

LAW WISE



KANSAS BAR ASSOCIATION

PUBLISHED BY THE KANSAS BAR ASSOCIATION

September 2007

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Coordinators: Kathryn Gardner, a career law clerk to the Hon. Sam A. Crow, and Meg Wickham, Kansas Bar Association

Greetings from the Kansas Supreme Court and the Kansas Bar Association. Welcome to this edition of *Law Wise* and the first edition of the 2007-2008 school year. The theme of September's edition of *Law Wise* is the Constitution.

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New Faces at Law Wise

Law Wise has new faces for the 2007-2008 school year. The Kansas Bar Association's Law-Related Education (LRE) Committee's new chairperson is Kathryn Gardner and new as the editor of the six-time academic year publication *Law Wise* is Sarah Shipman.

Gardner, a career law clerk to the Hon. Sam A. Crow, previously served as a litigator with Martin, Pringle, Oliver, Wallace & Bauer LLP, Overland Park; as an assistant attorney general for the state of Kansas; and as a research attorney for the Kansas Court of Appeals. Before attending law school, she taught English and French for two years at Washburn Rural High School, Topeka. She has been a member of the LRE Committee since 2000, and edited the *Law Wise* newsletter for several years. She enjoys the LRE Committee because it has a practical and positive impact upon students, teachers, and the community.

Shipman is an in-house attorney with MRV Inc., a real estate development company in Topeka. She graduated from Washburn University School of Law in 2005. While in law school she served as editor-in-chief of the *Washburn Law Journal*.

We welcome both Gardner and Shipman to the *Law Wise* family. n

Welcome from the Editor

Welcome back to *Law Wise* and Happy Constitution Day! George Washington established the first national "Thanksgiving Day" on Nov. 26, 1789, to celebrate the signing of the Constitution. In 1952, President Harry S Truman changed the date of "I Am An American Day" to fall on the anniversary of the signing of the Constitution, which was Sept. 17, 1787. In 1956, Congress established Constitution Week. Finally, in 2005, Sept. 17 was officially named "Constitution Day and Citizenship Day" to honor and celebrate the importance of being a U.S. citizen and to commemorate the signing of the Constitution. This month's *Law Wise* is devoted to the Constitution and contains lesson plans to commemorate the event in classrooms across the state! n

Sarah Shipman, Law Wise Editor

CALENDAR OF EVENTS

Sept. 17, 2007	Constitution Day
Nov. 1, 2007	Annual Kansas Council for the Social Studies Meeting
Nov. 2, 2007	Civics and Civility Summit (article on p. 3)
Dec. 3, 2007	Deadline for IOLTA grant applications
May 1, 2008	Law Day



The U.S. Constitution: A Historical Overview

When the U.S. Constitution was signed on Sept. 17, 1787, only the members of the Philadelphia Convention (Convention) and a handful of printers and clerks had read it or knew what it contained. The public eagerly anticipated the results of the meeting's deliberations, but didn't learn until the Convention ended just how new its proposals were.

Anyone needing proof that these proposals were indeed revolutionary had only to turn to the last article in the plan. "The Ratification" it read, "of the Constitution of nine states shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same." To amend the Articles of Confederation, for which the Convention had been called in the first place, required the unanimous consent of the state legislatures. The framers had taken the bold step of calling for an expression of national popular opinion on a new plan of government.

The political struggle over ratification was a critical moment in American history, for its outcome — and our history — could easily have taken another turn. It was both a contest of political strategy and maneuver and a contest of ideas. Opponents of the Constitution narrowly missed opportunities to defeat it; its friends narrowly gained several victories.

Both sides understood that human nature and history supplied evidence for either optimism or pessimism about the chances of the new government's success. But one thing was clear: the political situation could not continue as it was. The very proposing of the Constitution spelled the end of the Articles of Confederation, since even if the Constitution had been defeated, the Articles of Confederation would have lost their legitimacy. Federalist rhetoric was very plain: Americans face a choice between the Constitution and anarchy.

The nation celebrated the adoption of the Constitution in the customary manner of the day, bells were rung, bonfires were lit, and in some places the celebrating crowds became unruly mobs. Even then Americans loved parades and floats, and this celebratory vehicle became very popular during the ratification period. In New York City, parade officials employed the popular 18th century practice of comparing a government with a ship. The Constitution and the Union were symbolized by a model frigate called the Hamilton and the federal ship Union.

While the celebrations continued, the Confederation Congress was preparing to transfer power to its successor. On Sept. 13, 1788, Congress designated New York City as the site of the

new government and set Jan. 7, 1789, as the date for appointing the presidential electors. The electors were to cast their ballots on Feb. 4, 1789, and the new Congress would meet for the first time on March 4. The dates for the elections of representatives and senators were set by each state, and throughout the fall and winter the people and legislatures voted.

On March 4, 1789, the new Congress met, but with only eight senators and 13 representatives present it lacked a quorum. Not until April 1 could the House of Representatives elect a speaker and begin to organize itself. The Senate had to wait until April 6, when it counted ballots and declared George Washington president and John Adams vice president.

Despite this slow start, the First U.S. Congress proved to be one of the most creative and productive in American history. In 1789, Congress established four executive departments — State, War, Treasury, and Justice — and created the office of postmaster general. It also organized the federal judiciary, providing for the organization of the Supreme Court, as well as three circuit courts and 13 district courts. On Sept. 26, 1789, John Jay was confirmed by the Senate as the first chief justice of the United States.

In the states, meanwhile, the Bill of Rights moved toward ratification. On Dec. 15, 1791, Virginia became the 11th state to ratify (the admission of Vermont made 11 votes necessary), and the Bill of Rights became part of the Constitution.

Since the adoption of the Bill of Rights in 1791, the Constitution has been amended only 16 times (two of those changes, having to do with prohibition, cancel each other out). It remains not only the world's most enduring written constitution, but also a form of government that had proved to be extraordinarily adaptable to the needs of an ever-changing society. The federal system devised by the framers incorporated a separation of powers with checks and balances among the various branches and levels of government. It made possible for the first time in history a republic on a continental scale and a political society of well-ordered liberty, combining unity with diversity, and the strength of the whole with freedom of the individual. The words of British Prime Minister William Gladstone a hundred years ago are still true today: the Constitution (in its application to political affairs) is "the most remarkable work known ... in modern times to have been produced by the human intellect, at a single stroke." n

Source: http://www.nccs.net/constitution-week/historical_overview.pdf

Annual Kansas Council for the Social Studies Meeting Nov. 1

Kansas State University (KSU) will host the annual Kansas Council for the Social Studies (KCSS) Nov. 1 at the KSU Alumni Center.

This year's theme, Preparing Enlightened And Engaged Global Citizens, has attracted a number of high-quality presenters and vendors. Bill Tsutsui, professor and director of the Confucius Center at the University of Kansas, will provide opening remarks and former governor, John Carlin, will deliver the lunchtime keynote address.

Breakout sessions will feature presentations on the Kansas Social Studies Standards and Assessment, as well as elementary, middle, and high school presentations on teaching and learning history (United States and world), government, geography, and economics. All participants are invited to attend a pre-conference reception from 6:30-8:30 p.m. on Wednesday, Oct. 31, that will feature vendor displays. KSU's Division of Continuing Education will offer one hour of graduate credit (education) associated with the KCSS conference. To learn more about the conference and to register go to www.kcss.info. n

Provisions of the U.S. Constitution

Written in 1787 and ratified in 1789, the U.S. Constitution is the oldest national constitution still in use.

The U.S. Constitution contains seven articles:

- Article I established the Legislative Branch of government,
- Article II established the Executive Branch of government,
- Article III established the Judicial Branch of government,
- Article IV regulated the relations of individual states with each other,
- Article V established a means for amending the Constitution,
- Article VI established the Constitution as the supreme Law of the Land, and
- Article VII established a procedure for ratifying the Constitution.

There are 27 amendments to the U.S. Constitution of which only 25 are active.

The Importance and Strength of the U.S. Constitution

Historically, many rulers did not write constitutions in an attempt to keep power all to themselves. For instance, King Louis XIV of France (who did not have a constitution) is famous for saying “I am the State” — meaning that the law was

whatever he said it was. A constitution exists to prohibit such unchecked concentrations of power.

Although they saw many benefits of the unwritten British constitution, the Founders argued that, without reducing basic principles of government to writing, they were too easy for rulers to manipulate. Indeed, the Founders justified the Revolution by arguing that the British King and Parliament routinely violated the British constitution. Thus, they established a written Constitution for America.

Even if constitutions are written, they are empty if the government is free to ignore their provisions at will. For instance, the former Soviet Union had a constitution, which it often disregarded.

The ultimate strength of the U.S. Constitution is that it not only establishes a government, but it also established a government which, to use Thomas Jefferson’s words, can “govern itself.” In other words, the document not only lets all people know the limits of the government’s powers, but also the system of checks and balances that it has created ensures that these limits will be obeyed. ⁿ

Source: The Importance of Having a Constitution, <http://www.constitutioncenter.org/constitutionday>

Civics and Civility Summit: Voices of the Kansas People

The Center for Engagement and Community Development (CECD) is collaborating with the Center for Civic Education, the Kansas State Department of Education, Judge G. Joseph Pierron of the Kansas Court of Appeals, the Kansas Press Association, KTWU local public television, the National Park Service, and the Brown Foundation to host the Civics and Civility Summit: Voices of the Kansas People on Nov. 2 at the Alumni Center on the Kansas State University campus.

In confronting this important public issue, the CECD and its partners are bringing together political, educational, and community leaders to:

- Better understand the current state of civic understanding and civility by identifying the civic knowledge, skills, and dispositions of Kansans;
- Build an awareness of civic programs available to schools and focus on civic literacy for 21st century learning; and
- Identify civic community needs, solutions for addressing those needs, and build local organizational capacities for public problem solving.

Invited speakers include: Gov. Kathleen Sebelius; U.S. Sen. Pat Roberts; Under Secretary Sarah Martinez Tucker of the U.S. Department of Education; U.S. Rep. Nancy Boyda; the Hon. Marla Luckert, Kansas Supreme Court; the Hon. J. Thomas Marten, U.S. District Court; Kansas Secretary of State Ron Thornburgh; and Kansas Commissioner of Education Alexa Posney.

Additional information (including registration) is available at the Civics and Civility Summit Web site at <http://www.dce.ksu.edu/conf/civics/>. ⁿ

U.S. Constitution Lessons

The Center for Civic Education (Center), in collaboration with the American Association of School Administrators, is proud to offer free lessons on the U.S. Constitution for Constitution and Citizenship Day, which is Sept. 17. Constitution and Citizenship Week is Sept. 17-23, which affords schools the opportunity to incorporate these special lessons at any time that week.

Lessons for grades K-12 are available for free download from the Center’s Web site at http://www.civiced.org/index.php?page=constitution_day. The lessons are adapted from the Center’s *We the People: The Citizen and the Constitution* and *Foundations of Democracy* curricular materials. Audio recordings of selected Constitution Day lessons are also available on the Center’s Web site.

The U.S. Congress passed legislation in 2005 requiring educational institutions receiving federal funding to present a program pertaining to the U. S. Constitution on Constitution and Citizenship Day. The Center’s lessons are designed to assist schools and federal agencies to meet the requirements of this law.

The Center is sending information about these lessons to anyone who has received Center curricula in the past five years. This is an incredible opportunity to not only help teachers meet this federal mandate, but also to inform them about the *We the People: The Citizen and the Constitution* and *We the People: Project Citizen* programs and the *Foundations of Democracy* curriculum. ⁿ

Chuck Quigley, Executive Director, Center for Civic Education, www.civiced.org

LESSON 1 — ELEMENTARY

Mr. Madison Needs Some Help

Source: Constitutional Rights Foundation Free Online Resources, http://www.crf-usa.org/constitution_day/constitution_day_home.htm

Overview: In this lesson students help James Madison decide what rights and freedoms should be included in the Bill of Rights.

Resources: Reading: Mr. Madison Needs Some Help
 Handout A: Instructions/Worksheet
 Handout B: The Bill of Rights (available at http://www.crf-usa.org/constitution_day/4b5_mr_madison.pdf)

Procedure:

- 1) Read Mr. Madison Needs Some Help. After reading the story with the class, lead a discussion using the following questions:
 - a) What job did Mr. Madison have to do? (Write the Bill of Rights)
 - b) Why did people want a Bill of Rights added to the Constitution? (To protect individual rights and to make sure the government could not take away freedoms the colonists had fought for.)
 - c) Why was Madison thinking about the things the colonists had been through under British rule? (To help him decide what rights were important to the people.)
 - d) What is one right or freedom you think Madison should include?
- 2) Divide the class into groups of 2-3 students and distribute Handout A: Instructions/Worksheet to each group.
- 3) Tell the groups that remembering some of the freedoms the colonists fought for that their tasks are to: (i) make a list of at least 10 rights and freedoms; and (ii) decide which five of these they should give to Mr. Madison to include in the Bill of Rights.
- 4) When the groups have completed their worksheets, have the reporters from each group share one of the rights they chose. If possible, reporters should not duplicate responses. Make a list on the board of the rights and freedoms chosen. After each group has reported, give the groups the opportunity to add from their lists other rights and freedoms not already on the board.
- 5) Distribute Handout B, The Bill of Rights, to each student and explain that the first 10 amendments make up the Bill of Rights. As a class, compare the rights and freedoms listed on the board to those in the Bill of Rights. Explain that when Madison and the other founders created the Constitution, they were smart enough to include a plan for how to change, or amend, it. Since the first 10 amendments in the Bill of Rights, there have been 17 more amendments added.

Reading: Mr. Madison Needs Some Help

Mr. James Madison was sitting at his desk thinking. He had been there for hours, and night was beginning to fall. He lit the brass candlestick next to his inkwell, and a soft yellow glow filled the room. Madison was tired. But he knew he could not give up until he finished the job. He had to think hard, for America was depending on him.

His job was to make a list of the freedoms and rights Americans valued the most. This list was going to become part of the U.S. Constitution and would be called the Bill of Rights.

Madison remembered when he had worked on the Constitution. It had been two years since George Washington, Benjamin Franklin, and 52 other men from the states gathered in Philadelphia. They had come to plan how the new nation's government should work. They had argued and struggled. Everyone wanted to make sure that the freedoms and rights Americans had fought for would never be taken away by any government, including our own. Several states decided they would only approve the Constitution if these rights and freedoms were added in a Bill of Rights.

The night grew darker as Madison thought about all the Americans had been through under British Rule. They had been taxed unfairly, told what they could and could not say about the king, and arrested for even meeting with other patriots. They had been forced to give food and shelter to British soldiers.

He remembered how British soldiers and officers of the king had searched people's homes and taken their belongings without good reasons. Some had been arrested and jailed without trials. Others had been put on trial, but not allowed to have a jury decide their case. He knew that Americans had not forgotten what they had fought for, and many wanted to make sure that the new government would never be able to take away their freedoms again.

But what freedoms were the most important? The states had given him hundreds of ideas about what to include in the Bill of Rights. His good friend, Thomas Jefferson, had sent him many letters and books. But now it was all on his shoulders. He had to decide what was important. n

LESSON 1 (CONT.)

Mr. Madison (cont.)

Handout A: Instructions/Worksheet

Your job is to help James Madison decide what rights and freedoms should be included in the Bill of Rights.

Step 1: Assign jobs. Decide who will do the following jobs in your group

Recorder. This person will be in charge of writing the group's ideas and answers

Reporter. This person will be in charge of sharing your ideas and reasons with the rest of the class.

Step 2: Brainstorm rights and freedoms. Work together to think of at least 10 rights of freedoms you think Americans should have. Make your list here:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 3: Narrow your list down to five. You will give your five best ideas, or most important right, to Mr. Madison. Work together to decide which five you really think need to be included in the Bill of Rights. For each right or freedom you choose, write a short reason to James Madison to convince him it is important.

I. _____
Reason:

II. _____
Reason:

III. _____
Reason:

IV. _____
Reason:

V. _____
Reason:

LESSON 2 — 7 - 1 2

The Founder's Library: Thinking as a Founding Father

By Eli J. Lesser, Director of Teacher Education and Civic Outreach

National Constitution Center Classroom Ready Resources — Full lesson available at:

http://www.constitutioncenter.org/education/ForEducators/LessonPlans/asset_upload_file900_16425.pdf

Overview: The Founder's Library refers to the prior knowledge the Founding Fathers brought to the Philadelphia Convention of 1787. Students will examine these ideas and use them to analyze the Constitution and Bill of Rights. At the same time, students will be considering ideas and information that relate to their own lives.

Background: In the summer of 1787, a group of 55 men gathered at the State House in Philadelphia. ... The men present in Philadelphia during that hot summer in 1787 were not writing the document alone. They shared the company of the great thinkers of their time and those of the past. John Locke, Sir William Blackstone, Jonathan Swift, Niccolo Machiavelli, and Thomas Paine are just a few of the writers and thinkers who had an impact on the final product of the Convention. ... The Constitution of the United States may have been written in the closed door convention of 1787, but its words and ideas were created over the course of human history. The Constitution is one of the great political writings of all time, and, by reading in it the presence of the thinkers that influenced its creation, students can see that, although our Founding Fathers were great and imaginative thinkers, this document was not a miracle of thought, but a document whose day had come.

Classroom Activity:

Warm Up

Ask students to compile a list of their favorite books, movies, music, and television shows. Students should write down a couple of choices for each category. Encourage students to choose items that are personally influential or important and not merely the first thing that comes to mind. The class list should be saved for later use.

Primary Activity

1. Introduce the Constitutional Convention to the class.
 - a. The Convention was called in 1787 to address the problems of the Articles of Confederation and was held in Philadelphia.
 - b. State governments appointed delegates to attend the Convention. Delegates were civic leaders, members of congress, leaders of state governments, and revolutionary war veterans
 - c. The Library Co., one of the nation's first libraries, provided books and reference material for the Convention delegates.
2. Brainstorm with students the definition of prior knowledge. Record responses.
3. Divide students into groups of 3-4 and assign each group 2-3 sections of the Founder's Library handout. Provide the group with the following instructions:
 - a. Read the assigned sections of the handout as a group.
 - b. Reading through the Constitution and Bill of Rights, identify key sections that hold similar ideas as those presented in the assigned passages. Note the Article or Amendment on the handout.
4. Once all groups have completed their work, bring the class back together. By Article and Amendment, have the groups identify which works applied to each.
5. Use the following questions to guide discussion about the Constitution:
 - a. Did one thinker or book seem to have more influence on the Constitution?
 - b. Some have called the Constitution one of the most revolutionary documents ever produced. If all of these works had been written before the Constitution was ever conceived, how can it be revolutionary?
 - c. What other documents, ideas, or events do you think should have been included?
6. Ask students to return to their groups and provide the following instructions: Write a paragraph on the current condition of citizens in the United States. Using the "Class Library" compiled at the beginning of the class, have each group look for the influences listed.
7. Going around the class, ask the groups to share their findings. n



Let us know what you think!

If you have any ideas or suggestions for Law Wise topics or lesson plans, please e-mail Meg Wickham at mwickham@ksbar.org.

LESSON 2 (CONT.)

Handout A: The Founder's Library

“An Essay Concerning Human Understanding,” John Locke 1690: Locke thinks that human nature is a blank slate on which the environment operates. He states that individuals are responsible for their own judgments in religion and politics. “We shall not have much reason to complain of the narrowness of our minds, if we will but employ them about what may be of use to us; for of that they are very capable.”

“Two Treatises of Government,” John Locke, 1690: Locke believes that human beings join together and form governments in order to protect their natural rights to life and property. When a government fails to protect these rights, he maintains, the people can replace that government with another. “The end of law is not to abolish or restrain, but to preserve and enlarge freedom.”

“Commentaries on the Laws of England,” Sir William Blackstone, 1765-69: Blackstone's political conservatism troubles many revolutionaries. But his Commentaries is a sourcebook on English common-law rules and procedures and is part of every American lawyer's bookshelf. “Civil liberty, rightly understood, consists in protecting the rights of individuals by the united force of society; society cannot be maintained, and of course can exert no protection, without obedience to some sovereign power; and obedience is an empty name, if every individual has a right to decide how far he himself shall obey.”

“Magna Carta,” 1215: In this Great Charter of Liberty, English kings conceded that government must be based on the rule of law, and guaranteed certain basic rights to all freemen. “No free man shall be taken or imprisoned or dispossessed, or outlawed, or banished, or in any way destroyed, nor will we go upon him, nor send upon him, except by the legal judgment of his peers or by the law of the land.”

“Inquiry into the Nature and Causes of the Wealth of Nations,” Adam Smith, 1776: Smith believes that economic prosperity is more likely through the self-interested decisions of thousands of individuals than through government monopolies and controls. This corresponds nicely with the idea that people should have political freedom as well. “It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest. We address ourselves, not to their humanity but to their self-love, and never talk to them of our necessities but of their advantages.”

“The Prince,” Niccolo Machiavelli, 1532: Machiavelli argues that human beings act out of self-interest and that an effective ruler must learn how to harness greed and ambition for the benefit of the state rather than relying on public virtue. “Upon this a question arises; whether it be better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, is much safer to be feared than loved, when, of the two, either must be dispensed with.”

“Discourses on the First Ten Books of Livy,” Niccolo Machiavelli, 1531: Machiavelli's “Discourses” highlight the importance of “civic virtue” to the well being of a republic. “The Citizens in a Republic who attempt an enterprise either in favor of Liberty or in favor of Tyranny, ought to consider the condition of things, and judge the difficulty of the enterprise; for it is as difficult and dangerous to want to make a people free who want to live in servitude, as to want to make a people slave who want to live free.”

“Cato's Letters,” John Trenchard and Thomas Gordon, 1724: These essays show how courtiers around the King subverted the liberty of Englishmen and the independence of Parliament. The authors confirm American suspicions of executive power. “It is nothing strange, that men, who think themselves unaccountable, should act unaccountably, and that all men would be unaccountable if they could.”

“Gulliver's Travels,” Jonathan Swift, 1726: Swift's political satire on the universal human tendency to abuse political power and authority is familiar to American readers. “Mistakes committed by Ignorance in a virtuous Disposition would never be of such fatal Consequence to the Publick Weal, as the Practices of a man whose Inclinations led him to be corrupt, and had great Abilities to manage and multiply, and defend his corruptions.”

“Politics, Aristotle,” B.C. 384-322: Aristotle's emphasis on a higher law interests American thinkers. It provides a classical pedigree for their ideas about “fundamental law” and “natural rights.” “Constitutions, which aim at the common advantage are correct and just without qualification, whereas those, which aim only at the advantage of the rulers are deviant and unjust, because they involve despotic rule, which is inappropriate for a community of free persons.”

“Lives of Noble Romans,” Plutarch, 46-120: Plutarch provides practical examples of courageous and public-spirited leadership to emulate, as well as examples of folly and vice to avoid. “Ambitious men, who embrace the image and not the reality of virtue, produce nothing but ugly deeds.”

“The Spirit of the Laws,” Charles Louis de Secondat, Baron Montesquieu, 1748: Montesquieu explains that liberty rests upon separating the different powers of government especially the power to enact laws from the power to enforce them. “When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehension may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner.”

“Letters and Reflections on the Causes of the Rise and Fall of the Roman Empire,” Charles Louis de Secondat, Baron Montesquieu, 1734: Montesquieu likes the idea of “civic virtue,” but thinks it hard to attain in complex commercial nations. He believes that “self-interest” will have to substitute. “There is nothing so powerful as a republic in which the laws are observed not through fear, not through reason, but through passion.” n

Kansas Bar Association YLS Mock Trial Competition Presented by Shook, Hardy & Bacon LLP

By Chelsey Langland

We are excited to report on the close of another successful high school mock trial competition. This year's winner, The Independent School of Wichita, will be competing next month in Dallas at the national tournament. Overall, we had two excellent tournaments. The Regionals, held in Olathe and Wichita on Feb. 24, produced six quality teams for the state tournament, held March 31 in Wichita. We seemed to have quite a bit of parity at the state tournament, which is notable because we had some very inexperienced teams at State. They performed so strongly is a testament to the quality of our high school students in Kansas.

Our biggest challenge remains recruiting new teams for our competitions. The issue is not a lack of support from the bar, but a difficulty in finding teachers willing to recruit new students. We did have one new team this year, from a Salina high school, and we hope to continue to increase our numbers over the coming years.

We would not have been able to produce such a quality product without the extraordinary commitment that Shook, Hardy & Bacon LLP has made to this program. Their financial and logistical support makes everything easier. In addition, Amy Fellows Cline has engineered the program so that it runs like a well-oiled machine. Her energy and enthusiasm are contagious. n

TERRIFIC TECHNOLOGY FOR TEACHERS



Check out these great Web sites ...

<http://www.billofrightsinstitute.org>

http://www.usconstitution.net/consttop_stud.html

www.freechild.org/student_rights.htm

Student Rights Directory: Articles, law cases, and links regarding student rights. ... These state chapters have specific Web sites for students rights.

http://undergroundactionalliance.org/resources.php?r_section=9

The Students' Rights Resource is devoted to educating American students about their constitutional rights and how to exercise and protect them in public schools.

www.law.suffolk.edu/academic/clinical/jjc/

An overview of the law of searches by school administrators.

<http://members.tripod.com/~skyhawk13/index2.html>

Student rights in public schools. Student rights links and links to U.S. Supreme Court cases n

Law Wise is published by the Kansas Bar Association during the school year. The Kansas Bar Foundation, with Interest on Lawyers' Trust Accounts funding, provides support for this publication. Published free, on request, for teachers or anyone interested in law-related education, is edited by Alisa Arst, Wichita, (316) 265-4222. For further information about any projects or articles, contact Hon. G. Joseph Pierron, Kansas Court of Appeals, Topeka, (785) 296-5408, or Meg Wickham, manager of public services of the Kansas Bar Association, Topeka (785) 234-5696. *Law Wise* is printed at the Kansas Bar Association, 1200 S.W. Harrison, P.O. Box 1037, Topeka, KS 66601-1037. n