

# CIVITAS

Promoting Local and Global Citizenship



## Participant Handbook 2004-2005

High School United Nations  
Middle School United Nations  
Conference on World Population

# CIVITAS Participant Handbook 2004-05

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*Civitas Associates* are  
**extremely appreciative to AMEREN UNION ELECTRIC**  
**for underwriting the cost of this publication.**

# CIVITAS High School United Nations



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## 2004-2005 HIGH SCHOOL FACULTY ADVISORS

At the High School level, students are welcome to participate with or without a Faculty Advisor. The following list represents schools participating in High School United Nations as of September, 2004.

HIGH SCHOOL	FACULTY ADVISOR
Bishop DuBourg High School	Kathy Guerra
Cardinal Ritter High School	student-run
Chesterfield Day School	Mario Sylvander
Cleveland Jr. Naval Academy	student-run
Collinsville High School	Barbara Lindauer, Mark Schusky
Crossroads School	Erin Livengood
DeSmet Jesuit High School	Sean Cavanagh
Fox High School	student-run
Francis Howell Central High School	student-run
Home School	student-run
Jennings High School	Herman Harris
Kirkwood High School	Mike Gavin
Lindbergh High School	Brian Tobias
Maplewood-Richmond Heights High School	Angelia Moore
Metro High School	Tom Tobias
Nerinx Hall High School	Judith Kemner
O'Fallon High School	student-run
Parkway North High School	student-run
Parkway South High School	student-run
Rosati-Kain High School	Sister Judith Schulte
Soldan International Studies High School	student-run
St. Joseph's Academy	Jane Garvin
St. Louis University High School	Tom Wilson
Valley Park High School	Harry Prah
Vianney High School	Lucien Biesiadecki
Villa Duchesne Oak Hill School	Krista Richardson

<b>GENERAL ASSEMBLY SELECTIONS AS OF 10/19/2004</b>			
<b>COUNTRY</b>	<b>School</b>	<b>COUNTRY</b>	<b>School</b>
AFGHANISTAN	DESMET	DOMINICA	
ALBANIA	BISHOP DUBOURG	<b>DOMINICAN REPUBLIC</b>	SOLDAN
<b>ALGERIA</b>	ST. JOSEPHS	ECUADOR	
ANDORRA		EGYPT	
<b>ANGOLA</b>	CROSSROADS	EL SALVADOR	
ANTIGUA & BARBUDA		EQUATORIAL GUINEA	
ARGENTINA		ERITREA	PARKWAY NORTH
ARMENIA		ESTONIA	
AUSTRALIA	FOX	ETHIOPIA	
AUSTRIA		FIJI	
AZERBAIJAN		FINLAND	
BAHAMAS		<b>FRANCE</b>	SLUH
BAHRAIN		GABON	
BANGLADESH		GAMBIA	
BARBADOS		GEORGIA	
BELARUS		<b>GERMANY</b>	NERINX HALL
BELGIUM		GHANA	
BELIZE		GREECE	VILLA DUSCHESNE
<b>BENIN</b>	VILLA DUSCHESNE	GRENADA	
BHUTAN		GUATEMALA	
BOLIVIA		GUINEA	
BOSNIA & HERZEGOVINA	NERINX HALL	GUINEA-BISSAU	
BOTSWANA		GUYANA	
<b>BRAZIL</b>	VIANNEY	HAITI	
BRUNEI DARUSSALAM		HONDURAS	
BULGARIA		HUNGARY	
BURKINA FASO		ICELAND	
BURUNDI		<b>INDIA</b>	PARKWAY SOUTH
CAMBODIA	VALLEY PARK	INDONESIA	NERINX HALL
CAMEROON		IRAN	VALLEY PARK
CANADA	LINDBERGH	IRAQ	CLEVELAND
CAPE VERDE		IRELAND	
CENT. AFRICAN REPUBLIC		ISRAEL	SLUH
CHAD		ITALY	METRO
<b>CHILE</b>	JENNINGS	JAMAICA	CROSSROADS
<b>CHINA</b>	LINDBERGH	JAPAN	METRO
COLOMBIA	ROSATI-KAIN	JORDAN	
COMOROS		KAZAKHSTAN	
CONGO (Dem. Republic of)		KENYA	
CONGO (Republic of)		KIRIBATI	
COSTA RICA		KOREA, NORTH	KIRKWOOD
COTE D'IVOIRE		KOREA, SOUTH	VALLEY PARK
CROATIA		KUWAIT	
CUBA	BISHOP DUBOURG	KYRGYZSTAN	
CYPRUS		LAOS	
CZECH REPUBLIC	VALLEY PARK	LATVIA	
DENMARK	LINDBERGH	LEBANON	
DJIBOUTI		LESOTHO	

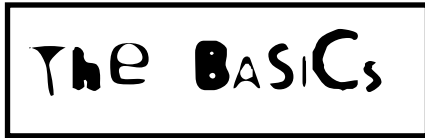
**Bold: Security Council Members**

<b>GENERAL ASSEMBLY SELECTIONS AS OF 10/19/2004</b>			
<b>COUNTRY</b>	<b>School</b>	<b>COUNTRY</b>	<b>School</b>
LIBERIA		ST. VINCENT & GRENADINES	
LIBYAN ARAB JAMAHIRIYA	ST. JOSEPHS	SAMOA	
LIECHTENSTEIN		SAN MARINO	
LITHUANIA		SAO TOME and PRINCIPE	
LUXEMBOURG		SAUDI ARABIA	SLUH
MACEDONIA		SENEGAL	
MADAGASCAR		SERBIA & MONTENEGRO	
MALAWI		SEYCHELLES	
MALAYSIA		SIERRA LEONE	
MALDIVES		SINGAPORE	
MALI		SLOVAK REPUBLIC	
MALTA		SLOVENIA	
MARSHALL ISLANDS		SOLOMON ISLANDS	
MAURITANIA		SOMALIA	
MAURITIUS		SOUTH AFRICA	VILLA DUSCHESNE
MEXICO	JENNINGS	<b>SPAIN</b>	O'FALLON, CHESTERFIELD
MICRONESIA		SRI LANKA	
MOLDOVA		SUDAN	ROSATI-KAIN
MONACO		SURINAME	
MONGOLIA		SWAZILAND	
MOROCCO		SWEDEN	
MOZAMBIQUE		SWITZERLAND	METRO
MYANMAR		SYRIAN ARAB REPUBLIC	DESMET
NAMIBIA		TAJKISTAN	
NAURU		TANZANIA	
NEPAL		THAILAND	
NETHERLANDS	METRO	TIMOR & LESTE	
NEW ZEALAND		TOGO	
NICARAGUA		TONGA	
NIGER		TRINIDAD & TOBAGO	
NIGERIA		TUNISIA	
NORWAY		TURKEY	
OMAN		TURKMENISTAN	
<b>PAKISTAN</b>	KIRKWOOD	TUVALU	
PALAU		UGANDA	METRO
PANAMA		UKRAINE	
PAPUA NEW GUINEA		UNITED ARAB EMIRATES	
PARAGUAY		<b>UNITED KINGDOM</b>	ROSATI-KAIN
PERU		<b>UNITED STATES OF AMERICA</b>	HOME SCHOOL
<b>PHILIPPINES</b>	VALLEY PARK	URUGUAY	
POLAND		UZBEKISTAN	
PORTUGAL		VANUATU	
QATAR		VENEZUELA	
<b>ROMANIA</b>	DESMET	VIETNAM	
<b>RUSSIAN FEDERATION</b>	BISHOP DUBOURG	YEMEN	
RWANDA		ZAMBIA	
ST. KITTS AND NEVIS		ZIMBABWE	
ST. LUCIA			

**Bold: Security Council Members**

## 2004-2005 CIVITAS HIGH SCHOOL CALENDAR

DATE	TIME	PLACE	ACTIVITIES
Sat. 08/28/04	9:00 AM – 11:00 AM	Crossroads	First Civitas U.N. Student Discussion Group
Sat., 09/11/04	9:00 AM – 11:00 AM	Crossroads	Discussion Group Faculty Advisors Encouraged to Attend
<b>Sat., 09/18/04</b>	<b>9:00 AM - 11:00 AM</b>	<b>Crossroads</b>	<b>Prep Session for U.N. Simulation Country Draft</b>
Sat., 10/02/04	9:00 AM - 11:00 PM	Crossroads	Discussion Group
Sat., 10/16/04	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 10/24/0	--	--	U.N. Day
Sat., 11/13/04	9:00 AM – 11:00 AM	Crossroads	Final Prep Session for High School U.N. Simulation
MON., 11/15/04	--	--	RESOLUTIONS FOR NOV. 20 SESSION DUE AT CIVITAS OFFICE
<b>Sat., 11/20/04</b>	<b>9:00 AM- 2:00 PM</b>	<b>Chase Park Plaza</b>	<b>CIVITAS U.N. SESSION</b>
Sat., 12/11/04	9:00 AM – 11:00 AM	Crossroads	Discussion Group
<b>2005</b>	<b>2005</b>	<b>2005</b>	<b>2005</b>
Sat., 01/15/05	9:00 AM – 11:00 AM	Crossroads	Discussion Group & <i>Preparation #1 for "World Population" Conference</i>
Sat., 01/29/05	9:00 AM – 11:00 AM	Crossroads	Discussion Group & <i>Preparation #2 for "World Population" Conference</i>
Sat., 02/12/05	9:00 AM – 11:00 AM	Crossroads	Discussion Group & <i>Preparation #3 for "World Population" Conference</i>
<b>Fri., 02/18 - Sat.02/19/05</b>	--	<b>Doubletree Hotel</b>	<b>Civitas Conference on World Population</b>
Sat., 03/12/05	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 03/26/05	1:00 PM – 3:00 PM	Crossroads	Discussion Group
Sat., 04/09/05	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 04/23/05	9:00 AM – 11:00 AM	Crossroads	Discussion Group
Sat., 05/07/05	1:00 PM – 4:00 PM	Forest Park	Picnic & Softball



## High School United Nations General Assembly Session

### Before the Session

**Know your country.** Do a bit of basic research on key facts such as:

- Geography
- Population and Health
- Stability of the Government
- Wars or internal unrest
- Enemies and Allies

**Write a resolution.** Your resolution should address a Human Rights or Governmental problem, either in your country or concerning another country.

### At the Session

There are four committees in a Model U.N. Session:

- Security Council
- Economic and Social
- Human Rights
- Political and Security

You will probably be the only delegate from your country on a committee. Your assignment will be based on the content of your resolution.

**Parliamentary procedure** (sounds fancy but isn't too complicated): Your chairperson will walk you through the rules of U.N.-style debate. A **Speaker's List** will keep the dialogue flowing.

**Amend, debate, and pass resolutions.** You will represent your country by asking questions, adding your amendment suggestions, providing your country's view in discussion, and voting on resolutions. Remember: during a U.N. session, you are no longer an American, but a delegate of your chosen country.

### After the Session

A wrap-up with all committees showcases the progress made and the resolutions passed.

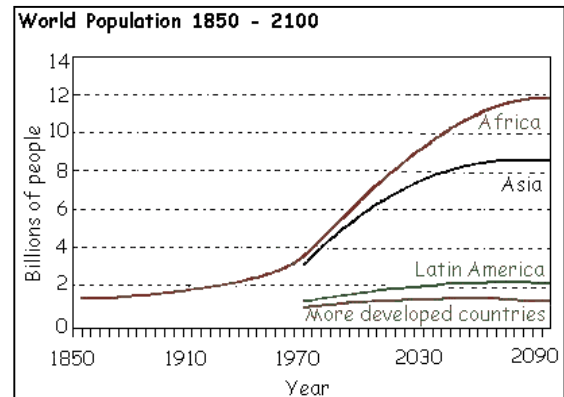
# CIVITAS High School Conference on World Population

Friday-Saturday, February 18-19, 2005  
Airport Doubletree Hotel

Human beings, particularly in recent years, have imposed dramatic changes on the ecological balance of the Earth. Prior to human intervention, the earth was volatile, but most change evolved over long periods of time. Through the years of human presence on Earth, new elements, compounds, and phenomena have entered the Earth's dynamic equation. The Industrial Revolution generated millions of tons of pollutants into our air and water.

Scientists tell us that during most of humans' existence on Earth, human beings battled to survive with other species as well as with one another. Consequently, population growth was very slow. It only began to "explode" when the industrial revolution brought us inventions that enhanced our health, safety, and comfort.

There are numerous factors as to why the Earth's population has more than doubled in the last century. Now the population is over seven billion and many demographers think the population will double again by 2050.



The CIVITAS Conference on World Population will look at important aspects of global population growth:

- Population and Poverty
- Natural Resources and the Environment
- Reproductive Health
- Urbanization
- HIV/ AIDS

## Interested in the Conference on World Population?

- Sign up online at [www.kidswhothink.org](http://www.kidswhothink.org).
- Attend prep sessions on: Jan. 15, 29, & Feb. 12.
- Research your country or organization in advance.

We are expecting 50 – 60 students to participate.  
The fee for this conference is \$60, with financial aid available.  
Deadline for enrollment is January 10, 2005.

# CIVITAS Middle School United Nations



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## 2004-2005 MIDDLE SCHOOL FACULTY ADVISORS

MIDDLE SCHOOL	FACULTY ADVISOR
Bunche International Studies Middle School	Tyrone Apollo
Cathedral School	Nan Herr
Crossroads School	Erin Livengood
Hixson Middle School	Tim McGinnis
Holman Middle School	Debbie Green
Jennings Middle School	Jeremy Resmann
John Burroughs School	Jon Bang
Long Middle School	Hamid Azimiaraghi
Maplewood Richmond Heights Middle School	Brian Rockette
McKinley Classical Junior Academy	Richard Rosenfeld, Jessye Stevenson
Normandy Junior High School	Kim Morton
Northwest Valley Middle School	Monica Assareh
Our Lady of Fatima School	Rich McLaughlin
Parkway South Middle School	Debbie VanRyn
Pattonville Heights Middle School	Lori Kappler
Queen of All Saints School	Mary Jo Barrett
Ridgewood Middle School	Carolyn Jonas
Saeger Accelerated Middle School	Mary Eckert
St. Dominic Savio School	Sal Mantia
St. Frances Cabrini	Heidi Piatchek
St. Gabriel School	Linda Hohenberger
St. Mary Magdalen	Joan Patton
Whitfield School	Ada Parker

## 2004-2005 MIDDLE SCHOOL CALENDAR

DATE	TIME	PLACE	ACTIVITIES
Mon., 9/09/04	4:00 PM- 5:00 PM	World Trade Center	New Faculty Advisors Meeting
Mon. 10/11/04	4:00 PM- 5:00 PM	Creve Coeur Govt. Center	Faculty Advisor Meeting
Fri., 10/31/04	5:00 PM- 8:00 PM	--	UNICEF Drive
<b>Wed., 11/09/04</b>	<b>9:00 AM – 11:30 AM</b>	<b>Chase Park Plaza</b>	<b>Workshop for Middle School Teachers and Students</b>
Mon. 2/28/05	4:00 PM- 5:00 PM	Creve Coeur Govt. Center	Faculty Advisor Meeting- Choose Resolutions
<b>Wed., 4/06/05</b>	<b>9:00 AM- 12:00 PM</b>	<b>Creve Coeur Govt. Center</b>	<b>Middle School Model U.N. Session #1</b>
<b>Wed., 4/13/05</b>	<b>9:00 AM- 12:00 PM</b>	<b>Creve Coeur Govt. Center</b>	<b>Middle School Model U.N. Session #2</b>
<b>Wed., 4/20/05</b>	<b>9:00 AM- 12:00 PM</b>	<b>Creve Coeur Govt. Center</b>	<b>Middle School Model U.N. Session #3</b>
<b>Wed., 4/27/05</b>	<b>9:00 AM- 12:00 PM</b>	<b>Creve Coeur Govt. Center</b>	<b>Middle School Model U.N. Session #4</b>
<b>Wed., 5/04/05</b>	<b>9:00 AM- 12:00 PM</b>	<b>Creve Coeur Govt. Center</b>	<b>Middle School Model U.N. Session #5</b>
<b>Wed., 5/11/05</b>	<b>9:00 AM- 12:00 PM</b>	<b>Creve Coeur Govt. Center</b>	<b>Middle School Model U.N. Session #6</b>
Mon. 5/09/04	4:00 PM- 5:00 PM	Chevy's Restaraunt	Faculty Advisor Meeting and Wrap-Up

INTRO TO MIDDLE SCHOOL  
U.N. GENERAL ASSEMBLY SESSION

Your field trip will simulate a United Nations General Assembly session. Your session is on Wednesday, \_\_\_\_\_.

1. Bring a pencil/pen, your research, a country placard or sign.
3. Vote and talk from the perspective of your country. The country you will represent is: \_\_\_\_\_.
4. When a resolution is presented, you may:
  - Ask questions about the resolution.
  - Suggest an amendment that would be better for your country and/or the world community.
  - Speak in favor of the resolution, or in opposition to the resolution.
5. If you are presenting your resolution:
  - 1st. Read the operative clauses (solution) to the Assembly.
  - 2nd. Summarize your solution.
  - 3rd. Explain why your resolution is important for the world.
  - 4th. Take notes while delegates ask questions and propose amendments.
  - 5th. Respond to the questions and amendments.
6. Vote on the resolution!
  - Yes
  - No
  - Abstain: Your country chooses to refrain from voting. An abstention has the effect of a “No” vote, because a resolution can only pass with a majority of “Yes” votes.

# CIVITAS UNITED NATIONS

## Resolution Writing and Research



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## RESOLUTION WRITING

### HEADING

Re.:  
Resolution submitted to:  
Resolution submitted by:  
Date:

Principles and Problems

### PREAMBLE

		Preambulatory Phrases	
Affirming	Convinced	Keeping in mind	Recalling
Alarmed by	Deeply concerned	Emphasizing	Recognizing
Approving	Fully aware	Observing	Seeking
Aware of	Guided by	Realizing	Taking into consideration
Confident	Having considered	Reaffirming	<b>Whereas</b>

A – Principles that apply to UDHR:

- \*
- \*
- \*

B – Problems -- acts which violate the principles:

- \*
- \*
- \*

Suggestions or Solutions

### OPERATIVE CLAUSES

		Operative Phrases	
Accepts	Confirms	Endorses	Recommends
Affirms	Considers	Expresses its appreciation	Reminds
Approves	Declares accordingly	Expresses its hope	Regrets
Authorizes	Deplores	Further recommends	Requests
Calls	Draws the attention	Further resolves	Supports
Calls upon	Designates	Notes	Transmits
Condemns	Emphasizes	Proclaims	Urges
Congratulates	Encourages	Reaffirms	Welcomes

Be It Hereby Resolved That:

- 1.
- 2.
- 3.

# SAMPLE CIVITAS UNITED NATIONS RESOLUTION

***Resolution Identifier:***

**Fall, 2004**  
**Resolution GA-03**  
 Bill Bradley, Crystal City High School, 1961

**Heading:**

**Re:** Infant Mortality and Medical Care  
**Submitted to:** General Assembly  
**Submitted by:** Nigeria, Peru  
**Date:** April 7, 2004

**Establishing in the PREAMBLE the principles that apply in this resolution:**

***Whereas*** Article 7, of the UNIVERSAL DECLARATION OF HUMAN RIGHTS states, "All are equal before the law and are entitled to without any discrimination equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and any incitement to such discrimination.", and

***Whereas*** Article 25, Section 2 of the UNIVERSAL DECLARATION OF HUMAN RIGHTS states, "Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.", and

**Stating in the PREAMBLE the problems that exist:**

***Realizing*** that in Peru more than 50% of the population has no regular access to health services and no drinking water in their homes, and

***Appalled*** that, according to UNICEF, 2.1 million Peruvian children live in extreme poverty, and

***Concerned*** that Nigeria has a high mortality rate where 183 children in 1000 die before the age of five, and

***Worried*** that Nigeria has a low life expectancy rate of 52 years and the spread of curable diseases like malaria is very high,

**Operative Clauses calling for action:**

**Be It Hereby Resolved That the General Assembly:**

1. Request that member nations with a GNP per capita more that \$13,000 add a 0.5% increase to their U.N. member dues.
2. This money is to be forwarded to the purchase of medical and economic supplies for children who need to seek medical help.
3. The money will be distributed to different areas of Nigeria and Peru according to need.
4. The name of this commission will be United Nations Medical Unit (U.N.M.U.)
5. If U.N.M.U. is successful in Nigeria and Peru, the program will be started in ten more countries with the highest infant mortality rates.
6. This program will be authorized for ten years. At the end of the fifth year, the General Assembly will discuss the renewal of the program.

## CHECKLIST FOR A UNITED NATIONS RESOLUTION

### RESOLUTION TOPIC:

**The resolution addresses an important issue for the world community.**

Is the resolution written in the perspective of the country? Do you think the issue is important?

### PREAMBLE:

#### Principles that apply in this resolution:

**The UDHR principles are meaningful.**

Have the authors stated parts of the Universal Declaration of Human Rights to convince others to solve this problem?

#### Problems that exist:

**The sponsors back up ideas with facts.**

Are the facts and statistics current and accurate? Do you believe their facts or does your research disagree with theirs?

**The issue is important and needs solving.**

Do you agree with the reasons the sponsors give? What other reasons could be included?

### OPERATIVE CLAUSES:

#### Operative clauses should include:

**A description of a new idea or program.**

Have the sponsors described a new program that will address the problem? Have the sponsors addressed who is responsible?

**Funding.**

Have the sponsors thought about how to pay for this solution? Do you think their idea will work? Does it provide enough money?

**Ways to make sure the solution works.**

Have the sponsors included ways of making sure that the solution is carried out? Do they have a way of enforcing their program? Is the United Nations accountable for the program's success or failure?

**Timeframe.**

How long will the program last? Should it go on forever? Or, have the sponsoring countries included a way to evaluate it and extend or end the program?

## RESEARCHING COUNTRIES & RESOLUTIONS

In order to write a strong resolution, you will need current facts and information. These websites are a great place to find facts about your country and your resolution topic.

### COUNTRY RESEARCH

#### **UNICEF**

[www.unicef.org](http://www.unicef.org)

**Information by Country:** on top row

#### **CIA World Factbook**

<http://www.cia.gov/cia/publications/factbook/>

**Information by Country**

### RESOLUTION RESEARCH

#### **UN Cyber School Bus**

[www.un.org/Pubs/CyberSchoolBus/index.html](http://www.un.org/Pubs/CyberSchoolBus/index.html)

**Briefing Papers:** on right column

#### **Human Rights Watch**

[www.hrw.org](http://www.hrw.org)

**Search:** on top row [for example, type “refugees facts” or “child soldiers”]

**Global Issues:** on left column

#### **BBC News**

[news.bbc.co.uk](http://news.bbc.co.uk)

**Search:** on top row [for example, type “refugees facts” or “child soldiers”]

**Global Issues:** middle column towards the bottom of the page

## BASIC INDICATORS for the 25 Richest Countries in the World

Country	Under-5 mortality rate (years)		Total population (thousands)	GNI per capita (US\$)	Total adult literacy rate (%)	Primary school enrollment (%)
	1960	2002	2002	2002	2000	1996-2002
Luxembourg	41	5	447	\$38,830	100%	97%
Switzerland	27	6	7,171	37,930	100	99
Norway	23	4	4,514	37,850	100	100
United States	30	8	291,038	35,060	100	95
Japan	40	5	127,478	33,550	100	100
Denmark	25	4	5,351	30,290	100	99
Iceland	22	4	287	27,970	100	100
United Kingdom	27	7	59,068	25,250	100	99
Sweden	20	3	8,867	24,820	100	100
Brunei Darussalam	87	6	350	24,100	92	91
Netherlands	22	5	16,067	23,960	100	100
Ireland	36	6	3,911	23,870	100	90
Finland	28	5	5,197	23,510	100	100
Austria	43	5	8,111	23,390	100	91
Belgium	35	6	10,296	23,250	100	100
Germany	40	5	82,414	22,670	100	87
Canada	33	7	31,271	22,300	100	99
France	34	6	59,850	22,010	100	100
Singapore	40	4	4,183	20,690	92	93
Australia	24	6	19,544	19,740	100	96
Italy	50	6	57,482	18,960	98	100
Kuwait	128	10	2,443	18,270	82	66
United Arab Emirates	223	9	2,937	18,060	76	87
Israel	39	6	6,304	16,710	95	100
Bahamas	68	16	310	14,860	95	83

## BASIC INDICATORS for the 25 Poorest Countries in the World

Country	Under-5 mortality rate (years)		Total population (thousands)	GNI per capita (US\$)	Total adult literacy rate (%)	Primary school enrollment (%)
	1960	2002	2002	2002	2000	1996-2002
Tanzania	241	165	36,276	\$280	75%	47%
Ghana	215	100	20,471	270	72	58
Togo	267	141	4,801	270	57	92
Central African Republic	327	180	3,819	260	47	55
Uganda	224	141	25,004	250	67	87
Afghanistan	360	257	22,930	250	36	36
Madagascar	186	136	16,916	240	67	68
Mali	500	222	12,623	240	26	39
Nepal	315	91	24,609	230	42	73
Rwanda	206	183	8,272	230	67	67
Myanmar	252	109	48,852	220	85	83
Burkina Faso	315	207	12,624	220	24	36
Chad	-	200	8,348	220	43	58
Mozambique	313	197	18,537	210	44	54
Tajikistan	140	72	6,195	180	99	100
Niger	354	265	11,544	170	16	30
Eritrea	-	89	3,991	160	56	61
Malawi	361	183	11,871	160	60	100
Guinea-Bissau	-	211	1,449	150	38	41
Liberia	288	235	3,239	150	54	83
Sierra Leone	390	284	4,764	140	36	41
Somalia	-	225	9,480	130	-	11
Ethiopia	269	171	68,961	100	39	47
Burundi	250	190	6,602	100	48	54
Congo, Democratic Republic of the	302	205	51,201	90	61	51

## Regional Summaries for BASIC INDICATORS

Region	Under-5 mortality rate (years)		Total population (thousands)	GNI per capita (US\$)	Total adult literacy rate (%)	Primary school enrollment (%)
	1960	2002	2002	2002	2000	1996-2002*
Sub-Saharan Africa	262	174	650,452	\$460	50%	59%
Middle East and North Africa	250	58	355,997	1359	53	78
South Asia	244	97	1,412,216	461	47	74
East Asia and Pacific	207	43	1,910,686	1232	81	92
Latin America and Caribbean	153	34	530,242	3362	85	94
CEE/CIS and Baltic States	112	41	411,721	1742	96	86
Industrialized countries	39	7	938,580	26214	97	97
Developing countries	222	90	5,009,993	1154	67	80
Least developed countries	278	158	700,897	277	43	63
World	196	82	6,209,895	5073	70	81

### DEFINITIONS OF THE INDICATORS

**Under-five mortality rate** – Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

**GNI per capita** – Gross national income (GNI) is the total value of items produced by the country. GNI per capita is the gross national income divided by population.

**Adult literacy rate** – Percentage of persons aged 15 and over who can read and write.

**Net primary school enrollment/attendance** – Derived from net primary school enrolment rates and from national household survey reports of attendance at primary school.

### MAIN DATA SOURCES

Under-five and infant mortality rates – UNICEF, United Nations Population Division and United Nations Statistics Division.

Total population – United Nations Population Division.

GNI per capita – World Bank.

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNESCO Institute of Statistics (UIS), including the Education for All 2000 Assessment.

School enrollment/attendance – UIS and UNESCO

# CIVITAS UNITED NATIONS

## Additional Resources



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## **BRIEF OVERVIEW OF UNITED NATIONS**

1. The United Nations was founded in 1945 with the main impetus coming from the United States and other victors in World War II. One of the main goals was to take steps towards a form of "collective security" to help maintain peace following World War II in which 60 million people died. The structure of the U.N. in many ways reflects the wishes of the victors of WW II. This is most evident by the five nations which have veto power in the Security Council: U.S., Russia (the former U.S.S.R.), U.K., France, and China.
2. The structure includes a General Assembly, a Security Council, the International Court of Justice, a Secretariat, and a number of other lesser known agencies. Most of these other administrative arms of the United Nations have responsibility for peace-keeping (Middle East, former Yugoslavia, Rwanda, Haiti), for aid to developing nations, or for a variety of tasks ranging from managing international postal service to coordinating international air traffic control.
3. When the U.N. was founded in 1945, it had only 51 members. That number has presently grown to 189. In the General Assembly, voting is based on a one-nation one-vote system. Thus, a country such as Dominico (with a population the size of University City) has equal voting power to that of China (with a population of 1.3 billion, one-fifth of the planet's population). It is actually possible to form a two-thirds majority in the General Assembly from countries representing only 10% of the world's population and who pay only 5% of the United Nations dues.
4. The budget for the UN's core functions — the Secretariat operations in New York, Geneva, Nairobi, Vienna and five Regional Commissions — is \$1.3 billion a year. This is about 4 per cent of New York City's annual budget — and nearly a billion dollars less than the yearly cost of Tokyo's Fire Department. It is \$3.7 billion less than the annual budget of New York's State University system. The USA's share of the UN's regular budget is \$321 million a year — the equivalent of \$1.24 per American. The United States is often in arrears on its payments.
5. The Security Council has primary responsibility for international peace-keeping. A United Nations peace-keeping force can be formed to enter a conflict only with the consent of nine of the fifteen members of the Council, including all five permanent nations. The most significant conflict in which the United Nations has become involved was in Korea (1950-52). There are a number of other major disputes in which the U.N. has not become involved (such as Vietnam, Nicaragua, Hungary, Czechoslovakia). However, perhaps a true evaluation of how well the U.N. has done in maintaining peace since 1945 is by noting the numerous successes which it has had when nations have been about to engage in war. The United Nations provides a forum for countries to concurrently debate their cases and seek an alternative to war.

## **BASIC OPERATION OF A MODEL UNITED NATIONS**

1. Model United Nations are experiences in which students take on the roles of representing various nations in the U.N. and engaging in debate and voting about the issues. They can be very significant learning experiences for students because:
  - A-- Students learn a considerable amount about global awareness. They come to see that there are scores of interests which nations have in the world, and they do not necessarily match the positions of the United States.
  - B-- They learn a great deal about conflict resolution.
  - C-- They learn to take on the roles of delegates from different countries.
  - D-- They learn to discuss an issue in a fashion in which there are rules of procedure governing when, how, and under what conditions they may speak.
  - E-- They learn to work with others in building coalitions and acting in the form of bloc politics.
  - F-- They learn to speak in front of a larger group, enhancing both their speaking and listening skills.
  - G-- They learn to have fun in another constructive way.
  - H-- They learn better respect for one another.

## GLOSSARY OF U.N. VOCABULARY

Abstain:	To neither vote “Yes” or “No.” An abstention has the effect of a “No” vote.
Adjourn:	To close the Model U.N. session or committee until the next session.
Agenda:	The program for the Model U.N. session, generally a time line of the order of events.
Aligned:	To line up or agree with the position of another country or group of countries.
Allocate:	To designate money or resources for a certain purpose.
Amend:	To change or alter.
Amendment:	A written and proposed change to a resolution.
Armaments:	Weapons, supplies and other tools of war-making.
Caucus (moderated):	A break from the formal rules of the model U.N. session in which delegates can speak in an informal, but orderly manner about the issues before the committee. The chair will moderate the discussion.
Caucus (unmoderated):	A short break during a Model U.N. session used to gather support and make compromises about resolutions and amendments. It can also be used as a general break for relaxation.
Chair / Chair-person:	The person who runs any meeting or assembly.
Closure of Debate:	A request to end discussion of an amendment or resolution.
Committee:	A group designated or delegated to perform a certain function or examine issues within certain parameters.
Delegation:	A group of delegates representing a country.
Delegate:	A representative of a country.
General Assembly:	The formal meeting of all countries of the U.N.
In favor of:	In agreement with the proposed resolution or amendment.
International Court of Justice	“World Court” to deal with legal disputes between governments, corporations, institutions, or individuals from different countries.
Motion ( <b>noun</b> ):	The method to propose change or action in a group organized by rules of order.
Move ( <b>verb</b> ):	To make a motion to propose change or action in a group organized by rules of order.
Opening the floor for debate:	The signal that the resolution, amendment or other motion is open for criticism, comment, support, amendment and/or eventually a vote.
Operative Clause(s)/ Language	The section of a resolution or a speech that mandates or proposes policy change or action on an issues.
Opposed:	In disagreement with the proposed resolution or amendment.

Placard:	Large sign on which a country's name is written. It is used by delegates to be recognized by the chair-person by holding the
Point of Information:	A request to ask a question to find out more about what the speaker is saying.
Point of Order:	A question from a delegate questioning the chairperson's interpretation of the rules.
Point of Personal Privilege	A request when a delegate is uncomfortable (i.e. the room is too warm, noisy).
Preamble/ Preambulatory Language:	Language used to introduce and define the issue and justify actions taken on an issue. Used in the first part of a resolution or speech.
Propose:	To put a resolution, amendment, idea, or comment forward for consideration.
Recess:	A short break of the General Assembly or committee.
Recognize:	The signal from the chair-person that a delegate has the opportunity to speak in front of the assembly. (i.e. "The chair recognizes the delegate from Chile.")
Roll Call:	The process by which the chair-person reads each country's name. It is used for attendance and voting.
Rules of Procedure:	The regulations for facilitating discussion, debate, and voting of issues before an organ of the U.N. or one of its committees.
Sanction:	The penalty imposed by the General Assembly or other committee for a country's failure to abide by the dictates of the U.N. Charter or a U.N. resolution.
Security Council:	The fifteen member council of the U.N. which considers all important questions of war and peace. The five permanent member nations are China, France, Russia, United Kingdom, and the United States. In Civitas United Nations, the Security Council may be expanded beyond fifteen members to ensure that every school represents a country on the Security Council.
Sovereignty:	A country's right to complete independence and self-governance and sole authority over its land and peoples.
Sponsoring Country:	The country that proposes a certain resolution or amendment.
Strike:	To eliminate / erase specific language from a resolution or amendment. (i.e. "Strike lines 36 through 48.")
U.N. Charter:	The basic agreement formed in 1945 which establishes and defines the powers and scope of the United Nations.
Universal Declaration of Human Rights	The General Assembly Proclamation of 1948 outlining basic human rights for all people in the world.

## SIGNIFICANCE OF RULES OF PROCEDURE

1. The rules provide broad guidelines for discussion.
2. The rules are a process involving both politeness and efficiency.
3. The rules represent a logical system in which certain types of motions have precedence over others.
4. The rules provide a system in which delegates can explain their nation's positions (and interests) on an issue.
5. The rules provide a process for a one-nation one-vote.

## CIVITAS U.N. RULES OF PROCEDURE

### 1. RESOLUTIONS

Resolutions are normally submitted to the delegates in advance of the conference. Additional resolutions may be submitted on the day of the session. Each proposed resolution must be typed in standard resolution form. When a resolution is submitted on the day of a session, the sponsoring delegation(s) must bring multiple copies to be distributed to the committee or Council. The committee or Council shall have the authority to change the order of the agenda or resolutions by majority vote.

### 2. AMENDMENTS

Amendments to resolutions may be submitted to a committee or Council so long as there is at least one other seconding delegation. Simple amendments can be presented orally; more complex ones should be submitted on amendment forms available from the Chairperson of the committee or Council. If a delegate wishes to submit an amendment, he or she should rise and when recognized, state, "I would like to propose an amendment."

### 3. SPEECHES

No delegate may address the assembly without having received permission of the Chair. The Chair shall call upon speakers at his/her discretion, or as they appear on the speakers list. The Chair may call a speaker to order if his/her remarks are not relevant to the subject under discussion, or if the speaker has spoken longer than the allotted time. Delegates may not interrupt a speaker except on a point of order. During substantive debate, a speaker may yield his/her time, either to the Chair or another delegate.

### 4. TIME LIMIT ON DEBATE

The assembly or the Chair may limit, or extend, the time allotted to each speaker and the number of times a speaker may speak on a proposal.

### 5. POINT OF ORDER

If, during the discussion for any matter, a delegate believes that the committee is proceeding in a manner contrary to these Rules, he/she may rise to a point of order. He or she should rise and state, "I rise to make a point of order". The point must be immediately recognized by the Chair and the point ruled upon.

### 6. POINT OF INFORMATION

If a delegate wishes to obtain clarification of procedure or a statement of the matter before the Assembly, the delegate may address a point of information to the Chair. During debate, if a delegate wishes to ask a

question of the speaker, a request may be made in the form of a point of information to the Chair immediately after the speaker has concluded his/her remarks. If a speaker consents to the question, then all questions and replies will be through the Chair. A point of information may not interrupt a speaker.

## 7. POINT OF PERSONAL PRIVILEGE

If a delegate wishes to raise a question or make a request relating to the organization of the meeting, personal comfort, or the conduct of fellow delegates or staff, he/she may rise to a point of personal privilege. An example of raising a point of personal privilege would be to state that the room is too warm and the delegate would like the temperature turned down. When a delegate rises on privilege, the Chair shall take action as he/she deems necessary and feasible. A point of personal privilege may not interrupt a speaker.

## 8. CAUCUSES

During the discussion of any matter a delegate may move for a caucus. A caucus recesses the session for a specified period of time. Such a motion must be seconded, and after a short debate is put to a vote. A **moderated caucus** is a period of time when the formal rules of the model U.N. are temporarily put aside so that delegates can speak in an informal, but orderly manner about the issues before the committee. The chair will moderate the discussion. An **unmoderated caucus** is a short break during a session used to gather support and make compromises about resolutions and amendments. It can also be used as a general break for relaxation. To seek a suspension of the meeting, a delegate should seek recognition of the Chair and when recognized, state, "I rise to request a (moderated/unmoderated) caucus".

## 9. TO TABLE A RESOLUTION or AMENDMENT

A delegate may move to table a resolution or an amendment. Placing an item "on the table" means that the committee will cease discussion or voting on the item and proceed to the next item on the agenda. If the motion to table passes, the item is "shelved." If the motion fails, discussion and debate continue. If an item has been tabled, it may be "taken from the table" 30 minutes after the vote to table has concluded.

## 10. GENERAL AUTHORITY OF THE CHAIR

In addition to exercising the functions which are conferred upon it elsewhere in these rules, the Chair shall declare the opening and closing of each committee session, ensure the observance of these rules, accord the right to speak, put questions and announce decisions. The Chair shall rule on points of order and, subject to these rules, have complete control of the proceedings and over maintenance of order.

## 11. CLOSURE OF DEBATE

A delegate may move to close debate at any time, except when such a move would interrupt a speaker. Closure would move the assembly to the next order of business.

## 12. VOTING RIGHTS

Each delegation shall have one vote. No delegate may cast a vote for another delegation.

## 13. METHOD OF VOTING

The committee shall normally vote by a show of placards, but any representative may request a roll-call vote. The name of each member shall be called and one of its representatives shall reply "Yes", "No", or "Abstention". Unless otherwise stated, the required number of affirmative votes for a measure to pass will be a majority of those "present and voting." The term "present and voting" shall constitute the total number of delegates voting, "Yes", "No", or "Abstention". A tie vote cannot be broken by the Chair and in the event of a tie, the measure will be considered to have failed since it did not receive a majority.

## SHORT RULES

*NOTE:* Number in parentheses indicates rule number to which it applies.

ISSUE	MAY INTERRUPT SPEAKER	SECOND REQUIRED	TYPE OF DEBATE PERMITTED	VOTE REQUIRED
Order of Agenda (1)	No	Yes	1 Pro / 1 Con	Majority
Order of Resolutions (1)	No	Yes	1 Pro / 1 Con	Majority
Limit or Extend Debate (4)	No	Yes	1 Pro / 1 Con	Majority
Point of <u>Order</u> (5)	Yes	No	None	Chair Rules
Point of <u>Information</u> (6)	No	No	None	Chair Rules
Point of <u>Privilege</u> (7)	No	No	None	Chair Rules
Caucus (Moderated or Unmoderated) (8)	No	Yes	1 Pro / 1 Con	Majority
Table a Resolution or Amendment (9)	No	Yes	2 Pro / 2 Con	Majority
Appeal the Chair's Ruling (10)	No	No	1 Pro / 1 Con	Two-thirds
Closure of Debate (11)	No	Yes	1 Pro / 2 Con	Majority
Divide Question (13)	No	Yes	1 Pro / 1 Con	Majority
Adjourn Meeting	No	Yes	1 Pro / 1 Con	Majority

### Order of Precedence of Rules

1. Point of Order
2. To Appeal the Chair's Ruling
3. To Move for a Caucus
4. To Table A Resolution or Motion
5. To Close Debate

# COMPARISON OF DIALOGUE AND DEBATE

From *Perspectives*, Educators for Social Responsibility

## DIALOGUE

- Dialogue is collaborative: two or more sides work together toward common understanding.
- In dialogue, finding common ground is the goal.
- In dialogue, one listens to the other side in order to understand, find meaning, and find agreement.
- Dialogue enlarges and possibly changes a participant's point of view.
- Dialogue complicates positions and issues.
- Dialogue reveals assumptions for reevaluation.
- Dialogue causes introspection on one's own position.
- It is acceptable to change one's position.
- Dialogue is flexible in nature.
- Dialogue stresses the skill of synthesis.
- Dialogue opens the possibility of reaching a better solution than either of the original solutions.
- Dialogue strives for multiplicity in perspective.
- Dialogue affirms the relationship between the participants through collaboration.
- Dialogue creates an open-minded attitude: an openness to being wrong and an openness to change.
- In dialogue, one submits one's best thinking knowing that other peoples' reflections will help improve it rather than destroy it.
- Dialogue calls for temporarily suspending one's beliefs.
- In dialogue, one searches for basic agreements.
- In dialogue, one searches for strengths in the other position.
- Dialogue involves a real concern for the other person and seeks to not alienate or offend.
- Dialogue encourages de-polarization of an issue.
- In dialogue, everyone is part of the solution to the problem.
- Dialogue affirms the idea of people learning from each other.
- Dialogue remains open-ended.

## DEBATE

- Debate is oppositional; two sides oppose each other and attempt to prove each other wrong.
- In debate, winning is the goal.
- In debate, one listens to the other side in order to find flaws and to counter its arguments.
- Debate affirms a participants own point of view.
- Debate simplifies positions and issues.
- Debate defends assumptions as truth.
- Debate causes critique of the other position.
- It is a sign of weakness and defeat to change one's position.
- Debate is rigid in nature.
- Debate stresses the skill of analysis.
- Debate defends one's own positions as the best solution and excludes other solutions.
- Debate strives for singularity in perspective.
- Debate affirms one's own strength in opposition to other points of view.
- Debate creates a closed-minded attitude and a determination to be right.
- In debate, one submits one's best thinking and defends it against challenges to show that it is right.
- Debate calls for investing wholeheartedly in one's beliefs.
- In debate, one searches for glaring differences.
- In debate, one searches for flaws and weaknesses in the other position.
- Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other position.
- Debate encourages polarization of an issue.
- In debate, one person or viewpoint wins over the other.
- Debate affirms the idea of people learning individually in competition with others.
- Debate implies a conclusion.

## “HIGHLIGHTS” OF THE U.N. CHARTER

### ARTICLE 1

The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and
4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.

### ARTICLE 2

The Organization and its Members, in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality of all its Members.
2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.
- 3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.**
4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.
5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.
6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.
- 7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII.**

### ARTICLE 4

1. Membership in the United Nations is open to all.....**peace-loving states** which accept the obligations contained in the present Charter and, in the judgment of the Organization, are able and willing to carry out these obligations.
2. The admission of any such state to membership in the United Nations will be effected by a decision of the General Assembly upon the recommendation of the Security Council.

### ARTICLE 10

The General Assembly may **discuss** any questions or any matters within the scope of the present Charter or relating to the powers and functions of any organs provided for in the present Charter, and, except as provided in Article 12, may make recommendations to the Members of the United Nations or to the Security Council or

ARTICLE 10 to both on any such questions or matters.  
cont...

1. The General Assembly **shall initiate studies and make recommendations** for the purpose of:

ARTICLE 13

- a. promoting international co-operation in the political field and encouraging the progressive development of international law and its codification;
- b. promoting international co-operation in the economic, social, cultural, educational, and health fields, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

2. The further responsibilities, functions and powers of the General Assembly with respect to matters mentioned in paragraph I (b) above are set forth in Chapters IX and X.

ARTICLE 14

Subject to the provisions of Article 12, the General Assembly **may recommend** measures for the peaceful adjustment of any situation, regardless of origin, which it deems likely to impair the general welfare or friendly relations among nations, including situations resulting from a violation of the provisions of the present Charter setting forth the Purposes and Principles of the United Nations.

ARTICLE 17

1. The General Assembly shall consider and approve the budget of the Organization.
2. The expenses of the Organization shall be borne by the Members as apportioned by the General Assembly.

ARTICLE 19

A Member of the United Nations which is **in arrears** in the payment of its financial contributions to the Organization shall have no vote in the General Assembly if the amount of its arrears equals or exceeds the amount of the contributions due from it for the preceding two full years. The General Assembly may, nevertheless, permit such a Member to vote if it is satisfied that the failure to pay is due to conditions beyond the control of the Member.

ARTICLE 41

The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations.

ARTICLE 42

Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations.






ARTICLE 43

1. All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security.

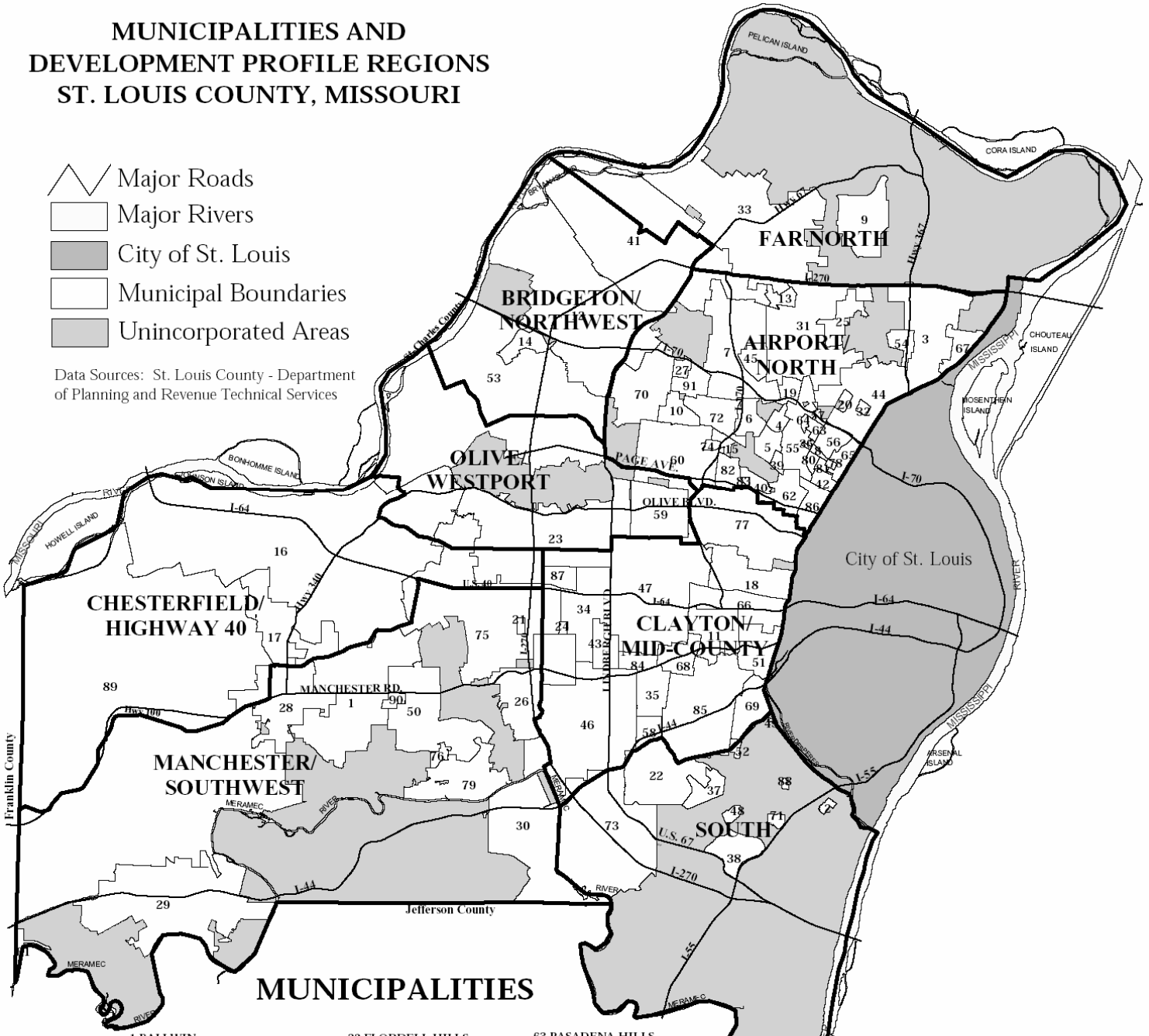
ARTICLE 51

Nothing in the present Charter shall impair the inherent right of individual or collective self-defense if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security. Measures taken by Members in the exercise of this right of self-defense shall be immediately reported to the Security Council and shall not in any way affect the authority and responsibility of the Security Council under the present Charter to take at any time such action as it deems necessary in order to maintain or restore international peace and security.

# MUNICIPALITIES AND DEVELOPMENT PROFILE REGIONS ST. LOUIS COUNTY, MISSOURI

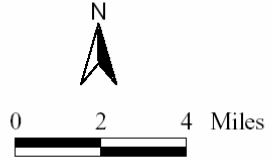
-  Major Roads
-  Major Rivers
-  City of St. Louis
-  Municipal Boundaries
-  Unincorporated Areas

Data Sources: St. Louis County - Department of Planning and Revenue Technical Services



## MUNICIPALITIES

- |                           |                      |                        |
|---------------------------|----------------------|------------------------|
| 1 BALLWIN                 | 32 FLORDELL HILLS    | 63 PASADENA HILLS      |
| 2 BELLA VILLA             | 33 FLORISSANT        | 64 PASADENA PARK       |
| 3 BELLEFONTAINE NEIGHBORS | 34 FRONTENAC         | 65 PINE LAWN           |
| 4 BELLERIVE               | 35 GLENDALE          | 66 RICHMOND HEIGHTS    |
| 5 BEL-NOR                 | 36 GLEN ECHO PARK    | 67 RIVERVIEW           |
| 6 BEL-RIDGE               | 37 GRANTWOOD VILLAGE | 68 ROCK HILL           |
| 7 BERKELEY                | 38 GREEN PARK        | 69 SHREWSBURY          |
| 8 BEVERLY HILLS           | 39 GREENDALE         | 70 ST. ANN             |
| 9 BLACK JACK              | 40 HANLEY HILLS      | 71 ST. GEORGE          |
| 10 BRECKENRIDGE HILLS     | 41 HAZELWOOD         | 72 ST. JOHN            |
| 11 BRENTWOOD              | 42 HILLSDALE         | 73 SUNSET HILLS        |
| 12 BRIDGETON              | 43 HUNTLEIGH         | 74 SYCAMORE HILLS      |
| 13 CALVERTON PARK         | 44 JENNINGS          | 75 TOWN & COUNTRY      |
| 14 CHAMP                  | 45 KINLOCH           | 76 TWIN OAKS           |
| 15 CHARLACK               | 46 KIRKWOOD          | 77 UNIVERSITY CITY     |
| 16 CHESTERFIELD           | 47 LADUE             | 78 UPLANDS PARK        |
| 17 CLARKSON VALLEY        | 48 LAKESHIRE         | 79 VALLEY PARK         |
| 18 CLAYTON                | 49 MACKENZIE         | 80 VELDA CITY          |
| 19 COOL VALLEY            | 50 MANCHESTER        | 81 VELDA VILLAGE HILLS |
| 20 COUNTRY CLUB HILLS     | 51 MAPLEWOOD         | 82 VINITA PARK         |
| 21 COUNTRY LIFE ACRES     | 52 MARLBOROUGH       | 83 VINITA TERRACE      |
| 22 CRESTWOOD              | 53 MARYLAND HEIGHTS  | 84 WARSON WOODS        |
| 23 CREVE COEUR            | 54 MOLINE ACRES      | 85 WEBSTER GROVES      |
| 24 CRYSTAL LAKE PARK      | 55 NORMANDY          | 86 WELLSTON            |
| 25 DELLWOOD               | 56 NORTHWOODS        | 87 WESTWOOD            |
| 26 DES PERES              | 57 NORWOOD COURT     | 88 WILBUR PARK         |
| 27 EDMUNDSON              | 58 OAKLAND           | 89 WILDWOOD            |
| 28 ELLISVILLE             | 59 OLIVETTE          | 90 WINCHESTER          |
| 29 EUREKA                 | 60 OVERLAND          | 91 WOODSON TERRACE     |
| 30 FENTON                 | 61 PACIFIC           |                        |
| 31 FERGUSON               | 62 PAGEDALE          |                        |



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# Campaign 2004 Election Results

## U.S. President and Vice President

Ballot Name	Party	Election Winner (Check one)
John F. Kerry, John Edwards	DEM	
George W. Bush, Dick Cheney	REP	
Michael Badnarik, Richard V. Campagna	LIB	
Michael A. Peroutka, Chuck Baldwin	CST	

## U.S. Senator (Missouri)

Ballot Name	Party	Election Winner
Farmer, Nancy	DEM	
Bond, Christopher (Kit)	REP	
Tull, Kevin	LIB	
Griffin, Don	CST	

## Governor (Missouri)

Ballot Name	Party	Election Winner
McCaskill, Claire	DEM	
Blunt, Matt	REP	
Swenson, John M.	LIB	
Wells, Robert	CST	
Johnson, Kenneth J.	WI	

## Secretary of State (Missouri)

Ballot Name	Party	Election Winner
Carnahan, Robin	DEM	
Hanaway, Catherine	REP	
Davis, Christopher	LIB	
Ivanovich, Donna	CST	

## Attorney General (Missouri)

Ballot Name	Party	Election Winner
Nixon, Jeremiah W. (Jay)	DEM	
Byrd, Chris	REP	
Browning, David R.	LIB	
Fry, David	CST	