supporting student participation

Connect

Number 79: February 1993

INDEX plus

CONNECT
12 Brooke Street
Northcote 3070
Victoria Australia

$2.00

ISSN 0158-4995

Registered by Australia Post: publication no. VBG 3555

• New South Wales State SRC
• Student Information Officers
• Effective Curriculum
• People Bingo - JSC Game
• REAL Enterprises
This Issue

This is a very wordy issue of Connect to start 1993. But I also hope it’s a useful one!

We regularly get asked about resources: “Do you know of an article about ...?” Usually the answer is: “Have a look through back issues of Connect!” Recently we’ve been working on ways to make that easier. We’re in the process of putting all the articles (1979 to the present) into a computer database. This will enable references to be printed out in various ways - by issue number, by topic, by author, by area of origin, by keywords. Using the latter, we can find articles that satisfy several criteria. Just ask us.

Such an index is available for $3 - or free if you’re ordering other materials. Just let us know what you want to list.

The list in this issue is a truncated one that lists article titles firstly by subject matter, and then by issue number. So you can chase a topic back to when it first appeared.

We’re in the process of doing a similar data-base for the listed documents (see page 23).

With the demise of the Victorian School Community Participation Program, Connect may be the last source in Victoria for resources, information and support on student participation.

The list on pages 21 and 22 gives you access to some valuable documents for the cost of postage.

There’s also been a sudden increase in demand for SRC/JSC training days. Connect can offer a ‘consultancy’ in this or related areas - at a price. Contact us for details.

And talking about price ... the increase in printing and (particularly) postage costs means that Connect will have to increase its subscription rates in June - more information enclosed. However, this is the first increase since June 1986 - 7 years ago! As they say: renew now, beat the price rise!

This issue of Connect also contains the beginning of a series of articles about school, regional and state student structures in New South Wales. We hope to continue and expand on this in the next issue. Talking of which ... 

Next Issues

Also in a future issue of Connect: COPE - the Council of Peer Educators; and we’ve invited several other student groups to write about their hopes, experiences, problems and solutions.

But don’t wait to be asked! The next issue of Connect is due in April, with copy due by the end of March please!

Roger Holdsworth
NEW SOUTH WALES
Student Representative Councils
State Conference 1992

The 1992 NSW Student Representative Council (SRC) State Conference took place between Tuesday 11th and Friday 14th August, at the Vision Valley Conference Centre, an attractive and spacious facility at Arcadia, about an hour’s drive north of Sydney.

These statewide conferences first began in 1987, after seven years of difficult but exhilarating work by many people in developing regional student organisations in various regions of NSW. There were over 120 people present, most for the entire time. Ten or eleven students, plus one or two teachers, represented each of the ten regions of the NSW Department of School Education. On the final day, the conference was addressed by the Minister of Education, Virginia Chadwick. It is an indication of how far things have progressed on a state level that the Minister should now see fit to address a large group of active high school student leaders.

Among other indications of the degree to which student participation in educational leadership and decision making has advanced in the past few years are the formal establishment and recognition of a State SRC body with two student representatives per region (for Western Region, these are Jackie Wood from Kelso High in Bathurst, and Adina Nolan from Young Technology High), and the sophistication and issue-oriented emphases of this year’s State Conference.

STUDENTS HOLD THE FUTURE

The ‘focus’ for the Conference was ‘Students Hold the Future’, an idea prominently displayed in graphic form on the backs of scores of black and red T-shirts available for students and teachers alike.

The confident and skilled manner in which the student group leaders (with one weekend’s training) managed and led all the sessions, showed that students not only ‘hold the future’, but can, indeed, direct the present.

Apart from some intensive planning sessions when working with our individual regions, teachers either had their own separate talk-fests (and devised their own recommendations and in-service plans) or relaxed and watched the students lead the activities and develop their own recommendations and action plans. The process is fundamentally what was happening in Western Region with the Regional Association of Student Government (RASG) in the mid 80s, but which, in those less enlightened times, was deemed to be a political threat. Even some of the issues, such as accreditation for student leadership activities, are still issues seeking recognition.

CONFERENCE THEMES

The four integrated themes of the Conference enabled the process to work its magic, and the issues to be explored with greater depth and sophistication than before. These themes were:

- Communication Networks (between school, regional and state SRCs);
- Building Links (between and within city and country regions);
- Recognition (awareness and achievements of SRCs);
- Implementation (of skills and knowledge gained at the State Conference).

The many aspects of these themes were explored through these means:

- keynote speakers;
- regional meetings;
- group work/discussions;
- forums;
- fun activities, including skits, games, a dance;
- planning time;
- flexishops/workshops; and
- ‘specials’, such as the tree-planting ceremony.

The overall aim of all the Conference activities was to produce resources and strategies to improve schools SRCs and learning.

OPENING

The Conference was opened by Mr George Green, state Acting Deputy Director-General for Programs and Planning. He has been the Assistant Director-General in charge of the Riverina Region, whose support for the recognition and financial/organisational assistance necessary to make things happen, has led to a strong regional network in the Riverina. He clearly signalled the Department’s current
commitment to the participation of students on School Councils, SRCs and school committees as well as in the new State SRC.

KEYNOTE SPEAKERS

The two keynote speakers on the first day both gave insight and recognition into environmental matters and the value of direct action. Mr Jim Falk is Head of the Science and Technology Faculty at the University of Wollongong and an author of several books on various aspects of that subject.

Mr Ian Kiernan is the organiser of the ‘Clean Up Australia Day’ campaign which, in 1993, will go global and become ‘Clean Up The World Day’, with support from the United Nations. His success story was especially relevant to student councils, as it demonstrated how a small idea, if pursued persistently and persuasively enough to others, could achieve success and grow into something significant and worth doing.

With his example in mind, the student-led groups (made up of students from different regions) worked cooperatively and actively over the next three days, progressing from the fun-filled but essential ‘Getting To Know You’ activities, through ‘Designing a School Community Project’, to some solid ideas for ‘Raising the SRC Profile’.

In one group, a charming young woman from Ambarvale High in Metropolitan South-West enthused (who wouldn’t) about her SRC which is now recognised as a separate Faculty equal to others and represented on the school executive. Amongst other things, it also has its own staffroom!

FLEXISHOPS

Students and non-students alike were able to participate over two days in flexi-shops centred around the themes of ‘Looking Ahead’ and ‘Communication’. Each person could attend two of each set of flexishops, many of which were conducted by people with special expertise in their field, and some of which were led by students or advisers. The flexishop sessions alone could stand as a valuable curriculum for our senior and more mature junior students. They included:

Stress management
HSC Tin Tacks (scaling, TER etc)
Curriculum Pathways (TAFE, alternative structures, changing HSC etc)
Study skills
Keys to Success
Coping with Critical Incidents
HIV/AIDS
Creating a Positive Global Future
Envisaging the ‘Perfect School’
Alternative Lifestyles
SRC School Community Project

SRC Image Raiser
Public Speaking
Junior Leadership
Communicating Without Conflict
SRCs Without Teachers
Keylink (communicating via computer modems)
Accessing the Media
Student Radio
Working with your Student Body
Teleconferencing

RECOMMENDATIONS

The Open Forum held on the third day was a chance for regions and individuals to put forward formal recommendations on whatever issues of a statewide nature were felt to be important. It was very capably chaired by Western Region’s Jackie Wood and Rebecca Lieschke from Riverina.

Of the fifty (50!) recommendations presented, there was only time enough to debate 11 of them. The rest were to be looked at by the State SRC starting with its first meeting in November.

Among the more far-reaching proposals carried, were those that dealt with:

- accreditation for student leadership and decision making on the School Certificate and the Higher School Certificate;
- consideration of a two-unit HSC elective on ‘Student Leadership’;
- the issue of compulsory student representation and voting rights on School Councils; and
- student representation on other educational bodies such as the Board of Studies and the Youth Advisory Council.

Teacher advisers have also separately made some recommendations of their own, including:

- provision of adequate time and status for SRC coordinators;
- regular in-service of teachers in this field;
- the full implementation of a keylink communications system; and
- the beginning of a professional association for people working in this field in schools.

There is to be another State Conference in 1993. Students, teachers, parents and community members in all regions need to acquaint themselves with the structures currently operating, the activities planned and the means by which they can become more skilfully involved at their school, district and regional level.

It is to be hoped that, in future, there can be opportunities for all other states to be represented at such conferences and for national as well as statewide networking to, once again, become a reality.

Charles Kingston, SRC Adviser
PO Box 494, Bathurst High School 2795

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What do students see as the future of education? What should be the best learning conditions? How do students see schools equipping them for an ever-changing future?

These were some of the issues explored by over 80 students and 15 adult supporters from schools throughout New South Wales, in a two-day Youth Futures Conference, held at Charles Sturt University in Bathurst last December.

The National Schools Project, which focuses on improving ways of teaching and learning within schools, funded this special conference for primary and secondary school students. Its purpose was to allow students in the targeted national project schools in NSW to explore issues associated with what future schools and future education will be like.

The students, ranging from years 5 and 6 to years 10 and 11, explored these critical issues through drama, discussion groups, workshops and problem-solving activities.

But students were not just participants in these activities - they were also group leaders and performers. For example, six Bathurst High School students from years 9 and 10 volunteered to train for and be group leaders, while year 10 drama students devised and performed an original play to stimulate the participants to think about what future education could be like. Other students actively involved in the leadership of the Conference were from Kelso High (Bathurst), Oxley High (Tamworth), Wauchope High, Young Technology High, Blayney High and Wilyama High (Broken Hill). The activities and intensive group work were conducted by students for students, as part of the National Schools Project Research.

The program aimed to stimulate students, to improve their skills and to increase their understanding of student participation in decision making and leadership roles, as well as provide valuable information to all schools about what students perceive as their learning needs and the ways in which these can be developed.

What distinguished this conference from many educational conferences is that students not only were asked their opinions, but actively took major responsibility for its running.

For more detail, contact Charles Kingston at Bathurst High School, Peter Morgan, (Coordinator, National School Project) at Oxley High School, Tamworth, or Viv White (NSW Coordinator) at Canterbury Public School. A forthcoming book will document processes and outcomes of the Conference - watch for details.

In 1992, the Youth Services Department of Knox Council (in eastern suburban Melbourne) is initiating a network of Student Information Officers in secondary schools. This innovative scheme uses peer education to provide better information to students about the activities and services available to them in their community.

These activities and services are often not accessed by those young people who most need them. The aim of this project is to make everything from health services to rock concerts known and accessible to young people.

The scheme's operation relies on the selection and support of a student who can liaise with Youth Services and be effective in delivering information to students at the school. Success in this scheme has clear benefits for SRCs and students generally.
The assistance of the SRC teacher is required to support an effective SIO in the school. With support from the Council’s Youth Development Worker, the SIOs will work together to find the most effective ways of doing their job. However, from time to time, the SIO is bound to need some teacher support. The task for the staff member should be a small one - particularly giving help in dealing with staff and administration.

**THE PERSON**

Youth Services is presently approaching a student from each College in its area, who completed the Young Leader’s Program in 1992. The training and skills gained through that program would be of great benefit to the SIO.

It would be helpful if the SIO can become a coopted member of the SRC. This would enable important links to be made between the SIO and the SRC.

**THE ROLE**

The SIO will attend monthly meetings with the Youth Development Worker and the other SIOs. This should provide the support and information that the SIO needs to be comfortable and effective in the task.

The key task is the effective delivery of information through the SRC, assemblies, noticeboards, newsletters etc. Information about the needs and issues of young people would also be sought from the SIO.

S/he will agree to specific responsibilities and receive a monthly reimbursement of $20. The job will be challenging and rewarding for the right student.

*Further information about the project can be obtained from Tony Justice or Richard Hill on (03) 881 8333.*

**JOB PROFILE: STUDENT INFORMATION OFFICERS**

**Roles and Responsibilities**

- Attend and participate in a monthly meeting of Student Information Officers (SIOs) held at the City of Knox, organised by the Youth Services Department. Each meeting will be approximately 2 hours long and will provide information for distribution and on-going training for SIOs;
- Distribute information within your Secondary College and to peers;
- Use various creative techniques in the distribution of information;
- Speak at public functions within your school;
- Distribute information from other municipalities;
- Share with other SIOs different methods of information distribution;
- Gather students’ opinions on matters relevant to this project e.g. music events, self-help projects, clubs etc;
- Assist in the development of a young people’s newspaper;
- Assist in training your replacement at the end of a year’s work.

You must be able to attend the monthly meetings. If you miss two consecutive meetings or do not provide apologies to any meetings that you are unable to attend, we will seek another person to represent your college.

**Hours**

Unlimited, but around 5-10 hours maximum per month would be appropriate. You can only be in the position for one year.

**Reimbursement**

The position is voluntary, but there is a small amount available to assist in the reimbursement of expenses - $20 per month per SIO.

**What Are We Looking For In An SIO?**

- To be well known in their college;
- Has good contacts with students;
- Is friendly and acquainted with teaching and administration staff;
- Not necessarily the most popular student;
- Has a pleasant and out-going personality - up-front, not shy;
- Prepared to use innovative methods for information distribution;
- Prepared to give time to the program and use your head;
- To become involved in your SRC, as this is essential to the workings of the program.

**What Is In It For You?**

- Training and skills development;
- You might be able to use it for your VCE Communications Project;
- Another community involvement that you can put on your Job Profile/Resume;
- Contacts with other colleges and students.

*City of Knox, Youth Services*
Effective Curriculum

Curriculum is the product of social, historical, political and economic forces. It involves the selection, interpretation, representation and assessment of culturally-based knowledge, skills and values.

Curriculum work should:

- be informed by political, social, economic and historical analysis
- involve explicit identification and evaluation of the values on which it is based
- be a collaborative experience for all participants
- involve collective critical reflection
- be resourced to ensure active participation by teachers, students and parents
- be based on action at personal, school, community and system levels
- acknowledge that individuals will experience the same learning activities in very different ways
- acknowledge that curriculum should be flexible and responsive to the experience of learners

Produced in 1992 by the Australian Curriculum Studies Association

Information about ACSA membership, services, publications and 1993 biennial conference is printed on the other side of this sheet.

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The Australian Curriculum Studies Association (ACSA)

Roles

ACSA is a national body with membership drawn from kindergartens, schools, colleges and universities, unions, parent and student organisations and education authorities. The association's main roles are to provide a national voice on curriculum matters; to promote curriculum research; to provide forums for exchange of information on curriculum development; to develop curriculum resources and materials; and to promote self-critical curriculum practice. Our statement on 'Effective Curriculum' is provided overleaf for display purposes and for circulation to key committees, working parties and interest groups.

Services

We circulate to members our widely respected quarterly journal & newsletter Curriculum Perspectives and the first issue (Vol 13, No 1) in April 1993 will feature articles on 'National Curriculum Development'.

We conduct biennial national curriculum conferences as well as state seminars and workshops with a major activity being 'Curriculum in Profile: Quality or Inequality' Brisbane 30 June - 3 July 1993.

We facilitate personal member access to practitioners in twenty four national curriculum networks which include assessment, early childhood, holistic education, gender issues and social education.

We offer discounted rates to members on all our publications, conferences and seminars.

Publications

ACSA reports, materials and resources released during 1992 included:

- **Resourceful Communities** Jim Cumming
  A resource book on how to integrate education, training & work through community-based partnership
  Retail Price $19.95 Discounted price for ACSA members $15.95 (includes postage)

- **Measuring Up** Bob Connell, Ken Johnston and Viv White
  A research study on assessment, evaluation and educational disadvantage
  Retail Price $15.95 Discounted price for ACSA members $12.00 (includes postage)

- **A Question of Quality** Patricia Broadfoot
  A transcript of a keynote address on the changing role of assessment in education
  Retail Price $15.95 Discounted price for ACSA members $12.00 (includes postage)

- **Assessing & Reporting Student Competencies** Jim Cumming (ed)
  A report of a national forum on current developments regarding competency in Australia and overseas
  Retail Price $15.95 Discounted price for ACSA members $12.00 (includes postage)

- **Liberating the Curriculum** Jan Perry, Stephanie Burley and James Mulraney
  A report on the outcomes of the ACSA biennial national curriculum conference held in Adelaide in 1991
  Retail Price $15.95 Discounted price for ACSA members $12.00 (includes postage)

A range of new publications is scheduled for release in 1993 (eg Outcome-Based Education)

Membership

You can join ACSA as an institutional, personal, overseas or concession member.

Annual subscription rates in 1993 for schools are $70.00 and for individuals $60.00.

For more information about ACSA's policies, products and services in 1993 please contact Jim Cumming Executive Officer

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This index to Connect covers issues 1 to 78 (ie 1979-1992). It is listed by subject. Each article title is followed by information about the issue/page/length. For example Peace Institute: 42/5/2.5 means that this article is in issue 42, starts on page 5 and is approximately 2.5 pages long. The information provided here is a short version of the information held on database. Connect can print out a detailed statement on any topic, and can also print by issue, by state/place of origin and by any combination of appropriate key-words.

Some articles are relevant to more than one subject - they are listed here only once. A keyword search will reveal more extensive information about available articles.

Information about ordering back copies of Connect is included on the back page of this and every issues.

Accreditation: see Credit

Alternative: see also Governance

Bowden Brompton Community Workshop School (3/33/1; 6-7/35/2); Falcon Street Alternative HS (3/25/2.5); Lynall Hall Community School (3/33/1; 17/16/1; 18/17/1); Sunshine HS - 3-4-5 Adds Up (3/23/3); Swinburne Community School (3/28/5); Collingwood Alternative School (8/7/2.5); Yankalilla Community Annex (8/6/1); Doveton Minischool (11/20/3; 16/10/2.5); Delta (33/8/2; 41/12/3.5; 44/23/0.25); Sydney Road Community School (42/13/0.5); Sherbrooke Community School (44/3/7); Alternatives in France (54-5/30/0.9); NCACS (54-5/30/0.1; 56/21/0.75); The Rise and Fall of Alternative Schools (54-5/28/1); The Pilot School (57/20/1.5); White Lion Street Free School (60/20/0.25); AEROGramme (61/26/0.1); Lance Holt School (64/26/1); NCACS Subscription Offer (65-6/30/0.5); NZ Alternative Schools (65-6/30/1.5; 65-6/39/0.25); Directory of Alternative Schools (67/24/0.25); AEROGramme Special - Alternative Education in Russia (73/21/0.2); Alternative and Community Schools in Melbourne (77-8/40/5).

Arts: also Murals, Media

An Anti-Racist Photography Project (46-7/30/0.5); The Dance Eisteddfod 1987 (50/10/4.5)

Community:

Creche (6-7/19/1); SPACE (6-7/17/1.5); West Wyalong HS (6-7/19/1.5) YCS (6-7/18/0.5); Adventure Playground Curriculum Project (8/11/1); Ballarat Youth Action Program Report (8/17/1; 18/28/0.5); Fitzroy HS - Community Studies (16/3/6.5); Albert Park HS (17/10/2); FitzColl Directory (19/14/0.5); St Albans TS - Community Projects Program (20/7/4; 21/13/4.5; 39/24/3.5); Youth Advocacy Report - Vandalism Research (22-3/37/1); Youth in Arts (22-3/6/1); CITY (SA) (24/26/1); Student Researchers in Action (24/5/4); Unlocking Doors (review) (30/24/0.5); Student Community Involvement Program (SCIP) (36/6/2.5; 39/28/1; 41/26/0.25; 43/25/0.25; 45/15/0.5; 56/17/1; 61/26/0.1); Australian Electoral Commission (39/29/0.5; 44/22/1); Diamond Valley Youth Action Group (40/30/0.5); Participation and Community Studies (41/8/3); The Making of YB City (44/18/4); Community Linkage - St Josephs TS (46-7/23/2); Kids in Action (46-7/10/0.7).

Conferences/Festivals:

Connect (National Workshop) Conferences (1/3/0.5; 2/2/1; 3/35/0.5; 4/3/0.5; 5/5/2.5; 6/7/all; 8/3/0.5; 9/3/2; 10/3/2; 11/3/8.5); Schools in Radio Conference (11/29/1; 12/all; 13-4/all); Youth Forum (11/12/3; 18/18/29/2; 29/21/5; 31/16/1; 33/15/1; 45/6/2); Come Out Festival (21/3/4); SPAN Conference (26/24/0.5); Youth Action Program (YAP) Conference (26/all); Student Festival Week (5th Central, Vic) (27-8/21/0.5; 29/5/1.5); YAP in Sale (27-8/17/1.5); Student Meeting Inservice (29/6/3); Student/Youth Seminars (30/23/0.5); Next Wave (32/20/1); Central Highlands Wimmera Regional Student Conference (33/6/0.5); VICCSO (33/18/1); Some Conferences (34/28/1.5); Media Exhibition (35/28/0.5); SA - Student Conferencing (35/24/1); Are Students Participating in this Conference? (36/37/1; 57/15/0.75); Mixes of School and Work Conference (36/11/20); Thunder from Downunder (36/5/1); Victorian Student Conferences (36/39/0.5; 37-8/17/12); Eastern Region Non-Government Student Conference (37-8/29/2); Geelong/ Ballarat Regional Non-Government Student Conference (37-8/31/2); National PEP/NT
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Credit/Accreditation:
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Environment:
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Hands On (1/16/1; 35/29/0.25; 56/20/0.25; 58/26/0.5); Touchstones (4/4/5; 63/22/4.7); You and Aunt Arie (16/17/0.5; 74/15/0.1); Disabilities to Skills (43/11/13); Foxfire (54/5/20/4.2); Salt (54-5/4/2.7); Sometimes a Shining Moment (56/26/0.45; 65-6/39/0.25); But I Teach in a City - What Can I Do? (58/11/0.75; 63/31/0.6); Nine Core Practices (58/11/1.75); Collaborating to Write (63/15/2); Elliot Wigginton - A Profile (63/10/1); Empowerment Through Education (63/26/4.4); Foxfire - Description (63/3/7); Foxfire Grows Up (63/32/2.1).
General/Theory:

Principles for Participation (3/6/1); Why Youth Participation Programs? (Knight) (3/3/3); Conference Opening Address (Knight) (6/7/7/5); Youth Participation Manual (9/10/0/5); Youth Policy - TTUV Draft for Discussion (11/15/2); Youth Participation Projects - Possibilities and Limitations (Cole) (15/3/5); Bibliography (16/14/1); 17/18/0.5); Dimensions of Success (Pearl) (18/3/2); Involving Others (Kent) (18/4/2.5; 69/14/2); The Development of Youth Action Projects (Kent) (19/4/1.5); On Leadership (Pearl) (19/3/1.5); Hope (Polk) (21/28/3); Adult Role in Student Participation (22-3/16/1); Constructive Approaches to Social Change (Knight) (22-3/3/3); Floaters (22-3/7/2.5); Programs, Processes and Outcomes in a Youth Participation Program (24/1/2); YAP - Futures (Tickell) (26/17/2); YAP - Principles and Prospects (Norman) (26/10/4.5); Students and Committees (27-8/25/11.5); Student Participation - What Is It? (cartoon) (29/1/1); Student Role in Decision Making (29/14/0.5); Kids Can DoRemarkable Things If They're Given Remarkable Things To Do (30/7/5.5); Supporting Students on Committees (33/3/4); School and Work - Introductory Address (Polk) (36/13/5); School and Work - Windows of Opportunity (Noonan) (36/23/2); Putting the Participation Back Into Representation (Holdsworth) (37-8/3/2.5); Participation, 'Equality' and Responsibility (Podesta) (39/15/0.5); What Does 'Participation' Really Mean? (39/16/1); What Makes a Good Support Teacher? (39/16/1); A Good Representative (cartoon) (40/8/1); Building Bridges and Making Links (40/18/3); Student Participation in SA (41/6/2); Consultants' Work - Supporting Student Participation (42/9/3); Student Participation and PEP (review) (42/21/0.25); Resource List (43/25/0.25); Student Participation in School Decision Making (survey) (44/10/3); Empowerment Through Education (49/7/4); Youth Participation (49/3/4); Student Research Team Report on Participation (50/15/2.5); Youth and Student Participation in Education (50/3/7); Active Citizenship in Schools and Youth Organisations (51-2/21/3.5); Experience Based Learning (51-2/3/3); Social Justice - What Is It? (51-2/19/1.75); Talking with Ken and Yetta Goodman (51-2/9/7); Standing Up for Students' Rights (58/14/9); Are Students Up Front Yet? (60/12/2.5); Asserting Youth Participation (60/10/2.5); Being Needed By People etc (60/15/1.1); Old Lessons .. New Education (60/6/3); Living and Growing Up Around the World (67/23/0.5); Dimensions of Success and Leadership (69/3/3); Supporting Student Participation (70/3/27); SCPP - School Community Participation Program (74/7/0.6).

Global/International:

Art Pearl (54-5/27/1); Lib Ed (54-5/29/0.5; 67/24/0.25); NCRY (54-5/19/1.25); British Youth Council (56/20/0.75); GUST (56/21/0.25); Hands On (56/20/0.25); NCACS (56/21/0.75); The Pilot School (57/20/1.5); Youth Media in the USA (58/13/0.6); Italian Request (59/22/0.25); White Lion Street Free School (60/20/0.25); AERO-Gramme (61/26/0.1); A Letter from Sweden (64/22/1.8); NCACS - Subscription Offer (65-6/30/0.5); NZ Alternative Schools (65-6/30/1.5; 65-6/39/0.25); Directory of Alternative Schools (67/24/0.25); AERO-Gramme Special - Alternative Education in Russia (73/21/0.2).
Governance - General:
Hitch-hiker’s Guide to Student Government (review) (15/10/1.5; 36/38/0.5); Inclusive Committee Procedures (27/8/35/1.5; 69/13/1); Students and Committees (27-8/25/10); Take A Part (review) (30/25/0.5; 39/17/1); Supporting Students on Committees (33/3/4); Getting Involved (review) (36/41/0.5); What’s It Like to be a Student on a PEP Committee in SA? (41/11/1.5); Students on Area Committees (42/19/2); Students Participation in School Decision Making (survey) (44/10/3); Participation and Equity (46-7/27/1.5); Some Suggestions for Principals (46-7/25/2); Students on Regional Boards (48/22/2.5); Sherbrooke Community School - Our Future (68/16/1.5); Action Planning - A Checklist (69/16/1); Education for Democracy - School as a Learning Place for Life (75/5/3); How Do We Know What We Have Achieved? (75/8/2).

Governance - Primary: see also JSC:
Yinnilliko School (5/7/1); Start Your Own School (9/19/0.5); Genesis School (11/28/0.5); Campbell’s Creek PS (35/3/5); Castlemaine PS (35/17/0.5); Dunolly PS (35/13/0.5); Eureka Street PS (35/15/2); Fairfield North PS (35/21/1); Kangaroo Flat PS (35/13/0.5); Kensington PS (35/11/0.5); Maldon PS (35/14/0.5); Newstead PS (35/14/0.5); North Melbourne PS (35/10/0.5); Redan PS (35/11/1.5); Specimen Hill PS (35/10/0.5); Yarrambat PS (35/8/2); Yarrawille West PS (35/17/1); Mooroodupna Park PS (40/24/1).

Governance - secondary: see also SRC:
Bowden Brompton Community Workshop School (3/33/1; 6-7/35/2); Falcon Street Alternative HS (3/25/2.5); Lynalli Hall Community School (3/33/1; 17/16/1; 18/17/1); Sunshine HS - 3-4-5 Adds Up (3/23/3); Swinburne Community School (3/28/5); Mt Barker HS (4/15/1); Collingwood Alternative School (8/7/2.5); Yankalilla Community Annex (8/6/1); Avondale HS (11/17/1); Boronia TS (11/17/1); Doetong Minischool (11/20/3; 16/10/2.5); Loreto College, Ballarat (18/9/1); Maribyrnong HS (18/10/1); Marouba Junction HS (18/19/1); Murray HS (18/20/1); Port Hacking HS (18/21/1; 19/6/1); Sunshine TS (18/16/0.5; 21/26/0.5); Thomastown HS (18/15/1; 21/26/0.5); West Wyalong HS (18/11/3.5; 25/13/7); The Entrance HS (19/7/1); Glebe HS (19/8/1); Newmarket State HS (19/9/1); Wendouree High TS (19/10/2); Marian College, W Sunshine (21/24/1.5); Students Representation on School Councils (22/3/12/4); Caulfield HS - Student Lounge (24/28/2.5); Bathurst HS (27/8-24/0.5); Albert Park HS (29/6/2.5); Altona HS (29/9/1); Preston East TS (30/18/5); For Students on School Council (32/15/4.5); Delta (33/8/2; 41/12/3.5; 44/23/0.25); Warrane HS (39/29/0.5); McKinnon HS (40/24/1.5); Preston Girls HS (40/11/2); Thornbury HS (40/12/2); Balataa School (42/12/1.5); President’s Report (42/15/1); Sydney Road Community School (42/13/0.5); Yallourn TS (42/14/1); Sherbrooke Community School (44/3/7); Student Effectiveness on School Councils (67/13/5.5); Sunshine HS and 9/10/11 Revisited (72/19/3).

JSC: see also Governance - primary:
Maryborough PS Junior Council 1987 (48/8/1); Tylden JSC (50/18/2); Cool Day for Kids (54-5/14/0.3); Junior Councils Report (56/18/2); JSC In-Service - Role Play Ideas (57/12/1); JSCs - Networks Aim to Promote Pupil Power (57/10/1.2); Student Participation is the Key Word at Preston PS (57/11/0.5); Role-Playing a Meeting (59/20/2.5); JSCs and the Democratic Process (60/18/2); Training JSC Members - A Kit of Ideas (61/3/22); Junior School Councillors Speak! (62/5/17); JSCs - Footscray-Yarraville (65/6-16/1); Kingsbury PS JSC (67/12/0.5); The Importance of Being Networked (68/11/2.5); Braybrook-Footscray-Yarraville Training Day (69/7/3.5); JSC Networking (69/11/1); Register of Schools (69/10/0.5); Glimpses of a JSC Training Day (72/3/4); How Our JSCs Operate (72/11/8); JSC Register (72/7/1); JSC Register Update (75/23/0.2); JSCs - Planning for Action (75/14/4); JSC - Action Planning (76/21/0.7); Our 1992 Action Plans - Outcomes, Processes (77-8/25/6); Our JSCs 1992 (77-8/19/6).

Literacy: see also Foxfire and Publishing:
Literacy Camp 1992 (77-8/3/5).

Local Government:
Young People and Local Government (39/7/1); Building Bridges and Making Links (40/18/3); The Making of YB City (44/18/4); Shepparton Junior Council (76/19/1); Your Council - Your Say (77-8/33/6); Youth Participation Week 1992 (77-8/39/1).

Mathematics:
Teaching Maths So It Adds Up (31/7/2); ASPIRE - Maths Education Through the Arts (58/3/5).

History: see also Oral History and Foxfire:
History Goes Active (68/20/1).
Media: see Arts, Publishing, Radio, Video.

Murals:
Murals Proved a Double Success (5/8/0.5); Lalor High Mural Project (11/11/2.5); Fifteen Feet Per School (27-8/37/1); Murals, Murals, On the Wall (32/19/1).

Negotiation: see also Curriculum:
STC Group (3/34/0.5; 9/8/1; 15/8/2; 21/27/4; 22-3/20/7; 24/33/0.5); STC and Tutoring (24/15/6.5); STC Series (review) (37-8/37/0.25; 40/29/0.25); Network and Negotiation (40/17/1); Student Participation in Curriculum Decision Making (59/3/4); Negotiation - A Partial Bibliography (64/19/0.6); Sharing Pr in the Classroom (64/3/16.4); Foxfire - Starting - An Eight-Step Process (65-6/17/7); Negotiation Roles - Course Development (65-6/24/2); More Than Just a Christmas Card (68/21/2); Transforming Power ... Transforming Classrooms (69/19/3.5); Pigeon Loft Construction and Submission Writing (74/11/1); Kids Still Doing Remarkable Things! (76/3/5); Negotiation and Tactics (77-8/45/0.5).

Network:
Youth Forum (11/12/3; 18/18/2; 29/21/5; 31/16/1; 33/15/1; 43/25/0.25; 45/6/2; 57/18/2; 62/24/2); RASG (NSW) (18/14/1; 25/16/1.5; 29/11/2; 40/4/1; 58/20/3); Student Action Project (24/12/3; 25/20/7.5; 26/21/2; 27-8/18/0.5); SCAB (29/11/0.5); Student Working Party (29/10/0.5); SAG - Student Advisory Group (30/17/1); DSP/Supplementary Grants Committee (31/17/0.5; 42/19/2; 45/5/0.5); TAFE Student Union Project (31/18/1); NSW SASO (33/7/1; 35/25/0.5; 37-8/6/1; 40/3/1); PEP and Students Around Australia (33/16/2; 37-8/7/10); The Participation Project (WA) (34/30/1.5); Queensland Students Get Involved (34/26/0.5); SA Student Conferencing (35/24/1); NT Gafest (37-8/7/10; 40/27/0.5; 41/15/4; 43/25/0.25; 46-7/15/1.6; 48-26/0.8); SA - SCoFs (37-8/33/2; 41/3/3; 45/3/5; 57/9/1; 57/7/2.8; 65-6/37/0.25; 68/14/1; 69/12/1); Victorian Statewide Student Conference (37-8/17/12; 40/6/1.5); Australian Network of Secondary Students (39/33/0.5; 41/19/3; 42/21/0.25; 46-7/21/2; 51-2/25/2.5; 53/3/3; 54-5/6/7); SOS - Students of Shepparton (39/8/2; 42/13/0.5); Broken Hill Combined SRC (40/5/1); Building Bridges, Making Links (40/18/3); Goulburn NE Computer Network (40/22/2); Network and Negotiation (40/17/1); Northern Region Student Network (40/14/2.5); Radio Network (40/9/2); Students on Area Committees (42/19/2); Computer Conferencing (42/3/0.5); ACT - ACSA Network (43/9/1.25); TAFE Student Network (44/23/0.25; 46-7/32/1; 48/19/1.6); Gafest 1987 (46-7/15/1.6); ICEC (46-7/30/0.1); Keeping in Touch (46-7/20/0.25); NT Student Network (48/26/0.8); Victorian State Secondary Student Network - History (48/9/5); Using Modern Technology in Goulburn Valley (49/11/5); ANSS - First National Secondary Student Conference (51-2/25/2.5); ANSS - Draft Curriculum Paper (53/3/3); Passed Participation? (53/6/5); ANSS - First National Secondary Student Conference (54-5-6/7); Secondary Organisations (54-5/14/0.4); Youth Peace Project (56/22/1.5); SCoFs Training Camp (57/9/1); Unravelling the Maze (review) (57/7/2.8); Youth Forum - Promoting Student Participation in NSW (57/18/2); A Tarnished Vision (58/20/3); ACSA (62/26/0.2); An Update on Youth Forum (62/24/2); SAG - An Offer to Help (69/17/0.25); SCoFs Conference (69/12/1); Teacher Network Meeting (72/25/0.6; 76/11/0.4); Students Vote for State Representative Council (73/12/1); The Youth Futures Council (75/19/2); The Ballarat Student Network 1992 (77-8/31/1).

Oral History: see also Firex and Publishing:
The Otway Light (1/4/0.5); Oral History Bibliography (13-4/49/1); What My Mother Told Me (39/34/1); Oral History - Letters (48/27/1.25); Students and Oral Histories at Apollo Bay (57/3/3).

Peace:
SSND (24/31/0.5; 29/26/0.5); Peace Education (34/32/0.5; 40/21/1); Peace Institute (42/5/2.5); Youth Peace Conference (42/4/2); Peace - It Depends On Us (45/10/1); Beyond 2001 - Letters to Change the World (46-7/28/0.25); Youth Peace Project (56/22/1.5).

Peer Education: see also Tutoring:
Peer Mediators - Intervene to Reconcile (71/23/2.5); YPIN - Young People in Need (73/8/1); It Just Happens! (75/4/1); Young Mums in the Classroom (75/3/1); Young People as Mediators (75/10/4); HIV/AIDS STD Peer Education Project (76/22/0.2).

Policy:
VFSSPC (35/28/0.25); VICCSCO (37-8/36/1); Victorian Minister of Education (37-8/18/1.5); NSW - Student Participation (40/6/1); Youth Affairs Conference (44/24/0.25); Student Participation - In The News (48/6/2); With/Whither on the...
Vine? (53/11/2); National Inquiries (54-5/13/0.3); Youth Participation - Influence on Youth Policy (60/21/0.4); Student Participation Policy Statement (SA) (65-6/3/2).

Publishing:
Ascolta (1/4/0.5); 36/39/0.5); Hands On (1/16/1; 35/29/0.25); The Otway Light (1/4/0.5); Bludgers (2/13/4); Cheer Leaders and Other High School News (2/6/2); The Golden Shaft (2/8/5; 3/11/1.5); Registration Information (2/23/2.5); Brunswick - A Long Way From the Bush (3/10/2); Materials Information (4/16/1.5; 17/18/0.5); Spotlight (4/10/0.5; 9/6/2); Touchstones (address) (4/4/5; 63/22/4.7); DCAP Western Readers (6/7/42/0.5; 26/26/0.5); As We See It (8/4/2); Thallon Times - School/Community Newspaper (8/12/1); Community Research Feature Program (9/5/1); Mallacoota Mouth (11/19/1); Oral History Bibliography (13-14/49/1); Newspapers (review) (15/11/0.5); You and Aunt Arie (16/17/0.5; 74/15/0.1); Move Over Teacher (18/26/2.5); Newspaper Production Workshops (18/25/1; 24/9/2); Panorama (18/29/0.5); Rave (18/8/1); Ascolta Radio Group Report (review) (24/32/0.5; 32/11/1.5); Friday Night (24/11/1); Wind in the Wimmera (25/30/0.5; 26/25/1); YAP - Magazine Workshop (26/14/0.5); Elementary School Newspaper (27-8/16/0.5); Plan It, Print It (review) (27-8/11/0.5); Take A Part (30/25/0.5; 39/17/1); Rap Up for Gippsland (35/26/1.5); Escape from the Classroom (36/40/1); Students Publishing (review) (37-8/37/0.25); What My Mother Told Me (39/34/1); Loftset Press (40/27/1; 44/24/0.25; 45/8/1); Yunnan (41/18/0.5); Electronic Newspaper (42/3/0.5); Anyone Can (43/26/1); Disabilities to Skills (43/11/13); Richmond Writing (review) (44/23/0.5); Momentum (46/7/11/4); Paradise Project (46/7/6/4.5); Creating a Classroom Newspaper (50/14/0.25); Students Publishing (60/9/1); Nathalia-Barmah Forest Book (67/3/9.5); Breadmeadows SC History (71/30/0.7); The Curlip (71/30/0.4); Times Have Changed (71/3/6); Get Your Fill at Wattle Hill (72/22/2); Nathalia On Tour (72/24/0.2); Nathalia Wins Award (72/21/0.25); Girls Become STAR Students (74/8/1); Times Have Changed - 1992 Model (74/9/1.5); Rosebank Creates News (75/18/1); Student Publishing at Wanganui Park SC (76/8/2.5); Auspicious (77-8/15/0.3); Diamond Minutes (77-8/9/2); Living in the Past (77-8/11/4.7); Say AAAH! (77-8/32/1).

Radio:
2WEB-FM (3/9/1; 13-4/26/10); 5MM-M-FM (see also SCARP) (4/11/1); Media Workshop (6/7/16/1); So Your School Wants a Radio Station .. (6-7/37/5); Ascolta Radio Group (8/9/0.5); 10/5/2; 17/9/0.5; 21/11/2; 24/32/0.5; 25/12/1; 32/11/1.5; 34/27/0.5; 42/8/0.5; 44/25/0.5; 46-7/3/3); 3CR - School Media Access Project (etc) (8/10/1; 11/25/1; 15/21/1.5); SCARP (10/9/0.5); Radio in Schools Conference (12/all; 13/all); Resources (12/7/18); Turn Your Radio On - Ferntree Gully HS (12/5/1); Blue Lake (13-4/35/1); Funding (13-4/36/2.5); Glossary (13-4/40/4); Legal Questions (13-4/39/1); Radio CHY (13-4/20/1); Radio Attamagah (13-4/10/1); Radio in the Curriculum - Some Ideas (13-4/22/4); Radio - The Fourth R (13-4/3/3.5); Thornlie Senior HS - Radio Course (13-4/11/9.5); 3CCC - Castlemaine (13-4/7/2; 16/9/0.5; 17/14/1; 19/12/1.5; 33/10/2); 2SER-FM (13-4/3/3.5; 35/22/0.5); 2WEB-FM Training (13-4/26/10); Winlaton Youth Radio (13-4/9/0.5); A Basic But Adequate Recording Studio for Schools (15/19/2); 3PBS-FM - Student Access Breakfast Show (15/21/0.5; 16/3/0.5; 29/26/0.5); Studio Construction (16/18/4); Radio Skid Row (18/23/2; 24/4/1); Radio in the Primary School Classroom (21/11/2; 25/12/1; 46-7/3/3); Youth Radio Project (SA) (24/26/0.5); McKenzie Mass Media (27-8/12/4.5); Murrayville Inservice (27-8/20/0.5); Reservoir HS (29/3/15); 40/9/2); Radio Training Handbook (31/15/0.5); Youth Radio Project (Vic) (31/15/0.5; 34/27/5); Albert Park HS (35/22/1); 3RRR-FM (35/23/1); Youth Radio CRAM Guide (35/28/0.25); Let's Not Sell the Kids Short (review) (37-8/35/1); Students and Radio (review) (39/33/0.25); Radio Network (40/9/2); Radio Times (review) (41/25/0.25); Radio Reporting (42/4/2); Relay (42/22/0.5; 48/30/0.25; 54-5/29/0.5); Anyone Can (43/26/1); Education Report (43/25/0.25); What's This About a Radio Show? (43/24/1); Radio Network Directory (44/24/0.25); What Are You Afraid Of? (46-7/3/3); YACVic on Radio (48/30/0.2); Northern Region Radio Network - Students on the Air (49/16/2; 50/17/0.5); Youth Radio project (59/22/0.6); Radio Times (62/27/0.2); Sherbrooke Poets Fronting Up (74/10/0.5).
Research:

Youth Advocacy Report - Vandalism (22/3/97/1); Student Researchers in Action (24/5/4/); Students as Researchers (29/17/3/5); Skipping School (review) (31/17/0/5); Access Hotline (34/3/1); Research at Ardeer HS (34/20/2/); Use of Railway Stations (35/27/0/5); Research on Seating (36/3/2); The Student Research Team - A Statewide Subject (39/21/3); Young People and Local Government (39/7/1); Do It Yourself Social Research (review) (40/30/0/5); The Making of YB City (44/18/4); Starting Early (51-2/8/1); Experts in the Field (56/3/4); Tallangatta Secondary College Quit Campaign (65/6/26/2); Melton Students Researching Community Issues (73/3/4.5); A Purposeful Commitment with an Achievable End (73/6/1); Youth Homelessness - A Curriculum Approach (74/18/1)

Resource:

Not Just Another Token (48/30/0/25); Pamphlets (48/29/1); Brotherhood Project (54-5/13/0/1); MAV Kit and Menus (54-5/14/0/3); The Maze (54-5/14/0/2); ICEC (58/26/0/5); What Price Independence? (58/25/1); Youth Power for a Change! (58/23/1); DSP and SJ Curriculum (64/27/0/3); Young People, Social Justice and Multiculturalism (64/28/1); Youth Agenda Resource Kit (lift-out) (70/17/12); Victorian Student Participation Report (72/24/0/2); Resources for Supporting Student Participation (74/12/3); You and Aunt Arie (74/15/0/1); Get Wise (76/22/0/5); Resourceful Communities (77-8/46/0.6).

Review:

Start Your Own School (9/19/0.5); Hitch-Hiker's Guide to Student Government (15/10/1.5); 36/38/SIC); Newspapers (15/11/0.5); Resources (15/12/1.5); Girls Are Powerful (17/17/1); For the Tutor (21/10/0.5); Acting Together (24/34/1); Plan It, Print It (27-8/11/0.5); Unlocking Doors (30/24/0.5); Take A Part (30/25/0.5); Skipping School (31/17/0.5); A New Life (34/31/0.5); Tutoring (34/28/0.5); Boys Will Be Boys (36/41/0.5); Getting Involved (36/41/0.5); STC Series (37-8/37/0.25); 40/29/0.25); Students Publishing (37-8/37/0.25); Let's Not Sell the Kids Short (37-8/37/0.25); Students and Radio (39/33/0.25); Let's Go CATing (39/31/0.25); 40/29/0.25); Students and Work (39/33/0.25); Do It Yourself Social Research (40/30/0.5); Goal-Based Learning and Assessment (41/25/0.25); Radio Times (41/25/0.25); Festival Manual (44/26/0.25); Credit and Support (44/17/0.25); Richmond Writing (44/23/0.5); Momentum (46-7/31/0.4); Young People in Focus (49/18/0.25); SCIP Resources (51-2/30/0.5); 53/18/1.25); Active Citizenship (56/26/0.6); Education Links (56/25/0.5); Meat in the Sandwich (56/25/0.5); Nobody's Children (56/14/2); Racism! A Journal and a Poster (56/23/0.5); Sometimes a Shining Moment (56/26/0.4); 65/639/0.25); Creative Responses to Resistance (57/22/1); Students and Power (57/21/0.5); Self-Help Directory (60/20/0.1); Which Way for the Curriculum (60/20/0.2); Poverty, Education and the DSP (62/26/0.2); Curriculum Corporation (65-637/0.25); Foxfire Book-Foxfire 9 (65-637/0.25); REAL (65-637/0.25); Kids Contact (67/24/2.5); Youth Agenda Consultation (67/24/2.5); COSSHC Resource Directory (69/22/0.25); Curriculum Perspectives (69/17/0.25); Democracy and Education (69/18/0.5); Lib Ed (74/21/0.25); 1992-93 National NCAS Directory (74/15/0.25); Directions (74/15/0.3); Freedom in Education (74/15/0.25); Skipping Stones (74/16/1.2).

Rights:

Student Rights - The Next Step! (24/14/0.5); Declaration of Student Rights and Responsibilities (Qld) (30/14/3); The Eppalock Declaration (32/13/2.5); Bill of Rights and Responsibilities (36/35/2); Declaration of Student Rights and Responsibilities (Canada) (36/37/1); NT Conference Workshop (37-8/14/0.5); VSC Conference Workshop (37-8/22/1); Bill of Rights? (41/26/0.25); What Are Kids’ Rights in Schools? (41/22/2.5); Students and Legal Issues (42/2/0.25); A Youth Bill of Rights? (75/22/0.2).

School Governance: see Governance

SRCs: see also Governance - secondary:

SRC Pamphlets (48/31/0.5); 50/23/1; 51-2/31/1; 64/30/1); Turana - Where There’s a Will, There’s A Way To Be Heard (48/3/1.2); What’s In It For Me? (48/24/0.2); Moving In (49/18/0.5); Using the SRC Pamphlets (56/11/3); Student Executive (58/8/1); Update - Churchill Campus, Kurnai College (59/23/0.4); Seen and Heard (61/25/0.25); Safety in Shade Shelter (62/23/0.5); SSICC - For a Health SRC in Your School (62/22/1.5); SRC Pamphlets Re-Write (67/24/0.25); Who Are Schools For Anyway? (67/18/2); Ideals? (76/20/1.3); Student Training Day at Shepparton (76/13/4.5); Support Teacher Reflections (76/17/1.5); SRC Operates $1000 Grant for Student-Driven Projects (77-8/16/1.2).

STC: see Curriculum, Negotiation

Connect 79: February 1993
TAFE:

TAFE Student Union Project (31/18/1); TAFE Student Network (44/23/0.25; 46-7/32/1; 48/15/4); Inform Apprentices (46-7/28/0.25); Student Participation in TAFE - Current Initiatives (46-7/17/1); Student Unionism on TAFE Campuses (46-7/18/1); TAFE PEP Student Power (46-7/19/2); TAFE Student Participation Officer (46-7/16/0.4); From Schools to TAFE (48/14/1); TAFE PEP - from the Students' Views (48/20/1.4); TAFE PEP Student Board (48/19/1.6).

Theory: see General

Training:

People Working With People (50/20/1.5); Berwick Young Leaders Program (65-6/32/1); Student Training and Development Days (73/9/3); Using Games for Training (74/3/4).

Tutoring:

Youth Tutoring Youth - Why? (1/10/6); Bibliography (2/22/1; 4/17/0.5; 5/19/0.5; 16/15/1.5); Brunswick East HS (2/19/2); Princes Hill HS (2/21/1; 4/12/2; 5/17/2); Thomastown PS (2/17/2); Ballam Park TS (3/21/2; 6/7/13/3; 34/22/4); Lalor Park TS (3/15/4.5); Overview (3/14/0.5); Sunshine HS (3/14/1.5); Ballarat (4/14/1); Richmond Technical College (5/15/2); Special Relationship (8/15/1.5); Health Education About Smoking - Williamstown TS (20/3/1); For the Tutor (review) (21/10/0.5); Marian College (21/21/3; 22-3/17/3); Exhibition HS (24/15/6.5); Kids Teaching Kids (24/21/0.5); YAP - Tutoring Workshop (26/16/0.5); Princes Hill PS (30/5/2.5); Tutoring in Traffic (30/3/2); Tutoring (review) (34/28/0.5); Sacred Heart PS (35/18/3); Ardeer HS (36/9/1.5); Let's Go CATing (review) (39/31/0.25; 40/29/0.25); Monterey Cluster - CAT (39/30/2); Watermark (62/3/2); Peer Mediators - Intervene to Reconcile (71/23/2.5); Peer Support Program (71/26/3); 'Junior Educators' in the Philippines (77-8/17/2).

Video/Television:

Better Life Than Them (21/7/3); Video in Education (24/22/4); McKinley Mass Media (27/8/12/4.5); Project Blueberry (27/8/3/9); The Big Switch (32/6/1); Girls Speak Up (32/8/2); Punching Keys (32/10/1); Seen and Heard (32/7/1); Videotape Resources (list) (32/3/8); Vinnie and the SRC (35/25/0.25); Video News Magazine (36/10/0.5); Frame by Frame (39/3/3); Student Participation - A Reality? (39/6/1.5; 46-7/31/0.7); Peace - It Depends On Us (43/10/1); Really Good Friends (44/25/0.5); School/Tertiary Institutions Media Link (46-7/30/0.4); Unemployment - Where To From Here? (46-7/29/0.25); Balar: I'd Rather Be At My Grandparents' (48/4/1.75); The Real Matilda - Women of the West (56/24/0.5); Videobeat (56/24/0.5; 58/24/0.2; 62/26/0.5); Writing for Real (61/25/0.25); NAT - Northern Access Television (68/3/8; 72/26/1); Access Television (69/17/0.25); NAT Broadcasts Its Second and Third Transmissions (72/26/1); It Just Happens (74/16/0.2).

Work:

Catching Them Young for the Boardroom (5/9/0.5); Industry - Ferntree Gully HS (5/13/2); School-Work Program - Moreland HS (5/9/7.3.5; 17/12/2); Unemployment Broadsheet (6-7/21/4); Kangaroo Flat TS (15/14/0.5); RAK (15/14/1.5); Resources (review) (15/12/1.5); Bibliography (16/16/1.5); Youthcraft - Cobden TS (17/5/4.5; 20/11/5; 25/3/9; 30/7/5.5; 43/3/6; 76/3/5); Work, Unemployment, Studies - STC Students' Views (20/4/3); Work Experience and STC (21/27/4; 22-3/20/7); Job Creation (22-3/27/6); Thomastown HS (22-3/33/1); YAP - Restaurant Workshop (26/15/1); Part-Time Students at St Albans TS (34/10/7; 36/29/1; 39/24/3.5); Mixes of School and Work Conference (36/11/20); Wellington HS (36/30/1.25); Students and Work (review) (39/33/0.25); World of Work Newsletter (43/25/0.25); National Clearinghouse on LEIs (48/30/0.25); Work Work Work! (50/20/0.5); School and Work - PSI (53/13/5); What's the Story? - Work Education, Skills and Accreditation (54-5/3.3); Marrickville HS - About Work (56/10/1); School to Work Transition - Where To Next? (56/7/3); Dama Dama - Murtoa HS (59/11/9); Jacklynd Kitchens - Hawkesdale HS (59/10/1); Learning the Hard Way - Mortlake HS (59/7/2.5); Student Enterprise - CEP (59/7/0.5); Dragons (60/17/1).
People Bingo

- Ask someone from another school to fill in their name on a square that fits them
- You can only sign someone's sheet twice
- Be brave and talk to people you don't know
- Try to remember a person's name and face

<table>
<thead>
<tr>
<th>Someone with long hair</th>
<th>This person enjoys watching TV</th>
<th>Someone who likes McDonalds hamburgers</th>
<th>A person who is shorter than you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name School</td>
<td>Name School</td>
<td>Name School</td>
<td>Name School</td>
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</table>

<table>
<thead>
<tr>
<th>A tall person</th>
<th>A person who has freckles</th>
<th>This person has planted a tree</th>
<th>A boy (opposite of a girl)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name School</td>
<td>Name School</td>
<td>Name School</td>
<td>Name School</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Someone who is wearing something red</th>
<th>A person who barracks for Footscray</th>
<th>Someone who has a pet of their own</th>
<th>Someone who is wearing an earring or a stud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name School</td>
<td>Name School</td>
<td>Name School</td>
<td>Name School</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>This person is left handed</th>
<th>A girl</th>
<th>This person has a bike</th>
<th>They can play an instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name School</td>
<td>Name School</td>
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**WARM-UP GAME: Introduction/Getting-To-Know-You**

The above sheet was designed by Paul Kenna of St Albans Meadows Primary School, as a warm-up getting-to-know-you game for a JSC training day in 1992.
RETHINKING POLICIES
FOR YOUNG PEOPLE
TOWARDS A NATIONAL PERSPECTIVE
A Conference sponsored by the
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Youth Research Centre, University of Melbourne
National Centre for Socio-Legal Studies,
LaTrobe University
MELBOURNE
14th-16th APRIL 1993
Conference bookings to:
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NEW MOON
New Moon is a new international magazine for girls and their dreams. It listens to
the voices of girls and takes interest in their ideas and dreams.
We are looking for girls all over the world who are interested in sending their writing, artwork, dreams and ideas to the magazine.
To contribute, or to find out more, contact:

New Moon
424 Lakeview Avenue
Duluth, Minnesota 55812 USA
Phone: USA: (218) 728 5507

(New Moon has sent Connect further background and explanatory material - available from us on request.)

INTERNATIONAL ALTERNATIVE EDUCATION CONFERENCE
University of Colorado, Boulder Campus,
Boulder, Colorado, USA
June 24-27, 1993
This is the 23rd annual conference on educational alternatives. It will be organised
around a series of discussions, dialogues and presentations in five strands:
1. Learner Centred Education
2. Becoming a Teacher
3. Curriculum and Environment
4. The School in the Community
5. Educational Systems and Futures
The Orange Peel School (6001 West 10th Street, Greeley, Colorado 80634 USA - phone
303 353 6132) is helping to organise the conference. They have written:
"If there is anyone free that is coming to the States this summer and could attend and be a
presenter we would love to help make that possible. If we could be of any assistance please
feel free to write or call us. We would love to have you at the conference."
Connect would also like to hear of anyone able and interested to attend.
GET KNITTED

Get Knitted is a Victorian Young Women's Magazine, produced by young women, for young women, through the YWCA of Victoria. "It has started," they say, "because we believe that young women are not reading what they want to be reading, simply because it is not available."

Get Knitted wants to hear from anyone who could help pass copies around in their area, as well as work to get groups and organisations to contribute to the cost.

To get involved, contact Jan Campbell at the YWCA of Victoria, PO Box 1770, Collingwood 3066 or phone (03) 417 6022.

REAL ENTERPRISES
EDUCATIONAL GOALS AND PRINCIPLES

Connect has been receiving materials from REAL Enterprises, based in several areas of the United States. The most recent newsletter contains some information about the Goals and Principles.

The REAL Program has a range of outcomes and benefits for participating students. Not every REAL student will start a business, nor will any two students follow exactly the same course of study. So, what should be common to all students and to every REAL classroom?

The REAL Enterprises program has two fundamental goals. The first is to give students the opportunity to research, plan and operate economically viable small enterprises that meet a need in their community. The second, and equally important, goal is to give students the opportunity to develop critical thinking and life skills they will need regardless of their ultimate career choices.

The development of a business plan, the central project of the REAL Enterprises course, is the primary vehicle for achieving both of these goals. First, the business plan is an end in itself, a detailed 'road map' for an enterprise the student may ultimately open and operate, depending on its feasibility. It may include elements of a 'life plan' describing steps the student will take to achieve his or her career goals. Second, the plan is a means for learning problem-solving, decision-making, communication, and cooperation, as well as for helping students assess their entrepreneurial capabilities.

The process by which the REAL Enterprises course is taught is critical to the success of the program. In order for the business plan to be both a useful document and an effective vehicle for the acquisition of critical skills, we believe the following educational principles are essential:

1. The work which teachers and students do together must reflect student needs, desires and concerns. The program must be infused from the beginning with student choice, design, revision, execution, reflection and evaluation.

2. The role of the teacher must be that of facilitator, coach, team leader and guide, rather than boss.

3. The instructor ensures the academic integrity of the program by creating opportunities for students to master certain basic competencies during the preparation and execution of the business plan.

4. Work in the REAL program is characterised by student action rather than passive receipt of processed information. The process emphasises peer teaching, cooperative learning and teamwork.

5. Connections between classroom work and the communities beyond the classroom are clear. The class goes to the community, and vice versa.

6. There must be an audience for student work beyond the teacher. The audience may include individuals, small groups or the community at large, but it must be an audience the students want to serve, engage or impress.

7. The content and competencies addressed in the course should build progressively towards established goals, allowing students to apply and benefit from past experience as they acquire new knowledge and skills.

8. We must acknowledge the value of entrepreneurial experience, model entrepreneurial attitudes in our interactions with students, and resist the use of policies and practices that deprive students of the chance to think and work creatively.

9. Opportunities for conscious, thoughtful reflection (eg in journals) on the work undertaken must be provided throughout the program.

10. The program must include constructive, honest, on-going evaluation of skills, content and changes in student attitudes.

Contact REAL Enterprises at 948 Old Post Road, Chapel Hill, North Carolina 27514 USA.

Connect 79: February 1993
WE WERE WRONG!

PETER LALOR NOT LALOR!

We are writing to point out an error in your October/December newsletter, in the JSC Network Reports.

Most of the cartoons in this article were drawn at our school, and the achievements mentioned are our achievements!

Our school is Peter Lalor Secondary College (which used to be Lalor Technical School); the article credits Lalor Secondary College (which used to be Lalor High School).

Our SRC:
- sponsors Gong Chai Turn in Thailand;
- changed canteen food - choice of healthy food or junk;
- introduced baggy shorts for girls;
- introduced lunch passes (out of school) for year 11 students;
- purchased a gold phone for student use;
- built a large security bike shed for students;
- installed a Schweppes drink machine for profit;
- built redgum picnic settings for student use.

Our school was named after Peter Lalor who lead the Eureka rebellion, and after whom the suburb of Lalor was named.

We would be happy to write an article on the history of Lalor if you feel it could be of interest.

As you can see, we are proud of our school, our SRC and its achievements.

Grant Gifford and Lisa Toa Toa
SRC Co-Presidents
Peter Lalor Secondary College
Duncan Road, Lalor 3075

ACTION RESEARCH CRIME PREVENTION PROGRAM

The purpose of this action research project was to collect as many ideas and viewpoints as possible, from a wide range of people - young people, their parents, schools systems and other service providers - about those factors which might make young people (11 to 13 years old) become 'at risk' of entering into a pattern of behaviour which is socially and legally unacceptable.

The ultimate aim of programs like these, is to reduce the incidence of juvenile crime, to prevent young people from damaging their future and to make the cities of Australia safer places in which to live.

The study had a preventative focus as well as a data collection emphasis. We expected that the program would foster positive attitudes in the target group, and would lead to recommendations to reduce offending behaviour in young people.

The Final Report of the project is now available. It details the vast amount of information collected. Four major areas are listed for consideration in future studies:

- there is a clear need to examine the totality of youth services with a view to improving coordination;
- there is a need to focus on in-service courses for teachers;
- the provision of 'parent and family strengthening' courses is essential;
- further systematic research into the youth culture of Toowoomba is necessary to provide a clear understanding of youth values and behaviour.

For more information, contact:

Dr Jeff Bailey and Ms Diana Du Plessis,
C/O Toowoomba Youth Diversion Program,
PO Box 1241, Toowoomba QLD 4350

Friends of Connect:

By subscribing at a higher level, the following have helped keep Connect going. We gratefully acknowledge receipt of the following financial contributions since the last issue of Connect:

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Victoria Eppingstall (Tullamarine, Vic)
Sini Roos (Lavington, NSW)
RARE AND REMAINDERED
Publications Available ... Until Sold Out!

Did you miss those essential documents from the 80s?

Connect has managed to get hold of a very small number of copies of books and booklets published in support of student participation and related curriculum issues.

These are now available through Connect for the cost of postage. We'd rather they were our there being used, than gathering dust on our shelves. (And this might also mean we can avoid reblocking that corner!)

Photocopy this order form and choose from the list. Make payment to Connect.

Because there are very few copies of some of these publications (numbers on hand are included in brackets), you may find we are sold out of some items. Please indicate whether we should:

- return your excess payment;
- send an alternative title;
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<td>Moving In: A Guide to Student Participation at Queenscliff High</td>
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*Connect 79: February 1993*
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 Knitted: The Victorian Young Women's Magazine (YWCA, Vic) Ed'n 2

OTHER PUBLICATIONS:

Australian:

Options (Youth Bureau, Canberra, ACT) December 1992, January 1993
Network News (Surry Hills, NSW) Dec 1992
Learning Tracks (CEP, Vic) No 4; Spring '92
Education Links (Stanmore, NSW) Nos. 40-44; Winter 1991 - Summer 1992/3
The Student Representative Council Kit, NSW Department of Education
Voiceworks (Express Media, Vic) - promotional material

Overseas:

Democracy and Education (IDE, Ohio, USA) Vol 7 No 2, Winter 1992
The REAL Story (REAL, Nth Carolina, USA) Vol 4 Chapter 2; Fall/Winter 1992
Education Now (UK) - catalogue
Anatomy of Choice in Education (Roland Meighan and Philip Toogood, Education Now, UK, 1992)
Democratic Learning and Learning Democracy (Clive Harber, Education Now, UK, 1992)
National Coalition News (NCACS, USA) Vol 17 No 2, Fall 1992

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. We are currently working on a database that will enable these articles to be accessed by subject, key-word etc.)

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<tr>
<td>379</td>
<td>Yarrambat Primary School Junior Council: - written by six members of the Yarrambat PS Junior Council, Vic, 1986 (14 pp; $1.40)</td>
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<td>380</td>
<td>Work Booklet; Central Highlands Wimmera JSC Camp, 7-8 May 1992, Vic (10 pp; $1.00)</td>
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<td>Student Participation in Decision Making: Queenscliff High School 1984-1986 (Tony Wright, Vic, 1986) (22 pp; $2.20)</td>
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<td>Students in Schools: Sandy Felstead et al (students), Victoria, 1983 (3 pp; $0.70)</td>
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<td>A Guide to Resource Assistance Groups, Graeme Kent, Ballarat, Vic, ca. 1983 (20 pp; $2.00)</td>
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<td>Tips on Meeting Procedures, Alison Thorne, Students on School Councils Day, 1985 (3 pp; $0.70)</td>
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<td>Student Participation in School Decision Making: Resource Materials for School Communities, Western Metropolitan Region, Vic, 1983 (15 pp; $1.50)</td>
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<td>Participating in a Discipline Committee - A Student's View, SIP, Victoria, 1986 (5 pp; $0.90)</td>
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