

Political Parties

Classroom Law Writing Project /Croatia, Delaware, Maryland and Oregon

WHY NOT POLITICAL PARTIES?

I hold it that a little rebellion, now and then, is a good thing, and as necessary in the political world as storms in the physical world. It is a medicine necessary for the sound health of government.

Thomas Jefferson

The state is a creation of nature and man is by nature a political animal.

Aristotle

Caterpillar: “And what are you?”

Alice: “ I...I hardly know, sir, just at present—at least I know who I was when I got up this morning, but I think I must have changed several times since then.”

**Lewis Caroll
Alice In Wonderland**

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Summary of the Lesson

Provide students enough information that they will be able to compare American and Croat political perspectives on living a Democracy. In addition, students will be able to discuss the various social issues facing both countries and how those issues relate to the rise of political parties. Students are asked to explore their own political philosophies and how those ideals encourage citizen involvement in the political movements of their respective countries.

Objectives

Students should be expected to

- Identify the role of political parties in the recent history of both countries
- Ascertain where their elected officials stand politically
- Assess where various social issues fall on the political spectrum
- Formulate and defend his or her own political position

The Lesson Plan

Day 1: Political Ideology

Opening the Lesson

Describe the following situation to students: By a show of hands ask the class to declare if they consider themselves to be politically liberal or conservative. Call upon a student who did not raise their hand and ask them what they consider themselves to be? Call upon one of the liberals and ask them why they consider themselves liberal. Call upon one of the conservatives and ask them why they consider themselves conservative. Question: “What does this have to do with Political Parties?” Will all the students who declared themselves liberal move over here to the left of the classroom and all who declared themselves conservative move over here to the right of the classroom.

Developing the Lesson

Using the blackboard draw a straight horizontal line representing the political spectrum. Announce to the students that perhaps people do not vote along political party lines as much as they do on the basis of being liberal or conservative. Place the letter “L” to the far left of the line. Place the letter “R” to the far right of the line. Place the letter “M” at the middle of the line, representing the “middle of the road.” In general terms define to the students the words “liberal” and “conservative”. Ask those who declared on the left or the right to take three minutes and come up with a list of what they consider to be characteristics of their political philosophy. After three or four minutes ask a volunteer from each side to approach the board and list the characteristics they came up with under the appropriate side of the board. Review, and clarify the list if necessary. Question: “If you were the campaign manager for a presidential candidate where would you like your candidates’ political reputation to rest on this line? Why?”

Teacher: With the help of the students plot the two or three major political parties from your area on the board about where the class thinks would be philosophically appropriate. Next, as a class, plot some of the more well known political leaders on the board to demonstrate the differences between the various political thinkers of their society, both national and state and local. Select some well known talk show hosts that the students are familiar with and plot them on the board as well. Announce to the students that we are now going to plot some of the social issues on the board. At this time hand out to students a copy of the Topics List or the Participation in Government Issues handout. Question to the class: “Which one would you like to start with?” Select six to ten social issues and plot them on the spectrum while you are soliciting suggestions from the students as to where the issue should be plotted. (For some, you will have to chose one side of the issue to plot, or plot both sides). Continue this process for as long as time and interest allows. This part of the lesson should take, no more than 20 minutes of the class time.

Concluding the Lesson

Now, hand out the, “What Is Your Ideology?” survey and ask the students to take about 5 minutes to respond to the statements. When they are finished marking their answers, read each statement out loud and let the class know if true or false represented a liberal or conservative view. When all 20 statements are completed have the students tally up their L’s and C’s to see if they have more liberal or conservative responses. If they have by far more L’s than C’s it is indicative of generally being liberal. More C’s than L’s would be indicative of being more conservative. An even breakdown of the L’s and C’s, or close, would indicate a more balanced political view.

As you go about selecting and expanding your political philosophy, think about the issues facing your society and the stand you take upon them. Integrate your general political ideals with those of the various parties and it will help you decide which political party will best represent your citizen needs.

Extending the Lesson

Have students create a pamphlet composed of articles from the various media resources illustrating the political party viewpoints existing in their community.

Ask students to analyze and apply Lewis Carrol's quote to their own political philosophy. Students may respond through the mediums of literature, art, drama or music.

Background Material

Lesson 20: What Caused the Rise of Political Parties?, We The People, The Citizen and the Constitution

Croatian Constitution

Croatian Background Notes

U. S. Constitution

Day 2- Political Parties

Lesson:

1. Ask students if they can explain why people join political parties. Tie in the previous day's lesson on political ideology.
2. Using the Croatian Notes or other internet research explain to students that countries like Croatia and Slovenia have many political parties and not just two major parties like in the U.S. Remind them that some countries have only one party. Elicit opinions about the advantages or disadvantages of the various systems.
3. In groups of varying sizes have students complete the "Why Political Parties" handout. After groups have completed Part I, have students share the parties they created. Have students pretend that student government consisted of a legislature with political parties like the ones they created. (If all of their parties are very interest specific, you might have them imagine how the school's actual student government class, if it were a party, varies from the interest specific groups. If they have created more general parties, then have them imagine what it would be like if each club or team was a political party). What problems might the student legislature have in making decisions? How successful would each party probably be in achieving its goals? What might the political parties do to be more successful? Do you think students would be more interested in a political party that was very specific to his/her interests than to the student gov't that actually exists? Through this discussion bring out the advantages and disadvantages of multiparty systems and of specific interest parties. Also explain how parties have to compromise and form coalitions to get things done.
4. Have students complete Part II of the handout.

Name: _____
Period _____

Why Political Parties?

Part I

Your group is forming a political party to be active in your school's student government.

Which student interest area(s) does your group represent? (Sports, Music, Movies, Politics, Academics, Personal Life, etc—you can be very specific or include several interests.)

Candidate- Who, famous or not famous, would you like to see here at an all-school assembly to represent your group's interests? This person is your candidate.

Defend your choice. List ideas that support your person. (Why would the students enjoy this assembly?)

Political Party (Create a name for your group that explains who you are and is catchy.)

Platform (What is it that your group believes/wants to achieve? How do you think it will benefit the school and students? How does your candidate represent your views?)

Were you part of a large or small group?

What were the advantages/disadvantages of the size of your group?

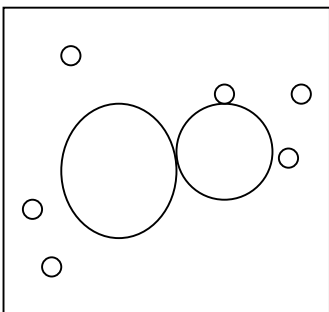
Part II

With a partner, think, discuss, write a response to the following questions:

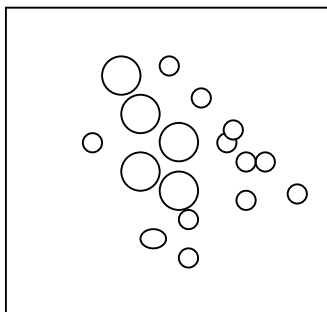
1. Take a few minutes to look over the graphics below. Predict what present day country represents each of the graphics. (Clue: the sizes of the circles and dots represent the sizes of political parties in the country.)

2. What would cause a country to have so many political parties? What are the advantages/disadvantages of each of the three forms of Government?

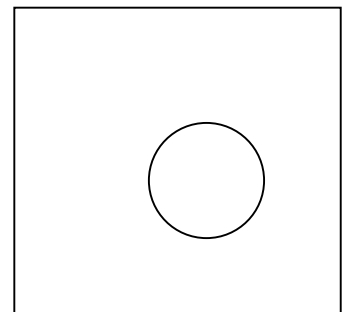
A



B



C



Ideology Worksheet

What is your ideology?

An ideology is a systematic set of values that enables a person to view public policy issues in a consistent way. Your answers to these questions will indicate if your political values lean toward the liberal or conservative ideologies. Answer “T” for true or “F” for false in response to the following questions.

- ___ 1. The federal government places too many restrictions on the way corporations conduct their business.
- ___ 2. Unions reduce productivity by discouraging workers from performing tasks not agreed to in a labor-management contract.
- ___ 3. High government taxes discourage citizens from working hard.
- ___ 4. Most people on welfare would prefer a real job.
- ___ 5. Government should create programs that will reduce America’s large number of poor people.
- ___ 6. The best way to help the poor is to set policies that help businesses earn a profit so they can hire the underprivileged.
- ___ 7. Taxes should be used to redistribute income by taking from the wealthy and giving to the poor.
- ___ 8. The government has a special responsibility to protect and assist disadvantaged minorities.
- ___ 9. Government programs on behalf of the disadvantaged discourage people from helping themselves.
- ___ 10. America’s high crime rate is directly traceable to the persistence of poverty and discrimination.
- ___ 11. America’s high crime rate is due to courts being too lenient with criminals.
- ___ 12. Crime, unemployment and poverty will be reduced if Americans return to the traditional values of hard work, self-discipline and belief in God.
- ___ 13. Government should censor or restrict films and publications that undermine the nation’s moral fiber.
- ___ 14. The First Amendment should protect pornography from government censorship. Adults must be free to think and speak as they wish.
- ___ 15. Most Third World unrest can be traced to Soviet attempts to inspire anti-Western revolutions in these areas.
- ___ 16. Most Third World unrest is caused by weak governments and economics, poverty, famine and internal conflicts – a legacy of Western political and economic imperialism.

___ 17. Gays should be allowed to serve in the US Armed Forces.

___ 18. Jobs and the economy are more important than saving endangered species.

___ 19. Same-sex marriages should be legal.

___ 20. The government should do more to prevent businesses from polluting the environment.

Participation in Government Issues

<p>International</p> <ul style="list-style-type: none"> • Terrorism • Apartheid • Famine • Acid rain • Arms race • Disarmament • Population control • Preserving endangered species • Aid to underdeveloped countries • Policies • Multinational corporations • Global hot spots (Middle East, Persian Gulf, Southern Africa) • AIDS <p>State</p> <ul style="list-style-type: none"> • Loss of jobs • Tax policies • Mental health care • Care of the elderly • Crowding in jails • Capital punishment • Funding for abortion • Changing the 55 mph speed limit • Legalization of marijuana • Drinking age • College aid <p>School</p> <ul style="list-style-type: none"> • Censorship • Drug testing of students • Vandalism • Cheating • Increasing graduation requirements • Prayer in public schools • Searching students' lockers • Drugs, sex, alcohol • Girls' sports equality 	<p>National</p> <ul style="list-style-type: none"> • Civil liberties • Import quotas • Developing SDI • Budget deficits • Controlling drug traffic • Medical costs • Military draft in peacetime • National defense spending • Restrictive immigration • AIDS • Spending for social programs • Central America policy • Iran-Contra scandal • Racial situations • Crime • Pollution • Covert activities affecting foreign governments <p>Local</p> <ul style="list-style-type: none"> • Crime rates • Zoning regulations • Homeless shelters • Commercial development • Sale of pornography • Smoking in public places • Preserving historic buildings • Educational funding • Attracting jobs • Property taxes • Public projects (stadiums, landfills, airports, roads, etc.) <p>Family</p> <ul style="list-style-type: none"> • Day care availability • Divorce • Children's rights • Abuse of children and elderly
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<p>Business</p> <ul style="list-style-type: none">• Minority hiring/firing• Affirmative action• Sexual harassment• College preparation• Plant closings• Purchasing cheap materials/ labor overseas	<ul style="list-style-type: none">• Surrogate motherhood• “Baby Jane Doe” cases• “latch key” children• changing roles of women• teenage pregnancy• handicapped• suicide
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Politics and Political Power

What is Politics?

Politics is the process of making decisions by resolving differences.

Politics include these activities:

- Identifying and defining a problem
- Relating the problem to individual and group interests
- Stating a position on the problem and proposing a solution
- Negotiating and bargaining with rivals by:
 - Conducting rational discussions
 - Trading favors
 - Promising rewards
 - Threatening punishments
 - Compromising differences
- Building coalitions with allies
- Engaging in public debates and public relations campaigns
- Calling on opinion leaders for support
- Using third parties to mediate or arbitrate a settlement
- Threatening or using physical coercion
- Casting and abiding by majority votes

What is Political Power?

Power is the ability to control or affect the behavior of others. Some of the resources needed to exercise power are:

- Wealth
- Prestige, status
- Social class
- Physical force
- Personal charisma
- Leadership skills
- Friends and allies
- Communications and bargaining skills
- Education, occupation
- Longevity and tenure
- Control over votes
- Group discipline
- Access to information
- Access to decision makers
- Legal authority
- Time and intelligence

Topic List

Acid Rain	John F. Kennedy Birth through 1960
Afghan War	John F. Kennedy 1961-1963
AIDS	John F. Kennedy Assassination
Arab-Israeli Conflict	Martin Luther King
Arranged Marriages (India, Africa)	Mikhail Gorbachev
Breaking Patents on Drugs	Multinational Corporations
Breakup of the Soviet Union	NAFTA (WHFTA)
Capital Punishment	Nobel Prizes, 1951-2001
Che Guevara	Nuclear Testing (1991-2001)
Child Labor	Olympic Committee Scandals
Child Prostitution	Oregon: The Least Christian State
China US Conflict (1990-2001)	Panama Canal
The Chunnel	Piracy
The Dalai Lama	Race Riots of the 1960's
Desert Storm	Ronald Reagan's Presidency
Destruction of Rainforests	Slavery (2001)
Digital Technology in Film-making	Space Station (2001)
Dollarization	Species Extinction (Elephants, Mountain Gorillas, Whales)
Drug Legalization (The Netherlands, New Mexico)	Surrogate Motherhood
Drug Testing of Students	The Taliban
Environmental Terrorism (ELF)	Teen Pregnancy Rates Worldwide
EU (European Union)	Terrorism
Euthanasia (Oregon, The Netherlands)	The End of the Cold War
Famine	The Simpsons TV Program
Forgiving Debts of DeveloSale	Timothy McVey
Fossil Fuel Depletion	Tourism Promoting Culture
Global Warming	Convergence
Human Cloning	UFO's
	Vietnam War

Importance of the Suez Canal Iran-Contra Scandal	Watergate William Clinton's Presidency
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Croatia Notes

ZAGREB, Dec 11 (Hina) - Franjo Tudjman is the first president of the independent and democratic Croatian state and the supreme commander of its armed forces. As head of state, he was the initiator of the organization of the defense and the creation of the Croatian army, and the chief political and military strategist in the establishment of a sovereign Croatia and its international recognition, and defense and victory in the Homeland War. He became the first president of the Republic of Croatia after the first multiparty elections in 1990.

Tudjman was imprisoned after the suppression of the "Croatian Spring" democracy movement in 1971. The communist authorities labeled him the chief culprit for allegedly suspicious connections with foreign factors and Croatian emigrants. Thanks to the intervention of Croatian writer Miroslav Krleža with Josip Broz Tito, Tudjman escaped long-term imprisonment. In 1972, he was sentenced to two years in prison. The sentence was subsequently reduced to nine months.

Tudjman was sentenced again in February 1981 to three years in prison, and prohibited from public activity for five years on account of interviews given to Swedish and German televisions and the French radio, in which he voiced his opinions on history and advocated pluralist democracy. He was imprisoned in Lepoglava between January 1982 and February 1983, when he was released for medical treatment. He was returned to prison in May 1984, but was paroled in September due to a deteriorating health condition

In 1989, Tudjman established the Croatian Democratic Union (HDZ) political party, and became its president. Through the HDZ, he formulated a national political program, which led to the national and political mobilization of the Croat people in Croatia, Bosnia-Herzegovina, and the emigration. This was the basis for national reconciliation and a strong resistance to the increasingly violent assaults of Serb chauvinism and encroachment on Croatian territories. Tudjman and the HDZ won the first free multiparty elections in 1990; he was elected President of the Republic, and formed the first democratic Croatian government. At presidential elections in 1992 and 1997, the Croatian people re-elected him President of the Republic to five-year terms.

After the declaration of Croatia's independence in 1991 and the beginning of open aggression by Serbia and the JNA, it was Tudjman's policy, balancing between Croatia's potential and unfavorable international circumstances, that stopped the Serbian military offensive on Croatian territory and countered international factors which were extremely unfavorably disposed toward Croatia's independence.

Due to illness Franjo Tudjman was hospitalized at Zagreb's "Dubrava" clinic. He died during the night between December 10 and 11, 1999.

May 8, 1990, Tuesday, AM cycle
SECTION: International News

Separatist Party Declares Victory After Preliminary Count

DATELINE: ZAGREB, Yugoslavia

The leader of a Croatian Democratic Union declared victory Tuesday after Preliminary results showed his Croatian Democratic Union had won at least 158 seats in the 356-seat state legislature. The final round of parliamentary elections, held Sunday and Monday, was Croatia's first free vote in 50 years. With about 70 percent of the 2 million votes counted, the Party for Democratic Reform, which ruled the republic as the Croatian Communist Party before the elections, had 42 seats. A centrist coalition of independents and other smaller parties won six seats, with distribution of the rest still uncertain. Democratic Union leader Franjo Tudjman said his party's first task would be "to prepare a new Western-style constitution for Croatia and to discuss Yugoslavia's future" with the other five republics in the Yugoslav federation. Tudjman's center-right party advocates Croatia's independence from the rest of Yugoslavia. Its apparent victory is likely to exacerbate political and ethnic tensions with other republics, particularly Serbia, which remains under orthodox Communist rule. The 66-year-old Tudjman, who was once the Yugoslav army's youngest general, spent almost five years in jail in the 1970s for Croatian nationalism and "hostile activities" against the state. He said he was once a "true Communist believer, but now I'm glad that Croatia is free of Marxist one-party hell." Tudjman's campaign was based largely on nationalist sentiment and the appeal for independence. Under his formula, Yugoslavia's six republics would become independent states under a loose confederation and would maintain relations only in areas of common interest. Croatia followed the neighboring republic of Slovenia in holding multiparty elections after more than four decades of one-party rule. Macedonia and Bosnia-Herzegovina are planning free elections later this year. Communist-ruled Montenegro and Serbia have not yet legalized opposition parties.

April 22, 1990, Sunday, BC cycle
Croatia holds first free elections in 50 years

DATELINE: BELGRADE, Yugoslavia

Voters went to the polls Sunday to elect Croatia's parliamentary deputies in the first free elections in 50 years that may turn Yugoslavia into a confederation or break it into small separate states. In the northwestern state of Slovenia, where an opposition coalition is likely to replace a communist government, 1.5 million voters went to a second round of polls Sunday to choose between a communist and an opposition candidate for Slovenian president. Election officials in the Croatian capital of Zagreb and the Slovenian capital of Ljubljana said first results of the elections for local communal and republics' parliaments would be known Monday. In Slovenia, a state of 2 million, the ruling Communist Party in the first round of elections two weeks ago garnered enough votes to emerge as the largest single party but lost to the Demos United opposition bloc. Veteran Slovenian communist leader Milan Kucan, 49, edged opposition leader Joze Pucnik, 58, after the April 8 elections and Slovenians Sunday were deciding between the two men. Kucan had won 44.4 percent, short of the 51 percent needed to grab

the office in the first round, and Pucnik received 26.6 percent of the vote two weeks ago. Both qualified for the second round, leaving behind two other candidates. Kucan is in favor of an autonomous Slovenia state within the Yugoslav loose federation or confederation, while Pucnik advocates an independent Slovenia outside Yugoslavia. The multi-party elections in Slovenia and Croatia were held after the Yugoslav Communist Party disbanded in disagreement between reformists and Serbian-led traditionalists in January when the ruling party abolished its 45-year-old monopoly on power in the country of 23 million. In the April 8 elections in Slovenia, the Communist Party of Slovenian reformists won 17.3 percent of the votes, followed by the Liberal Party with 15.4 percent, Christian Democrats with 13.3 percent and the Peasants Association with 12.2 percent. All other Slovenian parties won less than 10 percent. The Demos opposition parties won more than 50 percent, followed by a coalition of the communists and Socialists with more than 20 percent. In Zagreb, 250 miles west of the Yugoslav capital of Belgrade, Croatian election officials said more than 3.5 million voters were choosing 365 deputies for the three-house Croatian parliament out of 1,706 candidates. Monday, about 1.6 million people employed in Croatia are to elect deputies in parliamentary houses of workers.

Embassy of Croa
Washington

http://www.croatiaemb.org/USA_Croats/USA_Croats_FrameSet.htm

CROATIAN AMERICANS

The bridge between two homelands



Croatian Americans rally on the grounds of the U.S. Capitol urging U.S. recognition of Croatia.

Croatian Emigrants in the U.S.

Like so many other immigrants throughout the years, Croats have come to the United States in search of the promise of the New World and the American dream. Whether fleeing political persecution or simply seeking economic opportunity, Croatian emigrants have settled all over the globe, but nowhere as much as the United States.

Many legends surround the earliest Croat settlers in the Americas. The first Croatians who arrived in the New World came from towns along the Adriatic Sea, particularly from the city of Dubrovnik. Some historians contend that Croatian sailors were among those on Columbus's historic voyage in 1492. It is known that in 1494 Dubrovnik signed an important trade agreement with Spain, and thus began sending her ships on the new trading routes to

American Spanish colonies. Records in the Dubrovnik archives show that the first emigrants left Dubrovnik to settle in America in 1526. Many Croats know well the May 1783 letter from the Dubrovnik Senate to its diplomat in Paris Francesco Favi, instructing him to visit the ministers of the American Colonies and "exchange courtesies with them on our behalf, recommend our shipping and our Flag to them, and ask if access to their harbors would be open for our ships." Favi wrote back in July that he had paid the visits, and that the Americans had answered that Dubrovnik ships were welcome in their ports.

Another legend is that the Croatian Indians, who lived in what is today North Carolina, were partially of Croatian origin. Historians subscribing to this theory submit the story of Croatian sailors shipwrecked off Cape Hatteras in 1492 who remained to live in the vicinity, assimilating with the native Americans in the area. They also refer to the tree carving found by an English expedition in 1593, in what was at the time the Roanoke Colony. The tree had the inscription "Croatian," which is recognized among American historians as an Algonquin Indian name. All of these legends, however, substantiated or not, have contributed to the Croatian people's proclivity to look to the United States as a traditional friend, ally and leader to this day.

Large-scale overseas emigration from Croatia began in the 1880s. The first Croatian colonies in the U.S. were founded on the Mississippi Delta in Louisiana and in California. These immigrants were mainly from the Croatian coast-fishermen and fruit growers-and they sought areas of the United States, which had similar climates, where they could find similar employment. The next wave of Croatian immigrants settled in large industrial centers, such as Pittsburgh, Chicago and Detroit, and found jobs as blue-collar workers in the mills and mines. These immigrants contributed to American folklore the tale of "Joe Magarac," the mythical giant made of steel who was to steelworkers what Paul Bunyan was to woodsmen. Croats maintained high visibility in other parts of the country as well, participating in the building of the transcontinental railways and the California Gold Rush. Although immigration flows to the U.S. ebbed during the inter-war years, owing mainly to the Great Depression, after World War II, emigration from Croatia increased yet again. Internal economic and political pressure under the communist Yugoslav regime led many to seek freedom abroad.

During the past 130 years, Croatian Americans formed virtually hundreds of societies and fraternal, cultural and political organizations. The first such organization was founded in San Francisco in 1857, under the name Slavonian-Illyrian Mutual Charitable Society. The Croatian Fraternal Union (CFU) was founded in Pittsburgh in 1884 and is to this day, the largest organization of Croats in America and Canada. The CFU was followed in 1921 by the Croatian Catholic Union. In conjunction with the founding of such societies, Croatian Americans began to print the first immigrant newspapers, which played an important role in preserving their national identity and awareness. Most papers were weeklies, with the exception of the daily Narodni List (National Gazette), which was first published in New York in 1895. The diversity of quality, editorial policies and political views expressed in these papers is best illustrated by their number: Some 250 different newspapers, periodicals, almanacs, and magazines have emerged since 1884, when the first publication appeared. Many immigrants preserved their culture through the formation of folklore groups and Croatian schools for their children, and founded academic groups such as the Croatian Academy of America, the Alumni and Friends of Croatian Universities (AMAC), and the Croatian Ethnic Institute to encourage scholarly pursuits relating to Croatia. The journalistic, cultural and intellectual work of Croatian emigrants devoted to the establishment of a Croatian state had particular significance in preserving the idea of statehood for Croatia until it was finally realized, with their help, in 1991.

U.S. immigrants from Croatia have made their mark in their new homeland through contributions in the fields of science, art, politics and business. World-renown scientist and inventor Nikola Tesla (1856-1943) immigrated to New York City in 1884 at age twenty-eight with only four cents in his pocket. He worked for Thomas Edison in Orange, New Jersey, with whom he frequently argued about the systems of direct and alternating current, and the respective virtues. Feeling limited by this fundamental disagreement, he left Edison, digging ditches for a year until he found the financial backing to establish the Tesla Laboratory and Tesla Electric Company. A series of inventions followed, including the Tesla motor and alternating current power transmission system in 1888, the Tesla coil or transformer in 1891, and a system of wireless transmission of information in 1893. Tesla's inventions brought on a new era; his method for the use of alternating current (AC) was not only practical, it was a more simple, efficient and economic method than using direct current (DC). However, one of his greatest contributions was not universally recognized until after his death. In 1943, the U.S. Supreme Court declared the "four tuned circuit" patents, which had established Marconi as the "father of radio" invalid, on the basis of prior work by Tesla.

While the post-war period marked a shift in immigration patterns, from the United States to Australia, many Croat

continued to arrive on American shores, most changing their status from temporary workers to permanent residents. The most prominent Croatian sculptor of our century, Ivan Mestrovic (1883-1962), immigrated to the United States during this period. At the suggestion of American sculptor Malvina Hoffman, who met Mestrovic in Paris during World War I, Syracuse University offered him a position as sculptor in residence in 1946, which he accepted. He became a citizen of the United States in 1954, and also taught at the University of Notre Dame. One can find his works on the campuses of both universities. Called "the greatest phenomenon among the sculptors" of his time by his friend, sculptor August Rodin, Mestrovic was the first living artist in the history of the Metropolitan Museum of Art in New York to be honored with a one-man show. Described as a "Patriot-Sculptor," his basic philosophy was that "nationalism in the hands of the creative becomes an instrument for the liberation of the Spirit and the mutual understanding of all mankind."

In the tradition of all American immigrants, Croatian Americans and their descendants enriched the United States and have provided a bridge for mutual understanding between their old and new homelands. This is their greatest contribution, and the one, which continues to benefit both countries to this day. They have been true ambassadors of Croatia.

