



CONSTITUTIONAL RIGHTS FOUNDATION CHICAGO

Safety & Freedom in Post-September 11 America

2003 ILLINOIS YOUTH SUMMIT
PROGRAM BOOKLET



May 1, 2003
Chicago, IL
Washington, DC

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The 2003 Illinois Youth Summit

Over 1,300 students at 20 high schools from across the state participated in the 2003 Illinois Youth Summit. This year's Summit theme was "Safety and Freedom in Post-September 11 America." Representatives from each school on the Student Advisory Committee selected the following issues for study and action:

CREATING A FEDERAL DATABASE (TIA)



An experimental Pentagon research project called Total Information Awareness

(TIA) is being created under leadership of the Defense Department's Information Awareness Office (IAO). The TIA program objective is to aid the United States in detecting, classifying and identifying foreign terrorists in order to successfully preempt and defeat terrorist acts.

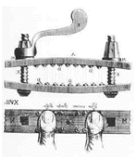
EXPANDING FEDERAL SEARCH AND SEIZURE POWERS (FBI)



The Federal Bureau of Investigation [FBI] is the primary criminal investigative agency in the federal government. Following the attacks of September 11, the central mission of the FBI be-

came the prevention of terrorist acts against the United States and its people. In May 2002 U.S. Attorney General Ashcroft introduced new guidelines for investigations that include a new provision for counter-terrorism activities.

USING TORTURE ON SUSPECTED TERRORISTS



The United States has signed the UN Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment, which defines torture as "any act by which severe pain or suffering is intentionally inflicted

on a person." Since September 11, however, some people have suggested that torture of suspected terrorists might help authorities prevent a similar catastrophe.

What is the Illinois Youth Summit?

The Illinois Youth Summit involves high school students from across the state in an extended program of classroom study, policy analysis, and community service on issues of violence affecting youth.



Since 1995, the Summit has brought students together to:

- Meet and select issues of concern to them;
- Study and discuss these issues and relevant violence prevention policies with materials developed by CRFC;
- Design and conduct related service projects in their schools and communities; and
- Share their experiences and perspectives with state and federal policymakers.

The project culminates with a summit in Chicago where student delegates present survey data and service experiences, share policy recommendations, and discuss policy ramifications with state and federal policymakers through face-to-face meetings or live teleconferences.



2003 Participating Schools, Teachers, and Student Advisory Committee (SAC) Members

Collins High School, Chicago

John Dudley

Shytierra Bundley, Lamisha Nichols

Downers Grove High School North, Downers Grove

Janet Emond

Jim Bonfield, Holly Marek, Kelly Sarrels, Nick Stella

Downers Grove High School South, Downers Grove

Carol Redell

Brian Glen, Kristina Henry

Farragut High School, Chicago

Charles Kuner

Yahimy Montes, Araceli Yanez

Immaculate Heart of Mary High School, Westchester

Mary Ann Penner, Susan Peterson

Jenn Gallion, Julie Juvancic, Shayna Sanders, Coleen Sweeney

Jones Academic Magnet High School, Chicago

Danielle Colyer, Jim DuBois

Calvin Connor, Samantha Marquez, Yael Mayer, Marcia Ovedo

Kenwood High School, Chicago

Michael Kane

Cori Harley, Aisha Shannon

Mather High School, Chicago

Liz Roselieb

Sonya Calambas, Susan Echeverria, Nisha Ladhani

Mundelein High School, Mundelein

Kathy Bell

Lauren Brehm, Sean Sobel

Francis Parker High School, Chicago

Jeanne Polk Barr

Seth Berliner, Emylee Bittermann, Nick Coleman, Jesse Rosenbluth

Perspectives Charter School, Chicago

Andrew Johnson

Eddie Ferosa, Angela Mungia

St. Gregory the Great High School, Chicago

Kelly Lytle

Lafayette Haywood, Franciso Ramirez

Senn High School, Chicago

Johanna Klinsky

Amanjot Kaur, Sidra Parveen

Steinmetz Academic Centre, Chicago

Michael Altman

Anabel Delgado, Guadalupe Ramirez

Stevenson High School, Lincolnshire

Michelle Lipoff

Stephanie Repasy, Emilie Ridgeway, Jeff Rothblum

Streamwood High School, Streamwood

Lois Wilhelm

Juan Ibarra, Fatima Valdez

Thornwood High School, South Holland

Rob Rose

Ken Fowler, Brett Scott

Williamsfield High School, Williamsfield

Randy Fritz

Christy Buckner, Katie Fitsimmons

Woodruff High School, Peoria

Ralph Manos

Tanesha Hughes, Hannah McNeil, Barry Morton

Young Magnet High School, Chicago

Sheila Lent

Christopher Butler, Jasmin Williams

2003 Illinois Youth Summit Student Delegates

Downers Grove North High School

| | |
|-----------------|---------|
| Rachel Bockeloo | Torture |
| Jim Bonfield | FBI |
| Matt Herbeck | FBI |
| Steve Kalafat | TIA |
| Holly Marek | TIA |
| Robert Maurer | TIA |
| Kelly Rongaus | TIA |
| Kelly Sarrels | Torture |
| Nick Stella | TIA |
| Ben Washington | FBI |

Downers Grove South High School

| | |
|--------------------|-----|
| Chris Angelica | FBI |
| Brian Glen | FBI |
| Kristina Henry | FBI |
| Jason Jaffe | FBI |
| Marcie Kase | FBI |
| Lauren Kato | FBI |
| Sean Kenny | FBI |
| Catherine Lenhardt | FBI |
| Jesse Marquez | FBI |
| Matt May | FBI |
| Mike Murray | FBI |

Farragut Career Academy High School

| | |
|-------------------|---------|
| Frank Espanza | Torture |
| Juan Franco | Torture |
| Monica Hernandez | Torture |
| Alexia Laredo | Torture |
| Jennifer Michaels | Torture |
| Yehimy Montes | Torture |
| Abel Ortega | Torture |
| Jaime Osornio | Torture |
| Amelia Saucedo | Torture |
| Araceli Yunez | Torture |

Immaculate Heart of Mary High School

| | |
|------------------|---------|
| Bern Abas | Torture |
| Christine Braun | TIA |
| Julie Calcagno | Torture |
| Bridget Cooney | TIA |
| Cara Ermitage | Torture |
| Amanda Fraats | TIA |
| Jennifer Gallion | Torture |
| Nikki Gartin | TIA |
| Megan Johnston | Torture |
| Julie Juvancic | TIA |
| Sarah Kubaszak | Torture |
| Margaret Laux | TIA |

Immaculate Heart of Mary (continued)

| | |
|-------------------|---------|
| Amanda Lodygowski | Torture |
| Tatiana Marquez | TIA |
| Kathleen McTigue | Torture |
| Shayna Sanders | TIA |
| Colleen Sweeney | Torture |
| Tabitha Vasquez | TIA |
| Jetta Walker | Torture |

Jones College Prep

| | |
|---------------------|---------|
| Catherine Cheimer | TIA |
| Calvin Conner | FBI |
| Perry Green | Torture |
| Phylise Harp | FBI |
| Ronald Holmes | Torture |
| Marcus Howard | Torture |
| Dillon Kelley | FBI |
| Yael Mayer | TIA |
| Samantha Marquez | FBI |
| Chris Mendoza | TIA |
| Stephanie Mitchell | FBI |
| Lizandra Nevarez | Torture |
| Marcia Oviedo | FBI |
| Racquel Postiglione | Torture |
| Dametri Rias | TIA |
| Marcos Rodriguez | FBI |
| Ruben Roman | TIA |
| Andrea Rubio | FBI |
| Kevin Simonds | Torture |
| Daisy Zamora | TIA |

Mundelein High School

| | |
|-----------------|---------|
| Joshua Blough | TIA |
| Lauren Brehm | Torture |
| Maria Crowder | FBI |
| Brian Falota | TIA |
| Joe Flynn | TIA |
| Therese Henning | Torture |
| Brian Janosch | FBI |
| Kara Lambert | FBI |
| Jen Mahar | TIA |
| Emily Werning | FBI |

Francis W. Parker School

| | |
|----------------------|---------|
| Abby Armstrong | Torture |
| Elliot Bacon | TIA |
| Jeff Bauman | FBI |
| Seth Berliner | Torture |
| Emylee Bittermann | TIA |
| Julie Boyer | FBI |
| Kenny Brenner | TIA |
| Nick Coleman | Torture |
| Julian Gilbert-Davis | Torture |

2003 Illinois Youth Summit Student Delegates

Francis W. Parker School (continued)

| | |
|-------------------|---------|
| Sophie Grimes | Torture |
| Gaby Holl-Epstein | Torture |
| Dan Jacobson | Torture |
| Kyle Price | TIA |
| Jesse Rosenbluth | FBI |
| Lesley Seliger | Torture |
| Erin Stansbury | FBI |
| Jamie Weiss | TIA |
| James Ylisela | Torture |
| Ping Zhu | FBI |

Perspectives Charter High School

| | |
|-------------------|---------|
| James Barrera | Torture |
| *Andres Bravo | Torture |
| Andres Buitro | FBI |
| Eddie Feroso | FBI |
| Matt Krafcky | Torture |
| *Daniel Maldonado | TIA |
| Angela Munguia | Torture |
| Maribel Paz | Torture |
| Ilva Sotiraj | TIA |
| Brigid Sumo | TIA |
| Myra Vargas | TIA |
| Eric Ware | FBI |

Senn High School

| | |
|--------------------|-----|
| Yaw Boateng | TIA |
| Cesar Miranda | FBI |
| Maria Garcia | TIA |
| Jeremy Howard | FBI |
| Amanjot Kaur | FBI |
| Dominique Kirkland | FBI |
| Huong Ksor | FBI |
| Baseer Mohammad | TIA |
| Etalem Mulu | FBI |
| Sidra Parveen | TIA |
| Salome Sabal | FBI |
| Omer Usman | TIA |

St. Gregory the Great High School

| | |
|-------------------|-----|
| Lorraine Brown | TIA |
| Lafayette Haywood | TIA |
| Carlos Martinez | TIA |
| Crisina Milatello | TIA |
| Michael Ward | TIA |

Stevenson High School

| | |
|------------------|-----|
| Michael Averbukh | TIA |
| Dan Green | TIA |
| Benji Kramer | TIA |
| Stephanie Repasy | TIA |
| Emilie Ridgway | TIA |

Stevenson High School (continued)

| | |
|-----------------|-----|
| Danielle Rodman | TIA |
| Jeff Rothblum | TIA |
| Alison Rozema | TIA |
| Ryan Silveti | TIA |
| Mark Toniolo | TIA |

Streamwood High School

| | |
|----------------|-----|
| Carolyn Burke | TIA |
| Megan Cericola | TIA |
| Nancy Herrera | TIA |
| Jennifer Hudzi | TIA |
| Juan Ibarra | TIA |
| Alicia McGuire | TIA |
| Patty Radomski | TIA |
| Eric Rapp | TIA |
| *Joe Scrima | TIA |
| Peter Shakro | TIA |
| Fatima Valdez | TIA |
| Phil Williams | TIA |

Thornwood High School

| | |
|------------|-----|
| Bret Scott | TIA |
|------------|-----|

Williamsfield High School

| | |
|------------------|-----|
| Kate Fitzsimmons | FBI |
| Whitney Mackie | FBI |
| Chris Massie | FBI |
| Aaron Thiel | FBI |

Woodruff High School

| | |
|----------------|---------|
| Jeremy Bond | FBI |
| Tanesha Hughes | TIA |
| Rose Lewis | Torture |
| Hannah McNeil | Torture |
| Molly McQueen | FBI |
| Barry Moton | TIA |
| Nikita Thomas | FBI |

Young Magnet High School

| | |
|--------------------|---------|
| Steve Baltrukonis | FBI |
| Christopher Butler | Torture |
| Greg Diaz | FBI |
| Mike Driscoll | Torture |
| Jennifer Echols | FBI |
| Elise Flores | Torture |
| Alan Guevara | FBI |
| Maurice Kuykendoll | Torture |
| Tiffany Perkins | Torture |
| Charisma Sweat | FBI |
| Jasmine Williams | FBI |

2003 Illinois Youth Summit Survey Results

| | | | | |
|---------------------------------|----------------|-----|-------------------------------|-----|
| Describe your location: | Chicago | 15% | Illinois (Non-Chicago) | 79% |
| | U.S.A. | 3% | International | 3% |
| Describe your community: | Rural | 15% | Suburban | 40% |
| Your Gender: | Female | 52% | Male | 44% |
| Your Age: | 0-13 | * | 13-14 | 6% |
| | 16 | 23% | 17 | 29% |
| | 19 | 1% | 20+ | 9% |
| | | | 15 | 11% |
| | | | 18 | 11% |
| | | | No Response | 10% |

I. TORTURING SUSPECTED TERRORISTS

The United States has signed the United Nations Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment, which defines torture as “any act by which severe pain or suffering is intentionally inflicted on a person.” Since September 11, however, some people have suggested that torture of suspected terrorists might help authorities prevent a similar catastrophe.

- Should the United States consider using torture on suspected terrorists to gain information about imminent attacks on the United States and/or U.S. citizens?
 39% Yes 38% No 14% Don't Know
- Should the United States “render” – turn over – suspected terrorists to countries that use torture during interrogation?
 30% Yes 52% No 18% Don't Know
- Should interrogation methods such as sleep deprivation, sensory deprivation, and being held in painful and awkward positions – methods which some human rights advocates argue may constitute torture – be used by the United States?
 36% Yes 48% No 16% Don't Know
- Should the federal government create a non-lethal “torture warrant” for use with uncooperative suspects whom the government reasonably believes have information about an imminent terrorist attack?
 45% Yes 34% No 21% Don't Know

II. EXPANDING SEARCH AND SEIZURE POWERS OF THE GOVERNMENT

The Federal Bureau of Investigation [FBI] is the primary criminal investigative agency in the federal government. Following the attacks of September 11, the central mission of the FBI became the prevention of terrorist acts against the United States and its people. In May 2002 U.S. Attorney General Ashcroft introduced new guidelines for investigations that include a new provision for counter-terrorism activities. Under the old guidelines, the FBI could open an inquiry of criminal activity as long as there was an allegation or information of possible criminal activity [II B (1)]. “For the purpose of detecting and preventing terrorist attacks,” the new guidelines allow FBI agents to: attend any public meeting or demonstration, monitor internet chat rooms, and enter religious institutions and attend religious observances without agents necessarily following a lead that is part of an investigation or preliminary inquiry.

- In order to prevent terrorism, should FBI agents be able to:

| | | | |
|--|---------|--------|----------------|
| monitor public meetings? | 69% Yes | 23% No | 8% Don't Know |
| monitor internet chat rooms? | 56% Yes | 35% No | 8% Don't Know |
| attend religious observances and institutions? | 43% Yes | 44% No | 13% Don't Know |

- Some people are concerned that the power to visit public places and events might lead to “the bad old days” when the FBI spied on people like Dr. Martin Luther King who were engaged in protected First Amendment activities such as speech, assembly, and worship. Others believe that the new guidelines are necessary because of the difficulties in tracking terrorists, and they note that no information from these visits shall be retained by the FBI unless it relates to potential criminal or terrorist activity.

Do you think the new guidelines provide:

| | |
|----------------------------------|-----|
| too much power to FBI agents? | 36% |
| appropriate power to FBI agents? | 58% |
| not enough power to FBI agents? | 6% |

- For the purpose of detecting or preventing terrorist activities, should the FBI continue to be permitted to visit any place and attend any event that is open to the public, without any indication of criminal activity?

| | | |
|---------|--------|----------------|
| 54% Yes | 31% No | 14% Don't Know |
|---------|--------|----------------|

III. CREATING A FEDERAL DATABASE

In response to the attacks of September 11, the U.S. Department of Defense has begun development of the Total Information Awareness (TIA) project. Part of this project is based on the idea that terrorist planning activities or a likely terrorist attack could be uncovered by searching vast quantities of “transaction” data, such as web searches, financial records, purchases, school records, medical records and travel histories. TIA would provide a database of information about individuals in the United States only using data that is legally available and obtainable by the U.S. Government.

- For a federal database such as TIA, would you want to include/keep out the following personal information:

| | | |
|------------------------|-------------|--------------|
| Financial Records? | 49% Include | 51% Keep Out |
| Internet/email use? | 43% Include | 57% Keep Out |
| Library/Video Records? | 50% Include | 50% Keep Out |
| Medical Records? | 46% Include | 54% Keep Out |
| School Records? | 53% Include | 47% Keep Out |
| Travel Histories? | 70% Include | 30% Keep Out |

- Will the Total Information Awareness project be an effective security measure to reduce the threat of terrorism?

| | | |
|---------|--------|----------------|
| 39% Yes | 28% No | 33% Don't Know |
|---------|--------|----------------|

- Is the Total Information Awareness project an acceptable use of personal information about U.S. citizens and residents by the federal government?

| | | |
|---------|--------|----------------|
| 40% Yes | 35% No | 24% Don't Know |
|---------|--------|----------------|

- Should the U.S. Government develop the Total Information Awareness project?

| | | |
|---------|--------|----------------|
| 42% Yes | 30% No | 28% Don't Know |
|---------|--------|----------------|

Survey conducted February - April 2003. Total Responses as of April, 2003: 1,580

Acknowledgements

Youth Summits provide students with opportunities for partnering with adult policymakers to address current issues that affect youth. Created in 1995 by Youth for Justice, a national violence-prevention initiative sponsored by the United States Department of Justice through the Office of Juvenile Justice and Delinquency Prevention, youth summits have involved thousands of students across the country.

Funding for the 2003 Illinois Youth Summit Provided by:

Illinois Violence Prevention Authority
McCormick Tribune Foundation

Additional Support and Assistance Provided by:

Constitutional Rights Foundation (Los Angeles)
Illinois State Bar Association
Sidley Austin Brown & Wood
United States District Court for the Northern District of Illinois

Organizations Represented on the 2003 Illinois Youth Summit Planning Committee:

CRFC Board of Directors
Holland & Knight LLP
Illinois Criminal Justice Information Authority
Illinois State Bar Association
Office of Illinois Attorney General Madigan
Office of Illinois Governor Blagojevich
Office of Illinois Secretary of State White
Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice
Office of U.S. Representative Biggert
Office of U.S. Representative Hyde
Office of U.S. Representative Schakowsky
Office of U.S. Attorney Fitzgerald
Office of U.S. Senator Durbin
Office of U.S. Senator Fitzgerald
Public Allies
Sidley Austin Brown & Wood
U.S. District Court for the Northern District of Illinois

Downers Grove North High School

For our service project, we decided that we would give a presentation to each Law in American Society and Political Science class in our school on the Total Information Awareness (TIA) project and using torture on U.S. soil. We wanted to help educate our fellow classmates on what was being decided on and get some of their points of view.



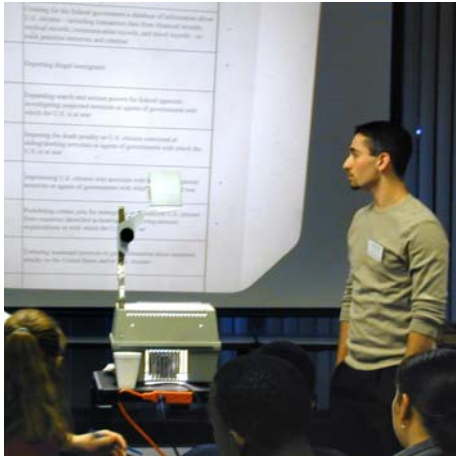
We started off each class with a lesson from the 2003 Summit curriculum in which students make a human graph and asked the students a few questions about TIA. We asked for five volunteers, designated a side of the room as “agree” and the other side “disagree,” and let the students discuss the issues. After every few questions, we informed the students about what would be involved with the TIA and its potential pros and cons.

After the human graph, we handed out some information about torture and held a group discussion. Many students had strong opinions on the morality of torture, and where and when it should be used. Again, we led a discussion, advised the students about the pros and cons of torture, and got some great feedback.

It was unfortunate that we only had 50 minutes for each class because the students wanted to keep discussing each topic, so we had a little run over in every period. It was really interesting to see the desire that many students had to learn more about how their future will be affected by both of these topics. We learned many new points of view that couldn't be brought up on the survey and also how some students wanted to help get involved with these potential acts and their future. Every presentation gave us great feedback which we will use to help communicate other students' views at the Summit.



Downers Grove South High School



For our Youth Summit service project, we chose to focus on the issue of expansion of search and seizure powers of agencies of the federal government.

We visited selected Social Studies elective classes at our school and gave them the 2003 Illinois Youth Summit survey to take. We then explained some of the controversial sections of the U.S.A. PATRIOT Act of 2001 in order to help them better understand this issue.

After we made our presentations, we led the students in a discussion about the issues involved with expanding search and seizure powers of agencies of the federal government.

We had the students make arguments for and against expansion of these powers so that everyone had the opportunity to see different sides of the issue. Everyone had the opportunity to share their thoughts on these issues and hear other perspectives.



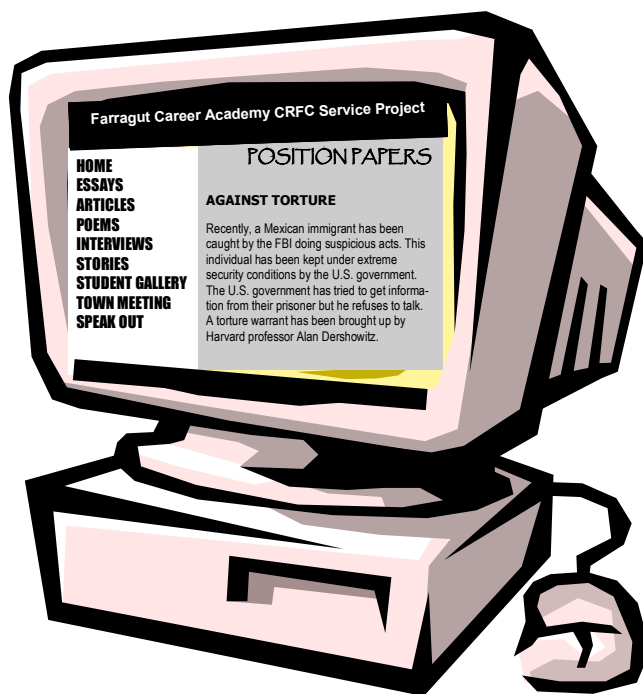
Farragut Career Academy

Farragut Career Academy High School’s service project is a website based on the topic of “Using Torture on Suspected Terrorists.” The website is set up to educate viewers on the subject of torture on terrorists with a variety of student work and other resources.

The participating class in the project, a sophomore U.S. History class, was very much involved in researching and reviewing important information on torture and the newly proposed torture warrant by Alan Dershowitz. Much of the reviewing of torture and its characteristics was done in the classroom and the students completed their work for the website at home. The idea to create a website was proposed by a student, who had prior experience in creating website, and then presented it to the class.

The class liked the idea and then the project was underway. Students also asked friends, with various skills such as drawing and writing, to participate by submitting their work to be displayed on the website. This project was a new learning experience for the whole class. The class learned about the torture warrant proposed by Alan Dershowitz, the pros and cons of this method, and with the information learned, they were able to take a position for or against the method of using torture on suspected terrorists.

The website’s URL is www.freewebs.com/farragutcrfc. It includes essays, articles, poems, interviews, stories, a student gallery, and information from a mock Town Meeting. Students are also encouraged to speak out about this issue through the website’s chat-room.



Immaculate Heart of Mary High School

For our Youth Summit Service Project, we educated students at our school on all three of the Summit issues: the Total Information Awareness (TIA) project; federal expansion of search and seizure powers; and using torture on suspected terrorists.

We passed out the 2003 Illinois Youth Summit survey to all the students at Immaculate Heart of Mary high school, and then collected them for review. Then we visited several different classes and led them in lessons on the issues that we found in the youth summit curriculum.

Finally, we plan to go back to the classes that we have done lessons in and give them the youth summit survey to take a second time. This will help us to see what other students at our school learned about the issues and record changes in opinions and knowledge.



Jones College Prep High School



Students at Jones College Prep High School performed their service learning project within the community our school is located in. First, we surveyed students in the school about their pressing concerns. We filtered through the variety of answers we received and chose several questions to take with us to Washington, D.C.

In D.C., we met with Congressman Danny Davis, the representative for our area, and brought our questions to him. Our questions were focused on the Summit topics: The Total Information Awareness project; federal expansion of search and seizure powers; and using torture on suspected terrorists. Congressman Davis graciously sat with us for a great deal of time and patiently worked with us to answer our concerns. Following the meeting, we discussed and recorded his responses. Upon our return, we reported his answers back to the students at school.



We believe that getting involved in politics is an important step in ensuring that our voices are heard in important future governmental decisions.



Kenwood Academy High School



The student advisory committee members of the Youth Summit are planning to visit a middle school classroom near our school and inform the students there about the Total Information Awareness project currently being developed by the United States Department of Defense.



We will give the students the Summit survey to take, and then lead them in a discussion about the issues raised in the survey. We will then lead them in the human graph lesson from the Illinois Youth Summit *Resource Guide* to see how they feel about this issue at the end of our visit.



Mundelein High School



For our Youth Summit service project, two student representatives from every U.S. Government class at Mundelein High School are creating a PowerPoint presentation on the topic of terrorism and the USA PATRIOT Act of 2001. The presentation will focus on whether or not the rights of Americans are secure under the USA PATRIOT Act and what Americans need to know to be informed.

Rather than promoting a position on this issue, we are putting together a variety of information and arguments for and against the USA PATRIOT Act as it relates to terrorism. Our goal is to raise the consciousness of students at Mundelein about how to balance safety and freedom in the aftermath of September 11, by giving them enough information to make their own decisions about the potential effectiveness of the USA PATRIOT Act.

Currently, our team of students is conducting and organizing research and reviewing our work to ensure that we present a balanced view. In May, the presentation will be shown to all juniors and seniors at Mundelein – approximately 1,000 students - in their homeroom classes. In this way, we can share what we have learned from the Youth Summit with other students at our school.

Francis W. Parker High School

For our service project, the students in the Civil Liberties and the American State class have planned to implement a service project that will involve educating other students in our school on the issues that we are learning about as participants in the Youth Summit. We chose to do a teach-back to an 8th grade class of 15 students in our school. One reason why we feel it was important to work with that grade level is because we wanted to promote a connection between the middle school and the high school classes at our school. Another reason why we wanted to work with 8th graders was because we feel that at this grade level, they would benefit from learning more about current issues.



The nineteen students in the Civil Liberties and American State class will prepare to briefly introduce the Summit issues to the 8th grade class on the day that the service learning project will be implemented. Depending on which issue intrigues the 8th graders the most, the summit students will then proceed to giving the 8th graders instructions for taking that portion of the Summit Survey. Then we will do an activity in the curriculum book that corresponds to the topic that the 8th graders have chosen. After the activity, will go over the results of the survey and compare these numbers to that of the ones that have already been compiled from the senior class.

In implementing our service project, we will be raising the awareness of current issues. We want to show both sides of the issues, pro and con, so that the 8th graders can feel like they can have their own opinion and take their own stand on an issue. We hope to encourage the 8th graders to take notice in these topics and how they create changes in the United States.



Perspectives Charter School

The participating students of Perspectives Charter School conducted a small-scale but effective service-learning project with our school's junior class. Student Advisory Committee members assisted the teacher in distributing the 2003 Youth Summit surveys and helped lead a discussion about all three of the Summit issues.



The students also invited guest speaker Damien Joyner, Director of High School Civil Liberties Education for the American Civil Liberties Union (ACLU) of Illinois, to help clarify their thinking and answer questions on the issues.

As a culminating event and assessment, all juniors participated in a series of "fish-bowl" discussions about the Summit issues. Discussions were lively, civil and challenging.

The Perspectives Charter School hopes that this experience made that junior class more interested in current issues in public policy and more likely to be involved in the political process in the future.



Senn High School



For our service-learning project, we filmed three public service announcements. The first public service announcement examined whether the FBI now has too much power or a necessary amount in order to protect people in our society. The second public service announcement showed different opinions of the question: What is terrorism? The third public service announcement helped to educate members of our community about the effects of the Total Information Awareness (TIA) project on everyday people.

The people involved in the public service announcements were mostly Senn High School students. The faculty also gave a helping hand. The public service announcements were carried out in the classroom as well as in the community. While working on the public service announcements, we had the opportunity to use equipment generously lent to us by Street Level Youth Media, an organization working out of the Broadway Armory.

The public service announcements will first be shown to the students and faculty at Senn High School then later in the community. Working on this project helped us learn how to work in groups. It also taught us how to use audio-visual equipment and all the steps needed in order to make a video. The most important thing that we learned was how to share our ideas and respect different perspectives.



St. Gregory the Great High School



For our Youth Summit service project, we chose to focus on the issue of torturing suspected terrorists.

We studied lessons in the Youth Summit curriculum to learn more about the issue and followed up by doing our own research on it.

We then visited classes at two different high schools in our area where we first had students take the portion of the Youth Summit survey that asked questions about torture.

We then led the students in an activity about torture from the Youth Summit curriculum. After this, we led a discussion about torture where we asked students to exchange their opinions about when they thought torture should be used or when they thought torture should not be used. Everyone learned something by listening to each other's views.



Steinmetz High School

Our students were most interested in the topic of torturing suspected terrorists to gain information. The classes had much heated debate and discussion about this proposal. We wanted other students to think critically about this policy and the issue of “freedom vs. safety” within our country. Thus we decided to present this topic to other classes at our school to learn what their thoughts were.

In each of our classes that used the curriculum, four students were selected to “teach” another teacher’s classes one day. We selected one sophomore class, one junior class, and one senior class. In each of these classes, one of the four CRFC students would introduce the topic, another would stimulate the discussion towards the positive side, a third student would stimulate the discussion towards the negative side, and a fourth students would administer a survey at the conclusion of the class.

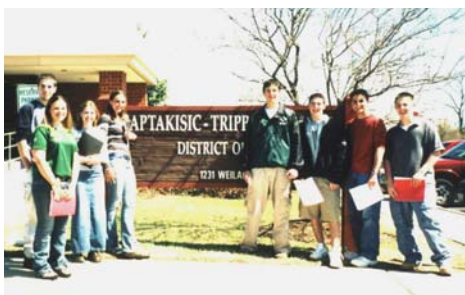


We were interested in knowing if there was a marked difference in opinions based on these factors: the year level of the students, any changes in views prior to and following the presentations, and the types of questions and issues brought up in each class. We knew however that each group of students might present the topic differently.

The three classes were enthusiastic about this issue and the fact that their peers were teaching the class for the day. The seniors were more involved in the discussion and activities and seemed to understand the issues better than the sophomores. However, each class brought up slightly different arguments. The survey results show a slight majority favored torture as a means to gather information needed for the security of our nation and its people.

The article about this topic and several student’ responses will be published in the May issue of our school newspaper. We also asked a number of social studies teachers to present this issue in their classrooms. The project caused many of the Steinmetz students to become aware of the larger issue of security vs. rights in our democracy.

Stevenson High School



On April 10, our law club conducted a service project with 7th and 8th grade social studies students at Aptakisic Junior High. Our goal was to help students examine one of the solutions our government has proposed in our ongoing response to terrorism.

We had the students evaluate the Total Information Awareness (TIA) project in two ways; to determine if it would effectively reduce the threat of terrorism and to determine ultimately whether the program

should be implemented. Before our visit to Aptakisic, we brainstormed ideas as to how we could approach the 7th and 8th graders with such a complicated idea. We came up with the following lesson plan:

We conducted the Human Graph Activity supplied in the *CRFC Resource Guide* by reading aloud statements related to TIA and asking students to react to statements that they hear by standing in front of the part of the graph that corresponds to their opinion. Then we briefly explained the goal of TIA and its proposed benefits using an overhead. We then led the class in a discussion of the negatives and the positives of implementing the program and put their responses in a T-chart. Finally, we took a vote from the class... and 15 of the students voted in favor of implementing the TIA project, 7 voted no and 3 were undecided.

Our visit enhanced our perspective on how this particular student demographic might feel about the TIA project. Despite their initial hesitance with the lesson, the students began to feel more at ease with the activity once they saw that we validated their opinions and comments. Their level of interest and willingness to participate was quite high by the end of our visit, once we began weighing the pros and cons of implementing the project.



Now we understand that our government's actions in response to September 11 not only affect our immediate security concerns, but they also call into question the government's need to infringe upon our rights to privacy. Most importantly, these actions are subject to debate and discussion because our government is an instrument of the people. Our visit to Aptakisic proved that not only were we teaching younger students, but we were teaching ourselves as well.

Streamwood High School

The goal of our service project is to emphasize civil discourse as an appropriate response to the events of September 11. Seventy-five students from a variety of law-related education courses will be attending a half-day workshop at Streamwood High School. Segments of the curriculum from the 2003 Youth Summit will be presented with lots of time set aside for discussion. All students who attend will have an opportunity to actively participate.



We believe that our fellow high school students are quite capable of discussing challenging topics related to terrorism in a civil manner. There are no simple solutions to the policy issues addressed, but after listening to each other, we anticipate that students can all agree to disagree.

A permanent visual will be created to feature the efforts of those students who participated in this year's Summit activities.



Williamsfield High School

The Youth Summit student participants of Williamsfield High School formed a group called the Youth Summit Student Coalition of Williamsfield (YSSCW), consisting of six students. As the YSSCW, we focused on an issue related to the Total Information Awareness project (TIA) that directly affects high school students. We are concerned about the USA PATRIOT Act of 2001 that mandated that secondary public schools release students' names and telephone numbers to military service branches, colleges and other educational institutions, and prospective employers, unless those individuals signed an "opt-out" form on their own behalf.

For our service project, YSSCW decided to inform students and community members about this option to decide whether or not they wanted information collected by the High School to be released to the federal government. In order to do this, we took the following steps:

- We developed an "opt-out" form for parents or students over 18 to sign. We obtained an outline for these forms from the American Civil Liberties Union website.
- We created an information sheet to inform parent and students of the new guidelines and attached this to the form.
- We gave a presentation on the issue and passed out "opt-out" forms to all 90 high school students at our school during student activity period.
- We sent out informative columns in two consecutive monthly school newsletters that go to every taxpayer in the community.
- We submitted an article to the local newspaper informing the community of the provisions of the U.S.A. Patriot Act and the "opt-out" process.
- We collected signed forms and turned them into the office to create a new list of students consenting to the release of their personal information.



Woodruff High School



At Woodruff High School, the goal of our service project was to survey tenth and eleventh grade students to determine an area in which to develop a future plan for educating our student body in one of three areas of discussion for this year's Illinois Youth Summit. We then analyzed survey results, developed a lesson plan for selected classes, organized a "Town Hall" formatted discussion over the selected area of interest, and conducted a meeting with selected classes.

After carrying out our survey of tenth and eleventh grade classes, we found that the questions related to "Torture of Suspected Terrorists" had the most unusual results. That is, they were not in-sync with other values here at the school. Based on these results, we developed a lesson plan for teaching five classes (115 students) in the school. We developed the lesson plan based on guidance from our history teacher. The discussion and activities included student definitions through brainstorming about "terror," "torture," and "rights;" a student-led discussion about different types of torture; and a differentiation between "lethal" and "non-lethal" torture. Arrangements were made through our school for use of the auditorium, two podiums, a sound system, local press and student newspaper coverage, and a photo-op for our invited speaker from the American Civil Liberties Union (ACLU) of Peoria.

Through this service project, we learned to plan, reproduce, tabulate and analyze survey data, develop a teaching plan based upon analysis of the survey, and team-teach lessons we created in five classes. We were able to clarify for ourselves and the 115 students at our school what the term "rights" means and how rights relate to citizens and non-citizens. We were also able to have the experience of planning a school-wide event and coordinating facilities needed for a large-scale activity.

Young Magnet High School

The goal of our service project was to educate students at Whitney Young Magnet High School about The USA PATRIOT Act of 2001, the Total Information Awareness (TIA) project, and new search and seizure procedures being used by the federal government. All of the students in our law class were involved in preparing a lesson to deliver to Ms. Lent's 10th and 11th grade U.S. History classes.



We developed our service project by first learning about TIA, the USA PATRIOT Act and new search and seizure techniques. We then organized into three groups for each of Ms. Lent's classes and developed unique lesson plans for each group. Individuals were assigned research and/or organizational tasks to be completed by certain dates. We then led each of Ms. Lent's classes through our plans, answered questions, and encouraged them to learn more and write their elected officials with questions and concerns.



We learned that once you know you are able to teach something to someone else, you have really learned the material. We found it very encouraging that so many of her U.S. History classes were interested in the material and had very interesting comments and questions. Next year we would encourage anyone working on this service project to get the information out to more people, possibly by creating an informative pamphlet or holding a school-wide assembly.

Position Paper: Total Information Awareness (TIA) Project (Pro)

Stevenson High School

Should the United States Government develop the Total Information Awareness project?

With regards to the development of the Total Information Awareness (TIA) Project, we believe that in order to prevent future terrorist attacks on our country, this project should be implemented. On September 11, America suffered not only a loss of life, but we realized that U.S. intelligence was unable to “connect the dots” that could have prevented this tragedy. How can our government prevent another 9/11 from occurring? What is needed is a more effective and efficient response when “triggering” information is detected by our government agencies. It is imperative that all threats are investigated fully and taken seriously to prevent future attacks on our country. We believe the TIA project will achieve this goal, and will therefore lead to better ensuring our nation’s well being and security.

There are arguments worth mentioning that oppose the implementation of this program. Some are concerned with the possible implications of TIA on our 4th Amendment rights. This program would store a lot of information about people, such as financial records, internet use, library and video rental records, medical records, school records and travel histories. With such a wide scope of information available to the government, this could lead to possible abuses of our 4th amendment right to privacy. Although the government’s need to view our travel histories and financial records is understandable, some question the effectiveness of monitoring e-mail and the internet. False accusations could be made from this information, and with the government doing the accusing, that may lead to racial profiling and ultimately could ruin someone’s reputation. Also, some believe that those planning to commit a terrorist act would simply find some other way to maneuver around the TIA to avoid detection.

Despite these arguments that oppose the implementation of TIA, the benefits outweigh the right to privacy concerns. Our rights and civil liberties define us as Americans, but how can we be free if we are always living in fear? Our government exists to protect our safety and make us feel secure. If they are falling short of this responsibility, we need to let them devise new ways to fix the problem. The primary goal of the TIA is to allow the government to do a better job protecting us from those that wish to harm us and ultimately undermine our democracy. By combining all the existing databases into one large database, the government would be able to look at more information in a shorter time period. Unlike the different government agencies initially working individually and only collaborating in the end to detect terrorist threats, this system would allow the agencies to communicate freely with each other the moment a “triggering” event occurs. It is probable that future terrorist attacks would be prevented with the use of the patterns and translators used in the TIA. The infringement on our civil liberties is of minimal concern if ultimately our government can react faster to terrorist threats and keep us safe.

Position Paper: Total Information Awareness Project (TIA) (Con)

Williamsfield High School

Should the United States Government develop the Total Information Awareness project?

As citizens of the United States of America, the majority of students at Williamsfield High School are strongly opposed to the proposed Total Information Awareness (TIA) project. Within this act, the federal government would essentially have the power to spy on any person in the United States without his or her knowledge and without sufficient evidence of any wrongdoing. We feel that there are several very important reasons that completely counteract any usefulness that would result from this act.

Whatever happened to our right to privacy? One of our natural rights as people of this country is our right to privacy. TIA supporters argue that only suspected terrorists will be targeted, but how will the government know who is a suspect without spying on them first? Not only would the government be able to monitor personal e-mails and chat rooms, they would have access to financial records, library records, medical histories, school transcripts, and travel histories of anyone they feel is suspicious. We do not understand how medical records or even school transcripts would be a useful tool for tracking terrorism. We assume that most terrorists aren't going to be very public. They won't openly checkout books at the library like *How To Be A Terrorist*, and they definitely won't communicate openly over the internet. So where would the information that the TIA would cover be of any use? The only reason we could come up with is to spy on law-abiding citizens. The best example of cheating law-abiding citizens out of their rights can be seen by looking at the long history of law enforcement and racial and ethnic profiling.

Supporters of TIA claim that the federal government would have checks and balances to stop incidences of profiling, but the police claim to do the same and the problem of racial profiling still hits home for far too many people. History has shown that the more power you give to law enforcement, the more that power is abused. Since the TIA would be giving the federal government the ultimate power to collect personal information on every citizen in the U.S., what are the chances that they will use this information with discretion and good judgment? Looking at history, we feel the odds are impossible.

By looking at all the negative effects that the Total Information Awareness project would produce, we believe that every U.S. citizen should be opposed to it. Not only would the TIA violate one of our constitutional rights, it would create a power for the federal government to use and abuse as they wish. We feel that the negative effects of the TIA on the citizens of the United States outweigh any positive actions that would come out of it. Freedom is essential, and the Total Information Awareness project would undoubtedly violate one of our most important freedoms; our privacy.

Position Paper: Expanding Federal Search and Seizure Powers of the FBI (*Pro*)

Senn High School

For the purpose of detecting or preventing terrorist activities, should the FBI continue to be permitted to visit any place and attend any event that is open to the public, without any indication of criminal activity?

The Federal Bureau of Investigation is about to expand their powers and many people are against it. They feel that the FBI already has too much power and that expanding their powers will be invading people's privacy. Some feel that the FBI really cannot be trusted and it should be got rid of completely.

We cannot deny that the FBI has made mistakes in the past, [as with] Martin Luther King.... Maybe they do have too much information about us, but is that really a bad thing? Wouldn't people rather be protected? We believe that it is better than living in fear. The FBI alone can't protect us, but they can be a big help in our nation's safety.

We also should not overlook the countless cases that the FBI has helped solve. They have helped find so many missing people and solved so many kidnapping cases. This should not be forgotten.

Even though many people think that no good can come out of expanding the FBI's powers, we have to disagree. What is more important; your privacy or your life?

Con-Position Paper: Expanding Federal Search and Seizure Powers of the FBI (*Con*)

Young Magnet High School

For the purpose of detecting or preventing terrorist activities, should the FBI continue to be permitted to visit any place and attend any event that is open to the public, without any indication of criminal activity?

Since the terrorist attacks on September 11, 2001, our nation has questioned how best to fight terrorism. This conversation can be heard in our government offices, in our classrooms, and in our homes. It concerns us all. With the passage of the USA PATRIOT Act, the American government has tried to balance national security with our civil rights as they are outlined in the Constitution. This balance has not been achieved. The new search and seizure rules as outlined in the USA PATRIOT Act are unnecessarily intrusive. Some of the students at Whitney Young think that the expanded search and seizure powers are okay and in the best interest of the American people. Overall, however, and most importantly, these new rules will not and cannot achieve the purpose of combating terrorism.

The dangers of the expanded powers (i.e. corruption and the abuse of said powers) far outweigh the anticipated good. One must question, "Who will watch the watchers?" These rules infringe upon the privacy of many religious groups that have no terrorist connections and have never been in trouble in the past. The FBI is given too much power under the USA PATRIOT Act. One example of this is the "sneak and peak" requirement. Government officials with a warrant can enter a person's home and conduct a search without the individual being at home. Another example is "trap and trace." The Fourth Amendment does not permit the issuance of general warrants, but the new surveillance laws that allow law enforcement to tap a person instead of their devices, are a direct violation of the Fourth Amendment.

In *Katz v. U.S.*, the Supreme Court ruled that telephones were private devices in the same order as documents and in order to tap one, law enforcement must obtain a warrant. Therefore, if it is constitutionally sound to issue a general warrant for all communication devices, it would be okay to issue a general warrant for all documents, or all private spaces.

Granted, the events of 9-11 were tragic, and perhaps the government does need to do a better job, but a better balance of security and civil liberties needs to be found. "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized." Above all else, the Fourth Amendment *must* be upheld.

Position Paper: Using Torture on Suspected Terrorist (*Pro*)

Downers Grove North High School

Should the federal government create a non-lethal "torture warrant" for use with uncooperative suspects whom the government reasonably believes have information about an imminent terrorist attack?

The popular opinion among students at Downers Grove North High School is that torture is a possible way to obtain information from suspected terrorists. During our service project, we did a number of presentations throughout our school in Political Science and Law in American Society classes. From these presentations, we were able to get a good feel about how our school feels on these issues.

Our students felt that if torture of a mental and/or physical nature was used to a certain degree, terrorists would give in to our demands. The possibility of widespread abuse of torture can only happen if it is not strictly regulated by commanding officers. We believe that the only way torture should be executed is if the government has evidence, beyond a reasonable doubt that the person is directly related to, or has information that could prevent mass destruction or other war-like activity.

Consideration for the fact that even torture may not make people talk does need to be addressed. The suicide attackers or people trained to die won't have a reason to give us information because they know they are going to die anyway. Nevertheless, they still might not be able to stand the torture or mental strains we could put on them to make them less comfortable. Most terrorists are under the impression that when they die they will be blown up and it will be fast. Can they take the mental and physical agony for prolonged amounts of time and still not give us the information to make us stop? It's hard to tell.

The idea of a torture warrant is good in theory, but it does bring up some questions. What if it takes too long to obtain? Will the United States bend the rules to obtain information? These are issues that we cannot predict. The only thing that we can do demand is that this be strictly regulated and used only when it becomes absolutely necessary.

Torture is a means to obtain information without actually killing the source, in order to save, in some circumstances, hundreds or thousands of lives. It's a sacrifice and morally debatable, but what other choice do we have? If we sit and wait that can only lead to death. Torture is a way to prevent deaths by causing someone who wants to be a part of the killing a little discomfort. We believe that if torture is used it will be highly regulated and not abused. In times of war and terror, we have to make sacrifices. It's the ways in which they are dealt with that defines us as a nation.

Position Paper: Using Torture on Suspected Terrorists (Con)

Farragut Career Academy High School

Should the federal government create a non-lethal "torture warrant" for use with uncooperative suspects whom the government reasonably believes have information about an imminent terrorist attack?

The U.S. is considering obtaining a warrant to approve the use of torture on suspected terrorists to gain information about imminent attacks on the U.S. The torture would be conducted in a way that would be limited to excruciating, but non-lethal, pain. Allowing a warrant for torture in the U.S. would go against our own constitution. The 8th Amendment of the U.S. Constitution states, "[No] cruel and unusual punishment [be] inflicted." This means that no one can be punished in any cruel or inhumane way in the U.S. The founders who wrote the Constitution and the Bill of Rights wrote a constitution of limited powers and a Bill of Rights to protect liberty in times of war, and peace.

The U.S. is also a leader and a founder of the Universal Declaration of Human Rights (UDHR). The UDHR is an organization of international laws on Human Rights. Article 5 of the Declaration of Human Rights states that, "No one shall be subjected to torture, cruel, inhuman, degrading, treatment, or punishment." Suspected terrorists are placed in positions of excruciating pain when tortured...

Harvard law professor Alan Dershowitz has proposed the usage of a "torture warrant" which, when used on suspected terrorists, would not allow them to be prosecuted based on the information they revealed under torture. According to Professor Dershowitz, the torture would be limited to painful - but not lethal- methods.

Using torture on suspected terrorists would not work because it has proven to fail in the past. Suspected terrorists will say anything to stop the painful treatment from continuing. Professor Dershowitz says that in a "ticking time bomb scenario," many people's lives could be at stake unless we get the right information from the suspected terrorist. Terrorists, such as suicide bombers, are trained to die for their country. It is unlikely that torture would work on them.

The policy proposed by Harvard Law Professor Alan Dershowitz can be seen from many points of view. The ideas of torturing suspected terrorists, or using a torture warrant, is inhumane and should not be part of American law.

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Our History

Founded in 1974 as part of the Constitutional Rights Foundation in Los Angeles, the Chicago office established itself as an independent 501(c)(3) organization in 1990.





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