the newsletter of youth participation in education

Connect

Number 69: June 1991

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JUNIOR SCHOOL COUNCILS
SCOFS CONFERENCE
TRANSFORMING CLASSROOMS

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IN THIS ISSUE ...

This issue of Connect presents new information, and uncovers articles from some time ago. Here are the promised reports on the JSC Training Day in the Footscray, Yarraville and Braybrook Networks and on the Conference of the South Australian State Council of Students, but the up-date on the Sherbrooke Community School swamp project has been held over to a future issue.

In hunting back through early issues of Connect, I became aware that there were some important 'lost' articles - milestones (or should it be kilometre-stones) along the way of student participation's development. With Connect now having a larger readership, these articles deserve to be 'dusted off' and re-read. So the first of these are here: Art Pearl's talks on 'Dimensions of Success' and 'On Leadership' (originally published in 1982 and now drawn together into one article), Graeme Kent's list of ideas for 'Involving Others' and the suggestions for 'Inclusive Committee Procedures'. Do long-time readers of Connect have any 'favourites' you believe should be re-printed?

FOXFIRE VISIT

As this issue of Connect goes to press, Elliot Wigginton and George Reynolds (staff) and Robbie Bailey and Scott Cameron (students) from the US Foxfire project are in Australia. This issue includes information about public workshops they are doing. Make every effort to get there!

NEXT ISSUE

A SPECIAL! The School Community Development Program in Victoria has played a special and important role in supporting student participation. The next issue of Connect is entirely devoted to an outline of that support - both a chronicle of individual projects and an account of how an entire program can advocate for, support and organise active student participation. Due August 1991.

Roger Holdsworth

COVER

Students at the Junior School Council training day at West Education Centre, West Footscray, Melbourne on 15th March 1991; see article on page 7 of this issue.

Connect is edited and published by: Roger Holdsworth, 12 Brooke Street, Northcote 3070. Phone: (03) 489 9052. Printed by Graymac, 126 Hoddle Street, Abbotsford 3067.

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Connect June 1991
STUDENT PARTICIPATION

DIMENSIONS OF SUCCESS AND LEADERSHIP

It's basically not difficult to get young people to participate - they participate all the time. The difficulty is in sustaining that participation.

DIMENSIONS OF SUCCESS

There are nine things that I think are crucial in making a group work, and that explain in so many cases why we fail, particularly in what are called Student Representative Councils. And they're going to fail unless we start looking at some of the dimensions necessary for them to succeed. I talk about nine of these dimensions, because they tell me whether I've got a group or I don't have a group:

SECURITY

One is, do the young people feel secure there - does everybody feel secure working in that group? Often they don't. An SRC is often characterised by students feeling very insecure - when they're one of a very few young people in an adult dominated Council and they feel overwhelmed. I've got to organise the group in a way that everybody feels secure. I suspect that most student councils have to be broken down into smaller groups and, on a rule of thumb, students are not going to feel secure in those unless they have equal numbers. A School Councils which has a handful of student representatives on a totally adult dominated system is not going to work - it's designed not to work.

COMFORT

The second is: is it organised in a setting where people feel reasonably comfortable? Is the setting austere? Are the chairs uncomfortable? Is the physical environment foreboding? If that's there, you're going to have trouble - you're putting in a whole bunch of unnecessary impediments to making it work. There are a lot of ways you can make it comfortable. You can start it with some cultural activity where young people can feel part of it. There are lots of ways in which the introduction - even the way in which coffee is done - can help facilitate people's ease or dis-ease in that setting.

UNDERSTANDING ...

The third (and this, in many ways, is the most important): are the young people
sufficiently briefed and oriented that they understand all the things that are taking place. Often there are whole rules of operation that they're never informed of, and every time they want to say something, some parliamentarian tells them they're out of order and that becomes an effective way of making sure that they're left out of it. Or they're not having sufficient background on any of the issues that are being discussed so that they really can't give an informed vote. And that can be done in any group, that I as a leader keep all of the important information, and I'm playing a game. What I ought to be doing is making sure that you have got all the information. That's the importance of "Why do I have to know that?" and "Have I got all the information to make a decision?" as questions that students should be encouraged to ask. "Have you really given me all the information? And if I haven't the information, then I want this decision tabled until I do get the information."

... AND COMPETENCE

Is it organised in a way that I'm made to feel that I belong - the language, the cultural systems? And there's a very simple way that we ought to be able to determine that: ask, either afterwards or in a debriefing. Is my competence brought into the meeting? Do I have something that I can do? Is it built on my competence? If I have no competent role, if I'm only there as a supernumerary, then obviously it's not a youth participation program.

All young people are competent. Youth participation is organised around their competence. All are not competent enough, but that's true for all of us. So youth participation is based on competence with the intention of becoming more competent.

USEFUL

Do I have a useful role? To put it more importantly: do I have an essential role? What happens if I'm not there? Can the meeting go on if I'm not there? If we organise youth participation without any one body in there, it's not an ideal youth participation. If we can function without any youth there, it's a terrible youth participation. So it's organised so that everyone has a vital role.

HOPE

Is it organised with a history of hope? Do we see that what we're doing is leading to a solution of those bigger problems that hang over us whether we like them or not? The whole issue of hopelessness that has so much dominated all of culture for the last almost 50 years (but certainly predominant in the last 20 years) is one that youth participation actively works against. These are solvable problems - as we nibble away at them, we're solving them. And we see a relationship between our nibbles and the big picture.

EXCITEMENT AND CREATIVITY

Is there excitement built into it? Is there spontaneity, or is it so routinised and so organised that people just feel themselves unable to do anything or create anything? Does it have both spontaneity and opportunities for creativity? A lot of very effective, so-called 'youth participation' is organised to deny spontaneity. Most of organised sport in America, most bands and things of that nature, denies young people any opportunity for creativity or spontaneity. They're taking away from them the opportunity of any control over their lives under the guise of 'youth participation'. They give them a chance to be acknowledged as competent, a chance to be useful, to feel that they belong, to have some hope (cause they were winning), to have knowledge about their activities, to feel somewhat comfortable (but not very secure) - but they denied them the essence of personal growth that should come out of that.

GROWTH

Personal growth has two elements to it - that I have the right to invent and I have the right to be able to do something differently. The onus of me telling you that you can't do it that way is that I have to make overwhelming cases that that will endanger the project - which I can't do, in 99.9% of the cases. All I can tell you is: Gee, that makes me feel a little uncomfortable. And I've got to deal with that problem.

And how do I know if I'm doing this? I ask students. I just give them a little check list from 1 to 10 on each of those when it's over, and say: "let's see how well we did all of this", and then we look at it. If we then find that, say, even 20% felt uncomfortable, then let's analyse how we can do better than that next shot around, so we reduce it to 15% - always struggling to make it possible that everyone has that. If most of the people feel on any one of those dimensions that they're not getting it, then it's up to us to say: "Hey, we'd better look at our participation model here. What are we doing wrong? Let's entertain a proposal of how we do this better."
LEADERSHIP

One difficulty that many people get into is the non-recognition of the importance of leadership. Young people will not participate in the continuous on-going activity without strong leadership. Strong leadership is not one that is unwilling to challenge young people - you always have to challenge! You have to propose. You don't get together and say, in any group of young people, "What do we do now?" or "What should we do?" and not expect it to be a disaster. You propose something. And that's an invitation for a counter-proposal.

When young people come up with a counter-proposal, there are certain rules. One is that you go along with that counter-proposal if there isn't overwhelming evidence that it could be a serious disaster - I mean that people would be killed or that buildings would be destroyed - things of that nature. If it's only going to be a small disaster, they should be allowed to do it and then reflect on it and analyse it. The one thing to get out of your vocabulary is "I told you so" and put it in your vocabulary "What do we learn from that?" and 'How do we now do it better?'

Every single youth participation activity is one which is organised for learning. To use the Freire model of praxis, you devise something that you think will work. You then try to make a reasonable guess at what you expect will happen. You set a time, so that you're going to evaluate at a certain time. You then look at what happened. It didn't do what you expected - there's a discrepancy. You do an analysis of that discrepancy. You ask "how do we do that better?" not what did we do wrong?" You always emphasise the things that we accomplished (and even in the worst of them, we did something good) and then we talk about how we improve upon them. And it's with that continuous support, you raise issues, and when you see things aren't going well - if the system of youth participation operates as a really oppressive system and it's really being used for the lowest level of political power for some of the young people to take advantage of other young people, to exploit, manipulate, oppress, for whatever ego or other factors (there may even be economic reasons) - you intercede. You say, "I don't like what I see going on here. Let's see what we can do about it."

The other thing that you have to understand in every effective youth participation where you play that role of challenging and suggesting, you open yourself up to criticism. And you have to accept that. Students will call you a lot of things: they'll call you a phony - "here you want us to participate and you're doing all the proposing" and you have to be able to defend that. They will also get angry with you if you choose, for example, to point out that they're manipulating and exploiting people in that group and you don't like it. And you have to accept that.

If you do that, you're going to get youth participation. But you're always pushing and you're backing off - you're pushing and you're backing off.

PROPOSING OR DOMINATING?

Domination requires you to have some titular power - you have to have some power to dominate. Young people will respond quite well to proposals, as long as you don't have all the votes. The issue in domination has always been that you control the votes, legally or illegally, or that your position has so much power and status in it that they have no ability to function.

Young people may accuse you of that. That's something that only comes about when they're not yet prepared to defend their own arguments. All you say is, "OK, what have you got to propose that's better? This is a proposal - it's an invitation to a counter-proposal. You propose something better." But sitting around doing nothing isn't youth participation.

Young people are not fragile. They don't melt in the rain and they're perfectly willing to contend with you as long as you don't pull rank. The issue is rank. Once you start saying, "Wait a second, I'm the boss here and we're going to do it my way", that's when you start dominating.

If you say, "Hey, you can do it, but I've got to tell you that I think it's going to have some problems. We'll look at it when it's over" - and you go along with it. You don't say, "I told you so", but say, "OK, now what did we learn from that?"

Power in youth participation isn't a zero-sum game in which I give up mine, if you gain power. We both grow in power to the extent that we negotiate and participate as equals. I have far more power in doing what I want to do, rather than running around being a cop or guard. You have far more power because we changed the name of the game.

And I'm not there to fight you. It's not my job. I'm here to help, and you're here to reject that help if you don't think it's helpful.

Don't be afraid to lead, but be very afraid to pull rank.

Professor Art Pearl
Professor Education
University of California

The above article is a slightly edited transcript of talks given by Art Pearl in Australia in November 1982. The article first appeared in two parts in Connect numbers 18 and 19, December 1982 and February 1983.
PUBLIC WORKSHOP

FOXFIRE: A WAY OF LEARNING

FRIDAY 21st JUNE 1991

1.00 pm - 3.00 pm

Room 250
Alice Hoy Building Annexe
(Youth Research Centre)
Institute of Education
University of Melbourne

(enter from Swanston Street, at gate 5)

With:
Eliot Wigginton
George Reynolds
Robbie Bailey
Scott Cameron

Sponsored by the Youth Research Centre, Connect and the Victorian Country Education Project

RSVP: Roger Holdsworth: (03) 489 9052 or Fiona Stewart: (03) 344 8251
The Victorian School Community Development Program Networks of Braybrook and Footscray-Yarraville held a training day for students on Junior School Councils on Friday 15th March at the West Education Centre. Students from Braybrook, Christ the King, Maidstone, Sunshine East, Kingsville, Yarraville and Yarraville West Primary Schools attended, and SRC students from Footscray/Yarraville and Tottenham Community Secondary Colleges acted as workshop leaders.

The day started with Liz and David reorganizing West Education Centre. We had been a little optimistic about the logistics of fitting 100 students, parents and teachers into the space available and proceeded to move furniture outside for use by small groups. The gods smiled upon us, as the forecast was for a fine day. Roger Holdsworth, editor of Connect magazine, and Mark McAuliffe, School Community Officer with the Preston Network, arrived with time to reassure us that everything would be OK. Then the hordes descended!

The introductory activities set the tone for the day, with enthusiastic and animated discussion taking place. Each participant had to match the colour symbol of their name tag with a person from another school. They then introduced themselves and found out something about their new partner.

Roger then led the group through a brainstorm on:

* what decisions are made in schools?
* who makes decisions within the school?
* why is it important for students to be participants? - for the school, for individuals
* what sort of decision-making can JSCs be involved with? - organizing, asking for action, sharing in decisions.

Many students showed a clear understanding of the importance of student participation in decision making in schools.

The video 'Seen and Heard' (an oldie but a goodie) was shown to participants. Most of the students had not seen this video, which deals with an SRC that goes through the process of getting a school uniform reintroduced in their school. Although we'd shown this video to various groups before, there was not the spontaneous reaction to the content that we'd observed on previous occasions. We were beginning to run short of time, so we elected not to discuss the issues raised in the video. We would, however, recommend allowing discussion time in future.

Participants then formed small mixed school groups led by teachers and experienced SRC students from Tottenham Community and Footscray-Yarraville Secondary Colleges. The ability of the secondary students to facilitate discussion and allow the younger students to express their ideas must be commended. This activity consisted of a brain-storm on the question: "What does it mean to be a Junior School Councillor?" The following list is the students' response:

Making decisions:
- school litter
- environment
- making schools safer
- fundraising
- education
- camps/excursion
- sport
- work we do in class
- rules

Helping the school
Being treated as an important person
Making students aware of JSC
Helping students
Excitement and fun
Co-operation
Making the school a better place
School Community
Talking to parents, principals, students
Go on the School Council
Learn from others
How to represent your school
Giving/getting ideas
Making friends
Organising
Responsibility
Encouraging other students to come to our school
Listening
Discussing ideas
Voting
Surveying
Solving problems
Making meetings interesting and not boring
Makes you feel special
Builds confidence
Public speaking
Helps children to make their own decisions
Good to be asked questions about the school
Good to meet people from other schools
Trust
Helping younger students
Communication:
- student newsletters
- public meetings
- reporting back to class
- reports at assembly
Representing:
- your class
- your school

CHILDREN WANT TO HAVE A SAY!

Morning tea was then devoured enthusiastically.

Roger led the group in the 'Being a good representative' activity. This involved a card selection task identifying characteristics of both 'good' and 'bad' representatives. Students were also asked to identify additional qualities of representatives and then write a simple descriptive sentence about either a 'good' or a 'bad' representative. When this activity had been run previously, it had been noted that students described more boys than girls in the 'bad representative' category. This was again the case, but not so pronounced as previously.

Mark took the group through a remarkable feat of involving the students in developing and carrying out a survey. The students were given two different issues to be interpreted in survey form: recycling, and 'which football team would you choose to run a footy clinic at the school?' In school groups, students devised a survey around their chosen issue, photocopied the survey form, collected data and tabulated the results. These were then reported back to the whole group. It was a fantastic effort considering this mammoth task took only 35 minutes to complete.

An evaluation form was completed by most students in attendance in which the students chose words which described their reaction to the day. A high proportion described the day as 'interesting', 'happy', 'great'. A moderate proportion identified words such as 'helpful', 'satisfying', 'OK', 'useful' and 'boring'. (The form did not allow us to decide which aspects of the program were being commented on.) A small number identified words such as 'challenging', 'confident', 'responsible', 'positive', 'annoyed', 'hopeless', 'questioning', 'confused', 'angry' or 'uncertain'. No students used the words 'upset' or 'dissatisfied'.

Teachers' feedback so far has been very positive: "An activity well worth repeating" and "It is great working with two SCDP Networks joining together, both in terms of support and extending student and teacher networks".

Lunch was provided - for ants as well as for students* - and the buses arrived on time to transport students back to their respective schools. Some students from schools in close proximity to the venue actually walked there, which helped contain costs.

Finally, a big thank-you must be extended to all participants, students, teachers and parents, who cooperated magnificently in a program that was jam-packed.

David Jay (Footscray-Yarraville Network)
Liz Weddings (Braybrook Network)
JUNIOR SCHOOL COUNCILS:
REGISTER OF SCHOOLS

Would you like to have access to other primary schools with Junior School Councils? Someone to have contact with and to share ideas with? A way of giving your Junior School Council some legitimacy outside your own schools?

Why not let us include your schools in a Register of Victorian (initially) Junior School Councils. The Register will eventually be published in Connect magazine.

Just send us the name of your school and the name of a contact person (teacher or JSC secretary perhaps. We will contact you for further details. Write to:

David and Mary Petherick
C/o Connect
12 Brooke Street,
Northcote VIC 3070
JSC NETWORKING

By: David Petherick - Yarraville PS; Mary Petherick - Yarraville West PS

It is vital for Junior School Councils to see themselves as important and legitimate organisations. In the last issue of Connect, we talked about some ways to gain this legitimacy within the school (The Importance of Being Networked). In this issue, we would like to suggest a way for JSCs to gain some legitimacy outside the school.

We would like to propose a mail-based network of schools with Junior School Councils. This would operate on a completely voluntary basis by starting up a letter corner for JSCs in Connect. We intend calling this (for the time being): The JSC Networks Letter Corner. However, this is your chance for a slice of posterity, by coming up with a better name (not too difficult, surely) and sending your suggestion to us C/o Connect. (Sorry - no money to offer prizes.)

For JSCs to function as other committees (such as School Councils) do, they need to send and receive mail. There also needs to be some relevance to this correspondence. Hopefully, this letter corner will serve a useful and relevant purpose.

This can only work if JSCs support the idea. It is not always convenient, or indeed possible, for JSCs to meet with other JSCs, especially in country areas. There is, however, no reason that they can't support each other by mail.

It is intended that JSCs will write to The JSC Networks Letter Corner, C/o Connect, asking for help or advice with problems they are having, or with projects they would like to try, or simply asking to make contact with other JSCs for a bit of moral support. Any replies they receive could be acknowledged individually in writing by the JSC (but this is up to each JSC) and also publicly in a short follow-up letter to Connect.

Any articles for this 'Letter Corner' should be clearly marked: The JSC Networks Letter Corner (until we come up with a better name) and sent to Connect, 12 Brooke Street, Northcote 3070.

There is a bit of work involved for members of your JSC, but we feel the potential rewards are tremendous. Please support this initiative.

Here are a couple of letters that the JSCs at our schools wanted to put in, to start the 'Letter Corner' off:

THE JSC NETWORKS LETTER CORNER

Hello,

We would like some ideas and assistance from other JSCs please. Currently our JSC is rewriting the playground rules for our school. We want to cover areas such as littering, fighting, throwing stones and sticks, and use of sports equipment. We need to make the rules and decide what happens to people who break the rules. We want them to be easy to understand and fair to everyone. If you have any ideas or you think your school has good rules for the playground that work, please send them to us.

Yours thankfully,

Rules Sub-Committee, JSC
Yarraville Primary School
Francis Street, Yarraville VIC 3013

To JSCs everywhere,

HELP!

We are trying to raise money for various things at our school. We have tried a fete stall, poster competition, can recycling. The thing is - we would like to try something different. Something exciting. Something motivating. Something that will raise lots of money with not too much effort. Something fun.

Please send your ideas to us.

Organising Subcommittee, JSC
Yarraville West Primary School
Powell Street, Yarraville VIC 3013
What do you think of when I say the word 'conference'? Boring, right? Wrong! Conferences can be a lot of fun, and the best conferences, in my experience, have been the ones run by students, for students. As a student who has been involved in student participation for a number of years, I know what I'm talking about.

There was further evidence for this statement in the conference I attended in December last year, a meeting of the South Australian State Council of Students (SCoS). This meeting is - surprise, surprise! - the one I'll tell you about.

The meeting was held at Victor Harbour which, I think, is south of Adelaide (being a Victorian, I'm not sure, but I guess I can't be too far off). We met in Adelaide and took a bus. If you think we spent the week lazing on the beach, let me tell you it was freezing down there! One of our group actually got blown over by the near gale-force winds. So, being forced to stay inside, we did get some work done!

In fact, we got a whole lot done. It was apparently the first meeting of that SCoS group - this year's Management Committee members - although some of the people had been members of SCoS for a year or more.

We arrived about 11.30 or so and after deciding who was having what bed (you know: "I bags a top bunk!", "I hope nobody snores!" - all that sort of stuff) we got down to business.

Naturally, we began with 'ice-breakers'. Student meetings always tend to start with those, don't they? Mind you, I think it's a great idea. Maybe if more meetings started that way (say, Ministry committees), bureaucracy would be a lot more effective. We all made total fools of ourselves, which is what you usually do in ice-breakers, and got rid of any awkwardness, and then we had a few ground rules (we needed them!) and got introduced to our kits and agenda. We discussed the expectations we had of the weekend, both individually and as a group, and what we saw as our responsibilities.

After lunch, we had a speaker. His name (which I would never remember if I didn't have it written down) was George Siokos, and he was from the South Australian Department of Personnel and Industrial Relations. What's he got to do with student participation you might say. Well, directly, I guess not much, but something he really knew about was team-work and he spent the afternoon giving us a talk on building an effective team within SCoS, and on what individual qualities we had to contribute. That was extremely useful as a starting point. We came out of it knowing how to identify our weaknesses and work on them. And that's half the fight, really.

Student participation isn't just confined to the school environment. We clarified this for ourselves after dinner. We listed all the things we feel are issues for students: social justice, students as trainers, networks, working conditions, the environment ... So, students out there: remember not to narrow your interests - SCoS doesn't!

The Friday night meeting finished at 10 pm - not that we went to sleep at 10, mind you, or even soon after! In fact, we were all quite ashamed of ourselves the next day.

Saturday saw us breaking up into small groups to discuss various issues like meeting procedure, the media, stress management and - gulp! - working with adults on committees. You know how boring listening to each group reporting back can be - well, we worked our way around this: we reported creatively through a play or mime. Some of our reports were a bit unrelated to the topic (SCoS people will know what a mean when I say, "Let's talk about bottom!"), but it was fun and got our point across. I recommend it to any group.

In the afternoon, we had Kym Davey from the Youth Affairs Council of South Australia lead a discussion on Social Justice. We tried to come to a conclusion but really, it's such a broad topic! What is 'social justice' anyway? It was a lively discussion and we did come up with some good action plans for 1991.

What else did we have? (I hope I'm not boring you stupid!) Another small group activity - we had people coming in to talk to us about different kinds of community projects SCoS could get involved in. The most direct result of that was the environmental project with the Environmental Youth Alliance - an article about that was in the last issue of Connect.

It says on my agenda that we saw a video at 4 pm, but unfortunately I don't remember anything about it!

Sunday we did a team-building exercise involving Lego - my main memory is that it had to be really high and that my group failed dismally! We then concluded by developing a plan for 1991.

Of course we had to clean up our huts. One of our number proved himself very handy with a vacuum cleaner called Henry (the vacuum, not Shaun) and that was done fairly quickly. Although, of course, we didn't set off for Adelaide until an hour after we had planned!

All in all, the conference was very productive and a lot of fun. The group I was with was one of the most dynamic and enthusiastic I've ever seen. Keep it up, and SCoS will go far.

If there are any people reading this who attended the conference, I'd like to commend you on all the work you (we!) did and I might see you in July because I'm coming to Adelaide for the Australian Curriculum Studies Association (ACSA) conference. Hope you're there - you could teach a few adults a thing or two about running conferences!

To everyone else, grab any chance you have to work with SCoS. If last December was anything to go by, it will be well worth it.

Paula Cooper
Deer Park Secondary College, Vic
INCLUSIVE COMMITTEE PROCEDURES

The following ideas about changing committee procedures to encourage the participation of students were first drafted in 1984. While they were particularly written about students on central committees, they have wider relevance to other representatives and other committees - both of student groups and where student representatives share decision making with others.

BEFORE THE MEETING

1. A detailed agenda should be sent out, giving (where possible) recommendations to be moved.
2. Meetings should be held before the main meeting, to go over the agenda and the main business. For example, students could meet with other students and with an advisor, to talk over what is likely to happen.
3. Meetings beforehand could be held with other committee members where they explain to students what they aim to do in the meeting and how they will do it.
4. In particular, experienced committee members who will act as in-committee mentors, should meet with students before the meeting.
5. Pre-meeting meetings should be seen as part of committee members’ commitments. In particular, accurate time commitment information should be given to students when they are aware about committee membership are made.
6. A support person should be allocated to meet with students before the meeting and, where possible, to sit with students during at least the initial meetings.
7. The meeting should be held at a time when student representatives can attend with minimal disruption to their studies.

AT THE START OF THE MEETING

1. An experienced committee member should be nominated as ‘mentor’ to each student member for each meeting. This role could rotate between member, with attention paid to positive gender role models.
2. All members should be introduced and identified, for example with a place name. This should show both the name and the organisation/role represented.
3. All documents should have a face sheet summarising the main ideas and recommendations.

PROCEDURE OF THE MEETING

1. The meeting should stop before decisions are made, to allow time for students to:
   * talk with each other;
   * talk with committee tutors;
   * talk with any support people present;
   to make sure they understand the issues involved.
2. Motions should be written out and, where possible, copied for and circulated to all members of the Committee.
3. There should be a clear statement about the style of each part of the meeting - identifying ‘brain-storming’ and ‘formal’ times.
4. Arguments and discussion from subcommittee meetings should not be repeated in committee meetings.
5. At the end of each item of business, the chairperson should summarise the decisions on action to be taken and clearly indicate responsibility for action.

LANGUAGE

1. All members should avoid forms of jargon:
   * initials should be avoided except where they’re explained in documents;
   * other groups, committees or individual roles should be explained fully;
   * an attempt should be made to put motions and discussion in direct and plain language.
2. Any member should be able to query the use of a name, word or phrase and have that query treated seriously.

AFTER THE MEETING

1. At the end of the meeting, the chairperson or Executive Officer should summarise the major decisions made, especially indicating what action is to be taken, by whom and by when.
2. The committee mentors and/or support person should meet with the students to talk over what happened in the meeting. This should also be regarded as part of the meeting commitment.

Reprinted from Connect 27/28; June/August 1984.
INVOLVING OTHERS

The following are some hints that may be of help to students planning and organising student participation and action projects:

GET THE ENTHUSIASTIC STUDENT (ENTHUSIASM IS CATCHING)

It's the enthusiast who will take action. These are the ones who show most concern, are excited about the project and are prepared to put their feet where their mouth is. No good getting someone without enthusiasm.

THE COMMITTED

The students who are committed to a cause will see that it happens. Commitment must be sincere and serious; if so, action must certainly follow.

SUPPORT AND ENCOURAGEMENT

In all stages of program development, the initiator and providers must receive adequate support and encouragement from the committee or sponsoring group. This support may be in the form of praise, reinforcement about task (say: 'They're on the right track', 'It's really good' etc) or in terms of financial and material assistance as well as people to get them off the ground.

ADEQUATE RESOURCES

Programs can't operate if the needed money, facilities, equipment and adequate personnel is not forthcoming. Help where appropriate, so that hassles are minimised.

FOLLOW UP AND CHECK PROGRESS

Keep regular contact with the operators so that you can gauge progress and effectiveness. This will satisfy you and the Council/Committee/Group as well as adding to the ongoing process of the program as seen by the operators. Doesn't need to be a big deal but it certainly is an important factor.

PRAISE AND GRATITUDE (PAT, PAT, NUDGE, NUDGE)

People feel good if someone thanks them, pats them on the back and says they are doing a good job. It's related to support and encouragement and a real boost to operators if their efforts are recognised.

REPORT

If your Committee/Group has supported the project (either in principle or in kind) you have the duty to ask for either a written or verbal report. This can be formally or informally, regularly or irregularly, long or short - at least something. Some groups might be happy to say the program was really great and that's sufficient; others might like to go into the reasons for success or apparent failure.

HELP WHERE NECESSARY

Everyone needs a little help sometime and student groups are no exception. There will be times when the group appears to be bogged down, moving slowly, or even to have come to a halt. At these, plus other times, the group may need an extra hand, a word of encouragement or a push of some sort. Be diplomatic in offering help (not take over) and in turn do your bit, then back off.

The group may be really firing and may need some extra hands to achieve the end result - pitch in and give 'em a hand.

TWO (OR MORE) HEADS ARE BETTER THAN ONE - TEAMWORK

Too often, tasks are left to one person or to a very small group. These people, in turn, become 'cheesed off' because they get all the work.

Ensure that tasks are allocated to all the team and, in turn, that each person assumes responsibility for task achievement.

Decisions are best made as a team, where all agree on the possible outcome and all are part of the consequences.

Keep asking questions like: Who is helping? Are you alone? Do you need some help? etc.

LIVE UP TO PROMISES (PUT YOUR BRAIN IN GEAR B4U SPEAK)

If you or your committee say that you are going to do something, make sure you do it. People lose face in others if they are made all sorts of promises that never eventuate. It is better not to say anything than to promise the world and hand over nothing.

Likewise with the initiators of programs - they must be prepared to give it a good go and try their hardest to produce the goods. This aspect is part of your evaluation, goals and support structures.

SET GOALS THAT ARE ACHIEVABLE

Ensure that goals and aims are achievable. People get 'cheesed off' if they set out to build an opera house and achieve a chook shed. In other words, due to X numbers of
reasons, they weren't able to achieve what they set out to do.

It is better to set your goals/aims and then break them down to small bite-size pieces that can be achieved quite easily.

People get a buzz out of success and as that happens, increase the scope, with an end result that will be much more effective.

*Don’t bite off more than you can chew* or *Today the difficult; tomorrow the impossible.*

**ARE THE GOALS/AIMS CLEAR?**

For a program to have some success, the initiators/operators need to know *very clearly* what the program hopes to achieve. If these are not clear, then confusion and related hassles set in and thus people become uninterested and give up.

**SHORT TERM OR LONG TERM?**

Is the project going to be only operative during one lunchtime or over a number? Is it going to be for one term or for the whole school year? Program initiators need to consider the commitment of team members - will they be burnt out if the program drags on? Will they be satisfied with the event only being a once?

Likewise with customers, users, clients: Are they going to be sick of the program or look forward to it? Sometimes it better to consider a small number of short-term programs than one or two long-term programs.

On the other hand, a program can be successful if it happens only once.

In planning your program, carefully consider its life-span. It doesn’t need to last forever.

**WHO TO GO TO FOR HELP OR ... "HELP, WHERE TO GET IT?"**

In the development of activities, people need assistance with resources, aids, advice etc. Try to build up a resource bank (file/folder) that can have information about all sorts of topics which can be passed on to program initiators.

This is the point where teachers, adults outside the school and other students can be of real value and, in turn, use them in this way.

**IS THE PROGRAM VALID? WHO IS IT SERVING?**

The committee and the initiators need to ask the following questions seriously: Is the program valid? Is it serving a small elite group? Is it wasteful, relevant, essential, a joke, meaningful, beneficial, etc, etc?

As part of the committee’s responsibility in supplying monetary help, these and related questions must be asked before the program gets too far down the track.

If there’s uncertainty, then more discussion and thought must take place prior to commencement.

**PROGRAM SUPPORT**

Related to validity is the aspect of support. Once again, the committee must weigh up the facts about supporting a program that is getting encouragement from a small group or a large group. In most cases, for the success of the program, support must come from a range of people. This might include program initiators, clients/customers, teachers, administration, parents, outsiders etc. If it is a major program, then support should be considered from all those to be affected.

Two important questions related to support are: Is this support on-going or will it die out very shortly? Is this support genuine?

**CURRICULUM LINKS**

It appears obvious that many projects initiated by students can be directly related to subject areas. It is up to the students involved to ask teachers for accreditation/marks/assessment based on work done in program development and maintenance e.g. the newspaper can be related to English, Graphic Design, Art, Maths etc. Can your project be linked with the school curriculum?

**FAILURE ... WHAT’S THAT?**

The term ‘failure’ means different things to different people. A lot of programs that have been initiated cease to exist because people withdraw for hundreds of reasons.

If your program ‘fails’, then sit back and have a look at what happened. Did you and the initiators learn something from the experience? If yes, was it really a failure? Are there aspects of the program that can be improved for next time?

There are a host of questions related to this area, but if people want to ensure success, then all the other points in this small guide need to be considered for your program development.

**EVALUATION - HOW’S IT GOING?**

Informally, formally, written, verbal, regular, irregular, detailed or little detail are all aspects related to evaluation. Remember, evaluation is on-going, not just at the end.

Initiators/supporters need to ask questions all along the way as to the way in which the program is going. Does it need to change? Are we going down the wrong path? Is it serving the needs of the customers, initiators etc?

Was it successful or did it fail? What’s success? What’s failure?

**SHARE IT?**

If you think that the program/s you and your committee have supported are important, make sure people know about them. Other students, teachers, parents, schools, organisations need to know what is happening. Take the opportunity to spread the word and listen at the same time to other ideas and suggestions.

_Graeme Kent
Mt Clear, Ballarat 3350_

_Originally from Connect number 18, December 1982._
ACTION PLANNING: A CHECKLIST

The following checklist was developed with students from Fitzroy Secondary College as 'stages' to assist students in effective implementation of action following a decision:

1. What do we want to achieve?
   Have a clear and simple statement of what you want to happen.

2. Who makes the decision on this?
   Identify the individual or group that can make the decision:
   * are we asking someone else to do something?
   * are we part of the decision-making body (e.g., do we have a representative on it)?
   * is it an action we can just do ourselves?

3. How and when does the individual or group make the decision?
   Is it at a meeting? When? Can the decision be made on the spot? Are there other people who have to be consulted?

4. Arrange to see the individual or group.
   Face to face is always better than a letter; having your proposal in writing is more likely to have it looked at.

5. Have your arguments ready.
   Know why you want a change made. Have a brief list of the reasons - maybe in point form. If there's a group of you, share these arguments amongst the group.

6. Understand the arguments against you.
   Think through what objections, difficulties or counter-arguments are likely. Work out answers to them and/or change your proposal to overcome difficulties.

7. Identify supporters and get them on side.
   If other people have to be consulted, see them first and persuade them to support you. Perhaps even be able to point to that support when you raise the proposal. If a group is to make the decision, visit all the members before the meeting; if an individual is to make the decision, get statements of support from relevant people.

8. Be part of the decision making.
   If possible, the decision should be made by a group that you're part of e.g., there are student representatives on School Council. Make sure that your representatives know the proposal, know the arguments and are willing to support the proposal.

9. Ask for reasons.
   If you're knocked back, ask for the reasons for not agreeing with your proposal. If possible, get the reasons in writing.

10. Appeal.
    Is there a 'higher' body or individual you can appeal to, and ask them/her/him to change the decision? CAREFUL .. DANGER .. DANGER: it is very easy to make enemies this way, by going 'over someone's head', and muck up future chances for support! Make sure this is a life or death issue before you start on this course!

Roger Holdsworth
ACCESS TELEVISION

Following the article on Northern Access Television (NAT) in the last issue of Connect, Ed Grossman contacted us with information about resources available through the Victorian HSC Group 2 Media Studies Course. In particular, there are several videotaped lectures available, and these are available free, by sending a blank 3-hour tape to: Peter Alderson, Kingswood College, 355 Station Street, Box Hill 3128.

Tape 1: 1988 evening lecture: Mac Gudgeon of TVU discusses the progress to date in access TV.

Tape 3: 1990 initial consultative meeting: Peter Lane from St Kilda Access Television talks about developments in access television.

Other tapes are also available - contact Peter for details.

STUDENTS ON SCHOOL COUNCILS: PARTNERS IN DECISION MAKING

An in-service activity has been organised by the Victorian Council of School Organisations (VICCSO) - for teams from School Councils who wish to increase their knowledge and understanding of student participation in decision making, especially as members of a School Council.

Teams must include student members of the School Council (preferably two students) and at least one teacher or parent member.

The in-service will be held on Saturday 29th June 1991, 9.30 am - 4.00 pm at the Conference Room, Multicultural Education Centre, 270 Higheett Street, Richmond 3121. Lunch will be provided; some travel funding may be available.

Further information and registration: Sylvanie Morgan on (03) 429 5900; fax: (03) 428 5879.

CURRICULUM PERSPECTIVES

Curriculum Perspectives is the quarterly journal of the Australian Curriculum Studies Association. The current edition (Vol 11 No 2, May 1991) contains a 'Point and Counterpoint' section on student participation, with articles from Roger Holdsworth, Graeme Kent, Paula Cooper, Bert Van Halen and Therese West. Connect has undertaken to convene the ACSA Student Participation Network, and this section was edited in that capacity.

Copies of Curriculum Perspectives and membership of ACSA: Jim Cumming, PO Box 884, Belconnen ACT 2616.

SAG: AN OFFER TO HELP

The General Manager's Students Advisory Group (SAG) is a representative group of students operating in Victoria's Eastern Metropolitan Region. It consists of 16 secondary students elected by student networks around each of the Region's School Support Centres.

SAG provides advice to the General Manager on region-wide issues relating to students: eg curriculum, school discipline policy, school rules, credit for student participation. It also provides a forum for discussion of statewide policies relevant to students and their implementation in schools, and for learning and student development activities eg meeting procedures, debating, participatory decision making.

SAG is willing and interested to visit schools in the Region and elsewhere to conduct student training days on establishment and operation of an effective SR.

To contact SAG, write to or phone:

Student Chairperson or Convenor (Peta Michael)
General Manager's Students Advisory Group
Eastern Metropolitan Regional Office
Ministry of Education
39 Ringwood Street, Ringwood VIC 3134

Phone: (03) 871 9200
TASMANIA TO HOLD 'FOXFIRE' CONFERENCE

Students, parents and teachers will be attending Tasmania's first 'Foxfire Conference', to be held at Lemonthyme Lodge, off the Cradle Mountain Road, on Monday and Tuesday, 12 and 13 August 1991.

The Conference is an innovative and exciting event. It will expound and explore the Foxfire approach to teaching, an approach which has proved to be outstandingly successful in the USA, and which is now being adopted and adapted in an increasing number of Australian schools and colleges. This follows the visit of Foxfire's founder, Eliot Wigginton, to Australia last year.

The approach engenders a high level of student motivation, increases students' academic performance and develops their abilities to accept responsibility and to work together as a team.

The Tasmania North-West Education Centres have invited four Foxfire-style projects to send one teacher and two students each to the Conference, to talk about their experiences and to lead workshops. Some of these projects were started as a direct result of Eliot Wigginton's visit last year. They include a science-oriented conservation project from Irymple South Primary South, near Mildura.

Because of the fame of the Foxfire program in educational circles, and because of its outstanding success, the Conference, which has been endorsed by the Tasmania Department of Education and the Arts, is expected to attract a wide range of academics, teachers, parents and students from all over the state. It is envisaged that this will be the first of four or five annual Foxfire Conferences in Tasmania. This will ensure the maximum benefit through on-going support for Foxfire-style projects established as a result of the first Conference.

In order to reach an even wider audience, the Conference will be followed by a breakfast session at the Civic Centre in Ulverstone on Wednesday, 14th August.

For further details, contact:

Rupert French
RSD 726, Beulah
Sheffield TAS 7306

Phone: (004) 911 535
Fax: (004) 911 408

or

Bob Burrows
Burnie Education Centre
51 Alexander Street
Burnie TAS 7320

Phone: (004) 315 511
Fax: (004) 318 085

DEMOCRACY & EDUCATION

Democracy and Education is a magazine for classroom teachers published by the Institute for Democracy in Education, at the University of Ohio (Athens, Ohio, USA).

IDE is a partnership of all participants in the educational process - teachers, administrators, parents and students - who believe that democratic school change must come from those at the heart of education.

IDE promotes educational practices that provide students with experiences through which they can develop democratic attitudes and values. Only by living them can students develop the democratic ideals of equality, liberty and community.

IDE works to provide teachers committed to democratic education with a forum for sharing ideas, with a support network of people holding similar values, and with opportunities for professional development.

Democracy and Education is the main editorial outlet of IDE, which also sponsors conferences and workshops and publishes curriculum materials. Democracy and Education tries to serve the ideals that IDE values in our classrooms and our lives by providing information, sharing experiences and reviewing resources. For more information or to become a member of the Institute for Democracy in Education, write to:

The Institute for Democracy in Education
College of Education
119 McCracken Hall
Ohio University
Athens, Ohio 45701-2979 USA

Connect has a subscription exchange with Democracy and Education. The following essay on Transforming Power, Transforming Classrooms: Empowerment and Democratic Education is taken from the Summer 1991 (Vol 5 No 4) issue of Democracy and Education.
Transforming Power, Transforming Classrooms: Empowerment and Democratic Education

by Irma Gonzalez
based on the work of Seth Kreisberg

In the last decade, empowerment has surfaced as an important theme in the women’s movement, community organizing and the progressive movement for peace and social justice. It has also emerged as a concept in the push for democratic education.

Virtually all serious discussions of empowerment emphasize the importance of community — of support and shared struggle in the process of empowerment. In fact, most empowerment theorists see individual and community destinies as interdependent and mutually reinforcing. Thus, empowerment is often described as a process of individual and group transformation in which individuals develop “mastery of their lives” and “participatory competence” through group problem-solving and collective action. Empowerment comes through dialogue and shared work to improve the lives of particular individuals while simultaneously trying to improve the lives of all members of a community. In the classroom, the empowerment of any one student is thus tied to the empowerment of her or his classmates. Or, as one teacher describes it, it is the climate of mutual respect in her class, where the group accepts that:

What everybody has to say is important, that was just assumed and not everybody chooses to contribute all the time, but nobody puts them down. They may make a crack every now and then in jest, but for the most part they really respect each other. It was an open, trusting atmosphere.

There are compelling links between empowerment and democracy. A democratic culture fosters the progressive evolution of peoples’ capacities to control their lives and act with others to fulfill individual and community goals. That is, democratic cultures are empowering cultures. Likewise, empowering teaching is democratic teaching. Yet the kinds of teaching and learning to which most students in this country are subjected are neither democratic nor empowering, and they do much more to perpetuate undemocratic forms of social relationship than to create and sustain a democratic society.

Over 70 years ago, John Dewey argued that education needs to have an anchoring idea and ideal, and that in the United States we had such a concept available — democracy. In placing democracy at the helm of the educational enterprise, Dewey situated education
squares at the center of his theory of democratic society, exploring the role education could and should play in the continued creation and maintenance of democratic cultures and institutions.

A commitment to democracy is not a commitment to process alone. It is rooted in and informed by a moral agenda guided by a commitment to human dignity, social justice and liberation. It is through democratic empowerment that we can break free from the constraints of domination in our institutions, in our cultures and in our everyday experiences.

Indeed, empowerment and democracy are complementary ideas. On the one hand, genuine democracy depends for its survival on having empowered citizens. It can only be created and maintained by individuals who are fully participating in their communities. On the other hand, democratic institutions and social processes are uniquely able to provide the conditions for individual and community empowerment.

The Role of Power in Empowerment

Empowerment embodies the idea of self-determination, a process through which individuals and communities increasingly control their own destinies without imposing on others. The link between controlling one’s own life and valued resources while simultaneously respecting others’ rights to do the same is crucial to empowerment theory. It is this dual dimension of empowerment that makes the nature of power such a vital and problematic question.

Democracy and empowerment need a conception of power that is not based on relationships of domination. A democratic theory of power must encompass the power that restricts freedom and denies popular sovereignty, the power that is manifest in resistance to domination, and the power that is the expression of liberty and self-determination. Such a theory must be able to describe a power that empowers people to democratic participation.

Educators seeking to understand the process of empowerment and to develop pedagogies of empowerment are confronted with fundamental questions relating to the nature of power relationships in their classrooms. These questions include: What are the dynamics of power relations in empowering classrooms? How do teachers and students relate to one another in empowering classrooms? How do students relate to their peers? Put differently, what is the nature of power that empowers and is empowering?

Most discussions of power share a common conception of power as a relationship of domination, as power over. Dominating relationships are characterized by inequality; situations in which an individual or group, in order to fulfill its desires, has the ability to control the behavior, thoughts and/or values of others. Power over is characterized by competition, hierarchy and win/lose situations.

Power with is an alternative conception of power appearing in an obscure but growing literature. Power with is manifest in relationships of co-agency. These relationships are characterized by people finding ways to satisfy their desires and to fulfill their interests without imposing on one another. The relationship of co-agency is one in which individuals and groups fulfill their desires by acting together. It is jointly developing capacity. Power with is characterized by cooperation, synergistic interactions and the possibility of win/win relationships (Follett, 1924; Macy, 1976; May, 1972; Miller, 1976; Katz, 1983/84; Starhawk, 1987).

Power over is inadequate to describe a power that empowers people to democratic participation. Power with, on the other hand, offers an aspect of power which resonates with the possibility of community, participatory decisionmaking and democratic empowerment.

Seth Kreisberg conducted an in-depth dialogical interview study with six educators who were active in Boston Area Educators for Social Responsibility. The interviews examined the nature of power that the teachers experienced within ESR and that they sought to foster in their classrooms. The six teachers saw themselves as the locus of power over in their classrooms and identified entering into
power with relationships with their students as their greatest challenge. The central themes that emerged from this study were the importance of supportive community, dialogue and shared decisionmaking in empowering pedagogy.

Building an Empowering Community

The six teachers’ experiences of power in empowerment suggest key themes for developing models for the empowerment of teachers. First, teachers must share control over their schools and their teaching — they must be equal participants in decision making in schools. Teacher empowerment will only be supported when teachers can come together to solve practical problems and when they have opportunities for support, community and dialogue. Teachers must be able to develop and express their voices through the ongoing praxis of pedagogical reflection and action. Empowering schools will provide teachers with ongoing opportunities to develop a critical awareness of their lives and experiences, of the meaning and impact of their teaching, of their students’ lives and learning experiences, and of the nature of our society.

To begin a process of empowerment, teachers must initiate a process of personal and institutional change that will lead to the transformation of both the structure of the schools in which they work and their relationships with their colleagues and students. One teacher describes the structure of his classroom:

We make rules together. We make decisions regarding discipline together. We decide on evaluation techniques and instruments... It’s hard to decide curriculum together — I tell them some things are outside of my control or their control... but as far as possible I allow them to determine the speed with which we cover the material, the length of the homework assignment.

The implications for the practice of education are dramatic: to transform our schools from places characterized by human isolation, competition for scarce resources and relationships of domination, and submission into democratic communities in which people enter into critical inquiry characterized by mutual support, cooperative decisionmaking and synergistic learning. In such learning communities people can meet, express and act on their concerns for themselves, their communities and the greater global community. They can discover and begin to live the meaning of democracy. After one year in a democratic classroom, a student noted:

I don’t know when I am going to have to know that when two parallel lines are cut by a transversal then its opposite interior angles are congruent. Or that a triangle’s angles add up to one hundred and eighty degrees. But I think I have learned more than just math in math class. I have learned how to cooperate with other people. How to present a statement to a group of people and ask for their advice. I have learned how to work with other people in a community where everyone is equal. How to disagree with someone’s statement and not argue with them by using words like stupid, dumb and idiot. For me math taught me how to be in charge of a group of people and respect them and hope they respect you. Math was the first class where people actually listened to what I, Bob Spencer, had to say.

The challenge for teachers committed to transforming their power relationships with their students and creating empowering and democratic classrooms is complex and difficult. Teachers are situated within institutions that are saturated by cultures of control and domination which are deeply resistant to change. Indeed, these educators encounter resistance on all levels, including resistance within themselves. They question the value of their efforts and find their past experiences difficult to transcend, their old patterns difficult to break. Outside the classroom they face resistance from administrators, colleagues and parents who question whether “real” teaching and learning is occurring and whether students are learning what they need to learn to “survive” and “succeed” in the “real world.” After the first year of co-creating a democratic classroom, one teacher comments:

I felt like I was taking risks all year long. It was hard, it was a struggle... Issues of vulnerability and risk were for me the dominant feeling of all this... I was very vulnerable, both inside and outside the classroom.

Inside the classroom, these teachers often face resistance from students who may ask why the teacher isn’t “teaching.” Students may feel uncomfortable being asked to think and choose for themselves, and may be unwilling or unable to take increased responsibility for their learning. In fact, students arrive in their classrooms having been shaped by and conditioned to respond to teacher-dominated teaching and learning. They often come to class feeling so powerless, mistrusting and cynical that creating a supportive context with transformed power relationships is a struggle for both teacher and students.

The fact is, students do not come to these teachers’ classrooms with the predispositions nor the skills to take
control of their learning. Working with students to create a more democratic and empowering learning environment takes time, skill and patience. In the process teachers mediate between conventional rules and structures and their students’ emerging abilities to participate in and create an empowering community. As one teacher in the study noted:

Sometimes at the beginning of the year I’d start by making plans because, I’ll tell you something, if you give them the plans they make the most conservative plans I’ve ever seen... they don’t see an expanded possibility for things like cooperating on tasks, retaking something if they don’t do it right the first time... They’ve been educated by the method of the system so long I think you have to throw some new choices out to them, options, anyway.

How can we create classrooms that more fully acknowledge the humanity and aspirations of young people? At the center of the challenge is the struggle to break down structures and patterns which dehumanize and disempower and to cultivate forms of relationship that provide affirmation, nurturance, hope and a sense of possibility.

Maxine Green addresses this when she writes:

We cannot negate the fact of power. But we can undertake a resistance, a reaching out towards becoming persons among other persons... To engage with our students as persons is to affirm our own incompleteness, our consciousness of spaces still to be explored, desires still to be tapped, possibilities to be opened and pursued. At once to rediscover the value of care, to reach back to experiences of caring and being cared for... We have to find out how to open such spheres, such spaces, where a better state of things can be imagined... I would like to think that this can happen in the classrooms, in corridors, in schoolyards, in the streets around.

We can create such spaces. But it is not easy. If we are to make democratic education in our culture a reality we must come to understand how teachers and students can and do create spaces in which they encounter one another as persons, spaces in which silenced voices are heard, in which lived worlds are examined, and in which imagined worlds begin to be lived.

*Irma Gonzalez is associated with the Peace Development Fund in Amherst, Massachusetts. This article is based on the work of her husband Seth Kreisberg, a longtime member of IDE who died in December, 1989.*

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**Democracy and Education**

**Summer 1991**

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*What? Me-talk?*

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**COSHG RESOURCE DIRECTORY**

The Collective of Self Help Groups (COSHG) is putting together the 6th edition of the Resource Directory of Self Help Groups. With information on over 800 small and large self help groups throughout Victoria, the Directory is widely used by State and local government, community groups, hospitals, doctors, and legal workers. Are you involved in a group which is not listed or is not a member of COSHG? If so, why not give COSHG a ring and find out more? Copies of the Directory are free to self help groups. Phone: 03 388 1777, Tuesday - Friday 10 am - 4 pm.
Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on (03) 489 9052:

AUSTRALIAN STUDENT PUBLICATIONS:

Rave (Winlaton, Vic) No 44, March 1991
Earth Kids (Monash, Vic) Vol 1 No 1, May 91

OTHER PUBLICATIONS:

IMTEC International Newsletter (Norway) April 1991
The REAL Story (Nth Carolina, USA) Vol 3 No 1 Spring 1991
Collective Notes (COSHG, Vic) Nos 60, 61, 62 April, May, June 1991
National Coalition News (NCACS, Tennessee, USA) Vol 15 Nos 2, 3; Fall 90, Winter 91
AERO-Gramme (AERO, New York, USA) No 5; Feb-March 1991
Options (Youth Bureau, Canberra, ACT) April, May 1991
NIE Update (ANPA, USA) Vol 17 No 1; Jan/Feb 1991
Youth Issues Forum (YACVic, Fitzroy, Vic) Autumn 1991
Achievements, Barriers and Challenges (YACVic, Fitzroy, Vic) - report of literacy project
Solving a Problem: Prevention of Brain Injury - Australian Schools 'Prevention of Brain Injury' Video Competition Catalog 1990 (SA)
Curriculum Perspectives (ACSA) Vol 11 No 2, May 1991
Democracy and Education (Ohio, USA) Vol 5 No 4, Summer 1991
The Media and Children's Issues (Children's Express, USA) - symposium report
Student Enterprises (Country Education Project, Vic) - report
Energy Breakthrough (Country Education Project, Vic) - information handbook '91

Articles:

The articles listed in this column are of general background value or otherwise not appropriate for reproducing in the columns of Connect. However they are available on photocoppy for research purposes. The length and cost (copying and postage) are listed. Please order by code number. (A fuller list is available in Connect 46/47 - to October 1987.)

Code Description/Pages/Cost

356 'A Framework for Negotiating in the Geography Classroom', Stephen Cranby, from Interaction, Dec 1988 (14 pp, $1.40)

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