

# Annual Report 1992



EDUCATING

CITIZENS

FOR A

CHANGING

WORLD



**N I C E L**

**National Institute for Citizen Education in the Law**

144425

**U.S. Department of Justice  
National Institute of Justice**

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## Mission:

*to promote increased  
opportunities for citizens to  
learn about the law and the  
legal system.*



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**T**he National Institute for Citizen Education in the Law (NICEL) is a nonprofit organization dedicated to empowering citizens through law-related education. LRE is a unique blending of substance and strategy: students learn substantive information about laws, the legal system, and their rights and responsibilities through strategies that promote cooperative learning, critical thinking, and positive interaction between young people and adults.

### *What People Are Saying about NICEL:*

*The Street Law Program has proven very effective in educating children and youth regarding the law and I am pleased that Yale Law School was involved in it early on.*

Hillary Rodham Clinton

*I never knew that teens were so victimized by crime. But now I know how much can be done to make my school and neighborhood better. Things are really improving.*

New York City youth participating in Teens, Crime, and the Community

*The Street Law program is the most positive thing I've been involved in since I started working in law enforcement 16 years ago.*

Police Sgt. Dan Goyette, Great Falls, Montana



*When a school dropout and hard-core delinquent studies four hours a day in his detention bedroom to win the role of prosecutor in the mock trial, you know the students are hooked. The program is a resounding success.*

Sonnie DeCencio, head teacher at the Camden County, N.J., Youth Center



*This is a new way to teach civics and human rights. I believe it is essential that we do this if democracy is to have long-term stability in my country.*

Professor Luis Bates, Santiago, Chile

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## Message From the Chair



*Our youth must be prepared for the responsibilities of democratic citizenship.*

*Empower citizens with knowledge of the law.*

*Invest in democracy by showing young people the connection between their lives and the law and giving them the opportunity to practice good citizenship daily.*

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**A**s the world spins toward the 21st century, Americans face unprecedented economic, political, and social challenges.

To confront these challenges successfully, our youth must be prepared for the responsibilities of democratic citizenship. So we must ask: Do young people today have the requisite knowledge to protect their rights and fulfill their responsibilities? Do they possess the necessary skills -- and the will -- to participate meaningfully in the political process? The response to these questions may well determine our nation's future in a world that is increasingly diverse, legal, and interconnected.

At NICEL, we believe that one of the most effective ways to strengthen our democracy is to empower citizens with knowledge of the law. This will ensure that people understand their rights and responsibilities -- and know how to exercise them. While NICEL views legal literacy as a challenge for all Americans, we also know that it is essential to start early and practice often. And so we place special emphasis on youth -- on providing them with opportunities to learn about our democracy and how to function within our system of laws.

NICEL's law-related education (LRE) programs are attuned to real life. Addressing the rampant violence in our society, conflict management programs train youngsters to resolve disputes peacefully. Through service programs, young people make their communities safer and develop responsible citizenship skills. Students with disabilities learn about their rights and responsibilities under recent legislation for the disabled. And in countries struggling toward democracy, citizens learn about human rights.

The success of LRE has been documented: evaluations have shown that LRE programs reduce delinquency and improve student attitudes. But the greatest indicator of NICEL's success is its tremendous growth. Launched in 1972 with Street Law, a practical law course taught by law students in two D.C. high schools, NICEL is now active nationally and internationally. Whether at home or abroad, NICEL's diverse programs and activities are united by the Street Law philosophy: Invest in democracy by showing young people the connection between their lives and the law and giving them the opportunity to practice good citizenship daily.

As a NICEL volunteer and concerned American, I urge you to support this citizenship program that strengthens our democratic heritage. Your support will go a long way, because NICEL's use of volunteers from the community and its training of educators multiplies the impact of your investment.

Mark Gelber,  
Chairman  
NICEL's National Advisory Board

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## The Year In Review



- Indianapolis attorney Fay Williams, who headed NICEL's National Advisory Board through two dynamic terms, yields the chair to Mark Gelber, president of the College-University Resource Institute in Washington, D.C.
- NICEL goes online with CompuServe and delivers law-related education (LRE) via "distance learning." (Page 9)
- Bringing LRE to schools in 48 states and the District of Columbia and to juvenile justice settings around the country, the National Training and Dissemination Program launches its urban initiative in Nashville, Tenn. (Pages 4-5)
- Operating in 43 states, the Teens, Crime, and the Community crime prevention and service learning program expands its outreach to Native American settings, publishes a revised text with a new chapter on conflict management, gets its new national center running at full throttle, and issues its first newsletter. An evaluation finds that the program reduces delinquent behavior. (Pages 3, 8, 10)
- NICEL's D.C. Center trains teachers in the use of two new curricula on conflict management and the jury system, and develops a Street Law Calendar with the help of high school students who are feted at the U.S. Supreme Court. The center's diversion program for first offenders produces new lessons on juries and mediation and begins its expansion into community settings. (Pages 5, 10)
- NICEL's affiliate, the D.C. Street Law Project at Georgetown University Law Center, produces a new mock trial on date rape and launches a family literacy program at area prisons. (Pages 6, 9)
- NICEL expands its Street Law program in high schools at U.S. military bases in Germany and receives a new grant to establish a program in Hungary. Building on its successful initiative in Chile, NICEL also receives funding to launch programs in Ecuador, Bolivia, and another country to be selected in Central America. The Street Law program in South Africa expands to include 14 universities, and opportunities are explored for a similar program in Ethiopia. (Pages 12-13)
- A new publication on the jury system that NICEL coauthored wins an award for outstanding educational programming. (Page 14)

## Community Service

*This is a wonderful program. It has really brought together the members of our community in the fight against crime.*

Dan Phillips, TCC teacher at Sigourney High School in Iowa

*Teens, Crime, and the Community is a fun way to learn about responsibility.*

student in the Philadelphia TCC program

**N**ICEL believes that education should motivate youth to participate constructively in society. Its programs and materials are designed to give young people the skills they need to make a difference in their community. One program, Teens, Crime, and the Community (TCC), a joint project with the National Crime Prevention Council, is a model service learning program that empowers young people to make their schools and communities safer. Teens learn how crime affects them, their families, and friends. Then they develop community service projects to reduce crime in their classroom, playground, and community.

For example:

- Students at Paul Junior High School in Washington, D.C., set up a booth in the school cafeteria to hand out English/Spanish brochures they developed on the high rate of teen victimization by crime and how to avoid being a victim.
- At Sigourney High School in Sigourney, Iowa, the county sheriff helped TCC students design a property identification program for the elderly, permitted the teens to ride along in the sheriff's car, and created an internship for students in the dispatcher's office.
- Youth at the Rappahannock Juvenile Center in Fredericksburg, Va., created a video, "Safety Street Beat," which was broadcast on local cable TV.
- TCC students at the Justice Resource Institute, a secure-care juvenile justice setting in Boston, Mass., have published essays in the local newspaper explaining their feelings about having committed a crime, being locked up at Christmas, and their hopes for the future.

In June 1992, SPEC Associates conducted a national evaluation of the program. The study found that teens involved in the education and action program

- reduced their own delinquency and their association with delinquent peers.



*Photo above:*

Jessie Phillips (left) and Jenny Bucklin, students at Sigourney High School in Iowa, enjoy planning a property identification program for the elderly in their community.

- increased their belief in ethical rules and the need for law.
- strengthened their sense of altruism and community bonding.

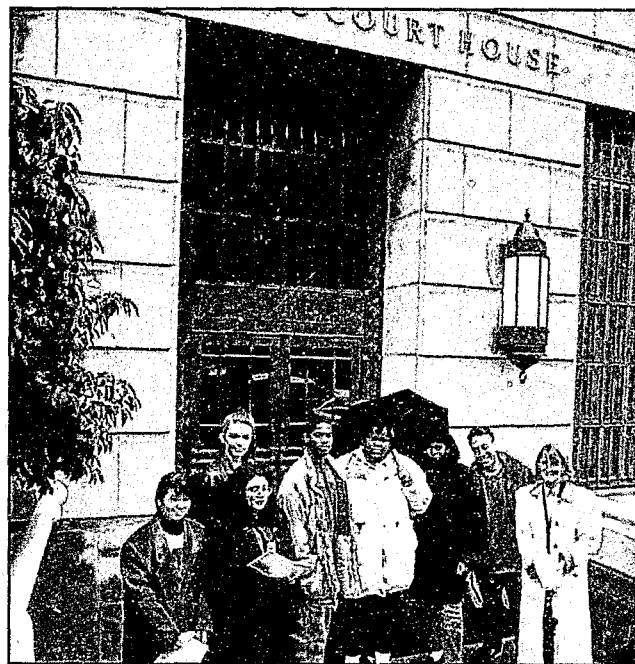
The TCC program, which is operating in 43 states and the District of Columbia, is coordinated through a national center based at NICEL and funded by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention.

# LRE For At-Risk Youth



**A**t no other time in this country's history has the survival of its youth been so challenged. Confronted with escalating levels of violence, an increase in drug and alcohol abuse, poverty, and broken homes, it is not surprising that many young people feel alienated from their schools, their families, and their communities. NICEL believes that law-related education can assist these youth, who are at risk of delinquency. LRE can empower them with the knowledge and skills they need to become law-abiding, participating citizens committed to democratic values.

To bring LRE programs to the largest number of students, NICEL participates with five other organizations in the LRE National Training and Dissemination Program (NTDP) funded by the U.S. Justice Department's Office of Juvenile Justice and Delinquency Prevention. Coordinated by NICEL, the NTDP trains educators, attorneys, law enforcement and juvenile justice professionals, and law students in LRE content and methods. Operating in schools in 48 states, the District of Columbia, and Puerto Rico, the program in 1992 reached over 1.4 million elementary and secondary students (74 percent of whom are at-risk), at a cost of only \$2.72 per student.



*Large photo, this page:*

Benson High School government students visit the federal courthouse with Pamela Stendahl (right), one of their mentors from the Miller, Nash law firm in Portland. The trip was part of the Oregon Mentor Program, which forms educational partnerships between law firms and high school social studies classes.

*Photo below:*

Sen. Ernest Hollings (D-S.C.), left, and NICEL Co-Director Jason Newman display the 1992 Lifetime Service Award Hollings received for his outstanding contribution to LRE. The award is presented annually by the five organizations participating in the NTDP: the American Bar Association's Special Committee on Youth Education for Citizenship, the Center for Civic Education, the Constitutional Rights Foundation, NICEL, and Phi Alpha Delta Public Service Center.

## Recent Initiatives:

In 1990, the NTDP launched an initiative to bring LRE to juvenile justice settings. Within two years the program multiplied from 11 to 54 sites, provided more than 20,000 hours of training to 4,000 juvenile justice professionals, and received an award from the Juvenile Justice Trainers Association. Another 1990 initiative, Drugs, the Law, and the Schools, has linked classrooms and the community in a variety of substance abuse programs and distributed books and curriculum packages nationwide. The Urban Initiative, launched in Nashville, Tenn., during the 1991-92 school year, is mobilizing grassroots support for a comprehensive LRE program targeting at-risk youth in urban settings.

## Snapshots of the NTDP in Action:

**Alaska:** The Exxon Valdez oil spill was the subject of a mock trial prepared and argued by high school seniors, mostly Alaska Native students, at a state-run boarding school. Other students served as jurors and later compared their verdicts with the real one.

**Florida:** A diversion program in Palm Beach County requires first offenders to bring at least one parent to their once-a-week evening

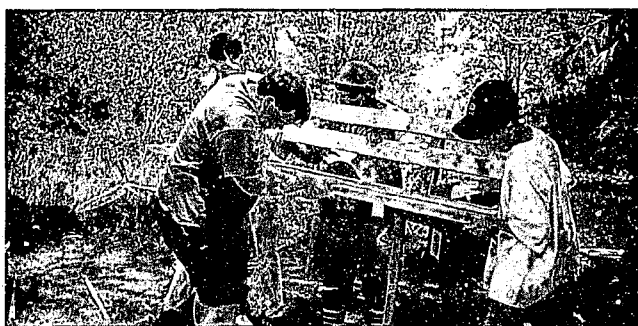


## LRE For At-Risk Youth



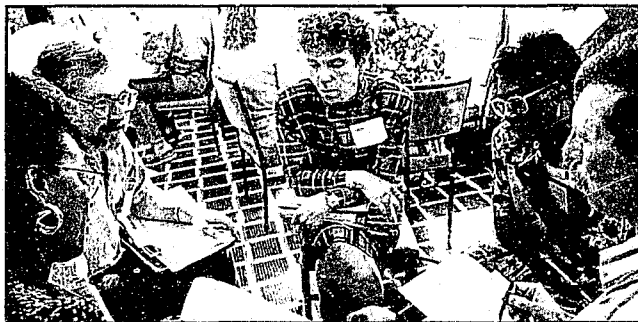
*Top photo, this page:*

Youths paint and install benches in a Pocatello, Idaho, park. The activity is part of the Learning and Serving Together Program, to which they were assigned by juvenile court. The program won a 1992 Meritorious Achievement Award from the Department of Justice.



*Bottom photo, this page:*

NICEL Associate Director Lee Arbetman (second from left) joins juvenile justice professionals for an LRE planning session at a 1992 conference in San Antonio, Tex.



LRE classes. The six-week course, which has enhanced knowledge of the law and improved family communication, has been so popular that an extension has been requested. This is in addition to other juvenile court programs such as community service, restitution, and writing/research sanctions. Kentucky: Reduced shoplifting was the outcome when juvenile court workers joined with Wal-Mart and local police to educate elementary school students about the impact of this crime on consumers and offenders. Another Kentucky effort, the statewide diversion program, includes a 12-week LRE course, teen courts, and video broadcasts. This program lowered the

recidivism rate and received a 1992 Meritorious Achievement Award from the Department of Justice.

### Evaluations of LRE:

A study of 32 schools in six states conducted during the 1980s by the Center for Action Research and the Social Science Education Consortium (SSEC) found that properly implemented LRE can reduce delinquency. In 1991, an interim SSEC report on LRE in juvenile justice settings indicated that students

- improved their attitudes toward the legal system.
- presented fewer discipline problems.
- were actively engaged in their education.
- learned important pro-social skills.
- developed empathy.

Also in 1991, Iowa LRE coordinator Tim Buzzell reported on a six-year study of LRE at the State Training School for boys. He found that high-risk factors such as ineffective social bonding, poor interactive skills, and lack of interest in learning may be ameliorated by participating in an LRE program.

*All schools can have terrific citizens ... starting with their students and law-related education.*

NICEL trainer Leigh Wilkins (Indiana)

*I know that some of us will not get into more trouble because of you three teaching us about laws and still caring about us.*

from a letter to a teacher, police officer, and attorney who taught LRE at a residential school for juvenile delinquents

### Diversion:

NICEL's ability to adapt its LRE programs to juvenile justice settings was enhanced by its D.C. Street Law Diversion Program for first-offender youths. Assigned by the court to 12 weeks of Saturday classes on practical law and juvenile justice, students practice decision-making skills, conduct mock trials and hearings, and hear guest speakers. This model has been replicated around the country through NICEL's Juvenile Court Alternative Program.

## Street Law Programs At Law Schools



*Photo, right:*

Georgetown University law student Ivonne Fleitas teaches a Street Law class at Bell Multicultural High School in Washington, D.C.



*Your first two years in law school, you focus on law with an academic point of view, but teaching law to kids makes you realize there's more to the world than just law school. You have to share what you've learned with the public.*

Kathleen Field, former participant in the Street Law clinic at Loyola University School of Law in New Orleans and now assistant to Professor Cail Clarke, who directs that program.

In 1972, Georgetown University Law Center launched the first Street Law clinic to send law students into high schools, juvenile and adult correctional institutions, and community settings to teach practical law.

Today, 38 law schools offer this program, most of them in urban areas. Street Law is a popular offering at many law schools, and some students claim it is their most rewarding law school experience.

The programs have proven to be highly innovative, often developing creative solutions to real-life problems. For example:

- Through the Family Literacy program conducted by Georgetown University's Street Law Project, prison inmates attend child development and parenting classes and then spend one night per week playing games, singing songs, and reading to their children.

- The Loyola University Street Law program presents interpreted seminars on law and the legal system to New Orleans citizens who are deaf and hard of hearing.

- The Street Law Clinic at Cleveland-Marshall College of Law in Ohio hires law students and high school students to assist its staff in mediation training in the public schools.

- In Pennsylvania, high school students attending Summer Law Camp write their own mock trial and argue the case before a common pleas judge. Law students are the teachers in this program, which is conducted by Temple University in conjunction with the University of Pennsylvania.

- Law students from the University of Notre Dame provide training in computerized legal research to inmates who serve as law clerks at the Michigan City maximum security prison in Indiana. Notre Dame law students also counsel participants in community service and job release programs at the DuComb Center, an alternative correctional facility.

### Law Schools with Street Law Programs

Alabama, University of\*  
Baltimore, University of  
Brooklyn Law School  
California, University of-Los Angeles  
Capital University\*  
City University of New York  
Cleveland State University  
Columbia University  
Cumberland School of Law\*  
Denver, University of  
Detroit, University of  
Detroit College of Law  
Georgetown University  
Hamline University  
Levis and Clark University  
Loyola University (IL)  
Loyola University (LA)  
Maine, University of\*  
New Mexico, University of  
Notre Dame, University of  
Nova University  
Ohio Northern University  
Puget Sound, University of  
Saint John's University  
Saint Louis University  
Saint Thomas University  
San Francisco, University of  
California, University of-Berkeley\*\*  
Golden Gate University\*\*  
Hastings College\*\*  
New College of California\*\*  
Temple University  
Tennessee, University of  
Utah, University of  
Wake Forest University\*  
Wayne State University  
Widener School of Law  
Yale University

\* Not yet providing credit or pay to participating law students

\*\* Administered through the University of San Francisco



## LRE for Students with Disabilities



*I enjoyed all the activities.  
I want my friends to come  
too.*

student in an LRE class at Worcester East  
Middle School in Worcester, Mass.

**Photo at right:**

Students compete in the LRE  
Academic Quiz Bowl with the help of  
counselor Katherine Storey at  
Crooked Oak High School in  
Oklahoma City.

**Photo, below:**

Sen. Tom Harkin (D-Iowa) displays  
his award from NICEL for commit-  
ment and dedication to people with  
disabilities as NICEL Program  
Director Wanda Routier looks on.  
Says Harkin: "Educating students  
with disabilities on their legal and  
constitutional rights and responsibili-  
ties is of utmost importance at this  
time. Without this knowledge, the  
recent passage of the landmark legis-  
lation, the Americans with Disabilities  
Act, could mean very little."



**T**he Americans with Disabilities Act (ADA) passed by Congress  
in 1990 focused the public attention on a population long  
ignored. Since then, however, great attention has been paid to  
how the general population has been affected by the legisla-  
tion. Materials and seminars have been made available to  
businesses that need to provide reasonable accommodations  
to persons with disabilities. A great need also exists to educate  
people with disabilities about their rights and responsibilities  
under the ADA.

NICEL has been doing pioneering work to meet this need.  
With funding from the U.S. Department of Education and the  
Commission on the Bicentennial of the U.S. Constitution,  
NICEL has field-tested its law-related education (LRE) lessons  
for students with disabilities in 11 states. The institute pro-  
vides teacher training at conferences and on-site technical  
assistance.

Students participating in these LRE programs have hearing,  
vision, learning, behavioral, emotional, cognitive, developmen-  
tal, and physical disabilities. They are acting as attorneys in  
mock trials; learning from police officers how to be good wit-  
nesses; participating in mock elections, city council hearings,  
arrests, and arraignments; and have even met with a U.S.  
Supreme Court justice.



**NICEL Special Programs  
Advisory Board**

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Washington, DC

Alexander Fernandez, Esq.  
Attorney, U.S. Dept. of Labor  
Washington, DC

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Special Education Teacher  
Charles County Board of Education  
Charles County, MD

Yolanda Grissom  
Special Education Facilitator  
Baltimore, MD

Bette Landish, PhD  
Gallaudet University  
Washington, DC

Donald McGee, PhD  
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Teacher, Maryland School for  
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Frederick, MD

Howard Stone  
Former Executive Director  
Self Help for Hard of Hearing  
People (SHHH)  
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Honorary Member  
Deborah Tannen, PhD  
Professor, Georgetown University,  
and author  
Washington, DC



## Conflict Management



*The problem is, kids are brought up believing that they are not anything unless they can fight -- we have to change that.*

Bernard Gray, D.C. Board of Education (Ward 6)

*I mediated an argument between my friends. We talked about triggers and generating options. It worked really well and now my two friends don't fight anymore.*

TCC participant in Philadelphia



"Conflict Zoo" illustrations by Francis E. Washington, Jr.

If we are to have any impact on the violence committed by and against young people, America's youth must be part of the solution. Conflict management training can provide the skills and tools needed to resolve disputes peacefully and creatively.

NICEL has provided this training at conferences for teachers at all grade levels in the District of Columbia and at sites around the country. A particular focus has been on new strategies for integrating conflict management lessons into the curriculum. One example is the use of conflicts in children's literature and fairy tales to introduce alternatives to violence. With funding from the D.C. Public Schools and the U.S. Department of Education, NICEL has even trained D.C. elementary school students to mediate conflicts between their peers.

### *We Can Work It Out!*

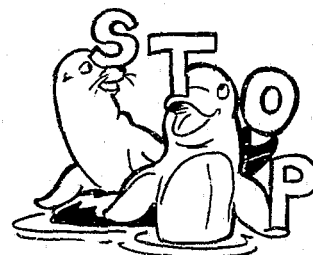
NICEL has also put its creative energies to use in developing new curricula for teaching mediation skills. The institute has been training secondary school teachers in the use of a new manual to be published in 1993: *We Can Work it Out! Problem Solving through Mediation*. It walks teachers through nine interactive lessons that carefully build the skills for student participation in a mock mediation. The manual was developed as part of the Teens, Crime, and the Community (TCC) program conducted in partnership with the National Crime Prevention Council and funded by the federal Office of Juvenile Justice and Delinquency Prevention. The Centers for Disease Control and other health

agencies have stressed the importance of conflict management in reducing youth violence and highlighted TCC as a program working effectively toward this goal.

### "The Conflict Zoo"

What happens when young zoo animals are suddenly put into a new play area without any rules? NICEL is currently drafting and field-testing lessons that involve elementary school students in resolving the animals' disputes. Beginning with conflict and conflict management skills, the lessons gradually move into other governance issues. Students learn about triggers, active listening, and generating options in the face of conflict.

Conflict management and mediation training have become increasingly popular across the country as school systems everywhere have had to find a positive response to the problem of escalating violence. NICEL is proud to be a part of the solution.

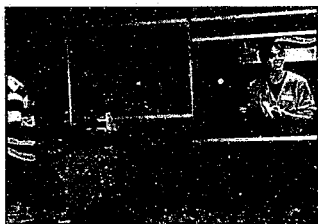


## Mock Trials



*Photo above:*  
Students from School Without Walls rejoice to learn they are 1992 mock trial tournament champions from D.C. Superior Court Associate Judge Eugene Hamilton. (Photo by Nyall Beggs)

*Photo below:*  
A student from the D.C. area engages in a role-play with a Michigan student via distance learning.



**M**ock trials, in which youths act as attorneys and witnesses, are one of the most popular law-related education (LRE) activities. While having fun, students learn about courtroom procedures, sharpen their critical thinking and advocacy skills, increase their self-esteem and ability to work cooperatively, and may even decide to become lawyers.

Since 1972, NICEL's affiliate, the D.C. Street Law Project at Georgetown University Law Center, has been developing an annual mock trial problem on a timely social issue. Recent trials have focused on date rape, educational malpractice, and sexual harassment. Street Law students from D.C. high schools argue the cases before real judges in a mock trial tournament. NICEL maintains an inventory of these trials, distributing them to mock trial coordinators and other educators around the country, who use them in statewide mock trial tournaments.

To help people conduct mock trials successfully in classrooms and competitions, NICEL offers a wide selection of materials. It has also published the *Street Law Mock Trial Manual*, which contains detailed instructions for organizing and conducting classroom mock trials plus a series of mock trial problems.

## NICEL Goes Online, Delivers LRE Via Distance Learning

**A**s a member of CompuServe, a national/international electronic bulletin board, NICEL now offers selected law-related education materials online. Ranging from case studies to mock trials, these materials include general LRE information and announcements of conferences.

Using video and telecommunications technology provided by Ameritech, NICEL has also conducted a conflict management session that linked students in the Washington, D.C., area with their peers in Michigan. NICEL National Advisory Board member Scott Satterlund, associate director of Upper Great Lakes Educational Technologies, helped to arrange NICEL's participation. Buoyed by this success, NICEL looks forward to greater use of distance learning to enhance its delivery of LRE.

*Through mock trials I can combine teaching and the law. It makes me feel better about my profession. I don't consider the work I do at Catlin Gabel as pro bono work. I just do it because I like it. It's fun.*

Jon Folkestad, attorney and mock trial coach at Catlin Gabel School in Oregon

## D.C. Center: LRE Lab For the Nation



### *Photo at right:*

WTOP education reporter Kristi King registers the enthusiasm of Hine Junior High School students following a center presentation on conflict management techniques.

### *Photo below:*

Attorneys Melanie Gerber (left) and Vincent Forte discuss a point with an Anacostia High School student as part of the center's Law Mentor program.

### *Top photo, page 11:*

At a Supreme Court reception, Chief Justice Warren Burger (retired) presents certificates of achievement to D.C. students who compiled the 1992-93 Street Law Calendar. The calendar highlights significant moments in the history of Washington, D.C., and the Bill of Rights.

### *Bottom photo, page 11:*

NICEL Co-Director Ed O'Brien presides at a human rights teleconference linking D.C. high school students with their peers in Soweto and Durban, South Africa.



**M**any of the programs featured in this report were initially developed in conjunction with the D.C. Center for Citizen Education in the Law. As coordinator of law-related education (LRE) activities in the nation's capital, the center often pilots programs that are replicated nationally.

### Crime Prevention

One such program is Teens, Crime, and the Community (TCC), which sensitizes ninth grade civics students to the impact of crime and involves them in crime prevention projects that address problems in their schools and communities. TCC includes a conflict management component and was successfully implemented in 1992 in 32 D.C. public schools and educational centers, including a school for students with emotional and behavioral disabilities.

### Staff Development for Teachers

To implement TCC and its other programs, the center emphasizes staff development for teachers. In 1992 it trained secondary-level teachers to use role-plays, mock hearings, and other interactive strategies to teach a variety of topics: the juvenile justice system, the jury process, human rights, and controversial issues such as gun control, abortion, sexual harassment, and the right to die. The center also conducted workshops on conflict management based on the new mock mediation manual, *We Can Work It Out!* Elementary-level workshops focused on due process, mock trials, and conflict management lessons from another new curriculum, "The Conflict Zoo."

### Rehabilitating First Offenders

The center continued NICEL's 13-year-old Street Law Diversion Program, which aims to rehabilitate first offenders and reduce the recidivism rate. Assigned by D.C. Superior Court to a 12-week program of Saturday classes on practical law and juvenile justice, students practice decision-making skills, conduct mock trials and hearings, and hear guest speakers. In 1992 the program created new lessons on mediating a conflict and serving on a jury, and geared up for an expansion to probation field units in the community that will incorporate police officers into the classes.



### Other LRE Programs

The center also organizes mock trials at elementary, junior high, and senior high school levels; coordinates Mentor programs that pair attorneys and government officials with high school social studies classes; directs a law academy at Eastern Senior High School; and promotes youth leadership and community service throughout the nation's capital.

### Support

Center activities during 1991-92 were supported by the Commission on the Bicentennial of the U.S. Constitution, D.C. Public Schools, D.C. Superior Court, the State Justice Institute, the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention, and the U.S. Department of Education.



## D.C. Center: LRE Lab For the Nation



### D.C. Center Advisory Board

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Elliott Hall, Co-Chair  
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Rev. Lewis Anthony  
Metropolitan Wesley AME  
Zion Church

Stuart Bindeman  
Commercial Investors, Inc.

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Hon. Fred B. Ugast, Chief Judge  
D.C. Superior Court

Del Walters  
WJLA-TV

David Wilmot  
Harmon & Wilmot

*I see these [LRE] lessons as survival skills. The students must see how the law works for them.*

elementary school teacher at D.C. Center conference

*It helped me understand and deal with conflicts that I may face in the community as well as in school and how to deal with them in a positive way. It also showed me what I can do as a student to help in my community.*

junior high school student at Teens, Crime, and the Community conference



### Law Firms Participating in Mentor Program

Arent Fox Kintner Plotkin & Kahn

Arnold & Porter

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## Around The World with NICEL



*In all my years of teaching,  
I've never taught a class with  
so much student interest.*

Judy McGuane, referring to her Street Law class at Kaiserslautern High School in Germany



If recent progress toward democracy in many countries is to be sustained, mass education of citizens in law, human rights, and democratic values is needed. Addressing this need since 1985, NICEL has hosted visitors from more than 50 countries, including leading civics educators, law school deans and professors, judges, bar association presidents, and human rights activists. Almost universally, they have recognized a great need for NICEL's innovative programs and have asked for assistance in adapting these programs for their countries. NICEL has successfully developed programs to teach citizens of other countries about law, human rights, and democracy.



South Africa: NICEL's popular *Street Law* text has been adapted for use in South Africa; the *Street Law* program, now in place at 14 universities, has produced a TV series and a national magazine for teens; and *Street Law* materials are available in English and Zulu. NICEL and Lawyers for Human Rights in South Africa developed the text, *Human Rights for All*, and conducted training in human rights around the country. High school students of all races gather annually to negotiate a constitution for a space colony and to enter a mock trial competition. Recent highlights: A Green *Street Law* program combines practical law and environmental awareness during wilderness outings for interracial groups of youths, and a *Street Law* play on juvenile arrest was presented to schools throughout Natal. Funding for the program has come from South Africa's Association of Law Societies and the U.S. Agency for International Development (AID).

Ethiopia: Elisabeth Dreyfuss, *Street Law* program director at Cleveland-Marshall College of Law in Ohio, presented a workshop at a 1992 human rights conference at Addis Ababa University (AAU). The workshop was cosponsored by the Fund for Peace and the Inter-Africa Group. Despite political turmoil in Ethiopia, the chances look good for a *Street Law* program at AAU.

Namibia: NICEL trained paralegals who now teach in the schools about the country's new constitution and laws.

Chile: Trained by NICEL, law students in Santiago are teaching civics and practical law in high schools, drug and alcohol rehabilitation centers, and juvenile institutions. Funded by the National Endowment for Democracy, the program is developing and field-testing materials on human rights and civics. In addition, planning is underway to train law students in conflict management techniques.

## Around The World with NICEL



**Ecuador and Bolivia:** A new grant from AID has enabled NICEL to extend its activities in Latin America to Ecuador, Bolivia, and a third country to be selected in Central America. More than 50 law students trained by NICEL have developed lessons on law, human rights, and democracy, and conducted classes in schools and community settings. NICEL also conducted new outreach and recruitment in Quito, Ecuador, and assessed legal and social needs in La Paz, Bolivia.

**Germany:** With funding from the Department of Defense, NICEL trained high school teachers on U.S. military bases in Germany and implemented Street Law in 11 high schools. Students are learning about the American legal system and military law, and comparing both to the law in Germany. An evaluation at several of the schools by the Center for Action Research found that Street Law students surpassed control students in knowledge gained about the law and an increase in attitudes shown to favor law-abiding behavior.

**Eastern Europe:** Eötvös Loránd University in Budapest is very interested in establishing a citizen education program with NICEL's help. The university's interest was sparked by workshops on law, human rights, and democracy education that NICEL conducted in Hungary and the then-Czech and Slovak Federal Republic in 1992.

**The Philippines:** A former NICEL staffer began a program that sends law students from the Ateneo de Manila School of Law to teach in Manila high schools.

*This program could not be more important and more timely. I do not know of anything that will aid the students more.*

Christian Cox, assistant to the Chilean minister of education

*Street Law has helped me in understanding what law is, what my rights are, what my restraints are ....*  
a South African high school student



### Cover, page 12

Published in association with the South African Street Law program, this magazine for teens receives assistance from Lawyers for Human Rights.

### Photo, page 12

The Durban delegation to the 1992 Space Colony Conference poses with Mandla Mchunu (standing, in dark shirt), director of the Street Law program in South Africa.

### Large photo, this page:

Bolivian LRE Program Director Nardy Suño (wearing white hair ribbon) and Ana Sánchez (far right), director of NICEL's Latin American programs, hear the legal concerns of indigenous women at Moon Valley in La Paz.

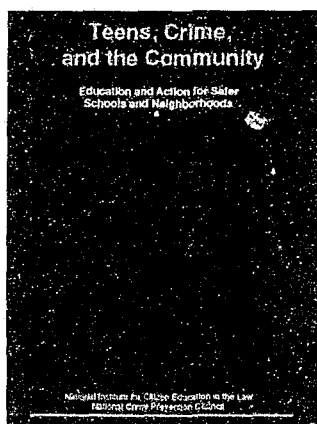
### Photo below:

Elisabeth Dreyfuss explains the Street Law program, which she directs at Cleveland-Marshall College of Law in Ohio, to law students at Addis Ababa University in Ethiopia.





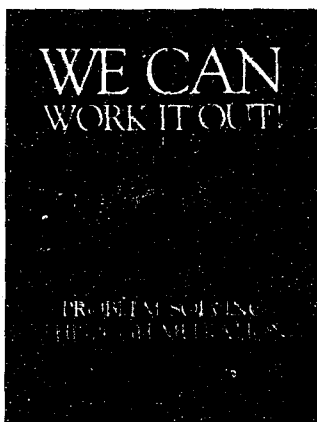
## NICEL Publications



**A** 1992 publications highlight was the revision of the popular *Teens, Crime, and the Community* text and teacher's manual. Sporting a spiffy new cover, the text features a new chapter on conflict management along with new teaching strategies, statistics, and graphics. Both books were authored by NICEL Deputy Director Judy Zimmer in conjunction with the National Crime Prevention Council.

A brand new manual, *We Can Work It Out! Problem Solving Through Mediation*, will join the list of NICEL publications in 1993. Modeled on the popular *Street Law Mock Trial Manual*, the new materials walk teachers through nine interactive lessons, carefully building the skills for student participation in a mock mediation. The manual, developed by NICEL in partnership with the National Crime Prevention Council, includes ready-to-use mediation scenarios for easy replication and classroom use.

To help young people understand their role and responsibility as future jurors, NICEL joined with the Association of Trial Lawyers of America to publish *When Justice Is Up to You*. This book involves junior and senior high school students in a mock trial that allows them to hear testimony, deliberate with the help of standard instructions from the judge, and bring in a verdict. The publication captured an award from the American Society of Association Executives for outstanding educational programming.



### NICEL Publications and Audiovisuals

#### Textbooks:

*We Can Work it Out! Problem Solving Through Mediation* (1993)  
*When Justice Is Up to You* (1992)  
*Teens, Crime, and the Community* (1992)\*  
*Human Rights for All* (1991)\*  
*Street Law: A Course in Practical Law* (1990)\*  
*Street Law Test Bank* (1990)  
*A Guide to Teaching "Participation in Government" through Street Law* (1988)\*  
*Practical Law for Jail and Prison Personnel* (1987)\*  
*Teaching Today's Constitution* (1987)  
*Excel in Civics: Lessons in Citizenship* (1985)\*  
*The Family, the Courts and the Constitution* (1985)\*  
*Great Trials in American History: Civil War to the Present* (1985)\*  
*Family Law: Competencies in Law and Citizenship* (1984)  
*Street Law Mock Trial Manual* (1984)  
*Consumer Law: Competencies in Law and Citizenship* (1982)  
*Law and the Consumer* (1982)

#### Filmstrips:

*Street Law: A Student's Guide to Practical Law* (1983)\*  
*Current Legal Issues I* (1984)\*  
*Current Legal Issues II* (1985)\*

#### Videos:

*Introducing NICEL* (1991)  
*Ethics on Trial* (1987)\*  
*Justice in the District of Columbia: Tough Decisions* (1988)

#### Newsletters:

*Street Law News*  
*NICEL Network*  
*Teens in Action*  
*Legal Citizen* (D.C.)

\* Teacher's Manual available





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We also wish to thank the following corporations, foundations, law firms, and individuals for their generous support.

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## Statement



Statement of  
Support, Revenue,  
and Expenses  
for the Year Ended  
June 30, 1992

**Support and Revenue**

**Support**

Grant Revenue .....	1,800,426.
Contributions .....	70,101.
<b>Total Support .....</b>	<b>1,870,527.</b>

**Revenue**

Royalties .....	153,674.
Interest Income .....	5,365.
Miscellaneous Revenue .....	13,014.
<b>Total Revenue .....</b>	<b>172,053.</b>
<b>Total Support and Revenue .....</b>	<b>2,042,580.</b>

**Expenses**

Program Services, Management and General Expenses .....	1,903,736.
Administrative Expenses .....	166,776.
<b>Total Expenses .....</b>	<b>2,070,512.</b>


Excess (Deficiency) of Support and Revenue Over Expenses .....	(27,932.)
Fund Balance, Beginning of Year .....	310,120.
Fund Balance, End of Year .....	282,188.

Statement of Expenses  
as of June 30, 1992


**Program Services, Management, and General Expenses**

Salaries and Benefits .....	1,034,361.
Professional Fees & Consultants .....	108,798.
Supplies .....	29,593.
Conferences and Meetings .....	91,098.
Publications and Subscriptions .....	36,031.
Travel .....	143,830.
Postage and Couriers .....	27,350.
Telephone and Utilities .....	26,797.
Printing and Duplication .....	64,229.
Equipment/Rental/Lease .....	59,437.
Depreciation .....	17,379.
Interest Expense .....	47,352.
Miscellaneous .....	12,404.
Direct Program Expenses .....	205,077.*
<b>Total .....</b>	<b>1,903,736.</b>
Administrative Expenses .....	166,776.
<b>Total Expenses .....</b>	<b>2,070,512.</b>

\*payments to subcontractors under grants.



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