Number 72:
December 1991

WHAT DOES J.S.C. STAND FOR?

TAMMY THE TERROR

JERKS, SUCKS & CREEPS!

... SO THEY TALKED HER INTO JOINING!
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In This Issue

Students and teachers from Junior School Councils in the Lalor cluster of schools (in Melbourne’s northern suburbs) decided they wanted to sum up their 1991 activities, plan for a good start in 1992 and tell others what they’d learnt. What better way than to put out a small booklet, they thought, and publish it as part of Connect. They organised a JSC Training Day to collect information ... and the results are here for your information.

So it seemed logical to go all the way with a graphic issue of Connect and use the wonderful cartoons of Bev Aisbett and Bronwyn Halls to report on other training days with JSCs. Their drawings capture the models made by students to show and report on their JSC structures within their schools, and to explore solutions to problem situations.

The international experiences at Moscow in Idaho (part of the Bitterroot Network) and the promised JSC Register also complement and round out another primary school special.

But that’s not all there is here! As another year closes - 12 years for Connect - James Oakes looks back on the role of Sunshine High School in developing and supporting student participation in the 70s. Neil Hickey came along to the teacher network meeting (p 24) with copies of "Get Your Fill at Wattle Hill" and has written about how students researched, wrote and published this book. And Northern Access Television went to air twice more, with students the corner-stone of production and presentation of live and recorded TV to their community.

Next Issue

As we contemplate changing our calendars to 1992, we're planning articles on students' research and action projects around youth homelessness from Melton schools (four classes in three schools working together), plus "Project-Centred Teaching: A Tool for the Democratic Classroom" - and your articles. Deadline: end of January 1992.

Until then, have a good holiday and a wonderful Christmas/New Year.

Roger Holdsworth

COVER

Tammy the Terror at a Junior School Council Training Day; cartoon by Bronwyn Halls. See report on page 3.
Two training days for members of Junior School Councils were held for the Preston, Preston East, Reservoir and Epping/Lalor Networks at the end of October 1991.

The activities followed plans similar to those reported in Connect 61, with sessions on:

Structures of JSCs: "make a model to illustrate where and how your JSC fits into your school." Students worked in school groups, using a pile of 'junk' material from Reverse Garbage to build a model of their JSC.

Role Plays: eight mixed-school groups of about four students were each given a problem and asked to devise and act out a solution. They were each given an envelope containing the scenario and details of suggested characters. After 5 minutes, these were taken up and students left to devise their own role play.

(NB: A case of learning! At the first day, these two sessions were organised in the reverse order to the above, and didn't work nearly as well. Also, students kept their scenario envelopes, and tended to learn the lines provided without thinking about their own solutions. We learnt from this and changed the second day. This is the value of evaluating and repeating activities.)

At each day, a cartoonist was employed to observe and draw, and we used the drawings to focus and reflect on reactions. We've always wanted to do a 'Comic Connect!'

GLIMPSES OF A JUNIOR SCHOOL COUNCIL TRAINING DAY

Cartoons by Bev Aisbett and Bronwyn Halls

"Build something to show your JSC in your school."

STRUCTURES

Connect December 1991
WHY IS IT LIKE THAT?

WE WANTED THE TEACHERS TO STAND UP

Teachers

[Diagram of a classroom with students and teachers]

FOUR MINUTES TO GO!!

kids in grades

Have you said enough, do you think?

kids in grades!

[Diagram of a classroom with students and teachers]

GLUE GLUE CUT STICK ON GLUE!
Play 1: Peter, a grade 6 representative, suggests that the JSC organise a fund-raising disco for the senior students only. Belinda from grade 2 asks, "Why can't it be for the whole school?" "Shut up!" says Peter. "We don't want the little kids hanging around."

Play 2: Most kids think Maths is boring! The JSC has discussed the maths program at Times Table Primary School and it sounds like fun. Mr Al Gebra (the maths teacher) thinks our request is silly. How do we talk to the Principal about changing our Maths program?

Play 3: Three girls - Tina, Tracey and Tanya - never come to the JSC meetings. Rocco raises this issue, saying, "It's not fair ..." What should the JSC do?

Play 4: Janos and his family have just arrived from Greece. As a new student at the school, he wants to know what JSC stands for. Some kids are telling him it's a waste of time. Tammy the Terror explains that "JSC stands for Jerks, Sucks and Creeps". Two JSC representatives are standing nearby. What do they do?

Play 5: Two School Council meetings ago, the adults agreed to the JSC's request to provide a sand-pit for the junior school. So far ... nothing! School Council meets again tonight.

Play 6: The prep grade representative at the meeting says the class wants an elephant to play with in the school yard. Oh boy!! What'll we do?
Play 7: The school's computer freaks have struck a problem. At lunch time, a small group of boys are busy using the computer. A few girls want a turn, but the computers are all being used. "This happens all the time," they say. They bring the issue to a JSC meeting.

The boys always hog the computer!

You give ideas to other people.

I enjoyed hanging our Principal...

The boys keep hogging the computer!

Well, let's have two computer rooms...

One for boys & one for girls!

Play 8: I've just been elected JSC representative for our class! I think it's really important because it gives us kids a say. I know I'll have to go to meetings and be prepared to do things around the school. But Dad says student participation is rubbish! "Kids should just concentrate on their work!" What do I say to my parents?

This Junior School Council is a lot of rubbish!
For several issues, we've been supporting the idea of a 'Register' of Junior School Councils in Victorian Primary Schools.

There has been a steady response to this proposal, and the following is a partial list of the schools that have contacted us and asked to be included. We do know of other schools with JSCs, but unless we are given specific approval, we are not willing to publicly list these on the Register. We may also have overlooked some others that have contacted us.

Please contact us urgently if you would like your JSC on the full list - to be published in next issue of Connect. Deadline: end of January 1992.

(All these schools call the group a Junior School Council, unless otherwise is indicated.)

A G Robertson PS, Rawson 3825
- contact Bianca Thimm (President), Sharree Robinson (Secretary), K Harrison (Coordinator) or P Cleeland (Head Teacher)

Burwood East PS, PO Box 374, Glen Waverley 3150
- contact Lester Gladman (Principal)

Hallora North PS, Brocks Road, Hallora, Via Drouin 3818
- contact Dianne Bellham

Huntly PS, Brunel Street, Huntly 3551
- contact Rebecca Haessler (Secretary)

Irymple PS, PO Box 716, Irymple 3498
- contact Peter Kynett

Lakes Entrance PS, Myer Street, Lakes Entrance 3909
- contact Tom Mahlook (Secretary)

Lalor West PS, Kingsway Drive, Lalor 3075
- contact Tanya Herbert (Secretary)

Longwarry North PS, Princes Highway, Longwarry North 3816
- contact Lyn Hermon

Mooroolbark East PS (Student Council), Taylor Road, Mooroolbark 3138
- contact Jude Featherby

Narmara PS, Narmara Street, Burwood East 3151
- contact John Lloyd (Principal)

Nicholls Point PS, Post Office, Nicholls Point 3501
- contact Tim Kerridge

Orchard Grove PS, Eley Road Campus, Burwood East 3151
- contact Ros Clough (Campus Principal)

Poowong North PS, Allchins Road, Poowong North 3938
- contact Jim Leicesteer

Preston West PS, Murray Road, Preston 3072
- contact Lynne Macdonald (Coordinating Teacher)

South Street PS, PO Box 612, Moe 3825
- contact Jenny Getzendorfer

Yarraville PS, Francis Street, Yarraville 3013
- contact David Petherick

Yarraville West PS, Powell Street, Yarraville 3013
- contact Mary Petherick

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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 whole 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
The Playground Project

Janice Johnson, with Marisa Swank
Fourth Grade
Russell Elementary School
Moscow, Idaho

My introduction to the Foxfire approach was in the summer of 1985. At that time the only option presented was that of a magazine. Therefore, my classes of 1985-86 and 1986-87 both produced a magazine which consisted of human-interest stories of their grandparents or older friends or neighbors. The first year was a teacher-killer because I made all the arrangements for the interviews and accompanied each child to his or her interview. I found this to be rewarding but too time-consuming to be practical. Therefore, the following year the children were on their own to do their interviews. Most of them followed through, so the magazine was successful once again.

However, I was very disappointed with the class of 1987-88. I gave them the assignment to interview a grandparent early in the fall. I did so, hoping some might be able to do their interview on a visit at Christmas. When the time came to write their stories, I found that less than fifty percent of the class had completed this assignment. I decided I had to re-evaluate my approach.

It was at this time that I learned that the Foxfire approach was based on the principle of encouraging students to participate in deciding how to implement their course objectives. It became clear to me that my previous class had not had a commitment to “my” project and had, therefore, chosen not to follow through.

I found the class of 1988-89 most enthusiastic about their Foxfire experiment. They chose it from a list of ideas we generated, and because it was their choice they felt ownership in it. I personally was happy with their choice, since it was an area of concern for our school staff and parents. The following is an account of their Foxfire experiment, written in collaboration with Marisa Swank, a member of that class.

Although the class identified the problem as inappropriate behaviors on the playground, they entitled the project “Fighting on the Playground.” They wanted to make our playground, which is very small and covered with pavement, a better place in which to play. They identified the problem more specifically as those activities that promoted conflict and possible fighting. Therefore, they decided what was really needed was to find activities that fostered cooperative interactions and camaraderie.

By brainstorming some solutions, they decided to do some research to discover new and safer games to introduce to the intermediate children of Russell Elementary School. Together in teams of two, they chose games they liked and thought other children would enjoy as well. They chose these games from a group of thirty game books from our public library and The Foxfire Book of Toys and Games that Foxfire loaned us. In addition to that research, they spoke with older relatives, including their parents and grandparents, about games they played in their youth. The result of this research generated a list of games which included jacks, marbles, sidewalk chalk games, origami, paper airplane construction, whizzer buttons, kings quest, frisbee flying, treasure hunts, Chinese jump rope, ball games, and hacky-sack acrobatics. Practicing with siblings and friends prepared them to be good instructors.

Before they introduced the games to their peers, however, they chose to take some baseline data to

Graph of playground behavior compiled by Conor Kennedy and Gabriel Putnum.
The students and teachers of the Foxfire Bitterroot Teachers’ Network in Idaho call this magazine “our issue of Hands On.” And so it is...

From the first Foxfire workshop at the University of Idaho in 1985, to the formation of our Network in 1987, to the development of working area groups in 1989, the application of the Foxfire approach to teaching in our schools has flourished. At rough count, we have ninety-nine teachers and one coordinator.

Breakdown by levels reveals: forty elementary, thirteen middle, thirteen high and five college teachers. In the category of “other,” there are eighteen, including seven Gifted and Talented teachers, two Adult Ed. teachers, several Ed. Specialists, a secretary, and a peppering of administrators. We become our own stimulus...

It’s a pleasure to share our network with you, and, if you’re ever out West, look us up.

confirm the general feeling of adults and children that a problem did, in fact, exist. By dividing the area of the playground into fourteen sections and the class into teams of two or three, they were able to observe and record disruptive behavior. The data was compiled at the end of a week, indicating that a problem did exist, and intervention might help.

They were anxious to teach the older children their games and activities. They had chosen activities requiring fine-motor skills and relatively small amounts of space, thus maximizing the use of Russell’s limited playground surface. They were confident they could interest their peers in alternative activities—but they were sorely disappointed. When they did generate interest with some students in a game, other students often disrupted their fun. Wind and rain made airplane flying impossible and dampened the spirits of frisbee throwers and chalk-drawers. By the end of a week of frustration, they concluded that their experiment was a total failure.

They were discouraged! They were faced with the dilemma of revising their approach or giving up. What could they do? Should they find more exciting games, make presentations to classes to generate interest, reduce the number of games, or introduce the games to primary children?

Primary children became their new focus, though we were faced with the challenge of coordinating recess schedules. Their confidence was renewed and enthusiasm was rejuvenated as the younger children clamored to play their games. It was a lot of fun to work with children who looked up to them and were eager for instruction and excited about learning and playing new games.

Their success grew as the news spread. More children wanted to participate, and some frustration set in as they struggled to teach large numbers of children their games. Their frustration was lessened when, to their surprise, intermediate children, uninterested before, offered to help younger children learn. An atmosphere of cooperation grew. They were no longer bothered by the weather, which was similar to that of the previous week, for they found ways to compensate in order to have fun. People playing marbles and jacks found sheltered areas, such as doorways. The paper folders found shelter from the rain and wind under the log structure. Because the rain erased the chalk, chalk drawers changed their game to button whizzers. Children shared their enthusiasm with their teachers and parents, and the positive feedback was interpreted as success.

They were proud of themselves. Together they had made the playground a more exciting place to be—a playground where there was much less fighting and much more fun.

In evaluating their project, students generated some recommendations which they felt would enhance the climate of Russell’s playground in the future. They believed some structuring of independent play would promote positive peer interactions. They felt intermediate and primary students should share recesses instead of separating the two levels, and a cross-age “buddy system” would encourage cooperative interdependence.

These ideas were suggested to the principal and staff and received varying responses. Our principal, Mrs. Martin, felt cross-age recesses would help alleviate some discord on our playground. Teachers were unsure of the benefits but did note that children continued to discuss their recess experience when they returned to their classroom. Our office staff reported fewer injuries and disputes through the duration of the project.

Because it was so difficult to coordinate our lunch hour with that of the primary children, we did so only for a week and a half. They were greatly disappointed when the older children stopped playing with them. My students had many compliments from both teachers and children. Mrs. Lombardo, a fifth-grade teacher, said, “Anything that has started to help the playground is a good experiment.” When asked how she liked our experiment, Kara Swank, a third grader, replied, “I love it, I wish you guys were out more.”

Several parents reported their children loved the games, especially the button whizzers and origami frogs. Their children have continued to play with these toys at home. Parents said their children missed us when the experiment was completed.

Almost all of the children agreed with Marisa’s assessment: “I found working with the older kids was frustrating, but it really was fun working with the younger kids. Watching them have fun made me feel great. I felt like a real teacher.”
NEW FOXFIRE PUBLICATIONS IN STOCK

SOMETIMES A SHINING MOMENT


Wigginton outlines the history of Foxfire, its philosophy, underlying approaches and details of his classes, lesson by lesson.

An inspiring and informative book with tons (oops tonnes) of ideas.

FOXFIRE: 25 YEARS


This is the most recently available book from and about Foxfire. Its editors include students who visited Australia in 1990 and 1991. There are interviews with Wigginton, early Foxfire students and community members. This is a dynamic illustration of the classroom approaches underlying the Foxfire approach to teaching and learning.

FOXFIRE 9, edited by Eliot Wigginton, Doubleday.

The ninth and most recent collection of articles from the Foxfire classes at Rabun County School - an essential illustration of what students can produce. Limited numbers of copies are available.

YOU AND AUNT ARIE


Still a definitive 'how-to-do-it' guide to producing oral history publications with students. It contains sections on interviewing, transcribing, layout, indexing, photography etc. The approaches are based on the experiences of Foxfire, Salt and other US student-produced magazines. Long out of stock in Australia - a new shipment is due in late January: reserve your copy NOW!

SHINING MOMENTS

A one-hour video on the Foxfire approach to teaching. Connect has a copy for loan - $5 to cover postage (loans for a week or less please; call us or write with requests). The Victorian Country Education Project also has a both a one-hour and a ten-minute version of this video for loan - (03) 329 5677.

All prices include packaging and postage.

ALL NOW AVAILABLE FROM CONNECT: ORDER FORM ON THE BACK PAGE.
JUNIOR SCHOOL COUNCILS: THE LALOR CLUSTER

HOW OUR JSCs OPERATE

Junior School Council members from a cluster of schools around Lalor in Melbourne's northern suburbs met at a Training Day on 27th November to talk about how their JSCs operate and how to make them better. The result of their discussions was this 'booklet':

HOW JSC MEMBERS ARE CHOSEN

Our schools have representatives from the senior grades (3 to 6). Each class elects a representative. One school has two representatives for each class.

Before students in classes nominate and elect students for the Junior School Council, it is important for them to think about what makes a good representative. They could talk about being a good representative before meetings, during meetings and after meetings. Here are some ideas we came up with:

What Makes a Good JSC Representative?

Before meetings:

A good JSC representative gathers information from the rest of the school to take to meetings.

During meetings:

A good JSC representative is someone who:

- attends all meetings unless they are sick;
- brings their minutes;
- listens carefully and takes notes in meetings and discussions;
- encourages and lets everybody have a say;
- is truthful and says what they really think in meetings;
- asks relevant questions;
- raises new issues;
- explains things so that you can understand;
- is confident and always contributes in discussions and follows their ideas through.

After meetings:

A good JSC representative lets other people know what's going on by:

- reporting to grades;
- reporting at school assembly;
- putting the minutes on notice boards;
- putting information in the school newsletter;
- reporting to the senior School Council.

A good JSC representative is someone who is prepared to do extra jobs and makes sure that they get done.
WE MEET REGULARLY

Our Junior School Councils have formal meetings. A few of us meet every week, but most meet once a fortnight.

Most JSC members are pupils are grades 3 to 6. This means we have to visit the other grades and report to them. We have to listen to them too, so that we can find out their problems. Sometimes the preps aren’t too sure what we are talking about and sometimes they ask for unrealistic things like heated swimming pools. We have to tell them that the school doesn’t have a lot of money.

The size of JSCs

Junior School Councils in our cluster have between ten and twelve members. This is a good size. Everybody gets a go.

Meeting times

Most of us meet at lunchtimes, in a special room or in the Principal’s office. Sometimes our meetings last all of lunchtime. Other times we don’t have so much to discuss. One of our schools meets before school and in school time.

The agenda

Some of our JSCs have agendas. They write down the parts of the meeting and the topics that will be discussed. This is a good idea because it means nothing gets left out and you stick to the topic.

Meeting plans and special jobs

Our meetings are organised. We all have Presidents (or Chairpersons) and Vice Presidents. These people run the meetings and make sure that:

* everyone gets to contribute;
* we keep to the topic;
* we do all our jobs.

We also have someone to write the minutes (a secretary or minute taker). This is a tricky job. Some schools photocopy their notes. Other schools print them on computer. We make sure all the adults as well as the JSC members in the school get a copy.

A few JSCs have Treasurers who report on how much money has been raised and what has been spent.

We elect the people with special responsibilities. Most of the schools change the leaders each term or each half year so that more people can have turns.

Our meetings usually go like this:

* We come in and sit down;
* The President tells us to come to order;
* We see who is present;
* We look at the previous minutes to see if there are jobs people should have done;
* We see if there is any correspondence. We don’t get letters very often. Sometimes children or grades write to us. Sometimes teachers write. We do get letters asking us to donate money to worthy causes. One school has a suggestion box that people can put messages in;
* After this we have grade reports. Each of us reports from our own grade and the other class we have visited since the last meeting.

Sometimes we have to vote on things.

The meeting ends when we finish talking.
Visitors

Sometimes we have visitors to our meetings. This year they have included: the canteen manager who spoke about kinds of food and what the children wanted, the fund-raising leaders, the Vice Principal, and the Principal.

We visit other people

After meetings some of us have to visit other people. For example, we might report to the senior School Council or the school staff. Sometimes we get nervous doing this, but we always do a good job and they thank us for coming. We have to visit teachers to ask them questions. For example, we might visit the Principal to see if the school can have hand dryers in the toilets or ramps for wheelchair users at the school entrances.

Problems

During one of our training days, we acted out a bad JSC meeting. Here are some of the things we noticed which can spoil a meeting:

- The JSC actors didn't keep to the agenda - they jumped from one issue to another.
- They didn't cooperate with each other;
- They weren't punctual;
- There was no order;
- No minutes were recorded correctly;
- Motions were moved and seconded;
- Nothing was taken seriously;
- There was no real discussion;
- You should never storm out of a meeting;
- The good representative did his best to restore order;
- They didn't finish the meeting. The next meeting date wasn't decided and written down;
- There was disagreement and arguing.

From this discussion, we made a list of rules for a meeting:

Meeting rules

- Cooperate;
- Use your manners;
- Compromise: you can't have everything your way;
- Be on time for meetings;
- Listen to what is being talked about.

We have a few other suggestions too:

- In your minutes, have an action column. In this column, write the names of people who have to do jobs, so that they can quickly see their names when they look at the minutes;
- Talk about one item at a time;
- Make joint decisions. Make sure you decide on things as a group. Vote by raising your hands;
- Don't forget that the Chairperson is in charge of meetings. Wait until the Chairperson asks you to talk.
ACTIVITIES WE ORGANISED IN 1991

School activities

Here are some of the things we did:

* organised special food days and rosters for the canteen;
* installed an aquarium;
* had a fete;
* had a drawing competition and a bat-tennis competition;
* worked on ways of helping the environment; we recycle cans and paper; some schools have compost bins;
* planted trees;
* welcomed new students to the school;
* welcomed parents and grandparents to Education Week activities;
* had a poster competition;
* sponsored a zoo animal;
* introduced marbles and swap cards;
* had a cake stall;
* took charge of an area of the garden;
* made recommendations about the distribution of computers in the school;
* discussed library opening times;
* arranged for sports equipment to be delivered to the playground each recess;
* began a school discussion about what our grade 3 students write with.

Solving problems

Sometimes problems are raised at meetings and the JSC is challenged to find answers to them. Here are some we had this year:

* litter in the yard. This seems to be a problem at most schools. One JSC had a subcommittee that made sure class bin monitors put their bins out and emptied them each day. Another JSC recommended that some areas of the school ground be food-free areas. Another JSC worked out the best places to put bins.

* canteen arrangements. Some schools had problems with canteens. Some children wanted different foods or thought their lunches were too cold when they arrived. Canteen workers thought some children brought lunch orders too late and other children forgot their money. We made sure everyone knew about the problems. Some JSCs and canteen managers worked together to arrange special food days (such as a pizza day).

Fundraising

Junior School Councils raise money for lots of reasons. Here are some of them:

* Social Service. We raise money for poor people, for the Red Cross, for the Royal Children's Hospital, Jump-Rope for Heart and for Legacy.

* We raise money for our schools. We buy plants for our gardens, sports equipment and give some money for fun and fitness tracks. Some of us pay for materials for our rooms.
Here are some of the ways we raised money:

* We had an M&M drive, selling boxes of chocolates.
* Lots of us planned lunch-time discos.
* We had two fetes. One was run by the school fund-raising committee. The JSC had games activities at the big fete.
* We had a wheel-a-thon, a raffle, a sausage sizzle and a cake stall.
* Our pizza drive was a big success.
* So were our chocolate drive, Christmas hamper raffle and lolly drive.
* We had a soccer match. It was popular.
* Our sweet-tooth stall was great!
* We had a trash and treasure stall. Some people thought the trashy things were treasures.

The best thing we did was the Coles dockets. We collected them, counted the totals and sent them to Coles. Now we’ve got some new computers!

We had an art competition. It was a new idea for our school and it worked.

Some things didn’t go so well. One school’s walk-a-thon wasn’t well supported (not enough sponsors) and another school’s lolly-jar competition didn’t raise a lot of money.

**Ten good fund-raisers:**

Here are a few ideas that worked for us:

* fete stall
* book stall
* car wash
* basketball shoot-out
* lunchtime discos
* jelly-bean competition
* mini-fete
* can collecting
* cake stall
* sweet-tooth stall
HOW OUR CLUSTER OPERATES

The group day on Wednesday 27th November that saw the production of this document was organised by our cluster. We called the day A Celebration of What's Happened.

The workshop was planned and facilitated by teachers and was the culmination of a series of four days conducted in 1991 by a network of Disadvantaged Schools Program clusters at Preston, Preston East, Reservoir and Lalor.

The network was created by the School Community Officers from these areas, working with Roger Holdsworth. The original aim was to seek DSP funding to enable the development of teams of teachers from each of the clusters to plan and facilitate an on-going series of workshops (about one a term) for students and teachers connected with JSCs.

This plan grew out of workshops conducted over recent years by School Community Officers. These Officers were keen to see them continue independently of the School Community Development Program.

Our Junior School Councils have been in operation for between one and six years, in a variety of forms, and with mixed success across the network (which comprises more than 20 schools).

The network enables a dynamic sharing of ideas, resources, enthusiasm, and a sense of continuity.

Workshops have often been re-worked versions of previous activities (see Connect 61, 62 and 70), recognising that new students and teachers are continually being introduced to JSCs. Furthermore, students who had done an activity about 'Meeting Procedures' in 1990 were likely to gain a more sophisticated appreciation when a similar activity was re-presented in 1991.

Here's an outline of the half-day session that produced what you are reading:

12.20 pm Arrival (in teachers' and parents' cars)

12.45 pm Warm-up activity:

Make groups. Ask everyone to find others who have birthdays in the same month. Ask each month group to work out how to say the month name. A teacher could demonstrate ways of saying words first (eg J-j-J-Jan-Jan-Jan-Jan-Jan-JANUARY! FeeeeeeeReeRu ar yyyyyyyy). Each group must finish with finger clicks so that the next group knows when to start. The activity culminates in a performance of the 'months of the year'.

1.00 pm Workshops: The following activities will operate simultaneously and change-over will occur every 30 minutes. Children will be in mixed school groups and will only participate in a maximum of three activities.

2.00 pm Afternoon tea.

2.15 pm Resume group work. Children will be given a brief introduction to the purpose of the inservice and the activities being offered.

Activity 1: What Makes a Good JSC Member?

Ask children to begin considering what is a good JSC member and what is a bad JSC member. Pass out cards to children, on which are some descriptions of student representative behaviour:

Edwina takes notes in discussions.
Graeme is a bossy chairperson.
Catherine encourages other kids to explain their ideas.
Pauline writes a JSC report for the newsletter.
Tania likes to show off. etc

Children to get into small groups and discuss their card to decide whether it describes a good or a bad representative. Larger group sharing of decision. Cards which describe a good JSC member are to be pinned to a large figure marked as 'good representative'. Children are to get back into their small groups to write a further series of statements describing a good JSC member. Sharing of each group's statements and those that are agreed upon are to be stuck on our figure of a 'good JSC member'.

Junior School Council elections: a) The Best Candidate - voting procedures, the ballot box, mini-poll, voting terms; b) Voting for Office Bearers - duties and responsibilities, titles, role of JSC teacher, voting procedures.

Activity 3: Meeting Procedures

Gather information about: numbers on JSC, regularity of meetings, time of meetings, duration of meetings, elected positions (what each person does), other jobs for other people, meeting routine, agendas, minute formats, moving/seconding/voting, tabling items, time limits, correspondence, previous minutes, action column, dealing with guests, reporting from rooms, class meetings, making sure everyone contributes, role of adults during the meeting.

The teacher will scribe this information on butcher paper.

Activity 4: What We Did in 1991: Life at school.

Pose question: "What has been the major administration and curriculum tasks in 1991?"

Children to divide into smaller groups. Appoint a chairperson and recorder for each group, or groups can appoint their own. Make clear the rules of brainstorming with the children: every idea put forward is written down; there is no discussion about whether an idea is good or bad. Children to transform their ideas. Collect all ideas together and group the ones that are similar.

Children to decide on each using 'agree, disagree or unclear' method. Make group list.


Children to discuss various activities they have conducted. Which were successful and which were not? Why? Complete an individual worksheet to illustrate if time permits. Design sample eye-catching poster illustrating one successful activity.

Activity 6: Design Workshop

Materials needed - white paper, black pens (fineliners), glue, erasers, pencils, correction pens.

Discuss booklet and what would be in it. What illustrations, cartoons, symbols could be incorporated into it? Discuss clarity, shape, size etc. Children to work individually, in pairs or small groups to create suitable illustrations. At end of session, look at each others' products. Collect all of these for compilation for booklet.

2.45 pm Evaluation: Children will move back into their school groups to complete an evaluation of the inservice.

3.00 pm Return to schools.
EVALUATING THE GROUP DAY ACTIVITIES

So, what do JSC representatives think of the training days when JSCs from a number of schools get together?

"Excellent," wrote one on a feedback form.

"It made me think about how to be a good JSC member" was a highly regarded outcome for the session in which we wrote this document. The drawing activity was also popular. Less important to us was "talking about meetings and how to run them". We had already talked about this on other days.

We chose a face to describe how we felt about the day:

- very happy 35%
- OK 30%
- puzzled 10%
- unhappy 10%
- very unhappy/angry 15%

On the evaluation sheet we suggested what we would like on future days. A strong response was to have more fun games to do with JSCs. Also mentioned were:

* more activities
* watching films about people working in groups;
* drama;
* learning more about JSCs;
* drawing; and
* "everything we done today!"

MEMBERSHIP OF OUR CLUSTER

Here is a list of people from our schools who prepared this document. The JSC from Lalor North Primary School was unable to attend this session.

Lalor Park Primary School: William Howe, Belinda Cergovski, Aneta Ivanovski, Matthew Cercone, Nicole Fusca, Adele Pittao, Louie Manovski, Daniel Rizmanoski, Cesssey Daglish, Steven Kosaros, Elizabeth Karovski.

Meadow Glen: Dannielle Holder, Nicole Cleaver, Rachel Kelly, Ben Myers, Mathan Nolan, Sezgin Peker, Jamie Stilsby, Jodie McGrath, Nicole Holder.


Lalor West: Lence Jovanovska, Lupce Milosevski, Steven Filipovski, Katherine Eddy, Tanya Herbert, Andrew Herbert, Steven C., Sandra Delliros.

Lalor East: George Moschatos, Victor, Snezana Burnazovska, Natasha Kostopoulos, Matthew Bynon, Dean Conlin, Justin Turnley, Melissa Conlin, Selcan Dumaoglu, Jane Bugden

This booklet was compiled by:

Debbie Purser
Lalor Park Primary School
Phone: (03) 465 1357

Graeme Askew
Lalor East Primary School
Phone: (03) 465 4350

Connect December 1991
SUNSHINE HIGH SCHOOL AND 9/10/11 REVISITED
THE YEAR THE SCHOOL CLOSED

Sunshine High School, in Melbourne's western suburbs, closes at the end of 1991. James Oakes looks back on the importance of Sunshine in the development of ideas and practices of student participation.

A NEW START

In 1976, I arrived at Sunshine High School with twenty other first-year teachers, ten more experienced teachers, a new Principal (the controversial Labor Mayor of Sunshine) and a new Deputy Principal.

Amongst those more experienced teachers and some of those who had not left the school, an Educational Task force was set up, given time release and a chance to study, to plan changes to overcome the problems that the school was facing. Staff were encouraged by the new Principal to get involved and to speak up if they had ideas. Staff participation in decision making was to be a feature of the school.

The school faced a number of problems. The community had a 50% migrant population with their special problems, increasing unemployment and an above average number of broken homes and pensioners. At the school, truancy was high, vandalism rife, staff-student conflict evident, clashes between 'old Australians' and 'new Australians' common. There was high staff turnover, language difficulties for a number of students and high drop out rates and little community involvement in the school. Things were not well.

A number of decisions were made quickly to try and make a new start. This was before the new School Council reforms and industrial agreements, although there were some precedents of staff executives operating in Victorian schools. It was decided that the traditional courses, discipline, uniform, and rules of the school were not appropriate for a number of students that were in the school.

The rules of the school were abolished, uniform was scrapped, and committees established to revise the goals of the school, the curriculum content, structure and methodology and the welfare system.

The new rules were: students had to be at school, in class, not smoke, not cross Ballarat Road, and be reasonable - the bare minimum to reduce conflict between staff and students. This replaced a myriad of rules about access to courtyards, the rose garden, corridors and uniforms.

Change occurred because there was clearly a need for change, because the Principal supported the planned changes, because a group of teachers was willing to put in the time planning and implementing changes and because the great majority of the staff supported the change. Obviously, a great deal was possible.

The Curriculum Committee, with the help of the Task force, drafted and had accepted by the staff, a set of goals for the school. They can be summarised as:

All students should have:

- an understanding and experience of the work-world;
- experience in decision making, knowledge of rights and a willingness to participate and take action;
- knowledge of Australian culture and its sub-cultures;
- personal and social competence;
- literacy and numeracy skills that are essential to the above.

The school structure wasn't radically changed at the outset, but there was an increased focus on teams, with year 11 and 12, year 9 and 10, and year 7 and 8 groups adopting a 70% allotment policy. The majority of staff had most
of their allotment at 7 and 8, or 9 and 10, with year 11 and 12 classes shared equitably.

This enabled, or forced, staff to commit themselves to a particular level - 7/8, 9/10. Subject time allocation was rationalised. Subjects were combined to increase the contact between teachers and students in the hope that this would lead to changes in teaching methods and ownership of a particular level of students.

With these changes in place, immediate benefits were visible in attendance, morale and enthusiasm. The next seven years saw many innovations introduced at Sunshine High that improved the educational outcomes for that generation of students. Many had been tried before in other settings.

9/10/11 - A VERTICAL EXPERIMENT

Members of the Task-force designed a 'Vertical Unit Scheme' called 3/4/5 - later 9/10/11 - to achieve the school goals and improve learning outcomes. This vertical scheme was not in the mould of Vertical Modular Units Schemes that are common today, but a Unit Scheme with mixed ability classes across two and three age levels in each class or unit.

The scheme, with the rest of the school, introduced a whole range of programs and strategies that were tied together by notions of student participation and social action. Some of the programs follow:

The 9/10/11 Congress enabled students to learn about and really participate in decision making in 9/10/11. The Congress discussed what was taught and how it was taught, as well as the camps and out-of-class activities that student groups often organise. (See Connect 3: '3-4-5 Adds Up' by John Martino [a student!])

Small Group Community-Based Research took students outside the school to collect information.

An Economics class pioneered Work Experience, now an institution in most schools.

An English Unit produced a weekly magazine Guess What and made a major contribution to the school-community newspaper Profile that was full of students' work. It was based on the notion of producing writing for an audience, with a strong purpose.

Biology classes set up a green-house, propagated trees, planted natives and promoted concern for the environment.

Real-life applications and a social conscience were brought to the study of Chemistry, Physics and Mathematics, while making sure that the students had the grounding to go on to further studies if they so desired.

Cross-Age Tutoring within 9/10/11 and with the local primary schools, saw the tutor and student benefit. (See 'CAT: Sunshine High School' by Joan Morris in Connect 3.)

Starting with a Super 8 and then a half-inch reel-to-reel black and white video camera and some cassette recorders, a television studio, drama room, dark room and radio station emerged. Films, photographic exhibitions and plays were produced for outside audiences.

Art classes always focused on outcomes and participation, producing exhibitions, decorating rooms and constructing the sets for plays.

Closer relationships brought about by 70% allotments of 7 main staff with 90 students, produced the 9/10/11 swimming team, volleyball at lunchtime, the girls' football team - as well as participation in whole school projects like the 24 hour football match, the dance-athon, and all the usual school athletics, swimming and inter-school sports.

In Social Science Units, Australian culture, history and politics were enhanced by community research, and activities and outcomes that catered for individual differences and social action. The Social Science Laboratory and the TEAC Research Centre were of great assistance.

Home Economics, unable to take over the canteen, ran an Italian Restaurant every Friday one year as an example of the application of participation and social action.

Health and Human Relations Education was introduced.

Typing classes produced the copy for the weekly Guess What and school-community newspaper Profile each term.

A Hiking Club walked the alpine track, camps were run to places the students had never been: Healesville, Launching Place, Emerald, Hattah Lakes and the Adelaide Arts Festival.

THE WHOLE SCHOOL

The school joined the STC Group to offer an alternative within the Higher School Certificate. This alternative continued, in year 12, the participation and negotiation that had been the basis of 9/10/11. Many students went on to succeed, gaining their HSC, proving that there are alternative structures, strategies and methods that
can produce the same or better learning outcomes for students.

In 1980, the school sponsored a visit of Professor Art Pearl from California, whose ideas had been used in the school goals and programs. Art assisted with a school-based evaluation project, which attempted to judge how successful we had been with that generation of students and the changes we had made.

TEAC enabled us to institutionalise Community Based Research within the school. The Disadvantaged Schools Program also helped innovations along and added much needed parent participation to the school, by employing a Community Liaison Coordinator and two parents (employed part-time) to improve community participation in the school.

COMMENT

With hindsight, changes at Sunshine High School between 1976 and 1983 were a response to a clear set of problems that could not be ignored. It was an example of what is possible. It was successful: staff turnover was reduced considerably, staff/student and student/student conflict became the exception rather than the rule, truancy wasn't as bad and learning outcomes improved. Students participated in decision making, negotiated the curriculum, carried out action research, produced work for audiences, took social action, engaged in cross-age tutoring, were involved in the community, understood the world, valued our culture and that of others, and developed self-confidence and the ability to become useful citizens.

In such an innovative school, with lots of new ideas being tried, there were tensions. There was considerable tension between the 9/10/11 scheme experiment and the 'mainstream' as the mainstream had introduced some of these ideas as well.

Most of the strategies had occurred before and have since. It was another example of good practice that can be learnt from and applied elsewhere. It wasn't the first, it wasn't the best; it had its problems, its failures; and perhaps it leaves the greatest question unanswered, given that, like many such problems and schools, it ended: "how do we sustain it?"

The innovations at Sunshine lasted at least seven years. Many of the programs and strategies have, no doubt, continued, but the 9/10/11 experiment ended. The reasons are many. The staff had changed. Some left to face new challenges, and others' priorities changed. The problems that had made change so necessary had faded, and the tensions between an experiment within a school and its mainstream became more of a problem. There were demands for the lessons learnt in the scheme to be shared and the programs of 'mainstream' to be valued. Also, the Blackburn Report emphasising the post-compulsory years brought calls for a separate year 11 and 12 program, and 9/10/11 didn't want to continue as a 9/10 vertical. It was, after all, an experiment meant to try out strategies, structures and programs that would become part of mainstream schools. Its end was probably inevitable.

A number of strategies have become institutionalised, a necessity if innovations are to survive. Student participation, work experience, community research, cross-age tutoring, magazines, media, health and human relations, continued to be developed in schools. Although experiments like 9/10/11 have ended and the school has closed, the ideas that were implemented and added to there live on in the constant process of renewal and improvement that schools seem to go through. The staff and students who were there between 1976 and 1983 will not have forgotten and will be hoping that the process of renewal continues to improve teaching and learning elsewhere.

Many thanks to Ken Harbottle, Jim Williamson, Dave Jones, Liddy Brush, Bev Richard, Joan Morris, Hanna Karas and Rob Schmode.

James Oakes
Wodonga West Secondary College

STOP PRESS!

NATHALIA WINS AWARD

Literally as we were pasting this issue together, Michelle James from Nathalia Secondary College's "Times Have Changed" book project phoned. "We've just won!" she yelled.

Nathalia Secondary College had won the classroom section of the Victorian Curriculum Innovation Award 1991 for its research, photography and writing project based around documenting the Nathalia/Barmah community (see articles in Connect 67 and 71).

Congratulations to all those concerned - it was a great achievement. As noted elsewhere in this issue, Nathalia is not 'resting on its laurels' but is conducting workshops in various areas and is active in the establishment of the teachers' network (p 24).
GET YOUR FILL AT

WATTLE HILL

THE HISTORY OF THE WATTLE HILL HOTEL, AND SURROUNDING AREA.

Megan Giles, Jodi Kent, Mandy Gault, Erin-Maree Horsley and Neil Hickey
1991 has been a huge year for a small group of VCE Local History students of Apollo Bay Higher Elementary School (Victoria).

The guide-lines as set out in the course handbook made it difficult to resource and be practical for a remote school. Discussion within the group, and a review of the course outline, revealed that local subject matter/topics could be readily adapted to suit.

Ours is a Vertical Unit school for years 8 to 10, throughout which a fairly comprehensive history is given. The four students involved in the year 12 course were already quite well versed in methods of research and debate over valid historical information etc.

The topic chosen for study was to be the now de-licensed 'Wattle Hill' hotel located on the remote Moonlight Heads area of our coastline. We chose this because it was a stage in the overall development of the region and, at times, a self-sufficient and important social venue for those developing the area.

The students all agreed to the topic after a field trip to the area and immediately began mapping out the proposed 'study areas'.

A list of some twenty subject headings were developed and a filing system started to categorise information gathered on topics such as the Aborigines, explorers, industries, hotel, social life, railways, adventures, schools, etc etc.

A basic draft of a letter to be sent to anybody felt by the group to be capable of providing information under the headings was established and sent off when the need and/or name arose.

Field trips then began to the Geelong Advertiser, Colac Herald and State Library etc, to research the area (under the headings set down).

Advertisements were placed in all the local papers, requesting that anyone with information about the Hotel be willing to share it with our group. Responses, although thin and sparse, came in over a matter of weeks.

Appointments were made and arrangements to conduct taped interviews were carried out. We tried to squeeze in three to four interviews with each 'field trip' (Friday arvos). This became hazardous as the students found it difficult to conduct the interviews and keep the interviewee - often the very elderly - on track, and therefore often went overtime. The effect of this was that less time was available for the next one and so on.

Frustrations built and waned but progress was being made. Photos and anecdotes were collected and an on-going debate within the class about the relevance/validity/morality of some information kept up the interest.

The information was often contradictory and real exercises in historical debate took place and were usually resolved by stating something like: "It was said ..." or "It is believed ...

The students then took their hand-scribed notes and spent long hours placing them onto a computer (still sifting and re-writing) at one of the girls' homes. A last field trip to the hotel for an overnight stay, turn-of-the-century banquet in period costumes, and photo sessions was organised. Here the nearly final draft was worked over and aired to a couple of guests. Ghost stories ensued and a real living history took place.

The final pasting and lay-out took endless hours. It was a real laugh for myself and my boss (very supportive all through) to see the girls lined up at the school gate waving off the final draft on its way to the printers.

The book has now been distributed and is proving to be a real talking point around the district: contentious, untrue, wonderful, astounding etc.

Copies are available from the school for $5 plus postage and handling:

"Get Your Fill at Wattle Hill"
C/o Neil Hickey, Apollo Bay HES
Pengilley Avenue, Apollo Bay 3233
Phone: (052) 376 483
GREEN ENERGY

"Green Energy" is a comic produced by young people who were participants in a series of cartoon workshops presented by the Melbourne-based Express Media Power Workshops between May and September 1991.

The project was supported by the Victorian Department of Manufacturing and Industry Development, the Victorian Ministry for the Arts and the Australia Council.

Contact Express Media Power Workshops Inc at 18 St Andrews Place, East Melbourne 3002. Phone: (03) 654 8366.

DEMOCRACY AND EDUCATION CONFERENCE

Advance notice has arrived of this conference, organised by the Institute for Democracy in Education, on June 25th-27th, 1992 in Athens, Ohio. The Conference theme is on 'Democracy through Diversity'. For more information:

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

NATHALIA ON TOUR

After producing their book "Times are Changing" (see Connect 71), the students from Nathalia Secondary College have continued to travel, presenting workshops for students and teachers on what they did and what they learnt.

After a workshop at Apollo Bay, they travelled to Tasmania, presenting further sessions at three schools in mid-November, before returning home.

For more detail, contact Lyn Loger at Nathalia Secondary College on (058) 662 331.

STUDENTS REPORT NATIONAL CHILD POVERTY AND EDUCATION CONFERENCE

The recent National Child Poverty and Education Conference, held in Melbourne between November 12th and 15th, was marked by the presence of a large student reporting team. This team covered all three forms of media:

Print: students from Westall and Footscray/Yarraville Secondary Colleges in Victoria and Paralowie School in South Australia produced three daily news-sheets summarising addresses and workshops at the Conference. A total of 26 students, supported by six staff, worked on 'Unheard Voices', producing 14 broadsheet pages of copy to a tight schedule.

Radio: students from Warrandyte Secondary College, coordinated through Warrandyte Youth Services, taped addresses and interviews throughout the Conference and edited segments for breakfast programs on 3CR, and for a longer program of their own.

Television: students from Kingsbury Secondary College, through Northern Access Television (NAT) video-taped addresses and recorded interviews and background material. This was edited for a five-minute current affairs report, broadcast on UHF 31 (through TVU in the western suburbs of Melbourne) that weekend.

VICTORIAN STUDENT PARTICIPATION REPORT

The final report of the Victorian Ministerial Working Party on Student Participation (a twovolume report - schools, TAFE) has been edited and lodged with the library of the Victorian Ministry of Education and Training.

It is intended to use and release sections of that report in moving towards policy statements on various aspects of student participation.

Enquiries about the report should be directed to the Library, Ministry of Education and Training, Level 7, Rialto South Tower, GPO Box 4367, Melbourne 3001. Phone: (03) 628 2448. Queries about the content of the Report and the processes to be followed now should be directed to the Ministry's School Councils and Participation Unit on (03) 628 3865.

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TEACHER NETWORK MEETING

A very successful exploratory meeting around a teacher network, inspired both by Australian student participation experiences and by the Foxfire approach, was held in Melbourne on 8th November 1991. Approximately 20 people attended, mainly classroom teachers from primary and secondary schools.

Following much discussion about projects underway or planned, and of what a network might mean, the group decided that they would like to move towards some type of formal network structure. Six of the teachers made a commitment to meet regularly (at least four times a year) as an 'executive' for the broader group.

Others were invited to join the group. What defines this network? There was general agreement that the network recognises practices of student participation and classroom collaboration that exist in VCE and Frameworks, and that the Foxfire approaches inform, 'formalise' and 'internationalise' that.

Why a network? The group brainstormed some reasons why they wanted to come together:

Support for our practices:
- back slapping (instead of back-stabbing)
- motivation
- finding out that our mistakes aren't failures
- supportive criticism of each others' work

Sharing information on approaches:
- developing answers to specific problems
- developing ideas for classroom approaches
- knowing how to get round the system

Sharing information on practical resources:
- knowledge of practical points
- distribution of products
- develop workshops on specific topics
- resources - sharing things, people, access etc
- development of shared contributions within a community

Developing philosophy and approaches:
- clarifying ideas and philosophy
- reflect as a group to refine our practices
- encouraging excellence - exploring what it means

Developing practices of others:
- taking information back to colleagues
- documenting practices in classrooms and networks
- having an impact on teaching/learning practices in Victoria

Going forward together:
- generating new ideas

The next meeting of the group will be held in early April 1992. Lyn Loger will act as convenor for this meeting, and can be contacted at Nathalia Secondary College, PO Box 42, Nathalia 3638. Phone: (058) 662 331.

Connect and the Victorian Country Education Project will continue to support this teacher network in any way they can, especially in dissemination of information.

COMMUNITY GRANTS PROGRAM

The Bicentennial Youth Foundation Inc was established in 1989 to benefit disadvantaged young Australians (up to the age of 25 years).

The Foundation is pleased to announce the national Community Grants Program, which will provide an opportunity for community organisations to provide innovative programs to assist disadvantaged young Australians to improve their physical and mental health.

A limited number of grants of up to $20,000 are available to successful organisations. Applications, on the form supplied by the Foundation, close at 4 pm, Tuesday 17 March 1992.

Application forms and guidelines from:

The Bicentennial Youth Foundation Inc
PO Box 225, Leichhardt NSW 2040
Ph: (02) 564 2242; Fax: (02) 568 2832

or Phone (008) 252 316 - a free call for young people outside the Sydney Metropolitan area.
NORTHERN ACCESS TELEVISION BROADCASTS ITS SECOND AND THIRD TEST TRANSMISSIONS

The clock hands reached nine, allowing anyone who cared to know that 8:59 am was now all but a memory. The lights in the studio came to life. One kilometre away, a viewer knelt in front of their television, adjusting a dial, as the digital display read UHF 31. The screen failed to come to life with the images of Northern Access Television. After all, this was the second test broadcast, and testing meant that sometimes things would not be perfect.

Thankfully the late start of the transmission was one of a few small problems which affected the broadcast, and most of the aims of the transmission were successfully achieved. Live crosses from the Preston Secondary College, complete with nervous presenters, interviewers and, in some cases, interviewees, went without a hitch. Student participation increased significantly over the first broadcast - it was not unknown for students to be in control of the entire studio for hours with no supervision. Many visitors came to the studio. Among these were a number of community groups, who presented their own programs. Students from various schools in the area assisted in most facets of the studio operation, including interviewing, camera and panel work.

Notable events included the arrival of several girls from a Dandenong Secondary College who learnt of the broadcast through an article in The Age and made their way to the Preston studio in order to gain knowledge for their media studies course. Enthusiasm was very high throughout the broadcast, and this stemmed partly from various celebrities coming into the studio for interviews - Derryn Hinch, Brian Naylor, Keith McGowan, Jo Pearson, Rob Gell, Tony Shaw, Elle McFeast, John Jost and Lina Canova.

The various celebrity interviews complemented existing and new programs relating to schools and education, local community issues, arts and music. A live nightly news program was introduced, which dealt with community interests, along with regular sponsorship announcements. These two segments shared the same visually impressive backdrop, temporarily donated by the Preston City Council - an impressively dimensioned painting of the Preston City Hall in all its glory. I would be lying if I said that there were not a couple of tense moments where the structural integrity of the painting was at risk, but thankfully it survived the broadcast unscathed.

In the lead-up to this September transmission (September 2nd - 15th), Northern Access Television began the process of incorporation to effectively formalise the way in which NAT would deal with future broadcasting issues, the obtaining and managing of finances and the election of representatives. As a result, NAT became an entity where more individuals shared the responsibility of decision making. It also relieved some of the burden from the founding members who, until then, had performed a great deal of the tasks required for NAT to function.

In a first for Northern Access, members of Preston’s Greek community presented their program completely in Greek. It is hoped that this trend will continue as many viewers in the broadcast area are of a multicultural background. Judging from the public response to the broadcast, many of the programs were enjoyed. Future broadcasts will allow NAT to explore various programming techniques and continue to provide both the school and local community with a very accessible communication tool.

Northern Access Television also went to air over the weekend of November 1st-3rd, as part of a series of transmissions by Melbourne’s Community Television Consortium (consisting of five local groups). Again, live broadcasts from the school, assisted by the loan of an Outside Broadcast Unit, included community interviews, live student bands and dancers and discussions of topics such as anorexia.

Once again, students (from Kingsbury and Preston Secondary Colleges) played a major role in interviewing, filming and transmitting signals on UHF 31. Further details about Northern Access Television may be obtained from the secretary of the group, Mark McAuliffe on (03) 387 7515.

Danny Wade

Danny Wade will ultimately go down in history as a writer. He is sort of hoping it will be as an incredibly affluent, best-selling writer, but at the moment would settle for the title of ‘paid’ writer!

Connect December 1991
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:

Get Your Fill at Wattle Hill (Apollo Bay HES, Vic)
The Legend (Paralowie School, SA) Sept, Oct 1991
Rave (Winlaton, Vic) Nos 45, 46; 1991
Unheard Voices (Child Poverty and Education Conference, Melbourne, Vic) - student 'newspapers' covering the Conference, Issues 1, 2, 3; November 1991

OTHER PUBLICATIONS:

Options (Youth Bureau, Canberra, ACT) October 1991
Collective Notes (COSHG, Vic) Nos 66, 67; Oct, Nov 1991
Curriculum Perspectives (ACSA) Vol 11 No 4, October 1991
Media 3 (Rusden, Vic) No 37, November 1991
Democracy and Education (Ohio, UK) Vol 6 No 1; Fall 1991
Focus on the Learner: Sample Case Studies (Department of Education, Queensland)
NIE Update (ANPA, USA) Vol 17 No 3, Summer 1991
Learning Tracks (CEP, Vic) No 1, Summer 1991

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 photocopy 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.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description/Pages/Cost</th>
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<tbody>
<tr>
<td>366</td>
<td>Girls Speak Up - collection of workbooks and other materials (Western and Northern Regions, Vic; 1986-1990) (110 pp; $11.00)</td>
</tr>
<tr>
<td>367</td>
<td>Workbook: SNOW (Student Network of Outer Western, Vic) 7/11/91 (7 pp; $0.70)</td>
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<tr>
<td>368</td>
<td>Workshops for School Leaders: 3: Nurturing Student Participation in School Decision-Making Processes (John Nash and Robyn Wrexham, QIEA, Qld) 1991 (11 pp; $1.10)</td>
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* Back issues of CONNECT ($2 each). Circle issue/s required: $ ............... 

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* Index to contents of back issues ($3) $ ............... 

* Students and Work - 1985 Connect reprint booklet #5 ($3) $ ............... 

* 'Youth Radio' issue of 3CR's CRAM Guide (1985) ($1) $ ............... 

* Radio Times - Broadcasting Handbook ($3) $ ............... 

* Sometimes a Shining Moment (Wigginton) ($25) $ ............... 

* Foxfire 9 (Doubleday Anchor) ($30) $ ............... 

* Foxfire: 25 Years (Doubleday) ($30) $ ............... 

* A Foxfire Christmas (Doubleday hardcover) ($30) $ ............... 

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