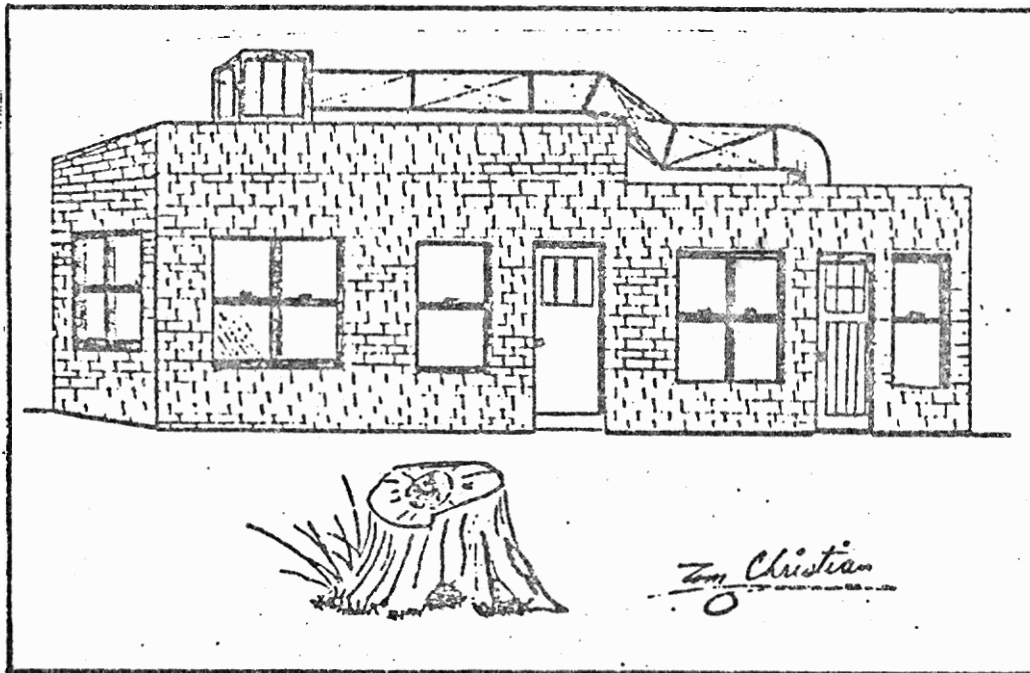


P R O J E C T   P E R S O N A L

Personal  
Education  
Reaching  
Students who are  
Outside  
Needed  
Access to  
Learning



Everything  
Deserves  
Questioning  
Alternatives  
Offer  
Possible  
Solutions

P R O J E C T      P E R S O N A L

Personal  
Education  
Reaching  
Students who are  
Outside  
Needed  
Access to  
Learning

To: Tucson Unified School Board  
1010 East 10th Street  
Tucson, Arizona 85719

Raul Grijalva, Pres.  
Eva Bacal  
Thomas Castillo  
Robert Hall  
Robert Straus

From: The Democratic Processes Center  
Box 43761  
Tucson, Arizona 85733  
Telephone: (602) 325-6514

Center Board

Dr. David Brewer  
Dr. Albert Sterman  
Dr. Clyde Tidwell

With Sr. High Accommodation Staff

Dr. Thomas Anderson  
Mr. Fred McConnell

## CONTENTS

Cover Page

Project Page

Introduction

Noted Indicators

Alternative Schools and Learning

What is Intended

Behavioral Theory

    Contact

    Consult

    Find Interests

    Share Interests

    Accompany

A Question

Axioms

Democratic Processes in the Community

Organization of the Center

What the Center Will Do

    The Approach

    Chart I--Democratic Processes in Learning/Personal Relations

    Chart II--Student Teacher Learning Life

    Chart III--A brief Sketch of Classroom/Community Relations

Center Accomplishments

Attachment A.   A Theory of Personal Democracy

Attachment B.   Democratic Processes Research

## INTRODUCTION

There is certainly no serious debate that crime, and for this proposal, crime of youth is high. Costs to communities across the country are alarmingly and unfathomably exorbitant. For instance, costs for one year of incarceration for one youth in Arizona are conservatively put at \$25,000 to \$30,000. However, any dollar cost cannot approximate the most serious tragedies such as destroyed individuals, wrecked homelife, scarred personalities (both the delinquent and the victim), loss of property, law enforcement expenditures, rehabilitation attempts and many others. Whatever the figures or recorded facts it is obviously evident that alternative and innovative ideas and programs are needed. Locking up more young people is no solution.

It is worth noting that in nearly every recommendation, project, or effort at crime prevention the use of schools (public or private) is mandated. Teachers and other professionals, as well as parents, try to work with youth involved in a variety of problems--including troubles with peers, problems with employment, conflicts at home, social/psychological problems, and delinquent behavior of various kinds. However no real effort has been made to find out how the schools are involved or should be involved. Yet, no issue or concern has more doggedly confronted educators, parents, or other interested community people than youth who are engaged in dysfunctioning relationships in school, home, or the community at large. It is readily apparent that the youth involved in these deteriorating conditions are denied educational opportunity. Frequently they are experiencing failure/dropout/expulsion/suspension/discipline/restriction or other educational denials. Additionally these youth are described as runaways, delinquent, turned off (anomie), unemployed, alienated, rejected, hostile, and hurt. Also they often live in broken homes, destructive personal/social places, and other similar conditions. In the main, these conditions represent societal barriers rooted deeply in the web of relationships of the lives of the dysfunctioning youth. Present organizations have exquisite mechanisms of isolation, restriction, detention, punishment, and other contrived methods which only serve to accentuate the deterioration in each young person's life.

## NOTED INDICATORS

In a school district which enrolls approximately 60,000 students there are about 6,500 "lost students" who are not in school. Financial support for these students is about \$3,200 per person per year. The loss in simple educational money amounts to \$14,300,000 per year. In addition, other costs through thefts and other crime traceable to the young amounts to millions more. Of course the biggest loss is personal, and social to the society at large.

These "lost students" are sons and daughters of teachers, medical

doctors, lawyers, construction workers, miners and other laborers, business and industrial employees, the unemployed--in fact, the students are from every socio-economic sector of the city. These students frequently feel overwhelmed by school and often feel rejected and unacceptable. They were in many cases expelled, suspended, dropped, or failed, and called "unfit."

#### ALTERNATIVE SCHOOLS AND LEARNING

Robert Barr testified in 1981 before a Senate investigating committee, pointing out that alternative school programs across the United States reduce vandalism, violence, and disruption. He continued that no other idea in education can be used so effectively to address such disparate problems as crime, violence, and other disruptive community problems. In fact, alternative schools and programs are virtually free of violence.

Among the identified differences found in alternative schools and programs that suggest their usefulness for this task are: 1) Each person in the school is a full participant in choosing. Teachers, students, and others enter and leave alternative schools by choice. 2) The students and teachers are more satisfied with growth opportunities, friendships, feelings of belonging, achievement, self concepts, social processes, and personal growth. 3) Students and teachers feel that alternative schools are more productive places to work because of creativity, openness, and a more stimulating atmosphere and process. 4) Alternative schools operate with a more egalitarian approach. Each student is accepted equally and caring is operationalized around a personal relationship theory that is warm, productive, and thoughtful. 5) Alternative schools live and operate completely through having and maintaining self-esteem. 6) Alternative schools utilize close personal relationships among teachers and other school officials, as well as parents and community people. 7) Alternative schools continually emphasize interpersonal skills. Inasmuch as many of the students who arrive at the alternative schools have been living in deteriorating situations the need for interpersonal skills is high. In the development of these skills respect, caring, and trust, as well as acceptance and equality are practiced. 8) Teachers and other school functionaries in alternative schools ensure that students are treated fairly and humanely, in all matters including legal matters. 9) Alternative schools demonstrate, by using different approaches, that each student's academic achievement at least remains stable, but in most cases improves.

What is called for is not only a re-examination but the development and use of a different behavioral theory, methodology, and philosophy in preparing teachers to meet the task of preventing and reducing crime, and the demonstration of the usefulness of the schools as the center of this effort. Again what is called for is a special preparation program oriented toward utilization of the nine significant facts about alternative programs. Teachers and others will learn to use

choicing, personal relationships, openness for creativity, equality, self esteem, personal relations within school and community, interpersonal skills, fairness (legal and personal), and, of course personal academic achievement.

#### WHAT IS INTENDED

The intent of this proposal is not only to ameliorate the dysfunction and deterioration of each young person's life but more especially to have teachers who know how to work with/in the schools and community, and to work with youth in ways that lead troubled youth to become increasingly productive in social, personal, educational and societal experiences.

A major problem facing people in modern society is the scarcity of non-destructive personal relations. The common experience that primary regardful interaction feels good and makes life exciting and meaningful is complicated by the recognition that personal relations are often used to dominate, manipulate, tyrannize, seduce, propagandize, brutalize, convert, or otherwise abuse or injure people.

The key assumption of this proposal has to do with a complete orientation toward the worth of each individual. This position clearly states that there is no larger frame of reference than each person. There is no point of being more central than human being. Each individual is extraordinary and less vital than absolutely no one and nothing.

The Theory of Democratic Processes has been thoroughly studied and tested, and additionally has constituted the major focus for several programs, doctoral dissertations, and a large number of classroom operations. The theory was originally developed by William D. Barnes and Clyde D Tidwell, in 1973. A more extensive discussion of this theory is found in Attachment A.

#### BEHAVIORAL THEORY

##### Contact, Consult, Find Interests, Share, and Accompany

Contact The first task in the methodology is the discovery and creation of relational potential in interpersonal contact. This CONTACT ordinarily involves verbal expressions, with or without obvious reciprocation, indicating an interest in the other person (student) his/her situation, personality, etc. Attentive listening, observing, and responding is fundamental. Successful contact creates a context and a meaning to which the other may interestedly and comfortably respond. To contact is to show a personal interest in how the other person feels about or sees something. Such contact uses no leading questions that imply proper motive, and has no apparent expectations regarding the response of the other person.

Consultation flows from the initial contact. It is the core element of the entire process, the most essential and strategic

part of democratic behavior. Carefully pursued it creates the context for maximal personal contact with minimal interference in the other's privacy and/or autonomy. When effective consultation has extended the range/depth of relational intent, dialogue becomes more focused, in the desire to identify particular interests of the other person (student).

Finding Interest. Just as consultation is elaboration of initial contact, finding interests is an elaborated and particularized form of consultation. Interest finding is easily or not uncommonly ruined by preconceived desires to find certain kinds of interests. Relationships are frequently distorted and frozen at this level, when the desire for mutuality creates conceptions and feelings of mutuality that are unfounded, or else the mistaken conclusion that common interests and cooperative interaction are impossible.

The discovery of interests creates the context for important judgments and anticipations about further relational potential, about types and categories of things which further relational involvement would include. Personal relational choices and decisions are more accurately based and more likely to produce satisfying results when desparate or anxious sentiments do not enter into relational discovery or intent.

Sharing of Interests is the stage at which reciprocation becomes pronounced, at which dialogue reveals an apparent symmetry of intent and purpose, in one or several areas. Interest sharing does not imply sameness of attitudes concerning any particular interest, or agreement on the meaning or motives behind interests. The mutuality of interest sharing indicates that people are looking in a similar direction, for whatever reasons and with whatever ability to identify personal motive and experience. Discovery of common interests is nevertheless the recognition of new realms of possible self-projection and self-creation. When broad categories of common interest appear to involve also similarity of deeply-felt intent and motive, the experienced potential for self-creation can be intense and highly motivating.

To accompany is to go beyond interest sharing, to join activity to thought in the pursuit of common interests. It takes people from interpersonal reciprocation to mutual participation in the world. Mutuality can occur in a wide variety of contexts and involve many things, from simple quietude or unhurried conversation to various activities that produce excitement and pleasure, get work done, or deepen ones appreciation of and interest in the world around. The simple essence of accompaniment is intentional togetherness without personal or interpersonal compulsion. It may have limited focus or may involve broad categories of mutual interest, may be brief or may be long lasting. Since it grows from consent its persistence at any particular time is also a matter of choice and consent. There are no formal claims. Relationships can be far more interesting, productive, and enduring if constraints are not

necessary to keep them alive.

A QUESTION

with regard to---

dropouts

delinquents

pushouts

incorrigibles

--Are we afraid to find out that the present processes and procedures do not work for the above labelled students?

--Are we afraid that we may give up some of our anger?

--Are we afraid that our "bullying" judgments and behaviors are no answer and are inaccurate and unworkable?

--Are we afraid that their yearnings, wishes, deep personal interests, sense of love, and desires for personally valued education is as respectable as ours?

--Are we afraid to find out that some of the things we have done have not only been inadequate but have been cruel or otherwise hurtful?

--Are we afraid to find out that some of our most sacred values may involve us in the very problems to which we object?

SOME AXIOMS

We submit that--

--violence involves violence, leaving persons planning more violence.

--neglect arouses despair, yet nurtures loneliness and tears that are buried in an alien world.

--anger creates memories of destruction, while rigid feelings invoke terror or attempts at futile vindication.



## DEMOCRATIC PROCESSES IN THE COMMUNITY

The rapidly changing character of the societal systems of the United States and (for this proposal) the high incidence and continual increase of crime and delinquency demand that basic institutions and organizations be adapted to meet the unusual changes. This paper offers three major considerations:

- 1) Use the theory of Democratic Processes in teacher education programs oriented to alternative education.
- 2) Use the theory to develop and organize alternative schools. The principles of organization differ from those prevailing in society.
- 3) Use the theory to develop personal and enduring relationships between alternative schools and the community and between teacher education programs and the community.

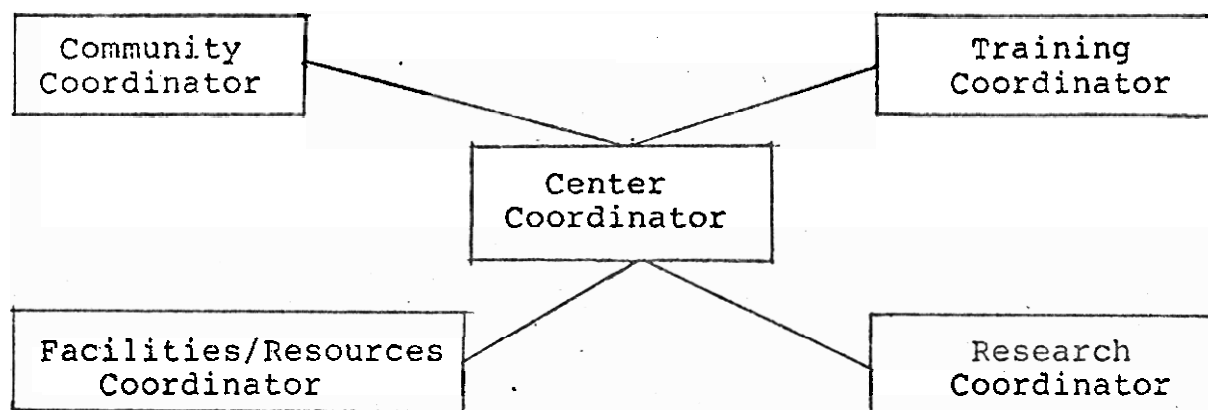
The democratic process, when used in the classroom and other places, emphasizes warm human relationships between teachers, students, and others. The personal structures which emerge have profound implications for the community and all of its institutions. Each person is involved in activities of shared interests where everyone is a learner. The process focuses on each individual and her/his relationships. It suggests that each person establish contact and create a bond of understanding from which learning together can proceed. The process is oriented to the development of citizen graduates who see themselves as individuals with the capacity and inclination to make maximum contributions to the high value of free people in a free society.

## ORGANIZATION OF THE CENTER

The Center is a private, non-profit educational organization that is prepared to:

- prepare people to use Democratic Processes in teaching.
- continually research the processes of democracy in teaching.
- establish programs in public and private schools to prevent and reduce crime and other problems of the young.

The training and research functions of the Center will be accomplished by coordinators who are especially qualified to apply Democratic Processes to these specialized functions. The Coordinator of Center facilities and resources will be someone with appropriate technical and democratic skills, while the community relations coordinator must be trained in Democratic Processes. The coordinator of overall Center processes must obviously be someone with extensive training and experience in Democratic Processes. The following diagram is a rough outline of the organization.



#### WHAT THE CENTER WILL DO

The fundamental idea of this part of the proposal admits that each human productively builds personal relationships. The Center will be engaged in a specialized effort to prepare teachers and others to work with youth through the regular schools and alternative schools, and to develop personal productive relationships for each participant.

The Center will work with staff of the Accommodation program and other school district staff, providing extensive and intensive training in Democratic Processes (see Attachment A). The Center will also conduct research on problems of dropouts and delinquent youth (see Attachment B).

#### The Approach

The approach to be employed will be to engage all appropriate staff and selected participants from the community in training-learning-application in The Theory, to work at reducing dropouts, pushouts, delinquency, and incorrigibility.

Intense efforts will be made to create a personally productive educational process and program for each individual student.

The training/learning will include teachers, associate teachers, appropriate administrators, and classified participants from the school district--as well as a selection of practice teachers, interning counselors, volunteers, and community persons from relevant organizations and agencies, including parents.

The training/learning approach is illustrated in Charts I, II, and III on the pages which follow.

The approach will continually use diverse research methods to undergird and support the entire project--including

evaluation. Crucial to the entire process will be identifying, recruiting, and contacting of prospective students. Reports of this whole effort will be provided for TUSD school board, project staff, and significant others.

Publication of books, pamphlets, scholarly papers, a journal, research studies, articles, a newsletter, and other needed papers will be provided.

Numerous multi-media aids and devices will be developed--including films, videos, learning aids, and many other items.

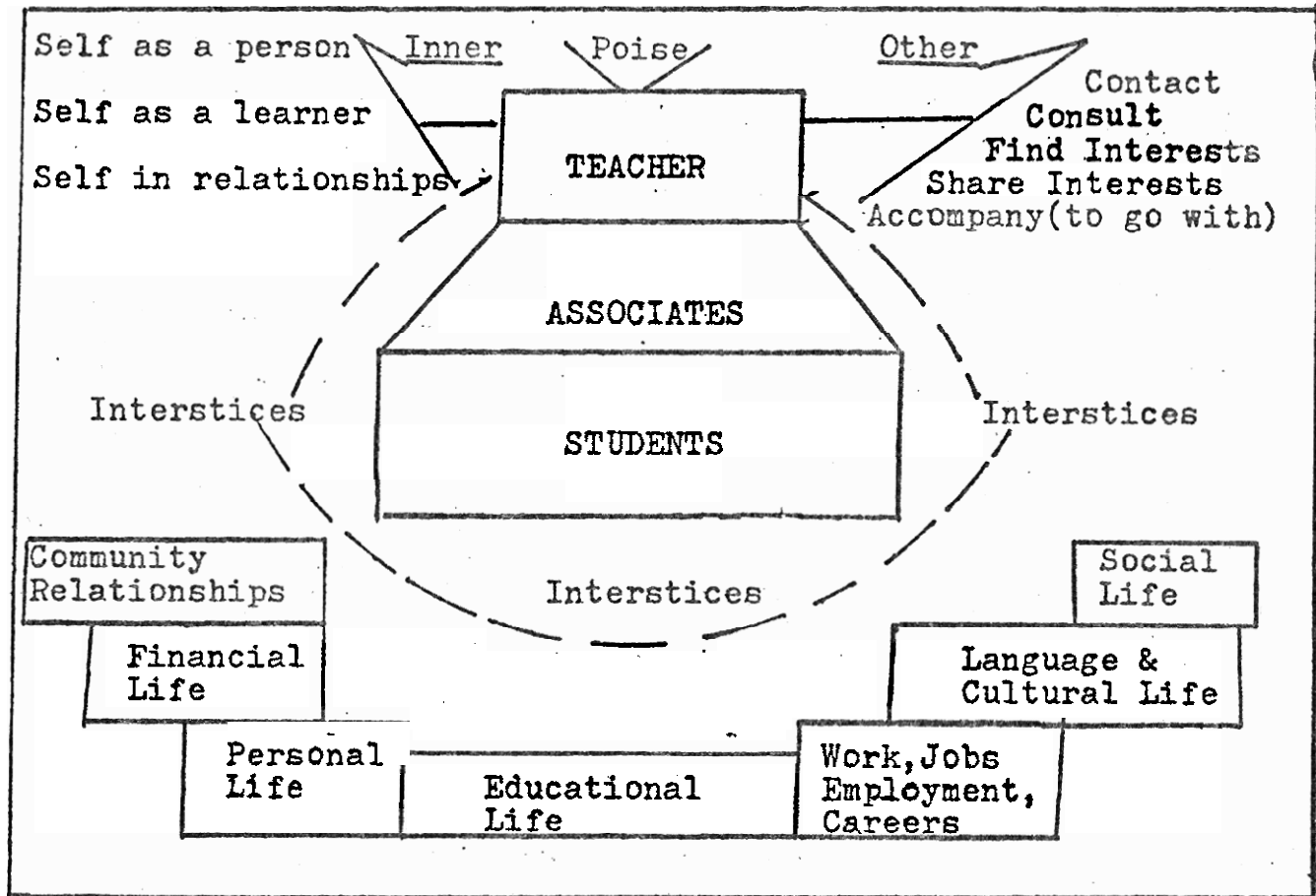
Utilizing large numbers of community agencies and organizations will provide extensive resources for the project.

Workshops, seminars, classes, conferences, personal interviews, group sessions, and any other methods of learning will be used; but The Theory of Democratic Processes in Learning and Personal Relationships will be continually applied.

Continual efforts will be made to find additional money to aid in the development of the Center and the program.

# CHART I

## THE THEORY OF DEMOCRATIC PROCESSES IN LEARNING AND PERSONAL RELATIONSHIPS



### Inner

Each person is

- adequate, interested, curious, equal, and choicing.
- learning productively, continually, and with excitement.
- has relationships intended to be lived enjoyably, personally, warmly, and abundantly.

### Other

Contact--each person is absolutely imprtant and utterly extraordinary.

Consult--each person is in charge of her/his personal feelings and sense of being.

Find Interests--each persons interests are points from which involvement for progress/productiveness of life are lived.

Share interests--each persons place and process where people begin to work together.

Accompany(to go with)--if I go with you---we both accomplish.

Poise--- to wait, listen, attend, and think.

S T U D E N T      T E A C H E R  
L E A R N I N G      L I F E

Student's

Community  
Relationships

1. What are the specific factors, functions, relationships, and meanings in her/his home ?
2. Who are her/his friends---how do they relate--- what are their activities?
3. How does she/he move about---does she/he have alternate living places?
4. What does she/he need to function productively in the community?

Financial  
Life

1. Does she/he have money?
2. How does she/he get money?
3. Does she/he understand money---delivery of goods and services--- in what way?
4. How does she/he participate in the delivery of goods and services?

Personal  
Life

1. What are her/his questions and feelings about self?
2. What has she/he used to build her/his personal life?
3. What are her/his perceptions about her/his personal life---past, present, future?
4. Does she/he enjoy herself/himself ?

Educational  
Life

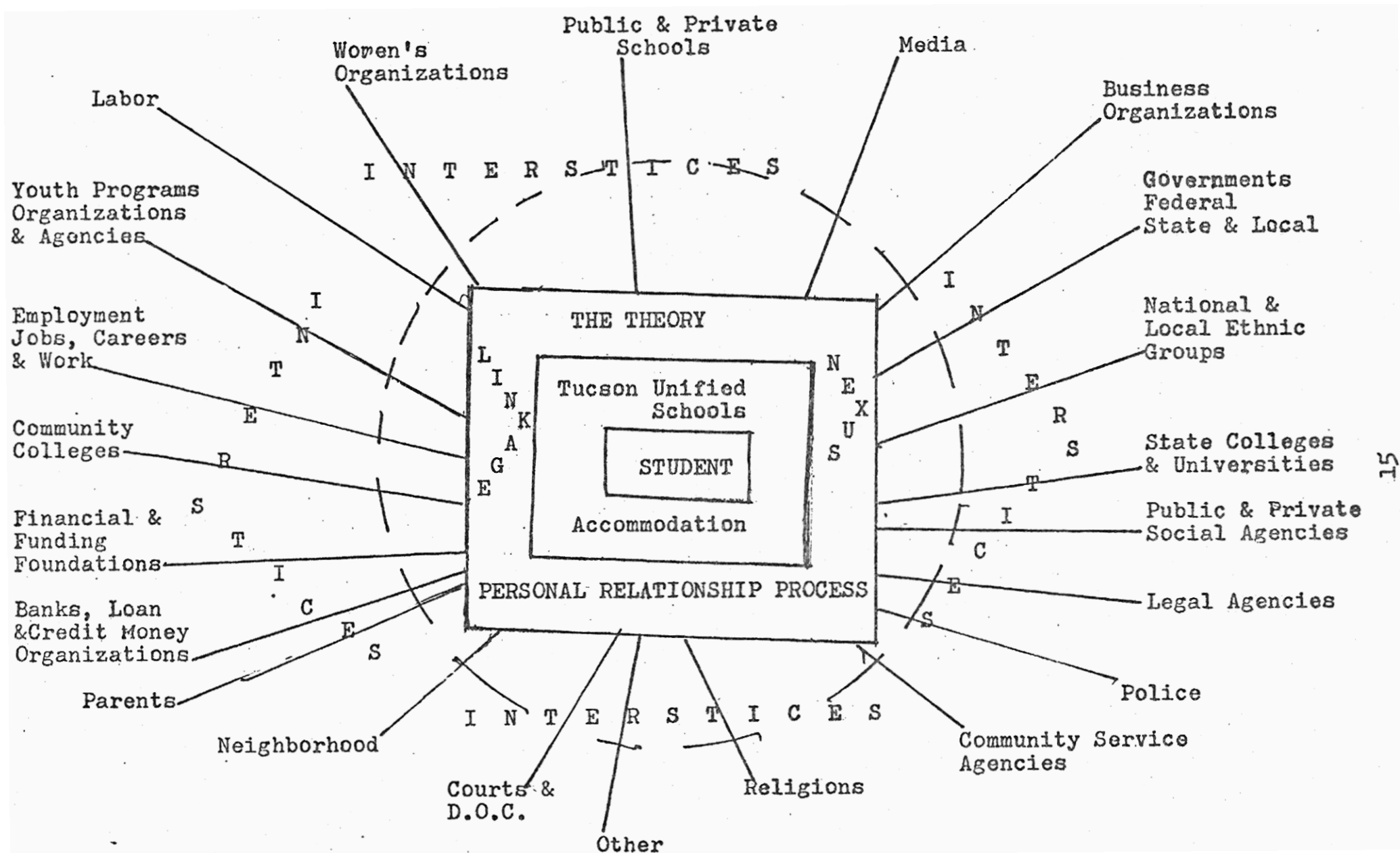
1. How does she/he perceive her/his school experiences?
2. How does she/he learn?
3. How does curriculum, subject matter(academic) and teaching processes work for students?
4. How are relationships and learning organized?

Student's cont.  
Social  
Cultural  
Language  
Life

1. What specific social-cultural-language functions exist in her/his experiences?
2. How does she/he participate in the S-C-L world ?
3. What S-C-L experiences are personally productive?
4. Where and how does the school work and operate in the S-C-L process?

Work  
Employment  
Job  
Career  
Life

1. Does she/he want to work?
2. What does she/he know about getting work, training, employer-employee relations, wages, etc?
3. Can she/he work and go to school contiguously?
4. Where are the jobs?
5. Can careers(short-range long-range) be created?
6. How much of the community can be involved with each student?



## SOME CENTER ACCOMPLISHMENTS

### Doctoral Dissertations, University of Arizona

Warren B. Franzen, Selected Perceptions Regarding an Instructor's Democratic Methods, 1970.

Clyde D. Tidwell, Teacher Behavior and Democratic Processes, 1971.

Philip Noel Archambault, The Identification of Teacher Attitude Patterns Regarding Classroom Control, 1972.

Towne Charles Bishop, Verbal Patterns of an Informal Group Which Employs Democratic Processes, 1972.

Pamela Kaye Gefke, Student Behavior Patterns in a Democratic Processes Classroom, 1972.

Gene Stephen Coltrin, Utilization of the Scientific Method and Democratic Processes in a High School Introductory Chemistry Course, 1974.

Albert Sterman, Student Perceptions of Democratic/Non-Democratic Teacher Behavior in the Classroom, 1976.

Alison Lea Reichle, Student Perceptions of Student-Teacher Relationships in the Learning Process, 1978.

Alene Winifred Hall, Student Perceptions of Changes in Self During an Alternative Secondary School Process, 1979.

Don Milner, A Study of Perceptual Patterns of Youth-in-Trouble Regarding Personal Relationships in the School and the Home, 1980.

Eli Sidney Noble, Assessment of a College Wrestling Team Organized Under a Theory of Personal Processes, 1981.

Thomas Martin Anderson, Student and Instructor Perceptions of Social-Educational Relationships in a Public Alternative School Program, 1983.

Pearlie Mae Price Chandler, A Preparation Program for Alternative School Teachers, 1983.

Lois Victoria Wilde, Patterns of Personal Relationships in Investigations with Democratic Processes in Classrooms, 1984.

### Classroom Experiences

1. Elementary Schools in Tucson and Oracle, Arizona
2. Junior High Schools



English courses at Amphitheater, Tucson, Arizona  
Social Studies at Fickett, Tucson, Arizona

### 3. High Schools

Chemistry at Amphitheater, Tucson, Arizona  
French at Palo Verde, Tucson, Arizona  
Physical Education at Sunnyside, Tucson, Arizona  
Social Studies at Palo Verde, Tucson, Arizona  
Social Studies at Sunnyside, Tucson, Arizona  
Speech at Sunnyside, Tucson, Arizona  
English at Coolidge, Arizona

### 4. Community College

English at Pima College, Tucson, Arizona  
Sociology at Pima College, Tucson, Arizona  
Physical Education at Pima College, Tucson, Arizona

### 5. University

Teacher Preparation at University of Arizona  
Student Teaching at University of Arizona  
Teacher Preparation at Fresno State University  
Counselor Preparation at Cal State, San Bernardino

### 6. Alternative High School

Seventeen years with the Senior High Accommodation Program.

### 7. California State Prison

Classes, workshops, group discussions, and interviews with convicts and employees.

### Other Center Developments

- Created a 16MM color film entitled "Democracy or Autocracy." This project was planned, developed, performed, and financed by students.
- Organized and conducted graduate seminars and workshops in Democratic Processes.
- Conducted a twice monthly breakfast developing ideas and interests concerning Democratic Processes in education.
- Wrote a book and articles concerning Democratic Processes.
- Organized and worked with Black and Hispanic groups concerning interests in Democratic Processes in Education.
- Organized and developed a workshop for educators and

- community persons for the White Mountain Apache  
tribe and government.
- Developed and delivered numerous lectures and discussions  
in prison groups in several states.

## Schedule for 1986-1987

July 1	Preparation for training begins
July 28	Getting acquainted--Hello day
July 29-31	Beginning Conference/workshop
August 1	Recapitulation
August 4-22	Training and workshops
August 27-29	Preparation for students
September 2	School starts for students
December/January	Mid-year Conference/workshop
Late May	School year ends

Budget for 1986-1987

Center Staff

Director	\$45,000
Secretary	23,000
Staff benefits (@ 25%)	17,000
Facilities, Lease or Rent	6,000
Phone, Utilities	3,800
Equipment Lease/Purchase	2,500
Consumables	5,000
Printing/Publication	3,000
Associate Teachers/Researchers (four @ \$4,800)	19,200
Consultants (200 days @ \$200)	40,000
Travel	5,000

---

\$169,500