

DOCUMENT RESUME

ED 178 452

SO 012 120

TITLE Proceedings of Citizen Education Conference  
(Princeton, New Jersey, April 26, 1978).

INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 78

GRANT OB-NIE-78-0207

NOTE 53p.; For related documents, see SO 012 119-121

AVAILABLE FROM Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 (\$3.25)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Adult Education; Child Development; Citizen Participation; \*Citizenship; Educational Needs; Educational Objectives; Educational Planning; Educational Practice; \*Educational Responsibility; Elementary Secondary Education; \*Futures (of Society); Global Approach; Political Socialization; Program Development; School Community Cooperation; \*Social Change; \*Social Studies; Values

IDENTIFIERS New Jersey

ABSTRACT

The conference provided a forum where educators, members of public service organizations, members of the citizen education component of Research for Better Schools (RBS), representatives from industry and community groups, and representatives of the New Jersey Citizen Education Planning Committee could explore citizenship education in light of the conference theme, "Toward the 21st Century." Topics discussed in the four main speeches and small group sessions included the accelerated rate and scope of social change, global interdependence, democratic values, decision making, curriculum development in futures education and global education, specific needs of citizenship education programs in New Jersey, cultural differences, goals for citizen education, involvement by RBS in citizenship education, and development of children's belief systems. In the closing remarks and commentary on the conference, a Senior Research Fellow in the citizen education component at RBS emphasized that the various interest groups involved in citizenship education can agree on major objectives if they learn to communicate with each other. The speaker concluded by emphasizing that citizenship education groups such as RBS should stimulate discussion about citizen education at state and local levels and should work toward developing and implementing citizen education models in the state of New Jersey. (DB)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED178452

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Willie Rouk

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PROCEEDINGS OF  
CITIZEN EDUCATION CONFERENCE  
PRINCETON, NEW JERSEY  
APRIL 26, 1978

Research for Better Schools, Inc.  
1700 Market Street/Suite 1700  
Philadelphia, PA 19103

SP 012120

Published by RESEARCH FOR BETTER SCHOOLS, INC.  
Opinions expressed in this publication do not necessarily  
reflect the position or policy of the National Institute of  
Education, and no official endorsement by the National  
Institute of Education should be inferred.

The work upon which this publication is based was  
performed pursuant to Grant OB-NIE-78-0207 with the  
National Institute of Education, Department of Health,  
Education, and Welfare.

Copyright © Research for Better Schools, Inc., 1978

TABLE OF CONTENTS

	Page
FOREWORD	
Frank Falconieri . . . . .	v
PREFACE	
Barbara Z. Presseisen . . . . .	vii
OVERVIEW . . . . .	1
WELCOME TO PARTICIPANTS	
Frank Falconieri . . . . .	3
Fred G. Burke, Commissioner of Education for New Jersey . . . . .	4
RBS GOALS VIS A VIS NEW JERSEY	
Barbara Z. Presseisen . . . . .	11
MORNING SMALL GROUP SESSIONS . . . . .	22
CHILD DEVELOPMENT CONCERNS FOR CITIZEN EDUCATION	
Irving E. Sigel . . . . .	25
AFTERNOON SMALL GROUP SESSIONS . . . . .	39
COMMENTARY AND CLOSING REMARKS	
Russell A. Hill . . . . .	42
Frank Falconieri . . . . .	45

## FOREWORD

Educational institutions must prepare students to function effectively and respond creatively to the issues they will address as citizens in a democracy. Given the accelerated rate and scope of change which characterize the present and can be expected to continue into the future, educational planning must be able to respond to new issues as they emerge.

The students of today and tomorrow will live in a more interdependent world than have any generations before them. Current issues such as global energy depletion, escalating nuclear armaments, and economic interdependence are evidence of trends in this direction. As regional and local events become increasingly subject to the effects of decisions and events in other parts of the world, citizens need broader skills and competencies to understand and participate in decisions which affect them. Moreover, as the state and the country increase their involvement in multinational economic relationships, citizens will need new skills for international careers, as well as for making decisions affecting the well-being of New Jersey. Curriculum emphasis in global education, energy education and futures education are now identified as necessary for preparing students with the attitudes they will need as citizens in the 21st century. New needs will also emerge and must be identified and provided for in the curriculum as their significance becomes recognized.

In order to accomplish their educational mission, the schools will themselves have to be aware of and able to adapt to these changing conditions. Anticipation of and preparation for future trends is basic to the success of the schools. Changing economic conditions, shifting populations, energy questions and global interdependence must be addressed in the institutional planning of schools as importantly as in the curriculum. For example, recent trends in regional economic change and decline may, if extended into the future, have serious repercussions for public education in New Jersey. The level of economic activity in the state and in specific communities has a strong influence on enrollment and on the tax revenues necessary to provide education. Changes in the structure and composition of the state's economy will affect the demand for different kinds of training, such as vocational or other specialized training. The quality of the educational system also affects the level of economic activity in the state. If major employers base part of their locational decisions on the availability of skilled manpower, then a high quality educational system directed toward future needs can contribute to the economic stability and growth of the state.

Systematic short- and long-range analysis of such trends, and of new significant issues as they emerge, is necessary for both curriculum development and institutional planning in New Jersey's schools. Public planners, academic forecasters, and private industry planners should cooperate to provide the information needed for effective curricular and institutional development.

*Frank Falconieri*  
*New Jersey Department of Education*

## PREFACE

Every society is obliged to prepare its citizenry to be able to prosper and succeed in the adult life of the community. At the same time, the society must enable these same citizens to become effective participants in its governance and responsible members of the social groups constituting society itself. Throughout American history, different periods have characterized the best form of education to realize these obligations. Like history itself, each generation must redefine and implement citizen education in terms of contemporary needs and available resources. The same situation prevails today.

In a democracy, the improvement of citizen education instruction is not merely a matter of educational expertise or research capability. It is an enterprise, intimately related to the goals of the society at large and, ultimately, to the ability of the educated to participate in the society and to shape its very purposes. This unique interaction underlies the collaborative relationship between RBS and the state educational authorities in the tri-state region of Delaware, New Jersey, and Pennsylvania. As partners in a joint effort to improve citizen education, RBS and each state authority can: (1) determine what, in existing school situations, prevents the full educational development of effective citizens; (2) enlist the support of the community at large, through representative participants, to facilitate a statewide educational program to maximize citizen development; and (3) plan and implement such a statewide program according to the soundest principles of educational research and development.

There are two tasks RBS and the three state departments of education should attend to as they pursue their common purpose. Together, they should research, and then develop:

- a methodology that school practitioners can employ which enables them to develop various programs in citizen education, determine the delivery strategies which are most appropriate for their new programs, and assess or evaluate the effectiveness of their new citizen education programs.
- a replicable dissemination strategy so the improved methodology can be made available throughout the instructional support system of a given state, independent of the original developmental site or sites.

In sum, the major intention is to assist school practitioners to develop their own capability to apply R&D processes and products in the improvement of their delivery of citizen education instruction and to do so within the context of community involvement and participation.

*Barbara Z. Presseisen  
Research for Better Schools*

## OVERVIEW

The Citizen Education component of Research for Better Schools, Inc. (RBS) is developing a partnership with the statewide school improvement programs in the tri-state area of Delaware, New Jersey and Pennsylvania. The purpose of the partnership is to develop and implement citizen education programs in the three states that will enable students to become more effective participants in democratic society. One of the first joint efforts of RBS and the State Department of Education in New Jersey was a workshop entitled "Toward the 21st Century: A Workshop on Citizen Education." The workshop was convened by Frank Falconieri, chairperson of the New Jersey Citizen Education Planning Committee, and was held on April 26, 1978, in Princeton, New Jersey. In attendance were members of the New Jersey State Department of Education, members of the Citizen Education component of RBS, representatives from other educational and public service organizations, and representatives from industry and community groups in the state.

The objectives of the workshop were:

- To explore the need for and the possible scope of citizen education;
- To develop tentative objectives for citizen education;
- To explore the interest in establishing a statewide commitment to citizen education; and
- To generate ideas concerning procedures for the creation of a statewide citizen education effort.

Through intensive work in the small group sessions, the objectives of the workshop were met successfully. Those persons attending expressed a consensus as to the need for citizen education in the state of New Jersey and a commitment to working toward meeting that need. A list of objectives for citizen education in New Jersey was formulated and a number of ideas for bringing about a citizen education effort throughout the state were generated.

The pages that follow include a transcription of the addresses presented at the workshop (slightly edited for the printed page), a report on the work done in each of the two small group sessions, and a report of the summation presented at the end of the workshop.

## WELCOME TO PARTICIPANTS

The participants in the workshop were welcomed by Frank Falconieri, chairperson of the New Jersey Citizen Education Planning Committee and Assistant Director of the Office of Planning Services for the New Jersey Department of Education. The text of Dr. Falconieri's remarks is given below.

Welcome to the first of what we hope will be a series of state workshops dealing with a range of categories and topics in citizenship education. Today's workshop has been structured to bring together persons from many groups in New Jersey, including industry, private and public agencies, and advocacy groups, to talk about citizen education. We hope that you will be able to give some direction to the State Department of Education and the State Board of Education on citizenship and the responsibilities of citizenship and citizenship education.

Although many of us feel that we probably know what citizen education is all about -- we all had civics courses in high school and have participated in various kinds of community activities -- in reality the topic is not easily understood or easily fathomed. Citizenship education has been thought of by some as political in nature or as legal in nature by others. Lately it has taken on some environmental qualities, and some advocacy and equity qualities as well.

Actually we are not quite sure what citizen education is supposed to be, but we do know it is an important topic. We also know that we need to tap the resources of New Jersey -- the resources of our citizens and the resources of our decision-makers. That is why we have asked you to come and be with us this morning.

One of today's activities will be to develop some major goals for citizen education in New Jersey. We also want to set the stage for a working task force that can help us put together a five-year master plan for citizen education in this state. So by the end of today we should all have a good sense of where we are now and where we are going in citizen education.

Dr. Falconieri then introduced Fred Burke, Commissioner of Education for New Jersey, who spoke concerning the need for citizen education and what the nature of a program in citizen education might be. Dr. Burke's address follows.

Your concern today -- citizenship education -- is one that is personally very close to me, one which I may not be able to be really objective about. My background is in political science and I have taught in that field in this country and abroad for many years. I was also involved in government from a political point of view in Rhode Island and in New Jersey. Often over these years I have reflected about the nature of civic order and about what citizenship means.

The authority of the state is enormous. But recently we have seen that authority taken in rebel hands in country after country. In many areas we have seen a breakdown of civic order, of the willingness to obey. Now obviously, civic order is not dependent solely on force. It can't be. There isn't enough force -- there aren't enough machine guns -- available. By and large, the exercise of the state's authority is with consent. And it is a consent built upon understanding rather than on fear. In other words, you stop at a red light not solely or primarily because you know you will be arrested or otherwise punished. You stop because you realize

that if you don't, that if nobody stops at a red light, then you and other people might be killed.

Underlying that understanding is a kind of human cohesion which is terribly important. We say to ourselves, "There but for the grace of God -- or Allah or Buddha -- go I." Therefore, it is not only that I might get killed if I go through the red light, but that someone else might get killed. This sense of the brotherhood of all humanity, however, is not genetically innate; rather, it is culturally acquired. I say this because of some experiences I had in Africa.

Many years ago in Uganda I spent some time with a certain small tribe. The members are wonderful people who have a deep sense of obligation to all tribal members, but they do not have any sense of obligation to anyone who is not a member of their tribe. Therefore, if a fellow tribesman is hurt or in some kind of trouble, they have compassion to the point of sacrificing their own lives. I have seen them do this. But on the other hand, if the person is not a member of their tribe, they might find his discomfort amusing.

I was with a member of this small tribe once when we heard someone crying in pain in the deep grass. We stopped and at first I was almost ill. The man had been speared and was bleeding badly. I thought my reaction was natural for anyone, and it is true that my companion was also terribly alarmed -- until he found out that the man was not a member of this tribe. Then he was amused, literally amused, at the man's plight.

Other experiences that I have had, and my reading in philosophy and poetry for that matter, have further convinced me that this sense of obligation to other people is not innate; that it is something that must be learned. Furthermore, I am convinced that this sense is the very basis of civic order

and I am concerned that there seems to be evidence indicating that this fragile sense of obligation to others is breaking down.

It is not breaking down only in the way which conservatives might point out: the crime in the streets or the tendency for persons to identify with gangs or other groups to whom they feel more responsibility than to society as a whole. It is also breaking down in the area of public service: the willingness of people like Agnew or Nixon to say that everyone is in public service for themselves; therefore, it is my right to milk it for what I can get out of it. That may work temporarily, but it doesn't work very long because the whole structure will fall apart.

Further evidence of the breakdown of this sense of human cohesion may be found in election results. You might expect that the way people vote would reflect their belief in the brotherhood of humanity, their desire to do what is in the best interest of all. But it doesn't work out that way any more. In local elections referendums to raise funds to build schools are defeated. We have schools in New Jersey which are on double and even triple sessions because of this. In other elections it has been demonstrated that you cannot pass any bond issue when senior citizens oppose it. You can't get the state legislature to put money into the cities. And it is very difficult now to get an educational budget passed at either the state or the local level.

This breakdown of human cohesion is a breakdown of what I call the civic order. It is a spiraling kind of thing that feeds on itself, and I don't think that education as it is today will turn that spiral around. In fact, I am convinced that the spiral will not be turned around without fundamental changes in education. And because we are educators, we have a responsibility on our hands.

I recall a book that I read many years ago, an early Freudian interpretation of what happens to civilizations and societies. It contrasted the evolution of the fascist society in Germany with the evolution of a relatively democratic society in England. The author began his study with the early nineteenth century when there were relatively comparable political, social, and communal institutions in both societies. Then he identified a small happening that became an irritant which changed German society. As a result the family structure became relatively authoritarian; then the schools became authoritarian; and then the political structure became authoritarian. He indicated that this spiral led inevitably to a fascist, chauvinist antidemocratic society in Germany.

The author then identified a different small happening in history that became an irritant in English society. That too led to a change in the family structure, to greater promiscuity and more children. It also led to more freedom in the schools, to more freedom to teachers, and to more freedom in the universities. Finally, the political system became increasingly democratic and has been perpetuated that way.

The specific irritants which were mentioned are unimportant today and I don't know that I accept the irritants theory. But I do think that the trends which move society in a certain direction tend to feed on themselves, in the way the author outlined, building up a momentum that is very difficult to cope with or reverse. One of our problems is that the momentum affecting our society is already on a rather rapid downward spiral. We have got to find a way to build into our educational system an irritant that will begin to turn this spiral around. Then hopefully there will be an upward turn. It is clear we are not going to do this alone. But on the other hand, I don't think it is going to happen without us.

It is amazing, when there is a surplus of resources around, how magnanimous we all are. We are prepared to say, "Sure we can change. We can do more for the blacks." You say, "What is it going to cost me?" And we say, "It will cost you nothing because there is a surplus of resources." So I say, "Fine, I want to do everything I can. I love children. I want you to spend that money; I want you to use those resources."

But in an era where the resources are clearly finite, the only way to distribute those resources is to redistribute them. And that means that some people have to give up some of what they now hold. At that point we have to redefine and develop powerful arguments and strategies to maintain the status quo. I think we are at that point now. We are entering a postindustrial era which tends to bring out the worst in people. We begin to see some of the social gains of the 50's and 60's being threatened: For example, our concern now is not so much desegregation in our schools as it is resegregation.

In many ways we are fighting a holding action. We are trying to distribute the resources that are available to the cities and trying to provide the cohesive glue so we don't fly apart into tribal clusters. But no one wants to pay for that glue because it has to come out of someone's hide. Many people don't want to. They are more inclined to take the resources, and use them to build defensive mechanisms such as police forces and structures that tend to hide reality from people who are not well-educated.

Now, let me sum up. The civic order, which is based on a sense of human cohesion, is in a downward spiral, heading toward a breakdown. This

sense of cohesion of the brotherhood of all humanity, however, is learned and it is learned through education. Therefore, education must be changed so that this value is taught.

At this point I would like to consider what is the meaning of education. I think that everyone involved in education has an obligation to deal with this question.

To me, education is a quest for human dignity. This may be an egotistical thought, but there is something about the nature of man that is unique and unusual. Unlike any other creature, man has dignity. By that, I mean each person is unique. There is no other existing organism exactly like any one person and each individual occupies a special place in the universe. It is a place that no one else occupies. That fact attaches extraordinary worth to that person. Education to me is a process wherein we help the individual to first identify his or her own worth, his or her own sense of uniqueness and pride, which I sum up as dignity. And in that process, of course, one then comes to appreciate the value and worth and dignity of others. You can't really have respect for other people unless you feel some respect for yourself.

Now that is what education is all about and to me that is what citizen education is all about. It begins with self and is an ascending process wherein your sense of self-worth and self-value leads you to respect and appreciate the dignity and the worth and the uniqueness of others not only in your group but also in groups outside your own.

It is as if we are all members of small tribes and it is imperative that education somehow or another indicate to us that we are also part of a larger universe. Education must help us to develop a sense of dignity that transcends our small tribal unit; otherwise we will not survive. This is why I perceive of citizenship education, not only as the traditional learning of one's obligations within the more orthodox but readily perceived political structure of one's country, but also as the perceiving of one's sense of obligation as a human being to an interdependent world. If one reads the words of Christ or Mohammed or Buddha or Moses, it is all there. It is all the same thing. It is the Golden Rule and somehow or another we have got to find a way to incorporate this message into the education of children.

And if there is anything to my analysis that there is a spiral moving in a downward direction, then we have got to find the kind of irritant to turn that spiral around and stop its downward movement. I think the conference that is scheduled here today, the "Moving Toward the Twenty-first Century: A Workshop on Citizen Education," is the beginning of that kind of irritant here in New Jersey. So I want to wish you well for what I think is a terribly important meeting.

## RBS GOALS VIS A VIS NEW JERSEY

Barbara Presseisen, Director of the Citizen Education component of Research for Better Schools (RBS), spoke to the workshop participants concerning the role of RBS in New Jersey's citizen education efforts.

The text of Dr. Presseisen's remarks follows:

Our combined task today is a welcomed one. Research for Better Schools, the laboratory Dr. Burke referred to and formally welcomed to New Jersey, is pleased to join the New Jersey Department of Education in sponsoring this meeting. I thank Dr. Burke for his cooperation and for the opportunity to meet with you.

When I called the Nassau Inn to make arrangements for this conference, the woman at the sales office asked what corporation I represented. I said Research for Better Schools. She replied that we certainly need a lot of that.

I am sure you know about the New Jersey Department of Education. Perhaps you are wondering about the work of Research for Better Schools. It is my responsibility to tell you about our laboratory. I am Barbara Presseisen, the Director of the Citizen Education component at RBS. I would like to tell you how our laboratory is going to work in partnership with the state of New Jersey in the area of citizen education. RBS is one of 17 nonprofit research and development laboratories and centers spread across the United States. Its history goes back to the mid-1960's. RBS began its research in curriculum development areas and

now engages in various activities of technical assistance, primarily in the region of New Jersey, Delaware and Pennsylvania. We have worked with schools. We have developed materials. We have trained teachers and administrators. We have worked on various kinds of educational research, evaluation, and dissemination in these three states, as well as in many places across the country.

Our basic funding is primarily from the federal government. In our work today, the National Institute of Education is funding this conference through a grant in the area of citizen education.

Our major mission is to work with New Jersey, Pennsylvania and Delaware in implementing their own state improvement programs. We need you to be proactive as taxpayers, citizens, and members of the organizations you represent in the state of New Jersey. Through Frank's work and the efforts of the New Jersey Department of Education, we are trying to find out what you want to take place in the schools. Then it is our job to help deliver such a program in terms of responsible education research and development principles. In many ways we are just beginning to scratch the surface of that work.

Some of the things that Dr. Burke mentioned are really pedagogical or psychological questions. How, in fact, do children learn values? How do they become eager participants, in a positive way, in society? A little later this morning we will hear Dr. Irving Sigel, an expert in child development, discuss some of the concerns of citizen education that we are considering. But these are really difficult questions and there are many

difficult questions to sort out, in terms of deciding what a program like this is going to do and how we are going to do it.

Our citizen education program at RBS began in December of last year. We are just completing the first preliminary research activities in our workscope. RBS believes that we must have a knowledge base at our command, at least in terms of what is known and what kinds of information are available on the development of citizenship. There are eight members of our staff who work in various ways on this knowledge base of citizen education. They collect and produce a variety of materials that we think are important to our potential clients, the people with whom we work in the three states.

We have been tracing the history of citizen education and we have found, through a conference of some of the most outstanding American scholars in that field, that various historical periods have each redefined citizenship.

Whether it was patriotism or Americanization or the melting pot theory that guided these various historical periods, they have had different visualizations of what schools or societies should be doing in the area of citizen education. RBS will soon publish these historical papers as part of our knowledge-building activity.

We have also developed a working definition of citizen education, which you will find in your folder. We raise questions not only about what citizen education is, but also about what are its component parts, and how are they manifest in real performance. There are many who say citizenship means everything to everyone. We feel we must not only define citizen education, but also determine what objectives such a definition must serve. Thus, we

have completed a study of objectives in citizen education across the country, in terms of what people, state educational agencies, and various civic organizations have set as their goals for citizenship. One of our jobs today is to set some beginning goals in citizenship education for the state of New Jersey.

We have also looked at the historical basis of past citizen education efforts. RBS is engaged in the study of related instructional materials and has examined energy materials, environmental materials, global education materials, and law-related education materials. Teachers don't really have to make anything new. A world of products already exists. But to know about them, to know if any of them are any good or if they are effective with students is another question. Do they work? Do they teach? Do children like them? Do they meet the stated objectives? RBS is trying to answer those concerns.

We have been gathering information about measuring and assessing citizen education. Again, there are more questions than there are assured answers. Measuring a child's value system, finding out whether he or she is inclined one way or another in terms of a disposition or value, is a very difficult task. In conjunction with that, we have been looking at the variables of learning. What, in fact, and how, in fact, do you learn citizenship? What experiences help children learn? What teaching strategies can we examine which seem to be the most promising for the goals we set?

We have also collected a compendium of information about organizations and people concerned with citizen development. We have researched the

tri-state region we deal with and across the country as well. It is amazing again to learn how much material has been developed, how much energy is expended, and the sheer number of people who are working in this area. Through private organizations, through businesses, and through public agencies, there is an enormous effort concerned with what is citizenship or citizen development for children. Whether it is the YMCA or the Boy Scouts or some other organization, they all have that common concern. Very few of these agencies, however, are systematically studying the effects of their activities, at least not in terms of what really happens to youngsters involved in these experiences. We think that these effects need to be studied.

RBS has looked at the 50 states in terms of what is required in their curricula, in terms of mandated activities, and state programs. We have tried to get these disparate states to talk with one another.

What is known about values formation and the development of personal ethics? RBS has been interested in affective education for many years and many of the publications you will see outside are products of the kind of research we have conducted in that area. Citizen Education will incorporate that work, and we hope to advance it further in our new tasks.

We are also looking at what is happening in classrooms right now. Many of you saw a copy of the survey which New Jersey as well as Pennsylvania and Delaware have recently cooperated with us in conducting. We are now getting the responses about actual practices and activities in citizen education which are going on in elementary and secondary classrooms today. That information will help us plan future activities in the three states, as well as to build common goals with what already exists.

That is what we are about in terms of the basic knowledge we are trying to build at RBS. It is a foundation for the future program we hope to implement in the three states next year. We will become involved in actual teaching sites with real schools, real teachers, and real communities. The activities of research and development at those sites will be based on questions and concerns that the people in that community want to explore. Citizen education must begin with what the people involved in that particular site want to do. By people we don't mean just the school community. We mean the whole community in which the school exists.

We hope to locate some other sources of funding for the site research. Programs like Title IV-C or other kinds of federal research can bring funds in for such special study, for personnel development and for technical assistance. That is what we see as our role, and that is what, at the moment, the NIE is willing to sponsor as a potential model for change in this important area.

There is one other aspect that is important and I mention it because it involves other people who are working with RBS. We have a state committee in New Jersey, as we have state committees in Pennsylvania and Delaware. In these committees, people across the state with various interests and backgrounds are able to help shape policy and decision in the citizen education program for their state:

I think one of Frank's interests today is to identify people beyond the New Jersey Department of Education who want to be involved in such a committee or task force and have input into its work from a larger, state-wide perspective.

To that group, RBS brings not only its abilities and professional skills, but also the resources of a technical resource panel whereby we are able to tap the talent of many experts across the country.

For example, if we find that a statistical measurement in our testing is very important to our research and it is different from the kind of measurement which is done elsewhere, we call on the best person we can find from our panel to bring his/her talents to bear on these important questions. We have that kind of capacity.

Just last week at the University of Pennsylvania, Dr. Burke participated in an ethnography colloquium that RBS sponsored with the graduate school faculty. Ethnography can be used as a research tool in actual teaching sites.

To study the larger community and the interactions of the many subgroups of a school, ethnography is an exciting possibility for educational research. A member of Penn's faculty, and possibly several graduate students, may be involved in the kind of ethnographic research we are planning. This offers us a chance to tap talent even beyond the people in the traditional education research field.

The central question is what can be done in the field? Combining RBS' educational research expertise, the support of the New Jersey Department of Education, and the involvement of the local site -- its teachers, children, even the custodian who might be a very important person in the students' development -- what can we do in citizen education today? When we have

examined this question in specific school sites, we hope to be able to disseminate the results of our study in a larger state program.

I want to mention some of the factors in our society that indicate the need for redefining citizen education. It is not that we have to find one definition that constantly works. But it seems in the American experience there are aspects that call for a redefinition of what, in fact, a citizen is. If we only bring Plato's dialogues up-to-date and say that it is not man that is the political animal, but humans, we shall have begun that redefinition.

There is the National Assessment of Educational Progress, whose testing results are available every three-year period. The 1976 results have been reported recently and they show, unfortunately, a decline in the very basic knowledge structure about government and the functions of government in our society. These are tests, somewhat like SAT's, that are given to 13- and 17-year-olds across the country. The results in this case are about 13-year-olds; they compare the 1973 test results with those of 1976.

One of the surprising findings that came out of the 1976 test was that fewer 13-year-olds selected freedom of religion as a right guaranteed by the Constitution compared to their peers in 1973. In terms of the history of this country, that is a very uncomfortable fact to deal with and one that strikes me as a serious concern for citizen education.

Perhaps more disturbing is the NAEP finding that there was a loss, in terms of understanding of and willingness to participate in, the political process among 13-year-olds, comparing 1973 and 1976 results. Obviously, some messages are not getting through to these youngsters. This assessment shows some important aspects of citizenship that need revitalizing, if not redefinition.

Interestingly enough, there were mixed successes in terms of the scores of students, 13- and 17-years old, in recognizing Constitutional rights. This occurred in the 1976 test, after Watergate and after Vietnam. Relative to the experience of the total society, it seems to say that the findings are difficult to understand, and the results need to be compared with future performance as well as analyzed in depth. That is true of all testing in this area.

Dr. Burke mentioned already that distrust of government officials, the corruption of politicians and disenchantment with the political process itself are important factors to keep in mind when thinking about citizen education and young Americans. This is true when examining their own anti-social performance, as well.

RBS has completed several studies on violence in the schools and disciplinary problems in education. In my conversations with persons in the three states, this is one of the first topics to be raised as a concern in citizen education. We must examine and try to find out what are the causes of such violence, and how the structure of the educational institution, or even the influence of television, contributes to such a distorted view of citizenship.

Another factor that is difficult to deal with, yet one that affects the political and social activities of youngsters, is the role of changing patterns of American family life: single parent homes, working mothers, later marriages. How do these developments influence one's view of citizenship? Do they influence actual classroom experience or the interaction

between the school and the social development of the young? We need to find out.

The general problem of withdrawal from social responsibility is also a concern for citizen education. The role of drugs, the irrational attraction of far-out religions to youth, and their view of terrorism, are all potential areas of study when we are in the field.

One of the things we did for this conference was to prepare a pre-survey of those who planned to attend, asking them what they wanted in citizen education. We could not really group you on the basis of your responses, as there were too few, but in terms of the responses returned it was interesting to note that the three areas of highest rating were the process areas, not the content dimensions. You wanted critical thinking, problem solving, and inquiry skills to be the focus of citizenship. That may show that we are probably a rather biased group here today, and perhaps we will have to work on that, but it also shows we have a fairly cohesive view of what we think citizenship entails.

Let me take just a few moments to tell you about your role today. It was Frank's intention that this group should represent more than just the schools, more than the New Jersey Department of Education; it should be representative of the community at large. I think we have that today. We want to hear you and to have you exchange with other members of the conference. Consequently, we are going to break into small groups and move away from this podium for a good part of this morning and afternoon.

We hope to build an awareness of others' views. Part of our objective is that you become aware of the perspective of the other persons with whom you are talking today. We want to develop commitment for the activities that we can conduct together, especially the long-range goals that we can set for the state for the next five years. We hope the remaining program today will build toward these objectives.

Please enter into the process. How do we get someone to be proactive? I guess we will have to capture you intuitively and spontaneously. But your role today is really to be active and to talk to others, to those of us in the New Jersey Department of Education and to those of us at RBS, and to your fellow participants in the conference. Carry this dialogue beyond the Nassau Inn in Princeton, as rarefied an atmosphere as that is. We are here on vacation, in a way, to enjoy ourselves in being spontaneous and exchanging. We all will go back, eventually, to the realities of New Jersey and this region. In terms of citizenship, let us expand our views and begin to redefine what citizen education means to us today.

## MORNING SMALL GROUP SESSIONS

For this portion of the program, the workshop participants were divided into six working groups that were chaired by persons from RBS and the State Department of Education. The groups were led through two activities designed by Clarence Lynn, Curriculum Consultant at the Educational Improvement Center, South, to further the attainment of the workshop objectives.

The first activity was designed to help group members become acquainted with one another and to learn where each person was coming from in terms of his/her views about citizen education. Each member of the group was given a blank timeline and asked to fill it in by recording significant events in his/her own life. The completed timeline was then shared with the other members of the group.

The second activity was designed to help group members focus on what the future might bring forth in New Jersey in a number of areas related to citizen education, the rationale being that one can only plan for the future after one has considered what life in the future might be like. The participants were again given blank timelines, covering the period from 1980 to 2020, and the following list of areas of citizen education concern: demography, government policy, global impacts, energy use and impacts, economic trends, natural resources/environment, housing, technology, life styles, public services, legal developments, political participation, interpersonal and social relations, and morals and values. The group members were asked to select two or three of the areas they thought were most relevant to their own concerns and then to fill in their timelines with projections as to what might happen in these areas in New Jersey in the given time period.

These timelines of the future were then shared within each group. The predictions ranged from rather pessimistic to very optimistic in tone and covered many different areas. Some of these predictions are given below to indicate the variety of views of the future which were offered.

Demography. The decline in the birth rate will continue. This factor will lead to an increase in the number of elderly persons in the population. Because older persons have traditionally been one of the best organized groups in the country and have voted more faithfully than other age levels, there will be more citizen involvement in political affairs and citizens will have more leverage in government.

Economic trends. Economic growth will slow down. New Jersey will become one of the major postindustrial states, with people working in mega-corporations and with a much higher degree of technology.

Energy use and impacts. Instead of energy shortages, there will be energy storage shortages. The importing of fuel will almost cease; instead, we will develop viable fuel alternatives such as a solar microwave satellite which will require an area for storage about the size of Manhattan.

Life styles. Life styles will become increasingly diverse with different generations holding quite different values.

Global impacts. Off-shore drilling and other energy developments will involve New Jersey in global politics to a much greater extent. The Middle East states will get together and arise as a superpower, as well as China through the use of Japanese technology. New Jersey industries will become part of the multinational corporations which will form a global council to ensure world peace.

Public services. Because the population will be ever more concentrated in urban areas than it is now, the demand for services will be greater. Lack of ability of local government to provide all needed services will lead to more demonstrations in the streets.

Morals and values. The future will be marked by a return to the civic values typical of the early 1900's in the United States. Conservatism in morals and in political and legal decisions will increase markedly.

## CHILD DEVELOPMENT AND CONCERNS FOR CITIZEN EDUCATION

The guest speaker for the workshop was Irving E. Sigel, Director of the Center for Child Care Research at the Educational Testing Service, in Princeton, New Jersey. A nationally recognized authority in the area of child development, Dr. Sigel presented the workshop participants with a developmental perspective of how children learn and discussed the implications of that perspective for planning programs in citizen education. The text of Dr. Sigel's address is given below.

I want to start off with a very basic proposition which applies to all of us, children and adults. The proposition is that each of us is a product of his or her own history. Thus, when any of us faces a particular issue, we do so in terms of our personal history. This history is reflected in our belief system, which is a network of ideas by which we define our reality. When we face issues of citizenship education, we may vary in our beliefs about these issues. But we may be rational, i.e., provide a rational perspective derived from our own personal belief system. Thus, when we try to decide, for example, what are the core American values, we may all come up with different but rational statements of what the core values are. In listing those values, we find ourselves differing in kind or intensity. So the issue is one of becoming aware -- as policy makers, as educators, as investigators -- of what our own beliefs are. In this way we can come to a clearer understanding of where we are coming from.

Differences in belief systems are found in virtually every aspect of our lives. For example, we have discovered in some of our research that parents vary in how they believe children develop. One parent may believe that a four-year-old child is irrational, that he has no sense of reasoning, no sense of logic. He just does things on impulse without any control; therefore, the job of the adult is to tell him what to do, to keep him straight.

Another parent, however, will tell you that children have their own logic perspective. The adult's task, then, is to try to relate these two sets of differences, the perspective of the four-year-old and the perspective of the adult.

Now, neither of these parents is irrational: neither of these parents is illogical. Their beliefs come from their experience and even from what they might read.

So the question is primarily what are our beliefs? This question enters the arena of citizen education in two ways.

One, it enters in terms of what the content of citizenship education should be, but I am not going to get into that, since that is not my area. You have worked on that issue before, and you are going to work on it again. It is a constant issue. But it has to be resolved at some point.

But a second issue is what are our beliefs about the doing of citizen education. Obviously we have made one commitment to educators as a way that educating for citizenship should function; we are here, I gather to deal with citizenship relative to education. This says that our State Department

of Education has seen fit to embark on a citizen education program for the schools. And we hope that the citizens will make some decisions as to what the substance of this program should be.

But then there is a second part to this question. Since we plan to go into the schools, why the schools? We could just as soon have decided to go into the homes. One could argue very cogently and rationally that many of the basic values of children and of adults relevant to citizenship have their origin in the home. In fact, if I were to take a psychoanalytic orientation toward development, I could argue, quite cogently and with data, that children develop attitudes, feelings, and belief about the good -- and the origination toward the good in a societal sense -- from the way they experience their family.

Martin Hoffman, in some of his work in the development of altruism or morality, argues that the way children develop a conventional perspective toward the moral order, or a humanistic orientation toward the moral order, or an external one (i.e., fear-of punishment as a basis for being "moral") stems from their relationships with their parents. So one could opt for a program in parent education. But we have opted for a program in the schools, which expresses a belief on our part that the school is one agency which is going to function as a key socialization agency in the arena of citizenship education.

Now, if you look at the schools, the schools are a community in and of themselves. They have all the trappings of government. There are people who give orders, and there are rules that are made, and there are people who enforce the rules.

I am not going to get into the debate about the bureaucracy of education or its line-staff relationships or the democratic nature of school organization. There are experts who know more about that than I do. Everybody in this room is a product of the system and it is those experiences that contribute to our beliefs about education, schools, etc. Then our own beliefs will influence how we think and what we advocate for schools. But the school as an institution has its own sense of mission and responsibilities given to it by the community in the current period. We must be cautious that our beliefs about schools do not cloud our view and our vision.

This becomes a very critical factor because once we acknowledge the fact that the school has a certain kind of autonomy and history of its own in relation to its broader community, its board of education and its public, then the issue of the content of citizenship education gets much more complicated. We have diverse interests each sharing a common objective -- citizenship education. Sharing this goal, however, is not enough because the test is what goes on in the classroom -- the content of citizen education.

Another complicating factor lies in the school's sense of mission. The given mission of our educational institutions is to educate children to learn the basic skills and acquire the knowledge that will prepare them to take their rightful responsibilities in our society. Where does citizenship education enter this arena?

Another concern is based on the fact that the school covers age groups from five to 18. How and when does citizenship education take place?

I am very impressed when reading materials on education. They deal with curriculum, with objectives, with the structure of social science, or with the structure of biology or mathematics. Somehow the only person that was left out of the discussion was the one that all this structure is set up for -- namely, the child. And I ask you, can you show me in the material that you have read any considerations there for the nature of the organism which is the target of all of this effort?

So the question then is, what are the educational arrangements that are necessary? I would like to focus here on the educational context of the teacher and the children in a classroom. It is here that the real action takes place. To be sure, decisions of what, when, and where to teach are often made elsewhere. But the interpretations and the actions which express all of these decisions are in the classroom.

The child becomes one very central focus. But what do we know about children, and why are children relevant? They are relevant because we know enough today to say things about how children learn, and what and in what form they can learn.

To start out then in this context, the child enters the school, obviously, with five years of history. For the most part schools ignore that history. They ignore what the child might already know. Let me illustrate that with an experience I remember vividly when my own son was six and in the first grade. It was the time of the first moon shot, and he was very excited because he saw it on TV. He told his first grade teacher about it and she said, "We can't talk about that now, we are still on dinosaurs."

Even though the moon shot was a momentous event in history, somehow it was irrelevant to the teacher. What was relevant was that on Monday the class started with dinosaurs and this being Tuesday, they would go on with dinosaurs, because if they didn't, they wouldn't get to the end of the lessons by whatever the set date was.

Facetious as that incident may be, the irony of it has too much truth to it. The understanding of children as developing organisms has to regard the child as a continually developing creature who at age five doesn't suddenly become something unique and different. Just because the calendar date is December 1 doesn't make him different from what he was on November 30 or will be on December 2. Teachers and administrators and curriculum builders must see the child as a developing organism.

Another argument we present is that children do not grow up simply by adding bits and pieces of information. It is not just three words learned at one age and five words at another and 10 at another and 20 at another. It is not just an incremental process. This is a very important problem because if you believe in increments, you can just pile the books up, going from book one to book two, to book three and book four. The assumption is that the difference between the books is the number of words and pages. But actually it is a qualitative difference, the integration of what is with what is being learned. So, learning from a developmental perspective is integrating new learning into old -- hopefully, a never-ending process.

Children develop through stages which correspond somewhat to ages but not precisely. The child starts out in early life as an active learner and he

continues this way. He has the potential for continuing that way forever until the end reaches the child in all of us.

Now, it is very important to keep the stage concept in mind. It is a critical perspective in terms of the mind set of educators because as we will see, the stages characterize the child's capabilities and in so doing, define the kind of materials and problems and teaching strategies with which he can productively engage. A stage tells us that this is a period in the child's life which can be characterized by certain competencies and certain ways of performing.

The extent to which children at different stages of intellectual growth differ is considerable. For example, preschool and early elementary school children tend to believe what they see is real. In other words, the amount of inference is minimal and appearances take on a reality. Thus, if you ask young children about dreams, they sometimes have trouble telling you whether it was a dream or a real event. Or if you ask a young child about the moon, she will tell you, "Gee, that moon moves. It goes wherever I go."

Of course, even some adults will say, "You know the moon does go around the earth, because every time I move, it moves." But we won't get into the degree to which adults all think at the most advanced level. We do know that children at different ages will handle the dream issue or the moon question differently, and it is not because they necessarily learn about the moon or that they learn about dreams. It is because there are certain internal changes that occur in the child's orientation as he moves from childhood up to adulthood.

The first three years of life I am not going to go into, except to point out that we know that infants think. Infants reason in their own unique way and infants can solve problems. In other words, the human infant is not a vegetable that suddenly, when he or she gets to be four or five, emerges from a cocoon and is then a miniature adult. This fact is very important because the prototypes of infants' reasoning and thinking strategies, which are there very early, become the foundation for what happens later.

Preschool children can be characterized as tending to see the world from their own point of view. They have limited understanding of how to integrate diverse information and how to relate faraway things to the present. Time is here and now. Planning is not a competency. Thus, citizenship education involving planning, concern with others, etc., might not be truly understood.

Young children are more capable of dealing with past experiences than they are in predicting into the future. A young child can reconstruct an experience, not accurately but in his own way, but when it comes to predicting the outcome of something, he has difficulty.

This kind of example then says if you want to talk with five- or six-year-olds about the consequence of a moral action or the consequence of any act, the probability is that "consequence" is too vague a concept. But it might be much more meaningful for him to deal with, if you asked him to remember what happened and why did it happen. In other words, you deal in something that he has been engaged in because much learning in the early years comes through involvement and engagement in action. Focusing on the present may also be of value in solving citizenship problems in the here and now. Thus, working with classroom rules as prototypes of social regulation might be relevant and appropriate.

That concept is critical, because it says we should be dealing with the child as an active learner, an active participant. The task of education, then, is to take advantage of that activity. Instead, however, we tend to treat children as passive objects. We spend a lot of time telling them information and giving them explanations, but rarely do we check to see what they understand by these explanations. We are more concerned with the way they sit, the way they behave, that kind of thing.

Children can understand, however, rules for behavior and the rationale for those rules, if they are properly approached. What should be done, for example, is to allow the child to move around the room. If you begin to see that things are not working out well after a few minutes, get together with the child to discuss what has happened, why did he get into an argument with another child, for example.

An example may illustrate the point. Frequently, arguments are over sharing of resources. Children are all little capitalists. They want all the equipment to be their own and if they possess it, they don't want to give it up to someone else. Talking with the child about the whole problem of sharing gets into discussions of rules that are generated out of this necessity. So the children learn after a while by participating in the process of an engaging activity. But they don't learn from the teacher admonishing them and saying, "You will now share and like it." Rather, they learn by discussing what the short-term implications are. By short-term, I mean like minutes from now, not next week, because next week doesn't really exist for children of this age.

So the point is that the children generate the rule out of the engagement in that exercise. The rule is not an arbitrary statement presented by the teacher; rather, it comes about because each member of the group learns at the age of five, believe it or not, that there is a consequence to a nonrule situation. These children don't like anarchy, because anarchy means some people aren't getting any of the goodies. So they come up with a rule about sharing.

During this early period of the child's life, around age seven, the child does have the capability for reasoning, but in a very concrete way. Children can see relationships, but on a very simple level. They can deal with two things, relating two things together, but using only one attribute. For example, they can understand the commonality between an American Indian and an Eskimo. And this kind of combining and seeing relationships between things, provides one way for children to organize their social and physical world.

Although children can classify early in life, by age seven they are beginning to make these classifications in much more central and conventional ways. At this age children can understand the ideas of hierarchical classifications. Knowing the child's capabilities here allows the teacher to use classifications as a thinking teaching tool. Knowledge is arranged on the basis of classes and we think and reason in classes. Thus, the teacher can plan in terms of the children's cognitive level.

As the child becomes able to see relationships, a number of other things emerge. He/she is able to notice various attributes of objects --

size, shape, etc. He/she is able to order things on the basis of symmetry or asymmetry. Symmetry classification is based on factors such as shape, color or function; a case in point might be classifying roles of public servants. Asymmetry classification is understood in terms of ascending or descending order; for example, governments from local to federal.

With increasing development, the child increases the quality of his or her thought. He/she engages in more complex ways of organizing his or her world. But he/she still has not reached the adult level. The following offers an example of the difference between children and adults.

As adults we can handle a complex classification problem and we can pick up at least three attributes. Let us say, we are talking about economic systems and we want to compare socialism with free enterprise with communism. Now, we can keep those three systems in our heads and begin to work with them, but the young child cannot do that. He can only deal with two items, and probably with one attribute of each. It is not a matter of knowledge, but of process. Adults can juggle more.

During the period of roughly from age seven to ten, the child is gradually able to increase the complexity of his classifications and to understand more extensive relationships. An important principle is that children deal with the same fact differently at different ages. The child will classify, for example, animals at the age of seven by function, e.g., work on a farm. But if you give him the same items at the age of ten, he will use a category label, e.g., living. In other words, there is a change in the quality of how he would respond.

Now, these are both accurate answers. They are both classifications. However, one is dealing with appearance, what the child can see, and the other one is dealing with an inferential category label.

Differences exist between each stage. By ages 12 to 13, children are at an age at which they can deal with subjects in a more formal logical propositional way. Notice that I didn't say "more rational," because one person's rationality is another person's irrationality. The issue is propositional logic, where the children can reason in what we would call logical terms. He or she can construct hypotheses and test them and do this in his/her head.

It is also during adolescence that young people get committed to certain kinds of values, for reasons that are rational in the sense that they reasoned them out, and also for reasons arising from their disaffection with the status quo. For example, they may say, what is so good about democracy?, or, why should we go to church?

The stages of thinking and reasoning are more complex than I have described them. For now, getting familiar with the idea of stages of thinking can provide a perspective. Basically, children develop in a regular way, building their knowledge base through experience and in accord with their level of thought. They mature with social experience and engagement with their environment.

The stages of development in children make a very central point to us as educators: if the child shows different classes of competence from stage to stage, then it becomes critical to gauge the kinds of teaching, the kinds of material, the level of material in relation to his development.

The developmental stage also involves a consideration of how to teach at each level. My argument is that teaching strategies should provide not only content, that is, be didactic; but they should also use inquiry. Challenging the child's point of view in a positive way can help his or her thinking. The teacher who uses question-asking strategies to engage the child helps make her or him an active thinker. This point is critical because the child is active to begin with, and the teacher should build on that fact in the process of problem solving.

If the child is engaged in patterns of thinking through inquiry, this provides the context that we want for citizen education. I believe that we are not talking about citizen education as a process of indoctrination. We don't want children to simply remember and repeat such things as the Pledge of Allegiance. We want them to comprehend what they are doing and saying.

Thus, I argue for teaching strategies that engage the child through active inquiry, because inquiry forces one to examine the experiences that one has had, to anticipate what may be the outcome of a given action, and to put these things together so that one can reflect on where one is coming from and reach an understanding of where one is at the present. If the engagement and the teaching strategy are such that they create an orientation to, and the habits of, problem solving, then the probability of this strategy transcending the classroom should be pretty good. This too is important because citizen education is concerned with the behavior of children not only in the school but outside of school as well.

In summation, the issue finally resolves itself to a commitment to a developmental perspective that children are active learners; they are out to

gather data and to use the data to come to decisions. The task of the teacher in the classroom is to employ that natural orientation of the child and to provide the environment which allows it to flower, because children learn from their own mistakes. One way a child develops a kind of strategy is through his own errors.

In other words, we are dealing with a changing child in a changing world and the task for educators is to be able to roll with the punches. If we can take that kind of perspective, I think then we are in a position to begin to fill in the big issue -- which is, what the content of citizen education should be.

## AFTERNOON SMALL GROUP SESSIONS

In the second small group session, group members were asked to formulate a statement of what they thought should be the goals of citizen education for New Jersey. To facilitate this task, all persons in each group were asked first to list on separate cards five outcomes of citizen education which they considered important. The cards from all members of the group were combined and displayed. Each person in the group was then asked to select from the total cards the two outcomes they perceived to be most important. The outcomes that were selected showed a wide range of concerns; included were some that dealt with knowledge, some that referred to attitudes, and others that focused on skills. A representative sample of outcomes chosen as most important by members of the various groups is given below.

As a result of citizen education, students should:

- Have an understanding of the Constitution and the Bill of Rights as the basis of their sense of themselves as citizens
- Have the skills to analyze critically issues that affect the social reality they confront
- Be aware of the economic and ecological systems in the United States and know how their use or misuse can affect not only the students' lives but also the lives of everyone in the nation
- Recognize that there is a shortage of fossil energy which must be replaced by man-made energy devices

- Be able to evaluate the influence of mass media
- Be able to understand and evaluate technology
- Have the skills needed to communicate with others to form common social goals
  - Be able to deal humanistically with others
  - Be able to assess their own behavior and to select alternative behaviors if they find they are not achieving success
  - Have a strong sense of self-respect that would be the basis of a sense of respect and responsibility for their community
  - Accept different cultures and recognize that "different" isn't synonymous with "bad"
  - Be aware of global issues and the impact of these issues on their own lives and the lives of others
  - Be able to apply critical thinking processes to the problems of public service
    - Be able to generate innovative alternative solutions to new social/economic problems as they arise
    - Be active participants in the political process
    - Have the skills necessary to obtain government services and to make their voices heard by the government
    - Be able to form a community of their peers and to regenerate a sense of community in American society
    - Be prepared to live as citizens of the complex and interdependent world
    - Be able to make their own decisions concerning issues that arise in their daily lives
    - Be able to reason at higher moral/ethical levels

The outcomes chosen by group members as most important were then discussed by the group as a whole. The purpose of the discussion was to develop a goal statement for citizen education in New Jersey that would incorporate the elements of the chosen outcomes. The goal statements which resulted are given below.

The goal of citizen education in New Jersey should be:

- To train teachers to teach critical thinking, problem solving, and moral/ethical reasoning

- To develop critical thinking about societal problems (e.g., energy, technology, racial-ethnic intolerance) and to acknowledge the necessity for pluralistic involvement (e.g., community, students, labor, parents, business) and the alternative ways that might be taken to achieve such involvement, never losing sight of the individual's role in human rights

- To help students to acquire skills, knowledge, and values that will enable them to effectively participate and function as citizens in a globally interdependent future

- To develop in students a personal awareness of another's need and the disposition to do something in response to that need

These goal statements were then presented and explained to the entire workshop by the leader of each group.

## COMMENTARY AND CLOSING REMARKS

Following the presentation of the goal statements by the group leaders, Russell A. Hill, Senior Research Fellow in the Citizen Education component at RBS, offered some observations on what had been accomplished at the workshop and its implications for the future. Dr. Hill's remarks are given below.

I would first like to offer an observation on the process of developing objectives in citizen education. There is a mythology about the process that I think hurts the whole citizen education movement. The myth is that you can't really get any agreement on objectives in this area; that every time you start to discuss the subject, you wind up with conflict and disagreement.

I have watched this process repeatedly, here and in other places. I have found that there is often wide agreement among persons representing different groups. There may be a language problem because different groups use different languages--the language of education or the language of business, for example -- but that is a problem that can be thrashed out. Once the individuals who are working together come to understand one another's language, then you begin to see an agreement develop as to what the objectives of citizen education should be. That is what has happened here today. As you can see by looking at the goal statements from our small groups, there is agreement. Although we might want to expand some of the statements

or perhaps argue about the level of generality of others, I think that there is much in each statement that we can all agree with and subscribe to.

So the myth that agreement about citizen education objectives is impossible to obtain is just that -- a myth. Because this myth tends to retard efforts in the area of citizen education, we must overcome it. I don't know how you do that -- perhaps by involving everyone in the state in the process -- but we must find a way to debunk this myth and to keep it from spreading.

My second observation concerns the quality of the discussion today. I think that all of you here today have displayed a degree of knowledge about and a sense of commitment to citizen education that are most impressive. I have done a lot of reading and thinking in the area of citizen education, but I have gotten some new ideas today. I have been enlarged by the discussions, both formal and informal. And I think most of you would say the same. What I am trying to say is that although we are a small group, we are potentially mighty. And I think that is a very positive point.

Another positive aspect of today's efforts is the leadership statement that was made by Dr. Burke. I don't think there is any question about his enthusiasm for our effort and his personal commitment to citizen education. When you have that kind of leadership, it provides a firm basis for further constructive action.

My final observation, which I also see as positive, concerns the negativism that seems to pervade the younger people here today. That may sound like a contradiction; so let me explain. I remember the remarks of a well-known preacher about the way you get people to change. He called the process "conversion" and said that the key to that process is first convincing

people that there is real sin. So if in our citizen education effort, we are to focus on only one aspect initially, it might be on the task of convincing people in New Jersey and in our society at large that there are problems confronting them as citizens. I have been impressed with what the small groups have done today in identifying the problems that now confront and that will confront the people of New Jersey. The future projections identified problems that seem very real and very serious -- overwhelming in many cases. But now that we have identified these problems, I think I have enough belief in the positive nature of people to think that we will all say, "We had better get together and do something about these problems."

The question is, what will we do? As a member of the RBS staff, I would first like to talk briefly about RBS's role in future efforts. RBS's job is to stimulate discussion about citizen education at the state and local level, offer as much research and development support for the state and local efforts as we can with our limited resources, and to facilitate the development and implementation of citizen education models in the state. The real brunt of the citizen education effort, however, will be borne by your state citizen education committee. This committee will be doing the planning and carrying out the program in New Jersey and they need your support. I hope you will give it to them. I hope you will act through the organizations you represent. And I hope you will be ready to attend other meetings and help us all move toward an effective citizen education program for the state of New Jersey.

Dr. Falconieri then offered some brief closing remarks.

I feel that part of the real job to create consciousness about the need for citizen education in New Jersey has already begun. If we can forge a working task force from the people who have participated in this workshop today, I think we can produce the kind of citizen education goals and materials that New Jersey requires. I agree with Russ that Commissioner Burke's enthusiasm for citizen education was self-evident. As he said, this effort taps some of his own life experiences and I think it taps the life experiences of all of us as well. We come from diverse backgrounds, but we all, whether in the public or private sector, realize that at this point in history we are on the cutting edge in terms of what direction our society is going to take. The role of education and other institutions is critical. So I want to thank you all for your participation in this most important effort and tell you that you will be contacted again about future meetings on citizen education. I hope you will plan to join us and work with the task force in promoting citizen education in our state.