02	2.37	3.26	3.60	3.26	2.88

As can be seen from the table, the mean response scores for both items overall favor the Experimental Group. This is also true for five of the six sites. (St. Louis the exception). Again, the consistency of the results, along with the statistical significance of the differences overall on the two items, leads us to conclude the effect is a real one. Whether the cause is the curriculum material, the methods of instruction, the area of content, or the interest of the teacher, the students in the Experimental classes clearly are more favorably disposed to their social studies courses (past and present) than are their peers in comparable rooms in the same building.

Tables 4, 5, and 6 summarize the results from all six sites based on three different variables. Table 4 separates the total group interviewed by sex; Table 5 separates the total group by race; and Table 6 divides the results according to the program in which the students were enrolled.

Summary Table 4
INTERVIEW RESULTS BY SEX

Item	FEMALE		MALE	
	<u>E</u>	<u>C</u>	<u>E</u>	<u>C</u>
9	0.98	0.83	1.27	0.94
10	0.52	0.33	0.52	0.31
11	0.71	0.14	0.83	0.29
12	0.68	0.25	0.85	0.35
13	0.94	0.41	1.59	0.54
Total Cog- nitive	3.83	1.96	5.06	2.43
14	0.22	0.10	0.27	0.11
15	0.30	0.12	0.36	0.19
16	1.20	0.88	1.18	1.06
17	0.74	0.57	0.82	0.77
18	0.23	0.14	0.29	0.10
Total Affect- tive	2.69	1.81	2.92	2.23
20	2.99	2.49	2.90	2.50
21	3.51	3.06	3.53	3.19
Mean Class Attitude	3.25	2.77	3.21	2.84

Summary Table 5

INTERVIEW RESULTS BY RACE

<u>Item</u>	<u>WHITE</u>		<u>NON WHITE</u>	
	<u>E</u>	<u>C</u>	<u>E</u>	<u>C</u>
9	1.09	0.88	0.80	0.75
10	0.57	0.33	0.23	0.21
11	0.83	0.25	0.39	0.00
12	0.80	0.37	0.59	0.17
13	1.53	0.50	1.07	0.29
Total Cog- nitive	4.82	2.33	3.08	1.42
14	0.25	0.11	0.24	0.04
15	0.35	0.16	0.24	0.08
16	1.20	1.02	1.09	0.66
17	0.80	0.66	0.70	0.62
18	0.25	0.14	0.33	0.00
Total Affec- tive	2.85	2.09	2.60	1.40
20	2.98	2.51	2.76	2.38
21	3.52	3.14	3.52	2.96
Mean Class Attitude	2.25	2.83	3.14	2.67

Summary Table 6

INTERVIEW RESULTS BY PROGRAM

<u>ITEM</u>	<u>Law in a New Land</u>		<u>Great Cases of the Supreme Court</u>		<u>Justice Series</u>		<u>Vital Issues of the Constitution</u>	
	<u>E</u>	<u>C</u>	<u>E</u>	<u>C</u>	<u>E</u>	<u>C</u>	<u>E</u>	<u>C</u>
9	0.79	0.49	0.84	1.03	1.16	1.10	1.55	1.18
10	0.41	0.14	0.44	0.40	0.42	0.14	0.71	0.69
11	0.15	0.07	0.55	0.07	0.93	0.28	1.31	0.61
12	0.55	0.09	0.62	0.33	0.70	0.21	1.08	0.79
13	0.50	0.08	0.95	0.36	1.81	0.54	2.36	1.18
Total Cognitive	2.40	0.87	3.40	2.24	5.02	2.27	7.01	4.45
14	0.21	0.11	0.21	0.10	0.33	0.04	0.27	0.12
15	0.31	0.13	0.24	0.17	0.28	0.14	0.43	0.15
16	0.90	0.73	0.94	0.92	1.30	1.36	1.29	1.21
17	0.76	0.56	0.68	0.33	0.81	0.50	0.85	0.91
18	0.17	0.04	0.14	0.13	0.28	0.18	0.41	0.18
Total Affective	2.35	1.57	2.21	1.65	3.00	2.22	3.25	2.57
20	2.82	2.46	3.11	2.37	3.21	2.54	2.83	2.63
21	3.51	3.27	3.58	2.93	3.74	2.75	3.41	3.27
Total Attitude	3.16	2.86	3.34	2.65	3.47	2.64	3.12	3.00

From Table 4, where the data are summarized by sex, we see some minor variations between the males and females, but nothing particularly significant. In both cases, the Experimental Group (male and female) outperforms the Control students. This is true in all three categories -- cognitive, affective, and attitude-toward-class. The males seem to show a little larger change on the cognitive items whereas the females are higher in the affective areas. The differences are not significant, however, and it seems safe to assume that the program has approximately the same effect on students from either sex.

In Table 4, the males and females were, of course, drawn from exactly the same classrooms. Table 5 is a different story. Given the de facto segregation patterns which do exist at many of the sites, we visited many schools which had primarily white students and many which enrolled primarily non-white. Thus, the two columns in our table (White and Non-white) do not represent random samples from the same population. While exceptions to this statement do exist, overall, the white schools tended to be in a higher socioeconomic area than did the non-white schools. Much research data exists which links socioeconomic level of the school to academic performance and affective measures.

The above introductory paragraph is needed to interpret Table 5. For both groups, white and non-white, the Experimental Group outperforms the Control Group. This holds for

the three areas (cognitive, affective, and attitude-toward-class). The program's effect is not a function of race. Within one side of the table (for example, the two columns under the heading "White") the students interviewed are being drawn from the sample population. Thus, it is legitimate to make comparisons here. A comparison between the total cognitive score for the white and non-white Experimental group is not legitimate, however, since these two groups are drawn from different populations.

Table 6 indicates that the results are pervasive over all four of the different programs included in this interview study. This is true in all programs for all three of the areas. Recall that the same interview schedule was used for all students. The overall results are not being caused by a single one of the programs, apparently. All four of the programs contribute to the cognitive and affective changes summarized earlier.

POLICE QUESTION

Item 19 was directed toward determining differences in the student's attitudes toward the police. We keep searching for a technique which is subtle enough to pick up any differences between Experimental and Control students which may exist. The technique used in these interviews was as follows:

First, we assembled five statements about the police which ranged from a fairly negative attitude to a fairly positive one. The statements were:

- A. Cruise around trying to catch people speeding or in other traffic violations.
- B. Patrol neighborhoods to prevent trouble.
- C. Sit around the police station waiting for trouble to start somewhere.
- D. Shove people around -- people like war protesters, hippies, and others.
- E. Take a \$10 bribe -- like from a driver who wants to avoid a speeding ticket, or a tavern owner who wants to stay open after hours.

We asked the questions three at a time. For each triplet, the student was asked "Which of these three is the typical policeman most likely to do?" and "Now, which of these three is the typical policeman least likely to do?"

Although it is possible to take the five statements, three at a time, in ten different manners, we asked only five of the ten possible triplets. Those which we asked:

A-B-C C-E-A E-A-D B-C-D D-B-E

It can be noted that each of the statements appears three times. The philosophy behind the items is

(1) A person who has very definite ideas and feelings about the police will have a pretty clear order in mind for these five questions. That is, if the person has a clear idea about police and feels that the most likely statement

is B, then B would be chosen "Most Likely" every time it appears. If the person thinks that least likely of the five statements is E, then E should appear as "Least Likely" in each of the triplets where it occurs.

(2) There are 120 possible orders for the five statements. The first is shown above, namely A-B-C-D-E, with A being the "Most Likely" and E being the "Least Likely." Other possible arrays include: A-B-C-E-C, A-B-D-C-E, A-B-D-E-C, B-A-C-D-E, B-A-C-E-D, . . . and so forth.

(3) For each group, Experimental and Control, we were able to find out two bits of information.

- a. Which if the 120 possible patterns did the group fit best?
- b. How much average "confusion" existed in the groups.

A confused series of rankings would have the student changing his or her mind during the presentation of the five triplets. For example, suppose for the first series and the fourth series, one student gave these responses:

<u>Most</u> A	<u>Most</u> B
<u>Least</u> B	_____ C
_____ C	<u>Least</u> D

In the first triplet, this student rated B below C, but in

the second triplet, B is rated above C. This student does not have a clearly delineated ranking system.

The scoring system is based on the notion of fitting a student to the most likely ranking system. If, for example, a student's internal order system was

Most Likely Least Likely
 A B C D E

then that person should respond to the five triplets as

<u> M </u> A	<u> </u> C	<u> L </u> E	<u> M </u> B	<u> </u> D
<u> </u> B	<u> L </u> E	<u> M </u> A	<u> </u> C	<u> M </u> B
<u> L </u> C	<u> M </u> A	<u> </u> D	<u> L </u> D	<u> L </u> E

Such a person's responses are a perfect fit for the ordering system A-B-C-D-E. Suppose that the person had responded to the first triplet

<u> M </u> A	<u> L </u> A	2
<u> </u> B	<u> M </u> B	1
<u> L </u> C	<u> </u> C	1

Perfect Fit Actual Fit Difference

A difference of two positions is scored as a 2, as in the difference between perfect and actual for statement A. A should have been scored at the top, with a perfect fit to A-B-C-D-E; but instead, it was scored at the bottom. The difference is thus two positions. B, according to a perfect fit to A-B-C-D-E, should have been in the middle position; but it was scored at the top, so the difference

is one position. The difference for C is also one position. This particular person does not fit order A-B-C-D-E very well -- in fact, a deviation score of 4 results (2 + 1 + 1).

To score the responses, then, each person's ordering was compared to the 120 possible different orders. We were able to find out the array which best fit the group, and the amount of confusion which went into the rankings. A group wherein there was no difference of opinion, and no confusion, would end up with a deviation score of zero.

The most prevalent order was as follows:

(Most Likely end)

- B. Patrol neighborhoods to prevent trouble.
- A. Cruise around trying to catch people speeding or in other traffic violations.
- C. Sit around the police station waiting for trouble to start somewhere.
- D. Shove people around -- people like war protesters, hippies, and others.
- E. Take a \$10 bribe -- like from a driver who wants to avoid a speeding ticket or a tavern owner who wants to stay open after hours.

(Least Likely end)

This most frequently chosen order prevailed regardless of program, race, sex, or location. There was no difference between Experimental and Control group in any case -- the B-A-C-D-E order was most prevalent in all cases. These observations could be made, however, on the basis of our results:

1. No real difference occurs by age level. The Law in a New Land program is basically for the upper elementary levels; the Great Cases is primarily for the junior high level; the Justice series is used mostly in 9th or 10th grades; and the Vital Issues primarily at the high school level. Thus, an analysis of the four programs is about the same as an analysis by age. The average deviation from the B-A-C-D-E for the four programs, in order, beginning with the Law in a New Land case were: 4.71, 4.54, 4.68, 4.39. for the Experimental classes; and 5.27, 4.77, 5.93, and 5.25 for the Control classes. There is no systematic trend with age within the E or C program. Thus, at least for these five items, the students' ordering of the statements regarding police is already established by the upper elementary level, and is unchanged through high school.

2. The one systematic thing we did note is that the Control students average deviation from B-A-C-D-E was nearly always larger than was the Experimental group. When analyzed by program, the two scores for each were as follows:

Law in a New Land	E=4.71	C=5.27
Great Cases	4.54	4.77
Justice Series	4.68	5.93
Vital Issues	4.39	5.25

The same results occurred in the analysis by race:

White	E=4.51	C=5.33
Non-White	4.55	6.40

The results are not strong enough, statistically speaking, to make any definitive statement; but there is clearly a suggestion that students in the law-focused program develop a more sharply-focused attitude toward the police. The order upon which they focus sharply (B-A-C-D-E) is certainly not an uncomplimentary one.

During this past project year, members of the evaluation staff have made nine different trips to various sites for the purpose of collecting data. A team of two or three people usually spend three days at a site. By the end of a trip to each city, we usually had some pretty clear perceptions about the manner in which each project is run -- besides ending up with our interview and testing data. Although this section is not based on data, but is instead a reporting of our mutual impressions, we felt it to be important enough to include as a section of this report.

REGARDING THE PROJECT DIRECTORS

Once a project site is identified, the single most important decision which is made with respect to that city is the selection of a director. We have discussed and categorized the different directors under three headings. Two directors were excellent -- the former Cincinnati director, before his death, and the present director in Dallas. Three others were considered to be satisfactory, and a full four of the nine directors we have visited were considered by us to be quite poor. What are the markings of a good director as compared to a poor one? These seem like important thoughts as the national staff begins selection of new sites and new directors.

Some perceived characteristics of good directors:

First, the successful directors are people who are known, trusted, and respected in the local district. It is not enough just to be known; and not enough to be just respected and trusted. An outsider may be able to obtain support; but a known insider is apparently better.

Second, the director should have administrative experience or, at least, be interested in obtaining administrative experience. The task of directing a project involves a good deal of detail work. Some of this type of work is not particularly exciting -- things like making arrangements for meetings, distributing information, making personal contacts at schools, and things of that nature. It appears to us as though the idea of taking a teacher from the classroom and promoting that person to a position of project director does not work well. The role of classroom teacher is not a viable training ground for the role of project director. The project director needs to be out in the schools, facilitating the work of the teachers. The teachers-turned-project-administrators do not seem to assume this role.

Next, the project director should be one who perceives that a successful project has important implications for his or her personal career aspirations. From our perspective, the least satisfactory project directors are those who were put in the position more or less as a "holding" action -- something

to have temporarily until some other position came along. The best directors are those who are upward mobile and feel that a successful project will take them up to the next level of success. The implications for the selection of other project directors seems obvious.

Other comments could be made about the selection process and our perceptions, but the above three are the main points. We recognize that the selection of the director at a site is the task of the authorities at that site. But the selection of a poor director has such a devastating impact on the project, it seems appropriate for the national staff to at least offer advice to the local authorities. The selection parameters mentioned above would be a good starting place for this advice.

REGARDING SUPERVISION OF FACILITATION FOR TRAINED TEACHERS

The results from some areas (Moline High School, the Dallas project, and one elementary school in Seattle, for example) indicate that a single very successful teacher in a school can change the behavior of many teachers in the same building. Thus, it is very important to maximize the probability of having very successful teachers. Too often, we have noted, the local project director virtually ignores the teachers once they return from the summer training program. To be sure, at two of the sites the project director had not even visited the schools at all! Our data has indicated that the special aspects of the law-focused program (the mock trials,

visits to courtrooms, visits by lawyers and police, simulation activities, games, and movies) tend to have a very positive impact on the cognitive and affective areas with students. The local project director should be encouraged to actively promote these kinds of activities. This encouragement can range from administrative support (making certain arrangements for visits, for example) to personal contact and persuasion. The project director would be well to take the role of teaching team leader, rather than think of the role as primarily administrative and fund-raising.

REGARDING TEACHING AIDS AND OTHER ADDITIONAL INSTRUCTIONAL MATERIALS

As mentioned in the last comment, the relationship between the use of non-traditional techniques and materials and subsequent student learning with positive attitudes seems pretty clear. The availability of these materials is a variable at the different sites, however. A welcome addition to the program might be a brief catalogue summarizing the different films, film strips, games, simulations, mock trials, etc, which are available and which have been used by teachers in the past. The catalogue should have all necessary procurement information -- where can the materials be obtained? how much do they cost? is special training required? and things like that. This will give the project director something to use as a checkpoint in encouraging a variety of teaching techniques by the trained teachers.

FINALLY, REGARDING THE RANGE OF DIFFERENT KINDS OF SCHOOLS
WHEREIN THE PROJECT MATERIALS ARE USED

The evaluators visited an elementary school in Atlanta where the materials were being used by fourth grade students. The area was an upper socioeconomic one; the students were articulate and well-prepared. The contrast between this school and the ghetto junior high in another city was dramatic. As the national staff continues to expand the availability of teaching resources for project sites, the individual differences among school situations must be kept in mind.

There was, for example, a junior high school where the principal's rules were so strict that the notion of groups (to study cases) was impossible. Some thought should be directed toward creating instructional materials which are suitable for classrooms where there is a serious control problem. The situations are so variable; the differences should be taken into consideration.

We have no particular solution to this problem. We only raise the issue with the thought that the national staff might be interested in spending some effort in the next year surveying the possibility of creating different kinds of instructional materials and strategies which would be sensitive to the many different types of classroom environment.

COGNITIVE AND AFFECTIVE PAPER-AND-PENCIL MEASURES

In this portion of the program, a few general rules were followed at all of the sites. The implementation varied somewhat, due to changing situations. It was attempted, however, to conform to these guidelines:

(1) From each group, measures of knowledge and attitude toward law-focused topics and preferences for law-related jobs were obtained. These data were obtained such that we could determine the relationship (correlation) between changes in attitude and knowledge at the same time.

(2) The actual testing time was to be minimized. We believe that widespread testing with a small amount of time required of each individual is better than requiring a few students to participate heavily.

As an example of how these principles were implemented, a fairly detailed and technical description of the testing program at one of the sites (Dallas) will be provided. Since this was the extensive testing program, all of the others can be described in terms of this one.

To save trouble, hereinafter the "testing" phase implies all of the paper-and-pencil measures used. This is distinguished from the "Interview" section. Actually, paper-and-pencil measures of attitude are not tests. Still, that one word "testing" is so much simpler than "paper-and-pencil measures of attitude and knowledge."

The program* involved three groups of students at four levels:

- E-1: This group consists of students whose teachers attended a summer workshop dealing with law-focused education the summer prior to the testing.
- E-2: This group consists of students whose teachers consulted heavily with the teachers who had attended the summer workshop dealing with law-focused education. These students are in the same building as the E-1 students.
- C: This group of students was chosen to match, as accurately as possible, the student and teacher population described under E-1, using students whose teachers had not attended a summer workshop dealing with law-focused education, nor had they consulted with teachers who had.

The levels were as follows:

- 5th Grade, where the program centered on the Law in a New Land program.
- 7th Grade, where the program centered on a law-focused Texas History program.
- 8th Grade, centered on the Great Cases of the Supreme Court Program.
- 11th Grade, centered on the Vital Issues of the Constitution program.

The matrix of testing looked like this:

LEVEL	GROUP		
	E-1	E-2	C
5th	X	X	X
7th	X	X	X
8th	X	X	X
11th	X	X	X

Five different tests were administered at each of these levels:

- C A straight cognitive test of knowledge over material appropriate in that program.
- A A generalized measure of attitude regarding law-focused topics.
- CA-1 One half of the cognitive test and one half of the affective (attitude) measure, combined in a single form.
- CA-2 The other half of the cognitive and affective measure.
- JP A measure of attitude toward law-focused occupations.

Copies of all of these measures, for all four levels, are included in the Appendix.

The maximum amount of time required to complete any of these measures was twenty-five minutes. Each student was tested with one of the five early in September, and with a different test in May. Here is how it worked:

- 1/5 of the students in each class had test C as a pre-test and test CA-1 as a post test.
- 1/5 of the students in each class had test A as a pre-test and test CA-2 as a post test.
- 1/5 of the students in each class had test CA-1 as a pre-test and test A as a post test.
- 1/5 of the students in each class had test CA-2 as a pre-test and test C as a post test.
- 1/5 of the students in each class had test JP as a pre-test and a post test.

Thus, it can be seen that (a) all tests were used with at least one group as a pre-test; (b) all tests were used with at least one group as a post test; (c) measures of relationship between attitude and knowledge change can be obtained from four of the five groups.

Each of the groups can be considered as representative of all of the students. The tests were organized in a package sequentially, and the teacher was instructed to distribute them in that manner. Thus, each of the five different testing groups can be considered to be a random sample of the total tested population within each treatment.

In the analysis, a system was worked out such that each student of the first four groups ended up with four scores. That is, each person had a pre- and post test score on both the cognitive and affective parts. How can this be, when each person took only two tests? Recall that the first 1/5 tested were administered the total C test as a pre-test, and test CA-1 as a post test. Test CA-1, you recall, had both a cognitive and affective part. The four scores for students in this group consisted of:

Pre-test Cognitive: The C test which was administered.

Post Test Cognitive: The cognitive score for each for the C half of test CA-1, plus the mean cognitive score for students from the appropriate treatment group post tested with CA-2.

Pre-test Affective: The mean affective score for students from the appropriate group pre-tested with the A test.

Post test Affective: The affective score for the A half of CA-1, plus the mean affective score for students from the appropriate treatment group post tested with CA-2.

For the four groups, here is how the four scores were arrived at for each person. The column entries are for tests actually administered to each person in the group. The bracketed entries are for other mean scores added to a cell to complete the four scores for each individual.

	Cognitive Pre-Test	Cognitive Post Test	Affective Pre-Test	Affective Post Test
Group 1 (1/5 of students)	C Test	C-half of CA-1 + (mean from C-half of CA-2)	(Mean from A test)	A-half of CA-1 + (mean from A-half of CA-2)
Group 2 (1/5 of students)	(Mean from C Test)	C-half of CA-2 + (mean from C-half of CA-1)	A Test	A-half of CA-2 + (mean from A-half of CA-1)
Group 3 (1/5 of students)	C-half of CA-1 + (mean from C-half of CA-2)	Mean from C-Test	A-half of CA-1 + (mean from A-half of CA-2)	A-Test
Group 4 (1/5 of students)	C-half of CA-2 + (mean from C-half of CA-1)	C-Test	A-half of CA-2 + (mean from A-half of CA-1)	(Mean from A-Test)

When a student took only half of a particular test, we augmented the score with the mean score of others like him (that is, in the same treatment group) to obtain an estimate of what the total scores would have been had all been tested. Obviously, for low scoring students, the addition of the mean was an overestimate; but this is offset by the converse with high scoring students. Since we intended from the start to do this kind of estimating, we made sure that the initial assignment of tests within classroom was totally random. Given this randomness and the size of the samples involved, the assumption that the means actually obtained within treatments are unbiased and precise is legitimate.

We now have three treatments (E-1, E-2, and C) with four measures available for each subject (Cog-Pre, Cog Post, Aff-Pre, Aff Post). An analysis of covariance was computed using the following criteria and covariate combinations:

<u>ANALYSIS</u>	<u>CRITERION</u>	<u>COVARIATE (S)</u>
1	Cog Post	Cog-Pre, Aff-Pre
2	Cog Post	Cog-Pre
3	Aff Post	Aff-Pre, Cog-Pre
4	Aff Post	Aff-Pre

This entire process was replicated at each of the four levels, 5th, 7th, 8th, and 11th.

DALLAS RESULTS

Table 7 below summarizes the mean scores for the pre- and post tests for the three 5th grade groups on both measures.

Table 7

GRADE 5: Mean Scores on Cognitive and Affective Measures*

	<u>E-1</u>		<u>E-2</u>		<u>C</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Cognitive	8.82 1.76	12.32 2.07	8.38 1.79	9.91 1.92	8.04 1.79	9.66 2.12
Affective	92.18 7.77	97.04 7.38	89.72 7.96	97.02 7.51	87.80 8.51	90.54 6.77

*Mean shown on top; standard deviation on bottom.

Summary of Analysis of Covariance tests:

<u>CRITERION</u>	<u>COVARIATE (S)</u>	<u>RESULTS</u>
Cog Post	Cog-Pre, Aff Pre	p < .001
Cog Post	Cog-Pre	p < .001
Aff Post	Aff-Pre, Cog Pre	p < .001
Aff Post	Aff-Pre	p < .001

The four analysis of covariance summaries indicate that the difference among the groups is a highly significant one.

The last column indicates that such large differences in means with this number of people would occur by chance very infrequently -- in fact, less than one time in a thousand.

The entire 5th grade program leads to these conclusions:

(1) Regardless of which combinations of covariates one uses, the mean performance of the three groups when measured for knowledge of law-focused topics is different. The statistical result is caused by the higher performance of the E-1 students on the measure when compared with the E-2 or C students.

(2) Regardless of which combinations of covariates are used, the average performance of students in the three groups is also different when measured with an instrument designed to detect their attitude toward law-focused topics. Once again, the difference is caused by the higher (more positive) attitude change on the part of the E-1 students, when compared to the E-2 and C students.

(3) In both cases, with the affective and cognitive measures, there is no difference between the E-2 and the C group.

The result with the E-1 group is as one would expect, based on past use of these measurement materials. The lack of positive change in the E-2 group is interesting and open to speculation, especially in the face of previous results which indicate that the E-2 students do just about as well as the E-1 students. One possible hypothesis is that teaching fifth grade is quite different than teaching at the junior high school or high school level. The teacher of a fifth grade classroom is generally in a self-contained setting, which

reduces the possibility of time for exchange of ideas.

It seems plausible that the idea of matching an E-1 and E-2 teacher at the fifth grade level is inherently more difficult than matching them at the senior high school level. A lack of communication between the E-1 and E-2 teacher could very easily lead to the results which we have observed here. In both cases, with the cognitive and affective measures, the Control students actually out-performed the E-2 students. It appears that the program had very little impact on the E-2 students. Of course, we must always consider the possibility that the measures used are not sensitive enough to pick up changes which really have occurred in the E-2 group.

Table 8 summarizes the results from the 7th grade Texas History program. Examining the cognitive and affective results leads to the following conclusions:

(1) When a test of Texas History knowledge was administered to students in the three groups, the mean scores were significantly different. Subsequent analyses show that the E-1 students perform reliably higher than both E-2 and Control students and also that the E-2 students perform reliably higher than the Control students.

(2) When the measure of attitude toward law-focused topics was administered to students from the three groups, the three mean scores differed significantly. Subsequent analyses showed that the E-2 mean was significantly higher

than both other groups and that the E-1 mean score was significantly higher than that of the Control students.

Table 8

GRADE 7: Mean Scores on Cognitive and Affective Measures*

	<u>E-1</u>		<u>E-2</u>		<u>C</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Cognitive	7.82	11.70	8.06	10.88	7.88	9.02
	1.90	2.20	1.74	2.09	1.76	1.86
Affective	71.00	73.65	70.28	74.29	69.16	70.65
	5.94	5.20	6.25	3.93	6.80	5.94

*Mean shown on top; standard deviation on bottom.

Summary of Analysis of Covariance tests:

<u>CRITERION</u>	<u>COVARIATE (S)</u>	<u>RESULTS</u>
Cog Post	Cog-Pre, Aff-Pre	p < .001
Cog Post	Cog-Pre	p < .001
Aff Post	Aff-Pre, Cog-Pre	p < .001
Aff Post	Aff-Pre	p < .001

The only surprising thing about the results is the showing of the E-2 students on the affective measure. The only two interpretations which can be put forward are (a) the chance possibility that we simply got higher performing classrooms in our E-2 sample; or (b) that the E-2 teachers actually presented the program better than their E-1 counterparts.

*Table 9 summarizes the results from Grade 8.

Table 9

GRADE 8: Mean Scores on Cognitive and Affective Measures*

	<u>E-1</u>		<u>E-2</u>		<u>C</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Cognitive	9.59	12.01	9.50	11.70	9.97	11.04
	1.93	2.07	1.97	2.65	2.07	1.86
Affective	71.41	74.94	71.59	72.89	71.98	73.54
	5.93	4.16	5.42	5.20	5.89	4.57

*Mean shown on top; standard deviation on bottom.

Summary of Analysis of Covariance tests:

<u>CRITERION</u>	<u>COVARIATE (S)</u>	<u>RESULTS</u>
Cog Post	Cog-Pre, Aff-Pre	p < .001
Cog Post	Cog-Pre	p < .001
Aff Post	Aff-Pre, Cog-Pre	p < .001
Aff Post	Aff-Pre	p < .001

Summarized:

(1) When measured with a test of knowledge with respect to law-focused topics, the mean score from the three groups differed significantly. Subsequent analysis indicates that the performance of the E-1 and E-2 groups on this test was not significantly different, but that the performances of both of these groups (E-1 and E-2) was higher than that of the Control group.

(2) On the affective measure, the three means, once again, differed significantly. Subsequent analyses indicate that the E-1 mean is higher than the E-2 and C mean in a reliable manner, but that the E-2 and Control means do not differ.

The curious result here, similar to previous results in Dallas and in other cities with this same measure at this same grade level, is that the affective results are not stronger. This is especially curious in the face of our early (December) interview trip where the 8th grade results were very strong. It should be noted, however, that the change did occur in the attitude scores and in the direction expected.

Table 10 summarizes the results from the 11th grade program, which centers on the Vital Issues of the Constitution book. The table leads to these conclusions:

(1) When students were administered a knowledge test concerning law focused topics, the mean scores of the three groups were significantly different. Subsequent tests show that the E-1 and E-2 groups perform with no significant difference, but that the performance of both groups (E-1 and E-2) was higher than that of the Control group.

(2) When students were administered an attitude measure, there was a significant difference among the three groups. Subsequent analyses show that the E-1 change is significantly

greater than that of both E-2 and Control, and that the E-2 group change is significantly higher than the Control group. Among these students (11th grade), of course, this means that the E-2 group simply did not drop as much as the Control group.

Table 10

GRADE 11: Mean Scores on Cognitive and Affective Measures

	<u>E-1</u>		<u>E-2</u>		<u>C</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Cognitive	15.49 2.94	18.89 2.38	14.86 2.74	17.75 2.41	15.48 2.89	16.43 2.66
Affective	74.92 5.63	77.26 3.99	76.09 4.67	75.84 4.23	75.66 5.88	73.65 4.60

*Mean shown on top; standard deviation on bottom.

Summary of Analysis of Covariance tests:

<u>CRITERION</u>	<u>COVARIATE(S)</u>	<u>RESULTS</u>
Cog Post	Cog-Pre, Aff-Pre	p < .001
Cog Post	Cog-Pre	p < .001
Aff Post	Aff-Pre, Cog-Pre	p < .001
Aff Post	Aff-Pre	p < .001

The results from the affective or attitude measures support a philosophy that the author has had regarding attitude measures in high schools. By and large, high school students' attitude toward anything seems to drop between September and May. You will note with the E-2 and Control students the actual mean score on the Opinion Panel decreases between the pre- and post test sessions. The mean score for the E-1 group, however, goes up more than two points. As summarized below the table, the differences among the three means are significant. A subsequent analysis indicates that the E-1 group is significantly higher than both the E-2 and Control groups, and the E-2 group change is significantly higher than the Control group. In this case, this means that the E-2 drop is not as much as the Control group.

The results from the cognitive and affective testing in Dallas are what one would predict, based on prior knowledge and testing with this kind of a program. The negative attitude change for the E-2 and Control groups, and especially for the E-1 group is an interesting phenomena which should be kept in focus for those who would do this type of pre- and post test type of measurement. It would have been interesting to have obtained measures from the 9th and 10th grade students to contrast these to the 8th grade results which are summarized in Table 8. The phenomena

we seem to have observed -- that of a more negative attitude at the end of the year than at the beginning -- may be closely related to the age of the student. It is not difficult to project the notion that the high school juniors expressed this attitude more than the 8th grade students. The value of having a Control group along with a pre- and post testing program is made far more evident by results like these.

MOLINE RESULTS

In Moline, two grade levels and two programs were involved. The fifth (and sometimes sixth) grade program used the Law in a New Land material, and the high school program used the Vital Issues of the Constitution program. As has been mentioned previously in the section covering the interviews, the high school program really does not have a viable Control group. One teacher was at the training institute and has used the materials extensively during the 1972-73 academic year; but all other high school social studies teachers also use the Vital Issues program. We did include students from a Psychology class as a Control group. This is really not equivalent to the other sites, where the Control group included students in the same course, but without the law-focused materials. However, there was no other alternative.

The students in the Experimental classes had two testing sessions. In the first testing session, the cognitive test was administered to half the students, and the job preference test to the other half. Copies of all tests are included in the Appendix.

We followed our normal practice of limiting the Control group testing to a single testing session. We have found that this brings us a high level of cooperation with the Control teachers -- the promise that we will only require about 30 minutes of testing, albeit twice over the course of the year.

Five different tests were administered in the Control classrooms, all at the same time.

- (1) A Job-Preference Inventory.
- (2) The same cognitive test taken by the Experimental students.
- (3) The same attitude toward the law test taken by the Experimental students.
- (4) The first half of the cognitive test and the first half of the attitude test, combined.
- (5) The second half of the cognitive test, and the second half of the attitude test, combined.

The reason for splitting the cognitive and attitude tests for tests (4) and (5) was to gain information of the manner in which they vary together. That is, it is important for our analyses procedures to determine the degree of correlation between knowledge and attitude regarding law-focused topics.

The corrected means follow in Tables 11 and 12.

Table 11

GRADE 5: Mean Scores on Cognitive and Affective Measures

GROUP	COGNITIVE			ATTITUDE			JOB PREFERENCE		
	N	Pre	Post	N	Pre	Post	N	Pre	Post
EXP	50	9.88	13.20	50	95.74	97.44	67	40.3	41.0
CONTROL	212	9.87	11.45	212	96.28	96.39	47	38.6	37.0

Table 12

HIGH SCHOOL: Mean Scores on Cognitive and Affective Measures

GROUP	COGNITIVE			AFFECTIVE			JOB PREFERENCE		
	N	Pre	Post	N	Pre	Post	N	Pre	Post
EXP	54	17.5	21.6	54	80.2	80.9	57	74.0	73.4
CONTROL	261	16.6	17.8	261	76.7	76.6	61	71.8	71.1

Table 13

Statistical Analysis of Results (Analysis of Covariance)

<u>GRADE</u>	<u>CRITERION MEASURE</u>	<u>COVARIATE (S)</u>	<u>RESULTS</u>
5th	Cognitive Post Test	Cognitive Pre-Attitude Pre-	The performance of the E group was significantly higher than that of the Control group. (.001 level)
5th	Attitude Post Test	Cognitive Pre-Attitude Pre-	The performance of the E group was significantly higher than that of the Control group. (.035 level)
5th	Job Pref Post Test	Job Pref Pre-Test	The performance of the E group was significantly higher than that of the Control group.
H.S.	Cognitive Post Test	Cognitive Pre-Attitude Pre-	The performance of the E group was significantly higher than that of the Control group. (.001 level)
H.S.	Attitude Post Test	Cognitive Pre-Attitude Pre-	The performance of the E group was significantly higher than that of the Control group. (.054 level)
H.S.	Job Pref Post Test	Job Pref Pre-Test	The performance of the E and C groups do not differ.

Discussion. The cognitive measures at both levels gave very strong results. There is no question that the students of the trained teachers have internalized the law-focused information reflected by the tests to a higher degree than their Control peers. The results are the same in the area of attitude toward law-focused topics, although the significance levels are now so powerful.

The evaluators were very pleased with the job-preference results at the elementary school level. If this measure holds up for younger children, we will have added another instrument to our battery to use in measuring the impact of the program. The lack of results at the high school level may reflect more rigid job preference feelings in these older students. Alternatively, it may be that the unique character of this particular Control group has caused this no-difference results. At the elementary school level, it does appear that the presence of the program brought about positive changes in the attitudes of the children toward law-related occupations. This is indeed significant.

The constraints under which these results were obtained should be carefully noted. Both programs, elementary and high school, are designed to be year long programs. Due to the peculiar timing of the project, however, it was necessary for the evaluators to do the post testing in January -- not in May, at the end of the academic year. Thus, the results acquire

added significance, for one can only postulate that an exposure twice as long would make the results appear even more positive.

GREENWOOD RESULTS

This portion of the report summarizes the test program carried on in conjunction with the law-focused education project at Greenwood, Mississippi.

Students identified as members of the Experimental group had teachers who were using the law-focused education materials. At the elementary school level, this implied use of the Law in a New Land text, along with appropriate pedagogical techniques. The Great Cases of the Supreme Court book was used at the secondary school level.

Control teachers were to be selected at random. In cases where more than one teacher was available, the project director was directed to take the second teacher alphabetically. It can be seen from the results that the Experimental and Control group pre-tests at the elementary and high school level were approximately equal, indicating that the Control classes did indeed begin the testing program at about the same level as the Experimental classes. This result suggests that the random assignment process was followed.

We should note that in other cities involved in this national testing program, the Experimental group was defined as those students whose teachers were using the law-focused education approach, and who also had been through a summer

training institute for the most effective use of the material. It is our understanding that the Experimental teachers in Greenwood had not gone through such a summer training program.

The Testing Schedule. As has been our custom in the national evaluation efforts, two testing sessions were required for the Experimental classes, and one testing session for the Control classes (each of about 35 minutes). Each group, Experimental and Control, was tested with three different kinds of tests.

(1) A cognitive test to determine changes in knowledge of important law-related concepts embedded within the social studies program.

(2) A test of attitude toward law-focused topics.

(3) A measure of job preference to determine if the students develop more positive feelings towards law-related occupations due to their involvement in this program.

A copy of all tests used in included in the Appendix.

Not every student was given each of these tests.

As has been our practice, a variety of different measures was administered in the same classroom at the same time. For example, at the elementary school level, five different tests would be administered to the 30 students in a given classroom. The first test (taken by about 1/5 of the students) would be a measure of cognitive questions only -- Law in a New Land Test A. The second test, administered

to another 1/5 of the students, is a measure of attitude toward law-focused topics -- Law in a New Land Test B. The third and fourth tests -- Law in a New Land Test C and D -- are each a combined measure of cognition and attitude. Actually, each consists of one-half of the items on LNL-A and one-half of the items on LNL-B. We gather this information because it is important for us in statistical work to determine the relationship between attitude change and knowledge change. That is, we seek to find the correlation between attitude toward the law and knowledge of law-focused topics.

Finally, the last 1/5 of the students are given a job preference measure. Each item in this measure consists of three different possible occupations. The student is asked to mark the one he would most prefer having, as well as the one he would least prefer having. Many of the combinations include law-related occupations. The goal is to determine if the law-related occupations are preferred more at the end of the program than they were at the beginning.

Analysis Technique. A pure statistical design consists of randomly assigning students to all possible treatments. If this were used in Greenwood, it would be necessary to insure that all elementary students were randomly assigned to all possible schools. Then, the Experimental classrooms would be randomly chosen from all possible classrooms. Since

schools are attended based on population areas, and since there is no way to insure that students are randomly assigned to classrooms within a given building, some sort of a statistical technique for attempting to equate the groups at the beginning of the experiment is necessary. Actually, in the purest sense, some will argue that the lack of randomness in the initial assignment makes the results questionable. The author of this report obviously does not agree.

The analysis of covariance is a technique which uses the initial scores on the attitude and cognitive tests to statistically equate the groups at the beginning of the experiment. For example, it can be noted from Table 14 that the pre-test scores for the Experimental group on the cognitive test were slightly higher than the pre-test mean for the Control group (Experimental mean was 7.65; Control mean was 7.43). An analysis of covariance takes this difference into consideration, slightly lowering each Experimental score statistically, while slightly raising each Control score. As a result, at the beginning of the experiment, the groups are at least statistically equivalent. The same procedure is used for the attitude scores.

Table 14 summarizes the results from the elementary school program.

Table 14

ELEMENTARY SCHOOL: Cognitive and Affective Testing Results

Dependent Measure	Covariates	Mean Scores				Results from Analysis of Covariance
		EXP Pre	EXP Post	CONTROL Pre	CONTROL Post	
Cognitive Post ₁ Test	Cognitive Pre- and Attitude Pre-	7.65	8.67	7.43	7.50	Difference reliable at 0.01 level in favor of the E- Group.
Attitude Post ₂ Test	Cognitive Pre- and Attitude Pre-	90.15	91.72	90.71	90.64	Difference reliable at 0.01 level in favor of the E- Group.
Job Inventory	Job Inventory Pre-	68.72	70.50	65.31	66.10	Difference favors E-Group, but is not statistically reliable.

- 1 Based on Law in a New Land Test A, plus half of LNL-C and LNL-D.
- 2 Based on Law in a New Land Test B, plus half of LNL-C and LNL-D.

The dependent measure is so defined because this result presumably depends upon the program at hand. The dependent measure in each case is the post test administered -- the cognitive test, the attitude post test, and the job inventory. To take care of the statistical equating mentioned in the last section, the cognitive and attitude pre-tests are used as noted in the second column. The third major

column shows the pre- and post mean scores for the Experimental and Control groups. In summary,

(1) For the cognitive testing area, it can be noted that the Experimental group was slightly higher at the time of the pre-test than was the Control group. The gain for the Experimental group was slightly over one point on the average, while there was virtually no change in the Control group. The difference, based on an analysis of covariance, and as noted in the table, was reliable at the 0.01 level in favor of the Experimental group. This means that such a change would only have occurred by chance less than one time in a hundred.

(2) The attitude scores are listed on the second line. It should be noted that the Control group began the experiment slightly higher than the Experimental group (90.71 vs. 90.15). At the end of the experiment, however, the Experimental group mean had increased about one and a half points, while the Control group mean had dropped slightly. The Control group pre- and post test scores show the tendency for attitude measures to drop as the school year passes. Thus, it is quite interesting to note that the Experimental group attitude mean did increase, and as shown, the increase was also reliable at the 0.01 level.

(3) The results from the job inventory are also rather interesting. The difference in initial scores for the Experimental and Control groups is fairly large (68.72 vs. 65.31). The gain for the Experimental group is nearly two points, while the gain for the Control group is less than one point. Although the actual amount of change does favor the Experimental group, the difference between the two is not statistically significant. The large initial difference probably "washes out" any real chance for statistical significance. We wonder if there is a possibility that students in the Experimental classrooms were exposed to some law-focused discussions prior to the initial administration of the job inventory. This quite conceivably could have led to the much higher initial score for the Experimental group. Further testing is probably indicated for this situation.

The results from the high school testing program shown in Table 15 lead to the same conclusions.

Table 15

HIGH SCHOOL: Cognitive and Affective Testing Results

MEAN SCORES

Dependent Measure	Covariates	EXP		CONTROL		Results from Analysis of Covariance
		Pre	Post	Pre	Post	
Cognitive Post 1	Cog Pre-Attitude Pre-	21.07	24.22	20.94	21.27	Difference reliable at 0.01 level in favor of the E-Group.
Attitude Post	Cog Pre-Attitude Pre	75.15	77.31	76.44	77.20	Difference reliable at 0.05 level in favor of the E-Group.
Job Preference Inventory	Job Preference Inventory Pre-	74.05	74.92	75.26	74.59	Difference in favor of E-Group; does not reach level of statistical significance.

1 Post test with composite of Justice Series Test and Great Cases Test.

As can be seen in this case, the pre-test scores on all three measures are approximately the same for Experimental and Control groups. The difference is negligible at the pre-test time on the cognitive measure, and is slightly more than one than one point (favoring the Control group) on both the attitude measure and the Job Preference Inventory. As with the elementary school program, the cognitive and attitude pre-test measures were used as covariates.

Discussion and Suggestions. The results indicate that even without the special training program for the teachers, positive changes in knowledge and attitude regarding law-focused topics do occur in the Experimental classrooms. At both the elementary and secondary school levels, changes which are statistically reliable were measured in favor of the Experimental classrooms. The results of the job preference measures also indicate a strong tendency in this same direction. However, the changes were not large enough to be determined as statistically reliable.

We should also note that some of the changes, although reaching the desired significance level, were not as large as have been seen at other sites. This is particularly true of the attitude measures at the secondary school level. It is far more difficult to change a student's attitude than to change the amount of knowledge he has at a given moment. The determination of attitude change has been one of the most difficult evaluation tasks within the overall project. The paper and pencil measures of attitude, as were used in this evaluation in Greenwood, are probably not complete enough to allow any sort of totally definitive statement. For the past two years, the project evaluators have been using interview schedules with Experimental and Control students to more deeply probe attitudes regarding

law-focused topics. In the absence of interview data from this site, we can only suggest that changes in attitude at both levels did occur. A more emphatic statement should be withheld until further results are obtained.

Along this line we would suggest that further evaluation efforts contain the following elements:

(1) A sample of approximately 100 Experimental and Control students, chosen at random from the largest possible number of classrooms, to be measured with the Job Preference Inventories at the elementary and high school level.

(2) Pre-testing at both levels be completed during the first week of school -- preferably during the first two or three days of school, and before any of the law-focused materials are distributed.

(3) If at all possible, a systematic interviewing schedule should also be undertaken somewhere near the end of the teaching program. A random sample of about 30 Experimental and Control students at each level would be satisfactory.

(4) The lack of robustness of some of the results when compared to results from other sites indicates that the absence of a summer training program for the teachers may have been missed. Further testing could be directed toward results from students whose teachers have been

CONTINUED

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trained in some inservice program for law-focused materials, and students of teachers using the materials without this summer training program. At this time, we are not aware of the feasibility of such an approach.

CHICAGO RESULTS

Tables 16 and 17 summarize the results from Chicago. A review of the means for the three cognitive tests will show that the changes for the Experimental group, in each case, are between two and three points. The gains for the Control groups, in each case, are less than one point. Table 17 indicates that the analysis of covariance, using the appropriate cognitive pre-test and the attitude scale as covariates, led to results significant at the .001 level. In each case, the difference favored the Experimental group.

The attitude changes are not quite so dramatic. The change on the measure was about two and a half points for the E-group compared to almost no change in the Control group. The difference is significant at the .05 level. The presence of the trained teachers, using the law-focused program, does apparently lead to more positive attitudes toward the law in these classrooms.

The job preference changes are also shown. The Experimental group changes about one point; the Control group change is almost negligible. The analysis indicates that the change is not significant within normally accepted ranges of probability. It is encouraging, however, that the results "lean" in the direction of the Experimental group. As we have noted earlier, this is the first year that this particular measure has been used and it probably needs to have some of the more extraneous items removed.

Table 16

JUSTICE SERIES: Chicago Area
Cognitive and Affective Testing

TEST DESCRIPTION	EXP		CONTROL	
	Pre	Post	Pre	Post
Crimes & Justice - Cog	16.87	19.61	16.76	17.09
Law & the Consumer - Cog	10.58	12.48	10.65	10.78
Youth & the Law - Cog	13.80	16.00	13.87	14.70
Attitude Measure	77.24	79.96	77.04	77.52
Job Preference Inventory	72.89	73.91	70.08	70.19

Table 17

TABLE 16 RESULTS: Analysis of Covariance

CRITERION	COVARIATES	OUTCOME
Crimes & Justice Cog-Post	Crimes & Justice - Pre Attitude - Pre	p < .001 E-Group higher
Law & the Consumer Cog-Post	Law & the Consumer -Pre Attitude - Pre	p < .001 E-Group higher
Youth & the Law Cog-Post	Youth & the Law - Pre Attitude Pre	p < .001 E-Group higher
Attitude Post	Attitude Pre	p < .05 E-Group higher
Job Inventory Post	Job Inventory - Pre	p < .25 E-Group higher

SEATTLE RESULTS

The paper-and-pencil testing program in Seattle was rather complicated. All programs were involved (Law in a New Land, Great Cases of the Supreme Court, the Justice Series, and Vital Issues of the Constitution). Only one or two Experimental teachers were in any one situation. In addition, one of the Experimental teachers was at a lower elementary school level (second grade), where the measurement devices and techniques used were inappropriate.

In general, all Experimental classrooms were tested for two days at both pre- and post testing time. The achievement measures were administered on the first day, and the attitude measures on the second. Where possible, the testing in the Control classes was limited to one day. This presumed, however, that at least two Control classrooms were available for each Experimental teacher. This was generally the case. The data were processed according to the model described for the Dallas evaluation.

Table 18 below summarizes the scores from classrooms using the various booklets of the Justice Series.

Table 18

JUSTICE SERIES: Cognitive and Affective Testing

TEST DESCRIPTION	EXPERIMENTAL MEANS		CONTROL MEANS	
	Pre	Post	Pre	Post
Crimes & Justice (Cognitive)	17.02	18.57	16.94	17.08
Law & the Consumer (Cognitive)	10.83	12.88	10.92	11.14
Youth & the Law (Cognitive)	13.61	13.81	13.74	14.03
Affective Measure	79.27	82.34	80.11	80.04

It can be noted that the changes for Experimental and Control students on the Crimes and Justice test are about one and a half points for the former compared to a minimal gain for the latter. On the Law and the Consumer test, the changes are two points and less than a quarter point, respectively. An analysis of covariance, using the post test score in each case as criterion and the pre-test cognitive and attitude scores as covariates, indicates that these changes are significant at the .001 level. That is, the superior performance of the Experimental group would occur less than one time in a thousand by chance. The result must have been due to the program.

The results from the Youth and the Law cognitive test are not significantly different. The changes for both groups are less than 0.25 from pre- to post test. This is one of the few times such a small change has been seen associated with an Experimental group using this program. It is entirely possible that the classrooms tested had not yet been introduced to this material by January, when the post testing was done. Youth and the Law materials may have been saved for later in the year.

The changes on the attitude measure were a little over three points gained for the Experimental group, and a very slight drop for the Control group. The analysis of covariance here indicates a significant difference in the performance of the two groups, favoring the Experimental group. A summary of all analysis done with these data and the results is shown below.

Table 19

Analyses of Covariance Run With Tests Administered to Classes Using the Justice Series Program and Their Control Classes

CRITERION	COVARIATES	OUTCOME
Crimes & Justice Post	Crimes & Justice-Pre Attitude Pre	p < .001; E-Group higher
Law & the Consumer Post	Law & Consumer-Pre Attitude Pre	p < .001; E-Group higher
Youth & the Law Post	Youth & Law-Pre Attitude Pre	Non-significant
Attitude Post	Attitude Pre	p < .001; E-Group higher
Attitude Post	Attitude Pre Cognitive Pre	p < .001; E-Group higher

Tables 20 and 21 summarize the results from the testing in the other Seattle classrooms. The results from the testing at the fifth grade level, using the Law in a New Land program indicate a change of over three points for the Experimental group, compared to a change of about one point for the Control group. On the affective measure for these groups, the changes are four points and one half point, respectively. When the appropriate analyses of covariance were carried out, it can be noted that the results are significant at the .001 level, favoring the Experimental group in both cases.

Table 20

Results from Testing in the Three Constitutional Law Programs in Seattle

TEST DESCRIPTION	EXPERIMENTAL		CONTROL	
	Pre	Post	Pre	Post
Law in a New Land (Cognitive)	8.97	11.19	9.09	10.06
Law in a New Land (Affective)	94.77	98.81	94.93	95.37
Great Cases of the Supreme Court-(Cog)	9.37	9.75	9.62	10.14
Great Cases of the Supreme Court (Aff)	70.73	72.17	71.01	71.86
Vital Issues (Cognitive)	15.44	18.92	15.12	15.27
Vital Issues (Affective)	73.27	78.10	72.96	73.22

Table 21

Analysis of Covariance: Results from Classrooms Presenting Constitutional Law Programs and their Control Classrooms

CRITERION	COVARIATE (S)	OUTCOME
Law in a New Land Cog-Post	Law in a New Land Cog-Pre Attitude Pre	p < .001; E-Group higher
Law in a New Land Aff-Post	Law in a New Land Aff-Pre	p < .001; E-Group higher
Great Cases Cog-Post	Great Cases Cog-Pre Attitude Pre	No significant difference.
Great Cases Aff-Post	Great Cases Attitude Pre	No significant difference.
Vital Issues Cog-Post	Vital Issues Cog-Pre Attitude Pre	p < .001; E-Group higher
Vital Issues Aff-Post	Vital Issues Attitude Pre	p < .001; E-Group higher

The results from the junior high school testing program are not so positive. As can be noted, the changes in the Experimental means are minimal in both the cognitive and affective areas. This is a little surprising, because the results from the interview trip in January are contradictory. It should also be noted that the results from the post

testing were received in our offices quite late -- actually near the end of March, 1973, and were not in good condition when received. Occasionally, with this kind of testing program, students do not take the test seriously. The condition of at least half of the Experimental group post tests indicated that this may have been a possibility, and the interview group's experience at one of the junior high schools associated with the program suggests also that such behavior would not be surprising. Regardless of the reason, the results do indicate that no change occurred on either measure.

The results of the testing with the Vital Issues program are also summarized in Tables 20 and 21. Changes are noted on the cognitive measure of two and a half points for the Experimental group, compared to a very small change for the Control group. On the affective measure, the changes are about five points for the Experimental group, compared to about one half point for the Control group. Both of these differences are significant, favoring the Experimental group.

Overall, then, the following conclusions can be made:

- (1) Students whose teachers were in the summer law-focused social studies institute generally performed at a higher level on measures of law-focused knowledge than did equivalent peer groups whose teachers did not have this training or these materials. This statement has one exception,

that being the case of the junior high school students.

(2) Students whose teachers were in the summer law-focused social studies institute generally developed more positive attitudes toward law-focused topics than did equivalent peer groups whose teachers did not have this training or these materials. The same exception noted in (1) above applies here.

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FINAL EVALUATION REPORT

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LEADERSHIP TRAINING THROUGH
the
LAW IN AMERICAN SOCIETY PROJECT

Board of Education
City of Chicago
James F. Redmond
General Superintendent of Schools

Department of Government Funded Programs
228 North LaSalle Street Room 1150
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July, 1973

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INTRODUCTION

Although a detailed historical review is not in order here, the accomplishments of the Law in American Society Project (LIASF) can be evaluated most meaningfully in light of the context in which the Project emerged. That context included a sharp increase in public awareness and concern regarding violence (so-called law-and-order issues) as well as issues concerning civil liberties, particularly where minority group members were involved. Federal funds began pouring into a variety of efforts aimed at crime prevention, most of which appeared to focus on the direct control of criminal activity by providing more effective police training and equipment. Simultaneously, a number of educators, members of the legal professions, and lay persons argued that, in the long run, more effective educational efforts would be necessary to insure the kind of society conceived by the founding fathers. Such individuals pointed out that although nearly every American school child studies the Constitution, Bill of Rights, and the nation's judicial system, virtually no systematic efforts by which these are tied meaningfully to current issues and concerns have existed. They called for a curriculum revolution from which the study of the law as it relates to the students

and their families would emerge as an integral part of their schooling, beginning in the elementary school and continuing through secondary school.

Several educators within the Chicago Schools were among those who subscribed to the views just outlined, and were instrumental in developing what now is referred to as the LIASP. Two events that were critical in that development were the creation of instructional materials under the aegis of the Law in American Society Foundation, directed by Dr. Robert Ratcliffe, and the availability of funding from the Omnibus Crime Control and Safe Streets Act through the Illinois Law Enforcement Commission. Together, these two events provided a basic core of textbooks and the monies necessary to undertake the kinds of activities that would insure their effective use in the schools.

Although certain activities began earlier, the Project in roughly its present form was initiated during the 1970-71 school year. Its objectives then, as now, were to disseminate law-focused instructional materials, develop additional materials (e.g., the translation into Spanish of Law in American Society Foundation materials), to train teachers in the effective use of such materials, and to plan the curriculum guides that would be necessary for the integration of law-focused education into the Social Studies curriculum of the Chicago Schools. The Project scope at that time was limited (temporarily)

mainly to activities in District 6, and, accordingly, the Project was housed physically in Wells High School. In a sense, then, the Project at that time was in a preliminary or pilot phase in which procedures were developed and tested within District 6 preparatory to a subsequent full-scale effort throughout the Chicago Schools. Although there were certain advantages to this restricted effort and to the location of the Project Administration at Wells, certain disadvantages also were noted by the Project Evaluators in their Evaluation Report of 1971, and it was recommended that the Project be centered in the Board Offices during subsequent years. (The basis for this recommendation, and the consequences of its implementation will be discussed in the section on Project Administration.) In spite of these Project Management limitations and difficulties arising out of a delay in receipt of funds from the ILEC, important accomplishments occurred during that year. Notable among these were the distribution of instructional materials and development of more effective procedures for that distribution, initiation of teacher in-service activities, and commencement of the translation of materials into Spanish. In addition, that year provided experience for the Project staff, particularly the Project Coordinator, Dr. Joseph Teplin, that proved extremely useful in subsequent Project work.

The remainder of this report will focus on objectives, activities, and accomplishments of the Project subsequent to

that initial year, and particularly since June of 1972 when the Project was placed within the Department of Curriculum.

PROJECT ADMINISTRATION

As described above, during its initial year the Project staff was housed in Wells High School. In the judgment of the Project Evaluators, this resulted in a physical and functional isolation from other elements of the Central Administration that would have been disadvantageous to the subsequent development of the Project had these conditions continued. This isolation adversely affected a number of Project activities, but was most apparent in the area of curriculum development. That is, it seemed apparent that if a major impact on schooling in Chicago was to be made by the Project, closer alignment with the Curriculum Department was imperative. Accordingly, it was recommended that the Project be headquartered in the Board Offices and that its activities be functionally integrated with those of the Curriculum Department.

An inspection of current Project management indicates that the above recommendations were taken seriously. During the 1971-72 school year, the Project Staff was relocated to the Board building, and in June, 1972 the Project was placed under the jurisdiction of the Curriculum Department. The lines of authority and responsibility concerning the Project, which were fuzzy during earlier stages, now are clearly defined

and appear to be sensible. Major functional authority and responsibility for Project activities lie with Dr. Lorraine M. Sullivan, Assistant Superintendent for Curriculum. Below her, Mrs. Mary Gregg, Director of Social Studies exercises direct authority over the project staff. That staff, as before, is headed by Dr. Joseph Teplin, the Project Coordinator, who directs the day-to-day activities of the Project and is assisted by Mrs. M. Stewart.

A second line of authority affecting the Project extends from the Assistant Superintendent of Schools for Government Funded Programs, Mr. James G. Moffat, and is concerned with fiscal matters and with ensuring that the Project meets its obligations as outlined in the proposal approved by the ILEC. In this connection, Mr. Jordan Levin has been assigned on a part-time basis as Staff Assistant to the LIASP, with duties that mainly center on evaluation.

To reiterate, lines of authority and responsibility for the LIASP have been quite clearly defined (See Appendix A for complete organization chart.) and place the major responsibility for the Project squarely where it belongs, namely, within the Department of Curriculum, under the supervision of Dr. Sullivan. However, since there often is a substantial discrepancy between an organization in theory and one in practice, a series of interviews with key personnel was conducted. These were done to obtain more information as to the management characteristics

of the Project as it is currently functioning as well as the views of those involved regarding particular elements of the Project to be described later (e.g., the translation of materials into Spanish).

Interview Results. Interviews were conducted during the Spring of 1973 with Dr. Lorraine M. Sullivan, Mrs. Mary Grieg, Dr. Joseph Teplin, and (briefly) with Mr. Frederick Schuster. Although the interview format was informal and varied considerably from person to person, in every case questions concerning the past and present organization and administration of the Project were raised. Similar questions had been posed earlier in conversations with Dr. Lloyd Mendelsohn, Director, Special Programs, Government Funded Programs, Mr. Frederick Schuster, Administrator, Research and Evaluation, Government Funded Programs, and Mr. Jordan Levin, Staff Assistant, Government Funded Programs.

The results of these interviews may be described simply and briefly. All respondents agreed that the present organizational scheme and Project location have worked well. There seems to be no confusion regarding responsibility and authority. The organization, although more complex than earlier, is not unwieldy, and there is relatively little of the "lost motion" so often associated with complex bureaucracies. The close involvement of the Research and Evaluation component of the Government Funded Programs division, under Mr. Moffat

and Dr. Mendelsohn, seems to have had an important impact on the Project's development during the past year.

LAW-FOCUSED INSTRUCTION AND THE IMPACT OF TEACHER INSERVICE ACTIVITIES

We are concerned in this section of the report with teacher opinions and use of Project materials, with the effectiveness of the Project in providing such materials, and with the effectiveness of the Project's law-related inservice activities. The major source of information regarding these questions was the response of teachers who had participated in the Project's inservice activities.

Three categories of law-focused inservice activities may be distinguished. First, and by far the most intensive, were the summer institutes sponsored by the Law in American Society Foundation. The second category consists of 19 meetings or workshops conducted and/or sponsored by the LIASP during 1972-73. The third category consists of all other law-related inservice efforts, most of which are conducted at the individual school level and with relatively little direct participation or control by the Project staff. Thus, the questionnaire survey, the results of which will be described below, focused entirely on teachers who had participated in activities within the first two of these categories.

THE SUMMER INSTITUTES

The numbers of Chicago teachers attending the summer institutes were 13 in 1970, 25 in 1971, and 25 in 1972. According to the LIASP staff, funds for teacher attendance in the summer of 1973 were not available. These institutes involve both morning and afternoon sessions, five days a week, for four weeks. Their primary objectives have been to provide the participants with (a) a solid base of law-related information, and (b) skill in methods of instruction, particularly in the use of the case-study method.

To examine institute participants' reactions to the institutes, and the subsequent law-related instructional activities of these teachers, the questionnaire shown in Appendix B was devised. This questionnaire was mailed to the 52 teachers who had attended the institute up through 1972 and who were identified as still teaching in the Chicago Schools. Responses were received from 28 (54%) of these teachers. These responses are summarized in the paragraphs below.

Teacher use and evaluation of law-focused texts. Of those responding, 82% did use a law text in their classes, and only 7% did not. 18% used another text which dealt with law topics, although it was not one of the Foundation books. Within the 82% who did use a Foundation text, there were the following percentages of use according to book:

Vital Issues of the Constitution	39%
Great Cases of the Supreme Court	29%
Law in a New Land	14%
<u>JUSTICE SERIES</u>	
Law and the Consumer	46%
Youth and the Law	57%
Landlord and Tenant	43%
Crimes and Justice	43%
Poverty and Welfare	29%
Law and the City	14%

The response of the teachers toward these texts was very positive. Not one generally negative comment was entered when asked their impression of the books. The most consistent reservation, if one appeared, was that of problems with reading level for slower groups. Especially positive were the feelings toward the content, case method approach, and student relevance. Sixty-eight percent responded with full approval and 21% with a minor reservation, making an 89% positive reaction to the Foundation texts. Eleven per cent did not respond or were not using the texts.

The third question addressed the useability of the texts year after year. Of the 89% who responded that the books were useable for more than one year, 64% listed the problems of keeping the content up to date and/or the possibility of hard cover books which would take more student handling. The

teachers felt that continuing changes in court decisions were important considerations in this kind of law-focused approach, so that if new editions were not constantly put out, there should be an addendum of some kind whenever important issues were decided. It was generally felt that the philosophy and concepts involved were universal so that in basic format the books would not become quickly dated. Again, the 11% did not respond who were not using the texts.

Frequency of law-focused instruction. Only 7% responded that they never discussed law-focused topics and another 7% said that they used the materials as a reference to other curriculum materials. The other break downs from "Intensively for a unit period" to "Once a month" are shown below.

Intensively for a unit period	7%
Three to four times a week	4%
Once a week	18%
Once a month	18%
"More Often"	39%
Reference	7%
Never	7%

The largest category of "More Often" is not defined; however, it appears that 93% of the teachers who attended the summer institute are using law-focused discussions in their classes in some manner. In looking at question #1, this means that even some of the teachers who did not have textbooks that were law-related were introducing law-related topics.

Use of law-related filmstrips and films. Only 4% of the teachers responded that they used filmstrips 2-3 times a month. Eighteen percent said they were used about once a month and 11% introduced them intermittently. About two-thirds had never used filmstrips of any kind. Some of the topics covered in the filmstrips which were used included: Bill of Rights and the Constitution, the law-making process, social issues (i.e. delinquency problems, drug abuse, crime), economics, and the Supreme Court. Thirty-two per cent of the teachers who used the filmstrips reported that their students responded well and that the filmstrips acted as good springboards for discussion.

Thirty-five percent of the teachers have used films in their classes, and of these 21% have used them once a month, 7% once a week, and 7% irregularly. 25% of these movies dealt with law cases and 7% with social issues. Student reaction was positive in all cases with good discussions mentioned as a follow-up.

The use of mock trials and other simulation activities. Since considerable emphasis on the use of mock trials and other simulation activities for law-focused instruction was included in the summer institutes, the teachers were asked about the use of these techniques.

Almost half of the teachers have used some kind of a mock trial and 14% have used three or more. Eleven per cent

of those held were original scripts written by the teacher and students. Thirty-two per cent used materials from the Institute or from LIASF books and 7% found their information in outside sources. Thirty-six per cent of those holding the mock trials reported a successful group experience. Only 4% had classes who "couldn't handle it." A small percentage (7%) who taught more than one class reported that they had experienced both success and failure, depending on the level of the students involved. Other simulation activities also were widely used. Sixty-four per cent of the teachers had tried some kind of simulation from "Desert Island" which was the most popular (36%) to Columbus' trip to America. Percentages of simulations are listed are below:

Desert Island	36%
Decision-Making Simulations	4%
Values	14%
Stop Action Films	4%
Police Patrol	4%
Ghetto	4%
Debates	4%
Columbus' trip to America	4%
International Politics	4%
No Response	36%

Simulations like the "Desert Island" where decisions have to be made regarding the formation of a society and its rules, and games where values must be defined in conflicting situations are the most popular. Thirty-nine per cent of those who attempted simulations reported success, with a small minority (7%) again mentioning the problems associated with having students in slower classes not being able to handle such activities. Twenty-one per cent reported that while the students generally enjoyed it, that the simulations were only relatively successful and that in some cases group frustration was a new concept with which they had to deal. In cases such as those, perhaps the stated outcomes of the simulation are not as important as those which occur naturally during the group process. In any event, learning does go on.

Field trips and class visitations. Only two of the 28 teachers responding to the questionnaire had taken law-related field trips with their classes -- one to a play dealing with freedom of expression and another to court. The majority of teachers reported that the number of field trips was limited by their school policy or that while the class had taken a trip, it was not law-related.

Barely a fifth (18%) of the participating teachers had visitors in their classrooms. Those who did, had people like police officers, an election officer, a family financial consultant, bank officer who talked about credit, a county

real estate tax assessor, a FEPC Examiner, and a FTC attorney. Dr. Teplin was also included in the list of those who came to discuss the law-focused materials and the purpose of the institute. As can be expected, the overall response of the students to such visitors was positive, especially when they were allowed active participation in the form of question-answer periods.

Assistance from the LIASP staff. The emphasis of the questions now shifts from specific classroom activities and materials to the teacher and his problems in implementing the law-focused program. Sixty-four per cent of the teachers had not requested any assistance, but of the 36% who did, Dr. Teplin and Ms. Stewart were mentioned as supplying what was needed. No one who requested any kind of assistance or materials reported that they were ignored or that they were promised something which they didn't receive.

Half of the teachers involved with the summer institute had someone from the central office come to discuss the program with them. In all cases except one, that person was Dr. Teplin. The discussions centered around the program and its associated materials and pedagogy. Consideration was also given to any problems the teacher may have encountered, his reactions, as well as those of his students. Comparing this with question #11, it appears that teachers who did not request any kind of assistance were not forgotten. The

project staff made an attempt to visit others and solicit their comments and evaluations, while offering help and suggestions.

Projected use of law-focused materials. Eighty-two per cent of the teachers responded in a very positive manner, stating that they felt the law-focused curriculum was very important and relevant -- especially for inner city children. Those teachers who had been unable to incorporate the law-related materials into their present courses stated their intent to do so when they had a course in which it would fit. Some had not been assigned any kind of American History or similar social studies course and were in fields such as visual aids where their scope was limited. However, these teachers did state they were anxious to try to use the materials.

The small percentage of those teachers who said they would not use the law-focused curriculum again said that they had been transferred or were constrained to text use. Only one respondent said that he would not use the program again because there had been no follow-up efforts and he had been left without help or materials.

Additional comments. This final open-ended question allowed the teachers to express any other feelings they might have regarding this law-focused approach. Fourteen per cent were those who could not use the program right away. Again,

they mentioned that they were anxious to try the curriculum and expressed very positive reactions to the institute and the people involved. Eleven per cent had no further comments. There was only the one person who had not been able to successfully use the material and information received from the institute. The other 75% were extremely favorable toward the entire program and its approach. They had found the classes and instructors at the institute stimulating and informative, and their students had responded well in classroom implementations. Even those teachers who could not use the material immediately were enthusiastic about the possibilities of future use. Some of the suggestions and comments which the teachers had were:

- (1) More topics on world law.
- (2) Hard cover books which would be more durable.
- (3) More attention to the problems of shifting assignments and personnel.
- (4) More advertising to get the proper people involved.
- (5) Cut back on the required reading during the 4-week period.
- (6) More topics on the idea of personal law.
- (7) Have comparisons of international law systems.
- (8) Every participant should create some materials for a law-focused curriculum and supply copies to the other teachers. That way everyone could more effectively share and improve on ideas.

From the responses on this questionnaire, it can be ascertained that better than three quarters (82%) of the teachers who participated in the institute used law-related and LIASF textbooks on a fairly regular basis in their classrooms with positive student feedback. While the use of filmstrips, movies and class field trips was considerably lower, this can be attributed to lack of equipment and funds for such activities. This idea is reinforced when the percentage goes back up on the number of teachers who have held mock trials or introduced some kind of simulations where extra materials are not necessary.

Concerning the role of the project staff, teachers who requested assistance were not neglected and received attention; in fact, even some teachers who did not ask for any kind of help were visited by Dr. Teplin to allow them to ask questions or make suggestions. It seems that a real attempt was made on the part of the project to keep open communication between the central office and teachers. The results of this effort were that almost unanimous support of the project and its continuation was expressed by the teachers, indicating approval of its materials and objectives.

THE PROJECT-SPONSORED INSERVICE MEETINGS

Between October 26th, 1972 and June 13th, 1973, 19 inservice law-related meetings were offered. LIASP staff data show a total attendance of 1,359 for these meetings. There were seven major areas with which these dealt. The number of inservice meetings held per area and the number of teachers who participated in each are shown below:

<u>AREA</u>	<u># OF RELATED INSERVICE PROGRAMS</u>	<u># OF TEACHERS</u>	<u>GRADE</u>
Introduction of LIASP to schools which were not already actively participating	4	113	Elementary & High S
Introduction of new materials and techniques to teachers already involved in the program	6	347	Elementary & High S
Seminar to explain the recent Illinois drug control statutes	3	421	K-12
Evaluation of existing programs: Clarification and planning of prospective programs	3	Combination of 18 teachers & administrators	High School
Seminar on audio-visual approach to specific topics	1	125	5-12
Substantive seminar on the Illinois Constitution	1	190	8th and 11th
Legal aspects of student rights and responsibilities	1	145	1-12

Each of these inservice meetings was attended by at least one of the project staff members (Dr. Teplin, Ms. Stewart, or Mr. Levin) and in most cases, all three were present. The one exception was the evaluation of the existing programs in the three high schools, and involved not only teachers, but also administrators. Dr. Teplin was responsible for this aspect of the inservice efforts.

To determine teacher reactions to the various inservice meetings, and to obtain information concerning law-related instructional efforts by these teachers, the questionnaire shown as Appendix C was developed. That questionnaire was sent early in April to a sample of 100 teachers drawn randomly from the 1,032 names of teachers who had attended the ten meetings held up to that time. Because of a low percentage of returns (23 percent), a second copy of the questionnaire was sent to those who had not responded, resulting in a final 52 per cent level of returns. To provide an estimate of whether those 42 per cent who did not respond would have been likely to react differently than did the respondents, a telephone survey of 10 randomly selected non-respondents was conducted. That survey failed to show any hint of a difference between the respondents and the non-respondents in their reactions to the meetings or any other aspect of the LIASP. Thus, it seems safe to assume that the responses summarized below are reasonably representative of the total

population of Chicago teachers who attended the inservice meetings.

Factors influencing teacher attendance. Four means of disseminating information about upcoming inservice meetings were employed: (1) the Superintendent's weekly bulletin, sent to the principal and assistant principal of each school; (2) the Project invitational letter, also sent to principals and assistant principals; (3) the Project Newsletter, of which eight copies were mailed to each school; and (4) a program for each activity that was sent to principals, assistant principals, department chairmen, and teachers who had attended one of the summer institutes. On the face of it, at least, these appear to be sound procedures. The weak point in the communications linkage, if there is one, probably is at the individual school level where procedures for dissemination of the information vary considerably and may not always be reliable. It seems desirable that every principal be urged to appoint one individual (perhaps the relevant department chairman) to notify personally each teacher who might be interested in the program. This notification must be done as early as possible, since a major obstacle in the way of attendance often is the problem of arranging for one's classes to be covered during the period of the meeting.

Approximately 90 per cent of the respondents learned

of the meeting(s) they attended through regular school channels, i.e., directly from the announcements just described (46 per cent), from their principals (41 percent), or from their department chairmen (4 per cent). When asked why they had chosen to attend, 27 per cent reported that their attendance had been requested by their principals or department chairmen. Twenty-one per cent attended to obtain information for their teaching that would be helpful to their students, 21 per cent to support other law-focused teaching activities in which they were engaged, and another 21 per cent because of personal interest in the subject. It is interesting also that one-third of the respondents had attended at least two law-related inservice programs, suggesting that they had reacted positively to their first experience.

Impact of the inservice experience. About half of the respondents indicated that they had already used information and/or materials obtained from the inservice program. Most (38 per cent) had used them in a specific unit of instruction and the remainder (10 per cent) as supplementary reading material. This appears to be an encouragingly high proportion when one considers that for many of the respondents their attendance was very recent, and that their use of the information in the future seems probable. To pursue such questions, the teachers were asked to indicate reasons for nonuse of the

material. Of the 23 who responded to this question, three indicated the intent to use the material in the future and five others reported that the material they requested had not yet arrived. Ten teachers, or about 20 percent of the total respondents, indicated that the inservice program was not applicable in their teaching area. We suggest that attention be given to means by which such occurrences can be minimized, so that the Project's precious resources will be directed where they are likely to have maximum effect, namely, with teachers who can utilize the information to the benefit of students.

Teachers were also asked about the students' reactions to the law-focused instruction they had undertaken. Of those 18 teachers reporting such reactions, 17 reported that student reactions were favorable. This, again, is encouraging, since, in our experience, teachers appear to be quite candid in their report of student reactions to instructional materials.

Materials and assistance from the LIASP staff. Two-thirds of the 33 teachers who reported having requested law-related instructional materials also reported having received them. Of the remaining 11, eight actually specified the material that they had requested and not received. Of these, two had requested relatively expensive audio-visual material and two had requested instructional material not on the

"approved list" for the Chicago schools. Thus, only three individuals reported having requested but did not receive instructional material that the LIASP staff could have provided. While not perfect, this is a good record of staff service in this respect.

Further inspection of the questionnaire responses yields a particularly interesting fact regarding the request and use of information. All 22 of the teachers who requested and received material from the Project also reported having used that material in the classroom. It appears, then, that when a teacher goes out of his or her way to request special material, that material is likely to be used. The implications seem obvious.

In evaluating any project, one of the most important pieces of information relates to the sensitivity of central administration personnel to the needs of the teachers affected. It has often been our experience, in dealing with a wide variety of federally funded projects, that frequently the people assigned to administer the project are overcommitted to other endeavors and are unavailable when the teachers using the materials need help. To assess this possibility, two questions were included that specifically asked about assistance provided by the Project staff. The results were quite positive.

Ten teachers responded that they had sought help on a specific topic and nine indicated that they had received all

the help requested. The tenth respondent indicated that he had requested certain information which did not arrive. We are not apprised of the reason for this breakdown, so we cannot assess whether it was the fault of the project staff or due to an unreasonable request. Nonetheless, the great majority of those who sought help reported that they received such help. Later in this report, we shall project from this information (a) the estimated number of requests which must have been received by the project staff, and (b) the approximate number of requests for information and help which would be received if the program was presented district-wide.

Teacher's projected use of law-focused instructional material. The question posed, concerning teachers' stated intent to use or not to use the law-related material was considered among the most critical, providing perhaps the single best estimate of teacher receptivity to LIASP efforts. The results were impressive.

First, one-fourth of the respondents reported that the question was not applicable to them, mainly because they did not teach an appropriate subject. Of the remaining 39 teachers, 80% indicated a definite intent to use the materials, and another 16 per cent indicated a probable future use. We consider this to be an unusually strong impact from such relatively brief inservice programs. The result is especially impressive when the negative responses are studied

more carefully. In one sense, no truly negative response was received. Those who responded negatively did so primarily because the materials were not appropriate to their own particular classrooms, rather than because of any general negative reaction to the materials or the program. Our past experience in dealing with teachers in this school system has convinced us that if negative feelings exist toward a curriculum effort, these feelings would have surfaced with a question such as this one. None did, and that fact is a credit to the LIASP. Just to provide a flavor of the responses received to this item, we have quoted below ten of the responses to the question: "Will you continue to use the law-focused materials in the future? Why?"

I am scheduled for two classes in Constitutional Law next year. Student interest seems to be building and I enjoy teaching the subject.

Yes, very valuable for students to be made aware of the difficulties involved in making laws and the proper channels necessary to change laws.

Yes, I think it is a necessary part of a social studies curriculum. Also, with the requirements on consumer education, Consumer Law is a major component.

Yes! I find the casebooks and case method approach very helpful and also the Liberty Series.

Yes -- the course I teach is Consumer Education/Law in American Society. Therefore law is an important part.

Yes. "Law in American Society" is being offered as a one unit social studies course during 1973-74 and I would like to try it.

Yes, I'm interested in this area myself and it's relevant to the students. I have a good supply of materials from my principal's participation in the summer workshops.

Yes -- this is an inner city school and I find the students know very little about their rights (when they're violated, or what they can do to assure justice).

Yes. I plan to use the consumer law section in 1973-74 General Business. We are preparing mini-courses for independent study and several units will come from this.

If the materials could be modified for classrooms K-6, I could be instrumental in introducing it and distributing it for use throughout the school.

Other teacher comments. Finally, the teachers were asked to make any additional comments they wished regarding the inservice meetings. The responses to such a question are usually difficult to categorize, since they usually consist of statements which are very specific to that teacher's particular work situation -- the conditions, administration, and peculiar circumstances which exist at that site. Some of the comments did fit into categories, however, and are summarized below for the information of the project staff.

Five teachers comment at some length on the need to reduce the amount of "book touting" by publisher's representatives.

"One sales display by all publishers displaying their wares" was requested by a teacher.¹

Seven teachers went out of the way to comment on the need for more specific and practical information to help them in presenting the program. Three of these commented that the help must be at the building level, and not through regional centers.

The other comments are essentially uncategorizable. However, strong positive feelings as expressed previously were reinforced in this question. More than half of the respondents used this item to sound words of encouragement for the continuation and spread of the project.

Projections and recommendations. How many students were and will be affected by the inservice programs that we have been considering here? No definitive answer to that important question is available now, but some estimates can be made. First, we assume that the 1,032 attendance figure for meetings held prior to our sample survey included roughly 900 different individuals. Of those, our data suggest that about half had already employed information and/or materials with their classes and that the average number of students impacted in this way was 43 per teacher. This means that some 18,000 students were introduced, in some manner, to law-focused material and/or

¹ The Chicago Public Schools operate on a four year textbook cycle. The year of this evaluation coincided with selection of new social studies textbooks. The next "social studies" year will be four years from this one. Thus, it was reasonable that textbook publishers were encouraged to display social studies texts at these meetings.

information contributed by the inservice activities in question. This is, of course, a gross underestimate of the number of students "reached" by the year's inservice programs for at least four reasons. First, an additional five inservice meetings were held after our sampling was completed, with an attendance of about 500.² This suggests an increase from 18,000 to about 27,000 students reached. Moreover, these later five meetings all were more directly focused on law-related instruction than were some of the earlier meetings, suggesting that the percentage of attendees who could and did use the acquired information was likely greater than 50 per cent. We would, therefore, raise our estimate to 28,000 students. Further, those teachers can be expected to continue and probably expand their law-focused instruction next year, giving us a figure of 56,000 students over a two year period.

Finally, we expect that the attendees are likely to influence other teachers who did not attend any of the meetings. It is impossible to accurately estimate the extent of such influence, but it does not seem unreasonable to assume that each attendee will influence, on the average,

²

19 inservice meetings were noted earlier in the table figures. Updated information for that table was not received at the time of these projections.

one other teacher. If so, then the number of students reached in some way over a two year period through (or partly through) the special inservice activities during the 1972-73 school year would be well in excess of 100,000.

Of course, the above estimate is highly speculative, being based in part on several untested assumptions. Also, to say that a student has been reached does not provide information regarding the quality and degree of the impact. Nevertheless, it seems clear that there has been and will continue to be a high pay-off for the sorts of inservice activities in which the LIASP has been involved over the past year. We are most impressed with these efforts and strongly recommend their continuation and, if possible, their expansion.

A second recommendation concerns the possibility of introducing greater efficiency into the inservice program operations. Specifically, we suggest the adoption of a system similar to one that has operated effectively for the Law in a Changing Society Project in the Dallas Independent School District. The two major features of this system are: (1) Only one teacher per school attends the inservice sessions and receives inservice credit, and (2) a second teacher in the same building in the same building is designated as the matching teacher (kind of a "buddy system"). The first teacher has the responsibility of

of transmitting information from the inservice program to the second teacher. Both receive additional inservice credit for these consultations.

To make projections regarding cost and staffing to reach appropriate students in all Chicago schools, one simply needs to know the number of schools and the average number of social studies teachers per school. Based on the above system, we need to look forward to having only about half of these teachers directly involved in an inservice program. At the junior and senior high school levels, each teacher faces about 150 students. Based on an assumption of about 40,000 students per grade level, there must be about 300 social studies teachers per grade level. Half of these would need training, the other half would be the "buddy."

Some things should be kept clearly in mind considering these projections. Most teachers of social studies know little about legal technicalities. A one or two day inservice program is not enough to make them experts in this area. There are, however, a wide variety of available materials, expertise, and facilities which can be used to help these teachers out. These include willing lawyers, policemen, members of pardon and parole agencies, the on-going court system available for visits, various audio-visual and simulation activities already on the market, and considerable textual material. An aggressive central office staff could

recommend and coordinate the use of all of the resources by interested teachers. We do not propose a regional storehouse, where the teacher must be the aggressor in seeking the information. Rather, we suggest that the central office staff seek out, through inservice programs like those used during the project's tenure, all appropriate teachers to apprise them of the availability of these resources. The questionnaire has shown that those teachers who are interested in the approach will seek additional help, and this help must be made immediately available, with minimal delay.

THE SPANISH TRANSLATIONS AND THEIR USE

From its inception, a major objective of the LIASP has been the translation of law-focused instructional material into Spanish, and the dissemination of this material for use with monolingual Spanish-speaking students. This objective was based on two assumptions. First, it was assumed that the need for law-related information is unusually great among the many Spanish-speaking students and their families in Chicago. There appears to be no question regarding the validity of this assumption. Second, it was assumed that English language material would be far less effective in this respect than would Spanish language material, primarily because of the many students whose reading ability in English is severely limited. Again, this assumption appears to be sound one, although further supportive evidence will be considered later.

Efforts in this direction began during the 1970-71 school year by the Project staff with heavy participation by the Project's Community Advisory Board. It was decided that the focus of translation efforts be on the books in the Justice in Urban America series, beginning with the book Law and the City, then moving to Law and the Consumer. The translation of these books was delayed somewhat by a rather lengthy consideration of details regarding their format. Three major possibilities were considered: (1) the in-house production, in Spanish, of the textual material of the book, a relatively rapid and inexpensive approach, but one that would result in far "less of a professional" appearing product; (2) the production of a single text containing both the English and Spanish version that would be complex and expensive to produce, but that might have advantages in terms of learning to read English language material; and (3) separate but equal versions except in the language used, an approach simpler and less expensive than the second alternative, but more expensive and time consuming than the first. Those members of the Advisory Board who also were members of the Spanish-speaking community opposed the first alternative on the grounds that inferiority of the product in its appearance would be offensive to the Spanish-speaking community, resulting in less effective use of the material. They favored the "separate but equal" alternative, and that was the one eventually adopted.

In 1972, the translation, final printing, and disseminating of the Spanish version of Law and the City (El Derecho y la Ciudad) were completed. Unfortunately, only 890 copies were printed, far less than the estimated need within the city's schools. The available copies were distributed to 14 schools within the city, and to one Community Action evening program, one occupational center, and to the House of Correction. Printing of copies of the Spanish version of Law and the Consumer (El Derecho y el Consumidor) was completed during the Spring of 1973 and copies have been distributed to 17 schools with further distribution still occurring.

Interviews with teachers and students. An inspection of El Derecho y la Ciudad and El Derecho y el Consumidor indicates that both are as attractive and serviceable in appearance as are the original English versions. To investigate the utilization and the utility of these products, interviews were conducted with two teachers and one student at the Peabody Bilingual Center and five students at Wells High School. The questions asked concerned the particular use being made of the books, the ease with which the material could be read and understood, the importance of the information to the student and his family, the importance of the books' availability in Spanish, and the desirability of making available other law-focused material in the Spanish language.

In the Peabody Bilingual Center, El Derecho y el Consumidor was used as a supplementary book both in Social Studies and in other classes (e.g. English), with students ranging from about 10 through 17. The teachers found the book very useful to them and judged the information covered as highly relevant to the students and their families. They also found the book quite difficult for many of their students in two respects. First, many of the students did not have sufficient reading ability in Spanish to read the material without difficulty. To compound this, the book contained information for which many of the children had insufficient basis to comprehend because of their relative unfamiliarity with the various institutions and practices in the United States. In short, it was stressed that extensive supplementation and guidance by the teacher is necessary if such students are to make optimal use of the material. The student interviewed at the Peabody Center reacted very positively to the book. Although she had read less than one-third of the book, she indicated that the information she had read had been interesting and helpful to her outside the classroom. She also said that her parents had examined the book and found it interesting and informative. Both she and the teachers strongly endorsed the notion of further translation into Spanish of law-related materials.

In Wells High School, the teacher interviewed had been using El Derecho y la Ciudad for only two or three months in classes in American Government and in Spanish, and again most of the students had not covered the total book. Although the five students interviewed indicated no difficulty in reading and understanding the material, the teacher judged the book as too difficult for many unless the teacher provides a good deal of guidance. Both the teacher and the students stated that the book provided them with information important to them and their friends outside the classroom. The students were about evenly divided among themselves on two points: (1) Whether the book would be seen as useful by their parents; and (2) Whether they profited more by the Spanish than by the English version. On the latter point, it is important to note that those students interviewed were selected partly on the basis of proficiency in spoken English; thus, they very likely were among the better Spanish-speaking students in reading in English also. The students did agree that the availability of this and other law-related material in Spanish would be very helpful to very many students. And finally, all three of the teachers were highly enthusiastic regarding the books and the prospect that more such material would become available in Spanish.

Several generalizations are suggested by the interview results together with other information. First, both teachers

and Spanish-speaking students are highly receptive to effective law-oriented instructional material and are likely to put them to good use. Such material does not become clearly comprehensible to these students simply by translating it into Spanish; the novelty of many of the terms and concepts require extensive guidance and supplementation. Teachers will vary in their preparedness in these respects, and many probably will require inservice training to optimize their use of these materials. That is, it is naive to think that the mere availability of high quality instructional materials is sufficient to ensure effective instruction or learning. As is described in an earlier section of this report, the Project Staff is well aware of these inservice needs, and substantial effort in this direction has been made. Still, it seems doubtful if they will be sufficient unless additional funds for this purpose are obtained. Such inservice efforts ideally should be preceded by a study of training needs peculiar to the use of these materials with Spanish-speaking students in various situations.

To shift to another point, it appears that there may be substantial benefits that will accrue to parents of these students as well. This appears especially likely in the case of the book Law and the Consumer, where the topics covered are obviously related to problems so often encountered by members of the Spanish-speaking community. In general, then,

it appears that the efforts made to date are important ones and should be pursued. In that regard, it is encouraging that several additional law-focused books have either been translated into Spanish or are being so translated. Every effort should be made to have these published and distributed as soon as possible, and to accompany such distribution with an expanded program of inservice training.

A final pertinent point is that efforts have been made by the Project Staff to obtain feedback regarding El Derecho y la Ciudad from teachers to whom it was distributed by use of a mailed questionnaire. Unfortunately, so few returns were received that little useful information was gained. The fact that such an attempt was made speaks well of current evaluative efforts of the Project Staff. Clearly, however, a somewhat different approach, perhaps one in which questionnaire mailings are accompanied by telephone calls, will be necessary.

COMMUNITY INVOLVEMENT

Of concern here is the extent of involvement in the project of individuals and agencies outside the Chicago Schools proper. Two major types of involvement are considered here: (1) Involvement of community members in an advisory capacity; and (2) The establishment of relationships with

outside agencies in such a way as to result either in a benefit to such agencies or to the Project, or both.

Community Advisors to the Project A specific objective of the Project under the terms of the initial grant received was the establishment of a viable community advisory group. At that time (1970-71), when the Project was centered in District 6, it was considered desirable to weight the Advisory Council heavily with individuals living within the boundaries of that district, and particularly with those from the Spanish-speaking community. Accordingly, the Advisory Council was formed and in February, 1971, held the first of its five monthly meetings during that year. The Council consisted of 10 members, six of whom were Board employees and four of whom were relatively prominent within the communities served by District 6. These included two members of the Spanish-speaking community. The make-up of the Council is shown in Appendix D.

Two questionable steps were taken in the formation and operation of the Council. First, the non-Board membership on the Council constituted a minority of the body, hardly what one would expect in the case of a community advisory group. Second, the Project Coordinator was elected Chairman of the Council. Clearly, an "outside advisory body" should not consist mainly of "insiders" and be led by an individual who directs the very project that the advisory group is to advise.

Attendance for the monthly meetings was relatively good for the first three meetings (70 per cent or better), then fell off rather rapidly (50 per cent or fewer for the final two meetings of the year). However, during each meeting, at least one of the four "community members" was present, and the Council did exert influence on the Project's operations, particularly concerning the translation of materials into Spanish. See the section on the Spanish translations for elaboration on this point.

Following refunding of the Project, and its shift from District 6 to a city-wide focus, the desirability of a new more broadly-based advisory body was recognized. The result is the current Advisory Board (See Appendix E) which held its first meeting in October, 1972. An inspection of Appendix E indicates that this Board was very well chosen. Less than one-third of the membership consists of Chicago school employees. The remainder represent a wide variety of appropriate backgrounds, professions, and agencies. Moreover, the Chairman of the Advisory Board, M. Cherif Bassiouni, is not a Chicago school person. Rather, he is a noted Professor of Law at De Paul University who has been intimately acquainted and involved with law-focused educational efforts for several years. An inspection of the minutes of the meetings held to date and conversations with individuals who have attended these meetings indicate that the Advisory Board is a functional

body rather than simply "window dressing" for the Project. The Advisory Board already has addressed itself to some of the most fundamental and important topics relating to the Project, including priorities in future publication and use of law-related instructional material in Spanish, expansion of the Project's relationships with other agencies and law-related educational efforts, and the desirability of continuation of the Project beyond the present funding period, including the necessity for obtaining further outside funds for this purpose. In short, it appears that the Project is doing an excellent job of obtaining effective community involvement through its Advisory Board.

Relationships with other agencies. Relationships with agencies outside the Chicago Schools began to be established as early as 1970 (e.g., with the House of Corrections and the schools of the Chicago Archdiocese of the Catholic Church). During the past two years, such contacts have increased markedly. In the Project's Final Report of October, 1972 to the Law Enforcement Assistance Administration, 17 agencies with which the Project had developed associations were listed.

- American Arbitration Association
- American Bar Association
- American Judicature Society
- American Ortho-Psychiatric Association

- Association for Supervision and Curriculum Development
- Chicago Alliance for a Safer City
- Chicago Bar Association
- Chicago Council for the Social Studies
- Illinois Citizens' Committee for Teacher Education, Inc.
- Illinois Council for the Social Studies
- Illinois Council on Economic Education
- Illinois Consultation on Ethnicity
- National Center for Dispute Settlement
- National Council for the Social Studies
- National Education Association
- Social Science Education Consortium, Inc.
- World Law Fund

Of course, some of these associations have been brief and relatively superficial. Others, however, have been important ones that benefited one or both of the parties involved as well as the general cause of law-focused education. Moreover, since that time additional relationships have been established. For example, the Project staff assisted in the implementation of a police-student liason program now functioning in certain of the schools, and recently co-sponsored two teaching inservice seminars concerning drug control and concerning student rights and responsibilities, together with the Institute for Criminal Justice, Illinois Institute of Technology/Chicago-Kent College of Law.

It seems clear from the above information that the LIASP has not been operating in isolation from the broader community and has established fruitful liason with a large number of agencies and organizations.

Future Plans and Objectives of the Project During earlier periods of the Project, particularly during 1970-71, the evaluators of the Project were concerned that long-range planning efforts were being neglected by the Project staff. That criticism does not now appear applicable. Such planning is now being given greater priority and seems to be progressing relatively effectively. A major factor contributing to this improvement has been the shift in administrative structure discussed in an earlier section of this report.

The future plans and objectives of the Project are most clearly outlined in the Proposal titled "Leadership Training Through Law in American Society Project" recently submitted to the ILEC. In that document, 25 specific objectives are delineated. The first 12 of these objectives are able to be reduced to areas of proposed activity:

- (1) Further development of curriculum guides. These curriculum guides are seen as essential to the optimal use in classrooms of law-related materials. One major section of one such guide has been completed for the high school course Law in American Life.³ The remainder of that guide would be completed along with guides for use at the elementary school

level, primarily in grades 5 and 8.

- (2) Inservice training of teachers in the effective use of law-focused instructional materials.

- (3) Continued distribution of a variety of law-focused instructional materials.

- (4) Publication and distribution of additional Spanish-language materials and translation into Greek of certain law-focused materials.

A variety of other specific activities are planned, including the establishment of resource centers for teachers, the development of a unit or course on the law for adult education programs, the publication of a newsletter and presentation of a weekly radio program both focusing on law, and the support of various law-related student activities.

The most expensive, time-consuming, and critical of these objectives are those four first described above. Both the development of curriculum guides and the inservice training activites are given high priority, and they should be. It is naive to expect that optimal, or even nearly optimal,

3

Law in American Life is a year-long course offered in Chicago Public High Schools which is a direct result of the impact of LIASP materials. It replaces the old Law in American Society Course which was offered for a semester in conjunction with Contemporary American History. Textbooks and materials for this course, and also for curriculum use in the elementary Chicago Schools, are all on the approved list, included in several categories.

use will be made of the available instructional materials without such efforts, and the Chicago Schools are committed to these activities. However, the limited resources of the Board make it very unlikely that significant progress can and will be made within the near future unless additional outside funds are obtained. Similar points may be made with respect to the purchase and distribution of additional materials, and the production of additional foreign language texts. It seems especially desirable that this Project move forward rapidly with respect to additional Spanish translations. The remaining objectives also appear well-conceived, although at least two seem to deserve further study before moving ahead. One of these is the production of materials in Greek. Although this may prove to be a very important step, the case for it has not been made as thoroughly as it should be. The second of these concerns the resource centers for teachers. In theory, there is little question regarding the desirability of such a center. In practice, however, there are important questions that can only be answered by further study. Is it possible (or practicable) to establish a single center that will function effectively for the whole of the city? If so, where? If not, what alternatives are available?

In summary, the Project's plans for the near future are impressive. The priorities selected are, for the most

part, the correct ones. It would be most unfortunate if they could not be implemented. However, despite what appears to be a sincere and intelligent commitment to these objectives by those concerned within the schools, progress in these directions is likely to be very slow in the absence of additional outside funds.

SUMMARY OF EVALUATION

With respect to evaluation studies such as this, we attempt to be both candid in an appraisal and helpful in recommendations. Thus, in our evaluation report of Project activities in 1970-71, it was necessary to be rather critical of certain aspects of the Project and to make certain recommendations for changes that were not universally popular at that time. The present report contrasts sharply with the earlier one in that respect. Despite a close examination of the Project, we have found no fundamental deficiencies. Indeed, we have been very favorably impressed with the Project's accomplishments, and especially with the very substantial progress of the Project during the past year. Our findings are summarized below.

Project Administration. The relocation of Project Headquarters and organizational modifications concerning Project administration were consistent with our earlier recommendations, and, we believe, have been the key to

much of the recent progress that we have observed. As noted earlier, the close involvement of Dr. Sullivan and her staff in the Curriculum Department have resulted in more rigorous and effective efforts in the area of curriculum design and teacher inservice activities. Elements of the Government Sponsored Programs staff have contributed markedly, especially through conducting internal evaluations of Project activities and using the information gained to improve these activities. In short, the present Project organization and administration appear to be both efficient and effective.

Law-Focused Instruction and Inservice Activities. Our evidence indicates that both teachers and students are receptive to Project efforts concerning law-focused instruction. Teachers wish to increase the extent of such instruction, and both they and their students favorably evaluate the materials that have been provided for that purpose. The various inservice programs sponsored by the Project during 1972-73 were well attended, well received, and appear to be having precisely the effect for which they were designed. That is, about half of those who attended such meetings already have used the information and/or materials they acquired through them for instructional purposes.

Based on teacher reactions and our own observations, we judge that the Project staff has done well in terms of providing inservice programs, distributing materials, and

otherwise assisting teachers in their attempts toward instructional implementation. No doubt, far more teachers will become involved in such attempts following publication and dissemination of the curriculum guide under development during this past year.

The Spanish Translations. Progress in obtaining and disseminating Spanish translations of law-focused instructional material has not been as rapid as had been hoped. However, the two books in Spanish that have been distributed to date, El Derecho y la Ciudad and El Derecho y el Consumidor, have been well received by teachers and students. Moreover, a number of additional texts have been or are being translated into Spanish and, hopefully, will be published and distributed in the near future. The potential utility of such books appears to be very high. However, their optimal use will require special efforts in terms of supplementary materials and teacher inservice training.

Community Involvement. The current Advisory Council membership appears to be excellent. That Council met frequently and has addressed some of the most fundamental issues regarding the Project. We are impressed with the contribution of the Council and anticipate its continuing value to law-related educational efforts. The Project also has successfully established working relationships with a wide variety of organizations. Such efforts have substantially extended the range of influence of the Project, and thereby

increase its general effectiveness.

Future Plans and Objectives. As reflected in the current proposal to the ILEC, the priorities outlined for the future center mainly on (1) further development of curriculum material, primarily curriculum guides; (2) teacher inservice efforts; (3) continued distribution of law-focused instructional materials; and (4) publication and distributing of additional Spanish language texts and translation into Greek of certain of these texts. Although other objectives are also outlined, these appear to be the most fundamental, as well as the most costly and time-consuming.

With a few of the reservations described earlier, we concur with the priorities as outlined in that proposal, and we believe that the quality of Project planning has improved substantially under the current Project organization.

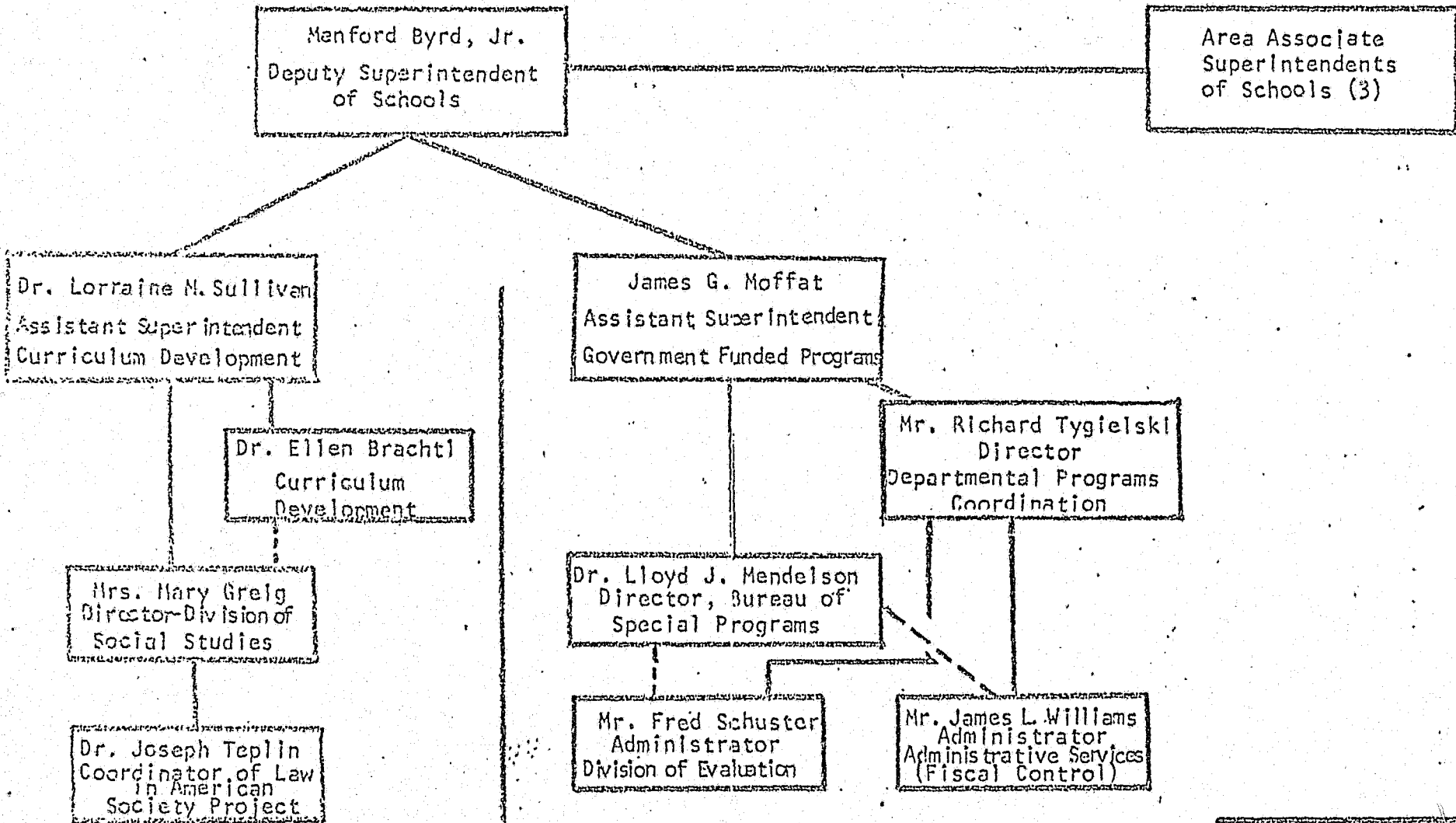
FINAL CONCLUSIONS

In our judgment, the LIASP has had a substantially positive influence on the quality of education in the Chicago Schools. We believe that this influence can continue and increase to the benefit of all of Chicago's people. We suspect, however, that the full benefit will require a continued financial input from outside the schools. Such additional funding will permit continued fruitful efforts in the areas of curriculum material development, inservice

teacher training, and distribution of additional instructional materials, particularly those translated into Spanish. Despite the enthusiasm apparent at all levels within the Chicago Schools, the absence of additional outside funds appears likely to retard markedly such efforts. It simply is not reasonable to expect that so ambitious a project as this one can achieve its aims in a period of two or three years. We see the need for major outside support as continuing certainly through the next year, and probably through one additional year. We suspect that by then the level of such support can be reduced substantially.

LAW IN AMERICAN SOCIETY
Board of Education
City of Chicago

Flow Chart - Administrative Decision-Making



permanent line of command

emergency or temporary
line of command

Evaluation audit
Independent Evaluation
Fiscal Audit
Funding

Project Program

1. Which book(s) are you using ?

- Law In a New Land
- Great Cases of the Supreme Court
- Vital Issues of the Constitution
- Other _____

- Justice In Urban America
- Law and the Consumer
- Crimes and Justice
- Landlord and Tenant
- Youth and the Law
- Poverty and Welfare

2. What is your impression of the book(s) ? (Be as specific as possible)

3. Is the book reusable year after year or is it only good for one year ? Why ?

4. How frequently do you discuss law-focused topics ?

- never
- once a month
- once a week
- more often

5. How frequently do you show filmstrips about the law ?

- never
- once a month
- once a week

What were they about ? _____

How did your students react to them ? _____

6. How frequently do you show movies about the law ?

- never
- once a month
- once a week

What were they about ? _____

How did your students react to them ? _____

7. Please list any mock-trials that you have had.

Where did you get the material for them ? _____

Comment on their success (use the reverse side if necessary).

8. Has your class gone on any field trips ? If yes, please describe them.

9. Have you tried any of the simulation activities or games from the Summer Institute ?

Which ones ? _____

Describe them. _____

How successful were they ? _____

10. Has anyone come to your class to talk about a law-related topic ?

If so, whom ? _____

What did the person talk about ? _____

How did your students react ? _____

11. Have you requested any assistance from the central office personal for this program ? _____

If so, from whom ? _____

Did you get all the help that you needed ? _____

12. Has anyone from the central office come to see you about this program ? _____

If so, whom ? _____

What did the person discuss with you ? _____

13. Will you continue to use the law-focused materials in the future ?
Why ? _____

14. Any other comments on this program ? _____

1. How did you find out about the law-focused inservice day ? _____

Why did you choose to attend ? _____

2. Which other law-focused inservices have you attended ? _____

3. Have you been able to use any of the information you obtained at this inservice in your classroom ? _____

If so, how ? (Be as specific as possible) _____

For how many weeks did you use this material ? _____

With how many students ? _____

What was your students' reaction to this material ? _____

4. If the information you obtained at this inservice was not usable in your classroom, please indicate the reason(s). _____

5. Have you been able to get all the materials from the central administration office that you would like ? _____

If not, which ones were you unable to get ? _____

6. Have you requested any assistance from the central office personal for this program ? _____

If so, from whom ? _____

Did you get all the help that you needed ? _____

7. Has anyone from the central office come to see you about this program ? _____

If so, whom ? _____

What did the person discuss with you ? _____

8. Will you continue to use the law-focused materials in the future ?
Why ? _____

9. Any other comments on this program ? _____

END