The Future of Educational Institutions

and the Future in Relation to the

Implementation of Direct Democracy

ED 815

The Future of Educational Institutions

Spring 2004

Richard Bloodworth

P.O. Box 78123

Atlanta, GA 30357

admin@rbloodworth.com

Dr. Howard Jacobs

"Every nation has a right to govern itself internally under what forms it pleases,

and to change these forms at its own will."

Thomas Jefferson to Thomas Pinckney, 1792.

Contents

Abstract

Technology and social movements are changing the world educationally, socially, politically, environmentally, economically, and culturally at a rapid pace. The issue of technology is permanent in the sense that technology will always affect how life and educational processes are conducted, however, new technologies are constantly being introduced so that one needs to constantly become acquainted with and trained in new technological techniques so, in that sense, the effects of technology are transitory or temporary. The concepts previously mentioned, since they exist in the realm of ideas (as expressed in Plato's Theory of Forms), are lasting but any manifestations of them within the physical world are transitory so, for example, the concept of democracy is enduring but the methods of implementing it are temporary as are the tools and applications of technology. This paper explores the future uses of the accelerating growth of technology and the educational system especially for the implementation of direct democracy in the United States of America and in the world.

Introduction: Scanning the Environment and Methods of exploring the Future

One method of examining the future is speculation by futurologists. Some of these are: John Naisbitt (Megatrends, Megatrends 2000, Megatrends Asia), Alvin Toffler (Future Shock, The Third Wave), and Hamish McRae (The World in 2020).

Also the contribution of **science fiction writers, artists,** and **inventors** should be mentioned. Science fiction writers such as Jules Verne (television, submarine, space travel), H.G. Wells (social systems, beyond earth communication), Arthur Clarke (satellites), and Mary Shelly (organ transplants) all helped shape the present with their imagination. Also, artists, inventors and imaginative geniuses such as Leonardo da Vinci (airplane, helicopter, etc.) and Thomas Edison (light bulb, phonograph, motion picture film, camera, projector, etc.) helped move society and technology towards the future as well. These examples could be considered as types of Scenario Planning.

In exploring the future, one area that can not be overlooked is the **supernatural**. In Asia, on many street corners and, in some areas, entire sections of a street, there are fortune tellers who reveal or look into a person's future for a fee. They can use tarot cards, palm reading, dreams, thoughts, and numerology to look into the future. Some use crystal balls, interpret prophets or psychics' (such as Nostradamas) enigmatic predictions, and some people might use witchcraft, Ouija Boards, seances, in addition to other methods. People also refer to horoscopes to discover the future or make decisions about the future. In religious approaches, people also pray to have an affect on the future. People can also use superstitious devices such as holding a lucky charm or not engaging in some potentially inauspicious superstitious activities. There are also more random approaches to affecting the future such as gambling or throwing dice. Though many people do not believe in some of these activities, these activities do have an affect on the future since some people — even some presidents and world leaders — base some of their decisions about the future on these methods.

Other events or ideas that affect the future are: technology, social movements, religion, attitudes, wars, the economy, health or disease, environmental conditions, and natural and man-made conditions and catastrophes to name a few.

Seven futuring tools (methods of planning for and affecting the future) mentioned in *Futuring Tools for Strategic Quality Planning in Education* (1999, Alexander, A. & Serfass R.) are **Trend Extrapolation, the Delphi Technique, Morphological Analysis, the Crawford Slip Method, Scenario Planning, Cross-Impact Analysis,** and **Futuring Trees**, all of which should satisfy four criteria of functionality, simplicity, time-testedness, and interconnectivity.

The Future and Education

In the educational field, one example of a new use of technology is the use of distance learning using online instruction via the Internet using the invention of the Millennium Technology Prize recipient, Tim Berners-Lee. In addition to technology, issues that impact the living and professional environments are the decentralization of all processes, globalization, and the democratization of society. An example of a new use of technology is online and distance learning which are the wave of the future in this global village in which we all reside. In addition to technology, issues that impact the living and professional environments are the decentralization of all processes, globalization, and the democratization of society. My interest is in developing, by utilizing the educational system, a system of direct democracy which is essentially having citizens vote directly on legislative issues rather than only electing representatives who can, after elected, vote any way they choose. The implementation of a direct democracy was previously considered impractical, or not possible, on a large scale, but now with the advent of computer and Internet technology it is possible and feasible.

Thomas Heaney in *Adult Education for Social Change: From Center Stage to the Wings and Back Again* views adult education as participatory and as a tool for social change where educational progressivism is the modern approach to educating the public. " 'Adult education turns out to be the most reliable instrument for social actionists' since it assures that any action undertaken would be authentically democratic" (Brookfield 1984). Eduard Lindeman, as influenced by John Dewey (*Democracy and Education*), considers adult education to be intertwined with democracy, social action, and control by people over their daily decisions. To Lindeman, adult education equals social change, a method to create good and productive citizens. Even if education is viewed as a "great selector" rather than a "great equalizer" (p. 4), each person can, as a result of education, find their niche, based on their abilities and merits, within a democratic society.   The concept of using the educational system to implement a direct democracy is closely connected with the ideas expressed by Heaney, Miles Horton, Paulo Freire, and Jack Mezirow since their approach is to empower the populace through education in order to create a democratic society. It is necessary to have an educated public in order to have a direct democracy work efficiently so democracy is dependent the educational system to survive and prosper.

Direct democracy is a concept which began in ancient Athens, Greece where all citizens voted directly on legislative issues. In the modern world, direct democracy was considered impractical to implement on a large scale but it is now possible with the advent of computer and Internet technologies. I think some version of what I am proposing will happen in the future since people should determine their own future and methods of government which is, after all, the meaning of democracy even though there is

always resistance and skepticism to new ideas — though beginning 2500 years ago, democracy can hardly be considered a new idea. The same people who are concerned about Internet fraud for voting are probably unconcerned about online banking transactions, which is how practically all funds are transferred nowadays, and the same type of technology can be used in Internet voting. Also, perhaps some legislators feel that their jobs and roles are threatened but my idea involves adding direct democracy to the representative legislatures and not replacing them completely.

Rationale for Direct Democracy

One challenge in the implementation of a direct democracy is the method or curriculum for dispensing the information in cultural institutions such as schools. Computer and Internet technology can supply the forum for the voting of citizens to occur and schools and community and governmental organizations can supply the knowledge, information, and training for the implementation and continuing use of a direct democracy.

When the United States Constitution was written, the forefathers wrote an all-encompassing and a sweeping document that is still relevant, has stood the test of time, and has withstood the difficulties, controversies, and amendments that have occurred during its existence. But this document was written around 1776 and the society at the time was very different from the society of today. The forefathers, even with all of their foresight and all-inclusiveness were not able to factor in dramatic future changes in technology and, resultingly, in society. They could not have foreseen a future with telephones, radios, televisions, cars, airplanes, jet engines, rockets, computers, the Internet, etc. Now that the new technologies are here and will continue to grow, advance, and be perfected, we need to examine how this affects society, the government, and the Constitution.

In its military campaigns the government of the United States says it wants to promote and protect democracy. But is the United States a democracy? No, it is a republic or a representative democracy. An example of a democracy within the United States federal government is the U.S. Congress where the members debate and vote usually for a simple majority to win a case or a referendum or to pass a bill. When a presidential election is held today well over 100 million people can vote. The United States Constitution created the electoral college for, I have heard, several reasons and one of them is to prevent mob rule (but isn't that what democracy is?) or for a government run by the uneducated (though now, most people are receiving high levels of education in comparison with the past of the forefathers). Another possible reason that the electoral college was institutionalized was because, at the time the Constitution was written, if a national election were to be held, tallying the votes would be an almost impossible task.

Then, a sack of votes, or the results of local voting, would have to be sent by a messenger riding horseback. Just carrying the votes from California (or Georgia, during the time of the 13 colonies) to Washington, D.C. could take weeks, that is, if they ever got to their destination. Today, we live in a very different world where messages are transmitted instantaneously worldwide via telephones, computers, or the Internet.

My idea is not to eliminate the U.S. Congress as it exists now but to add a new section: the Public Assembly. The passage of a bill would require a majority vote in each of the 3 sections: the House of Representatives, the Senate, and the Public Assembly. The difference in the three sections is that the Public Assembly would have many more voters. (A similar concept could be utilized on the state and local levels also). Some might think of the idea as revolutionary but I prefer to call it evolutionary. I think the technology of computers and the Internet is much more revolutionary and what could be more revolutionary and radical than the American Revolutionary War and the accompanying documents of independence? The Iraq War is also revolutionary but it was instigated externally whereas the American Revolution was instigated internally by the local inhabitants who understood the culture in which they lived — and that is a big difference.

After the 2000 Presidential election, and since the Democratic candidate, Al Gore, got at least 530,000 more of the public's votes, it was surprising that, during the aftermath of that election, there was not a movement, or even a discussion, about a replacement of the Electoral College system but apparently most people seem to be accepting of that system at the present time. Also, the concept of the Public Assembly, would not necessarily exclude the existence of the Electoral College, that is a separate issue and it could be decided at some future time to either modify or eliminate that system. With my described idea it would be possible to retain the Electoral College and still have the Public Assembly. The preferred method of implementation of this idea is to proceed in an evolutionary, gradual, and nonviolent way and build the system by avoiding the mistakes of , and building on the successes, of the past.

Basic principles and concepts, such as the laws of physics, are enduring however our interpretation or of their explanations or our theories about them may change over time as well as the methods of implementing some principles. People's attitudes and beliefs as well as technology are always changing, so it can be said the only constant in life is change. As expressed in a Buddhist saying: "you never put your foot into the same river twice." I think the idea of democracy has been constant throughout history but the institutions that implement the principles can be diverse, temporary, or changing. The idea I have presented, the idea of direct democracy, might be thought of as being too new for some people, though it can hardly be said that an idea that originated before 500 B.C. can be thought of as new.

A Curriculum for the Implementation of Direct Democracy

The curriculum would include the concept that democracy is one of the essential principles to be instilled through the educational system and follow the philosophy of essentialism which states that some trends, topics, or subjects are timeless and universal — and are therefore essential to learn — and should always be included in every person's education. The social studies and political science classes would introduce, early in the development of the curriculum — during the elementary school years — the first concepts of democracy as government based on the will of and for the good of the people or society. The curriculum would eventually include the history of democracy beginning with ancient Athens, Greece (and before) and its present forms of use today in various countries and institutions and studies of its various methods of execution. Also included in the course curriculum would be computer skills courses since thorough knowledge of computer and Internet usage would be needed to implement and sustain the continuing use of a direct democracy. Once the system is established and the procedures for its execution are in place and all of the necessary legislation is passed to secure its structure, procedural content, and continuing existence, the voters, or potential voters (who perhaps would require secured registration, training, and perhaps certification to qualify to vote), would learn how to research and read about issues to be voted on at the local, state, and national levels. Computer tutorials could also be developed to teach the learners how this is done and even provide some practice voting sessions and hypothetical situations to which they can respond.

After, and even before and during the discussion and implementation of a direct democracy system, the most important aspect of creating a system whereby the information and training necessary to maintain a direct democracy is to establish a curriculum, including the methods, institutions, and locations to dispense that information. The information could be dispensed in schools, both public and private, in home schooling situations, on the Internet, in books and magazines, and through commercial, governmental, and community organizations. The most wide-ranging method of disseminating this information would be through the public school system and colleges and universities.

The information could begin at home with the parents reading to their children with early learner books. The curriculum could begin with the pre-kindergarten students by having the students vote for what they like by placing balls into baskets and by showing flash cards showing the most basic ideas involved about the concept of democracy. The curriculum could progress up through the school system through the school system: through kindergarten, elementary, junior high school, high school, then through colleges and universities as well as specialized schools, post-secondary institutions, and other forms of adult education.

Though the process can begin in part before that time, the proposed plan could take a generation of time to fully implement — and then it would continue to grow and evolve beyond that — which may sound like a long time compared to a human life span but is in fact a short time in historical perspective (and unnoticeable in the scale of an astronomical or a geological timeline). For now, this method can be done in conjunction with traditional paper ballots but in a generation of time people will be as familiar computers and Internet technology as your father is now with telephones (or now obsolete typewriters and vinyl records).

A Vignette of the Future

From *The Revolution Begins with You*:

This vignette imagines a rebel superintendent in Arizona in the year 2010 expressing her opinion and approach at a teachers' meeting:

"I'm glad to be here today," she begins. "I have the rules and regulations of this school district in my hand." She uncovers the object on the table and begins feeding the sheets into a paper shredder. "Nothing will stand in the way of learning in this community," she continues. "Before you utter the first 'but,' know that I am prepared to march with you from the school board to the state capitol to Washington to get you what you need, and we will take parents and neighbors with us. If I could give you money today, I would. What I can give you is the authority to start a revolution in your classroom, in every classroom and school, in this community. Name a social challenge, and there is a corresponding expectation that public schools will respond: violence, teen pregnancy, public health issues, and religious intolerance. Public schools are asked to address all these controversial issues and more in an increasingly transparent world where all decisions are subject to public scrutiny".

The term and concept of *evolution*, rather than *revolution*, can be used when changes are involved, especially social changes such as changes in the educational system. When change is to occur, a slow and natural growth is always the preferred method rather than a sudden, radical change of events and values, which usually only creates more problems of a different sort (witness the problems that are occurring now and that will continue to occur in Iraq, for example). To disagree with policies and react by destroying documents or, worse, by resorting to violence is usually an uncivilized way of expressing disagreement though at times there can be justification for civil disobedience as was the case with the Boston Tea Party or certain civil rights or anti-war protests especially during the 1960s. Also, sometimes

expressing disagreement by following the prescribed channels of procedure is nonproductive or ineffective since those channels are often devised so that no or little change can actually take place and this is particularly true in highly bureaucratic and centralized societies.

The possibility now exists for revolutionary educational reform to occur in Iraq but with the infrastructure and public morale being destroyed daily it would be almost impossible to implement anything such as a new educational system at the present time. First their immediate biological needs would have to be satisfied and the infrastructure built or rebuilt, developed, and continued and then the processes of the educational system could be attended to. All of these processes would need to be considered simultaneously, not one after the other, but the basic needs (in the order of most to least essential of Maslow's hierarchy of needs: physiological, safety, belonging, esteem, and self-actualization) are the most essential of the needs that should be filled. Students in the United States or developed countries might have a fear or dislike of some aspects of school or of taking tests and so on but in Iraq the students and teachers have the additional fear of school for the reason that a bomb could explode there (or anywhere). The expressed and hidden agenda of introducing a new educational system might be to promote democracy and equality in Iraq (which was originally Mesopotamia — the Cradle of Civilization) and the Middle East but some Islamic fundamentalists think that the hidden agenda is to defeat Islam and replace it with Christianity, making the Iraq War (of 2002 to the present) to them a modern day Crusades.

In *Strategies of Change* Steven Vago states that planned social change, or social planning, consists of three components: targets, agents, and methods. Targets are the intended recipients of change, agents are the initiators or instigators of the change processes, and methods are how the goals of the change processes are implemented and, if successful, achieved. Change agents influence, promote, and implement innovation. Change methods comprise three broad categories according to Vago. The first are empirical-rational strategies which assume that people are rational and follow their mutually beneficial self-interests. The second are normative-reeducative strategies which state that people must change from antiquated ways to new ones. The third are power-coercive strategies which apply pressure using economic, moral, political, or even physical power or force. I think the empirical-rational should be the first attempted method in all cases with the others being resorted to only if it is determined that, for some reason, the empirical-rational is not effective in a particular situation. Of the three components of social change procedures — targets, agents, and methods — the issue of ethics is mostly concerned with the methods used by the agents to affect change in the target group. Effective planned change is change where the desired results of the change agents are achieved. In all cases, the right and civilized way to affect change is through rational, nonviolent methods and a violent approach always leads to disaster.

As previously mentioned, technology and social movements are rapidly changing the world in many areas including educationally, socially, politically, environmentally, economically, and culturally. In the educational field, one example of the new uses of technology is the use of distance learning using online instruction via the Internet. In addition to technology, issues that impact the living and professional environments are the decentralization of all processes, globalization, and the democratization of society. In my idea of teaching and implementing the processes of direct democracy in the United States (as is practiced now in Switzerland, for example), the citizens would have a more direct affect on the legislative and governmental policies under which they must live and these changes would occur and progress at a natural pace.

The following are discussions of **Trend Extrapolation, the Delphi Technique, Scenario Planning,** and **Futuring Trees**.

Trend Extrapolation

Trend Extrapolation is the "identification, collection, and analysis of past and present trend patterns and their probable impact on the future of an organization" (1999, Alexander, W. & Serfass, R.).

Concerning **Trend Extrapolation**, several trends that affect society and educational systems come to mind. Some of these trends are:

New technology — Technology will continue to make the people and machines of the world function faster and more efficiently but it also has the potential of making the world more dangerous.

Population growth — one estimate is that the population will continue to increase at a rate of about one billion people every ten years making the population of 6 billion in the present grow to about 11 billion in the year 2050 and this will have an impact on all facets of society.

Decentralization — The processes of society are becoming decentralized and democratized. This is now possible with new technology and besides making people able to communicate over great distances it also adds a level of security and strength to a population or nation since all of the people and resources are spread around a large area rather than all gathered together into one potential target area.

Globalization — Travel and communications technology are bringing the world closer together and businesses and organizations are establishing their operations worldwide thus creating a blending of local and foreign (foreign to the local culture, that is) cultures into one new world culture.

Diversification of interests and populations — People now have access to a wide range of cultural interests, professions, hobbies, and educational opportunities in which they can engage.

Standardization of services — In order to assure the above mentioned efficiency of technology, labor intensive processes will become more standardized

Henry Ford used the idea of an assembly line, called Fordism, where every worker was essentially equal but performed a specialized function in the production process and F.W. Taylor (1949) studied a lateral, rather than top-down, system of production, with labor being distributed in a lateral net-work rather than a hierarchy.

A. Chandler's study "*Strategy and Structure* (1962) shed light on the American corporation, focusing on General Motors (headed by A. Sloan in the 1930s) and du Pont. Chandler analyzed the defects of the centralized, functionally departmentalized structure and argued that the bigger a company grows, the more inefficient a hierarchy gets because the management can no longer deal with the increasing complexity of coordinating people. He concluded that decentralization will flourish, as it allows large companies to establish an organizational platform for better communication and coordination." (Dafermos, 2001). As a result of this trend, responsibilities within large organizations will be distributed into a series of groups and subgroups all the way "down" to the individual.

With computers, telephones, and other communication and travel technologies it is no longer necessary to put everyone in a company or organization in the same building or location thus physically decentralizing organizations. Relative security from terrorism is another justification for decentralization. The events of September, 11, 2001 showed us that putting many people together in one spot creates a potential target for terrorists. The same argument can be made concerning cities too so that populations will begin to span out all around they countryside thus providing that much more security against any sort of 9-11 attack.

Democratization occurs not only through the ballot box of politics but also in social attitudes and in the capitalization of a free market society where each consumer or potential customer "votes" for a particular product or service with his or her money. Even China is becoming more economically privatized and capitalistic.

Concerning democratization, some, such as many people in the Asian countries, find some aspects of democracy (such as political campaigns) distasteful and undignified. Also, I think some their thinking goes along the lines of: "You wouldn't want an untrained person to pilot your airplane or perform surgery on you, would you?" So I think they think of people running the government as pilots of the "airplane" or ship of a nation and would not want untrained, unqualified people elected by the public running a government. I think some areas of governmental policy need to be determined by experts (but how are those experts to be selected?) — but elected legislators are not expert in all areas either. I think some issues would need to be screened, examined, and written about by expert committees — these are usually people university-educated in specialized subjects — and their policies voted on by a consortium of peers educated within that particular field but other issues can be decided on by the voting public and some issues by certified voters. Guidelines would need to be established (ay, there's the rub) to determine into which categories the issues to be decided on are to be placed.

The North Central Regional Educational Laboratory article, *Policy Issue Scanning — Emerging Policy Issues* mentions the trend toward standardization of curricula (but the customization of methods) and the availability of education to all and the assurance that every student is to receive at least a basic education and it mentions that "customized learning could be the counterrevolution to this current emphasis on standards-based education." The article recognizes a trend toward customized learning which can accommodate different rates and styles of student learning so that individualized learning plans can accommodate different rates and styles of student learning and the use of technology-enabled learning platforms, such as online courses, that connect students to options and resources beyond their classrooms.

The article includes a definition of the phrase "emerging issue" and how one is to scan for signs of an emerging issue so that a good seed can be grown and a bad seed can be either not planted or nipped even prior to becoming a bud. There is also a discussion as to how to initiate a strategic discussion about the future. In initiating change, the article suggests to think about "customizing and expanding learning opportunities", of schools as living systems, and of schools within social and historical context. The article asks: "What signs of leadership do you already see emerging in response to these issues?" and "What conditions would favor this leadership flourishing?"

In responding to possible future scenarios, the article lists three main issues that have emerged: quality, technology, and equality. This involves supplying quality education to all and the use of technology, such as online courses, to achieve this.

Quality — Impacts of Choice in Education. This also is through the use of technology and access and students will in the future have a wide range of choices with which to achieve their own goals and ultimately their self-actualization.

Technology — Relation of Education to Social Change. This involves the general decentralization of society and of the educational system and the use of the educational system for the democratization of society and for positive social change and reform.

Equality — Provocative Ideas in the Present

.

The Delphi Technique

The Delphi Technique is "a multi-step systematic process for extracting expert intuitive expectations of alternative futures" (1999, Alexander, W. & Serfass, R.) through the use of a series of expert panels.

The Delphi Technique alludes somewhat to the issue of fortune telling referred to previously but in this case the fortune telling, or guessing, is done by panels of experts. The term Delphi Technique refers to the perhaps mythical psychic forecaster of ancient Greece from the Greek mountain temple city of Delphi. The difference is that the oracle there, during those times, obtained the information through divine connection or introspection whereas the expert panels derive their information through educated guessing and speculation.

The Delphi Technique could also be considered as similar to a jury in a court of law or a jury of judges in a juried event such as an art show or a sports event. However, the difference is that a jury in a court of law is more or less a random collection of judges who are not specialists and who are not necessarily a jury of peers — as they are often purported to be — whereas a panels of experts are trained and experienced within a particular discipline or area of study. The panel of experts can try to not only foresee the future but also can suggest guidelines to be used with which to arrive at a desired future goal and suggest ways of avoiding potential pitfalls. The Delphi procedure involves a series of discussions and questionnaires, some of which can be anonymous, to obtain information from which decisions are made, conclusions are drawn, and forecasts are developed.

The Merriam-Webster Dictionary (2004) definition of "expert" is "one with the special skill or knowledge representing mastery of a particular subject". Though there might be some semantic variations of the term, that definition does not necessarily include the qualities of vision or imagination though there may be some individuals that are both expert and visionary. The visual arts, writing, and leadership (and others, including music) can have people who function at an expert level but the great practitioners of the arts would have what could be referred to as talent (or genius if they achieve a level or insight beyond that which has been previously achieved) and the experts in those areas mostly — mostly — would perform analytical, theoretical, or historical research functions related to those disciplines and a few of those might also be practitioners of those mentioned disciplines.

We are today still concerned with the issues such as genetic engineering (cloning and stem cell research), climate change (global warming including the new movie about the subject, The Day After Tomorrow), germ warfare (al-Qaida and others), and how the countries of India and China were working to create nuclear weapons (we are still concerned about nuclear weapons in these countries as well as the

search for weapons of mass destruction in Iraq and North Korea, among others). Unfortunately, much of the weapons of mass destruction information concerning the middle east was obtained via word of mouth from defectors from those countries rather than from experts so more expert knowledge could have been used in those pursuits. There are also ethical issues associated with entrusting experts with potentially harmful information such as what occurred recently, in Pakistan where it was revealed that the head nuclear scientist there had been selling nuclear material, technology, and technological information to various governments including Iran and North Korea over the past several years.

Expert scientists and scholars generally base their thoughts on history and on their collective knowledge and experience within their field of expertise. However, experts are generally regarded for the above mentioned values and not for their imagination or visions of the future and they generally tend to mention what can not be done rather than what can or should be done based on precedents and their knowledge of history within their field.

Experts should be highly regarded within the fields of their endeavors and they are repositories of relevant information within the field of their expertise and they are expert mostly in the areas of history and factual information. An expert should be highly educated — usually educated within a formal educational setting but also, possibly, within an empirical or experiential environment — within the field of their expertise. The experts, however, are generally not known for their imagination, innovation, and creativity, and that is where the ordinary citizens, as well as visionaries, artists, writers, and the like, come into play as they can submit ideas for the experts' scrutiny for plans for the best possible future for the most people. This process also demonstrates the value of democracy, the Internet, and other new technologies. If two heads are better than one then how much better are 6 billion heads (or selecting from 6 billion heads)? A good future might include some factor of luck, or being in the right place at the right time, but more often than not, it is the result of careful planning and the systematic execution of those plans. So experts and scientists, in concert with other sources, can play a vital role in guiding — if not predicting — the present towards a desirable future.

My idea of proposing and developing a direct democracy system would involve continuous panels of experts and this could be considered a type of a Delphi method. The previously mentioned extrapolated trends (new technology, population growth, decentralization, globalization, diversification of interests and populations, and standardization of services) would be incorporated into the future plan development process. After, and even before and during the discussion and implementation of a direct democracy system, the most important aspect of creating a system whereby the information and training necessary to maintain a direct democracy is realized, is to establish a curriculum — including the methods, institutions, and locations — to dispense that information. The information could be dispensed in schools, both public

in home schooling situations, on the Internet, in books and magazines, and through commercial, governmental, and community organizations. The most wide-ranging method of disseminating this information would be through the public school system and colleges and universities.

The concept would involve exploring what methods have been used previously to establish direct democracies (which are defined as the public voting directly on issues rather than through elected representatives who can, after being elected, vote any way they choose.), the history of democracy beginning with ancient Greece, and establishing a curriculum to be used to teach the principles and techniques of direct democracy in schools — primarily through social studies and political science classes. This could be achieved through a series of discussions, panels, and questionnaires involving a wide variety of stake holders and educated experts within given fields. The surveys and questionnaires could be given to the general public, politicians, and specialists within specified areas. Concerning how to introduce, implement, develop, and sustain a direct democracy by utilizing the educational system, the process would involve obtaining ideas from social studies and political science teachers for developing a curriculum. One approach would be to send an e-mailed questionnaire to Social Studies and Political Science teachers in public and private schools who teach levels from kindergarten to the twelfth grade and to those who teach in the post-secondary and adult education learning environments. The questionnaire could contain closed-ended and open-ended questions in addition to a blank suggestion space at the end of the questionnaire where the instructors can add any thoughts that they may have on the subject.

As the concept of direct democracy develops, and as it comes into daily use, there would constantly be the need for the advice of expert opinion. In areas of specialized knowledge, in medicine for example, governmental policies would need to be derived from experts within those areas and those ideas could be exchanged though the procedures of the Delphi Technique.

The process could be used for each of the above-mentioned areas of development and for the maintenance of a system of direct democracy but the initial example of a survey of teachers is mentioned here:

Select a Team:

    This would be a team of educators and government workers

Identify the Main Issue:

    How to teach the history, concepts, and procedures of direct democracy in schools and alternative methods.

Develop a Questionnaire:

    Suggestions for questions are submitted by a collection of authors.

Select a Panel of Experts:

    A panel of governmental and educational experts selects the questions for the questionnaires.

First-Round Survey (Appendixes III and IV) and Tally:

    These are collected from paper and emailed surveys

Second-Round Survey and Tally

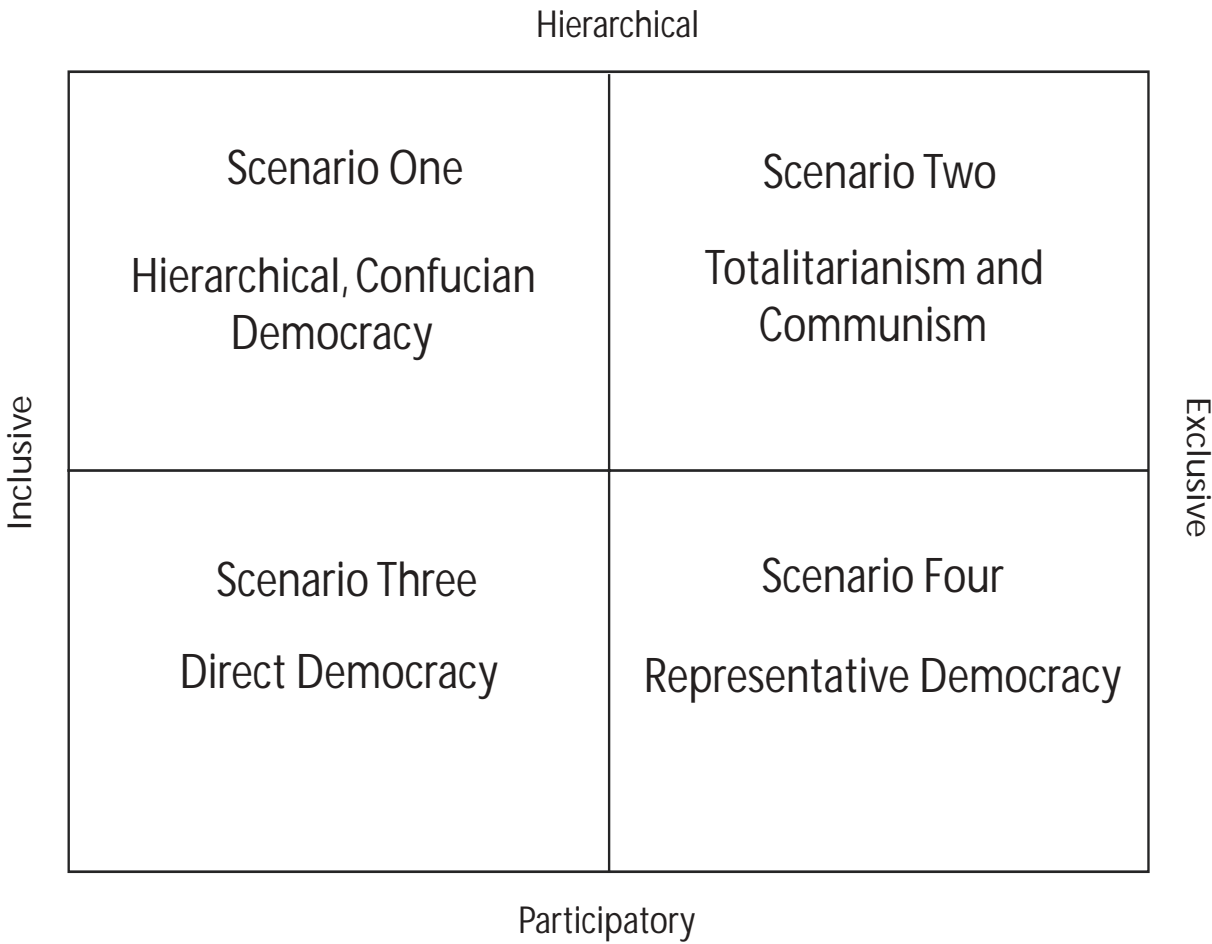Third-Round Survey and Tally

Interpret the Results:

    These are interpreted by the initial team, the panel of experts, and a third panel formed for the purpose of interpreting the results.

Scenario Planning

Scenario Planning is "a process for developing stories or a likely series of events that provide probable futures for the purposes of decision making" (1999, Alexander, W. & Serfass, R.)

Four possible future societal scenarios are listed below:

Scenario 1: eastern-style hierarchal, Confucian democracy

Scenario 2: totalitarianism, communism

Scenario 3: direct democracy

Scenario 4: representative democracy

Hierarchical

Scenario One Hierarchical, Confucian Democracy	Scenario Two Totalitarianism and Communism
Scenario Three Direct Democracy	Scenario Four Representative Democracy

Inclusive (left) — Exclusive (right)

Participatory

The Operational Characteristics of Scenario Planning

Step 1: Select the right team — This concept is somewhat similar to the Delphi Technique with a team of people envisioning the future but the scenario planning team could also include people who are not necessarily categorized as experts but who have a participatory interest in the issue(s) involved and this group could also contain imaginative and creative artists, writers, and visionaries.

Step 2: Identify the main issue to resolve. It is a good idea to have a focus for the scenario but conceivably the scenario could contain several issues but usually one would rank as the most important. My particular project involves having teachers create scenarios for introducing, implementing, and sustaining a type of direct democracy though the facilities of the educational system.

Step 3. List the key factors in the environment. Today, the main issues often involve technology, the economy, democracy, access to education, quality versus quantity, among others.

Step 4: Rank key factors. This is a ranking of the above-mentioned key factors in the order of most to least important. For my project I would have the ranking in descending order as: democracy, social issues, technology, the economy, access to education, quality versus quantity.

Step 5: Determine axes of uncertainty. These are opposite, contrary, or opposing views. These can include war and peace, stability and instability, etc. And in societal structures: hierarchal as opposed to participatory systems and inclusive as opposed to exclusive systems.

Step 6: Develop scenarios. These are usually arranged in groups of four positioned in the four quadrants of the x and y axes configuration.

Step 7: Analyze and interpret scenarios. The team assesses the scenarios based on practicality, feasibility, probability, utility, etc.

Hypothetical Scenarios of the year 2030

Scenario 1 Hierarchical democracy

This is a hierarchical system derived predominately from the oriental philosophy of Confucius (551-479 BC) joined with the concepts of democracy as first formulated in Athens, Greece (circa 500 BC) and guided by the demands a capitalistically fueled market economy. The educational system is a combination of state-supplied public education with private institutions providing educational enhancements. The economics of this system is a union of public and private funding and utilizes the ever accelerating advances of technology.

Scenario 2 Totalitarianism and Communism

This system is centralized and theoretically derived from the philosophy of the German philosopher, Karl Marx and unquestioning devotion to the state and its leadership is required of all citizens. The educational system is also centralized and all texts, curriculum, and funding emanate from the state. Religious concepts are not allowed to be discussed, however, philosophical concepts are allowed to be discussed in the educational system but students, teachers, and citizens must take an oath to support the official state doctrine. All technological, political, and economic endeavors exist for the glorification and maintenance of the state.

Scenario 3 Direct democracy

The United States — as well as many other nations — is adopting a direct participatory, rather than a representative, form of democracy in determining legislative decisions thus adhering more closely to the concepts of democracy as originally envisioned. The United States Congress, as a result of many referendums, petitions, letters, and public demand has now passed the 28th amendment to the United States Constitution which establishes the Third House of Congress which is composed of qualified voting members of the Public Assembly and whose combined votes count as 1/3, along with the House of Representatives and the Senate, in determining the passage of legislative bills. The educational system supplies the training and education of all citizens who are eligible, as registered voters with a special certification, to become voting members of the Public Assembly. The economy functions according to the principles of Adam Smith's concept of capitalism and the free market system and the economic system is funded by public and private sources.

Scenario 4 Representative democracy

The society has maintained the status quo —though some think it has stagnated— of the political climate carried over from the beginning of the millennium in the year 2000 and the representative democratic system of the United States prevails though the economy continues to suffer as a result of the on-going war against the Arab and Islamic League, which began with Iraq in 2003 but has since been joined by 11 other Arabic and Islamic aligned associations of nations amounting to a sort of prolonged world conflict. Though technological advances continue to occur, the economy, as well as the educational system, has suffered also since many of the nations resources have been devoted to that conflict.

Hypothetical Scenarios of the year 3000

Scenario 1 Hierarchical democracy

Society and technology continue to develop rapidly and the hierarchical structure based on the Confucian philosophy are successfully integrated into a world culture where modified English (joined with verbal units of other languages) remains the international language and everyone on Earth is connected by communication technology. The economic system, based on Adam Smith's concept of capitalism and free markets, prospers and the educational system continues to progress.

Scenario 2 Totalitarianism and Communism

The state continues to rule but now computer-based systems and decisions are ruling the state so that ,in effect, human society is governed by machines. The effect of society's endeavors is that money within the economy is dispersed so that, according to communist doctrine, everyone has more or less an equal share of the world economy regardless of their position or role within society. Nature has been relegated to the position as servant to mankind's aspirations and, resultingly, natural resources are diminishing quickly. The state continues to combine all nations into one centrally administered government and centrally administered state-owned enterprises. Children continue to be raised by the Family Unit Division of the Central Committee and educated in Communal Learning Combines. The educational system continues to be funded from a centralized system and continues to extol the virtues of the state.

Scenario 3 Direct democracy

As a result of computer technology the world is connected via computer and legislative decisions are, after a period of debate, are determined by a click of a button by the voting members of the legislature. The economy continues to follow the laws of supply and demand and most of the international conflicts have been resolved as the public is against such conflict and violence and most are interested in their own — as well as mankind's — survival. The economy and the educational system continues to prosper and knowledge continues to be added to the knowledge base.

Scenario 4 Representative democracy

The elitism, squabbles, and power struggles of representative government continue and the world continues to plunge into economic turmoil as international conflicts — with the additional threat of the technologies of destruction — continue to escalate which drain the economy, the environment, and the supply of natural resources. The economic and educational system continue to be secondary to the political conflicts that occur between politicians.

Futuring Trees

A futuring tree provides "a process for connecting an organization's future state with its present state through a network of pathways working from the future to the present. (1999, Alexander, W. & Serfass, R.).

A futuring tree is defined as a diagraming of network pathways moving from the desired future goal to the present conditions.

The purpose of constructing a futuring tree is to identify a future goal and then determine what pathways would have been necessary to achieve that desired goal by reasoning backward towards the present.

The operational characteristics of a futuring tree are that the process begins with the desired future state, that vision and strategic methods to achieve a goal are required, that the analysis proceeds in reverse from the future to the present and presents a network of possibilities that occur through phases of development.

The structure of a futuring tree is analogous to the branching of a tree with the trunk being the future and the branches moving toward the present.

One example of constructing a futuring tree is the space flight program where an organization, such as NASA, determines a future goal such as a planetary space flight, and then thinks back from that goal to the present to determine how that goal can be achieved.

The concept of futuring trees reverses the concept of working towards the future and takes the various routes (that originated from the present) backwards from the future to the present (now). The futuring tree method is similar to the method of following dropped breadcrumbs to arrive at the current destination's point of origin, as was done by Hansel and Gretl in finding their way back home, or the deductive reasoning methods of Sherlock Holmes to uncover the perpetrator(s) of a crime by working backwards from the committed crime to the present condition. The futuring tree method also brings to mind the phrase "All roads lead to Rome" since there can be innumerable routes to arrive at one particular destination, which, in the case of futuring trees, is the desired and attained future state. And, since, to use another familiar phrase, there are a million ways to skin a cat, there are likewise an uncountable number of possible routes that can be taken to arrive at the desired future destination.

The process for constructing a futuring tree could involve the following steps.

1. Establish an Appropriate Cross-Functional Team.

2. Develop Key Vision Themes.

3. Define the Present State.

4. Begin the Branch Point Network.

5. Analyze Theme One.

6. Analyze Themes Two, Three, and Four.

7. Form the Completed Network.

8. Identify Priority Pathways.

9. Develop an Action Plan.

In the future scenario as illustrated by the futuring tree, society evolves toward the practice of the democracy that almost everyone says they believe in (yet which exists only on a small and local scale such as within a legislature or a small organization), a world exempt from the petty, and potentially deadly — for the ruled populace — conflicts between politicians. To trace the development from the future of direct democracy back to the present, we would first need to conduct the journey from one situation or location and I would choose the United States of America for the purposes of this futuring tree. Today the United States has a complicated system of local, state, and federal legislatures and a government roughly divided into an executive, a legislative, and a judicial branch. The purpose, it is said, of a democracy is govern according to the will of the people, a concept developed around 500 BC in Athens, Greece. This is now accomplished by electing people who try to think like the majority of the people who elected them on every issue, which is in actuality, an impossible task. Also, it is done by conducting random opinion polls such as the Gallup or Harris polls to get a general idea of what the public is thinking. Only recently has technology offered the possibility of rendering the public's desires directly, however, this idea is too new to be absorbed into and accepted by the collective consciousness at the present time and needs time to be explored and then accepted. As every individual's strongest drive is the drive for survival, so too the strongest drive of the collective consciousness of society is the drive for survival of human society and it is therefore logical to assume that the majority of a society will elect to choose those behaviors and conditions that are the most beneficial to the sustenance of the human race.

For these reasons, a government of, by, and for the people is the preferred method of governance.

Futuring Tree

Direct Democracy 2020

a government of, by, and for the people: the Constitution is amended.

philosophical obstacles overcome

technological obstacles overcome

security issues solved

books, guidelines, opinions, suggestions published

Constitutional amendment proposed

public confidence and acceptance of the concept

training students and citizens to be voting members of a direct democracy

funding established

books circulated

funding continued

government structure developed

educational curricula developed

Constitutional amendments written

action plans developed

training with software tutorials

direct democracy seminars

Constitutional amendments drafted

consortiums

educational conferences

computer virtual elections

websites established

trial elections

brain-storming

think tanks

discussions of literature on the subject

petitions tallied

funds raised

referendums voted on

public opinion tallied

educational system's assessments gathered

relevant books, articles, and artwork created.

petitions circulated

funding methods discussed

referendums written

discussions in schools

debates and discussion

software developed

Contemporary Representative Democracy

Year	Phase
2020	
2018	
	Approval Phase Six
2014	
	Collect Data Phase Five
2012	
	Activities Phase Four
2010	
	Strategies Phase Three
2008	
	Objectives and Data Phase Two
2006	
	Goals and discussion Phase One
2004	

Richard Bloodworth

Conclusion

One idea that should be considered concerning looking into the future is that if someone really had the ability to see the future, or if they could ride in H.G. Well's Time Machine, and if they saw something horrible, catastrophic, or tragic — as far as human occurrences are concerned — then they would be tormented by the fact that nothing could be done to alter the foreseen future, otherwise, if they *could* change the course of events to prevent the horrible foreseen future, then what they saw was *not* the future. Futuring can also involve exploring possible, multiple future scenarios (similarly, a movie, The Butterfly Effect, explores the idea of multiple histories on a personal level). It might be best, as mentioned in the scenario building and futuring tree sections, to suggest possible futures and then do what needs to be done to achieve the desired future goal.

Concerning the implementation of a direct democracy: democracy was discussed by Socrates and written about by Plato in Republic, Aristotle in Politics, Machiavelli in The Prince, Locke in Essay Concerning Human Understanding and Two Treatises of Government, Montesquieu in The Spirit of Laws, Hobbes in Leviathan, Rousseau in The Social Contract, and Thomas Jefferson in his writings. Democracy was first used in Athens, Greece before 500 B.C., where each citizen voted directly on all legislative issues, thereby being a true democracy. Direct participatory democracy was considered impractical before now, primarily because there was no technology to supply it. Now, with computer and Internet technology, there is. Computer and Internet technology can supply the forum for the voting of citizens to occur and schools and community and governmental organizations can supply the knowledge, information, and training for the implementation and continuing use of a direct democracy.

The book, *Futuring Tools for Strategic Quality Planning in Education,* describes seven futuring tools — Trend Extrapolation, the Delphi Technique, Morphological Analysis, the Crawford Slip Method, Scenario Planning, Cross-Impact Analysis, and Futuring Trees — which, to be effective, should satisfy criteria of functionality, simplicity, time-testedness, and interconnectivity. The future can be looked into by psychics, dreamers, visionaries, and artists and it can be planned by ordinary people, experts, and organizations using the above mentioned futuring methods.

The future will always be a mystery and unknowable but we can use futuring methods to plan for and affect a future partly of our own making.

References and Bibliography:

Alexander, A. & Serfass R. (1999). *Futuring Tools for Strategic Quality Planning in Education*. Milwaukee, Wisconsin: Quality Press.

Aronowitz, S., Martinsons, B., Menser, M., and Rich, J. (1996). *Technoscience and Cyberculture*. New York and London: Routledge.

Becker, T. & Slaton, C.D. (2000). *The Future of Teledemocracy*. Praeger Publishers.

Benhabib, S., and Dallmayr, F. (1990). *The Communicative Ethics Controversy*. London: The MIT Press.

Blaug, Ricardo (1999). *Democracy: Real and Ideal, Discourse Ethics and Radical Politics*. Albany, New York: State University of New York Press.

Bowler, S., Donovan, T. & Tolbert, C. (1998). *Citizens As Legislators: Direct Democracy in the United States*. Columbus, OH: Ohio State University Press.

Bowler, S, & Donovan, T. (2001). *Demanding Choices: Opinion, Voting, and Direct Democracy*. Ann Arbour, MI: University of Michigan Press.

Browning, G. & Powell, A.C. (2002). *Electronic Democracy: Using the Internet to Transform American Politics*. Cyberage Books.

Budge, Ian. (1997). *The New Challenge of Direct Democracy*. Polity Press.

Bushell, Sue. (2003). *Where to Now for E-Voting?* Retrieved January. 24, 2004 from: http://www.cio.com.au/index.php?id=405941257&eid=-601

Caldwell, John Thornton. (2000). *Electronic Media and Technoculture*. New Brunswick, NJ: Rutgers University Press.

Castells. *Information Technology, Globalization, and Social Development.*

Chomsky, N. (1994). *Democracy and Education*. Retrieved January 24, 2004 from http://www.zmag.org/chomsky/talks/9410-education.html

Corrado, A. & Firestone, C.M. (1997). *Elections in Cyberspace: Toward a New Era in American Politics.* Aspen, CO: Aspen Institute Publications Office.

Cronin, Thomas E. (1999). *Direct Democracy: The Politics of Initiative, Referendum & Recall*. Cambridge, MA and London: Harvard University Press.

Becker, T. & Slaton, C.D. (2000). *The Future of Teledemocracy*. New York: Praeger Publishers.

Dafermos, G. (2001). *Management and Virtual Decentralized Networks: The Linus Project*. Retrieved March 30, 2004 from http://www.firstmonday.dk/issues/issue6_11/dafermos/#d2

Dewey, John. (1997). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press, Simon & Schuster.

Dillman, Don. (2000). *Mail and Internet Surveys: The Tailored Designed Method*. New York: John Wiley & Sons, Inc.

Fossedal, Gregory A. (2002). *Direct Democracy in Switzerland*. Transaction Publications.

Gerber, E. R., Lupia, A., McCubbins, M.D. & Kiewiet, D.R. (2000). *Stealing the Initiative: How State Government Responds to Direct Democracy*. Prentice Hall.

Haskell, John. (2000). *Direct Democracy or Representative Government?: Dispelling the Populist Myth*. Boulder, CO: Westview Press.

Heaney, Thomas. *Adult Education for Social Change: From Center Stage to the Wings and Back Again*. (1996). Retrieved on January 15, 2004 from http://www.nl.edu/ace/Resources/Documents/ERIC1.html

Isin, Engin F. (2000). *Democracy, Citizenship and the Global City*. New York and London: Routledge.

Lebihan, Rachel. (2003). *Arm Twisting to Hinder Home Electronic Voting*. Retrieved on October 24, 2003 from http://www.zdnet.com.au/newstech/communications/story/0,2000048620,20265293,00.htm

MacNamara, O'Donnell. *Developing e-Citizens and e-Consumers, an Irish e-Commerce Case Study*. http://66.218.71.225/search/cache?p=The+E-citizen.+Instructional+Technology.,+Lee,+John+K.++&sub=Search&ei=UTF-8&url=fe_aPyZrSDAJ:www.efmd.be/learninggroups/chapter/eisb2001proceedings/pdfs/MacNamara%2520%2520O%27Donnell%2520.pdf

Mautner, Michael Noah. (2000). *A Constitution of Direct Democracy : Pure Democracy and the Governance of the Future ~ Locally and Globally*. Legacy Books.

McRae, Hamish. (1994). *The World in 2020: Power, Culture, and Prosperity*. Boston: Harvard Business School Press.

Mitchell, William J. (2000). *E-topia.* London: The MIT Press.

Naisbitt, John. (1997). *Megatrends Asia.* New York: Touchstone.

North Central Regional Educational Laboratory. *How to Identify and Explore Emerging Issues, Vignettes: The Revolution Begins with You.* Retrieved April 18, 2004 from <http://www.ncrel.org/policy/emerg/over.htm>

Patrick. (2003). *Recent Email from a Swiss Citizen*. Retrieved on January 17, 2004 from http://www.vote.org/swiss.htm

Plato. (1998). *Republic.* New York: Oxford University Press.

Rousseau, Jean-Jacques. (1999). *The Social Contract.* New York: Oxford University Press.

Salant, P. & Dillman, D. (1994). *How to Conduct Your Own Survey*. New York: John Wiley & Sons, Inc.

Shamos, M.I. (1993). *Electronic Voting — Evaluating the Threat*. Retrieved October 15, 2003 from http://www.cpsr.org/conferences/cfp93/shamos.html

Smith, Russell. *Electronic Voting: Benefits and Risks*. (2002). Retrieved October 24, 2003 from http://www.aic.gov.au/publications/tandi/ti224.pdf Stirner, M. (1967). The False Principle of our Education, or, Humanism and Reform. Colorado Springs: Ralph Melees Publisher.

Toffler, Alvin. (1980). *The Third Wave*. New York: Bantam Books.

Vago, Steven. (1999). *Strategies of Change.* Chapter 9: Social Change. Pearson Educational, Inc.

Wilhelm, Anthony G. (2000). *Democracy in the Digital Age: Challenges to Political Life in Cyberspace*. New York and London: Routledge.

Webliography

Corporate Facilitation from the BREFI group. Retrieved May 12, 2004 from <http://www.brefigroup.co.uk/facilitation/scenario_planning_articles.html>

Don't Stop Thinking about Tomorrow. from CIO. com. Retrieved May 12, 2004 from <http://www.cio.com/archive/010100/stop.html>

Futures Resource Pack. Retrieved May 19, 2004 from www.fastfuture.com/Docs/FFV_Futures_Resource_Pack.doc A list of links and resources related to futuring and studies concerning the future.

How to Control People. (2004). Retrieved on April 5, 2004 from <http://www.apfn.net/messageboard/01-18-01/mbs.cgi.720.html>

Jigsaw Project. (2002). *Creating our Future*. Retrieved May 19, 2004 from <http://www.communitybuilders.nsw.gov.au/download/jigsaw_final_report.pdf> A project with several future scenarios, mostly for the year 2020, and how to arrive at them.

Kerry M. Joels, Kerry. (2004). Future Studies: *An Interdisciplinary Vehicle for Space Science Education*. Retrieved May 26, 2004 from <http://www.jsc.nasa.gov/er/seh/future.html>

List, Dennis. (2001). *Multiple Pasts, Converging Presents, and Alternative Futures*. Retrieved May 19, 2004 from <http://business2.unisa.edu.au/innovres/papers/brasov.htm> Various methods of futuring techniques.

Outward Insights. Retrieved May 12, 2004 from <http://www.outwardinsights.com/> "We offer a host of solutions to help you anticipate-rather than react to-external threats and opportunities."

Rausch, Erwin. (1994). *Simulation and Games in Futuring and Other Uses*. Retrieved May 19, 2004 from <http://www.futurovenezuela.org/_curso/14-games.pdf> Simulated futuring specifically in relation to computers, games, virtual reality, game theory and business and societal future scenarios.

SekretariatProf.grat. University of St. Gallen. Retrieved May 12, 2004 from <http://www.sgzz.ch/home/links/scenplan.htm>

Smyre, Rick. (2002). *Democracy in a Learning Mode*. from the South Carolina Export Consortium. Retrieved on April 5, 2004 from <http://tartan.communitiesofthefuture.org/articles/cotf-plwb-11b.html>

Workshop for the Delphi Technique. (2004). Retrieved on April 5, 2004 from <http://www.propertyrightsresearch.org/articles4/workshop_for_the_delphi_techniqu.htm>

http://www.ericfacility.net/ericdigests/ed410176.html. This site involves global trends in civic education for democracy and explores the instruction of core concepts and comparative analyses of democratic systems worldwide and the development of participatory skills for the implementation of democratic processes.

http://www.civiced.org/articles_indonesia.html. This site discusses global trends in civic education procedures and effectiveness of civic education as practiced in Indonesia.

http://www.bf.rmit.edu.au/kgeiselhart/e-_democracy_resources_.htm This site by Steven Clift lists links and references to e-democracy and e-government.

http://faculty.washington.edu/stkerr/ethb94.htm This site is from the *Handbook of Research on Educational Technology*. This chapter, Toward a Sociology of Educational Technology is by Stephen T. Kerr of the University of Washington and describes the development and use of technology in education and its sociological implications.

http://ultibase.rmit.edu.au/Articles/may01/geiselhart1.htm In the article, Teaching Technology to Share, Karin Geiselhart discusses technology, education, and democracy in the information age.

<http://www.cpre.org/Publications/rb05.pdf> An article referring to decentralization in society and in education mostly from the *Center for Policy Research in Education* (CPRE).

<http://www.developmentgateway.org/node/130685/?> This site involves E-government and E-democracy issues worldwide.

<http://www.enc.org/focus/partners/document.shtm?input=FOC-001876-index> Online lesson plans, student activities, and teacher learning tools from the *Eisenhower National Clearinghouse for Mathematics and Science Education* (ENC).

<http://www.lancs.ac.uk/staff/trowler/links.htm> A list of links, websites, and resources related to educational research provided by Lancaster University of the U.K.

<http://web.wested.org/online_pubs/po-00-03.pdf> An article concerning educational funding from WestEd (wested.org).

Websites pertaining to democracy

http://www.developmentgateway.org/node/130619/?page_id=3647 (worldwide egovernment)

http://thomas.loc.gov/ (the proceedings of the U.S. Congress and egovernment development)

http://egov.mit.gov.in/ (egovernment in India)

http://www.abc.net.au/ola/citizen/interdemoc/republic.htm

http://www.veritasdigital.com/ad_online/participatory.html

http://www.cpsu.org.uk/downloads/Modernising%20Background.pdf

http://www.publicus.net/ebook/

http://www.mail-archive.com/do-wire@tc.umn.edu/msg00045.html

http://policy.womenspace.ca/activities/brainstorm/policy/

http://www.analysphere.com/21Oct00/democracy.htm

http://www.statskontoret.se/gol-democracy/links/Popular/

http://www.itac.ca/client/ITAC/ITAC_UW_MainEngine.nsf/object/Imperative/$file/Agnew.pdf

http://www.one2one.co.nz/edemocracy.html

http://www.politics.tcd.ie/courses/undergrad/bcc/portal/egovernance.html

http://www.internetnz.net.nz/members/lists/isocnz-council-tidbits/2000-August/000012.html

http://www.flaxroots.net.nz/2000/papers/2000-PaulHughes.html

http://www.context.co.nz:8080/newsItems/viewDepartment$Participatory+Democracy

http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/00/dec/scott.html

http://www.diverdiver.com/2003_03_07_diverdiver_archive.html

http://www.democracy-online.org/

http://www.washingtonpost.com/ac2/wp-dyn/A8287-2003Feb26

http://lists.essential.org/1995/info-policy-notes/msg00137.html

http://mondediplo.com/1998/12/03bensaid (third way government)

http://www.jhu.edu/news_info/news/topic/politics.html (online voting)

http://lone-eagles.com/democracy.htm (list of related links and sources)

http://www.democracy-online.org/ (another list of related links and sources)

http://egov.mit.gov.in/ (egovernment development in India)

http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml

http://www.bris.ac.uk/Depts/Philosophy/UG/ugunits0102/rousseau.html

http://www.wabash.edu/Rousseau/WorksonWeb.html

http://www.sosig.ac.uk/roads/subject-listing/World-cat/philpol.html

http://www.bu.edu/wcp/Papers/Poli/PoliFeld.htm

http://www.bu.edu/wcp/MainPoli.htm

http://www.bu.edu/wcp/Papers/Poli/PoliBuch.htm

http://oregonstate.edu/instruct/phl302/texts/locke/locke2/2nd-contents.html

http://www.sosig.ac.uk/roads/subject-listing/World-cat/demgovt.html

http://www.ancientworlds.net/aw/Post/32871

http://www.radford.edu/~wkovarik/class/300/300pix/300.ideas.html

http://teachers.ausd.net/antilla/philolinks.html

http://plato.stanford.edu

http://www.rep.routledge.com/index.html

http://www.bris.ac.uk/Depts/Philosophy/Dept/journals.html

http://www.bris.ac.uk/DeptsPhilosophy/Dept/Links.htm

http://www.bris.ac.uk/Depts/Philosophy/VL/index.html

http://web.mit.edu/polisci/www/research/goodness.html

http://etext.virginia.edu/jefferson/quotations/jeff0600.htm

http://www.anova.org/

http://www.developmentgateway.org/node/130619/?page_id=3647

http://www.pdemokracie.ecn.cz/cs/doc/Statut-ang.doc

http://edemocracy.meetup.com/members/878

http://dmoz.org/Society/Politics/Democracy/Direct_Democracy/

http://www.dominion-web.com/directory/Top/Society/Politics/Democracy/Direct_Democracy

http://www.free-project.org/connect/links/

http://www.election.com/

http://www.votehere.net/

http://www.lib.ied.edu.hk/edarticle/civic.htm

http://edu.uwe.ac.uk/cred/bibliographic/papers.asp

http://www.egov.vic.gov.au/Research/ElectronicDemocracy/voting.htm

http://www.louiseferguson.com/resources/evoting.htm

http://web.mit.edu/voting/

http://web.mit.edu/newsoffice/nr/2001/voting2.html

Appendix I

A Curriculum for the Implementation of Direct Democracy

Following is a possible curriculum that could be revised, amended, and expanded to accommodate changing instructional requirements and changing new technology as well as changing and evolving informational content:

Pre-kindergarten: Flash cards with pictures depicting basic concepts and people and places associated with democracy. Voting by raising hands, clapping, shouting, or placing balls in a basket to show what they like as shown from pictures of the objects (such as apples, cake, hamburgers, lemons, music, etc.)

Kindergarten: Vote by placing softball size balls in a container. Flash cards with pictures and words of basic concepts of democracy.

First grade: Vote by placing ping pong balls in a container. Vote by writing letters. Flash cards with words of leaders of history, places and events associated with democracy. Elect students for class duties for each student such as erasing the board, closing the windows, turning off lights, sweeping, etc. These duties can be rotated monthly.

Second grade: Vote by writing letters, numbers, and then names.

Third grade: Vote by writing names of the students and of objects voted on. For instance, for the question: "What do you like?", the students write what they like such as "ice cream", etc. Eventually, sentences are used.

Fourth grade: Vote for class officers and class duties. Students write sentences on what they want to vote for and why. Read political news for children in Weekly Reader, Yahoo Kids' page, etc. Draw pictures and write paragraphs about democracy in the U.S.

Fifth grade: Vote for class officers and class duties. Voting by printed forms or writing names of people or objects voted on. Introduction of the early history of democracy, around 500 B.C. in Athens, Greece. Draw pictures about fora in ancient Greece. Read Political news in Weekly Reader, Yahoo Kids' news, some newspapers and read about the history and practices of democracy in the students' social studies text books.

Sixth grade: Vote for class officers with ballots. Introduction to computers, software, using the Internet for searching and researching information, introduction to Internet for voting. Write essays and draw pictures about democracy, history related to democracy, and political topics in the U.S. and the world.

Seventh grade: Vote for class officers and duties with computer and Internet technology. Study issues to be voted on. Vote for issues of the past. Vote for some current issues. Write essays on democracy, history, political topics, current invents, and new ideas of how society should be constructed. Read the Declaration of Independence and a summarized version of the United States Constitution. Memorize some quotations associated with democracy.

Eighth grade: Political Science and History readings and discussions about direct democracy. Magazine articles, newspaper articles, and Internet searches about direct democracy. Find an international pen pal to discuss direct democracy with via the Internet.

Ninth grade: High school clubs established: Democracy Club; Political Science Club; Political Philosophy; clubs for Democrats, Republicans, Green Party, Independents, etc. Develop Internet surveys to find public opinion on various topics. Find books and articles about direct democracy and write reports on them.

Tenth grade: Civics discussion of the responsibilities of the voting citizens. U. S. History and Democracy. U.S. Constitution, Declaration of Independence. Terminology relevant to democracy explored, direct democracy explained, duties and responsibilities of the voters. Computer voting Tutorial I.

Eleventh grade: Learn to vote via the computer and Internet. World History of Democracy. Discussion and essays about forms of government throughout history. Continue corresponding with your international pen pal and ask your pen pal to find an additional join your correspondence group to have three way discussions. Find one additional penpal to correspond with via the Internet and discuss all current event topics including direct democracy. Summarized readings of Plato's Republic and the Politics by Aristotle. Read and write essays on Democracy and Education by John Dewey and the Social Contract by Jean Jacques Rousseau. Computer voting Tutorial II.

Twelfth grade: Vote via the Internet. Vote on current and historical national and international issues. Direct democracy procedures examined, explained, discussed. Political Philosophy and duties of and preparation for the voting public. Discussions comparing representative and direct democracy, totalitarianism, Marxism, capitalism, and socialism. Read and write essays on: Direct Democracy: The Politics of Initiative, Referendum, and Recall by Thomas Cronin; Direct Democracy in Switzerland by Gregory Fossedal; Elections in Cyberspace by Anthony Corrado and Charles Firestone and more essays on Democracy and Education by John Dewey. Computer Voting Tutorial III.

Online tutorials

The history of democracy

The philosophy of democracy

Glossary of terminology related to democracy and government

Navigating the computer and Internet for online voting

Computer Voting Tutorial I, II, III

Voting on Referendums, Initiatives, Elections for representatives, and Recalls

Preparation for certificate for a voting member of the Public Assembly

Writing and submitting legislation

Links, resources, publications, and organizations concerning direct democracy

Technical skills for the use of the computer and the Internet related to direct democracy

Below are listed university, post-secondary, adult, online courses, some of which are required, in addition to taking the certificate exams, to become a voting member of the (newly created) public legislature or Public Assembly. One certificate is for the local level, one for the state level, and one for the national level (laws and an amendment would need to be enacted to create such a voting body). The certificate would require at least a high school education or a recognized equivalent, for the person to be a registered voter, All registered voters are able to vote in initiatives, referendums, elections, and recalls but the Public Legislature would require a licensed certificate, similar to obtaining a driver's license or a specialist's license, renewable periodically with minor exams, to become a nonelected member of the Third House of Congress, which will count for 1/3 of the votes of the United States Congress.

University, college, online, and adult courses (with majors in political science with an emphasis on direct democracy and related subjects, some required for a voting certificate)

The growth and development of direct democracy

Writing and submitting legislative bills for a direct democracy

Topics covered in the voting certificate exams

Designing instructional material for direct democracy

The procedures for voting in a direct democracy

Political philosophy and direct democracy

The use of direct democracy in Switzerland

Procedures and precedents for amending the U.S. Constitution

The world history and use of direct democracy

The use of direct democracy in governments and organizations worldwide

Referendum, Initiative, Election, and Recall

Methods of informing the public on legislative and di d issues

Security issues of online voting

The governmental structure for direct democracy

Theories and use of democracy

University, advanced and adult learner reading list for courses in direct democracy

Adult Education for Social Change: From Center Stage to the Wings and Back Again (1996) by Thomas Heaney.

The Americans: The Democratic Experience (1974) by Boorstin, Daniel J. Boorstin.

America's Crisis: The Direct Democracy and Direct Education Solution (2000) by D. B. Jeffs and V. Hugo.

Aristotle and Xenophon on Democracy and Oligarchy (1975) by J. M. Moore.

Caltech/MIT Voting Technology Project (2001) by the California Institute of Technology and The Massachusetts Institute of Technology Corporation.

Citizens As Legislators: Direct Democracy in the United States (1998) by Bowler, S., Donovan, T. & Tolbert, C.

Civic Participation and Community Action Sourcebook: A Resource for Adult Educators by A. Nash.

Collected Writings of Thomas Jefferson.

A Constitution of Direct Democracy : Pure Democracy and the Governance of the Future ~ Locally and Globally (2000) by Michael Noah Mautner.

The Cultural Creatives: How 50 Million People are Changing the World (2000) by S.R. Anderson & P. Ray.

The Communicative Ethics Controversy (1990) by S. Benhabib and F. Dallmayr.

Democracy: Real and Ideal, Discourse Ethics and Radical Politics (1999) by Ricardo Blaug.

Demanding Choices: Opinion, Voting, and Direct Democracy (2001) by Bowler, S, & Donovan, T.

Democracy and Education: An Introduction to the Philosophy of Education (1997) by John Dewey.

Democracy and Education and Prospects for Democracy (1994) by N. Chomsky.

Democracy, Citizenship and the Global City (2000) by E. F. Isin.

Democracy in America (2000) by Alexis de Tocqueville.

Democracy in the Digital Age : Challenges to Political Life in Cyberspace (2000) by Anthony G. Wilhelm.

Developing e-Citizens and e-Consumers, an Irish e-Commerce Case Study (2001) by John MacNamara.

Direct Democracy: The Politics of Initiative, Referendum & Recall (1999) by Thomas E. Cronin.

Direct Democracy in Switzerland (2002) by Gregory A. Fossedal.

Direct Democracy or Representative Government?: Dispelling the Populist Myth (2000) by John Haskell.

The Economist: A better way to vote: Why letting the people themselves take the decisions is the logical next step for the West (1993) by Brian Needham.

Electronic Democracy: Using the Internet to Transform American Politics (2002) by Browning, G. & Powell, A.C.

Electronic Media and Technoculture (2000) by John Thornton Caldwell.

E-Democracy, E-Governance, and Public Net-Work (2003) by Steven Clift.

Elections in Cyberspace: Toward a New Era in American Politics (1997) A. Corrado & C.M. Firestone.

E-democracy in Practice: Swedish Experiences of a New Political Tool (2001) by T. Rosen.

Electronic Voting: Benefits and Risks (2002) by Russell Smith.

Electronic Voting — Evaluating the Threat (1993) by M. I. Shamos.

Essay Concerning Human Understanding and *Two Treatises of Government* by John Locke.

E-topia (2000) by William J. Mitchell.

The Examined Life (2000) by Stanley Rosen.

The Future of Teledemocracy (2000) by T. Becker & C.D. Slaton.

The Handbook of Qualitative Research (2000) by J. Frow & M. Morris, M. (2000).

Leviathan (1998) by Thomas Hobbes.

Megatrends 2000 (1996) by J. Naisbitt and Aburdene P.

The New Challenge of Direct Democracy (1997) by Ian Budge.

New Schools for a New Century (1997) by Diane Ravitch and Joseph P. Viteritti.

Political Parties and Constitutional Government: Remaking American Democracy (1999) by S. M. Milkis.

The Prince by Niccolo Machiavelli.

Republic (1998) by Plato.

Rethinking Democracy and Education: Towards an Education of Deliberative Citizens (2000) by T. Englund.

The Social Contract by Jean-Jacques Rousseau.

The Spirit of Laws by Montesquieu.

Stealing the Initiative: How State Government Responds to Direct Democracy (2000) by E. R. Gerber, A. Lupia, M. D. McCubbins & D. R. Kiewiet.

Technoscience and Cyberculture (1996) by S. Aronowitz, B. Martinsons, M. Menser, and J. Rich.

The Third Wave (1984) by Alvin Toffler.

United States Constitution, the Declaration of Independence, the Federalist Papers.

Virtual Environmental Citizenship: Web-Based Public Participation in Rulemaking in the U.S. (2003) by Schlosberg, D.

The World in 2020: Power, Culture, and Prosperity (1994) by Hamish McRae.

Appendix II

A Proposal for Creating the Third House of Congress: the Public Assembly
for the Creation of a National Democracy in the United States of America

Phase 1 (3 to 10 years):

Debate and Introduction to the Concept
Discussions and committees formed
Brain storming and think tank groups developed
Petitions and letters, e-mail, talk shows, TV, radio campaigns
Public education of the concept
Readings and discussions in schools and universities about democracy
Concepts related to direct democracy discussed and read about in schools
Writers and artists commissioned
Software conceptualizing
Books and magazine articles are printed on the subject
Funding and economic issues are discussed
Funds raised
A suggestion hotline is established
An official website is created

Phase 2 (2 years):

Organizing and structuring of the voting methods and procedures
Curriculum developed for public schools and universities
Development of the government structure
Legal documents developed
Constitutional amendment first draft written
Various committees appointed
Local referendums held
.

Phase 3 (3 years):

All of the above activities continue (website, etc.)
Trial period when the procedures are developed, refined and the first results used as an opinion
        polling collection device.
Educating the public on the procedures involved
Curriculum about direct democracy initiated for public schools and universities
First trials are done locally, first city, then county, then state, then national levels
During this period suggestions and changes are made
Software is developed
Security issues addressed
Computer and software bugs are worked out
Initial voting centers are established, these can be adjacent to post offices
Participants (initial voters) are assigned temporary voter registration numbers and passwords,
        etc. chosen. The voter registration numbers are assigned through the voting centers.

Phase 4 (3 years):

Voting Centers are established nationwide
Voter registration numbers are established partly containing a social security number.
Voting Centers have the bills and plans to be voted on in booklet form and posted on the walls
          and these bills and plans are also available online for perusal and study.
The voter registration numbers, including a social security number, are assigned through the
          Voting Centers in a way similar to registering to vote and passwords are chosen. (Voters
          are given up to 3 days to edit or change their submissions when voting)
The opinion poll collection system continues using the online voting system
Strict felony laws against Internet abuse or direct voting fraud with severe penalties and punishments
          are passed by the legislature.

Phase 5 (Continuing):

Voters are able to connect to the voting system via the Internet with their own computers, or
          continue to vote through the Voting Centers, and become voting members of the 3rd
          House of Congress, the Public Assembly according to U.S. federal law and also of
          state, county, and city governments as laws of each state allow.

          In the future, computers will be as standard as telephones and everyone with a telephone will
have a computer with which they can cast there votes and then the United States government will
become a truly participatory government of democracy.

Appendix III

Open-Ended Questions for Social Studies and Political Science Teachers

The below are some sample questions are in the form of open-ended questions that can be answered with essay type answers:

How has direct democracy been practiced in other countries and institutions and how effective has it been?

How can the educational system participate in the implementation of a direct democracy utilizing Internet and computer technology?

How can direct democracy be introduced and taught in Social Studies and Political Science courses?

How can a constitutional amendment be proposed?

How can the reliability of Internet voting be assessed?

How can the privacy and security of voters be assured?

How can the public be informed of issues to be voted on?

How can the voters register their votes via the Internet or computer?

How can the public be made aware of the safety and limitations of direct democracy?

How can the public be made aware of the roles and duties of citizens in a democracy?

How can the public be made aware of the philosophy and history of democracy?

An example of how one of the sample questions could be answered:

— How can a Constitutional amendment be proposed?

Constitutional amendments are permanent additions to the Constitution, though they can be counter amended as was the case with the Prohibition amendment, that require a 2/3 vote from both houses of the Congress and therefore very difficult to obtain. There have been twenty seven Constitutional Amendments with the most recent being in 1992 which involved no Congressional self salary increases while the legislators are in their terms. The twelfth Amendment concerning changing the method of electing the president of the United States using the Electoral College was added in 1803 after the first ten Amendments, the Bill of Rights, were added in 1791.

Appendix IV

An Example of a Likert Scale Item Survey that could be Sent to
Social Studies and Political Science Teachers

These closed-ended items can be responded to with linear scale responses (strongly disagree to strongly agree, or don't know):

Direct democracy been practiced in other countries and institutions and has been effective
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The educational system should participate in the implementation of a direct democracy utilizing Internet and computer technology.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

Direct democracy should be introduced and taught in Social Studies and Political Science courses.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The Constitution should be amended creating a direct democracy system in the United States.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The Internet is a reliable method of voting.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The voters have complete privacy and security
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

.The public can be informed of issues to be voted on.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The voters could easily register their votes via the Internet or computer.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The public should be made aware of the safety using the Internet for direct democracy.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The public should be made aware of the limitations of direct democracy.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The public should be made aware of the roles and duties of citizens in a democracy.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

The public should be made aware of the philosophy and history of democracy.
1 strongly disagree   2   3   4   strongly agree 5   Don't know 0

Some other possible questions that could be used as Likert scale items are:

-Do you think the United States is a democracy now?
-Do you think Direct Democracy or people voting directly on legislative issues is a good idea?
-Do you think adequate technology exists today for direct democracy?
-Do you think adequate education, information, and training can be given to citizens for them to vote as legislators?
-Do you think interest for direct democracy would be maintained by the public?
-Do you think that eventually a new branch of Congress could be formed by the voting citizens?
-Do you think the people's voting branch of Congress could be used first as an opinion collection device?
-Do you think citizens and students should study for and take examinations in order to receive certification in order to qualify as a voting member of a legislature in a direct democracy?
-Should the public schools provide education and training for citizens to function as voting members of a direct democracy system of government?