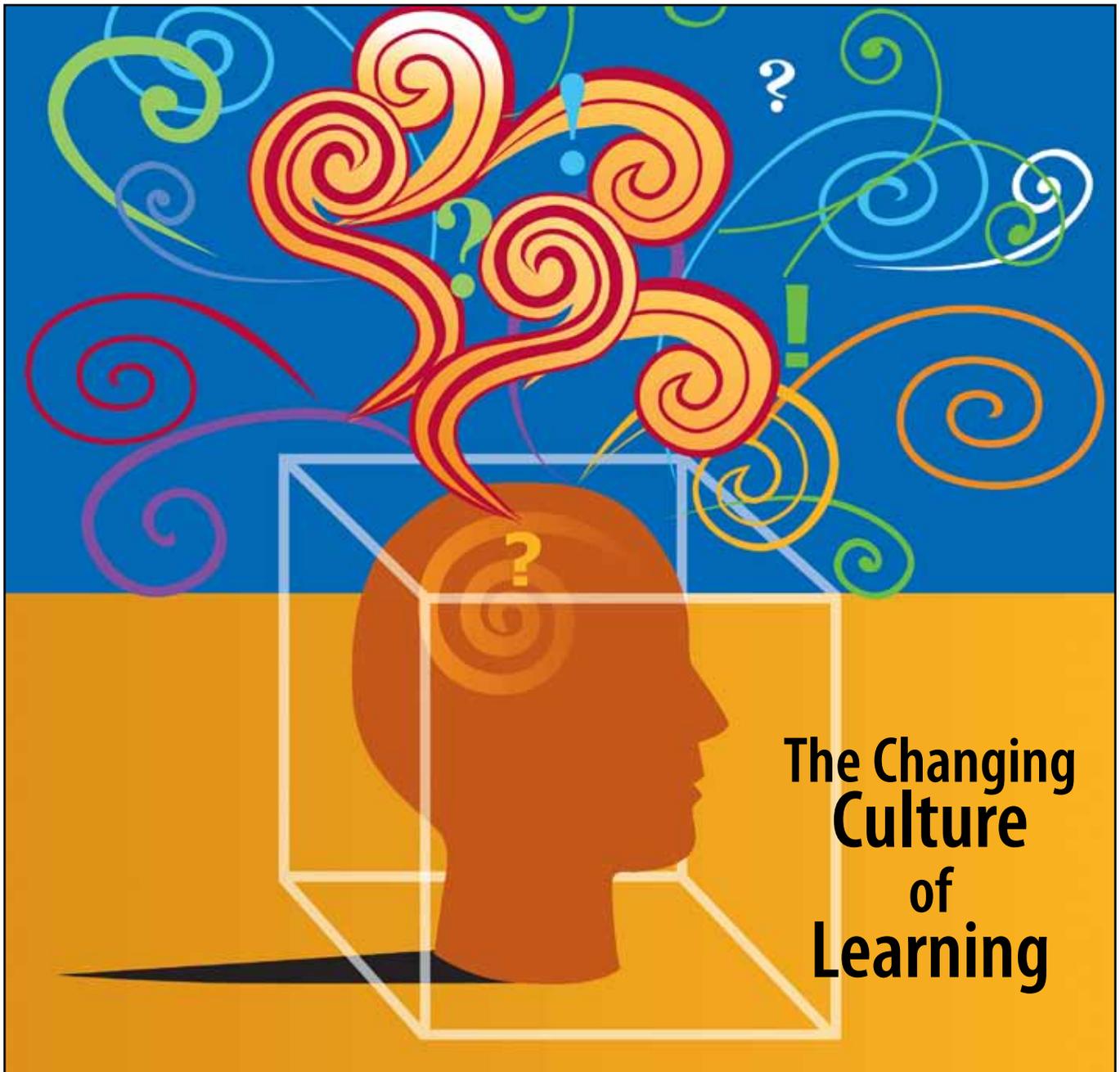


THE KETTERING FOUNDATION'S ANNUAL NEWSLETTER

CONNECTIONS

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2011



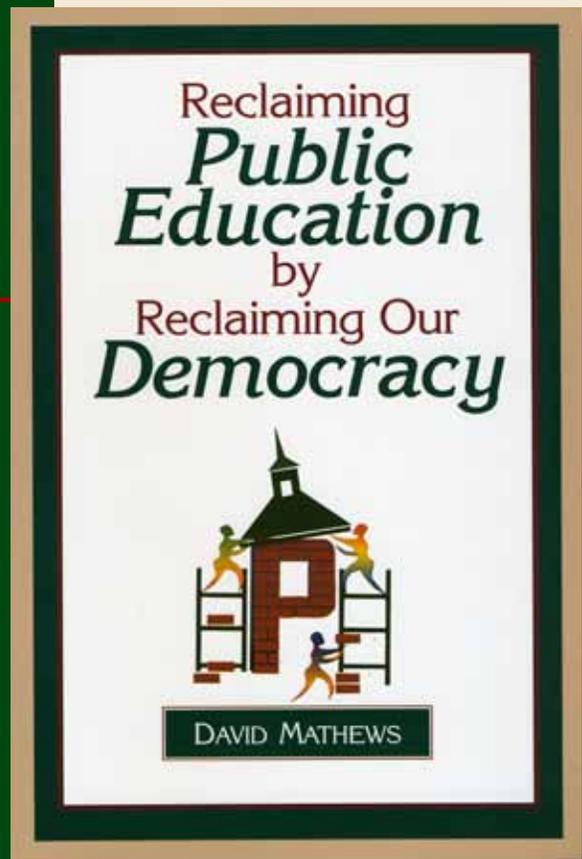
**The Changing
Culture
of
Learning**

Reclaiming Public Education by Reclaiming Our Democracy

By David Mathews

In his most recent book, Kettering Foundation president David Mathews considers what citizens and educators alike want from public education and how they might come closer to getting it. Mathews examines the obstacles that block them, beginning with significant differences in the ways that citizens see problems of education and how professional educators and policymakers talk about them. Discussions of accountability, the achievement gap, vouchers, and the like don't always resonate with people's real concerns. Mathews argues that this has resulted in a deep chasm between citizens and the schools that serve them.

Reclaiming Public Education by Reclaiming Our Democracy updates Kettering's research findings, restates and expands on ideas raised in Mathews' earlier book, *Is There a Public for Public Schools?* (Kettering Foundation Press, 1996), and adds material that illustrates how to build a public for public education.



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The Kettering Foundation, chartered in 1927, is a research foundation rooted in the American tradition of inventive research. Its founder, Charles F. Kettering, holder of more than 200 patents, is best known for his invention of the automobile self-starter. He was interested, above all, in seeking practical answers to "the problems behind the problems."

The foundation today continues in that tradition. The objective of the research now is to study what helps democracy work as it should. Kettering programs are designed to shed light on what is required to strengthen public life.

Kettering is a nonprofit 501(c)(3) research organization supported by an endowment. For more information about KF research and publications, see the Kettering Foundation's website at www.kettering.org.

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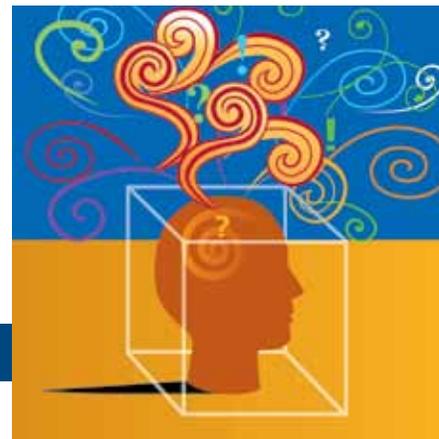
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The Year in Review

By Amy Lee

Kettering's program year runs from Labor Day to Labor Day, and at the end of each summer we step back to reflect on what has happened in the foundation research over that time. Here is a summary of major Kettering Foundation news since last fall, along with reflections from David Holwerk, Kettering's Director of Communications, about his experience since joining the foundation in 2009.

Fall 2010

In October, the **Ruth Yellowhawk Fellowship on Native American Forums** was established to honor Ruth Yellowhawk, who passed away August 7, 2010, following a two-month bout with cancer. Before she moved to South Dakota, Ruth had been a Program Director at WYSO, a public radio station in Yellow Springs, Ohio, and worked with Kettering and National Issues Forums in NIF's early days. She had also done research for the foundation showing that a legacy of tribal deliberation has carried over into modern-day decision making.



To honor Ruth and to continue that research, Kettering established the Ruth Yellowhawk Fellowship. Yellowhawk Fellows will be selected on the basis of proposals to tell the stories of either historical or contemporary decision making, including how problems were identified, issues were framed, decisions were made, and actions were taken.

Also in October, the **Dartmouth Conference** celebrated 50 years of bringing citizens from the United States and Russia together to talk about their lives and what they wanted for their countries and the world. The simple fact that citizens

continued their dialogue despite often alarming developments between the two nations is a remarkable and historic achievement. From the participation of Hal Saunders, Phil Stewart, and others in the Dartmouth Conference, Kettering has gained many insights about what people—acting as citizens rather than as politicians, experts, or foreign affairs professionals—can contribute to international peace.



Hal Saunders (left) at Dartmouth Conference 50th Anniversary

In November, Hal Saunders received the Walter and Leonore Annenberg Award for Excellence in Diplomacy from the American Academy for Diplomacy for his work with the International Institute for Sustained Dialogue. Previous recipients of this award include Kofi Annan, Colin Powell, and George Mitchell.

Winter 2011

At the new year, the **Cousins Research Group** (an internal and somewhat ad hoc group of foundation folks, including president David Mathews, who pull together different strands of research for books, chapters, and articles) created a new list of priorities for 2011. The first priority was three new articles for the *Kettering Review*, *Connections*, and the *Higher Education Exchange*, explicating how the scope of the foundation's research has broadened from the relationship between the public and the public schools to include all educating institutions and their communities—particularly the culture of learning in communities.

Another major project, carried over from 2010, is an exploration of the “ecology of democracy.” This is a big undertaking, and the book the CRG hopes to produce will carry forward the story that began with *Politics for People*.

Another large-scale project deals with the impact that federal social policy has had on democracy—intentionally or not. In-house, this is known as the “Of/By/For” project. The CRG has completed major sections on school integration and health care but is still working on other areas like welfare and is also looking into the nature of policy and policymaking.

In January and February, the foundation watched, with the rest of the world, as protests began to ignite around the Arab world. Fortunately, the foundation had its longtime collaborator in this area, the **Arab Network for the Study of Democracy**, to turn to for firsthand insights into the situation. The Arab Network released an official statement on the situation:

What is happening clearly expresses the yearning of Arab populaces for freedom, dignity, and justice and for their legitimate right to change conditions without violence or war. We, as researchers and activists from Bahrain, Yemen, Jordan, Lebanon, Egypt, Algeria, and Morocco, have met for years to establish a network dealing with the study of democracy, mechanisms of democratic transformation, and concepts of citizen deliberation with the goal of change. ... We hope that peaceful movements of reform and change prevail throughout the Arab world in order to rebuild our societies and begin living in an age of stability and freedom under the sovereignty of the rule of law. We declare also that fortifying any democratic transformation requires the following:

- Respect for human rights and affirmation of equality among citizens, whether male or female.
- Enacting new legislation that ends the permanent state of emergency and grants the freedoms of political action, including respect for freedom of expression and ratification of new electoral laws guaranteeing equitable representation.
- Judicial reform ensuring the independence of the judiciary and the rule of law over all.
- Public administration reform by enacting laws combating corruption and clientelism.



Arab Democracy Network founder Ziad Majed

- Undertaking constitutional reform limiting the absolute powers of presidents or kings and adopting a system of divided and balanced powers.
- Organize free and fair general elections resulting in parliaments that actually represent various political forces, as long as they accept a democratic approach based on popular mandate and peaceful transfers of power.
- Initiate the implementation of economic and financial reforms and development of social policies in order to confront poverty, unemployment, and the other severe crises that afflict broad segments of our societies.
- Each peaceful, democratic path demands wider citizen participation to ensure the sustainability of reform and continuation in the devolution of power. It also requires independence from all negative possible influences from both regional and external actors violating.

Two Years and Six Practices Later ...

By David Holwerk

I arrived at the Kettering Foundation in June 2009 after 30 years as a newspaper journalist, armed with some background on the foundation's work and a question that I couldn't answer about my former occupation.

I spent most of my newspaper career working as an editor in charge of opinion pages. In that work, calling on the public to do something—rise up, ask questions, demand answers, take action—is part of the routine. Most of the time, maybe 98 or 99 times out of 100, the public goes on about its business with no indication that it has read or heard about your call to action. But sometimes, that once or twice out of 100, the public would rise up and not only do what you had called for but act independently in ways that were totally unexpected in both their creativity and effectiveness.

I could never figure out what made those occasions different. I couldn't see that our editorials on those occasions were any better or even markedly different than our work on other occasions. So what, I wondered, had happened in those instances?

I groped for an answer in a paper I wrote for Kettering in 2008 (now, I am thankful to say, it is consigned to the depths of the foundation's archives). I didn't get very far, though; I simply didn't know enough to begin to figure out what the answer might be.

Now, after two years of working here at the foundation, I've begun to get an idea about the answer. The answer lay not in what I and other journalists did, but in what was going on among the people who read the newspaper. The difference was civic life.

That concept dawned on me after I had begun wrapping my brain around one of Kettering's fundamental insights: the six democratic practices. These practices are laid out in various places in the foundation's publications, most notably perhaps in David Mathews' Reclaiming Public Education by Reclaiming Our Democracy.

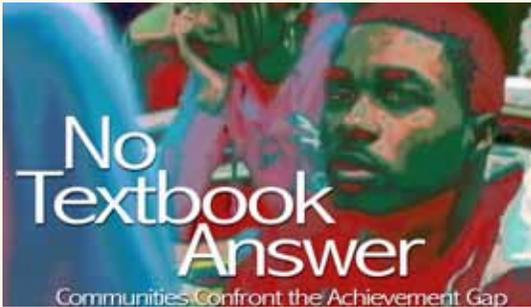
When I first came across the Six Practices, I wasn't sure what to make of them. They seemed like a metaphor or a theoretical construct. They kept popping back into my brain, though, and at some point several months after coming to the foundation full-time it dawned on me that they weren't theoretical or metaphorical at all, but rather a description of life as it is lived by real people in real communities.

I also realized that the way I had been thinking about why the public responded to some editorials put the question backwards. It wasn't the public response to the editorials that was different. It was that the editorials resonated with (or, in Kettering—speak, aligned with) something that was already going on in the community, completely unbeknownst to me and the other journalists involved.

Since then, I've been thinking about how to share this insight with journalists (and, more recently, with other professionals). I've tried various approaches over the past few months with opinion journalists in this country and with health journalists in South Africa. I've used a different version with broadcasters and still another version with a small group of legislators. I'm on the lookout for other experiments in the same vein—in all instances, beginning with the Six Practices. Two years into this work, I regard these practices as the core of what the Kettering Foundation has to say about the world.

I'm also increasingly sure that we have only begun to explore the ways in which the Six Practices open up opportunities for real people working on real problems in real communities. Working on that should keep me busy for the next couple of years at least.

David Holwerk is Director of Communications and resident scholar at the Kettering Foundation.



Spring 2011

In March, Kettering Foundation began distribution of its documentary, **No Textbook Answer: Communities Confront the Achievement Gap**, via public television, with over 60 stations around the country signing on to air the film. Kettering also held some productive research exchanges, particularly one with a new group of **public broadcasters** and another with teachers using NIF books.

On a related note, Peggy Sparks' indefatigable efforts to integrate **NIF in the Classroom** materials into Birmingham schools culminated in some of those lesson plans being added to the Alabama state education curriculum.

SIX DEMOCRATIC PRACTICES

Democratic practices are ways citizens can work together—even when they disagree—to solve common problems. They are:

1. Naming problems to reflect the things people consider valuable and hold dear, not expert information alone.
2. Framing issues for decision making that not only takes into account what people value but also lays out all the major options for acting fairly—that is with full recognition of the advantages and disadvantages of each option.
3. Making decisions deliberatively to move opinions from first impressions to more shared and reflective judgment.
4. Identifying and committing civic resources, assets that often go unrecognized and unused.
5. Organizing civic actions so they complement one another, which makes the whole of people's efforts more than the sum of the parts.
6. Learning together all along the way to keep up civic momentum.

When governments and other institutions align their routines so that they encourage these practices, they can do their work more effectively because their efforts are reinforced by what citizens do.

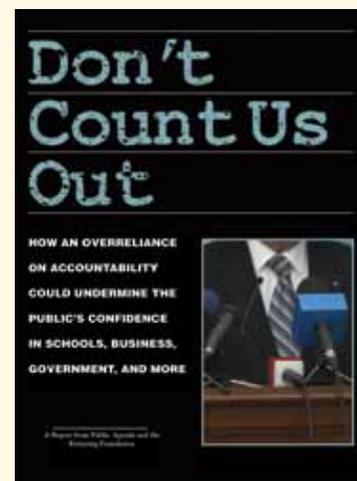
In May, the foundation hosted its annual Washington briefing sessions at the National Press Club. This year's event consisted of two discussions, **Economic Security: How Can We Take Charge of Our Future?** and **A Nation of Debtors: Facing the Tough Choices**. At these events, Kettering and the National Issues Forums Institute focused on the strategic implications for policymakers of public thinking on these issues. Panelists for the Economic Security discussion included William Barnes of the National League of Cities, David Parkhurst of the National Governors Association, and Stacy Sanders of Wider Opportunities for Women. An audio production by Scott London based on the conversation is due out in late summer.

The second panel, which introduced the new NIF issue guide *A Nation of Debtors: Facing the Tough Choices*, included former Senator Judd Gregg of New Hampshire, Gail Leftwich Kitch from *By the People* (MacNeil/Lehrer Productions), Maya MacGuineas of the New America Foundation, Scott Pattison of the National Association of State Budget Officers, Ryan Schoenike of WeCantPayThatTab.org, and David Walker of the Comeback America Initiative. Public Agenda's Jean Johnson moderated the discussion.

Summer 2011

The foundation had productive research exchanges with a new group from the **National Coalition of State Legislators** and another new group of **state budget officers**. Kettering published new NIF issue guides and videos on **immigration, Internet content, the national debt, and youth and violence**. Testing has begun on and this fall should see the release of the first NIF in the Classroom "Historic Decisions" curriculum, **1776: What Should We Do?** Kettering also released ***We the People Politics***, a new report from longtime colleague Harry Boyte. The report argues that it is crucial for Americans to recover and expand on a politics of deliberation and public work, with deep roots in the populist tradition, in order to re-create civic agency and gain some control over our collective future. Kettering Foundation and **Public Agenda** published a long-awaited report on the accountability movement: **Don't Count Us Out: How an Overreliance on Accountability Could Undermine the Public's Confidence in Schools, Business, Government, and More.**

Planning has begun for the 25th anniversary of Kettering's exchange with the Chinese Academy of Social Sciences, as well as plans for upcoming monthly research sessions, which will include visits from colleagues **Tim Eatman** of Imagining America, **Romand Coles** of Northern Arizona University, **Craig Calhoun** of the Social Science Resource Council, and **Diana Hess** from the University of Wisconsin-Madison.



Hot Topics for Deliberation

New NIF Guides

Youth and Violence: Reducing the Threat

Violence has become a pervasive presence in the United States, especially violence involving young people. Far too many children are at risk of becoming victims or perpetrators themselves. Whether it manifests itself on the screen or on the streets, the central question remains: how can we reduce violence in the lives of young people?

12-page NIF Issue Guide **\$2.49**



What Should Go on the Internet?

Privacy, Freedom, and Security Online

The Internet has become an integral part of American life. But as its presence in our lives has grown, so have concerns about its dangers. It's time to consider our priorities with regard to protecting privacy, preserving free speech, and ensuring security. Can we—or should we—regulate what goes on the Internet?

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