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ABSTRACT Since 1980 the Memphis City Schools Law-Related Education Curriculum Project (LRE) has identified and organized concepts in law content into curriculum guides suitable for elementary and secondary education teachers. Lesson plans include instructional activities and suggestions to teachers for infusing the law-related materials into the standard curriculum subjects. The project goal is to equip students with knowledge and skills pertaining to the law, the legal process and legal system, and the fundamental principles and values on which these are based. Eight tasks to be accomplished are described, with formative evaluation reports. The tasks include: (1) building support in the community and among professional educator groups; (2) identifying law-related content for the kindergarten through grade 12 curriculum; (3) training teachers in law-related content and the curriculum infusion process; (4) curriculum writing; (5) curriculum pilot testing; (6) curriculum revising; (7) developing a resource center for LRE Materials; and (8) developing instruments suitable for evaluation of the project's overall objective. Involvement of the project in the state mock-trial competition, a summary of test results for the Teaching Law Training Course, and the results of the assessments of student achievement in LRE and attitudes toward law in the pilot classes are described. (CM)

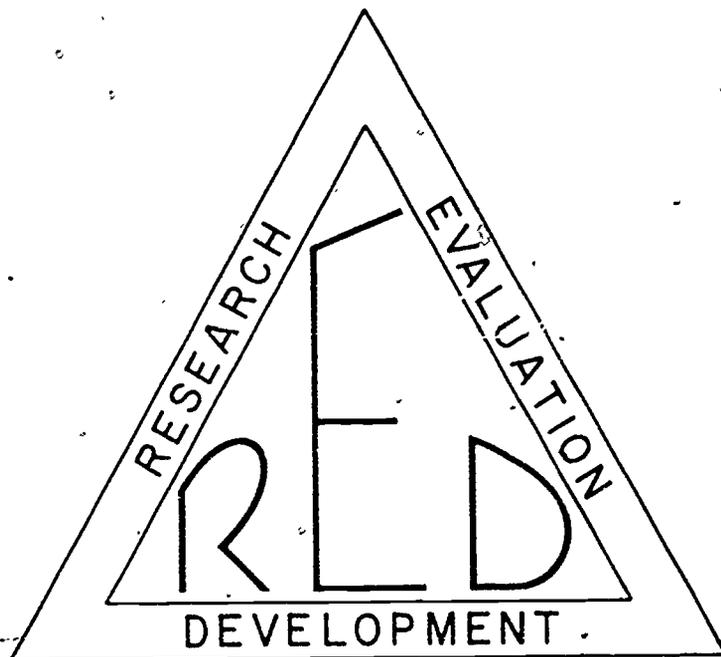
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LAW RELATED EDUCATION PROJECT

EVALUATION REPORT

1980-1982



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NOVEMBER 1982

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EVALUATION REPORT

LAW RELATED EDUCATION CURRICULUM PROJECT

1980-1982

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Introduction

The Memphis City Schools Law-Related Education Curriculum Project has been operating with funds obtained from the United States Office of Education since the fall of 1980. The work of the project has been to identify concepts in law content from practical areas such as consumer law, family law, individual rights and criminal law, and to organize these concepts into curriculum guides for kindergarten through grade 12 teachers. These guides present the concepts in lesson plans which include instructional activities suitable for the age and grade level of the students. The guides provide suggestions to teachers for infusing the law-related curriculum materials into the standard curriculum subjects. Although at the secondary level there is a one-semester course offered on the law-related content, the curriculum is primarily to be used along with the subjects in the standard curriculum.

Needs Addressed by the Project

There are two specific problems which the law-related curriculum purports to address. One is the need for students, especially in low-income groups, to have practical information and skills related to consumer law, housing law, family law, criminal law and individual rights law. Another is the high rate of involvement of youngsters with the juvenile justice system and school related disciplinary actions. As to the first need, Memphis Area Legal Services, Inc. reported 4,426 requests for legal aid in 1980. It was able to serve 1,804 of that number leaving 2,622 without services. Many of the legal problems arising might have been avoided had the individuals been more informed of the law and its processes. As to the second problem, data supporting the request for funds from the United States Office of Education in 1980 showed that there were 7,748 referrals for juvenile offenses for the previous year and that Memphis City Schools

area suspensions totaled 7,229. Noting the significant overlap, the number of repeaters, and the number probably not caught, it was estimated that at least 8,000 youngsters surface as juvenile court referrals or as potential juvenile court referrals each year. Surveys made of teachers in the schools and in pilot classes at the high schools in law-related education indicated that a probable solution to these problems would be a law-related curriculum for students. In addition, it was felt that students need to begin early to build the background necessary to understand and appreciate our government and the justice system. A K-12 curriculum could provide continuous opportunities for application of the important concepts related to these. It can be noted throughout the materials the emphasis on living by rules.

The overall goal of the project is as follows:

To equip students with the knowledge and skills pertaining to the law, the legal process and the legal system, and the fundamental principles and values on which these are based.

Task Analysis Relative to the Project Goal

To reach this overall goal, there were identified a number of tasks to be accomplished. These are listed below with a brief description of related activities. Beginning on page 4 each task is described in detail and evaluation reports on accomplishments made.

Task #1 Building Support in the Community and Among Professional Educator Groups

Project leaders have involved the community in both the development and evaluation of the Law-Related Curriculum materials. In addition they have made numerous presentations to professional groups and other school systems telling about the Memphis project.

Task #2 Identification of Law-Related Content for the K-12 Curriculum

To accomplish this task, a survey form was sent to parents, students, teachers, guidance counselors and principals. Response to the survey guided the selection of topics covered by the curriculum guides.

Task #3 Training of Teachers in Law-Related Content, and the Infusion-Process of Curriculum Development

Ten two-hour sessions were provided for 29 teachers in the fall of 1980 and 46 teachers in the fall of 1981. Instructors were the project leaders, attorneys from Memphis Area Legal Services and the Criminal Justice Department of Shelby State Community College.

Task #4 Curriculum Writing

This was accomplished during a workshop held in the summer of 1981. Teachers who had been through the LRE training course were writers. Law students from Cecil C. Humphreys School of Law at Memphis State University were hired to do research and aid teachers in the development of lesson plans.

Task #5 Curriculum Pilot

There were 41 classroom teachers who piloted the materials during the 1981-82 school year. They gathered data on changes needed in the materials which were used by teachers in the revision workshops held in the summer of 1982.

Task #6 Curriculum Revisions

The data collected by teachers during the pilot program furnished one basis for revision of the curriculum guides. A second source of information were critiques made of the materials by the project's advisory council. This group included judges, attorneys, probation officers and others from the justice community.

Task #7 Development of Resource Center for LRE Materials

Listings of films, film strips, cassette tapes, and transparencies which are available for distribution to teachers have been compiled. A library in each area office will house LRE curriculum materials that may be checked out by teachers for classroom use.

Task #8 Development of Instruments Suitable for Evaluation of the Project's Overall Objective

The project's major goal includes teaching students knowledge and skills pertaining to the law and developing appreciation for the law, the legal process, and the legal system. Curriculum unit tests and an attitudinal measure were developed to assess accomplishment of this goal.

Formative Evaluation Relative to Eight Tasks Identified .

As Essential Steps in Accomplishing the Project's Major Goal

Task #1
Building Support for the Project in the
Community and Among Professional Groups

The project director and coordinator have been especially successful in enlisting the aid of members of the justice community and others for service to the project. A project advisory council was formed which has been active in all phases of the curriculum development and evaluation.

Members of the advisory council are as follows:

Arthur T. Bennett, Judge
Nancy Sorak, Judge
Mrs. Rose Coleman, Secondary Teacher
Mrs. Patricia DeBardleben, Elementary Teacher
Newton P. Allen, Attorney
Jean Taylor, Human Services
William Ingram, Referee, Juvenile Court
Charles F. Gray, Chief Probation Officer
Carol Calane, Junior League
Dr. Thomas Hickey, Psychologist
Albert Thompson, Legal Services
Dr. Edward Armstrong, Professor
Dr. Mose Yvonne Hooks, Shelby State Community College

Fred Thompson, President, Student Councils
Dr. John T. Rutland, President, Association of Independent Schools
Virgil E. Lawrence, Coordinator, Title I Guidance
Shepard Tate, Attorney
Nicholas White, Dean, MSU Law School
Veronica Coleman, Attorney
Mrs. Janice Calhoun, Parent Teacher Association
A. C. Wharton, Attorney
John Fowlkes, Attorney
M. L. Pinkston, State Department of Education
Charlotte Collins, Attorney

In addition to involvement of community groups in the development and evaluation of law-related education, the director and coordinator have made a number of presentations to inform others of the work being done in the Memphis project. Awareness activities were initiated in 1980. Subsequently, there have been workshops held and conference presentations made. Audiences have included school supervisors, community groups, university classes, State Department of Education personnel, and teachers. A chronological listing of presentations is on the following pages.

August 4, 1980	Newspaper-in-the-Classroom Teacher's Inservice	Memphis State University (MSU)
August 14-15, 1980	Southwest District Teacher's Inservice	MSU
November 10, 1980	Newspaper-in-the Classroom Graduate Class	MSU
February 6-7, 1981	Tennessee Association for Super- vision of Curriculum Development (TASCD)	
March 26-27, 1981	State Conference: Tennessee Council for the Social Studies	
April 10, 1981	Memphis-Delta Supervisor's Study Council	
June 29, 1981	Newspaper-in-the-Classroom Graduate Class	MSU
July 15-17, 1981	Staff Development: K-12 teachers - one for each area, North, Central, South	
August 3, 1981	National Conference of Christians and Jews	MSU
August 13-14, 1981	Southwest District Teacher's Inservice	Jackson, TN
August 21, 1981	K-6 Teacher's Inservice Jackson City Schools	Jackson, TN
September 25, 1982	North Area Social Studies Inservice Raleigh Egypt High School	
October 29, 1981	System-wide Inservice K-3 Teachers	
November 3-5, 1981	Supervisor's Study Council	Murfreesboro, TN
November 10, 1981	System-wide Inservice K-3 Teachers	
November 16, 1981	Social Studies Methods Class	MSU

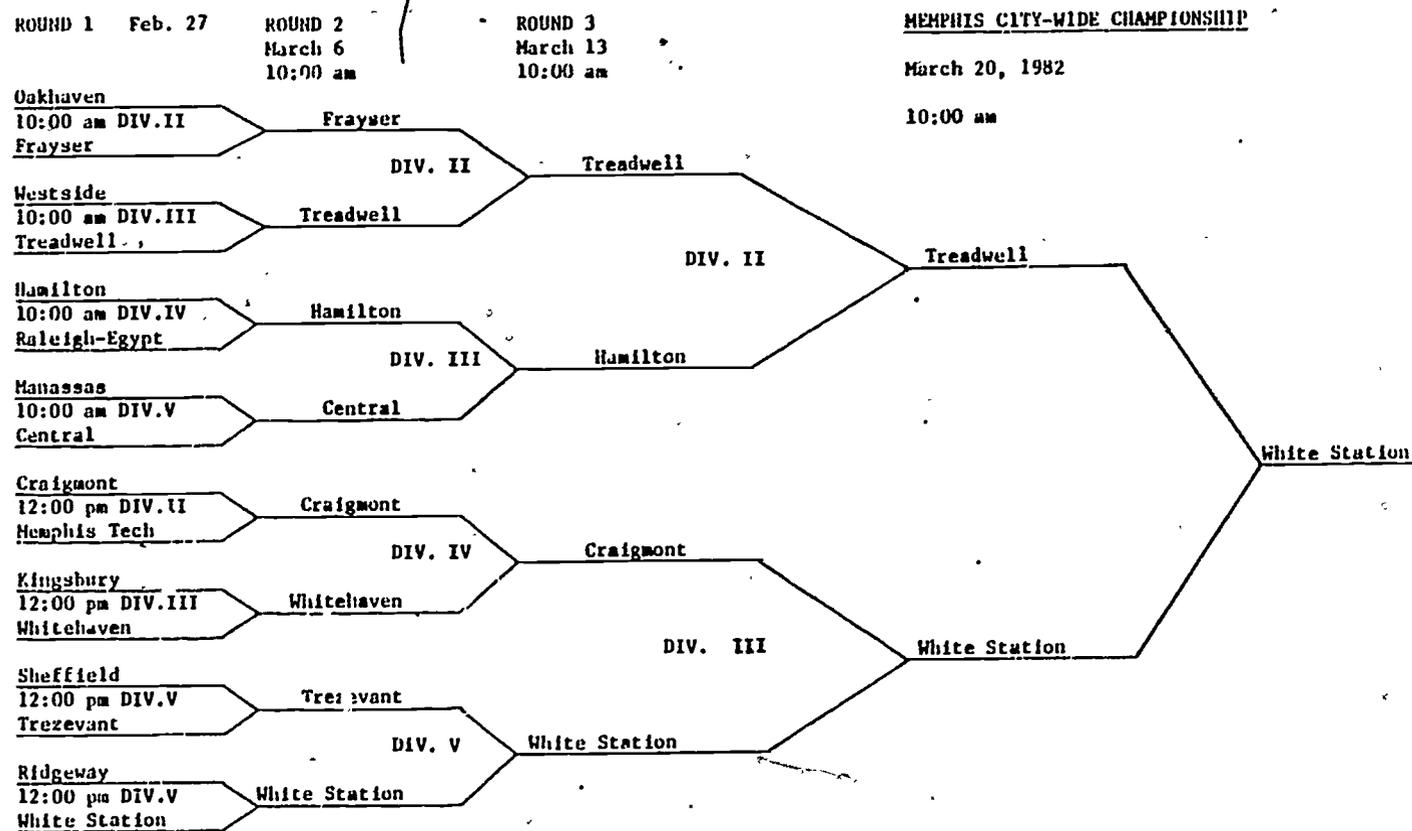
December, 1981	Newspaper-in-the Classroom Graduate Class	MSU
April, 1982	Elementary Consultants	MCS
April 17, 1982	State LRE Leadership Conference	Nashville, TN
April 21-24, 1982	Southeast Regional Law-Related Conference	Atlanta, GA
July 3, 1982	Curriculum Graduate Class	MSU
July 3-6, 1982	Principal's Workshop	MCS
July 8-9, 1982	Education Fair State Department of Education	Murfreesboro, TN

Involvement of the LRE Project in the
State Mock-Trial Competition

The mock-trial competition sponsored by Street Law Inc., in which the project participated, generated enthusiasm and interest in the Memphis LRE Curriculum Project. There were 16 Memphis high schools participating. Each school sent a team to the competition which included a sponsoring teacher and 7 or 8 students. The teams first attended a workshop at Memphis State University Law School during which public defenders and assistant district attorneys illustrated to students how to present their opening statements, examine and impeach witnesses, and present closing statements. A complete mock trial was shown to the students during the workshop. Some of the material which the students received before the competition are reproduced in the Appendix.

Each team was assigned an attorney and a law student to help with its preparation for the competition. The schedule of teams for the competition is presented on the following page. White Station, winner of the Memphis city-wide competition, went on to Nashville where it also won the state-wide competition.

The mock trial competition was favorably evaluated by the participants. Teachers and students comments about the program are presented in the Appendix.



Task #2
Identification of Law-Related Content
for the K-12 Curriculum

In February of 1981, the Law-Related Curriculum Survey was sent to all principals of junior and senior high schools, 59 guidance counselors, a random selection of 600 students in grades 7-12, a random selection of 200 parents and a random selection of 200 teachers. Survey recipients were asked to rate 29 topics in law content on a scale from one (very important) to five (less important). Response from the groups enabled project personnel to identify material to be given priority in the development of the curriculum guides. Topics which received the highest ratings are as follows:

- #1 Offenses Against Property such as arson, criminal mischief, robbery, burglary, larceny
 Theft: Hot check, shoplifting
 Fraud: Credit card abuse
- #2 Offenses Involving Drugs
- #3 Laws that Protect the Consumer including those on deceptive sales practices, defective or dangerous products, unsavory collection practices
- #4 Offenses Against the Person including homicide, assault, sex offenses
- #5 Juvenile Offenders and Unruly Children including court procedures, commitment to penal reform institutions, probation procedures, liability of parents and guardians for acts of juveniles
- #6 Offenses Against the Family such as bigamy, incest, child abuse, criminal nonsupport
- #7 What it Means to Have a Record including effect on opportunity for employment
- #8 Individual Rights Under the Constitution equal protection including equal employment opportunity, freedom of expression, substantive due process

- #9 Federal Offenses including theft of mail, theft from interstate shipment, driving stolen motor vehicle across state line, damaging government property.
- #10 Weapons
-
- #11 Health and Safety Law including services provided by the Department of Public Health, treatment of crippled/defective children, family planning, child labor laws
- #12 Law and the Schools including rights and duties of teachers, educational services for handicapped children, census, attendance and assignment of students, vocational education.
- #13 General Principles (criminal law) including parties to crimes, liability of accomplices

The complete list of topics with respective average ratings for each of the five groups follows. The average rating was derived by summing the weighted 1-5 scale response and dividing by the number responding. An average of 1.00 is the highest that can be obtained and an average of 5.00 is the lowest that can be obtained. The average ratings from all 5 groups were summed for each item to get consensus ratings on each topic. These sum of averages were then ranked. The differences among groups in their ratings of topics are worth noting. For example, although number six on the consensus sum of ratings for groups, the topic concerning offenses against the family rated number one for students. Students ranked the topic "What It Means to Have a Record" fifteenth while teachers, principals and counselors ranked it fourth or fifth.

The priority list of topics and comments from the respondents to the survey provided direction to those preparing the curriculum guides. The comments are presented here from all groups following the summary of topic ratings.

SUMMARY OF LAW-RELATED CURRICULUM SURVEY RESPONSE

* Average response is reported for each topic for each group surveyed. Respondents used the following scale:

RATING SCALE

(A)	(B)	(C)	(D)	(E)
1	2	3	4	5
Very Important		Important		Less Important

	STUDENTS Avg. Rank N=331	PARENTS Avg. Rank N=109	TEACHERS Avg. Rank N=122	PRINCIPALS Avg. Rank N=39	COUNSELORS Avg. Rank N=53	SUM OF AVERAGES	RANK
1. <u>Duties of the Landlord</u> - how the law protects the tenant	2.47 (21)	2.65 (24)	2.48 (21)	2.33 (18)	2.47 (18)	12.40	
2. <u>Laws That Protect the Consumer</u> including those on deceptive sales practices, defective or dangerous products, unsavory collection practices	1.98 (7)	1.80 (5)	1.55 (3)	1.79 (6)	1.40 (1)	8.52	(3)
3. <u>Who'll Get Your Property When You Die?</u> Law of estates and wills	2.34 (17)	2.20 (17)	2.52 (23)	2.59 (24)	2.81 (25)	12.46	
4. <u>Health and Safety Law</u> including services provided by the Department of Public Health, treatment of crippled/defective children, family planning, child labor laws	1.84 (4)	1.87 (9)	2.03 (12)	2.10 (12)	2.36 (14)	10.20	(11)
5. <u>Law of Motor and Other Vehicles</u> including rules of the road	2.35 (18)	2.12 (14)	2.30 (17)	2.49 (23)	2.64 (23)	11.19	
6. <u>Public Welfare Laws</u> including provisions for aid to dependent children, child welfare agencies, custody and care of dependent children	2.19 (12)	2.49 (22)	2.47 (19)	2.62 (25)	2.58 (21)	12.35	

*The average response was derived by summing the weighted scale response for the item and dividing by the number responding. An average of 1.00 is the highest that can be obtained. An average of 5.00 is the lowest that can be obtained on this scale.

	STUDENTS		PARENTS		TEACHERS		PRINCIPALS		COUNSELORS		SUM OF	RANK
	Avg,	Rank	Avg,	Rank	Avg,	Rank	Avg,	Rank	Avg.	Rank	AVERAGES	
7. <u>Juvenile Offenders and Unruly Children</u> including court procedures, commitment to penal reform institutions, probation procedures; liability of parents and guardians for acts of juveniles	2.19	(13)	1.83	(7)	1.81	(6)	1.59	(2)	1.74	(3)	9.16	(5)
8. <u>Alternative Living Situations for Children</u> including foster care plans	2.66	(26)	2.83	(27)	2.83	(28)	2.72	(27)	2.81	(26)	13.85	
9. <u>Rights of Children</u> at home, at school and in the community; rights of children taken into custody by juvenile authorities	2.17	(10)	2.27	(18)	2.49	(22)	2.67	(26)	2.40	(15)	12.00	
10. <u>Law and the Schools</u> including rights and duties of teachers; educational services for handicapped children, census, attendance and assignment of students, vocational education	1.98	(8)	1.72	(3)	2.18	(16)	2.21	(17)	2.17	(12)	10.26	(12)
11. <u>Individual Rights Under the Constitution</u> equal protection including equal employment opportunity, freedom of expression, substantive due process	1.89	(5)	1.89	(10)	1.90	(9)	1.97	(9)	1.91	(7)	9.56	(8)
12. <u>The Structure of the Courts</u> including civil and criminal, state and federal	2.19	(14)	2.31	(19)	2.47	(20)	2.10	(13)	2.55	(19)	11.62	
13. <u>How Laws are Made and Changed</u> in the democratic form of government	2.35	(19)	2.17	(15)	2.52	(24)	2.03	(11)	2.45	(17)	11.52	
14. <u>Origin and Evolution of Law</u> including codes of law developed by civilizations/countries other than our own	3.15	(28)	3.32	(29)	3.49	(29)	3.03	(29)	3.62	(29)	16.61	
15. <u>How to Get Legal Services</u> - evaluation of the fairness of attorney fees; obtaining free legal services	2.39	(20)	2.41	(21)	2.09	(14)	2.13	(15)	2.02	(9)	11.04	
16. <u>What It Means to Have a Record</u> including effect on opportunity for employment	2.25	(15)	2.00	(11)	1.73	(5)	1.72	(4)	1.81	(5)	9.51	(7)
17. <u>How to Find the Law</u> using the Tennessee Code Annotated in the Memphis Public Library	2.82	(27)	2.82	(26)	2.74	(27)	2.46	(22)	2.75	(24)	13.59	

	STUDENTS		PARENTS		TEACHERS		PRINCIPALS		COUNSELORS		SUM OF	12
	Avg.	Rank	Avg.	Rank	Avg.	Rank	Avg.	Rank	Avg.	Rank	AVERAGES	RANK
THE FOLLOWING TOPICS RELATE TO CRIMINAL LAW												
18. <u>General Principles</u> including parties to crimes, liability of accomplices	2.56	(23)	2.18	(16)	2.02	(11)	1.72	(5)	2.11	(11)	10.59	(13)
19. <u>Offenses Against the Person</u> including homicide, assault, sex offenses	1.82	(3)	1.61	(2)	1.64	(4)	1.79	(7)	1.83	(6)	8.69	(4)
20. <u>Offenses Against Property</u> such as arson, criminal mischief, robbery, burglary, larceny Theft: Hot check, shoplifting Fraud: Credit card abuse	1.75	(2)	1.50	(1)	1.48	(2)	1.62	(3)	1.60	(2)	7.95	(1)
21. <u>Weapons</u>	2.30	(16)	2.01	(12)	1.85	(8)	1.79	(8)	2.09	(10)	10.04	(10)
22. <u>Gambling</u>	3.24	(29)	2.86	(28)	2.59	(25)	2.44	(21)	2.92	(28)	14.05	
23. <u>Disorderly conduct</u> and related offenses such as riot	2.63	(25)	2.39	(20)	2.13	(15)	2.18	(16)	2.57	(20)	11.90	
24. <u>Obstructing Governmental Operation</u>	2.47	(22)	2.66	(25)	2.70	(26)	2.82	(28)	2.85	(27)	13.50	
25. <u>Offenses Against the Family</u> such as bigamy, incest, child abuse, criminal nonsupport	1.69	(1)	1.85	(8)	1.90	(10)	2.10	(14)	1.91	(8)	9.45	(6)
26. <u>Offenses Against Public Order and Decency</u> such as prostitution and obscenity	2.56	(24)	2.55	(23)	2.08	(13)	2.36	(19)	2.43	(16)	11.98	
27. <u>Offenses Against the State and Public Administration</u> such as bribery, perjury, abuse of office, false reports to officers	2.18	(11)	2.10	(13)	2.41	(18)	2.41	(20)	2.58	(22)	11.68	
28. <u>Offenses Involving Drugs</u>	1.98	(9)	1.72	(4)	1.43	(1)	1.49	(1)	1.75	(4)	8.37	(2)
29. <u>Federal Offenses</u> including theft of mail, theft from interstate shipment, driving stolen motor vehicle across state line, damaging government property	1.94	(6)	1.82	(6)	1.83	(7)	1.97	(10)	2.32	(13)	9.88	(9)

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#1 I think we should have more things concerning the school.

#2 Most any and everything that deals with any part of law and people's rights.

#3 I think that the maritime, patent, tax, and military laws should be added to this law curriculum survey in order to gain more understanding about laws and how they work.

#4 You should take more seriously the things people tell you, the things they tell you they did or are going to do. Please take everything seriously.

#5 What are you going to do when you can't get a job because you have a record?

What does the word "law" mean to you?

It is important to you to obey the law.

#6 I think that if someone murders another human being, they should be put to death or a life sentence.

#7

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

"Although it's the first time I have ever taken this, I think it is a good idea.

This project interests me a great deal, for I want to become involved in law enforcement or its curriculum in my career as an adult. I think my concern is very reasonable toward this project.

I think it will be very beneficial as well as productive.

No comments.

I think it is a pleasure to get to help in anyway I can. I know some kids my age would probably think this nothing but trash, but myself, I think it's a pleasure to get to help my state and country in any way.

I think that they should put this program in school for a class. This is a very important subject I think to have in school to study.

I think this is a nice course to take, also interesting. It would be better to know more about the law, because some students want to become lawyers someday. This could prepare them for what to expect in a law school.

#8 Laws of rights
Federal laws
Governmental situations and laws

#9

#10 Veteran Benefits, marriage and
divorce laws.

#11 The right to have an abortion.
The rights of unwed mothers.

#12 I can't think of any.

The students must know this. These are
basic laws that affect everyone.

I hope that this program will include lay
people in its implementation.

I have a great concern about the success
of this project. I would like to know
how it turns out.

My concern is that everyone will be
treated equal as one big whole family
(My quote).

I hope it will be successful.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#13 Have very young people who've been through problems with drugs talk to others.
Show more love to one's less fortunate.
Reach out to the elderly.
Help families that are on welfare.

#14

#15

The other subjects that I think should be included in the law curriculum, in my opinion, are more questions about the things that concern the school. I know the things that happen in school shouldn't happen. We need more protection in the school. I just hope they are getting more and more opinions about this survey. I hope I can be of some kind of help with this survey.

#16

I think it should include the banning of poison chemical dump sights that are harming the people close to them.

#17

Have a club about sex because alot of young girls are getting pregnant these days and the boy leaves them after they find out that she is carrying a child. He doesn't want her anymore. 90% out of 100% are junior high school children.

#18

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I have a great concern that we go and reach out to them. I would like to talk to them. I would like to work with them during the summer. I would like to go to a school where I would be able to learn more about the situation.

I feel that if there were more subjects added to the school system, students would be more interested and there would be less walking the halls and cutting class.

I am glad that they are sending things like this survey out to get people's opinions about what is important and what's not important.

I hope it will be profitable and successful.

You will learn alot about life before you get out in the world. When you get out there then you will know what kind of things you will have to face up to. Life will not be so hard if a person learns it while they are in school.

My only concern is that they try to improve on some of these things.

#19 I feel the topics listed are adequate. I can think of no others to add.

#20 None; I think that all of the needed topics were covered.

#21 Wild life.
School Insurance.

#22 Business law.
Corporate law.
Tax law.

#23 Rights of employees at work, in case equipment at work is the cause of getting hurt.

The success of the project is vital to the Memphis City Schools. I think all the topics are very important, but according to the instructions, I have interestingly rated the topics to the best of my ability.

I hope this project will be a success.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

As far as I can see the following has all the topics I think should be included in the law curriculum.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I'm glad these laws are in the process of being enforced and also happy for the success of this project.

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The concerns I have regarding the success of this project is that when the success has been made that everyone can share the feeling of success for the project that involves us all even the children who have not been born yet.

I am very concerned because I believe that people should have a say in what goes on in the M. C. S.

If it will work or not.

This is a good project for the school system.

I think we need these programs because if we get them in our schools, there would most likely be less crime.

I think that the following should be carried out to the fullest extent of the law.

I think it is a good method of finding out what changes in the schools and community around us the students would like to see.

#32 Offenses against kidnapping and breaking hunting laws. The offense against copying music at a public concert. Enforcement of city curfew laws.

I would hope that courses in law would help students to take law and government more seriously. I believe that if students were aware of the consequences of law breaking, it would cut down on crime in the communities now and later when they are adults.

#33 Alcoholism - its effect and cause, etc.

I think the innovation of this project could work well with well qualified personnel.

#34 Kidnapping a human being

I think it is very conversational and can help the nation's problems. I have hopes that it will make the nation better through this process of surveying the young and the elderly.

#35

I think it is a very nice project.

LAW-RELATED CURRICULUM SURVEY

Comments from

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- 36
Laws against abortion.
Community development.
Mental health.
Teenage pregnancy help agencies.
Disturbance of the peace.
More law enforcement.
- 37
That's about all I can think of.
Those are the most important ones.
- 38
Entering public places without a search warrant.
Stopping a vehicle with no reason.
Speaking in public places without a permit.
Duties of parents.
Pleading temporary insanity under false pretenses.
Duties of Citizens.
Powers governments have and don't have.
Suspicion of stealing.
- 39
Search Warrants.
Parental Rights.
Contracts.
Pornography.
Arrests and booking.
Crime Prevention.
- 40
1. How to become a lawyer.
a. What courses are necessary.
b. Where to go to law school.
c. What kind of law to study.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I am most concerned with the development of rights for children and public welfare laws but most of all rights under the constitution.

I think this is a great project. But out of all the students in the schools today, why me? (Amos Washington)
I have nothing against doing it, but I just want to know why. I guess I'm the best man or person for the job, and I thank you for choosing me for the job. I did my best.

The success of this project depends on how the people can respect and obey the law. Also how the government and police can insist these laws be followed.

A project of this source would help students understand about the police system and how it works and why it is sometimes hard for them to catch the criminals. Also to know the law so they will be able to abide by them.

I think a project of this kind would be very helpful to any student interested in law as a career or as it pertains to him as an individual.

#41

I am very concerned about this project because I want everything to be successful. But really I hope the project will stop crime.

#42

I would introduce more on the legal aspects of drug related offenses. I feel there is more of a drug problem than a crime problem.

I feel if you can stress the level of crime and law education you will in turn be able to slow down the crime rate in juvenile delinquents.

#43

If given in school, I think alot of students would take it.

#44

If a class such as this was offered in school, I would take it.

#45

Age that you must reach before leaving school.

I believe it will tell you what school students think about the law.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- #46 N/A
- #47 I think that the list supplied to me covered everything that basically should be covered.
- #48 N/A
- #49
- #50
- #51 None - I was not cognizant that the city schools trained lawyers.
- #52 Lawyers actions.
Court procedures.
- #53 Court procedures.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

To my knowledge, I think this is a very important class that we should have. The reason is that there is a lot of misunderstanding in the world. People should have someone who really knows the law to teach them and discuss with them the basic procedures.

My main concern is that the topics that concern most people will be left out.

If students know about the different types of laws, maybe they would be able to understand their rights and obey the laws better. Every student needs to know something about their country, city and laws.

I think it would be a good subject to have because it would help to better understand the law and the penalties you have to pay when you break the law.

I think that it is important for a person to learn about the law enforcement because we never know enough about how the law works.

Money being spent for a bunch of silliness again. Instead of teaching kids what they're supposed to be learning in school.

I think it's a good idea and I am all for it going through because I would like very much to take it.

I hope it succeeds because I would like to take the course.

#54 I don't know of anything else that could be included in your program.

5

I don't care whether it succeeds or not. It's just another class to go to. Some things sound pretty interesting, and I would like to know more about my rights as a child and a student. Whether you get it off the ground or not is up to you.

#55 If there are any other laws on family problems, I think they should be included.

I think this project might be successful because everyone needs to know about laws.

#56

The concern I have is that this program will take up time that would be better spent on traditional subjects. In other words, I question the decision to include law in the curriculum.

#57 Have a program that tells you more about the jail system. Be more strict on juvenile law breakers.

I think it will help if you go into some of these subjects in great detail.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- 58 None.
- 59 I think drunkenness.
- #60 I think child support.
No robbery.
No crime.
- #61 Rape.
Murder.
Auto theft.
Breaking and entering.
Taking stolen property.
- #62 Stealing public property.
Drunker driving.
Stealing books from the public or school library.
- #63
- #64 None
- #65 I can not think of any right now.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I hope that they get the laws straight.

It might help some people concern themselves with the law more.

It is a very good project.

I think people can have more knowledge about what a survey can do - what people think about others, what people think about their community.

None.

I think it will help everybody have a better idea of their civil and legal rights and an understanding of how to use them to their full advantage. It would probably cut down on serious crime.

I feel that the students will change their minds about doing things that are against the law. Knowing what is held against them, they would be determined to make this a better world. They would understand what it means to love, care and share, and just how important it is to stick together in love and in hate.

I think it is important because it lets students know what they are getting into and tells you something about the law.

#66 How to understand law and use it.

It should be done, and I think it would be good for students.

#67 Sex education because a lot of kids don't know what they are getting into. Drivers education should be taught in junior high school because many junior high students live with their elders and if anything should happen they should be able to take them to the hospital if they need to get there without waiting.

I am glad that you brought this project to the Memphis City Schools because some junior high students really need the extra curriculum.

#68

It's about the murder and people being drunk, such as parents, and then cannot be controlled by their children.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

9 I think that there should be a better law for killing other people. I think that we should know about students' rights. I would like to know what to do if someone breaks into my house or tries to kill me. What could I do that would be legal?

10 Students' rights, also how to protect yourself. Learning self-defense. Also sex education. - knowing something to do.

71 None

72 Laws about drugs should be included. Laws about child abuse should be included. The rights of people should be included.

73 I think that all the topics listed are good, but some of them such as "Laws of motor and other vehicles" are already taught in class (Drivers' Ed.). Also, "Individual rights under the constitution" are taught in American History class. If these topics could be advanced from what is learned in these classes, I think the course would be great.

74 I really can't think of any more that haven't been listed.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I think that this will be a good thing because it will not only help us, but it will also help the older people too. I think this will be the right thing to do to help us out, to make this a better world for all of us.

More people will really learn something about these things and not just waste alot of time.

I am greatly concerned that this project be a success because it is very important that the youth know and understand the law.

I would very much like to learn the results of this project because I think it is of such importance..

This project is very important, and I am very glad some arrangements are being made to teach law-related education in this city.

I would like to see the laws concerning violent crimes, such as assault, homicide and other violence, taught in class. If you show us (the students) what kind of punishment you would get for such violent acts, I think alot of teenage violence would stop. Not saying that all teenagers are violent or that everyone would listen, but if you could just keep one person from crime, you can save a lifetime of crime.

I really don't know why I had to fill this out, because I really don't understand it.

76 Ask questions about drugs -
If they are important (which I
think they are not).

77 I think that you should cover these
subjects in groups, such as gambling
and other subjects falling into the
same line as gambling. You could
cover in each class a different
subject. As for other subjects,
cover the basic principles of the
law and how it works and work your
way up from there.

78 I cannot think of any you didn't
include in the form.

If this project is about another course, I
would like to know if the students would
like it or not.

I think that this class will be good for
the eighth, ninth, and tenth graders. The
seventh graders, I hate to say, some of them
might not be too interested. Choose some
of the best-behaved students and I am sure
the class will be a success.

I hope you get whatever you are trying to get
out of it.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- 9 1. Respect and rights of citizens in the community, such as protection of life and property, rape, kidnapping, etc.
- 2. Punishment of criminals convicted of such crimes (severe penalties).
- 80 Law for up-keep of neighborhood. How garbage is picked up in each neighborhood. Make sure each neighborhood has sidewalks for students walking to school.
- 81 As I read each topic, I don't think any were left out.
- 82 If I were teaching a law class, I would teach the laws for cutting class, leaving campus, stealing people's money, stealing cafeteria food, students' books and clothes.
- 83 I think you might want to get something in this about the death penalty. This is a very controversial subject. Personally, I would like to know more about this and what constitutes the use of the death penalty.
- 84
- 85 You have included the most important ones here.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

It is a necessary and needed program in educating students to be law abiding and understanding of others and the community of which he is a part.

I hope each idea is pursued and that law officials and citizens will see that each law is obeyed. I hope this is put into effect as quickly as possible.

I have enjoyed reading each statement and answering each one with my opinion. I hope in the future I will have opportunities to answer more surveys such as this. Thanks for selecting me.

I think you should teach law at Riverview and other schools because it will keep folks from doing so much stealing and cutting classes and leaving school. I think it is a good project and that we should all try it.

I think it would be a success if you had good teachers who knew what they were talking about. I think most people would be interested in learning more about the laws of America.

Yes, I think it would be a good course.

#86 I think most everything is covered.

#87

- #88
1. The penalties for the possession of marijuana, cocaine and many other drugs.
 2. How much marijuana do you have to have in your possession before you can be convicted.
 3. Which states still have the death penalty and for which crimes.

#89 Auto theft, assault and battery, man slaughter, murder, strong arm robbery.

I believe this project will be a big success because it will help people who are victims of these crimes.

I think this program is very important.

None whatsoever. The law or almost anything to do with law does not interest me.

If crime could be cut out, this world would be a better place to live.

LAW-RELATED CURRICULUM SURVEY

Comments from Students

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

0 If I were a law, I would make sure nothing could possibly go wrong and there would be no crime in this world.

11 There should be a more enforced laws to make men take care of and support their children.

22
23 It should include how to make landlords do what they are supposed to do about the damaged houses. There should be more older people retired so others will be able to find a job when the time comes for the youth to seek employment.

94 Other topics in the law curriculum should be vandalism of school property, street gangs, students smoking in school, and medical treatment or aid for people in another state without having to explain.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

In a way they should teach law in school, and in a way they shouldn't. Some people probably would say it's boring, but if I made the decision, I would like to have it in my school.

How long will these laws take before they come into effect?

You'll have to get the students interested first, then it will be successful.

I have concerns about the drug situation because it is the main reason that the youth of today can't get an education. Drugs should be illegal anywhere in the U.S. and should be a federal charge.

These are the things I thought were important. If it were not for vandalism of school properties, the schools could save time and money. Street gangs should be abolished by the parents because if parents cared enough about raising their children, this wouldn't happen. There would be less assault, drug abuse and vandalism. "Thank you."

LAW-RELATED CURRICULUM SURVEY

Comments from Parents

Question 1.

What Other Topics Do You Think Should Be Included in the Law Curriculum?

- 11 I think that kidnapping should be on the NCS sheet.
- 12 The topics I have in mind are (1) Law of buying and selling - when you buy or sell something, you must be sure the merchandise is in good condition; (2) Automobile Law - there is a law for driving with ownership; (3) Business Law - understanding the people you are dealing with.
- 13 Laws that protect buyers of used cars and furniture. Laws about adultery and husband/wife abuse.
- 14
- 15
- 16 I think everything is covered.
- 17 Knives and cutting people should be getting a lot of years for that.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

Before I can answer this question, I would like to know why was this test was given to me? What is it for?

I think everyone should know the law and I think this is a very important project because it is very understanding and it is also a project I think everyone should know and have the right understanding about law.

I think that this is a great project because you are relating to people and getting their ideas. They will probably lend a hand knowing that they are a part of what is going on. It might get done with everybody giving a helping hand.

While citizens should have a working knowledge of these topics, I wonder if the schools should attempt to include still another subject in their already overcrowded curriculum.

I feel that they should have these projects in the schools. It is needed to help the younger ones to be more aware of the things that are coming up in the near future.

Making high school children aware of our laws and of their individual rights is a very good thing.

'18 Give more jobs so parents can work
and take care of their kids.
Give the students jobs to work
after school and during the summer.

I think this is a very good subject for
parents and students.

'19 None

My hopes and deepest concern is that this
project is a complete success.

'20 Government jobs for civilians.
Public housing and privacy.

'21 Can't think of any.

I hope it will be successfu⁷. This project
is important

'22 Not to sell dangerous weapons.
Need electrócutión for all crimes.
Judges should be more strict.
Police should know how to speak
to people in their own homes.

Not any.

LAW-RELATED CURRICULUM SURVEY

Comments from Parents

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

None that I can think of now.

To my knowledge I think all the law is covered as of now.

None

1. Procedures of the court and how they work.

2. When you need a lawyer and how to locate one.

3. A section dealing with all the homicides.

4. Consumer Laws

5. Different defenses in a criminal case.

6. Criminal Justice Process

7. All about different types of warrants.

8. Juvenile Justice Process

Laws regarding the abuse of welfare and other AID programs.

I think that it should include all laws to help all people.

None

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I have great concern for the success of this project for it is a turn for the better of this environment and nation.

I think this is a wonderful project and I will do everything in my power to help assist in anyway that I can.

No concerns. This is a much needed subject for schools.

I dearly hope this program works out because currently I am taking a law curriculum program entitled Consumer Laws. This program has helped me and will help me when I go out into the world of life.

Subjects should be taught by trained professionals, taught on grade level, and in understandable language.

I hope that it stops most of the kids in the city schools from doing drugs and prostitution and things like that.

I am concerned that money needed for bettering basic skills will be wasted on this endeavor as it has been on other subjects.

#9 The laws in which the rights of a person receiving ADC and Food Stamps. I think that cutting down on income of the people that really need them.

I hope that all of these projects will be very successful and that everyone will try to meet the requirements that need to be met to make this project successful.

10 The beginning of racial prejudice and the coming to be of such organizations as the K.K.K. and the John Burch Society. How they get away with performing deeds against all mankind. How they have members in all classes of American life.

That it will not be taught competently and that just when advancement is being made the program will be cancelled.

LAW-RELATED CURRICULUM SURVEY

Comments from Parents

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- 6 Arrest and your rights
Criminal Law and The Bill of Rights
Juvenile Justice System
Property Rights vs. Human Rights
The Law & Your Responsibility
Legal Terminology
Minority Rights Under the Law
Law and Daily Life
- 7 No comments.
- 8 1. Responsibilities of citizens as regards the law.
2. Moral Law - its place in the legal system.
3. Rights of parents/rights of others (as a part of suggested topic 9).
4. Vandalism
5. Rights of others to be "left alone."
- 9 Fighting and disturbing the peace.
- 10 About being able to worship the Bible in public schools.
They should let parents take care of sexual learning.
We should be able to learn and study more about the United States.
- 11 The above covers the topic.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

It is important that young adults have knowledge of the law and their responsibility to the law. The success of this program would enable students to form a realistic picture of the civil and criminal justice system in the U.S. and to understand the basic concepts of crime, law and constitutional rights.

I would like to know more about this program.

That the program will degenerate into a "what are my rights" type of program rather than one in which the individual is placed in society and is now taught his obligations and responsibilities to society and not just rights. We must also interject morality into the observance of the law.

I think that it is a good suggestion. About all the regulation rules that you have sent to me, I think that they are very important to me and other people too.

I think this is a very good project for schools and it should be able to interest some kids in school.

I personally feel this is a very important subject, and I hope the program will become permanent and be well funded.

42 If we can get the ones mentioned here, I will be thankful.

I will be praying that this project will become real - a part of the curriculum of the school system.

43

My children would learn what rights they have in this society of today and the tomorrows that may come.

44

I am very pleased with this project. I feel that every student should be taught the basics of law, the types of law, and their rights. I hope this project is a success and that it is started as soon as possible.

45 Well a whole lot of topics to me should be added or included in the law curriculum.

Great concern for the success of this project.

46 O.K. so far! Don't water it down!

None! Do it!

LAW-RELATED CURRICULUM SURVEY

Comments from Parents

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

3 I think you have covered the most important ones.

4 None other than what has already been named. Thank you!

5 None

6 Teach about God. I want my kid to be kind to others.

- 7
1. How can knowledge of the law make me a better citizen?
 2. Why self-government is important?
 3. What is a guaranteed right?
 4. Can justice be blind sometimes?
 5. What if you are not guilty? Are guilty?
 6. Could you argue a case, pro or con?

8

9 Entitlement to fair and speedy trials.
Morals and personal responsibilities to society..

10 Well, it seems that all the topics have been covered, there's nothing else I can think of.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

That it will teach us about law and how important it is to us to have it. That we will stick to it and not abuse it like we sometimes do.

I feel that this project will teach our children to stay out of trouble. I hope the project will be successful.

This project should be presented in a manner whereas the children gain from it and do not become bored.

I think it is great. I think every child should learn everything they can. They are going to need it.

As you can imagine from my additional topics, I would expect the instructors to uphold integrity and morality so that decision-making by the student could become quick and strong in their convictions. I believe that the presumption of innocence should be emphasized with emphasis on the importance of righteous judgement - punishment for guilty, freedom for innocent. If done well, this could be a very exciting study.

Hope you will develop most of these topics. They are all very important especially those topics beginning at #18.

That students will get only enough information that will let them think that they are above or smart enough to circumvent the law.

That all the laws be enforced to the fullest. People should stick to these laws - if they did, this would be a better place to live.

31

I have concerns for the school system and for the young children that attend school and I think that they need special teaching of the law of Tennessee.

32

Dope is important to the law.

No other remarks.

33

Laws controlling the presence of weapons (on school children).

34

Not all people will be concerned enough to send the sheets back:

35

I would like to see the success of this project because it is very beneficial for the future generations.

LAW-RELATED CURRICULUM SURVEY

Comments from Parents

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

7 Any crime involving sexual acts against children (any unnatural or otherwise or child molesting offense) should have strict, harsh punishment

8 The other topic I think should be included is the tearing up of city and county school buses by the children on their way to and from school.

9 This seems to include a good broad scope. I do hope that the topics which have the opportunity to be developed first will be successful so that the program will go forward through the years.

- 10
1. Contracts - legality of and results from breach of contracts.
 2. Credit collection laws.
 3. Safety laws - consumer protection laws.

11 When a person is allowed to use self-defense in school.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I think young children should be made more aware of criminal law procedures regarding the offenders as well as the victims, and the consequence of punishment. Maybe if they were so aware of strict law enforcement, the crime rate would drop, and this project would indeed be a success.

If this project is successful, I think it will help the community, especially the drug related problem and question 25. Child Abuse.

Regarding criminal law, the main concern to me is in discussing the various methods of breaking the law, i.e. shoplifting, vandalism to public property, etc., that the student is not show "how to" along the way. I am in full support of the suggested curriculum and feel if taught correctly, it may serve as a deterrent to crime among youth.

I think it is such a good project that I will think of only success with this.

I think knowledge of the legal system can help an individual in all phases of his life from product safety to signing of his will.

33 Drinking
Use of drugs

For my child to benefit from your project and learn more about laws, principles and life.

34
35 The laws made by the federal government for the E.P.A. pertaining to air, water pollution control.

I have a great deal of concern for this project and much success with it.

36
37 The rights of children.
Juvenile offenders and unruly children.
Law and the schools.
Individual rights under the constitution.
What it means to have a record.

I have 4 children in Memphis City Schools.
My concerns are that I hope they don't put the wrong laws in the topics.

LAW-RELATED CURRICULUM SURVEY

Comments from Parents

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#58 .. The selling of liquor to persons under age.
The selling of drugs at schools.
What do you do with people found with illegal drugs.

#59 None

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

most of project inappropriate for high school children. I would suggest that children be taught the responsibilities of a good citizen, not "welfare rights, aid to dependent children, etc."

LAW-RELATED CURRICULUM SURVEY

Comments from Teachers

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- #1 Emphasis should be placed on offenses involving drugs.
- #2 The most important topics have been listed.
- #3 How females can protect their rights on the job and in society.
- #4 Other topics suggested would be landmark cases involving school legislation and the law.
- #5 The law curriculum has been well covered.
- #6 Income Tax law regarding violators.
- #7 The impact of divorce on children; rape.
- #8 These topics seem to cover everything for the average citizen.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

How will the students be selected for participation in this project? Will this curriculum be an elective course in high school or will it be a mandatory course? Will junior high students be able to take this course?

I think this would be a very good course to add to the curriculum.

If the project is properly instituted, students will have a better understanding of their rights and how to protect their rights.

In my opinion, the course can be very beneficial. We should do in-depth planning so that both sides of a "question of law" are presented.

I am hoping that this project will be successful.

Time allowed for the program to develop.
(3 - 5 years)

This is an excellent idea that should have been developed years ago.

This course would be taken by more students if it could be included with other history courses to satisfy a major or minor; otherwise, it may be hard to entice students to take this course. It sounds great to me.

#9 Tax law including property tax, inheritance tax and income tax.

#10 How we can focus on the rights of the victim as opposed to the rights of the offender.

#11 Visual aids, such as charts, posters and films should assist the material. I believe this material would be very valuable to all American students.

If possible, the course should be required for all high school students.

Students should be knowledgeable of court and prison experiences, legal expertise, due process, etc. Classroom lectures will not provide adequate information alone.

Most of the material could fall under a civics class. The class should be offered to all students, for this is basic to the American system of government.

LAW-RELATED CURRICULUM SURVEY

Comments from Teachers

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- #12 How the law handles psychotic criminals.
- #13 Respect for public property and citizen responsibility in crime prevention.
- #14 The copyright law and the signing of documents - deeds, mortgages, co-signing, etc.
- #15 Some enforcement should be placed on the penalties involved.
- #16 Not knowing any more about the curriculum than what I've read in this handout, such as how it will be implemented and to whom and by whom, the topics mentioned seem to be rather inclusive.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I think the project is a necessary facet in the educational needs of our society. Becoming more knowledgeable of these issues will enable people to become better and more useful citizens in our society.

I certainly hope this project will become a part of the curriculum in the Memphis City Schools. I can see where this project may ultimately save the taxpayers of this city and state millions of dollars. The taxpayers of this city and state are having to pay for larger penal institutions, whereas, this project might help stop this trend. The law-related project is very much needed.

We've needed this for a long time. I hope it develops.

I hope this project can be put into the curriculum soon. Many school age children get into trouble due to ignorance of the laws of our society. Naturally, many will violate the law regardless. Just helping a few would make this project worthwhile.

Again, not knowing how it is to be implemented, it's difficult to say. If it is to be an elective for students in grades 10-12, I feel it would or should be of great interest and value, but I'm sure the success would depend on the qualifications of the teacher or person responsible for presenting the material.

#17 How the lay person can best use this information, not misuse it.

#18 Law suits and the prison system.

#19 None

#20 None

What age level will this be presented to?

How will the project be implemented? Who will conduct the instructional phases? Will both teachers and students be included in the learning process? When will this be taught? At what level?

I hope the program will be successful. Well informed students will be well informed citizens of tomorrow.

I hope it will not be successful. Spend this time on reading, spelling and math.

LAW-RELATED CURRICULUM SURVEY

Comments from Teachers

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- #21 Divorce, property zoning laws, civil suits -- houses, small business law, income tax evasion, insurance laws, and loans and finance charges.
- #22 Parents' right to discipline children, rights of minors, Juvenile Court procedures, and legal status of minors who are wrongdoers.
- #23 Updating of antiquated laws and removing the inappropriate ones. The times have changed and the laws need to change accordingly.
- #24
- #25
- #26
- #27

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

It is long overdue. I hope that it will soon become a reality. There is a urgent need for courses relating to law for high school students.

It is of vital importance to the lives of students.

Most of these topics are already being taught in other courses.

I believe this project will be very helpful to our young people. So many young people going into adulthood don't know the law. I believe it will cut down on crime if some are aware of the law regarding it.

#28

There are topics listed that I would very much like to see become a part of our curriculum.

#29

Make sure that students get ample information concerning their rights and responsibilities under the law as well as the rights and responsibilities of other individuals. They need to know how to function within the law and the governmental structure.

#30

Divorce proceedings

I know nothing about this project. I do think that all persons should be knowledgeable of the law.

#31

This will be a high interest course for students.

U

LAW-RELATED CURRICULUM SURVEY

Comments from Teachers

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#32

#33

#34

#35

#36 None

#37

Very strict penalties for sodomy, very strict penalties for child abuse, very strict laws against wife abuse and better protection for them once they leave the husband, better equipment in city and county schools for the handicapped and a need for more funds for this.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I feel the topics in this curriculum could be added to other areas. The money spent for this curriculum could be better used in our system.

I hope that this project can be successful, because students need to be aware of these topics. I believe we will have a better society if all are made aware of crime and punishment at a very early age.

I see a definite need for the teaching of this course in our school system. An awareness of rights and consequences of breaking laws seem to be a major concern of people today.

I feel that there is a need for a project such as this and it should be continued, not deleted before a true compendium can be made.

I hope people will be able to serve our community better by learning in this course and that these people will help to make our community a safer place to live.

#38

I think you have a very good list of suggestions. I would suggest that you combine a course on "student's rights, teacher's rights and parent's rights" so that ways could be suggested of how we could work together to improve education. I think it is time to help the students learn to take an active part in seeing that they get a good education.

#39

I think it would be very successful. I believe that you could even get the community involved by offering some courses at night for all parents, teachers and students to attend.

Some topics may be covered in other subjects. It would be very important that the curriculum dwell on government law.

LAW-RELATED CURRICULUM SURVEY

Comments from Teachers

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#40 Duties of the tenant - how the law protects the landlord and alternative living situations for children including adoption simplification.

#41

#42 What about children caught in custody battles? What are their rights? Who protects them? When can they choose which parent to live with?

Adults and divorce: Rights of husbands, wives, in a divorce dispute; how to protect one's rights; point out the terrible possibilities and consequences of divorce. The "normal" home situation these days is the one-parent-divorced situation. Our students need to know many things in this important area that no one ever tells them about until they must go through it themselves. Citizen responsibilities should be emphasized rather than citizen rights so much. If all of us meet our responsibilities, the rights will take care of themselves.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I only hope the interest goes beyond just receiving another federal grant.

Because citizens are not properly informed of loopholes in the law, public official's dishonesty and money always being top priority, the success of this project has a narrow chance of improving the situation.

I hope we don't teach our students how to outwit the legal system in this country.

#43

I feel the topics chosen are well done. The emphasis in developing them should be along the lines of allowing one to lead a peaceful life within the law.

#44

Psychological approach to lure people to break the law for any reason. A young person needs to be aware of certain approaches made by "experienced" offenders.

What further problems might arise if one doesn't understand certain laws.

#45

Taxes - benefits to expect from employer/self-employment.

How to "listen" to politicians - how to vote wisely.

There is often a problem in adopting a useable text for these courses. The students who take these courses mix the knowledge gained here with preconceived notions, half truths and prejudices and sail into the wind of the law as close as possible without sinking.

I am not that aware of the approach that is to be initiated.

It might become just another rat hole to sink funds while the regular teaching process continues to suffer from lack of time, aid (both personnel and funding) and moral support. We need qualified teachers for the subject.

LAW-RELATED CURRICULUM SURVEY

Comments from Teachers

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#46

Problem of people who ignore law for car insurance and drive anyway. Some people ignore filing income tax when not in jobs with automatic withholding.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

Some topics listed may overlap existing history and government courses. The information sheet didn't say if it was to be a high school course or spread throughout the various grade levels.

LAW-RELATED CURRICULUM SURVEY

Comments from Counselors

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

1 Contracts (particularly as related to private business institutions).

#2

#3

#4 Weapons

#5

#6

#7

#8

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I would think that extreme consideration should be given to presentation of material, utilization of resource persons, and field trips.

Will the project be funded long enough to really evaluate the results?

1.) I'm not familiar with the project.

2.) I hope the project will be presented to the proper public - the public it will benefit the most.

3.) I hope the project will be practical enough for public to understand it.

My concern is if this course will be elective only, and if so under what area of the curriculum it will come.

I would hope that the program would not become a receiving ground for nonadjusted students, but it would cater to those who are genuinely interested.

That it be written and taught on a level the slowest learner can comprehend. That it reach a large segment of the school population.

I feel it would be a superb addition to social studies curriculum - my only area of concern is in finding teacher personnel who are knowledgeable in both law and practical experience who could teach the curriculum.

There should be a mini law course covering various topics in the schools. Many students are ignorant about the law and many students only contact with the law is when a criminal act has been committed.

89

I hope the project is made available to a cross section of students and not just to college bound students.

10

None.

I would like to see the project progress. It is an important project that is needed. I feel there can be unlimited benefits gained by its success.

11

A unit on penalties for violation of certain laws.

I would like to see some device or measurement of aptitude that will help the students determine if they are suitable applicants for law school.

LAW-RELATED CURRICULUM SURVEY

Comments from Counselors

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

#12 The proposed topics for the law curriculum appeared to be well covered.

#13

#14

#15

#16

#17

#18

#19

#20 Investment opportunities and procedures.

Question 2.

What Concerns Do You Have Regarding The Success of This Project?

I think this is a very good program and much vital information can be obtained to aid students in various career choices and daily living.

1. grade level(s) at which it will be taught
2. certification of proposed instructor(s)
3. will students be screened or will this elective be open to anyone who wants to enroll?

What project? I have never heard of anything related to this -

This is the first time I have heard about a law project in the Memphis City Schools. I do not know enough about it to make a comment.

Hope that it materializes.

Will this be a high school course? or- At what level(s) will the law curriculum be introduced? How will it fit into the present curriculum? Answers to these questions would determine the most important topics.

Who is going to teach this course? At what grade will you offer this subject?

I have no particular concerns. I feel this is a worthwhile curriculum and will be most successful.

It is most important that these concerns are treated at length in your curriculum. An informed populace will insure a great society.

- #21 U.S. Constitution.
- #22 List is very complete.
- #23
- #24 Rights of citizens against degradation of character, libel and the fostering of demeaning rumors.
- #25 Rights! Rights! Rights!
Why not include something on citizen responsibilities? family (parent) responsibilities? child responsibilities?

None.

I don't know enough about the project to comment.

This information can be very useful to the teachers, students, administrators in the Memphis City Schools.

The suggested topics could help to give students an understanding of how the law works for the citizenry. It should help to instill respect for the law and the rights of others.

LAW-RELATED CURRICULUM SURVEY

Comments from Principals

Question 1.

What Other Topics Do You Think Should Be Included in The Law Curriculum?

- 1
- #2 Develop a unit that will go in depth dealing with "why laws are necessary and ways and means of living within the law.
- #3
- #4
- #5
- #6. Law concerning real estate.
- #7
- #8 This seems to be adequate as a start.

Question 2.

What Concerns Do You Have Regarding The Success of This Project ?

Mini courses in law, especially "Offenses Against the Family" and "What it Means to Have a Record" would be of great benefit to students who in many cases never get much information about the rights of citizens.

Providing personnel with a strong knowledge of the subject and possessing an enthusiastic personality.

The approach taken with the class - is this to be a semester course? Will it be open to all ages in high school? Who will be qualified to teach such a course?

It's worthwhile - needed.

Could/should be very valuable and interesting to everyone.

A very necessary program. I hope it is implemented.

I think that something positive will probably come from it.

#9 I know, generally, that rights and properties of others is covered, but one of the hardest things to teach is respect for the rights and properties of others - a lot of thinking now is that everything belongs to everyone (community property) or that why should I care, it doesn't belong to me?

#10

School and lay participation will be greatly needed.

Task #3
Training of Teachers

Shelby State Community College, in cooperation with the Memphis City Schools and Memphis Area Legal Services, provided the teacher training course in law content to a group of 29 teachers in the fall of 1980 and 46 teachers in the fall of 1981. There were 10 two-hour sessions in all for each group. Teachers were selected from both elementary and secondary schools.

Professionals from the justice community were utilized as outside speakers on topics related to criminal law and procedure, consumer law, housing law, family law and individual rights law. In addition to course content presented by the speakers, the Street Law textbook was provided each teacher. A copy of the course schedule is presented on the next two pages.

The purpose of the training sessions was to give teachers some background in the areas of law covered by the course to facilitate their subsequent development of the curriculum guides for students. Evaluation of the success of the training sessions included the collection of the following:

1. teacher rating of project training
2. pre-test and post-test examinations administered to teachers requiring application of knowledge and skills developed in the course
3. assessment of the teachers' lesson plans on law content developed for use with their students

Teachers generally gave favorable ratings to the course. In addition, teachers showed gains from pre-test to post-test on examinations over the content presented in the course. However, the course itself was not enough

to give teachers the confidence required to develop the proposed curriculum. On March 13, 1981, the teachers from the first training session participated in a one-day workshop during which they presented examples of the lesson plans they had developed and taught on law-related content. Of the 29 teachers involved in that training session only twelve developed the lesson plans on law content as requested of them. In addition to this low response, there were other indicators of problems in the area of teacher confidence which surfaced during presentations made in the workshop. It was noted that little original work was presented by the teachers. In most cases they had found previously prepared lessons and used these with their students. In discussions held during the workshop, teachers indicated doubt as to their ability to develop lessons on law content. It was at this time that project personnel introduced the idea of law students working with them on the development. The idea was favorably received. It was also decided that members of the advisory council would act as resource persons in the development process. Another decision made by project personnel was to tighten up on the selection criteria for the teachers to participate in the development workshop to be held in the summer of 1981. Two important requisites were determined to be writing ability and creativity.

69-

TEACHING LAW

39

COURSE SCHEDULE

PLACE: Board of Education, Professional Library

TIME: 5:30 p.m. - 7:30 p.m.

INSTRUCTIONAL TEAM

Charlotte Collins, Memphis Area Legal Services, 526-5132

Harriett Halmon, Equal Employment Opportunity Commission
521-2539

Al Simmons, Shelby State Community College, 382-0504

Rita Stotts, Memphis State University School of Law

Ben Head, Shelby State Community College, 528-6760

SEPTEMBER 15, 1980 WELCOME

Dr. W. W. Herenton, Superintendent, Memphis City Schools

Dr. Mose Yvonne Hooks, Division Chairman, Education and
Technologies, Shelby State Community College

Mr. Al Thompson, Director, Memphis Area Legal Services

INTRODUCTION OF INSTRUCTORS	AL SIMMONS
COURSE RATIONALE	CHARLOTTE COLLINS
ORIENTATION	CATHERINE PICKLE, BEN HEAD
JUSTICE INFORMATION SURVEY	BEN HEAD
INTRODUCTION TO THE JUSTICE SYSTEM	HARRIETT HALMON

SEPTEMBER 22, 1980 INTRODUCTION TO TEACHING LAW
TECHNIQUES
AL SIMMONS AND CHARLOTTE COLLINS

INTRODUCTION TO CIVIL LAW - PART I
CHARLOTTE COLLINS

SEPTEMBER 29, 1980 CIVIL LAW - PART II
RITA STOTTS

GROUP MEETINGS
AL SIMMONS

OCTOBER 6, 1980 INDIVIDUAL RIGHTS
HARRIET HALMON

EMPLOYMENT
A. C. WHARTON, SHELBY COUNTY PUBLIC
DEFENDER

OCTOBER 13, 1980 FAMILY LAW
RITA STOTTS
LAURICE SMITH, MEMPHIS AREA LEGAL
SERVICES
BILL INGRAM, REFEREE, SHELBY COUNTY
JUVENILE COURT
BONNIE RAGLAND, MEMPHIS AREA LEGAL
SERVICES

OCTOBER 20, 1980 CONSUMER LAW
WILSON WAGES, MEMPHIS AREA LEGAL
SERVICES
JAMES PHILLIPS, MEMPHIS AREA LEGAL
SERVICES

HOUSING LAW
CHARLOTTE COLLINS

NOVEMBER 3, 1980 INTRODUCTION TO CRIMINAL LAW
ED CHANDLER, ATTORNEY AT LAW
AL SIMMONS

NOVEMBER 10, 1980 FIELD TRIP TO MEMPHIS CORRECTIONAL
CENTER
BEN POINDEXTER, WARDEN

NOVEMBER 17, 1980 CRIMINAL JUSTICE

PANEL DISCUSSION
AL SIMMONS, MODERATOR

NOVEMBER 24, 1980 RESOURCES FOR TEACHING LAW
BOB HEAD

WRAP-UP
STREET LAW TASK FORCE AND YOUNG
LAWYERS SECTION

Summary of Test Results for the Teaching Law Training Course Conducted
By Shelby State Community College and Memphis Area Legal Services

1980 Sessions

The tests over content presented in the training sessions were developed and scored by the primary instructors. Copies of the instruments are presented on pages 45-48. The following is a copy of the report submitted to the project directors by instructors of the course in 1980.

SUMMARY OF TEST RESULTS OF THE "TEACHING LAW" TRAINING COURSE
FALL, 1980

A. DESCRIPTION

A twenty hour course of practical law offered through Shelby State Community College Legal Services and the Street Law Task Force, dealing with six special law content topics: Constitution/Individual Rights; Criminal Law; Criminal Justice; Family Law; Housing Law; and Consumer Law.

B. PARTICIPANTS

1. 29 Participants Began the Course
2. 21 Completed the Program

C. PRE-POST TEST RESULTS

1. The average score on the Pre-Test was 41 with a low score of 16 and a high score of 79.
2. The average score on the Post-Test was 84 with a low score of 79 and a high score of 88.

D. COMMENTS

The tests were developed and scored by the primary instructors, Al Simmons, Charlotte Collins, and Harriet Halmon. It was the consensus of the group that although the tests covered the same material, the Post-Test was more difficult. The Team felt that significant progress was made by the participants.

E. COURSE INSTRUCTOR-EVALUATION QUESTIONNAIRE (CIEQ)

This instrument was given at the conclusion of the course to add additional evaluation to the course.

F. RESULTS

On the twenty-four opinion items there were 358 positive scores and twelve negative scores. This ratio is far above the average for college instructors at Shelby State Community College.

LRE CURRICULUM PROJECT
 SUMMARY OF TEACHER RESPONSE ON THE ARIZONA
 COURSE/INSTRUCTOR EVALUATION
 QUESTIONNAIRE 1980
 N=16 RESPONDING

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It was a very worthwhile course.	12	3	1	
2. I would take another course that was taught this way.	10	5	1	
3. The instructor seemed to be interested in students as individuals.	9	6	1	
4. The course material was too difficult.		1	6	9
5. It was easy to remain attentive.	10	5		1
6. NOT much was gained by taking this course.		1	4	11
7. I would have preferred another method of teaching in this course.			10	6
8. The course material seemed worthwhile.	12	4		
9. The instructor did NOT synthesize, integrate or summarize effectively.			5	11
10. The course was quite interesting.	13	1	1	1
11. The instructor encouraged development of new viewpoints and appreciations.	7	9		
12. I learn more when other teaching methods are used.		1	11	4
13. Some things were NOT explained very well.	1		9	6
14. The instructor demonstrated a thorough knowledge of the subject matter.	12	4		
15. This was one of my poorest courses.			4	12
16. The course content was excellent.	8	7	1	
17. Some days I was NOT very interested in this course.	1		9	6
18. I think that the course was taught quite well.	12	3	1	
19. The course was quite boring.			2	14
20. The instructor seemed to consider teaching as a chore or routine activity.			3	13
21. Overall, the course was good.	13	3		

1981 Teacher Training Sessions

The evaluation of the 1981 teachers' training sessions involved the same tests which were developed for the evaluation of the 1980 training sessions. The scoring procedures, however, were made more objective. Half of the teachers were given Form I of the test and half of the teachers were given Form II of the test before the sessions. At completion of the training, teachers were administered Form II or Form I, whichever had not previously been administered to them.

The pretest and posttests were mixed together and a random number assigned to each. All names and other identification were removed from the instruments. Instructors of the course scored the exams without knowledge of which were pretests and which were posttests. In addition, they scored them without knowledge of examinees.

On the next page are reported the scores made on pretests and posttests for the two forms of the exam. Teachers made higher scores on the posttests for both forms of the exam. The differences were statistically significant for Form II.

Although the results obtained are positive, the increases compared to those made by the previous group of teachers are much lower. One reason for the difference might be that the previous group of teachers were hand selected as they were to develop the curriculum guides. The second group of teachers attending in 1981 may have had less interest in mastering the subject matter of the course.

COMPARISON OF PRETESTS WITH POSTTESTS
ON LRE CONTENT EXAMS
1981 TRAINING SESSIONS
N= 15 TEACHERS*

Pretest		Posttest	
Form I	85	Form I	55
	70		90
	50		75
	85		85
	90		75
	55		100
	25		60
Total	460	Total	620
\bar{X}	65.7	\bar{X}	77.5

t=1.163

Pretest		Posttest	
Form II	22	Form II	48
	28		61
	52		46
	42		74
	44		43
	65		50
	33		61
	9	Total	383
Total	295	\bar{X}	54.7
\bar{X}	36.9		

t=2.298
(p < .05)

*There were fifteen teachers who completed both a pretest and posttest during the training sessions.

JUSTICE INFORMATION SURVEY

FORM I

1. Harold works as a drummer for the Blazing Rockets, a popular band in Memphis. When Harold was fifteen years of age, he contracted to buy a new set of drums from Moe's Music Shop for \$500.00 to be paid in installments over ten months. Because Harold makes a lot of money, the store did not ask for a co-signor on the sales contract. Two months later, some fans destroyed the drums during a wild concert. Is Harold obligated to pay for the drums? Why or why not?
2. Mrs. Doe has fallen one month behind in her rental payments. Her landlord sues to evict her. If Mrs. Doe can prove that her apartment is in need of repairs, can she prevent her eviction? Explain.
3. Pam and Bobby get married. Pam knows that Bobby wants a large family. She waits until after the marriage to tell him that she did not want any children and is going to have herself sterilized. What options does Bobby have to end this marriage and why?
4. Mary is recently divorced. She goes to see an apartment which has been advertised for rent, but the owner says that he never rents apartments to divorced women. What can she do?
5. A close friend of yours is arrested at his home while you are present. Officers of the City Police Department present him with a warrant charging him with receiving stolen property of an amount in excess of \$500.00. You are convinced of his innocence in this crime suspecting it is a case of mistaken identity. What three steps can you take to help your friend?
6. You are aware of a fellow employee who consistently falsified expense accounts in his favor. He justifies this to you privately by stating he does not believe the company adequately reimburses him for his actual expenses. Should you take any action in this matter? Please explain.
7. Your home is burglarized while you are out of town. You do not have homeowners insurance so you stand to lose over \$2,000, since although the police have captured the thief and he has been convicted, the property was not recovered. What two steps can you take to recover your losses?
8. Mr. and Mrs. Smith have had trouble controlling the behavior of their 15 yr. old son. They are unable to make him attend school regularly and they suspect drug usage. In exasperation, they petition the Juvenile Court to send the youth to a State Training School. Do they have a right to do this? How will their son's interests and rights be considered?

9. John leaves Mary after 3 years of troubled married life. Mary has two children, no job and no means of support. John moves out of state in an attempt to avoid paying support for his children. Is Mary still able to obtain support from John? Under what condition would Mary be able to receive Family Assistance from the Department of Human Services?
10. If a child is born out of wedlock what are the steps to legitimate the child? What advantages would there be to the child to do this?

JUSTICE INFORMATION SURVEY - FORM II

1. The 18 year old son of a friend of yours has been arrested and brought to City Court for shoplifting. The friend is concerned his son does not understand the seriousness of it all. How could you explain to the young man the effects a court record might have on his future?
2. You are driving on a seldom used road one night when your car breaks down. You approach a house, the only one in sight, to see about using a phone to call for assistance. There are no lights on and no one answers the doorbell. You notice the door is not locked, so you enter and look for a phone. A law enforcement officer notices you entered the house. He catches you in the living room of the house and places you under arrest. You are subsequently charged with attempted burglary. Are you guilty? Why not? What would be your defense?
3. What are the three sources of law in the American legal system?
4. Give an example that illustrates the ever changing nature of the U. S. Constitution.
5. The U. S. Congress passes an act authorizing a federal grant of \$1,000,000 to the American Nazi party. A group of disgruntled taxpayers decide to file suit in federal court challenging this act. Discuss the likelihood of their success.
6. In the following examples, state which court (s) the plaintiff may proceed in:
 - a. X and Y are involved in an automobile accident. X is a resident of Memphis. Y is a resident of West Memphis. Y sustains \$11,000 in damages.
 - b. Same as (a) except Y sustains \$2,500 damages.
 - c. A is the mother of a child fathered by B. B refuses to acknowledge the child or accept responsibility for it.
 - d. C and D are a married couple seeking a divorce.
 - e. The heirs of Elvis Presley wish to settle his estate and end the feuding over his property. Presley left a will, however, some heirs are challenging it.
 - f. The Foul chemical company has brought property in Whitehaven. Foul plans to locate a chemical waste dump on the property. Residents of Whitehaven wish to stop Foul.
 - g. Slumlord Smith is a landlord in Memphis. Lazy Renter, his tenant, is several months behind in his rent. Smith wants the money that is owed to him. He also wants to evict renter.

- h. Ann, an employee of the Memphis Publishing Co. is required to work on Saturday. She has explained that she is a Seventh Day Adventist and working on Saturdays is strictly prohibited. The Co. refuses to adjust her schedule. She has exhausted her administrative requirements.
7. What is discovery in civil litigation?
 8. TRUE OR FALSE Bill has a jury trial in Circuit Court. The jury finds against him. Bill may appeal his case to the Tennessee Supreme Court.
 9. There exists a constitutional right to privacy. Explain.
 10. Mary applies for a job as a receptionist. Her application is rejected because she is too fat. Mary weighs 300 lbs. Mary files suit in the Federal District Court alleging discrimination. Discuss her chance for success.
 11. What are Status offenses?
 12. Al and Jean were married. In 1973, they were divorced. Custody of their 3 yr. old son was awarded to Al. Al and Eric live in an apartment in Midtown. Jean has recently purchased an estate in Germantown. (complete with horses) Jean petitions the Court for custody of Eric. What are some of the questions that must be asked before the court can make a decision?
 13. Mary and John lived together in Collierville, Tn. for 35 years. They considered themselves to be married. Mary was known as Mrs. John Smith. They were, however, never formally married. John died last month. Mary has applied for John's social security benefits. What is the likely outcome?
 14. Define express and implied warranties.
 15. TRUE OR FALSE In Shelby County, renters have a grace period of five days from the date the rent is due. The renter (tenant) cannot be sued or evicted within the five days.
 16. Mrs. Murphy lives in a triplex (3) units. She rents two (2) of the units. She does not wish to rent to whites. Is she in violation of the law? Explain.

Revisions in the Teacher Training Process

Changes in the inservice requirements for teachers have resulted in plans to change the methods of training teachers in use of the LRE curriculum guides. Under the previous inservice program, teachers were allowed to select activities to fulfill requirements of five inservice days. The changes in the inservice program places eight of the ten days required under the responsibility of the local building principal. Entry to teacher training will, therefore, be through principals during the regular inservice days.

Project directors have formulated a plan which involves training of a teacher team from each school which in turn can train its faculty. An instructional manual and twelve films are being prepared for use in training teachers by this method. The developers and topics of the twelve training films are as follows:

LAW-RELATED CURRICULUM

Teacher Training Video Tapes

Produced by WQOX-TV

- I. Why Law?
Dr. Nicholas White, Dean
Cecil C. Humphreys School of Law
Memphis State University
- II. The Judicial System, State and Federal
Edward Russell, Jr., Attorney
Dr. Helen Smith, Consultant
- III. The Juvenile Court System
William Ingram, Referee
- IV. The Juvenile Court-Services to the Community
Charles F. Gray, Chief Probation Officer
- V. Civil Law
Charlotte Collins, Attorney
Memphis Legal Services
- VI. Criminal Law
Arthur T. Bennett, Judge
Criminal Court, Shelby County

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- VII. Criminal Law: Institutionalization of Persons Convicted of Crime
Al Simmons, Professor
Shelby State Community College
Arthur T. Bennett, Judge
Criminal Court, Shelby County
- VIII. The Law-Related Education Curriculum
A K-12 Infusion Model
Catherine Pickle, Consultant, Social Studies
Carlée Whipple, Elementary Consultant
- IX. Due Process in the Memphis City Schools
Suspension: A Simulation
Charles Irvine, Director
Pupil Services
- X. Due Process: Shoplifting, A Simulation
Jennifer DeBardeleben, Student
Chris DeBardeleben, Student
Arthur Vaught, Jr., Case Work Supervisor
Juvenile Court
- XI. The Mock Trial - A Method for Teaching Judicial Procedure
Claudia Halton, Assistant Attorney General, Shelby County
Charlotte Collins, Attorney, Memphis Legal Services
- XII. Classroom Management - Living Under Law
Carlée Whipple, Elementary Consultant
Students, Treadwell School

Task #4
Curriculum Writing

The LRE Curriculum was written during a workshop held in the summer of 1981. Teachers of elementary and secondary levels worked for eight weeks together with a group of law students from Memphis State University Law School. The major evaluation activity during that time was assessment of teachers' and law students' understanding of the work plan and how they were to go about accomplishing tasks set for them. Charts were maintained which mapped the curriculum content of the elementary and secondary curriculum guides. The charts also recorded responsibilities for each teacher and law student.

Teachers and law students reported generally that they understood what was to be done and the particular part each was to play in the development of the curriculum. The major concern they expressed was that there would not be sufficient time to complete the work. Because of cuts in funding, the workshop day had been cut to four hours. Most of the teachers took material home each evening and worked many hours for which they were not paid. The teachers were able to complete the guides on time. The printing and other production deadlines were also met.

On the pages which follow, examples of the project directors' mapping of curriculum segments which related teacher and law student assignments are presented. These are followed by a summary of one evaluation form which the teachers completed after two weeks into the project.

SAMPLE OF CURRICULUM MAPPING WITH TEACHER ASSIGNMENTS

UNIT III CRIMINAL LAW

GOAL: TO FAMILIARIZE STUDENTS WITH THE NATURE OF CRIME AND ITS CONSEQUENCES

	Teacher Assigned
(1) Effects of Prison probation parole pardon commutation of sentence	Hill
(2) Criminal Record/Court records	Hill
(3) Homicide	Russell
(4) Theft, Robbery, Burglary car theft	Sargent
(5) Mayhem, Assault/battery	Russell
(6) Weapons	Tindoll
(7) Arson	Wright
(8) Fraud	Wright
(9) Drug Offenses	Tindoll
(10) Mock Trial Procedure	Hill
(11) Cruel and Unusual Punishment	Wright
(12) Plea bargaining	Wright
(13) Bail	Ware
(14) Parties to Crime	Ware
(15) Victim's Rights	Hill
(16) Victimless Crime gambling, prostitution, etc.	Tindoll
(17) Sources of Criminal Law	Sargent
(18) What happens if arrested From arrest to trial	Ware
(19) What is a Crime	Wright

LAW STUDENT RESEARCH ASSIGNMENTS

DATE
ASSIGNED

RESEARCH TOPICS:	Cheryl	Joy	Linda	Rodney	Kathy	Debbie	DATE ASSIGNED
Consumer Law (18+)						X	June 16, 1981
Criminal Law (18+)		X		X			June 16, 1981
Drugs & Alcohol		X				X	June 16, 1981
Employment Law			X				June 17, 1981
Family Law	X						June 15, 1981
Tenn. Court System (including juvenile and family courts)					X		June 19, 1981
Contracts: insurance landlord & tenant warranties				X			June 18, 1981
Law of Property wills & estates			X				June 17, 1981
Juvenile Law traffic misdemeanors compulsory attendance drugs & alcohol Criminal offenses	X						June 15, 1981
Other							

8.1



MEMPHIS CITY SCHOOLS LAW-RELATED EDUCATION PROGRAM



PROJECT WORKSHOP 1981

EVALUATION FORM

ADVISORY COUNCIL

CHAIRMAN

Dr. Nicholas White, Dean
Memphis State University Law School
Arthur T. Bennett, Judge
Criminal Court, Shelby County
157 Poplar Avenue
Memphis, TN 38103
Nancy Sorak, Judge
Municipal Court
160 Adams
Memphis, TN 38103
Newton P. Allen, Attorney
1 Commerce Square Tower
Memphis, TN 38103
Jean Taylor, Human Services
Commerce Title Building
12 S. Main 1338A
Memphis, TN 38103

For the past two weeks you have been a participant in the LRE Project Workshop. It is asked that you now take a few minutes to fill out an evaluation form. Be sure to indicate areas of the work plan that are not clear to you. Please give your suggestions for improvement/changes in the work plans.

Please Check (✓) One

Teachers: _____

Elementary _____ Law Student _____

Secondary _____

Do you understand the overall plan for developing the LRE curriculum?
What areas are not clear?

What concerns do you have about accomplishing the work assigned to you?

What changes/redirection do you think would facilitate the work to be done?

William Ingram, Referee

Juvenile Court
616 Adams, P. O. Box 13
Memphis, TN 38101

Charles F. Gray

Chief Probation Officer
Juvenile Court
616 Adams, P. O. Box 13
Memphis, TN 38101

Carol Calane, Junior League
195 Picardy Pl
Memphis, TN 38111

Dr. Thomas Hickey, Psychologist
Memphis Police Department
160 Adams Street
Memphis, TN 38103

Albert Thompson, Legal Services
46 North Third Street
Memphis, TN 38103

Dr. John T. Putland

Memphis Assoc. of Independent Schools
2100 N. Germantown Road
Cordova, TN 38018

Vergil E. Lawrence

Title I Guidance
2597 Avery Avenue
Memphis, TN 38112

Wale Ware, Secondary Teacher
1807 State Street
Memphis, TN 38114

Patricia DeBardleben

Elementary Teacher
5520 Mason
Memphis, TN 38117

Veronica Coleman, Attorney

100 North Main Building
Memphis, TN 38103

Mrs. Janice Calhoun

Parent-Teacher Association
4446 Crescent Park Drive
Memphis, TN 38138

A. C. Wharton

Public Defender
147 Jefferson Street
Memphis, TN 38103

John Fowlkes, Attorney

157 Poplar Avenue
Memphis, TN 38103

M. L. Pinkston

Social Studies Specialist
State Department of Education
Memphis State University
Memphis, TN 38152

Charlotte Collins, Attorney

146 N. Third Street
Dermon Building
Memphis, TN 38103

Dr. Mose Yvonne Hooks

Sney State Community College
P. O. Box 40568
Memphis, TN 38101

Fred Thompson, President

Student Councils
2414 Alcy
Memphis, TN 38114

STAFF

Catherine Pickle, Coordinator
Secondary Consultant

Carlee Whipple
Elementary Consultant

Helen Smith

Research Consultant

3782 JACKSON AVENUE • MEMPHIS, TN. 38108 • 386-0550

EVALUATION OF WORKSHOP

1.
THE PURPOSES OF THIS PROJECT
ARE CLEAR TO ME. COMMENT

I've enjoyed being a part of
this team of fine teachers

Law related education is
needed very much by pupils in
the school system and the
public.

My feeling is that it is
necessary to include a law-
related program in the class-
room.

Yes

The purposes are not quite
clear but I think after to-
day's work, I have a better
understanding of what to do.

Yes

2.
HOW TEACHERS IN THE PROJECT WILL WORK
AND DEVELOP THE LAW-RELATED CURRICULUM
IS CLEAR TO ME. COMMENT

Yes

A curriculum that can be built upon from
grades K-12 must be developed.

Yes

Yes

Yes

Yes

3.
I HAVE THE FOLLOWING CONCERNS
ABOUT THIS PROJECT.

I hope the law curriculum will
be able to relate to the
student's life on a daily
basis.

The materials must be easily
accessible. The format of the
guide must be so that it takes
little time to find lessons and
activities.

The lessons should be short and
to the point.

The lessons should be of high
interest to the students and
meet their needs.

That units will be clear, con-
cise and not too lengthy.

It will be discontinued before
it is fully initiated. (prob-
ably due to lack of funds)
It will not be sequential
enough to be effective.

I thoroughly enjoyed the work-
shop. I am pleased the city
is making the attempt to add
law education to the school
curriculum. However, I do feel
those teachers interested will
follow through and many are.

EVALUATION OF WORKSHOP

1. THE PURPOSES OF THIS PROJECT ARE CLEAR TO ME. COMMENT	2. HOW TEACHERS IN THE PROJECT WILL WORK AND DEVELOP THE LAW-RELATED CURRICULUM IS CLEAR TO ME. COMMENT	3. I HAVE THE FOLLOWING CONCERNS ABOUT THIS PROJECT.
Yes	Yes	I think that this is a very worthwhile project. It will work and will be very helpful to all of our students. In writing up a curriculum, make sure that the student can relate to whatever is in the curriculum. Put all emphasis on quality and not quantity. Quantity in itself will often turn the children and the teachers off.
Yes	Yes	It is a good project. "Please" keep it practical so that it will work. Keep the child in mind while this is being developed and how the curriculum will relate to the child's life in daily situations.
I learned quite a lot in the ten weeks. (prior training course)	Yes	I have enjoyed being a part of this project. My major concern is aimed at the student's interest. We must present this program to each student and/or parent so that it will have a practical function.
Yes	Yes	Some teachers may not see value in this program and fail to fuse it into a curriculum they deem already too crowded. Format should be clear and concise.
Yes	Yes	My only concern is that the program be continued. I think it is great!

EVALUATION OF WORKSHOP

1.
THE PURPOSES OF THIS PROJECT
ARE CLEAR TO ME. COMMENT

2.
HOW TEACHERS IN THE PROJECT WILL WORK
AND DEVELOP THE LAW-RELATED CURRICULUM
IS CLEAR TO ME. COMMENT

3.
I HAVE THE FOLLOWING CONCERNS
ABOUT THIS PROJECT.

The workshop was helpful. It gave me the opportunity to see what has already been developed and gave me some direction in how to implement law-related education in my classroom.

Yes

Materials be well written. Activities be designed for a wide range of abilities. Find some way to infuse this material into other subjects (not just limit it to Social Studies). Involvement of the community at large in the project was wise and should be continued.

The purpose of the project emerges as a clear need of the community for students to know something of the law.

Yes

The major concern is how relevant would the program be with a so-called "plug-in" approach. Would we reach the students to the degree we envision if this is not an everyday experience.

Yes

No

How one will plug in the different topics in law and still teach what is required in the designated courses. Will the guide be evaluated with respect to the actual teaching of it by teachers?

Yes

Yes

That we complete a few units well. That we have clear cut topics and methods of presentation pertaining to our respective areas of study. That we include a clear statement of why we are getting into the law-related education field so the public can have a good understanding.

EVALUATION OF WORKSHOP

1.
THE PURPOSES OF THIS PROJECT
ARE CLEAR TO ME. COMMENT

Yes

2.
HOW TEACHERS IN THE PROJECT WILL WORK
AND DEVELOP THE LAW-RELATED CURRICULUM
IS CLEAR TO ME. COMMENT

Fairly

3.
I HAVE THE FOLLOWING CONCERNS
ABOUT THIS PROJECT.

More emphasis should be put on the law enforcement phase. I am also concerned somewhat with the emphasis that we are a nation of laws and not men. After all, men must enforce the laws and no law is any better than he/she who enforces it. This course has been quite helpful and I am happy that someone is attempting to and implementing such a law-related program in the Memphis City Schools.

Task #5
Curriculum Pilot

There were 41 teachers who piloted the law-related curriculum materials during the 1981-82 school year. Twenty-two of the teachers were at secondary level and 19 were at elementary level.

A detailed evaluation of the curriculum materials was desired by the project directors from the teachers. Three workshops were held during the 1981-82 school year during which teachers evaluated the materials and shared successes and problems in teaching them. In addition, each teacher was assigned a specific unit for detailed evaluation which consisted of a lesson-by-lesson rating of the materials. The work was organized in this way to avoid teachers being bogged down with too much paper work. A copy of the lesson plan evaluation form is presented on page 69. The form lists the concepts to be taught by the lesson. There is a place for teachers to give an overall rating of the lesson, and there are specific questions asked about the lesson.

The pilot edition of the curriculum was also sent to members of the advisory committee. Each member was asked to review a segment of the curriculum that was in his or her special area of expertise. Several members gave excellent reviews and suggestions for improving the materials. An example from Nicholas White, Dean of Memphis State University Law School, is presented on pages 71-73.

Piloting of the LRE materials resulted in the identification of areas of the curriculum needing changes, specific needs for better lesson plans, and also revealed a problem relative to implementation. On pages 61-67 a report is made of the material covered by the teachers during the pilot and comments they had about use of the materials. Some teachers had

problems fitting the materials into their programs. Some teachers at secondary level found they did not have time to teach what they had planned to teach. The directions which teachers received regarding use of the curriculum involved an infusion process. This infusion process was to be used on a lesson basis rather than a unit basis. On page 61 is reported the amount of material taught by the teachers. All but four of the teachers reported teaching part of the "Why Law" units at elementary and secondary level. More than half of the teachers skipped the Family Law material entirely. These reports indicate that a more structured placement of the materials may be needed. A specific time and place for teaching the material would help avoid the problem of students progressing through the grades without being taught significant portions of the material and would avoid having students being taught the same lessons a number of times. Other questions occur: Do the units contain developmental content that should be presented in sequence or as a whole rather than by infusion of lessons? Can each lesson with the concepts treated stand alone without the continuity of the unit presentation? Evaluation of the curriculum during the 1983 spring semester will involve these questions.

Summary of Teachers' Reports on Material
Taught in the LRE Curriculum Guides

Elementary Guide

Please indicate the extent to which you were able to teach the following segments of the LRE curriculum guide.

	N=18 Responding				
	<u>Amount of Material Taught</u>				
	1	2	3	4	5
	none	little	some	most	all
Why Law Unit (your grade level)	1	0	4	4	9
Use of Interrogatories and Depositions	5	5	7	1	0
Legal Thinking Skills	10	2	4	2	0
Rights and Responsibilities Unit	5	4	5	4	0
Criminal Law Unit	6	4	7	1	1
Consumer Law Unit	10	3	4	0	0
Family Law Unit	11	2	1	4	0
Environmental Law Unit	10	1	3	3	1

Secondary Guide

Please indicate the extent to which you were able to teach the units of the LRE curriculum guide.

	N=14 Responding				
	<u>Amount of Material Taught</u>				
	1	2	3	4	5
	none	little	some	most	all
Why Law?	3	2	6	2	1
Rights and Responsibilities	5	3	4	1	1
Criminal Law	4	3	2	2	3
Consumer Law	6	0	1	4	3
Family Law	8	1	2	0	3

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Elementary School Pilot Teachers,

Summary of responses to question, "Did you have problems finding the time to work LRE materials into your program?"

Grade

- 1 There are 28 children in our first grade classes. It takes practically all of our classroom time to get in the basics.
- K No
- Librarian I did not teach units per se - I included the concepts in stories.
- 6 Yes. At my school I only had my home room class for three 50 minute periods a day and I had to teach reading, spelling, language and social studies in that time.
- 3 Basic skills take up most of our 3rd grade time, especially because 90% of my class are from low socio-economic areas with little or no skill reinforcement at home. I felt handicapped with the lack of time, but I greatly support the program and curriculum.
- 6 There was a problem at first until I decided to just insert concepts as the opportunity arose in the usual curriculum using the ideas included in the LRE, but not necessarily the exact lessons as they were written.
- 6 We have worked law related activities into our curriculum though not necessarily as written or in following any certain unit sequence, but as they fit the lessons.
- 6 Yes, the regular curriculum is quite full and to find the lessons and infuse them with the areas added considerably to planning time.
- 1 The children are too tired to work with some of the more difficult topics during an afternoon social studies time. Integrating this with their reading in the morning works best for us.
- 5/6 None at all.
- 6 None
- 2 I put into my schedule each Monday, Tuesday, and Wednesday time for LRE. I used LRE as my social studies for those days.
- 4 Yes

Elementary School Pilot Teachers

Grade

- 1 Not really, but I will be better prepared to work it into my curriculum next year because I am more familiar with the segments.
- 6 Yes. At times I could not correlate it to any subject area. Criminal law especially.
- 6 None that were serious but next year I will know where to infuse it into my curriculum.
- 1 No. I set aside 30 minutes a week for our "Law Class" and then responded daily as the occasion arose.
- 6 No

Elementary School Pilot Teachers

Summary of response to question, "What suggestions do you have for teachers infusing the materials into the standard school curriculum?"

Grade

- 1 Try to get in just a little each day and spread the material over a longer period of time.
- 2 It is an excellent curriculum but the teachers are going to have to be given a good selling job or it will become just another book on the shelf. If the entire guide were put together in units according to grades - all the K units together - all 1-3 grade units together, 4-6 units together, etc., it would be easier for lesson planning.

Librarian I think teachers can successfully infuse the LRE materials into their language arts, social studies, health, playground activities and most of their other units during the school year.

- 6 To set some reachable goals with a time table for meeting the goals. Tie the use of units in with something that is currently highlighted in the news. For example, we dealt with the stricter drunk driving laws, laws related to use of video games and shoplifting in my "Why Law" exploratory class that included 5th, 6th, 7th, and 8th grade students.
- 5 Easiest infusion for me came through coordination with social studies (communities) for "Why Law?" and science and health for "Environmental Laws." Health by Laidlaw, Chapter 7, "Your Neighborhood and Environment." Science by Holt Unit 5, "Where Animals Live."
- 6 First, the teachers need to be made aware of the kinds of concepts included in the LRE units, then they will see many places in their own curriculum where these concepts fit naturally. I believe this approach will not be nearly as frightening as being made to feel that each lesson must be taught as is, rigidly, when many already feel pushed by the amount needed to be taught. Workshops which help teachers to learn what is included in the environmental studies, especially, as well as the other units, will help them to see that most of the material is covered in the curriculum (at least on 6th grade level) and the only thing needed is an emphasis here and there. These workshops should consist of exercises and activities which require using the handbook to become familiar with it. Personally, I felt free to use the concepts when and where they seemed to fit and adopted the lessons to suit my class and myself.
- 6 Use every opportunity to bring in law-related news that is current, such as no selling of fish from a certain area in the Mississippi River. Categorize under what governmental agency (or kind of law) this would come. If teachers were made aware, through workshops of the need and purpose for LRE and some of the items included,

Elementary School Pilot Teachers (Continued)

Summary of response to question, "What suggestions do you have for teachers infusing the materials into the standard school curriculum?"

Grade

- 6 they could see where it would fit in their own particular curriculum.
- 1 I found integrating this with their reading in the morning works best for us.
- 2 Schedule on a regular basis instead of social studies.
- 2 Schedule on Monday, Tuesday, and Wednesday on a regular basis for social students worked perfectly for me at my grade level.
- 4 Do not try to teach all of the materials as just one unit. Use it as occasions arise in the classroom and with stories that present legal situations. You will be surprised how much law related materials are in the reading series.
- 1 My suggestion is that they go over the material thoroughly to see where it can be infused into the regular curriculum. Once they become familiar with the subject matter there really won't be a problem using the material. The material is excellent.
- 6 Do not try to teach all lessons. Always teach "Why Law" first before attempting any other unit.
- 6 Get very familiar with materials in the guide so you can work it right into your curriculum as you cross things that are related.
- 1 If teachers would study and be familiar with this program, the subject will present itself.
- 6 Infuse the material with your regular curriculum.

Secondary School Pilot Teachers, N = 14/22 Responding

Summary of response to question, "Did you have problems finding the time to work the LRE materials into your program?"

Teacher Subject

Am. History Government	In economics I took one 6 weeks and used the entire section.
Grade 7 Social Studies	Yes. The need and desire for law education was expressed almost unanimously by the students, but it should be taught in a separate course. There is simply too much to do to give law class time.
Sociology Am. History	No
Economics Civics	No
Civics	Not the material but the testing of the material. I did not cover all of a unit at any one time, I found it difficult to pre and posttest. I used the consumer law unit after covering the chapter in my civics textbook and it worked out beautifully.
Practical Law	No
Civics	No, but I only spent a total of 3½ weeks on the LRE Program materials.
Am. History Economics	Yes
Am. History	No
Am. History Social Studies	No
Grade 8 Am. History	No
Grade 7 Social Studies	Yes, based on regular school activities
Economics	At first there was a problem of infusing law into economics; however, I was apprised that infusion should come at any point as appropriate to the subject content area.
Practical Law Course	No, I teach the materials as a course.

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Secondary School Pilot Teachers

Summary of response to question, "What suggestions do you have for teachers infusing the materials into the standard school curriculum?"

Teacher Subject

Sociology Am. History	Make it a complete course.
Economics and Civics	This would vary according to subject taught. My own experience was easy due to my subjects, economics and civics. The material simply goes along with the curricula.
Civics	For myself, I simply needed more planning. My plans are to do some work with this guide during the summer. Most of the changes will be for me and how I can better use the guide.
Practical Law	The teachers should be familiar with the guide. The teacher can infuse readily into civics and American History.
Civics	Do not try to incorporate large blocks of information. Remember this is to be an infusion curriculum. Trying to use or teach all of this material is impossible.
Am. History	Become very familiar with the material, then you will find everyday classroom situations where it can be easily incorporated.
Economics and Sociology	Teachers should adapt the LRE curriculum to fit their own needs, time frame, rather than feeling the need to use all of every lesson.
Grade 8 Am. History	Infuse LRE with American History where related and they correlate.
Grade 7 Social Studies	Provide early staff development sessions dealing with the infusion of LRE and try to establish a time table for each area of LRE and a follow-up.
Economics	Give ample consideration to subject content and units of LRE infusion.

Task #6
Curriculum Revision

The LRE curriculum was examined by both teachers and advisory council members for need of revisions. Teachers were asked to fill out evaluation forms which covered each lesson of one unit in the curriculum. Evaluation forms were also sent to members of the advisory committee along with portions of the curriculum which they had agreed to review. The content of the forms can be found on page 70.

The response from teachers on these forms was disappointing. Although there were pilot teachers who covered entire units and completed the accompanying evaluation forms as requested, the major revisions were directed by teachers hired for the revision workshop conducted in the summer of 1982.

Response from members of the advisory committee was satisfactory. Some members took a great deal of care and time in evaluating the materials. Others appeared to have given them perfunctory treatment. An example of one of the better reviews is presented on pages 71-73.

The major revisions made in the curriculum include reorganization of the elementary grade guides so that there now is a separate guide for each grade. Another major revision was in the infusion process. Curriculum writers developed a matrix for each textbook appropriate for infusion of LRE curriculum lessons. An example is presented on pages 74-80.

Lesson Plan Evaluation Form

Concept: Students have the right to a classroom in which order is maintained and students have the responsibility to have self-discipline. (Page 353)

Objectives: The students will be able to:

1. define their rights and responsibilities as they relate to student code of behavior.
2. relate the right of due process as a student to the right as stated in the Bill of Rights, Amendments V and XIV (the government cannot take away a citizen's life, liberty, or property without due process of law).

What is Your Overall Rating of the Lesson?

Low Rating	Avg. Rating	High Rating
1	2 3 4	5

A. Was there sufficient resource material for the teacher? What else did you need?

B. What activities should be added to make the lesson more effective?

C. Were there errors which you found in this material? (Please list.)

D. What other suggestions for improvement do you have?

ADVISORY COUNCIL MEMBER
CURRICULUM EVALUATION GUIDE

Attached you will find material from the Law Related Curriculum being piloted in the Memphis City Schools. We have divided the curriculum units among the Advisory Council members. Please critique the materials and return them to us by April 15, if possible. An envelope is provided for the return.

The evaluation form presents three questions to guide the review of the materials. Don't let the questions inhibit comments you have about the materials.

After the revisions are made this summer, the curriculum will be distributed to all teachers in the Memphis City School System. Project personnel want this material to be error free if possible. Your taking the time to critique the lessons will be very much appreciated.

LRE Curriculum Unit _____ Advisory Council Member _____

1. Are there errors in the materials or misconceptions presented? Please list and briefly explain so that teachers and law students making revisions will have adequate direction.
2. Is the scope of the unit topic sufficient or should lesson plans on additional concepts be provided? Please list these and perhaps provide direction regarding where in sequence the lessons should be placed.
3. Are there suggestions for additional activities that you can make which will add to the effectiveness of the lessons? Do you have resource materials or documents that could be xeroxed and placed in materials for the teacher?

Response to the LRE Consumer Law - High School

By Advisory Council Member Dean Nicholas L. White

Questions 1 and 2:

There appears to be one basic misconception or problem in the way that the matter is presented. There is little or no distinction between private remedies, that is between private parties either working it out themselves or utilizing the courts, and governmental agencies becoming involved in consumer problems. In some instances it is up to the individuals to pursue their remedies in the courts or before an administrative agency. In other instances a mere report of these or the government at federal, state or local level becoming aware, will precipitate governmental action. As an example, false advertising may be a basis for governmental action involving civil penalties or fines or even criminal action against the person who does the false advertising.

I suggest strongly that the lessons be rearranged as follows:

1. Contracts are legally binding, page 259.
2. Breach of Contract, page 279.
3. Caveat Emptor, page 255.
4. Sellers' Warranties, page 269. (In this part involving Sellers' Warranties reference will be made to such laws as Uniform Commercial Code and the Moss-Magnisun Act. This will be an act of transition into governments roles.)
5. The government's roles, page 232.
6. False advertising, page 239.
7. Products safety, page 244.
8. Licensing and permits, page 237.
9. Credit users, page 291.
10. Debtor and Creditor relations, page 286.

I would delete the Landlord and Tenant section and the last section beginning on page 203 having to do with liability and insurance. It appears to me that these are much better covered in other sections rather than Consumer Law.

With the foregoing arrangements, you first deal with the contract as a private agreement and work through some of the remedies that are involved between private parties. When you get to caveat emptor you begin to see the harshness of some of the older rules which leads into a transition to sellers' warranties which have greatly eroded the effect of caveat emptor. You move from sellers' warranties into the government's roles with their additional protections for consumers. After going through false advertising and product safety, you get into licensing and permits which is an administrative method for government protection of consumers. The last two sections having to do with credit and debtor/creditor relations seem to cap off a rather comprehensive section on consumer protection.

Response to the LRE Consumer Law - High School Level

Page 2

July 2, 1982

I made notes on the draft. I hope for the most part that these notes will clarify some of the text and questions. In some of these notes I have attempted to point out those agencies and actions which are private and those which are government; that is, those in which the parties must institute the action and those in which the government will be a primary mover. I have also made some corrections in what I believe to be misstatements of the law or statements which are so broad as to be misleading.

I do not believe that there is any basic misconception intended. There may be, however, too much reliance upon protection of the consumer by the government. It is still up to the consumer through education, wise buying and wise use of credit to protect himself or herself. The intervention of the government agency at local, state and federal levels in the dealings between sellers and purchasers of goods and services is somewhat recent. Although recent, it is extremely important since it provides consumers with additional remedies. Most importantly, it provides consumers with protection that they will not be "hilked" in the first place.

Question 3:

There are numerous forms which might be utilized in support of each of the sections. I believe, however, that the types of materials suggested that students can supply themselves for the most part are sufficient as far as students are concerned. As for faculty members, they might be interested in the following publications.

1. Consumer Protection by David Epstein, West Publishing Company Nutshell Series, 1976. (This is a general review of many of the Consumer Protection statutes. While written for law students, it has matters dealing with many types of consumer transactions which teachers would benefit from knowing.)
2. Legal Protection for the Consumer by Stanley Morganstern, Oceana Publications, 1978. (This small book has a good deal of background information particularly for state laws. As an example, for Tennessee it lists the state statutes having to do with such things as advertising, credit cards, false pretenses, fraudulent conveyances, labeling, retail installment sales, unfair practices and related matters. It also has some good examples which might be helpful. It is available in the law library at the law school and certain sections could be xeroxed for personal use of faculty, but, of course, not for resale.)

Response to the LRE Unit Consumer Law - Elementary Grade Level

by Advisory Council Member Dean Nicholas L. White

Question 1:

I am somewhat concerned that the materials may be somewhat complex, particularly for elementary students. I am not certain that some of the terms used are appropriate for elementary children. As an example, the vocabulary beginning on page 406 is quite extensive and may be beyond the grasp of most elementary students. Perhaps this should be simplified.

As in the case of the high school, I believe it needs to be emphasized in some manner the distinction between disputes between the buyer and seller in which they involve themselves in some type of dispute resolution (trials or arbitration) and those in which the government takes an active role.

There is also a tendency to mix criminal law sanctions imposed by the government with the civil law remedies between private parties. An example of this problem is illustrated by the activities starting on page 410 (The Empire v. Weaver). This is in the form of a criminal action whereby the Weaver is sentenced to three years for defrauding the King. This is the first time that this has appeared with the exception of reference to criminal law on page 404.

Question 2:

For elementary students the sequencing of these lessons appears to be appropriate.

Question 3:

I have no particular helpful suggestions with respect to additional materials for this unit. Perhaps some of the advertisements and warranties on well-known products would be helpful.

Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
29-41	Indians of Tennessee	<u>Why Law?</u> (Tennessee Judicial System)	58	X	X	X
61-72	Steps to Statehood	<u>Why Law?</u> (Law Codification)	12	X	X	X
61-72	"	<u>Why Law?</u> (Four Types of Law)	6	X	X	X
75	Profile of the Sixteenth State	<u>Rights and Responsibilities</u> (Duties and Responsibilities of Citizens)	76	X	X	
75-76	"	<u>Family Law</u> (Illegitimacy)	294	X	X	
75-76	"	<u>Family Law</u> (Marriage)	275	X	X	
75-86	"	<u>Why Law?</u> (English Common Law)	17	X	X	X
75-86	"	<u>Why Law?</u> (English Common Law and Equity Courts)	33	X	X	X
75-86	"	<u>Why Law?</u> (Law: An Organizing Factor in Society)	1	X	X	X
75-86	"	<u>Why Law?</u> (Due Process of Law)	65	X	X	X

Sample Matrix Developed for Infusion
 of LRE Curriculum Lessons

Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Content Strand	Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
	75-86	Profile of the Sixteenth State	<u>Family Law</u> (Legal Responsibilities of Parents and Children)	308	X	XX	
	75-86	"	<u>Family Law</u> (Divorce)	281		XX	
	75-86	"	<u>Family Law</u> (Adoption)	289		XX	
	76	Slavery	<u>Rights and Responsibilities</u> (Rights of the Accused)	106	X	XX	X
	77	Tennessee Constitution	<u>Rights and Responsibilities</u> (Basic Four Freedoms)	84		X	X
	78-82	Profile of the Sixteenth State	<u>Family Law</u> (Child Neglect and Child Abuse)	313	X	XX	
	81	Early Religious Leaders	<u>Rights and Responsibilities</u> (Basic Four Freedoms)	84		XX	X
	106	A Supreme Court	<u>Why Law?</u> (Tennessee Judicial System)	58	X	XX	
	108	Antebellum Politics and State Government	<u>Family Law</u> (Juvenile Court System)	322	X		
	108	Constitutional Change	<u>Rights and Responsibilities</u> (Duties and Responsibilities of Citizens)	76	X	XX	

Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Content Strand	Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
	134-149	Black Tennesseans	<u>Family Law</u> (Legal Responsibilities of Parents and Children)	308	X	X	
	134-149	"	<u>Family Law</u> (Adoption)	289	X	X	
	134-149	"	<u>Family Law</u> (Divorce)	281		X	
	134-149	"	<u>Why Law?</u> (Law: An Organizing Factor of Society)	1	X	X	X
	135-140	"	<u>Family Law</u> (Marriage)	275		X	
	137-140	"	<u>Family Law</u> (Illegitimacy)	294		X	
	138	"	<u>Family Law</u> (Child Neglect and Child Abuse)	313	X	X	
	138	"	<u>Rights and Responsibilities</u> (Basic Four Freedoms)	84	X	X	X
	138	"	<u>Rights and Responsibilities</u> (Rights of the Accused)	106	X	X	X
	159	The Growth of Business	<u>Consumer Law</u> (Debtor-Creditor Relationships)	267		X	X

Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Content Strand	Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
	159	The Growth of Business	<u>Consumer Law</u> (Responsible Credit Use)	263		X	X
	159	Insurance	<u>Consumer Law</u> (Liability Insurance)	256		X	
	163-164	Better Education for All	<u>Family Law</u> (Compulsory School Attendance)	272		X	
	163-165	"	<u>Rights and Responsibilities</u> (Student Participation in Student Government)	78			
	163-165	"	<u>Rights and Responsibilities</u> (Students Responsibilities to Obey School Rules)	81	X		
	163-165	"	<u>Rights and Responsibilities</u> (Student's Freedom of Expression)	89	X	X	
	163-165	"	<u>Rights and Responsibilities</u> (Dress Code)	93	X		
	163-165	"	<u>Rights and Responsibilities</u> (Student's Right of Appeal)	114	X	X	
	212-220	Progress of Black Tennesseans	<u>Why Law?</u> (Law: An Organizing Factor in Society)	1	X	X	X
	235-239	Public Education	<u>Rights and Responsibilities</u> (Dress Code)	93	X		

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Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Content Strand	Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
	235-239	Public Education	<u>Family Law</u> (Compulsory School Attendance)	272	X	X	
	235-239	"	<u>Rights and Responsibilities</u> (Student Participation in Student Government)	78			
	235-239	"	<u>Rights and responsibilities</u> (Student's Responsibility to Obey School Rules)	81	X	X	
	235-239	"	<u>Rights and Responsibilities</u> (Student's Freedom of Expression)	89	X	X	X
	235-239	"	<u>Rights and Responsibilities</u> (Student's Right of Appeal)	114	X		
	244	After the War	<u>Rights and Responsibilities</u> (Duties and Responsibilities of Citizens)	76	X	X	
	257-259	Tennessee Valley Authority	<u>Why Law?</u> (Regulatory Agencies)	73			X
	262-273	Change and Continuity	<u>Family Law</u> (Law: An Organizing Factor in Society)	1	X	X	X
	266-268	"	<u>Family Law</u> (Compulsory School Attendance)	272		X	

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Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Content Strand	Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
	280-289	The Governor	<u>Why Law?</u> (Three Branches of Government - Checks and Balances)	48	X	X	X
	292-301	Tennessee General Assembly	<u>Why Law?</u> (Law: An Organizing Factor in Society)	1	X	X	X
	292-301	"	<u>Why Law?</u> (Three Branches of Government - Checks and Balances)	48	X	X	X
	292-301	"	<u>Why Law?</u> (Law Codification)	12	X	X	X
	292-301	"	<u>Why Law?</u> (Four Types of Law)	6	X	X	X
	304-309	Tennessee Judiciary	<u>Why Law?</u> (Federal Judicial System)	51	X	X	X
	304-309	"	<u>Why Law?</u> (Tennessee Judicial System)	58	X	X	X
	304-309	"	<u>Why Law?</u> (Three Branches of Government - Checks and Balances)	48	X	X	X
	304-309	"	<u>Criminal Law</u> (Arrest Procedures)	125		X	
	304-309	"	<u>Criminal Law</u> (Bail)	132		X	

Infusion
 Law-Related Education
 Text: Your Tennessee
 Publisher: Steck-Vaughn Co.

Content Strand	Text page	Textbook Content	LRE Content	LRE page	Local	State	Federal
	304-309	Tennessee Judiciary	<u>Criminal Law</u> (Plea Bargaining)	136		X	
	304-309	"	<u>Criminal Law</u> (Problems Caused by Court and Prison Record)	139		X	
	309-311	Public Service Commission	<u>Why Law?</u> (Regulatory Agencies)	65		X	

Task #7
Development of a Resource Center
for LRE Curriculum Materials

A list of films, film strips, cassette tapes, and transparencies which relate to LRE curriculum content have been provided teachers. These materials are available on a check-out basis from the Division of Instructional Materials. In addition, a library of textbooks and other materials has been established in the North Area Office which is available to teachers on a check-out basis. The Assistant Superintendent of Instruction has stated that this library will be duplicated for the South Area Office.

Another source of support to teachers implementing the LRE Curriculum is a list of persons available to come to classrooms. The list of resources and suggestions for their use are provided teachers during the LRE training sessions. Memphis City Schools' librarians have the list of LRE resource materials and have been encouraged to order a selection of the materials for the school libraries.

Task #8
Development of Instruments for Evaluation
of Project's Overall Objective Regarding
Student Achievement and Attitude

The major goal of the LRE curriculum project has been to teach students knowledge and skills pertaining to the law and to develop in students an appreciation for law and the legal process. In order to evaluate accomplishment of this goal, curriculum tests and an attitudinal measure were developed.

There were five unit tests developed for the secondary school curriculum and three tests utilized in the elementary school study. Reliability and item analyses were made on each. Copies of the tests and a summary of the item analyses and reliability indexes obtained for each follow.

The analyses made here should be considered preliminary as they were made using test scores of students in the pilot classes. The number of students involved in the analyses was small and students were not randomly selected from the entire school population. Some revision is warranted by the results of these analyses. Further refinement of the tests should be made after introduction of the curriculum to students system-wide and adequate student samples are available for test analyses.

The following criteria were set for acceptability of indexes obtained:

	Minimum Acceptable Level
Difficulty Index (Based on number of students getting an item right)	.30
Discrimination Index (Relationship between correct response to the item and higher scores on the whole test)	.30
Kuder-Richardson (KR-20) Test of reliability	.60

In the summaries that follow a number of recommendations are made for changes in the tests. Generally, the tests at the elementary grade level need to be lengthened to improve test reliability indexes. In addition, the elementary level tests should provide a greater range of item difficulty.

All secondary level unit tests met the criterion for acceptable reliability. One test, however, barely obtained the .60 set as the minimum level acceptable. This test on the family law unit should be lengthened.

Reliability indexes for the other secondary school unit tests ranged from .78 to .88. Items which did not meet the criteria for acceptability are indicated on the summary analyses sheets for each test which follow.

In addition to the curriculum unit tests, an attitudinal measure was developed for the evaluation of the project. The instrument contained

62 items. In the fall of 1981 it was administered to approximately 1250 students in grades 7 through 12. A factor analysis was made on the response obtained and five factors were identified which relate to the project's objective for students.

- (1) Attitude toward the justice system and the political process
- (2) Attitude toward the need for law
- (3) Attitude toward the study of law
- (4) Attitude toward crime and criminals
- (5) Attitude toward law and its responsiveness to individuals

A copy of the instrument with results from the fall, 1981 pretesting can be found on pages 126-135.

Test Analysis LRE Curriculum Project

Name of Test Unit I Why Law Level Secondary

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.04	-.23	X
2	.04	-.49	X
3	.88	.36	
4	.04	-.01	X
5	.75	.69	
6	.83	.75	
7	.79	.61	
8	.83	.84	
9	.75	.60	
10	.75	.44	
11	.75	.60	
12	.83	.61	
13	.75	.54	
14	.75	.75	
15	.58	.34	
16	.79	.78	
17	.88	.80	
18	.88	.80	
19	.83	.58	
20	.04	-.01	X
21	.13	.26	X
22	.42	.45	
23	.46	.39	
24	.83	.75	
25	.71	.55	

Test Reliability Index - KR-20 .88

LAW-RELATED EDUCATION PROJECT

CURRICULUM TEST UNIT I

WHY LAW?

1. Under Early English Common Law
If you lost your horse in the woods and someone found the horse but would not return it, how could you get it back?
 - A. by writ of trespass
 - B. by writ of ejectment
 - C. by writ of Trover
 - D. by writ of action of case
 - E. by taking the claim to a court of equity

2. Under Early English Common Law
If a man entered your land and took possession of it, how could you make him leave your property?
 - A. by writ of trespass
 - B. by writ of ejectment
 - C. by writ of trover
 - D. by writ of action of case
 - E. by taking the claim to a court of equity

3. The first document that gave many Englishmen their basic rights was the:
 - A. Mayflower Compact
 - B. Fundamental Orders
 - C. Bill of Rights
 - D. Magna Carta
 - E. Declaration of Independence

4. A court of equity is a:
 - A. criminal court
 - B. chancery court
 - C. juvenile court
 - D. probate court
 - E. court of claims

5. When two courts have jurisdiction in the same case, they have:
 - A. original jurisdiction
 - B. appellate jurisdiction
 - C. concurrent jurisdiction
 - D. exclusive jurisdiction
 - E. none of these

6. Another name for the first ten amendments to the constitution is: 86

- A. Government Compact
- B. Bill of Rights
- C. Preamble
- D. Articles
- E. none of the above

7. Which of the following best describes the contents of the Bill of Rights?

- A. It outlines the functions of the executive, legislative, and judicial branches of government.
- B. It defines what a criminal offense is and what the penalty should be.
- C. It describes the basic laws which protect the individual from the powers of the government.
- D. It lists the rules for paying government employees.
- E. all of the above

8. The Bill of Rights protects us from:

- A. people asking us to sign petitions
- B. having our house searched by a police officer who has no search warrant
- C. being legally searched for a gun by a police officer who found drugs
- D. having your phone line tapped because a judge approved it
- E. none of the above

9. Which of the following is not one of the basic freedoms provided by the First Amendment of the U. S. Constitution?

- A. freedom of religion
- B. freedom of speech
- C. right of peaceable assembly
- D. right to petition government
- E. right to travel

10. The accused told his lawyer, "I'm not going to testify. The prosecutor will twist everything I say to make me look guilty." What constitutional right is involved?

- A. trial by jury
- B. double jeopardy
- C. right of appeal
- D. privilege against self-incrimination
- E. right to cross examine witnesses

11. Which of the following is not included in the Miranda warning? 87

- A. you have the right to have an attorney present during questioning
- B. you have the right to release on bail
- C. you have the right to remain silent
- D. what you say may be held against you
- E. you have the right to have an attorney appointed if you cannot afford one

12. The police came to John's house without a search warrant and asked to search the house. John said yes.

- A. the police have violated the owner's rights
- B. the police cannot use any evidence found against John
- C. the police must have a warrant to search John's house
- D. John has waived his rights and the police can use any evidence found against him
- E. none of the above

13. After a long trial, a person is found not guilty of burglary. The prosecutor believes that this person should be tried again because of evidence of guilt. What constitutional principle will keep this from happening?

- A. the ban on cruel and unusual punishment
- B. the privilege of the Fifth Amendment against self-incrimination
- C. the guarantee of trial by jury
- D. the ban of double jeopardy
- E. the right of privacy

14. The function of the grand jury is to decide:

- A. what the sentence shall be
- B. whether the case may be appealed to a higher court
- C. whether the accused is guilty or not guilty
- D. whether there is sufficient evidence to accuse someone of a crime
- E. how much damages the plaintiff should get

15. A defendant accused of a serious crime may legally be denied:

- A. trial by jury
- B. defense attorney
- C. release on bail
- D. a speedy trial
- E. none of these

16. The law doesn't allow the police to search somebody's house without a warrant. What constitutional right is involved?

- A. privacy
- B. to obtain counsel
- C. free speech
- D. habeas corpus
- E. notice

17. All of the following are part of the Bill of Rights except the:

- A. 1st Amendment
- B. 5th Amendment
- C. 7th Amendment
- D. 9th Amendment
- E. 11th Amendment

18. A written notice ordering a person to appear in court to render testimony is:

- A. an affidavit
- B. a witness
- C. a jury
- D. a subpoena
- E. an indictment

19. Which of the following is not an element of a search warrant?

- A. name of specific place to be searched
- B. identification of what the officers will look for
- C. signature of a judge
- D. statement of probable cause
- E. an indictment

20. Which of the following is not a requirement of procedural due process?

- A. right of accused to confront witnesses
- B. right to legal counsel even if unable to afford it
- C. right to notice of the charges against him
- D. right to stop incriminating testimony from witnesses for the state
- E. right to subpoena witnesses and compel them to testify

21. Which of the following is not true of injunctive relief?

- A. is issued by the court
- B. is a prohibitive remedy forbidding a party to do some act
- C. is an equitable remedy
- D. can forbid a party to do some act
- E. can involve an award for damages

22. The difference between libel and slander is that

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- A. libel is written and slander is spoken
- B. slander is written and libel is spoken
- C. libel involves false statements while slander involves true statements
- D. slander involves a false statement while libel involves a true statement
- E. none of these

23. An alien who entered the country illegally

- A. can be deported from this country
- B. can be required to serve time in jail
- C. can be put to work for the government without pay
- D. has the same constitutional rights as other aliens
- E. all of the above

24. Aliens may participate in all of the following except:

- A. making a contract
- B. attending public schools
- C. voting
- D. owning property
- E. getting a job

25. The amendment that protects students from "unreasonable" search and seizure is the:

- A. 1st
- B. 4th
- C. 10th
- D. 12th
- E. 15th

Test Analysis LRE Curriculum Project

Name of Test Unit II: Rights and Responsibilities Level Secondary

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.68	.32	
2	.79	.54	
3	.49	.27	
4	.81	.30	
5	.19	-.09	X
6	.32	.04	X
7	.87	.47	
8	.38	.42	
9	.74	.27	
10	.38	.37	
11	.38	.49	
12	.38	.21	X
13	.57	.62	
14	.32	.26	X
15	.36	.48	
16	.04	.40	X
17	.45	.67	
18	.43	.54	
19	.72	.53	
20	.77	.49	
21	.45	.41	
22	.38	.76	
23	.23	.60	X
24	.34	.32	
25	.34	.45	
26	.64	.66	
27	.53	.77	

Test Reliability Index - KR-20 .83

CURRICULUM TEST UNIT II

RIGHTS AND RESPONSIBILITIES

1. Which of the following is an unconstitutional school regulation?
A rule prohibiting:
 - A. the student from cutting class
 - B. the wearing of black armbands as a sign of protest
 - C. using obscene or profane language in class
 - D. students from coming to school without shoes
 - E. all of the above

2. A student can be suspended from the Memphis City Schools
 - A. for disturbing the orderly course of the educational process
 - B. for not meeting reasonable dress requirements for a course or activity
 - C. for publishing and distributing materials containing obscene language
 - D. for having prohibited articles in a locker or desk
 - E. all of the above

3. Standards of dress and grooming in the Memphis City Schools
 - A. are the responsibility of the students and parents
 - B. can't present an obvious health or safety hazard
 - C. can't be in violation of a reasonable course or activity requirement
 - D. can't be disruptive to the educational process
 - E. all of the above

4. Which of the following is not true?
Desks and lockers in the school
 - A. may be searched at the discretion of the principal
 - B. may be searched without the student's permission
 - C. may not be searched without the student's permission
 - D. if containing prohibited articles, the student can be suspended
 - E. if articles are confiscated, a report will be sent to the area superintendent

5. A customary way of acting is a:
 - A. responsibility
 - B. value
 - C. custom
 - D. rule
 - E. law

6. Which of the following best describes the meaning of a code?
- A. an established principle or way of doing things
 - B. a complete, written, interrelated set of laws
 - C. a single law passed by a legislature
 - D. a set of judicial decisions
 - E. a treatise
7. The regulatory commission that regulates telephone and telegraph is:
- A. Securities and Exchange Commission
 - B. Civil Aeronautics Board
 - C. Federal Communications Commission
 - D. Federal Power Commission
 - E. The Federal Trade Commission
8. President Reagan appointed John Allison Duke of Shelby County and his wife Barbara the Duchess of Shelby County. This action would be
- A. permissible under Article I of the constitution
 - B. permissible under the 14th amendment
 - C. would be unconstitutional because of Section 9 of Article I,
 - D. would be unconstitutional because of Section 10 of Article I
 - E. would not be covered by a provision of the constitution
9. The clause in the constitution that means all persons in like circumstances must be treated the same under law is known as
- A. the commerce clause
 - B. equal protection clause
 - C. the right of habeas corpus clause
 - D. reserve clause
 - E. contract clause
10. The right of a suspect to have an attorney present during questioning by police after arrest is part of.
- A. substantive due process
 - B. procedural due process
 - C. an Article III provision
 - D. grand jury procedures
 - E. none of the above

11. If Congress passed a law imposing a tax of 10¢ on every bushel of corn that left the state of Oklahoma, the tax would be
- A. valid under the constitution
 - B. unconstitutional
 - C. not an unusual tax
 - D. valid under state laws
 - E. none of the above
12. The state of Tennessee decided to issue its own \$5 bill with Governor Alexander's picture on it. The action would be
- A. constitutional under Article I
 - B. protected by the 14th amendment
 - C. unconstitutional because of Section 9 of Article I
 - D. unconstitutional because of Section 10 of Article I
 - E. none of the above
13. Which of the following is not a part of the federal court system?
- A. U. S. Supreme Court
 - B. U. S. District Court
 - C. U. S. Court of Appeals
 - D. Tennessee Supreme Court
 - E. U. S. Court of Claims
14. What does judicial review mean?
- A. the Supreme Court checks the records of judges in lower court
 - B. a trial decided by a judge without a jury present
 - C. a congressional study of Supreme Court decisions
 - D. the Supreme Court can declare a law to be
 - E. congress can rule a law is unconstitutional
 - F. the lower court checks the records of judges in the Supreme Court
15. A man was convicted in the U. S. District Court for mail theft. An appeal of the decision will take the case before which of the following courts?
- A. the Tennessee Court of Appeals
 - B. the Tennessee Supreme Court
 - C. the 6th Circuit Court of Appeals
 - D. the U. S. Supreme Court
 - E. any of these

16. A girl was convicted of shoplifting by the Juvenile Court. An appeal of the decision will take the case before which of the following courts?
- A. the Tennessee
 - B. probate court
 - C. General Sessions Court
 - D. the 6th Circuit Court of Appeals
 - E. Tennessee Criminal Court
17. Which of the following cannot result from a civil suit?
- A. damages
 - B. imprisonment
 - C. dismissal
 - D. appeal
 - E. mistrial
18. The judge's decision may be used as a guide in future cases. It will be considered
- A. statutory law
 - B. precedent
 - C. memoranda
 - D. testimony
 - E. an appeal
19. The party who starts the lawsuit is called the
- A. plaintiff
 - B. appellant
 - C. witness
 - D. defendant
 - E. appellee
20. Bringing a case to a higher court is known as:
- A. habeas corpus
 - B. a precedent
 - C. a plaintiff
 - D. a memorandum
 - E. an appeal
21. The Supreme Court decided that an income tax is unconstitutional. How can Congress pass a valid income tax law?
- A. it can't
 - B. it can't let the states pass the tax law
 - C. it can amend the constitution
 - D. it can appeal the court's decision
 - E. none of the above

22. Which is the best explanation of procedural due process?
- A. a method used to summon witnesses to court
 - B. a court order stopping witnesses from talking about a trial
 - C. an amendment to the constitution giving the vote to those over 18
 - D. a requirement that court procedures be fair
 - E. the right to life, liberty, and the pursuit of happiness
23. To raise your own children involves a constitutionally protected right under
- A. substantive due process
 - B. procedural due process
 - C. Article III
 - D. pro-life legislation
 - E. all of the above
24. The right to have a hearing before property is taken by the State involves which constitutional provisions?
- A. substantive due process
 - B. procedural due process
 - C. Article III
 - D. environment protection agencies
 - E. all of the above
25. It was legal to make whiskey in 1933 but not in
- A. 1915
 - B. 1925
 - C. 1945
 - D. 1965
 - E. 1975
26. Women received the right to vote with the addition of the following amendment
- A. 1st
 - B. 10th
 - C. 19th
 - D. 20th
 - E. 22nd
27. The "due process of law" concept is guaranteed by the following amendments:
- A. 1st and 2nd
 - B. 5th and 14th
 - C. 3rd and 18th
 - D. 21st and 22nd
 - E. 3rd and 19th

Test Analysis LRE Curriculum Project

Name of Test Unit III Criminal Law Level Secondary

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.98	.19	X
2	.96	.37	
3	.63	.56	
4	.66	.32	
5	.80	.39	
6	.66	.46	
7	.59	.47	
8	.74	.42	
9	.97	.53	
10	.88	.36	
11	.35	.38	
12	.57	.40	
13	.65	.46	
14	.82	.43	
15	.22	.11	X
16	.42	.36	
17	.41	.47	
18	.54	.56	
19	.88	.42	
20	.86	.45	
21	.63	.49	
22	.81	.27	X
23	.71	.35	
24	.58	.46	
25	.53	.48	

Reliability Index - KR-20 .78

LAW-RELATED EDUCATION PROJECT

CURRICULUM TEST UNIT III

CRIMINAL LAW

1. If the penalty for a crime is more than a year, the crime is a
 - A. felony
 - B. misdemeanor
 - C. civil offence
 - D. tort
 - E. none of these

2. If the penalty for a crime is less than a year, the crime is a
 - A. felony
 - B. misdemeanor
 - C. civil offence
 - D. capital offence
 - E. none of these

3. An act is not a crime if the law fails to
 - A. say that the act is a crime
 - B. provide a penalty for doing the act
 - C. be clear in describing the crime
 - D. meet challenges to its constitutionality
 - E. all of above

4. Which of the following is not a crime of omission?
 - A. failing to help a stranger in trouble
 - B. failing to file an income tax when supposed to
 - C. failing to report an auto accident
 - D. failing to pay child support ordered by the court
 - E. failure to have a dog vaccinated for rabies

5. Which of the following statements is true?
 - A. auto theft is a misdemeanor
 - B. a parking violation is a felony
 - C. murder is a misdemeanor
 - D. rape is a felony
 - E. none is true

6. Intentionally writing a check without sufficient funds can be which of the following crimes?
 - A. theft
 - B. embezzlement
 - C. fraud
 - D. burglary
 - E. extortion

7. An employer who gives an employee a bad check intentionally can be subject to the following penalty
- A. up to 11 months and 29 days if check is for less than \$100
 - B. from three to ten years if check was for more than \$100
 - C. if several checks of less than \$100 each add up to be more than \$100, he could be sentenced to three to ten years
 - D. none of the above is true
 - E. all of the above are true
8. Which of the following is not true?
- A. possession of drugs with intent to sell them is a felony
 - B. the amount of drugs possessed is a key factor in determining whether an offender has intent
 - C. selling drugs to a minor carries twice the penalty as selling drugs illegally to an adult
 - D. doctors must keep records of the drugs they give patients
 - E. prescriptions for narcotics may be filled by mail
9. A crime committed by willfully and maliciously setting fire to property is
- A. fraud
 - B. vagrancy
 - C. arson
 - D. extortion
 - E. obscenity
10. If a book or film appeals to a morbid interest in sex it may violate the laws against
- A. fraud
 - B. vagrancy
 - C. arson
 - D. extortion
 - E. obscenity
11. Tennessee Law - The Victim Compensation Fund
- A. requires those convicted of crimes against person or property to contribute to the fund
 - B. the fund is used to help the victims of crime
 - C. a criminal leaving jail on parole may be required to contribute as much as 10% of his income to the fund
 - D. none of the above are true
 - E. all of the above are true

12. Criminal law originates from all of the following except:

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- A. state statutes
- B. federal statutes
- C. ordinances
- D. common law
- E. individual laws

13. Which is not an example of criminal law? Laws pertaining to:

- A. assault and battery
- B. drunk driving and leaving the scene of an accident
- C. slander and libel
- D. burglary and arson
- E. extortion

14. A person can be convicted for being an accessory to a crime

- A. if he encourages or incites the principal to commit the crime
- B. if he has an intent that the principal commit the crime
- C. if he assists a person knowing that person committed a felony
- D. if he hides a person knowing that person committed a felony
- E. all of the above

15. John knew that the corner store was being burglarized, but he did not participate in the burglary. John is;

- A. an accessory before the fact
- B. an accessory at the fact
- C. an accessory after the fact
- D. innocent
- E. an accomplice

16. Stealing of property or articles of value which are not taken by force and violence or by fraud is;

- A. theft
- B. robbery
- C. burglary
- D. extortion
- E. all of the above

17. The penalty for voluntary manslaughter is:

- A. 1 or more years imprisonment
- B. life
- C. capital punishment
- D. 2 to 10 years
- E. 10 to 20 years

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18. Which of the following is not a form of plea bargaining?
- A. a man pleads guilty to the major charge against him and the state drops the lesser charges
 - B. the state reduces the crime charged against the defendant from homicide to manslaughter and the defendant pleads guilty to the lesser charge
 - C. the defendant commits a crime for which the penalty can be from 2 to five years. He pleads guilty and gets the lower sentence of 2 years.
 - D. the defendant pleads guilty to numerous offenses while committing a crime and receives one sentence for all offenses
 - E. the defendant served a portion of his sentence and is released on parole
19. Penalty for crime can be
- A. a fine
 - B. a jail sentence
 - C. a fine and jail sentence
 - D. death
 - E. any of the above
20. What is the purpose of bail?
- A. to raise money for the public defender
 - B. to make sure a released suspect will come to court
 - C. to pay the judge's salary
 - D. to give money to victims of crime
 - E. to cover court costs
21. All of the following are true except:
- A. bail is the amount of money paid by an accused to be released while awaiting trial
 - B. bail will be available for some crimes and not others
 - C. the penalty for bail jumping on a felony charge is one to five years
 - D. excessive bail cannot be required
 - E. the amount of bail is determined by the salary the accused makes
22. Which of the following is not a violation of a Tennessee weapons statute?
- A. Arnold Jones, age 24, who lives in Memphis purchased a handgun in West Memphis
 - B. Alex carries a set of brass knuckles hoping to meet his enemy John Baker and get even with him
 - C. Jerry takes a rifle to hunt rabbits and returns the gun to its usual place in the house
 - D. a merchant sells a handgun to a 17 year old boy
 - E. you carry a handgun without a permit

23. Under the U. S. Constitution people have a right to keep and bear arms. The law, however, can restrict the use of weapons as to
- A. manner of use
 - B. time of use
 - C. place of use
 - D. all of the above
 - E. none of the above
24. The rules of evidence
- A. allow hearsay only if it is relevant
 - B. require courts to accept all evidence
 - C. ensure a decision based upon the facts of the case
 - D. apply only in cases of serious crimes
 - E. never allow leading questions
25. Which of the following would not violate the hearsay evidence rule?
- A. "I saw Robert stab him in the chest."
 - B. "The defendant probably took the car because he is a no-good person."
 - C. "Dorothy said she saw Herb hold up the liquor store."
 - D. all of the above
 - E. none of the above

Test Analysis LRE Curriculum Project

Name of Test Unit IV Consumer Law Level Secondary

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.78	.40	
2	.73	.52	
3	.78	.52	
4	.71	.30	
5	.45	.36	
6	.51	.65	
7	.60	.44	
8	.67	.32	
9	.60	.53	
10	.49	.58	
11	.42	.41	
12	.32	.42	
13	.63	.47	
14	.76	.42	
15	.45	.55	
16	.39	.41	
17	.73	.56	
18	.46	.34	
19	.25	.29	X
20	.71	.60	
21	.48	.39	
22	.28	.29	X
23	.33	.38	

Reliability Index - KR-20 .82

CURRICULUM TEST UNIT IV

CONSUMER LAW

1. All of the following are duties of the landlord except:
 - A. abide by housing codes
 - B. pay real estate taxes
 - C. upkeep of property
 - D. abide by the lease
 - E. pick up trash after the tenants

2. One who owes another person is a:
 - A. creditor
 - B. debtor
 - C. lender
 - D. none of above
 - E. all of the above

3. A person who sells goods or services is a:
 - A. merchant
 - B. customer
 - C. buyer
 - D. consumer
 - E. purchaser

4. Which of the following holds a company legally responsible for its product's safety and quality?
 - A. price
 - B. warranty
 - C. label
 - D. merchantability
 - E. disclaimer

5. Which of the following is a type of implied warranty?
 - A. warranty of merchantability
 - B. warranty of fitness for a particular purpose
 - C. warranty of title
 - D. A and B
 - E. A, B, and C

6. An attempt by the seller to limit his liability if something goes wrong with his product is a:
- A. warranty of merchantability
 - B. implied warranty
 - C. contract
 - D. disclaimer
 - E. warranty of fitness for a particular purpose
7. In order for a company to advertise its product as "new," all the company has to do is:
- A. change its formula
 - B. change the color
 - C. change the package design
 - D. all of the above
 - E. any of the above
8. A hair restorer was advertised as being effective against the "second most common cause of baldness." Not telling the public that the major cause of baldness is heredity and that the second most common cause only affects a small proportion of men is an example of which type of fraudulent advertising
- A. rigged demonstration
 - B. half-truth
 - C. emotional advertising
 - D. outright falsity
 - E. claim of uniqueness
9. A beer commercial shows a group of sportsmen hauling a swordfish. According to the ad, the brand of beer they drink is somehow related to the kind of people they are (active, manly, gusty). This is an example of which type of advertising
- A. rigged demonstration
 - B. half-truth
 - C. emotional advertising
 - D. outright falsity
 - E. claim of uniqueness
10. Which of the following is true of the Federal Trade Commission?
- A. it may act to prevent unfair methods of competition
 - B. it has power to investigate and issue cease and desist orders
 - C. it shares anti-monopoly responsibility with the Justice Department
 - D. it has power to order corrective advertising
 - E. all of the above are true

11. Which of the following indicates a product has met the standards of safety and quality the consumer should expect?
- A. U. L.
 - B. Good Housekeeping seal
 - C. Parents' magazine seal
 - D. B and C
 - E. A, B, and C
12. Which of the following is not true of the Magnuson-Moss Warranty Act?
- A. does not require a seller to give a warranty but if a seller gives a warranty, then the act applies
 - B. divides warranties into two legal categories - full and limited
 - C. provides for warranty disclosure on products costing more than \$15.00
 - D. provides for warranty disclosure on products costing less than \$15.00
 - E. gives the consumer the opportunity to inspect the warranty before making a purchase
13. A disclaimer is
- A. a breach of warranty
 - B. an attempt by the seller to limit his liability
 - C. a judgment for damages against the seller
 - D. a recovery of damaged goods
 - E. a return of unordered merchandise
14. You have been cheated by a store on a \$50 item. In which of the following courts should you bring a claim?
- A. Federal district court
 - B. Circuit court
 - C. Juvenile court
 - D. Probate court
 - E. small claims court
15. Which of the following is always necessary for an agreement to be a legally enforceable contract?
- A. an offer and acceptance of the offer
 - B. a written agreement signed by all parties
 - C. a lawyer's approval
 - D. at least one witness to the agreement
 - E. indefinite terms

16. A contract novation is
- the substitution of a new contract, debt or obligation for an existing one
 - an official decision of a court
 - a writ of garnishment
 - a writ of attachment
 - taking back an item when payments are missed
17. A lease is a contract between
- purchaser and a seller
 - tenants
 - landlords
 - landlord and seller
 - landlord and tenant
18. Minors are liable for contracts involving all of the following except:
- food
 - car
 - shelter
 - clothing
 - stereo equipment
19. Which of the following statements about warranties is true?
- warranties in advertisements are as binding as warranties in contracts
 - warranties can exist on labels
 - if you buy a product without a warranty, there is nothing you can do if the product is faulty
 - A and B are true
 - A, B, and C are true
20. Kathy recently bought a new stereo on an installment plan. Before signing an installment contract, which of the following should Kathy do?
- fill in or cross out all blank spaces in the contract
 - check to see if the contract outlines the schedule of payments
 - check to see if the contract states the annual percentage rate and the finance charges
 - insist on obtaining an exact copy of the contract
 - Kathy should do all of the above.
21. The statute of limitations
- sets a maximum amount of time after something happens for it to be taken to court
 - regulates the number of plaintiffs which the court will allow
 - sets the limit of damages which a plaintiff can obtain
 - sets the number of defendants which the court will allow
 - cannot be tolled by starting court action

22. Regulatory law could:

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- A. set standards as to how pharmacists should sell drugs
- B. set the death penalty for murder
- C. be passed by the city council
- D. be vetoed by the President
- E. be federal but not state law

23. A federal agency that does not protect the consumer is the:

- A. Civil Aeronautics Board
- B. Department of Commerce
- C. Department of Agriculture
- D. Internal Revenue Service
- E. The Federal Trade Commission

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Test Analysis LRE Curriculum Project

Name of Test Unit V Family Law Level Secondary

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.22	.06	X
2	.54	.55	
3	.52	-.05	X
4	.63	.63	
5	.22	.05	X
6	.56	.65	
7	.78	.59	
8	.80	.30	
9	.59	.41	
10	.78	.41	
11	.67	.52	
12	.59	.60	
13	.63	.38	
14	.33	-.08	X
15	.41	-.05	X
16	.63	.64	X
17	.65	.56	

Reliability Index - KR-20 .60

Recommendation: Lengthen test to increase reliability.

CURRICULUM TEST UNIT V

FAMILY LAW

1. In Tennessee, the law requires a student to attend school until his or her
 - A. 14th birthday
 - B. 15th birthday
 - C. 16th birthday
 - D. 17th birthday
 - E. 18th birthday

2. The United States Supreme Court has ruled that juveniles have
 - A. the right to be represented by a lawyer and the right to confront and cross examine witnesses
 - B. the privilege against self-incrimination
 - C. the right to timely notice of court proceedings and charges
 - D. the right to adequate notice of court proceedings and charges
 - E. all of the above

3. How does juvenile court procedure differ from regular court procedure?
 - A. no lawyers are present
 - B. there is usually a warden instead of a judge
 - C. the parents can say what the juvenile's sentence should be
 - D. it is more formal
 - E. there is no right to a trial by jury

4. Children probably do not have all the legal rights adults have because:
 - A. adults fear that children could then do as they please
 - B. children are too young to assume responsibilities connected with rights
 - C. there would be too many cartoons on television
 - D. adults had no rights when they were children
 - E. none of the above

5. If a juvenile is on parole, his probation officer could not
 - A. restrict the friends the juvenile associates with
 - B. restrict his travel
 - C. separate him from his family
 - D. help him find a job
 - E. require him to report every month while on probation

6. Which of the following is not a right, according to the current Juvenile Court Act?
- A. the right to legal counsel
 - B. the opportunity to introduce evidence
 - C. the right not to incriminate self
 - D. the right to a jury trial
 - E. the right to cross-examine witness against him
7. The legal responsibility of parents/guardians for the behavior of their children:
- A. usually ends when a child graduates from high school
 - B. usually ends when a child reaches the age of 18
 - C. ends when a child moves away from home
 - D. ends when a child gets a full-time job
 - E. none of these
8. Parents/guardians, by law, must provide their children with all but which one of the following:
- A. food
 - B. clothes
 - C. shelter
 - D. medical attention
 - E. love
9. Which is true in terminating the rights of natural parents to their children?
- A. the rights of natural parents can be terminated without consent if the parents willfully fail to support the child for 4 consecutive months
 - B. the rights of natural parents can be terminated without consent if the parents willfully fail to visit the child
 - C. the court may place the child for adoption
 - D. A and B are true
 - E. A, B, and C are true
10. Child abuse may be reported to the Juvenile Court by
- A. only the child who was abused
 - B. only relatives of the child
 - C. anyone having knowledge of the abuse
 - D. only those who have rendered medical treatment
 - E. only those who live in the same house with the child

11. Which of the following is an advantage of legitimation of a child born out of wedlock?
- A. the right of inheritance from the natural father
 - B. the right to the father's last name
 - C. the right to support from the father
 - D. the right to social security and other benefits
 - E. all of the above are advantages
12. Which of the following is true about establishing paternity of an illegitimate child?
- A. the mother can get child support when the father gets a job though he is not a student or unemployed
 - B. paternity may be established by a consent order signed by the father
 - C. paternity can be established by a court trial
 - D. A and B are true
 - E. A, B, and C are true
13. The laws of Tennessee forbid marriage
- A. between a person and his lineal ancestor
 - B. between a person and his lineal descendant
 - C. between lineal descendants of a husband and wife
 - D. between lineal descendants of a grandparent
 - E. all of the above marriages are forbidden by law in Tennessee
14. If one of the applicants for a marriage license is under 18 years of age, which of the following is true?
- A. the underage applicant must have the sworn consent of his or her parents
 - B. a judge can waive the age requirements
 - C. the couple cannot get married until both are 18 years of age
 - D. the marriage cannot be annulled if performed without consent of the parents
 - E. a physician's certificate and laboratory report are not required
15. Alice had not seen her husband in three years and believed he was dead. When will Alice be allowed to marry again within the law?
- A. in two more years if she does not hear from him
 - B. at the present time if she truly believes he is dead
 - C. in three more years if she does not hear from him
 - D. in one more year if she does not hear from him
 - E. at the present time as three years is long enough

16. Which of the following is not grounds for divorce in Tennessee?
- A. that either party has become a habitual drunk
 - B. that either party has become addicted to narcotics
 - C. that either party has attempted to take the life of the other
 - D. that the husband ridicules his wife
 - E. that a wife refuses to move with her husband to this state and absents herself from him for two years
17. Which of the following are grounds for divorce in Tennessee?
- A. that either party at the time of marriage was incapable of having children and remains so
 - B. that either party knowingly entered a second marriage with a first marriage still in existence
 - C. adultery
 - D. that either party has been convicted of a felony and has been given a sentence
 - E. all of the above are grounds for divorce in Tennessee

Test Analysis LRE Curriculum Project

Name of Test Test 1 Why Law Level Elementary K-1

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.98	.35	
2	.83	.67	
3	.80	.73	
4	.71	.58	
5	.84	.50	

Reliability Index - KR-20 .49

Recommendations: Lengthen test to increase reliability index.
Increase range of item difficulty.

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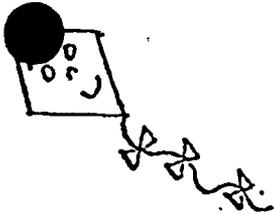
Elementary Test Kindergarten & 1st
UNIT: Why Law:



1. All families have rules.



2. School rules do not protect students.



3. The beginnings of people living under rules started in homes.



4. Community rules are not made by policemen.



5. It takes a long time to make fair rules.

name _____

Why Law? Post Test



Test Analysis LRE Curriculum Project

Name of Test Test 2 Why Law Level Elementary 2-3

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.74	.38	
2	.91	.13	X
3	.70	.40	
4	.87	.31	
5	.94	.05	X
6	.28	.45	X
7	.85	.57	
8	.87	.36	
9	.83	.50	
10	.94	.48	

Reliability Index - KR-20 .30

Recommendations: Lengthen test to increase reliability index.
Increase range of item difficulty.

Elementary Post Test Grs. 2 and 3
UNIT: Why Law?

MULTIPLE CHOICE

- _____ 1. The beginnings of people living under rules started in:
- a. family groups.
 - b. communities.
 - c. cities.
 - d. state government.
- _____ 2. It is important for citizens to:
- a. ignore all of the laws.
 - b. follow the law only in the city.
 - c. obey all of the laws.
 - d. obey only a few laws.
- _____ 3. Laws are not the same for:
- a. all countries.
 - b. all schools.
 - c. all cities.
 - d. all of the above.
- _____ 4. Community laws are made to:
- a. protect some of the people.
 - b. protect only the adults.
 - c. protect only the children.
 - d. none of the above.
- _____ 5. The following would happen without laws:
- a. All communities would be peaceful.
 - b. All schools would be orderly.
 - c. All people would be happier.
 - d. There would not be order in our community.
- _____ 6. Community laws are made by:
- a. police.
 - b. mayor.
 - c. president of U. S.
 - d. City-Manager type of government.
- _____ 7. The reason for people living under rules was:
- a. for protection of individuals.
 - b. for monarchies to exist.
 - c. for protection of government officials.
 - d. to obey the police.

Elementary Post Test Grs. 2 and 3
UNIT: Why Law

MULTIPLE CHOICE

- _____ 8. All of the following are false about the development of laws except:
- a. fair laws are easy to make.
 - b. laws grew over a short period.
 - c. laws are made to protect us.
 - d. laws are made to break.
- _____ 9. A good law is one that:
- a. people cannot understand.
 - b. is fair.
 - c. people cannot follow.
 - d. all of the above.
- _____ 10. School rules:
- a. do not protect students.
 - b. are unfair.
 - c. are not needed.
 - d. are for all students.

Test Analysis LRE Curriculum Project

Name of Test Test 3 Why Law Level Elementary 4-6

Item	Difficulty Index	Discrimination Index	Did Not Meet Criteria for Item Acceptability In This Study
1	.80	.52	
2	.97	.19	X
3	.74	.66	
4	.79	.65	
5	.50	.55	
6	.57	.61	
7	.89	.26	X
8	.87	.33	
9	.93	.24	X
10	.94	.23	X

Reliability Index - KR-20 .57

Recommendations: Lengthen test to increase reliability index.
Increase range of item difficulty.

Elementary Post Test Grs. 4 - 6
UNIT: Why Law?

MULTIPLE CHOICE

- _____ 1. The beginnings of people living under rules started in:
- a. family groups.
 - b. communities.
 - c. cities.
 - d. state government.
- _____ 2. It is important for citizens to:
- a. ignore all of the laws.
 - b. follow the law only in the city.
 - c. obey all of the laws.
 - d. obey only a few laws.
- _____ 3. Laws are not the same for:
- a. all countries.
 - b. all schools.
 - c. all cities.
 - d. all families.
 - e. all of the above.
- _____ 4. The law of our country is based on:
- a. Articles of Confederation.
 - b. Northwest Ordinance.
 - c. Constitution.
 - d. Hammurabi's Code of Law.
- _____ 5. The branch of government that interprets law is:
- a. judicial.
 - b. executive.
 - c. legislative.
 - d. all of the above.
- _____ 6. Community laws are made by:
- a. police.
 - b. mayor.
 - c. president of the U. S.
 - d. city-manager type of government.

Elementary Post Test Grs. 4 - 6
UNIT: Why Law?

MULTIPLE CHOICE

- _____ 7. The reason for people living under rules was:
- a. for protection of individuals.
 - b. for monarchies to exist.
 - c. for protection of government officials.
 - d. to obey the police.
- _____ 8. All of the following are false about the development of laws except:
- a. fair laws are easy to make.
 - b. laws grew over a short period.
 - c. laws are made to protect us.
 - d. laws are made to break.
- _____ 9. A good law is one that:
- a. people cannot understand or need.
 - b. is fair.
 - c. people cannot follow.
 - d. all of the above.
- _____ 10. School rules:
- a. do not protect students.
 - b. are unfair.
 - c. are not needed.
 - d. are for all students.

LRE ATTITUDE SCALES

Secondary Level

Directions:

Begin on Side 1 of the answer sheet. Use a number 2 or 2 1/2 pencil to mark it. Be sure to indicate the grade you are in now. Do not put your name on the answer sheet or fill out other identification information.

Stay on Side 1 of the answer sheet. Be sure that you match item numbers with answer sheet numbers, 1 through 62.

For each statement, indicate the extent to which you agree or disagree by marking the answer sheet as follows.

- A If you strongly agree
- B If you agree
- C If you are not sure
- D If you disagree
- E If you strongly disagree

Example:

1. Judges are not as friendly as other people.

If you disagree with the statement, you should mark under D.

A B C D E
1 ① ② ③ ● ④

Please do not fold, staple, or mutilate the answer sheet. It will be machine scored and must therefore be handled carefully.

There are no right or wrong answers, so respond to each item as honestly as you can.

1. Once a law is made it is never changed.
2. I think the school should have lessons about the law.
3. I would not be friends with someone who steals.
4. A law which exists today may not exist in the future.
5. Only lawyers can understand laws.
6. I like people that you can count on to obey the law.
7. People who break the law should be punished.
8. Many new laws will be made in the future.
9. There's no point in punishing those who break the law.
10. Learning about laws would be a waste of time.
11. If I were a judge, I would give stiff sentences to those convicted of crimes.
12. I like to be around students that get into trouble because they are exciting.
13. If students want to break the law, that's their business.
14. Laws are constantly changing.
15. I would not like to learn about the law.
16. Crime doesn't pay.
17. If I saw someone shoplifting, I would want to report it.
18. Only a few people are given protection and rights under the law.
19. Breaking the law is no big deal.
20. Ordinary people can't do anything about changing the law.
21. I can understand what many of our laws mean.
22. If I witnessed a crime, I would keep my mouth shut.
23. It would be a waste of time to work for a political candidate.
24. Lessons on law would be boring.
25. Students who get away with breaking the law are looked up to by the other students.

26. Everyone should try to work in community programs that make the community a better place to live.
27. My opinion could influence the making of laws.
28. If we study law in school, other important subjects might be left out.
29. It would be hard for me to be friends with someone who had served time in jail.
30. I get discouraged with the law when a smart lawyer gets a criminal free.
31. People could live together peaceably without rules and laws.
32. If I knew the law, it would be of help to me.
33. People can influence the law if they will speak out their opinions.
34. Studying law is as important as studying science or economics.
35. I'm afraid of a policeman whether I'm doing something wrong or not.
36. People should be let alone. We don't need law.
37. If you want a law changed, it's a good idea to write your representative in Congress.
38. If people obeyed the law, this would be a better world to live in.
39. People think less of a person who has served time in jail.
40. If I could, I would study some law each year in school.
41. Writing your Congressman to get a law changed would be a waste of time.
42. A person who is not breaking the law should not fear police.
43. Everyone should be willing to serve on juries.
44. There are more important subjects to study in school than law.
45. We could get along without law and government.
46. Laws are important to let everyone know how they are to behave.
47. Learning about law would be of no use to me.
48. I can participate in making of the laws when I am an adult.
49. Very few laws will be made in the future.
50. It is important to have laws that keep innocent people from going to jail even though some guilty people may go free.

51. Without rules many people would act less responsibly than they do now.
52. People in authority usually misuse their power.
53. Today, when police question people they use fair methods.
54. Most lawyers are more interested in making money than in protecting peoples' rights.
55. Police officers don't make good neighbors.
56. Judges seem more interested in protecting criminals than society.
57. Most judges try to make sure people get a fair trial.
58. Women should run for public office and take part in the government much the same as men do.
59. Most women do not need the right to vote.
60. A newspaper that continually criticizes the government should not be allowed to publish.
61. There is nothing wrong with writing the President of the United States to tell him you do not like the way he is running the country.
62. Our country would be a lot better off if we didn't have so many elections and people didn't have to vote so often.

SUMMARY OF STUDENT RESPONSE BY GRADE LEVEL ON LRE ATTITUDE SCALES

Percents (%) Reported

Junior High School

SCALE; 1 = strongly agree, 2 = agree, 3 = not sure, 4 = disagree, 5 = strongly disagree

ITEM	N = 279 Grade 7					N = 227 Grade 8					N = 241 Grade 9					Total Grades 7, 8, 9					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1. Once a law is made it is never changed.	16	23	14	38	8	14	24	16	36	10	9	21	14	43	13	13	23	14	39	10	3.10
2. I think the school should have lessons on the law.	30	45	15	8	2	28	45	12	10	4	29	50	10	9	2	29	47	13	9	3	2.09
3. I would not be friends with someone who steals.	28	28	16	18	10	30	23	20	18	8	26	20	22	22	9	28	24	20	19	9	2.57
4. A law which exists today may not exist tomorrow.	18	32	25	19	6	14	35	23	19	9	20	40	17	18	6	17	36	21	19	7	2.62
5. Only lawyers can understand laws.	5	6	5	43	41	7	8	9	38	38	5	5	4	45	42	5	6	6	42	41	4.06
6. I like people that you can count on to obey the law.	42	45	5	5	3	40	45	6	5	4	38	47	8	4	2	40	46	6	4	3	1.84
7. People who break the law should be punished.	50	32	7	2	9	52	26	5	8	9	47	33	6	6	8	49	31	6	5	9	1.93
8. Many new laws will be made in the future.	19	52	20	7	1	19	48	24	6	3	28	52	15	4	1	22	51	20	6	2	2.15
9. There's no point in punishing those who break the law.	5	3	6	29	55	4	6	7	23	59	2	3	5	32	58	4	4	7	28	57	4.32
10. Learning about laws would be a waste of time.	4	4	5	35	52	4	6	4	39	46	5	5	6	32	52	4	5	5	36	50	4.23
11. If I were a judge, I would give stiff sentences to those committing crimes.	17	30	34	15	4	19	29	32	14	7	15	27	36	17	4	17	29	33	15	5	2.62
12. I like to be around students that get into trouble because they are exciting.	3	3	7	32	56	4	7	5	35	48	3	2	6	37	52	4	4	6	34	52	4.27
13. If students want to break the law, that's their business.	17	27	9	25	20	15	30	14	20	21	16	29	7	30	17	16	29	10	25	19	3.02

ITEM	N = 279 Grade 7					N = 227 Grade 8					N = 241 Grade 9					Total Grades 7, 8, 9					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
14. Laws are constantly changing.	9	39	23	24	4	13	40	26	15	5	13	37	28	18	3	12	39	26	19	4	2.65
15. I would not like to learn about law.	10	9	6	38	37	5	12	11	37	34	5	10	11	38	35	7	10	9	37	36	3.86
16. Crime doesn't pay.	41	23	8	16	12	41	25	7	15	12	48	21	6	13	12	43	23	7	15	12	2.30
17. If I saw someone shoplifting, I would want to report it.	41	32	10	10	6	23	37	22	9	7	24	29	29	13	4	30	33	20	10	6	2.29
18. Only a few people are given protection and rights under the law.	9	31	26	22	13	9	22	24	26	18	6	22	21	30	20	8	25	24	26	16	3.18
19. Breaking the law is no big deal.	8	8	4	29	51	8	5	6	30	52	9	7	3	32	50	8	7	4	30	51	4.09
20. Ordinary people can't do anything about changing the law.	11	21	24	31	12	10	22	26	26	16	8	20	20	36	17	9	22	23	31	14	3.20
21. I can understand what many of our laws mean.	15	56	17	9	3	15	52	19	11	2	18	56	13	12	1	16	55	16	10	2	2.26
22. If I witnessed a crime, I would keep my mouth shut.	8	10	22	33	27	4	11	36	27	22	3	13	27	29	23	7	11	28	30	24	3.53
23. It would be a waste of time to work for a political candidate.	4	9	20	43	23	3	7	24	43	23	5	8	22	48	17	4	8	22	45	21	3.71
24. Lessons on law would be boring.	4	9	15	45	25	4	9	16	44	25	6	5	26	42	21	5	8	19	44	24	3.76
25. Students who get away with breaking the law are looked up to by students.	13	23	28	23	13	9	25	21	25	20	12	17	19	26	26	11	22	22	25	20	3.19
26. Everyone should try to work in community programs that make the community a better place to live.	58	33	5	1	3	49	37	9	3	3	58	32	4	4	2	56	34	6	3	2	1.62
27. My opinion could influence the making of the laws.	8	24	47	15	5	13	27	45	10	5	9	31	40	14	5	10	27	44	13	5	2.76

Summary of Student Response by Grade Level on IRE Attitude Scales (Continued)

ITEM	N = 279 Grade 7					N = 227 Grade 8					N = 241 Grade 9					Total Grades 7, 8, 9					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
28. If we study law in school, other important subjects might be left out.	10	23	21	41	5	6	25	24	31	15	8	23	15	41	12	8	24	20	38	11	3.19
29. It would be hard for me to be friends with someone who had served time in jail.	16	30	20	22	12	15	25	30	22	9	13	18	26	32	9	15	24	25	26	10	2.92
30. I get discouraged with the law when a smart lawyer gets a criminal off.	23	32	27	12	6	25	30	21	14	10	24	31	22	16	6	24	31	23	14	7	2.49
31. People could live together peaceably without rules and laws.	9	4	12	27	47	4	9	13	23	50	4	7	9	24	55	6	7	11	25	50	4.08
32. If I knew the law, it would be of help to me.	34	48	11	5	1	33	49	12	4	2	31	52	9	6	2	32	50	11	5	2	1.94
33. People can influence the law if they will speak out their opinions.	29	43	19	6	3	30	40	20	5	3	30	45	15	6	3	30	43	18	6	3	2.09
34. Studying law is as important as studying science or economics.	19	40	27	11	2	26	42	19	8	3	24	41	22	9	3	23	42	23	9	3	2.27
35. I'm afraid of a policeman whether I'm doing something wrong or not.	7	13	13	45	22	7	14	13	41	26	7	12	8	43	29	7	13	11	43	25	3.67
36. People should be let alone. We don't need law.	3	6	8	28	55	2	7	9	27	55	2	3	8	27	60	2	5	8	28	56	4.31
37. If you want a law changed, it's a good idea to write your representative in Congress.	16	38	32	9	4	23	43	21	7	5	22	45	20	8	4	20	42	25	8	4	2.34
38. If people obeyed the law, this would be a better world to live in.	70	20	3	1	5	67	22	7	2	3	69	19	7	2	2	69	20	5	2	4	1.50
39. People think less of a person who has served time in jail.	19	42	21	14	4	14	42	27	11	5	16	37	24	17	5	16	41	24	14	4	2.50
40. If I could, I would study some law each year in school.	24	46	20	6	3	21	47	23	5	4	19	38	28	11	4	22	44	23	7	3	2.26

Summary of Student Response by Grade Level on LRE Attitude Scales (Continued)

ITEM	N = 279 Grade 7					N = 227 Grade 8					N = 241 Grade 9					Total Grades 7, 8, 9					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
41. Writing your Congressman to get a law changed would be a waste of time.	6	11	27	36	19	7	12	27	33	22	12	12	25	32	19	8	12	26	34	20	3.46
42. A person who is not breaking the law should not fear police.	33	45	11	9	2	33	47	8	7	5	37	44	8	10	1	34	45	9	8	2	1.99
43. Everyone should be willing to serve on juries.	11	32	36	14	6	14	30	40	10	5	13	41	24	18	3	13	35	33	14	4	2.62
44. There are more important subjects to study in school than law.	9	23	30	31	6	11	25	26	26	10	11	29	30	25	5	10	26	29	28	7	2.96
45. We could get along without law and government.	7	10	8	28	47	5	15	10	25	44	4	7	6	31	52	5	11	8	28	48	4.03
46. Laws are important to let everyone know how they are to behave.	33	45	11	5	5	29	52	8	7	4	27	56	10	6	0	30	51	10	6	3	2.00
47. Learning about law would be of no use to me.	4	7	12	39	34	3	7	13	44	33	3	5	9	49	34	4	7	11	44	34	3.99
48. I can participate in making of the laws when I am an adult.	16	32	34	14	3	12	38	35	10	4	12	37	37	10	3	14	35	35	12	3	2.55
49. Very few laws will be made in the future.	8	18	41	21	11	6	14	41	25	14	6	9	39	33	13	7	14	40	26	12	3.23
50. It is important to have laws that keep innocent people from going to jail even though some guilty people may go free.	32	34	20	8	5	30	39	18	6	6	37	40	14	6	3	33	38	18	7	4	2.11
51. Without rules many people would act less responsibly than they do now.	24	41	18	11	6	34	38	16	8	4	34	41	12	7	5	30	40	15	9	5	2.19
52. People in authority usually misuse their power.	14	32	37	14	2	14	28	34	17	5	15	27	38	16	3	15	29	36	16	4	2.64
53. Today, when police question people they use fair methods.	10	38	35	11	5	10	30	37	17	5	7	33	30	21	9	9	34	34	16	6	2.76

Summary of Student Response by Grade Level on LRE Attitude Scales (Continued)

ITEM	N = 279 Grade 7					N = 227 Grade 8					N = 241 Grade 9					Total Grades 7, 8, 9					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
54. Most lawyers are more interested in making money than in protecting people's rights.	16	22	26	24	10	11	23	30	25	11	12	22	35	23	8	13	23	30	24	9	2.94
55. Police officers don't make good neighbors.	3	12	17	45	22	5	8	27	39	20	2	8	24	41	24	3	9	23	42	22	3.70
56. Judges seem more interested in protecting criminals than society.	9	15	30	30	15	7	18	33	27	15	4	13	38	28	16	7	15	33	29	15	3.30
57. Most judges try to make sure people get a fair trial.	34	48	10	5	2	27	54	10	7	1	25	56	11	6	1	29	53	10	6	1	1.97
58. Women should run for public office and take part in the government much the same as men do.	38	35	17	5	4	40	34	10	9	5	39	38	12	6	4	39	36	14	7	4	2.01
59. Most women do not need the right to vote.	4	8	11	36	39	4	9	10	33	43	5	6	4	34	49	4	8	8	35	44	4.07
60. A newspaper that continually criticizes the government should not be allowed to publish.	9	21	34	25	9	7	19	34	27	12	8	25	27	24	15	8	22	32	25	12	3.11
61. There is nothing wrong with writing the President of the United States to tell him you do not like the way he is running the country.	28	37	19	9	5	27	37	20	11	5	28	37	18	11	5	28	37	19	10	5	2.28
62. Our country would be a lot better off if we didn't have so many elections and people didn't have to vote so often.	10	13	24	30	20	4	18	27	28	21	5	12	27	33	20	7	14	26	30	21	3.45

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SUMMARY OF STUDENT RESPONSE BY GRADE LEVEL ON LRE ATTITUDE SCALES

Percents (%) Reported

Senior High School

SCALE; 1 = strongly agree, 2 = agree, 3 = not sure, 4 = disagree, 5 = strongly disagree

ITEM	N = 193 Grade 10					N = 162 Grade 11					N = 149 Grade 12					Total Grades 10, 11, 12					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1. Once a law is made it is never changed.	5	21	10	49	15	5	19	7	53	15	7	19	9	50	15	6	20	9	50	15	3.50
2. I think the school should have lessons on the law.	26	54	11	7	2	26	54	10	9	1	30	54	9	6	1	27	54	10	7	1	2.01
3. I would not be friends with someone who steals.	21	24	26	24	5	23	17	30	22	7	17	21	26	31	5	21	21	27	25	6	2.75
4. A law which exists today may not exist tomorrow.	18	45	11	21	5	11	55	16	15	2	19	45	11	16	9	16	48	13	18	5	2.48
5. Only lawyers can understand laws.	2	3	3	42	49	2	6	3	41	48	4	3	1	42	48	3	4	2	42	48	4.30
6. I like people that you can count on to obey the law.	34	54	5	3	4	36	51	8	4	1	43	41	9	3	4	37	49	7	3	3	1.85
7. People who break the law should be punished.	51	33	4	4	8	48	28	6	10	8	52	26	9	4	9	50	30	6	6	9	1.93
8. Many new laws will be made in the future.	27	61	10	2	1	26	54	15	4	1	35	55	7	3	1	30	56	11	3	1	1.89
9. There's no point in punishing those who break the law.	3	3	4	26	64	1	2	3	31	62	1	1	1	27	69	2	2	3	28	65	4.52
10. Learning about laws would be a waste of time.	4	2	1	40	53	2	4	2	43	49	4	2	2	32	60	3	3	2	38	54	4.37
11. If I were a judge, I would give stiff sentences to those committing crimes.	16	33	34	13	3	17	29	30	21	2	26	28	28	13	5	20	30	31	16	3	2.53
12. I like to be around students that get into trouble because they are exciting.	3	2	7	35	53	4	2	4	35	54	4	2	3	31	60	4	2	5	34	56	4.37
13. If students want to break the law, that's their business.	8	33	8	33	18	8	27	7	41	17	9	27	8	36	21	8	29	8	36	19	3.27

Rounding error and % of no response accounts for the sum of percents falling below or above 100%.

Summary of Student Response by Grade Level on LRE Attitude Scales (Continued)

ITEM	N = 193 Grade 10					N = 162 Grade 11					N = 149 Grade 12					Total Grades 10, 11, 12					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
14. Laws are constantly changing.	10	48	25	13	2	15	51	25	7	2	17	44	19	15	3	14	48	23	12	2	2.41
15. I would not like to learn about law.	4	10	7	50	29	6	7	8	11	27	5	9	5	46	36	5	9	7	49	31	3.92
16. Crime doesn't pay.	53	26	5	8	8	48	25	9	7	10	54	26	5	7	7	52	26	6	7	8	1.94
17. If I saw someone shoplifting, I would want to report it.	21	29	28	15	5	20	36	28	12	4	21	30	31	15	3	21	31	29	14	4	2.49
18. Only a few people are given protection and rights under the law.	8	23	20	33	17	7	22	22	34	15	7	23	15	34	20	8	22	19	33	18	3.31
19. Breaking the law is no big deal.	6	10	3	26	55	7	4	4	36	48	5	5	3	34	52	6	7	3	32	53	4.18
20. Ordinary people can't do anything about changing the law.	6	18	11	44	21	6	17	14	41	22	10	15	10	45	20	7	17	12	43	21	3.56
21. I can understand what many of our laws mean.	11	62	12	11	3	10	60	17	10	2	15	58	13	13	1	12	60	14	12	2	2.31
22. If I witnessed a crime, I would keep my mouth shut.	4	9	34	34	19	4	8	30	41	16	2	7	40	31	20	4	8	35	35	19	3.57
23. It would be a waste of time to work for a political candidate.	4	6	19	52	19	2	6	28	48	16	3	5	25	48	19	3	6	23	50	18	3.74
24. Lessons on law would be boring.	2	9	23	44	22	1	7	18	51	22	3	6	16	52	22	2	8	19	49	23	3.82
25. Students who get away with breaking the law are looked up to by students.	6	20	16	30	28	4	19	10	37	30	4	15	13	37	31	5	18	13	34	30	3.67
26. Everyone should try to work in community programs that make the community a better place to live.	43	45	3	4	5	49	46	5	0	0	58	33	5	2	1	50	42	4	2	2	1.66
27. My opinion could influence the making of the laws.	11	30	35	19	6	6	40	40	12	2	9	40	33	11	6	9	36	36	15	5	2.70

ITEM	N = 193 Grade 10					N = 162 Grade 11					N = 149 Grade 12					Total Grades 10, 11, 12					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
28. If we study law in school, other important subjects might be left out.	4	16	20	48	13	4	14	13	56	12	6	9	12	52	20	5	13	15	52	15	3.59
29. It would be hard for me to be friends with someone who had served time in jail.	4	17	27	39	14	9	15	23	40	12	7	12	23	45	12	7	15	25	40	13	3.39
30. I get discouraged with the law when a smart lawyer gets a criminal off.	23	37	14	22	4	25	44	13	14	4	32	32	18	14	4	26	38	15	17	4	2.35
31. People could live together peaceably without rules and laws.	4	4	6	30	55	2	8	6	30	53	4	3	7	21	64	4	5	6	27	58	4.30
32. If I knew the law, it would be of help to me.	25	61	10	4	0	34	52	10	2	0	32	54	8	3	3	31	56	10	3	1	1.88
33. People can influence the law if they will speak out their opinions.	28	51	15	5	1	25	59	10	4	1	26	58	9	5	1	27	56	12	4	1	1.96
34. Studying law is as important as studying science or economics.	24	51	14	9	1	22	52	17	6	1	34	49	9	5	3	27	51	14	7	1	2.04
35. I'm afraid of a policeman whether I'm doing something wrong or not.	5	12	7	51	25	4	10	9	52	23	7	11	5	50	27	5	11	7	51	25	3.80
36. People should be let alone. We don't need law.	2	2	5	25	67	4	1	2	29	64	3	3	2	24	67	3	2	3	26	66	4.51
37. If you want a law changed, it's a good idea to write your representative in Congress.	28	45	19	6	2	24	46	21	7	0	22	54	15	8	1	25	48	18	7	1	2.10
38. If people obeyed the law, this would be a better world to live in.	68	24	3	3	2	65	30	1	1	1	68	23	5	1	3	68	26	3	2	2	1.45
39. People think less of a person who has served time in jail.	11	47	18	21	3	14	46	19	19	2	9	48	23	15	5	12	47	20	19	3	2.55
40. If I could, I would study some law each year in school.	18	48	25	8	1	19	47	24	9	1	17	44	23	12	4	18	46	24	9	2	2.31

Summary of Student Response by Grade Level on LRE Attitude Scales (Continued)

ITEM	N = 193 Grade 10					N = 162 Grade 11					N = 149 Grade 12					Total Grades 10, 11, 12					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
41. Writing your Congressman to get a law changed would be a waste of time.	6	11	31	36	15	5	11	24	46	14	6	9	29	40	16	6	11	28	40	15	3.49
42. A person who is not breaking the law should not fear police.	34	53	4	6	3	37	50	6	6	1	45	40	5	8	2	39	48	5	7	2	1.85
43. Everyone should be willing to serve on juries.	15	38	27	17	2	14	41	27	15	2	15	48	21	11	5	15	42	25	15	3	2.49
44. There are more important subjects to study in school than law.	4	34	25	30	6	5	29	23	36	6	9	30	23	32	6	6	31	24	33	6	3.02
45. We could get along without law and government.	3	6	9	28	55	4	6	2	31	56	1	5	5	30	58	3	6	6	29	57	4.31
46. Laws are important to let everyone know how they are to behave.	25	63	5	7	0	23	59	7	10	1	28	57	9	5	1	26	60	7	7	0	1.97
47. Learning about law would be of no use to me.	3	5	6	55	31	2	4	8	56	30	4	7	4	50	35	3	5	6	54	32	4.07
48. I can participate in making of the laws when I am an adult.	9	48	26	12	4	9	43	30	13	3	11	42	32	11	5	10	45	29	12	4	2.55
49. Very few laws will be made in the future.	3	10	33	35	18	5	10	31	41	13	3	8	27	44	18	4	9	31	39	17	3.56
50. It is important to have laws that keep innocent people from going to jail even though some guilty people may go free.	37	41	14	4	3	37	46	10	6	1	36	46	11	6	1	37	44	12	5	2	1.91
51. Without rules many people would act less responsibly than they do now.	31	52	7	8	2	31	49	9	7	3	42	49	3	3	2	35	50	7	6	2	1.91
52. People in authority usually misuse their power.	18	36	32	14	1	18	43	25	14	1	17	34	30	15	3	18	38	29	14	1	2.43
53. Today, when police question people they use fair methods.	6	33	36	17	8	4	27	35	25	9	4	21	38	29	7	5	28	36	23	8	3.02

Summary of Student Response by Grade Level on LRE Attitude Scales (Continued)

ITEM	N = 193 Grade 10					N = 162 Grade 11					N = 149 Grade 12					Total Grades 10, 11, 12					Total Average
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
54. Most lawyers are more interested in making money than in protecting people's rights.	15	25	24	30	6	9	28	26	30	7	11	26	31	28	4	12	27	27	29	6	2.90
55. Police officers don't make good neighbors.	4	7	23	47	18	7	6	19	53	15	5	7	26	50	12	5	7	23	49	16	3.64
56. Judges seem more interested in protecting criminals than society.	4	9	33	36	18	4	10	24	44	17	8	9	28	42	12	5	10	29	40	16	3.53
57. Most judges try to make sure people get a fair trial.	23	61	9	4	3	21	64	10	4	0	23	56	13	5	1	23	60	11	5	1	2.02
58. Women should run for public office and take part in the government much the same as men do.	36	43	10	5	6	39	35	10	11	4	35	44	10	7	4	37	40	10	8	5	2.02
59. Most women do not need the right to vote.	6	6	5	35	49	5	4	6	33	51	3	3	4	30	60	5	5	5	32	53	4.26
60. A newspaper that continually criticizes the government should not be allowed to publish.	7	21	22	36	14	11	17	17	39	14	6	19	21	32	21	8	19	20	36	17	3.33
61. There is nothing wrong with writing the President of the United States to tell him you do not like the way he is running the country.	34	39	15	10	3	40	37	9	7	6	32	43	11	8	5	35	40	12	9	4	2.06
62. Our country would be a lot better off if we didn't have so many elections and people didn't have to vote so often.	6	11	22	37	24	3	7	22	43	24	1	5	19	36	36	4	8	21	38	28	3.81

Evaluation of Pilot Classes Relative to Accomplishment of the
Project's Major Goal to Increase Knowledge and Skill Pertaining
to Law and to Increase Student's Appreciation of our Legal System

After completing the LRE training course, teachers examined the curriculum units appropriate for their respective grade levels and then indicated on forms the areas of the curriculum they intended to cover during the 1981-82 school year. Teachers were given a detailed evaluation form covering one of the units they selected to teach. In addition, pretests and posttests over that unit's material were administered to the students in the teacher's class. This method was selected to insure that students would be taught the material on which they would be tested. Teachers generally planned to infuse the LRE curriculum material on a lesson basis rather than a unit basis.

It was reasoned that the project objective to teach students legal content and process would result in students developing a greater appreciation for legal systems. It was expected that examination of the protection which the law affords consumers, the safeguards set up for those involved in criminal proceedings etc., would bring about this greater appreciation. A test was developed to measure change in student attitude toward legal systems which contained five factors. Approximately 1250 students in grade 7 through 12 were administered the scales before exposure to the LRE materials. The pilot group of students were compared to the pretested control group of students on the 5 factors:

Results of Assessment of Student Achievement
In LRE Curriculum Materials

There were eight curriculum-unit tests utilized in the evaluation of student learning of information and skills pertaining to law and the legal

process. Students in the pilot classes made higher scores when compared to control groups on all of these tests. Control group students were selected from the same schools and grade levels as the pilot students. Control group students had not been taught in the LRE material.

It should be reported that there was significant loss of students selected for the evaluation of the curriculum units taught during the pilot. Five classes have been assigned to the evaluation of each unit with the exception of the grade 2-3 units in the elementary curriculum guides which involved two classes. Problems occurred in getting some teachers to administer and return the posttests. As a result, the number of students available for the analyses was less than planned. Only classes for which there were both pretests and posttests are included in the analyses. Some individual students were lost from the study due to the fact that their teachers gave the tests after senior students had left school.

The achievement test results are reported separately by test. The summaries show the percent of correct response for each item of the unit test for the pilot students before exposure to LRE materials, for the control group students, and for the pilot group of students after exposure to the curriculum materials. Tests of statistical significance were made. These are reported on the summaries. Also reported are the items on the unit test which made a poor showing on the test item analyses.

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Table
 Summary of Group Item Scores
 Unit I, Why Law
 Percent Correct Reported

Item	N=27 Pilot Group Pretest	N=44 Control Group	N=24 Pilot Group Posttest
1	4	7*	4
2	0	11*	4
3	0	25	87*
4	11	16*	2
5	30	39	75*
6	37	52	83*
7	33	39	79*
8	37	41	83*
9	44	34	75*
10	37	27	75*
11	33	36	75*
12	56	30	83*
13	15	23	75*
14	11	9	75*
15	33	48	58*
16	85*	61	79
17	52	61	87*
18	22	36	87*
19	37	25	83*
20	11	32*	4
21	7	27*	12
22	22	30	42*
23	37	32	46*
24	63	55	83*
25	15	23	71*

*The Pilot Group of Students made higher scores on 19 out of 25 items.

Pre-Post Pilot Group Test Comparison: $t = 4.285$ ($p < .01$)

Pilot-Control Group Test Comparison: $t = 4.158$ ($p < .01$)

Items 1, 2, 4, 20, and 21 did not meet criteria for item acceptability in the analysis of the test.

Table
 Summary of Group Item Response
 Unit II, Rights and Responsibilities
 Percent Correct Reported

Item	N=45 Pilot Group Pretest	N=52 Control Group	N=47 Pilot Group Posttest
1	58	29	68*
2	80*	44	79
3	40	31	49*
4	64	50	81*
5	29*	10	19
6	24	31	32*
7	84	56	87*
8	22	10	38*
9	76*	62	74
10	40*	13	38
11	40*	31	38
12	22	23	38*
13	67*	48	57
14	18	40*	32
15	33	12	36*
16	13	6	36*
17	58*	13	45
18	53*	4	43
19	60	31	72*
20	67	42	77*
21	47*	27	45
22	36	25	38*
23	38*	12	23
24	36*	15	34
25	44*	27	34
26	69*	58	64
27	51	13	53*

*The Pilot Group of Students were ahead on 13 out of 27 items.

Pre-Post Pilot Group Test Comparison: $t = 0.426$

Pilot-Control Group Test Comparison: $t = 4.262$ ($p < .01$)

Items 5, 6, 12, 14, 16, and 23 did not meet criteria for item acceptability in analysis of the test.

Table

Summary of Group Item Response
Unit III, Criminal Law
Percent Correct Reported

Item	N=100 Pilot Group Pretest	N=17 Control Group	N=91 Pilot Group Posttest
1	63	65	98*
2	73	59	96*
3	42	29	63*
4	45	70*	66
5	45	53	80*
6	44	59	66*
7	33	53	59*
8	68	65	74*
9	79	88	97*
10	73	71	88*
11	24	35	35
12	46	53	57*
13	55	47	65*
14	71	71	82*
15	22	6	22
16	22	53*	42
17	14	12	41*
18	33	18	54*
19	72	71	88*
20	70	59	86*
21	55	53	63*
22	59	71	81*
23	63	53	71*
24	47	18	58*
25	27	35	53*

*Pilot group of students were ahead on 21 out of 25 items.

Pre-Post Pilot Group Test Comparison: $t = 3.175$ ($p < .01$)

Pilot-Control Group Test Comparison: $t = 2.877$ ($p < .01$)

Items 1, 15, and 22 did not meet criteria for item acceptability in analysis of the test

Table

Summary of Group Item Response
Unit IV, Consumer Law
Percent Correct Reported

Item	N=199 Pilot Group Pretest	N=27 Control Group	N=178 Pilot Group Posttest
1	70	70	78*
2	66	63	73*
3	75	56	78*
4	66	63	71*
5	32	7	45*
6	28	19	51*
7	45	37	60*
8	50	33	67*
9	48	33	60*
10	50*	26	49
11	18	30	42*
12	17	15	32*
13	39	22	63*
14	64	48	76*
15	8	4	45*
16	44*	37	39
17	67	59	73*
18	33	30	46*
19	26*	11	25
20	66	56	71*
21	38	48	48
22	19	11	28*
23	28	41*	33

*The Pilot Group of students were ahead on 21 out of 25 items.

Pre-Post Pilot Group Test Comparison: $t = 2.048$ ($p < .05$)

Pilot-Control Group Test Comparison: $t = 3.484$ ($p < .01$)

Items 19 and 22 did not meet criteria for item acceptability in analysis of the test.

Table

Summary of Group Item Scores
Unit V, Family Law
Percent Correct Reported

Item	N=75 Pilot Group Pretest	N=17 Control Group	N=57 Pilot Group Posttest
1	7	24	63*
2	16	35	54*
3	21	18	52*
4	39	59	63*
5	28*	6	22
6	12	29	56*
7	28	59	78*
8	43	24	80*
9	20	35	59*
10	33	65	78*
11	25	12	67*
12	24	6	59*
13	36	47	63*
14	13	18	33*
15	16	18	41*
16	20	47	63*
17	15	24	65*

*The Pilot Group of Students made higher scores (percent correct) on 16 out of 17 items.

Pre-Post Pilot Group Test Comparison: $t = 7.909$ ($p < .01$)

Pilot-Control Group Test Comparison: $t = 4.725$ ($p < .01$)

Items 1, 3, 5, 14, 15, and 16 did not meet criteria for item acceptability in analysis of the test.

Table

Summary of Group Item Response
Test 1, Elementary Level
K-1

Item	N=120 Pilot Group Pretest	N=69 Control Group	N=109 Pilot Group Posttest
1	96	93	98*
2	55	61	83*
3	75	86*	80
4	58	45	71*
5	72	65	84*

*The Pilot Group of Students made higher scores on 4 out of 5 items.

Pre-Post Pilot Group Test Comparison: $t = 1.411$

Pilot-Control Group Test Comparison: $t = 1.356$

Table

Summary of Group Item Response
Test 2, Elementary Level
Grade 2-3

Item	N=51 Pilot Group Pretest	N=75 Control Group	N=53 Pilot Group Posttest
1	14	35	74*
2	94***	91	91
3	29	21	70*
4	47	31	87*
5	78	76	94*
6	29	31*	28
7	51	43	85*
8	96**	76	87
9	67	72	83*
10	96**	92	94

*The Pilot Group of Students made higher scores on 6 out of 10 items.

Pre-Post Pilot Group Test Comparison: $t = 1.670$

Pilot-Control Group Test Comparison: $t = 2.120$ ($p < .05$)

Table
 Summary of Group Item Response
 Test 3, Elementary Level
 Grade 4-6.

Item	N=149 Pilot Group Pretest	N=77 Control Group	N=125 Pilot Group Posttest
1	46	45	80*
2	78	97	97
3	39	69	74*
4	46	71	79*
5	28	12	50*
6	34	36	57*
7	57	62	89*
8	68	79	87*
9	71	82	93*
10	76	91	94*

*The Pilot Group of Students made higher scores (percent correct) on 9 out of 10 items.

Pre-Post Pilot Group Test Comparison: $t = 3.371$ ($p < .01$)

Pilot-Control Group Test Comparison: $t = 1.601$

Results of Assessment of Student Attitude
Toward Law in Pilot Classes

In the fall of 1981, a system-wide sample of 1250 students in grades 7 through 12 was administered the Law-Related Education Attitude Scales. The instrument was developed by the Division of Research Services in the Memphis City School System. A copy of the instrument with system-wide response obtained is presented on pages 126-135. Factor analysis of the scales was supervised by Dr. Andrew Bush of Memphis State University. There are five factors used for the evaluation of the LRE Project. These are as follows: (1) attitude toward the justice system and political process, (2) attitude toward need for law, (3) attitude toward the study of law, (4) attitude toward crime and criminals, and (5) attitude toward law as to its responsiveness to individuals. On the pages which follow, the average responses to items in each factor are summarized for the system-wide sample of students for comparison with the pilot group of students. No appreciable difference is noted in either the junior high school or the senior high school summaries for pilot students when compared to the system-wide sample of students. It is likely that students were not given sufficient exposure to the LRE curriculum materials to warrant changes in attitudes. The fair test will be to select a system-wide sample of students after the curriculum has been implemented in the schools for two or three years and compare the scores with those made by the pretested group.

Summary of Student Response On Five Factors
of the LRE Attitude Scales

Attitude Toward Justice System and Political Process.

FACTOR ONE

ITEMS

	Factor Loading	Junior High		Senior High	
		Control Average	Pilot Average	Control Average	Pilot Average
56. Judges seem more interested in protecting criminals than society.	- .450	3.30	2.85	3.53	3.29
28. If we study law in school, other important subjects might be left out.	- .430	3.19	3.41	3.59	3.56
24. Lessons on law would be boring.	- .416	3.76	3.71	3.82	3.56
49. Very few laws will be made in the future.	- .412	3.23	3.30	3.56	3.41
41. Writing your Congressman to get a law changed would be a waste of time.	- .407	3.46	3.29	3.49	3.21
23. It would be a waste of time to work for a political candidate.	- .393	3.71	3.53	3.74	3.43
44. There are more important subjects to study in school than law.	- .368	2.96	2.97	3.02	2.63
52. People in authority usually misuse their power.	- .348	2.64	2.27	2.43	2.21
47. Learning about law would be of no use to me.	- .341	3.99	3.90	4.07	3.97
18. Only a few people are given protection and rights under the law.	- .348	3.18	3.33	3.31	3.29
20. Ordinary people can't do anything about changing the law.	- .340	3.20	3.50	3.56	3.49
60. A newspaper that continually criticizes the government should not be allowed to publish.	- .332	3.11	2.85	3.33	3.18

FACTOR ONE (Cont'd)

ITEMS	Factor Loading	Junior High		Senior High	
		Control Average	Pilot Average	Control Average	Pilot Average
62. Our country would be a lot better off if we didn't have so many elections and people didn't have to vote so often. /	- .327	3.45	3.26	3.81	3.38
22. If I witnessed a crime, I would keep my mouth shut.	- .323	3.53	3.55	3.57	3.39
55. Police officers don't make good neighbors.	- .310	3.70	3.36	3.64	3.30
54. Most lawyers are more interested in making money than in protecting peoples' rights.	- .302	2.94	2.59	2.90	2.76

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Attitude Toward Need For Law

FACTOR TWO

ITEMS	Factor Loading	Junior High		Senior High	
		Control Average	Pilot Average	Control Average	Pilot Average
36. People should be let alone. We don't need law.	-.618	4.31	4.27	4.51	4.35
31. People could live together peaceably without rules and laws.	-.516	4.08	4.10	4.30	4.31
9. There's no point in punishing those who break the law.	-.481	4.32	4.61	4.52	4.53
19. Breaking the law is no big deal.	-.459	4.09	4.25	4.18	4.10
10. Learning about laws would be a waste of time.	-.441	4.23	4.23	4.37	4.36
45. We could get along without law and government.	-.431	4.03	3.80	4.31	4.00
12. I like to be around students that get into trouble because they are exciting.	-.385	4.27	4.27	4.37	4.24
59. Most women do not need the right to vote.	-.385	4.07	3.75	4.26	4.07
47. Learning about law would be of no use to me.	-.342	3.99	3.90	4.07	3.97
5. Only lawyers can understand laws.	-.339	4.06	4.21	4.30	4.24
15. I would not like to learn about the law.	-.328	3.86	3.84	3.92	3.74

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Attitude Toward the Study of the Law

FACTOR THREE

ITEMS	Factor Loading	Junior High		Senior High	
		Control Average	Pilot Average	Control Average	Pilot Average
15. I would not like to learn about the law.	-.496	3.86	3.84	3.92	3.74
32. If I knew the law, it would be of help to me.	-.482	1.94	1.76	1.88	1.86
40. If I could, I would study some law each year in school.	-.480	2.26	2.30	2.31	2.42
2. I think the school should have lessons about the law.	-.438	2.09	1.99	2.01	1.83
47. Learning about law would be of no use to me.	-.370	2.00	1.93	4.07	3.97
34. Studying law is as important as studying science or economics.	-.361	2.27	1.97	2.04	2.17
10. Learning about laws would be a waste of time.	-.360	4.23	4.23	4.37	4.36
24. Lessons on law would be boring.	-.356	3.76	3.71	3.82	3.56

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Attitude Toward Crime and Criminals

FACTOR FOUR

ITEMS

	Factor Loading	Junior High		Senior High	
		Control Average	Pilot Average	Control Average	Pilot Average
17. If I saw someone shoplifting, I would want to report it.	- .464	2.29	2.30	2.49	2.59
29. It would be hard for me to be friends with someone who had served time in jail.	- .378	2.92	2.80	3.39	3.36
46. Laws are important to let everyone know how they are to behave.	- .362	2.00	1.93	1.97	2.02
38. If people obeyed the law, this would be a better world to live in.	- .317	1.50	1.58	1.45	1.65
3. I would not be friends with someone who steals.	- .310	2.57	2.30	2.75	2.88
22. If I witnessed a crime, I would keep my mouth shut.	- .308	3.53	3.55	3.57	3.39
6. I like people that you can count on to obey the law.	- .306	1.84	1.81	1.85	2.01

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Attitude Toward Law, Responsiveness to Individuals

FACTOR FIVE

ITEMS	Factor Loading	Junior High		Senior High	
		Control Average	Pilot Average	Control Average	Pilot Average
33. People can influence the law if they will speak out their opinions.	- .418	2.09	2.06	1.96	2.23
37. If you want a law changed, it's a good idea to write your representative in Congress.	- .367	2.34	2.33	2.10	2.27
51. Without rules many people would act less responsibly than they do now.	- .347	2.19	2.03	1.91	1.95
8. Many new laws will be made in the future.	- .323	2.15	2.20	1.89	1.97
61. There is nothing wrong with writing the President of the United States to tell him you do not like the way he is running the country.	- .312	2.28	2.11	2.06	2.06
50. It is important to have laws that keep innocent people from going to jail even though some guilty people may go free.	- .301	2.11	2.06	1.91	2.10
27. My opinion could influence the making of laws.	- .234	2.76	2.63	2.70	2.72

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Evaluation Activities Planned for the Next Reporting Period

During the 1982-83 school year, the revised teacher training process and the revised infusion process will be given primary attention. Teachers and instructional consultants will be asked to evaluate these and make recommendations for modifications needed. In the spring of 1983 a survey will be made to get broad-based opinion of the curriculum from teachers and other groups. Teachers' level of use of the curriculum guides will also be assessed.

Summary

The overall goal of the LRE project is to equip students with knowledge and skills pertaining to the law and to develop in students an appreciation of our legal systems. This goal purports to address two specific needs. One is the need for students, especially in low-income groups, to have practical information and skills related to consumer law, housing law, family law, criminal law and individual rights law. The other is the need for the development of values in students sufficient to combat the high rate of involvement of youngsters with the juvenile justice system and school related disciplinary actions. The project has been concerned with eight tasks relative to accomplishing its overall goal. These are listed below with a summary of project status relative to each.

Task #1 - Building Support for LRE in Community and Professional Groups

On pages 4-7 of this report can be noted that project personnel have been successful in involving members of the community in both the development and evaluation of the LRE materials. A number of presentations have been made to acquaint professional and community groups with

the activities of the project. Also stimulating interest in LRE and the teaching of law in the schools was the city and state mock-trial competition sponsored by Street Law Inc. in which 16 Memphis City Schools participated.

Task #2 - Identification of Law-Related Content for the K-12 Curriculum

On pages 10-12 is presented a summary of the response from teachers, parents, students, principals, and guidance counselors on the Curriculum Development Survey. The survey provided an opportunity for these groups to rate topics being considered for the curriculum and to suggest other topics that should be covered. As a result of the survey, project personnel were able to identify 13 priority topics which were worked into the materials.

Task #3 - Training of Teachers

Teachers gave favorable ratings to the project training course. The pretest and posttest comparison on examinations over the legal content presented during the course showed gains made by the teachers. Changes in the inservice requirements for teachers in the Memphis City Schools have necessitated changes in plans for teacher training in use of LRE curriculum material. Under the previous program, teachers could satisfy required in-service time by attending the project training sessions. Now the inservice days will be under the direction of the principal. Entry to teacher training will therefore be through principals during the regular inservice days. An instructional manual and twelve films are being prepared for use in training teachers at the schools.

Task #4 - Curriculum Writing

The initial writing of the curriculum guides was completed during the summer workshop of 1981. The format involved units in which detailed

lesson plans on curriculum content were presented. Assisting teachers in the development were students from the Cecil C. Humphreys School of Law at Memphis State University.

Task #5 - Curriculum Pilot

There were 41 teachers who piloted the law-related curriculum materials during the 1981-82 school year. Twenty-two of the teachers were at secondary level and 19 were at the elementary level. Piloting of the LRE materials resulted in identification of specific needs for revision of the materials. Problems surfaced relative to the infusion of the materials into the standard curriculum. Under the present infusion method students may not be taught all of the material and they could be taught some material a number of times. The present infusion process does not take into account that the high school LRE units may involve a developmental body of knowledge which loses something if not presented in sequential or systematic order.

Task #6 - Revisions of the Curriculum

Information gathered during the piloting of the curriculum provided data for the revision of the curriculum materials. The major revisions in the curriculum include reorganization of the elementary guides so that there is a separate guide for each grade. Another major revision made was in the infusion process. The curriculum writers developed a matrix for each of the textbooks appropriate for LRE infusion which match textbook topics and LRE lesson plans.

Task #7 - Development of a Resource Center for LRE Materials

Lists of films, film strips, cassette tapes, and transparencies which relate to LRE curriculum content have been prepared. Most of these are available from the Division of Instructional Services. Materials are also available on a check-out basis from the North Area Office.

Task #8 - Development of Instruments to Measure Accomplishment of
the Project's Overall Objective

There were five unit tests developed for the secondary school curriculum and 3 tests were utilized in the elementary school study. An instrument consisting of five factors associated with attitudes toward law was also developed. The attitudinal and unit tests at the secondary level generally met the criteria for acceptability. The elementary tests proved to need revisions.

Evaluation of Student Achievement in LRE Curriculum
Tests and on Student Attitudinal Measures

Curriculum unit tests were administered to the pilot classes before and after exposure to the LRE materials. The tests were also administered to control groups of students not taught in the LRE materials. Students in the pilot classes made higher scores on all the tests than did the control groups of students.

Results of Assessment of Student Attitude in pilot classes found no appreciable difference between the pilot classes and the system-wide sample of 1250 students administered the scales in the fall of 1981.

Evaluation Activities Planned for the Next Reporting Period

During the 1982-83 school year, the revised teacher training process and the revised infusion process will be given primary attention. Teachers and instructional consultants will be asked to evaluate these and make recommendations for modifications needed. In the spring of 1983 a survey will be made to get broad-based opinion of the curriculum from teachers and other groups. Teachers' level of use of the curriculum guides will also be assessed.

APPENDIX

Tennessee Mock Trial Competition

1982 Tennessee Mock Trial Competition Rules of Competition

The Annual Mock Trial Competition is governed by the rules set forth below. These rules are designed to ensure excellence in presentation and fairness in judging all competition trials.

The 1982 Mock Trial Competition at the local level will consist of a number of rounds determined locally. Each school will represent the plaintiff and the defendant in preliminary rounds.

In each trial a judge will make a decision based on the merits of the case while an umpire will evaluate each member of the team and also the team. The decision on the merits will be announced at the end of each trial. The winner of each contest will be announced, and each team will be given scores.

Rules of the Competition

I. Team Presentations

- A. Each team shall consist of a maximum of three attorneys and two witnesses and alternates for each position, i.e., each school is permitted to have 10 students in the competition.
- B. Each trial will last no more than fifty (50) minutes with each team being allowed a maximum of:
 1. two minutes for an opening statement;
 2. seven minutes for direct examination of each team witness, including re-direct;
 3. three minutes for cross-examination of each opposing witness; and
 4. three minutes for closing argument and none for rebuttal.
- C. Affidavits, documents, and stipulations may not be disputed at trial.
- D. Each witness is bound by the witness' statement.
 1. If an attorney on direct examination asks the witness a question outside the facts or if the witness on direct examination gives an answer outside the facts and common knowledge, the opposing counsel may object. If an attorney on cross-examination asks a question that requires the witness to go outside the facts, the opposing counsel may either object or the witness may fabricate an answer that is consistent with the role. If the witness on cross-examination unnecessarily gives an answer outside the facts and common knowledge, the examining counsel may object.
 2. If a witness testifies in contradiction of a fact in the witness' statement, the opposition may show this on cross-examination by introducing the witness' statement to impeach the witness.
 3. The judge, with the assistance of the mock trial umpire, will

decide whether to allow the testimony. Such action will be considered in the scoring of the team in the competition. If an objection under this rule requires over 20 seconds to resolve, timing of the examination will be suspended.

- E. Students may only cite from the law given in the trial problem package, and they may only introduce as evidence those documents that are given.
- F. The trial proceedings are governed by the Mock Trial Simplified Rules of Evidence. Other more complex rules should not be raised in the trial.
- G. Usual rules of courtroom decorum apply to all participants.
- H. During the actual trial, coaches and other observers may not talk to, signal, or otherwise communicate with or in any way coach the teams.

II. Judging

- A. The presiding judge will render a decision on the merits of the case at the end of the trial.
- B. An umpire will evaluate each team in its presentation of the case. The performance of all witnesses and attorneys will be considered in this evaluation. It should be noted that a team may lose on the merits of the case yet score higher on the evaluation. The evaluation scores determine the trial winners. Each team will be given its own and its opponent's scores. The winners for each round will be announced.
- C. The two teams with the highest number of winning rounds will compete in the championship round.
- D. An umpire will evaluate each individual performance. The attorneys in each trial will be ranked in order of their scores overall in the trial and assigned points toward best attorney as follows: 6 points for the highest, 5 for second, etc. down to 1. Thus, there will only be one 6 assigned between the two teams except in case of a tie for the top attorney. The witnesses will be ranked and points assigned the same way except that the top witness will receive 4 points. Prior to the championship round points will be tallied as accumulated for the respective roles for best attorney and witness for each side.
- E. The decisions of the judges and the umpires are final.

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1982 MOCK TRIAL COMPETITION
SIMPLIFIED RULES OF EVIDENCE

In Tennessee trials, elaborate rules are used to regulate the admission of proof (i.e., oral or physical evidence). These rules are designed to ensure that both parties receive a fair hearing and to exclude any evidence deemed irrelevant, incompetent, untrustworthy, or unduly prejudicial. If it appears that a rule of evidence is being violated, an attorney may raise an objection to the judge. The judge then decides whether the rule has been violated and whether the evidence must be excluded from the record of the trial.

Formal rules of evidence are quite complicated. For purposes of this mock trial competition, the rules of evidence have been modified and simplified.

A. Witness Examination

1. Direct examination (attorneys call and question witnesses)

- a. Form of questions: Witnesses may not be asked leading questions by the attorney who calls them. A leading question is one that suggests to the witness the answer desired by the examiner and often suggests a "yes" or "no" answer. Direct questions generally are phrased to evoke a narrative answer.

Example of a direct question: "Mr. Bryant, when did you first meet Angela?"

Example of a leading question: "Mr. Hayes, isn't it true that you dislike Darryl Bryant?"

- b. Scope of a witness examination: (limited by rules of evidence explained in Part B.).
- c. Character: For mock trial purposes, evidence about the character of a party may not be introduced unless the person's character is an issue in the case. For example, whether one spouse has been unfaithful to another is a relevant issue in a civil trial for divorce, but is not an issue in a criminal trial for larceny. Similarly, a person's violent temper may be relevant in a criminal trial for assault, but is not an issue in a civil trial for breach of contract.
- d. Refreshing Recollection: If a witness is unable to recall a statement made in the affidavit or if the witness contradicts the affidavit, the attorney on direct may seek to introduce that portion of the affidavit that will help the witness to remember.

(See Part B. 5. on introduction of evidence).

2. Cross-examination (questioning of the other side's witnesses)

- a. Form of questions: An attorney may ask leading questions when cross-examining witnesses. Questions tending to evoke a narrative answer should be avoided.

Example of a leading question: "Mrs. Bryant, didn't you consider marrying George Hayes?"

- b. Scope of witness examination: Attorneys may only ask questions that relate to matters brought out by the other side on direct examination or to matters relating to the credibility of the witness. This includes facts and statements made by the witness for the opposing party (as well as expert opinions rendered under the rules set forth in Part B.2.) Note that many judges allow a broad interpretation of this rule.

Example: If the plaintiff in a car accident case never mentions damages to the car, then the defense cannot ask questions on cross-examination about the repair costs.

- c. Impeachment: On cross-examination, the attorney may want to show the court that the witness should not be believed. This is called impeaching the witness. It may be done by asking questions about prior conduct that make the witness' credibility (truth-telling ability) doubtful. Other times it may be done by asking about evidence of certain types of criminal convictions. Impeachment may also be done by introducing the witness' affidavit, and asking the witness whether he or she has contradicted something which was stated in the affidavit.

Example (Prior Conduct): "Is it true that you often hit children when they cry too much?"

Example (Past Conviction): "Is it true that you were convicted of armed robbery?"

(NOTE: These types of questions may only be asked when the questioning attorney has information that indicates that the conduct actually happened.)

3. Re-direct examination

If the credibility or reputation for truthfulness of the witness has been attacked on cross-examination, the attorney whose witness has been damaged may wish to ask several more questions. These questions should be limited to the damage the attorney thinks has been done and should be phrased so as to try to "save" the witness' truth-telling image in the eyes of the court. Re-direct examination is usually limited to issues raised by the attorney on cross-examination.

B. Additional Rules of Evidence

1. Hearsay

Any evidence of a statement made out of court which is offered to prove the truth of its contents is hearsay and not permitted.

Example: Witness says, "I heard that Darryl Bryant has a criminal record." This is hearsay if used to prove Bryant has a criminal record.

Though hearsay is not usually allowed at a trial, a judge may sometimes allow it if it was said by a party in the case and contains evidence which goes against their side (e.g., in a murder case, the defendant told someone he committed the murder). This is sometimes called the Admission against Interest Exception.

If a person's state of mind is an important part of the case and the hearsay consists of evidence of what that person said which reveals that person's state of mind, the statement is admissible. This is sometimes called State of Mind Exception.

2. Witness Opinions

As a general rule witnesses may not give opinions. Certain witnesses who have special knowledge or qualifications may be qualified as experts. An expert must be qualified by the attorney for the party for which the expert is testifying; this means that before an expert can be asked an expert opinion, the questioning attorney must bring out the expert's qualifications and experience.

All witnesses may give opinions on what they saw or heard at a given time if such opinions are relevant to the facts in issue and helpful in explaining their story.

3. Lack of Personal Knowledge: A witness may not testify to any matter of which the witness has no personal knowledge.

Example: If Jessica Hayes has never seen Angela Bryant with the baby, Jessica would not be able to say, "Angela is a terrible mother."

4. Relevance of Evidence

Generally, only relevant testimony and evidence may be presented. This means that the only physical evidence and testimony allowed is that which tends to make a fact which is important to the case more or less probable than the fact would be without the evidence. However, if the relevant evidence is unfairly prejudicial, may confuse the issues, or is a waste of time, it may be excluded by the court. This may include testimony, pieces of evidence, and demonstrations that have no direct bearing on the issues of the case or have nothing to do with making the issues clearer.

Example: The defense asks Mrs. Hayes on cross-examination, "How old are you?" (This question is permitted only if her age is relevant to the case.)

5. Introduction of physical evidence

There is a special procedure for introducing physical evidence during a trial. The physical evidence must be relevant to the case and the attorney must be prepared to defend its use on that basis. Below are the basic steps to use when introducing a physical object or document into evidence in a court.

- a. "Your honor, I ask that this letter be marked for identification as Plaintiff's Exhibit A." (Show letter and hand to bailiff for marking.)
- b. (Show letter to opposing counsel, who may make an objection to the offering at this time.)
- c. (Show letter to witness.) "Mr. King, do you recognize this document which is marked Plaintiff's Exhibit A for identification?" (The witness explains what it is.)
- d. "Your honor, I offer this letter for admission into evidence as Plaintiff's Exhibit A and ask the court to so admit it."
- e. Get ruling from court on admission and proceed to use the letter or you can ask the witness a series of questions about the letter, and then ask the court to admit it.

C. Objections

An attorney can object any time the opposing attorneys have violated the rules of evidence. The attorney wishing to object should stand up and do so at the time of the violation. When an objection is made, the judge will ask the reason for it. Then the judge will turn to the attorney who asked the question, and that attorney usually will have a chance to explain why the objection should not be accepted ("sustained") by the judge. The judge will then decide whether a question or answer must be discarded, because it has violated a rule of evidence ("objection sustained"), or whether to allow the question or answer to remain on the trial record ("objection overruled").

Following are standard objections:

1. Irrelevant evidence: "I object, your honor. This testimony is irrelevant to the facts of this case."
2. Leading questions: "Objection. Counsel is leading the witness." (Remember, this is only objectionable when done on direct examination.)

3. Improper character testimony:
 - a. "Objection. The witness' character or reputation has not been put in issue."
 - b. "Objection. Only the witness' reputation for truthfulness is at issue here."
4. Beyond the scope of direct examination:

"Objection. Counsel is asking the witness about matters that did not come up in direct examination."
5. Hearsay: "Objection. Counsel's question or the witness' answer is based on hearsay." (If the witness makes a hearsay statement, the attorney should also say, "and I ask that the statement be stricken from the record.")
6. Opinion: "Objection. Counsel is asking the witness to give an opinion."
7. Lack of personal knowledge: "Objection. The witness has no personal knowledge that would enable him to answer this question."

Applicable Tennessee Law for Use in the 1982
Mock Trial Competition

Following is the relevant Tennessee law that is to be used in the 1982 Mock Trial Competition. These excerpts are taken from the Tennessee Pattern Jury Instructions, published by West Publishing Co.

The students and advisors should keep in mind that this is not the entire body of Tennessee tort law. But, in the interests of simplicity, it will be sufficient for this problem.

The Fact situation dealt with in this problem is one that would ordinarily go before a jury. But again, for the purposes of the competition, the jury will be waived and the case tried to the Judge.

Further the degree of the plaintiff's injuries and amount of damages that could possibly be awarded are not to be litigated. In the interest of time the only issue to be tried is liability.

BURDEN OF PROOF AND PREPONDERANCE OF EVIDENCE

In this action, the plaintiff has the burden of establishing by a preponderance of the evidence all of the facts necessary to prove the defendant was at fault or liable.

The defendant has the burden of establishing by a preponderance of the evidence all of the facts necessary to prove the plaintiff was guilty of contributory negligence.

The term, "preponderance of the evidence," means that amount of factual information presented to you in this trial which is sufficient to cause you to believe that the allegation is probably true. In order to preponderate, the evidence must have the greater convincing effect in the formation of your belief. If the evidence on a particular issue appears to be equally balanced, the party having the burden of proving that issue must fail.

You must consider all the evidence pertaining to every issue, regardless of who presented it.

WHEN PLAINTIFF ENTITLED TO RECOVER (NO ISSUE OF CONTRIBUTORY NEGLIGENCE)

A plaintiff who was injured as a proximate result of some negligent conduct on the part of a defendant is entitled to recover compensation for such injury from that defendant.

Thus, for the plaintiff to be entitled to a verdict in this case, it must appear from the evidence:

1. That defendant was negligent, and

2. That such negligence was a proximate cause of injury to the plaintiff.

DEFINITION OF NEGLIGENCE

Negligence is the failure to exercise ordinary care and is the doing of some act which a reasonably prudent person would not do, or the failure to do something which a reasonably prudent person would do, under circumstances similar to those shown by the evidence.

A person may assume that every other person will exercise reasonable care for his/her own protection unless the circumstances indicate the contrary to a reasonably prudent person.

DEFINITION OF PROXIMATE CASE

A proximate cause of an injury is a cause which, in natural and continuous sequence, produces the injury, and without which the injury would not have occurred.

DEFINITION OF CONTRIBUTORY NEGLIGENCE

Plaintiff cannot recover in this action if you determine that he/she was guilty of negligence which proximately contributed to causing the accident and from which an injurious event might reasonably have been anticipated by the plaintiff.

WILLFUL OR WANTON MISCONDUCT

Contributory negligence of a plaintiff is not a bar to his/her recovery for an injury caused by the willful or wanton misconduct of a defendant.

Willful or wanton misconduct is intentional wrongful conduct, done either with knowledge that serious injury to another will probably result, or with a wanton and reckless disregard of the possible results.

DUTY OF DRIVER

It is the duty of a driver to operate his/her automobile [vehicle] with reasonable care having regard to the actual and potential dangers existing from weather, road, traffic and other conditions.

Every driver is under a duty to maintain a reasonably safe rate of speed; to have his/her automobile under reasonable control; and to keep a proper lookout, under the circumstances then existing, to see and be aware of what is in his/her view; to use reasonable care to avoid an accident.

A driver is charged with the duty to see that which under the facts and circumstances he/she should have seen by the proper use of his/her senses and if you find that plaintiff did not observe that which was there to be seen you may find that he/she was negligent in failing to look or in not looking carefully.

Affidavit of Jean Drewek

I live at 987 Fulton Street, Apartment D, in Ames, which is in the area known as "Magnus Town." I am 18 years old, worked part-time as a house painter in the summer of 1980. I graduated from Ames High School in December, 1981, after loss of time due to my injuries and without ever getting any demerits.

On Sunday, April 6, 1980, I was riding my 1981 Yamaha 650 motorcycle after spending the earlier part of the afternoon tuning up the motor. Other than public transportation, the motorcycle was my only means of transportation, since I do not own a car.

I have been riding a motorcycle since I was 16 years old. I have never had an accident except on one occasion when a pickup truck pulled out in front of me and I had to "take the bike down" — that is deliberately turn the machine sideways and upset it so it skidded along the road — to avoid serious injury. That was a difficult maneuver that took experience, but I was completely unharmed.

I chose to ride in Fox Hills the day of the crash because of the pleasant scenery, and I deliberately picked Shadowbend, a quiet street, so that I could listen to the motor with my helmet off. I had adjusted the valves and cam chain that afternoon and needed to listen to them closely to see if they were properly adjusted.

I had driven back and forth on West Shadowbend about 6 or 8 times before the crash occurred, listening to the motor. It was on my last trip out that the tree limb suddenly appeared in the middle of the road as I rounded the sharp bend heading west.

At that time, 6:45 p.m., it was starting to approach dusk, but my headlight was on whenever the motorcycle was running. New motorcycles all come from the factory that way, because some automobile drivers have trouble seeing motorcycles unless they have their headlights on.

I was not travelling faster than 25 miles per hour. It was a quiet neighborhood, and I would not want to disturb it. Furthermore, the sharp turn should not be taken faster than 25 miles per hour. My motorcycle had original factory installed mufflers on it, and the bike was only about a month and a half old. It was as quiet as a Rolls Royce.

The limb was sticking out into the road three or four feet past the center, and while I could have stopped, the more prudent maneuver was to try to go around this hazard which was like a road block. In trying to avoid the limb my wheels apparently skidded on green leaves from the limb that were on the roadway. My motorcycle upset and I went flying through the air and struck a tree trunk on the south side of West Shadowbend Lane located just east and in front of the house at 1236 West Shadowbend.

I was not knocked unconscious and I did not strike my head, but it was just like half of me was suddenly not there. I remember thinking I was going to be all right and then suddenly noticing that one leg was twisted under me, and I had no feeling in it at all. I knew something was bad wrong when I saw blood all over me.

Lou Morris was the first to come over to where I was and said "Oh, my God. I'm sorry. Are you all right?"

JEAN DREWEK, being first duly sworn, upon oath deposes and says:

I have read the matters stated herein and they are true of my own knowledge, except as to those matters stated therein upon information and belief, and as to those matters I believe them to be true; and

FURTHER, the contents of this statement were given freely and with my knowledge and consent in the presence and with the assistance of counsel.

/s/ Jean Drewek

SUBSCRIBED and SWORN TO before me this 5th day of January, 1982.

NOTARY PUBLIC

My Commission expires Oct. 1, 1999

Affidavit of Lou Morris

I am 30 years old and teach at Ames High School. I was cleaning up my yard in front of 1233 Shadowbend on Sunday evening and had been working out in front for about an hour.

A gang of motorcycle riders had been riding up and down West Shadowbend each weekend for the past three or four weeks, and I recognized Drewek by the black leather jacket, long blond hair, and German helmet which was not worn but was strapped onto the luggage carrier of the motorcycle. I remembered Drewek as a high school troublemaker.

I had called the police about the motorcyclists earlier on Sunday, April 6, 1981, but they did not come for about 40 or 50 minutes, and by that time the motorcyclists were gone.

When Drewek was driving up and down the street at 6:45, no one else was with Drewek.

I waved to Drewek to try to say you're in a residential neighborhood and disturbing people with the loud muffler, but Drewek ignored me entirely and it looked like Drewek made an obscene gesture at me with the left hand while going by.

Drewek's motorcycle was uncommonly loud. Drewek was riding at a high rate of speed. Drewek would shift just as the bike rounded the bend in the road, and would get up to 40 or 50 miles per hour before slowing down for the stop sign at Fort McCallister Road.

I did put the tree limb in the road, but it was placed parallel to the curb, and no part of it extended beyond one or two feet into the road. That was the customary place for people to put tree limbs and, in the fall, leaves to be picked up by the trash collectors. At any rate, had a car been parked there, it would have extended much further into the street.

I did not intentionally put the limb across the road to force Drewek to stop. In the first place, it was not across the road. In the second place, if I had wanted Drewek to stop, I would have just gone into the middle of the road myself and flagged the bike down.

I saw the accident. When Drewek headed west on Shadowbend, the bike came around the bend doing 35 or 40 miles per hour. Because of the speed, it looked like Drewek was cutting the corner pretty close. When it looked like Drewek saw the limb, instead of slowing down or going around it, the bike changed its course and headed right for this limb. It was insane.

I did not say to Drewek, "Oh, my God. I'm sorry," or anything like that. I did not make any apology, because I did not think I was responsible for Drewek losing control. I did ask Drewek if there was anything I could do, and Drewek said, "I'll be all right. I'm just stunned." I told Drewek to remain still and went in to call an ambulance.

LOU MORRIS, being first duly sworn, upon oath deposes and says:

I have read the matters stated herein and they are true of my own knowledge, except as to those matters stated therein upon information and belief, and as to those matters I believe them to be true: and

FURTHER, the contents of this statement were given freely and with my knowledge and consent in the presence and with the assistance of counsel.

/s/ Lou Morris

SUBSCRIBED and SWORN TO before me this 5th day of January, 1982.

NOTARY PUBLIC

My Commission expires Oct. 1, 1999

Affidavit of Terry Wheeler

I live at 1232 Shadowbend Lane, almost directly across the street from Lou Morris. I am 28 years old and work at the Motorcycle Parts Company. Drewek is sometimes a customer. I looked out the front window and saw that Morris was working in the front yard. Lou was carrying a large limb from the back yard around the side of the house to the front yard.

Later, I heard a motorcycle going up and down the street. It was not very loud, but I noticed it because it went back and forth so many times, and I was sure it was bound to get Brewster all worked up because Lou hates motorcycles. It was for that reason that I returned to the window. I wanted to see what Morris would do.

I saw Morris wave at the motorcyclist as if to stop the bike. I also saw Drewek's left hand raise, but because it was getting toward dusk, I was unable to tell if the middle finger was out towards Morris.

I was not surprised to see Morris then throw the tree limb onto the road as if it were a road block. It looked like it must have gone beyond the center line of the road a good bit, but of course, I did not have a real good line of sight.

I have been to the end of Shadowbend many times. If the limb extended past the center line of the road, it would be visible from the east side of Shadowbend, just before one gets to the bend in the road.

When Drewek came around the corner, the bike was probably going about 25 or 30 miles an hour but not really racing. From my angle I could not tell whether Drewek was trying to go around or over the limb, but I could see that the bike was falling.

I did not hear Lou Morris apologize in any way to Drewek, but Lou did express concern and offered help and did call an ambulance.

TERRY WHEELER, being first duly sworn, upon oath deposes and says:

I have read the matters stated herein and they are true of my own knowledge, except as to those matters stated therein upon information and belief, and as to those matters I believe them to be true; and

FURTHER, the contents of this statement were given freely and with my knowledge and consent in the presence and with the assistance of counsel.

/s/ Terry Wheeler

SUBSCRIBED and SWORN TO before me this 5th day of January, 1982.

NOTARY PUBLIC

My commission expires Oct. 1, 1999

2. 6

Affidavit of Connie Jorgenson

I am a neighbor of the Morris's, and had been to their house at 1233 Shadowbend to see Lou's nephew, Scott. I am 15 years old and have a mini bike I ride in the neighborhood.

I was returning to my home at 1217 Shadowbend when Drewek was running up and down the street.

I saw Morris coming around the side of the house dragging a big long tree limb — maybe 15 feet long — and I offered to help with it.

Morris said, "No, thanks, I can handle it myself, Connie." Then — I know Morris didn't mean it, but Morris said, "Connie, don't ever ride a motorcycle. Do you hear that son of a bitch?"

I started home, and turned around to see Drewek riding west. I was taking a short cut across the lawn to my house, and my view was partially obstructed by bushes, but I did see Drewek approach the corner. At the limb, the bike did not stop or slow down. I know brakes weren't even hit because the brake light did not go on. Instead, it sounded like downshifting because the motor suddenly revved up. Then Drewek stood up on the foot pegs, like trying to pull the front of the bike up to jump over the limb.

From where I was it looked like the limb stuck out into the street about 3 or 4 feet. The limb was not entirely straight so that it would be impossible for it not to stick out into the street a little.

It's inconceivable that Morris would want to hurt anyone. Everyone knows that Morris is one of the nicest people in Fox Hills and is known as being a kind and gentle person.

CONNIE JORGENSON, being first duly sworn, upon oath deposes and says:

I have read the matters stated herein and they are true of my own knowledge, except as to those matters stated therein upon information and belief, and as to those matters I believe them to be true; and

FURTHER, the contents of this statement were given freely and with my knowledge and consent in the presence and with the assistance of counsel.

/s/ Connie Jorgenson

SUBSCRIBED and SWORN TO before me this 5th day of January, 1982.

NOTARY PUBLIC

My Commission expires Oct. 1, 1999

The fact situation used in the 1982 Mock Trial Competition is an adaptation of one prepared by Professor James W. McElhaney of Case Western Reserve Law School produced in the Third Annual Litigation Forum, 1981. Copyright © 1981 by James W. McElhaney. Case Western Reserve University. We wish to give credit and thank Professor McElhaney for his permission to use this adapted problem.

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IN THE CIRCUIT COURT FOR AMES COUNTY, TENNESSEE

JEAN DREWEK)
 987 FULTON STREET)
 AMES, TENNESSEE)
 PLAINTIFF)

NO. 1-001-82

VS.)

LOU MORRIS)
 1233 WEST SHADOWBEND LANE)
 AMES, TENNESSEE)
 DEFENDANT)

C O M P L A I N T

Come the plaintiff and for cause of action against the defendant would state as follows:

1. That the plaintiff is a citizen and resident of Ames County, Tennessee. That the defendant is a citizen and resident of Ames County, Tennessee and may be served at the above-captioned address.

2. That on or about 6:45 p.m., Sunday, April 6, 1981, I was riding my motorcycle on West Shadowbend Lane in the Fox Hills subdivision in Ames. That West Shadowbend Lane is a dead end road running approximately east and with with a dog-leg bend. That at or about 6:40 p.m. I entered the west end of West Shadowbend Lane from Fort McCallister Road, a north-south boulevard that goes through the center of Fox Hills.

3. That I rode past the home of the defendant, who was working in his lawn, at 1233 West Shadowbend Lane, and proceeded to the turnaround circle at the east end. That subsequent to my passing the defendant's home, and before returning west on West Shadowbend Lane, the defendant did wrongfully, negligently, maliciously, wantonly and with reckless disregard for my safety and my right to travel unmolested on a public road, place a large fallen limb across the road.

4. That in trying to avoid this obstacle, and as a proximate cause thereof, my motorcycle struck the south curb of West Shadowbend Lane, and I was thrown against the trunk of a large tree growing in the lawn of 1236 West Shadowbend Lane. That at all times I was driving my motorcycle in a careful and prudent manner.

5. That as a result of the crash I sustained serious and painful injuries, including, but not limited to, the fracture of four ribs, the left leg, right ankle and foot, as well as numerous cuts, abrasions, and contusions. That I came under the care of doctors, was hospitalized and incurred substantial medical expenses. That I believe my injuries to be permanent in nature.

WHEREFORE, plaintiff sues the defendant for twenty-five thousand (25,000.00) dollars compensatory and twenty-five thousand (25,000.00) dollars punitive damages.

 ATTORNEYS FOR PLAINTIFFS

IN THE CIRCUIT COURT FOR AMES COUNTY, TENNESSEE

JEAN DREWEK
PLAINTIFF

VS.

LOU MORRIS
DEFENDANT

NO. 1-001-82

A N S W E R

Comes the defendant for answer to the complaint filed and states as follows:

1. That the allegations contained in paragraph No. 1 are admitted.
2. That the allegations contained in paragraph No. 2 regarding the configuration of West Shadowbend Lane are admitted. However, the defendant denies the plaintiff entered West Shadowbend Lane at or about 6:40 p.m. and would state that the plaintiff had been riding the motorcycle up and down the street for some time prior to the accident.
3. That the allegations contained in paragraph No. 3 are denied. The defendant would further specifically deny any conduct of the defendant's was wrongful, negligent, malicious, wanton or with a reckless disregard for anyone's safety. The defendant admits a limb was placed in the street, but alleges that no part of this limb protruded further than one to two feet from the curb. Furthermore, the limb was placed in the usual and customary place for collection by the Fox Hills trash collectors.
5. That the defendant is without sufficient knowledge to either admit or deny the nature and extent of plaintiff's injuries and would demand strict proof thereof.
6. As affirmative defense the defendant would allege that the plaintiff was guilty of contributory negligence in that the plaintiff was driving too fast for existing conditions, was driving recklessly and failed to control the motorcycle so as to be able to stop within an assured cleared distance in front of the vehicle.
7. All allegations not heretofore admitted or denied are hereby denied as if set forth specifically herein.

Now, having fully answered the defendant prays the complaint filed be dismissed.

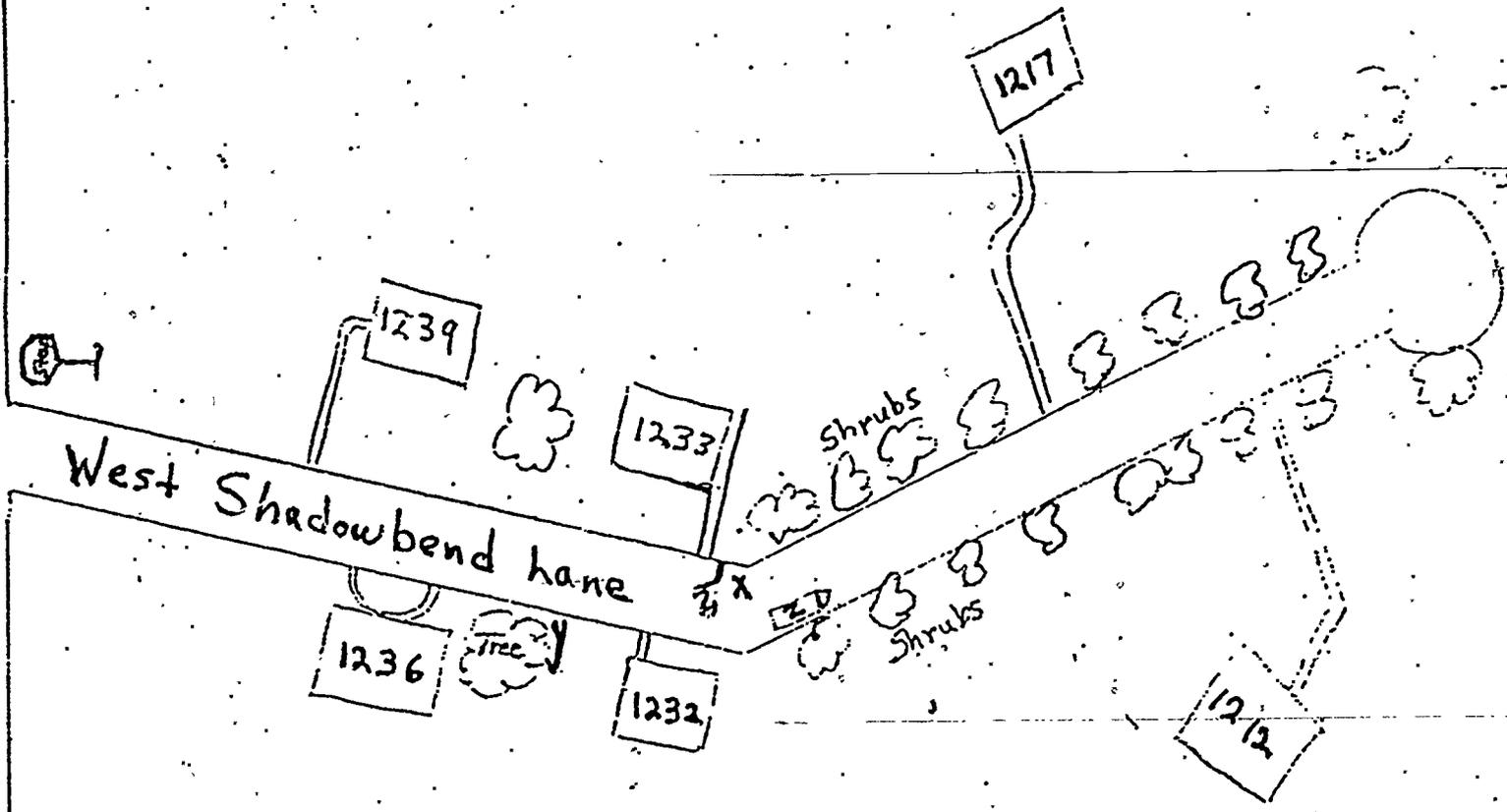
Respectfully submitted,

ATTORNEYS FOR DEFENDANT

Fox Hills



Fort McGillister Road



M-21

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- X - Location of limb
- Y - Place of impact on tree
- Z - Car parked on side of road

Not to Scale

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Summary of Teacher Comments
Mock Trial Competition

Question 1 Do you think the time and effort required of you and your students were well spent on this activity?

Teacher Response:

- Team 1 Naturally, I'd feel more strongly that our time had been well spent if we'd been more successful. Most of my students (who carry heavy class loads) spent a great deal of time working on the case. My effort did not compare to theirs, but my time (esp. after school and Saturdays) is often filled with speech activities, so I'm not sure that this was worth the time it took - for me - but it was for my students.
- Team 2 Yes
- Team 3 Yes, activity was not only informative but also exciting.
- Team 4 Yes
- Team 5 Yes! The students learned more about the legal system and developed a sense of community involvement.
- Team 6 Yes, my time and efforts were well spent. I gained as much or more than the students. It was a learning process for both.
- Team 7 Yes
- Team 8 Yes. This was a very positive experience for our students.

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Question 2 Would you sponsor a team next year in the competition?

Teacher Response:

- Team 1 Yes, I'd love to, but perhaps a social studies teacher would be better prepared to assist the team.
- Team 2 Yes
- Team 3 Yes
- Team 4 No response from teacher.
- Team 5 Yes
- Team 6 Yes, I definitely would. I can see the timelessness and value of a program of this nature. Law affects each person's daily life.
- Team 7 Yes
- Team 8 Yes

Question 3 How helpful were the law students to your team's preparation?

Teacher Response:

- Team 1 Our law student gave a great deal of time and energy to helping our team prepare. He was very supportive and was well-liked by most of the students. He was able to relate to them in a very positive way.
- Team 2 Very
- Team 3 Very helpful. Gave students the legal background they needed and also skills helpful in their presentation.
- Team 4 Very
- Team 5 Very helpful. However, I believe it would be more helpful if there were two law students assigned to the school. This would make it a lot easier on the law student.
- Team 6 Very. Our law students were excellent, dedicated, prompt and very knowledgeable. They were supportive and had excellent rapport with the students.
- Team 7 The law students assumed the responsibility for the team's preparation. They were great!
- Team 8 They did the majority of the preparation. They were very helpful and personable.

Question 4 How helpful were the attorneys to your team's presentation?

Teacher Response:

- Team 1 One attorney was contacted (by phone) several times initially, but we kept changing our meeting date. Eventually, I stopped calling and feel that it's my fault - rather than hers - that she didn't assist. Our other attorney made a real effort to help the team, but they felt he did not give them enough of his time. The students did not seem to be able to relate to him and this affected their attitudes.
- Team 2 Very
- Team 3 Very helpful, especially concerning court procedures.
- Team 4 Essential
- Team 5 We had two attorneys assigned to our team. One was unable to work with the students due to her practice. The other lawyer was a great help but was transferred before the competition was over. This element might be improved.
- Team 6 Very. Our attorney was, for the bulk of the time, involved in a trial, but was supportive and dedicated in his time spent with us. Our team realized it was not the quantity of time spent but the quality.
- Team 7 The law students assumed the responsibility for the team's preparation. They were great!
- Team 8 No response from the teacher.

Question 5 What recommendations do you have to make the competition better?

Teacher Response:

- Team 1 (1) Double elimination, as proposed, might help (seems to be a good idea)
 (2) Use of 2 umpires, rather than one, with judge being given tie-breaking vote
 (3) More immediate feedback on "what was good" and what needed improving for students from judge and umpires
 (4) Announcement of Best Attorney and Best Witness each time - but no other ratings of individuals given orally to entire groups
 (5) More time on the front end (I was rushed to get my group together and names in for deadline)
 (6) Better press coverage - if possible
 (7) Workshop participants did not all seem to be following the same "game plan." They needed to "get their act together" so that our time could be used more effectively. Too much was adlibbed. I realize that lawyers are "busy people" but so are teachers (and students)!
- Team 2 Double elimination - At least two official scorers - Some students put in a lot of work only to have one chance.
- Team 3 Double round elimination
- Team 4 Prefer experienced judges in early rounds
- Team 5 I really believe the program is running very well. I could see improvements this year over the first year.
- Team 6 (1) That all judges, timekeepers, scorekeepers, etc. be given a check list of items to be judged, i.e. the Best Attorney, Best Witness, etc. in each trial
 (2) All attorneys participating be required to attend a short workshop to familiarize themselves with the format of the Competition.
 (3) The Runners-up (2nd Place) be given more than a certificate like all other participants
 (4) All schools receive all information at the same time
 (5) Selection of an All-Memphis Mock Trial Team made up of Best Attorneys(3) Best Witnesses(2)
 (6) More Media Coverage
- Team 7 We need to have more preparation time next year.
- Team 8 Try to allow more preparation time. Try to allow more students to participate. Some students wanted to be on the team, but conflicts such as basketball, work, and other activities discouraged them time wise.

Summary of Student Comments
Mock Trial Competition

Question 1: What did you enjoy most about the competition?

Team 1 Seven members reporting

Member:

1. Being cross-examined
2. Watching the opposition crumble under our cross exam
3. The actual trials. They were fun and exciting.
4. The preparation and learning about the law system.
5. The competition provided a realistic atmosphere. It allowed the teams a first-hand view of the judicial system.
6. The teamwork and J's shades.
7. The experience that one receives from taking part and watching a court scene is valuable, maturing, and overall beneficial.

Team 2 Six members reporting

Member:

1. The pressure situations
2. I enjoyed the time and hard work spent in preparation for the competition; I enjoyed meeting other students from other schools and I feel rewarded with the knowledge and experience I gained.
3. Learning the ropes of being a lawyer
4. The chance to compete with my classmates and against others, and the chance to act on the stand in front of the judge and others
5. Gaining knowledge in an area new to me and gaining more confidence by putting this knowledge to use in a courtroom experience
6. Learning the law

Team 3 Three members reporting

Member:

1. Learning about the law and how it's process works
2. Being able to participate in it and seeing what it would be like to be in a real trial
3. The inside look at our judicial system

Team 4 Six members reporting

Member:

1. The experience of standing in front of a judge and trying to prove your side is innocent
2. Having the chance to act as a lawyer. This will always be a memory experience in my life. The attorney and law student were very unique and outstanding.
3. The excitement of learning everything you could about your character and then getting the chance to act it out
4. I enjoyed meeting lawyers and others my age interested in the legal process.
5. Competing with other schools and learning more about law
6. I enjoyed most the opportunity to enter into a courtroom situation with other of my peers in a cooperation to learn together.

Team 5 Five members reporting

Member:

1. Learning about law and procedures
2. The excellent organization
3. I liked winning and going to Nashville. I also enjoyed the judges telling us we acted like professionals.
4. Besides the trials themselves
5. I think the most enjoyable part was meeting all the people from the other teams and all the lawyers and judges.

Team 6 Eight members reporting

Member:

1. I enjoyed the knowledge that I acquired about the law and legal process during a trial.
2. Mostly I enjoyed competing with the other schools. Learning about the laws and how to use them was also a great help.
3. I enjoyed being able to participate in a seemingly real trial. It was a worthwhile learning experience of the "actual" procedures of court. Everything was presented as is, nothing held back.
4. It was very educating and the real atmosphere that was projected made for a lot of excitement and exposure to the law.

Member:

5. The chance to learn more about our judiciary system. I really enjoyed the excitement that went along with the spirit of competition.
6. In my opinion, the strategy, preparations, and professionalism were most enjoyable in the competition.
7. I think that what I enjoyed most about the experience was the "hot" competition and actual courtroom action.
8. I enjoyed the competitions because they were very exciting and they made you think on the spot.

Team 7 Six members reporting

Member:

1. The fact that I really got the feel of what the law was all about and actually taking part in the action
2. Learning about law and acting out the case
3. Meeting new people
4. Having the chance to compete against another school and it was a great experience.
5. I enjoyed being a lawyer. This is something that I've always wanted to do.
6. How the students performed their parts

Team 8 Seven members reporting

Member:

1. The actual court appearance of our team
2. Actual competition
3. The courtroom confrontation
4. The actual trial
5. Learning more about the legal system
6. Learning about the law
7. The contact that was made with attorneys and judges within our community

Team 9 Five members reporting

Member:

1. Winning the very first round against Sheffield High School
2. The excitement of going into a real courtroom and the competing with other schools
3. The aura of the courtroom and the procedures of a trial
4. The experience I gained by being in the trial and learning trial procedure
5. It was a good experience for me. I learned a great deal about law and how lawyers perform. The competition was fund a very educational for me.

Team 10 Five members reporting

Member:

1. Actual courtroom competition. I was very glad that it was so much like a real trial. I suggest it be as much like a real trial as possible.
2. I enjoyed having the opportunity to learn more about law and to participate in legal procedures.
3. Learning about how a trial works
4. I enjoyed learning about the system of law in which our country is based upon. I plan to be a lawyer so this chance was invaluable.
5. Being a witness

Question 2: What did you like least about the competition?

Team 1 Seven members reporting

Member:

1. When the bailiff would not tell us our scores, because "it was snowing!"
2. It was snowing!
3. Losing to a team that I don't feel was equal to ours because of a referee who spent her time laughing, talking, and smiling with the other team and ignoring us
4. The umpires really didn't care about it as much as we did.
5. The system of scoring had some fault in it. The job of making the deciding decision should not have just been decided by one person.
6. The breakfast - it was snowing lady
7. Having one scorer tally an important competition is totally UNFAIR. There is bias and sidetaking when one, lone individual decides the outcome of a competition. I strongly recommend that this be changed.

Team 2 Six members reporting

Member:

1. Losing
2. I did not like the judging and the decisions made final and how they operated. I felt that a decision should at least have 2 or 3 points-of-view.
3. How it was handled in points
4. The losers did not have the right to appeal their case.
5. The fact that our judge made outright hints to our underprepared opponents was minor when compared with the presentation judge's ridiculous, off-base unfounded, and seemingly biased reasons for his decision, which had little bearing with the real objects of the competition.
6. The umpire knew nothing about the mock rules.

Team 3 Three members reporting

Member:

1. Nothing
2. Sitting at the same table with my opponents
3. The way our opponent sounded like his attorney (so-called coach)

Team 4 Six members reporting

Member:

1. The judge's lack of knowledge of the case in the trial bothered me a little. Although they picked up on it fast, I believe it cost us a few points in the competition.
2. I think the least thing was "lawyers acting as judges." In my opinion, they were unlawful in that duty.
3. The judges
4. Not competing more
5. That we could only meet on Thursday after school. I would have liked to meet at least two days a week after school.
6. Some of the rules of the competition were rather vague and it was hard to obtain accurate information to clear up some of the matters thus causing mistakes by the student teams. I feel since we are all just learning about law, we should be informed of our mistakes and be helped instead of penalizing us for it.

Team 5 Five members reporting

Member:

1. Having to get up so early
2. The unfamiliarity of the judges with the rules and mainly objections
3. I did not like the way the judges didn't know anything about the case and what they were doing.
4. The way they told us who won. They should give us more information such as Best Witness and Attorney and a critic of the opening and closing statement and testimonies to tell us what we did wrong or right.
5. The fact that the judges aren't familiar with the simplified laws and rules of the competition

Team 6 Seven members reporting

Member:

1. During the Mock Trial Competition, I found certain attitudes of people that I had to work with very distasteful.
2. Losing and the snow
3. Presenting the plaintiffs' argument is very difficult and almost unfair compared to the defense. One judge gave me the impression of being prejudiced and unorthodox to what I am accustomed.

Member:

4. The fact that there were no double eliminations. This would keep the excitement up.
5. The structure of the Mock Trial was somewhat unorganized and some of its techniques were vaguely presented.
6. What I liked least about the competition was the early hours.
7. Overall, I think it was a good experience and there were no real downfalls.

Team 7 Six reporting members

Member:

1. The fact that it had to end.
2. That we lost (we - my team)
3. Losing
4. Losing the competition
5. I didn't like making the two-minute opening statement because I felt that two minutes was not sufficient time.
6. Actually, nothing. The whole thing was exciting.

Team 8 Six members reporting

Member:

1. The inexperienced judge who presided over our proceedings who could hardly rule an objection
2. Practicing
3. The demonstration day at MSU. It was totally worthless and showed us nothing how the actual competition would be.
4. The rules were too defined and strict.
5. Single elimination
6. Single elimination

Team 9 Five members reporting

Member:

1. When competing against White Station, one of their lawyers objected to everything our lawyers said. Also, things were brought out in the closing statements that weren't brought out in the trial.

Member:

2. Losing in the second round
3. I liked everything but getting up early on Saturday.
4. I don't believe we had enough time to prepare for the trial.
5. The competition was tough but there wasn't anything I disliked about the competition.

Team 10 Four members reporting

Member:

1. I was very upset that we weren't allowed to see our ballots. We'll never know what we need to improve.
2. Having the rule invoked
3. Not being able to see our ballots. This really upset me! I don't know what I did wrong; or right.
4. Having to stick to the "Mock Trial Rules."

Question 5: What improvements should we make in the competition?

Team 1 Seven members reporting

Member:

1. More judges
2. Better section of umpires and more than one to a competition
3. Have a panel of judges to decide who wins the competition or a double elimination or something because it is too likely that you will have a partial judge (referee) like we did.
4. There should be 3 umpires assigned to each competition to avoid biased judging.
5. There should be some type of double elimination process for close competition. The job of making the deciding decision should fall upon more than one person.
6. The judge should have a say in the decision of a winning team. Also, my school should win.
7. The most important and impertinent change that must transform is: There needs to be more than one person deciding the outcome of a competition. Something is definitely wrong when the judge claims one team won the trial, had best attorney and witness, great opening speech, and redirects, and then the scorer retaliates saying that the other team won!

Team 2 Six members reporting

Member:

1. I think that there should be a more professional aspect of determining which team wins.
2. All schools should participate; it should be mandatory for the competition for future understanding and knowledge. Better judging should be considered and inserted. More students should participate.
3. At least two deciding judges and more information throughout the year
4. Have more umpires for competition.
5. Most importantly, the persons judging the case's presentation (in addition to the one ruling on the merits of the case) should be acquainted with the legal profession. The man judging our presentation was not a lawyer, and this is deplorable. There should also be more than one person to determine presentation winners, and these people should be heavily instructed as to what to judge: courtroom manners, relevancy of questioning, and above all, proper courtroom procedure.
6. Each team should have two chances.

Team 3 Three members reporting

Member:

1. To have two trials instead of one so that each school could get adjusted to procedure
2. I think there should be another umpire added to the one. Each team should have a table to themselves.
3. That only seniors should be able to participate so they won't have a head start.

Team 4 Six members reporting

Member:

1. I think the competition should be double elimination. This would keep the better teams in the competition despite a close loss.
2. I believe you need to have a "double round" competition.
3. Besides having real judges instead of lawyers, I can think of nothing except the need for more time to prepare between trials.
4. Instead of using a lawyer in judging the cases, use real judges. A long amount of time to prepare
5. I didn't think the judges were what they were cracked up to be.
6. I believe that the competition should be double elimination next year so that everyone may have a chance to participate.

Team 5 Five members reporting

Member:

1. There are no improvements to be made. Charlotte and Claudia handled it the best way possible.
2. None, except familiarize judges with rules.
3. Get judges that know the competition. Know that the lawyers and law students are going to have time to participate because we changed coaches at least 6 times before Mark decided to do it.
4. The judges and umpire should be more familiar with competition rules. In some way, stress the importance of not fabricating.
5. I think the way the judges were chosen should be a little more exact. They should have a better understanding of the rules and objections of the competition.

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Team 6 Eight members reporting

Member:

1. The judge during the actual trial should be more aware of procedures of the Mock Trial Competition.
2. The presiding judge should not be allowed to give hints or to interrupt the process of the courtroom competition.
3. The entire program needs drastic organization improvements. Since the competition is in its early stages, it is doing well; but tighter organization and stricter enforcement of competition and courtroom rules would make the program better for future high school students.
4. In our case, we were late being informed. Therefore, time was pressed. I suggest that next year everyone be informed with a sufficient amount of time to prepare.
5. Have double eliminations. Have experienced judges. Have monitors to make sure objections are dealt with legally.
6. The Mock Trial should be structured more efficiently in the future. All rules, regulations, and technicalities of the Mock Trial should be explained at the very beginning. Also, each trial competition should be run in the exact same way.
7. I think that perhaps the Mock Trial Competition should last longer and maybe have an eliminating procedure in which each team should get to try both sides before being eliminated.
8. The judges should be familiar with the case as well as the procedures.

Team 7 Four members reporting

Member:

1. None
2. To speculate more
3. The opening statement should be longer than two minutes. The competition should not be timed.
4. None, it was great and a good learning experience.

Team 8 Seven members reporting

Member:

1. Better judges
2. None

Member:

3. Do not match experienced teams up with "green" one in the 1st round.
4. Make the demonstration day more realistic with the participating attorneys having more knowledge about the program and its rules.
5. Double eliminatio - more spontaneity
6. Make it double elimination.
7. I realize there are many schools that participate in the program, however, I feel that the single elimination doesn't allow for some schools to play a very big role in the program.

Team 9 Five members reporting

Member:

1. They should explain to the attorneys that when one is examing, and during the cross-examination, the examining attorney should be the only one to object.
2. Make stricter rules; make attorneys stick to the rules set forth in the booklet; allow more time for questioning; work with a murder or criminal case in the next competition.
3. I can't think of any but start earlier on it and have several teams from this school and have a competition here. Let winner compete in city.
4. I do not believe the decisions for the winners was fair at all because the performance of some of the teams that lost were better than some of the ones who won. I believe the woman in charge of choosing the winner was prejudiced or manipulated by certain schools or coaches and did not make the correct decisions for the winners.
5. If possible, more laws to refer to in a case. It would be great in the next competition if we had a criminal case to work with.

Team 10 Five members reporting

Member:

1. I think you should most definitely be allowed to see your ballots and if you happened to have very good coaches one year, I think you should be allowed to work with them (if possible) the next year also.
2. I feel that ballots or flow sheets should be given out at the end of each round. That will help the winning team see what was good and what should be improved and let the losing team see what they did wrong and where they got points, etc.

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Member:

3. Let us see our ballots. Possibly have 3 competition judges instead of one. Draw the line where "mock trial competition rules" enter into the witness' testimony. (ie. How much can the witness say that isn't in the affidavit? Are they limited to exactly what is in the affidavit? They shouldn't be.)
4. I would suggest that we urge more schools to participate. I enjoyed it and I wish everyone could try it. I would also suggest that younger students should be allowed to participate. My team consisted of only 9th graders and I feel that next year we will be ready.
5. Giving how flow sheets so you can know what to improve and know how you did.

Question 6: As a result of the program do you know more about the law and legal process?

Team 1 Seven members reporting

Member:

1. Much more
2. Yes, it's a nice place to watch but I wouldn't want to work there.
3. Yes, it was very interesting and instructional. I enjoyed it.
4. Yes
5. Yes, the program was very helpful in giving me a clearer view of law and how the legal process works.
6. Well, it was snoring.
7. Yes, and thank you for the experience.

Team 2 Six members reporting

Member:

1. Yes, I do.
2. Much more. I feel I have gained valuable experience and how the law operates. Also, I learned that all decisions made final may not always be fair and correct.
3. Yes
4. Yes
5. Yes, at least some aspects of it.
6. Yes

Team 3 Three members reporting

Member:

1. Yes, I have learned a lot.
2. Yes
3. Yes

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Team 4 Six members reporting

Member:

1. The experience in the courtroom made me realize what a real trial is actually like. I did learn more about the processes of law also.
2. Yes
3. Yes
4. Yes
5. Yes, much more.
6. Yes

Team 5 Five members reporting

Member:

1. Yes
2. Yes. I am sure it is a very little bit of knowledge but I have broken the ice.
3. Yes, we had to learn a lot of objections and laws. We also had to understand the whole system.
4. Definitely. I can't even watch a trial on a television show anymore because I realize now how unreal they are.
5. Yes, in fact I plan to make law my career.

Team 6 Eight members reporting

Member:

1. Yes
2. Yes
3. The program was very successful in teaching me more about the law and legal process.
4. Yes, this program has been very helpful in aiding my knowledge of the law.
5. Yes, and I would like to thank all who made it possible.
6. Yes, certainly! This was a very enhancing experience and a marvelous learning organization.
7. Through the Mock Trial Competition I have learned a tremendous amount about the law and legal procedure and a whole new line of vocabulary to accompany it.

Member:

8. Yes, I learned in a month's time what would have ordinarily taken me years.

Team 7 Six members reporting

Member:

1. Yes, a lot more than I had thought was involved in law matters.
2. Yes
3. Yes, I did find this program very informative.
4. Yes
5. Yes
6. Yes, I have a brother who's an attorney. He provides answers to questions etc., I insist.

Team 8 Seven members reporting

Member:

1. Yes
2. Yes
3. Yes
4. Yes, I just have a better understanding about how it works.
5. Yes
6. Yes
7. Yes

Team 9 Four members reporting

Member:

1. Yes, I learned much more about law than I already knew.
2. Definitely. I may pursue it as a career.
3. I learned that law in Memphis is not always fair or right.
4. Yes, I've learned more about law as a result of this competition. It was a fantastic experience for me.

Team 10 Five members reporting

Member:

1. Yes. I am much, much more interested in it now.
2. Yes. I can almost say I knew nothing before the program but I am very familiar with law and legal process.
3. Much more. This was a very interesting experience.
4. Definitely.
5. Yes, I learned new terms and new laws and objections.