Wow! Now that James has started there's a lot happening. Our first cluster meeting is taking place in Darebin on the 31st of October and we've got a few other groups lined up to follow. We're also making contact with a host of other organisations to set up new opportunities for SRCs - so join up now and don't miss out.

Contact us: James and the VicSRC are now based at the Youth Affairs Council of Victoria (YACVic) and can be reached there on 9267 3744 or Toll-Free from outside of Melbourne on 1300 727 176 or by email: vicsrc@yacvic.org.au

CALLING ALL STUDENTS!

• Would you like to host a local VicSRC cluster meeting?
Planning is underway for meetings of the VicSRC around Victoria. These will begin with a series of local gatherings of SRCs in cluster groups which will lead up to the next VicSRC Congress to be held in the first half of 2007. We are looking for individuals, SRCs or schools that are interested in participating in or hosting a local cluster group meeting in their area. These could take place either late this year or early next year. If you are interested please contact James as soon as possible on the number above.

• Would you like to help plan the VicSRC Congress for 2007?
We would also love to hear from any students interested in being part of an organising group for next year’s Congress. This is a great opportunity for students to gain experience in organising a major statewide event and contribute something to the VicSRC at the same time. There are a range of different roles and skills needed so we have something to suit everyone. We hope the group will start meeting sometime during term four but let James know now if you’re interested.

Want to consult with secondary students?

Does your organisation want to know what students think? If so then we’d like to help you find out. Through our network of SRCs we can arrange consultations with students in a particular area or across the state. These can be based around a particular issue or be on-going.

Partner with the VicSRC

We’re also looking to establish partnerships with people who’d be interested in supporting a VicSRC Cluster in their local area. These could be people working for Local Councils or LLENS but we believe the mutual benefits could appeal to a variety of organisations.

Not a member?

Membership of the VicSRC includes the following benefits:

• Subscription to Connect youth participation magazine
• Discount to Second Strike SRC training
• Membership of VISTA (Victorian Institute of SRCs and Teacher Advisors) including discounts to Form One Lane professional development seminars for SRC teachers
• Membership of YACVic (Youth Affairs Council of Victoria) Victoria’s peak youth body.
• Membership of YouthLaw And those are just the formal benefits!

For a membership form, just contact James and he’ll send one out to you.

To find out more about these opportunities just contact the office as above.

G’day, I’m James Tonson the new project officer with the Victorian Student Representative Council (VicSRC). I’ve been working and with SRCs for over ten years, beginning by being on my own SRC at Balwyn High School for four years.

I became involved with the VicSRC after realising that there was a bigger world than just my school and how much more we could do for students if we could work together and have a voice at a broader level. Over the last eight years I’ve worked with other students and ex-students to try and make the vision of a state wide SRC a reality. This has been a process of ups and downs due to the lack of consistent support from over-committed volunteers.

Now we have an independent paid person working for the VicSRC for the first time and a great opportunity to really get things happening. I’m really excited at the new potential this gives the VicSRC and that I’ve been asked to help make it happen.
The 14th International Democratic Education Conference (IDEC) was held over seven days in July in Sydney, Australia. As governments, including that of Australia, face the issue of how to prevent students from disengaging from education, IDEC contributes positively by highlighting models that have successfully put students at the centre of the learning process.

Alternative education and democratic education share the same foundations: choice as staff and students voluntarily attend; customised learning based on students’ needs, strengths, and interests; staff and student shared decision-making in a democratic climate; close relationships between staff and students in a community atmosphere; alternative approaches to assessment; and community service for authentic learning, social change, and civic engagement.

In 2006, IDEC discussed issues associated with student voice versus student action, traditional versus sustainable education, one-size-fits-all versus self-actualization, colonising versus transformative education, students serving the community versus students changing the community, democracy as self-managed learning, the potential of democratic public classrooms and schools, and the new concept of public urban free schools.

IDEC was hosted by the Australian Association of Progressive and Alternative Education (see www.idec2006.org). The organisers point out that IDEC 2006 is underpinned by well-developed educational theory and practice. It correlates strongly with the Adelaide Declaration National Goals for Schooling in the 21st Century agreed by the Australian Ministerial Council for Education, Employment, Training and Youth Affairs in 1999 (http://www.mceetya.edu.au/nationalgoals) and, in a broader sense, it champions the principles and values established by the Declaration of Human Rights and the Declaration of Rights of the Child. IDEC 2006 also took place during the second year of UNESCO’s Decade of Sustainability in Education.

IDEC 2006 was held at the Saint Ignatius’ College, Riverview on a beautiful hilltop overlooking the Lane Cove River and Sydney. Around 250 to 300 people from 15 different countries attended: from Burma/Myanmar, Canada, Germany, India, Israel, Japan, Korea, Nepal, New Zealand, Spain, Switzerland, Thailand, UK, USA, and of course Australia. Schools represented included Currumbena, Kinma and Blacktown Youth College in Sydney; Preshil, Hurstbridge Village School, Fitzroy Community School and Alia College from Victoria; Booroobin Sudbury Centre of Learning and Pine Community School in Queensland; Tamariki, Mountain Valley and Unlimited in NZ; Tokyo Shure in Japan; San School, Sungmisan and Dream School from Korea;
the Tutorial School and Albany Free School from USA; and, the Freie Schule “Kapriole” in Germany, and many others.

Woven throughout IDEC 2006 was the global theme of sustainability. This was true because education for sustainability and democratic education go together. The future belongs to the children. Our schools and curriculum must be based on the principles and spirit of sustainable development. Since it is their future we are preparing for, students must be a part of all aspects of the processes involved in creating sustainable schools.

What is Democratic Education?

Perhaps a view of possibilities can continue a conversation about the definition. Currently, the definition seems to be bound by four general areas:

1. Democratic processes, school governance, civic education, citizenship;
2. Democratic classrooms and schools;
3. Freedom to choose, learning without compulsion; and

Democratic processes, school governance, civic education, citizenship

Advocates of democratic education believe that students, if they are to acquire the skills, knowledge, and values they need to perform their roles as citizens in a democracy, should receive a type of education that actively engages them as citizens in their own schools and communities. For example, they believe that students should participate in the governance of the school and engage in service-learning activities in their local communities.

Democratic classrooms and schools

There are many classrooms around the country where students are highly involved in classroom decisions concerning class rules, curriculum, or assessment rubrics. Morning meetings, weekly class meetings, classroom constitutions, a bill of rights and responsibilities are examples.

Democratic schools are now also a worldwide phenomenon. (For a list of schools go to http://www.educationrevolution.org/listofdemscho.html) Involvement of students in democratic schools goes far beyond traditional student councils or student government where participation in school decisions was limited to academic status and decisions concerning picnic menus or school dances. Presently, in many democratic schools students help with school climate, school rules, scheduling, curriculum, budgeting, and hiring decisions. (See www.idec2003.org)

Freedom to choose, learning without compulsion

The 2005 International Democratic Education Conference, held in Berlin from 31 July to 6 August, attracted 200 participants from 28 different countries. These participants agreed upon the following statement: “We believe that, in any educational setting, young people have the right to decide individually how, when, what, where and with whom they learn, to have an equal share in the decision-making as to how their organizations - in particular their schools - are run, and which rules and sanctions, if any, are necessary.” (From www.idec2005.org)

Global aspects, self-actualisation

- Democratic education views the purpose of learning as creating a developmental process, which accompanies people throughout their lifetime. Such a process promotes the multi-faceted development of one’s personality, encourages independence and authenticity, fosters respect to human rights, and increases social and environmental responsibility.
- Democratic education views the declaration of human rights, and its pertinence to individual, social and environmental rights as the basis for the development of a true democratic culture.
- Democratic education views life in a democratic community culture within the school system as the basis for promoting a global democratic culture.
- Democratic education views the right of every human being to be recognised as a unique individual, and to express her/his uniqueness, as the basis for educational interaction centred on respect, tolerance, and love.
Democratic education views every democratic educational system as a ‘laboratory’ and every person involved in implementing democratic education as an ‘education researcher’ who aims at creating new methods and breakthroughs in the fields of learning and education. (Hecht, 2002)

The Program

IDEC 2006 began with a welcome from Dr Dennis Foley who talked about the problems Aboriginal students had/have with Australian public education. Himself an Aboriginal, he spoke of a few independent schools that are successful because they educate students in their own self-interests and encourage students to share in school/curriculum decisions, helping make sure the school respects their culture. He expressed concern with the Australian government’s attempts to rewrite national history. He went through a list of names of famous Indigenous persons hidden from the current national curriculum. He mentioned the Acacia Ridge independent school in Brisbane as an example of a curriculum that respects Indigenous history. He noted that the graduation rate for Aboriginal peoples is 25%.

My full report also includes extensive notes and reflections on the following presentations amongst others:

Professor Stuart Hill:
Democracy! What’s Next? Transformative Learning

Professor Hill teaches students who are getting degrees in Social Ecology at the University of Western Sydney, a post-graduate program that explores the dynamic interrelationships between the personal, social, environmental, and ‘spiritual’. Its view acknowledges that everything we do as individuals affects others, our shared communities, and environments: we are parts of the whole and we need to take responsibility for our role. Key themes include cultural action, sustainability education, ethical leadership, transformative learning, and applied spirituality. (See [http://www.uws.edu.au/about/acadorg/caess/ssell](http://www.uws.edu.au/about/acadorg/caess/ssell))

A concept of ‘Co-operacy’:
- Autocracy was about ‘power over’ someone, thus control;
- Democracy was about shared power, thus justice;
- Co-operacy is about enabled/enabling personal/relational power and agenda, thus emergence and spontaneity.

Yaacov Hecht:
Democratic Education – Roots, Present, Different Directions and Democratic Education: A New Vision of Education for a Sustainable World

Yaacov Hecht is director of the Institute for Democratic Education (IDE) ([www.democratic-edu.org](http://www.democratic-edu.org)) in Israel. He began his presentations by describing Hadera, Israel’s first democratic school, which opened in 1987. With 380 students aged 4-19 years, each decided how, when, where and what to do at school. It was run as a democratic institution with a school parliament, and mediation and executive committees. There are now 25 democratic schools in Israel.

The IDE’s now aims to take what is learned in democratic schools and turn it into tools for innovative educational and learning systems. The goal reflects the respect for diversity that democratic schools promote.

John Edwards:
The Things We Steal from Children

By “The things we steal from children” John Edwards meant: what harm do teachers do by making all the decisions for students, stealing from them their participation in school, classroom, and their own learning decisions?
- If teachers do the deciding - what the topic is, what to do next, and what is needed, how will students ever know how to begin?
- If teachers are always monitoring progress, setting the pace, eliminating problems, confusion, frustration, or failure, how will students learn to continue their own work?
• If teachers do all the planning, assessment, and deciding what is valuable, how will students find ownership, direction and delight in what they do?
• If teachers provide no time to reflect, explore, think about thinking, give students ‘recipes’ to follow, specify that there are right and wrong answers and the one right conclusion, how will students get to know themselves as a thinker?
• If teachers emphasise competitiveness, do not allow students to give or receive help from others, and see collaboration as cheating, how will students learn to work with others?
• And, if teachers create a climate where students always play it safe and never fail, never follow their passionate interest to a satisfying conclusion, are afraid to ask questions, and are paralysed by the need to know everything before writing or acting, how will students ever know who they are?

To foster more student voice in learning decisions, Edwards encouraged teachers to ask themselves:
• Which part of the process do I keep to myself?
• What do I steal from students that they could do for themselves?

Adrian Bertolini: RuMad? Creating Student Change Makers
ruMad? (Are you making a difference?) is an innovative approach to teaching and learning. It is a bold example of how these two important curriculum directions can successfully be addressed within one program. ruMad? activities are based upon student identified values and interests. With ruMad?, students take responsibility for their learning through an inquiry approach that is designed to assist them to come to a deeper understanding of the community issues they tackle.

ruMad? is about making a difference. Through this concept, students are immersed in a unique program of social change and innovative learning. The process has three phases. It starts with students identifying shared and important values as a group. Once shared values are established, students identify community issues that are inconsistent or in conflict with those shared values. Students then explore possibilities for action through various levels of involvement in social change activities, and lead the planning, implementation and evaluation of their chosen projects.

Roger Holdsworth: Student Action, Participation, and Community
This workshop emphasised the importance of students shaping their community, not community service or service learning. Even when framing the discussion in the form of volunteering, or as a personal, class, or school project of choice that students want to do, community service/service learning still puts students in the role of servant: It’s as though it is not their community; that they are an outsider; they serve it as though they are doing for /providing a service for. This makes students feel disconnected from their community as opposed to being a part of their own community that they could shape. Educators need to consider helping students shape their community: Give back, not provide a service. This shift in perspective gives students a sense that they could go off and take control of /change a community problem.

The idea of Student Action Teams (SAT) was introduced as one answer. “Student Action Teams are about supporting young people to question, construct, and develop the multiple communities in which they live and wish to live.” SATs involve a group of students who work on a real identified issue of community interest. The students carry out research on the problem and develop solutions – either proposals for others or actions they then take.

Di Roberts: Minimbah Aboriginal Education
The Minimbah Aboriginal Pre-School and Primary School was founded in 1963 in East Armidale, NSW, near the local Narwan village. It was opened as a preschool under the auspices of the Save the Children Fund. ‘Minimbah’ means ‘place of Learning’ in the Anaiwain language.

Principal Di Roberts noted that the state of Aboriginal education has progressed over time. Yet, issues such as low self-esteem, feeling of helplessness, poor health conditions, social isolation, and cultural persecution still plague the community. The historical use of a monolithic one-size-fits-all state curriculum made it easy to judge and label those who did not fit.

Adrienne Huber: After democracies what next...freedom!
Adrienne Huber’s concept of ‘distributive decision-making’ was refreshing and brought a lot of discussion. During her talk, she explained that democracy is traditionally reduced to some form of voting either as in a consensus or as majority rule. Ideas, proposals, issues are brought forth and discussed, deliberation, negotiation takes place - followed by a vote. This seems to leave some “out in the cold,” keeping them from needs they have to develop as human beings. In some situations, due to various factors (more people of one persuasion than another) it takes a while to reach consensus.

Distributive democracy protects the right of individuals or small groups to have their ideas given respect and a chance to develop. An Individual or group who have good workable ideas, but who would not be recognised and given a chance in a ‘majority rules’ climate, find this form of governance equitable. This creates a positive, enabling culture: Go for it! Prove yourself!

Asakura Kageki: The Tokyo Shure
In 1985, school refuser Ms. Keiko Okuchi and parents of other school refusers started a democratic alternative of choice. Since the Tokyo Shure free school opened, the movement has grown. In 1999, various students from Tokyo Shure began thinking of the possibilities of creating a university. In 2001 a free school network was founded to support other free schools. Presently there are over 125,000
school refusers in Japan. They have also established the Home Shure organisation for Japanese homeschoolers (www.homeshure.jp). Currently there are about 200 students (elementary through high school) attending.

Phil Smith and Sue Burton: 
A Conversation Between Sustainability Education and Democratic Education

The characteristics of democratic education could also be used to describe those that enable sustainability. They discussed the UN’s Decade of Education for Sustainable Development 2005-2014 (DESD) - a global effort to ensure the future for “every one, every where, every when.” They went on to explain ‘sustainable schools’ which they defined as a means to carry out the DESD initiative.

The relationship between Sustainability Education and Democratic Education was then made:
- Students must be informed and given the opportunity to share in classroom and school decisions that directly/indirectly involve the values, practices, and goals of global DESD efforts.
- This would involve them in the process of:
  a. Deciding what issue, problem, or task that they, the class, school, or community wants to study, research, solve, or carry out
  b. How, where, when they want to study/research/solve it
  c. How their DESD efforts will be assessed

If we want sustainability, we have to have democracy. Environmentally sustainable schools/classrooms need student voices. Sustainability Education needs Democratic Education.

The Currambena School

The children, parents, staff, and board members of the Sydney’s Currambena School were one of the hosts of the conference. Currambena School was founded in 1969 and is globally recognised as a leader in innovative educational thinking, the school’s motto reads: “Where self-worth is the key to happy and effective learning”.

Currambena students range in age from preschool to 12 years old. The number of classes and their composition vary depending on the number and age of the children attending the school in any year.

At Currambena all decisions that affect the school are made at class, school and council meetings. Each student, parent and staff member has an equal vote and together they share the responsibility for the quality of life at the school. This builds children’s understanding, pride, and ownership of their environment.

References

Hecht, Y. (2002). Educational Innovativeness from a Democratic Point of View. Tel Aviv, Israel: The Institute for Democratic Education: www démocratic-edu.org

IDEC Follow-up

“My body is satisfied, my mind is stimulated and my spirit is uplifted”. This response from one of the participants says it all.

Two months have passed since we all were together at IDEC in Sydney and the memories of our time together are strong. Thank you again for your enthusiastic participation and the warm, wonderful, spirit you created at our gathering. I hope that it has remained with you as you continue your unique lives and work in so many different places.

Bryn continues to work on the post-IDEc2006 website and has now added in another talk and many photographs and we invite you to take a look and relive the moments! www.idec2006.org

We hope this site will stimulate your memories, give you a taste of the experience and inform you about some of the IDEC2006 happenings.
- Click on TALKS and find edited recordings, and slides when we have them. There are more to come!
- Click on FEEDBACK and find the report that has been completed based on the responses of many of the IDEC2006 participants. This has been sent to the next IDEC Organising Committee in Brazil along with the Report from the IDEC2006 Organising Committee.
- Click on RESOLUTIONS for the decisions and resolutions passed at IDEC2006 meetings.
- Click on PHOTOS: the Galleries will stimulate the IDEC2006 memories.

Next IDEC

The next IDEC will be hosted by the Institute for Democratic Education in Brasil, IDEB.

For more information contact Carol: casumie@gmail.com

Cecelia Bradley
Making Contact Corner:

Looking for Teachers around Programs with Young Children and Community/Family Linkages

We publish the journal Democracy and Education in Portland, Oregon, USA. (see http://www.lclark.edu/org/journal/)

We were wondering if you might help to put us in touch with a teacher (or a few teachers) who are working with younger children – ideally perhaps with minority children - in a way that fosters or supports relationships with the community or heavily integrates the family into the learning process. We would love to encourage anybody you come into contact with to consider us as a good place to publish. Are there any folks who ring a bell that you might be able to put us in touch with?

Sara Guest
sarag@lclark.edu

Looking for an Australian High School Biology Teacher/Class

There is a High School Biology teacher here in Indianapolis (USA) who is looking for a similar public High School Biology class or students in Australia to work with on global issues and projects with environment, etc. Do you know of any such teacher?

John Loflin
johnharrisloflin@yahoo.com

Are We There Yet?

A National Youth Conference for young people, youth workers, educators, policy makers, academics and researchers, community workers and anyone interested in youth affairs in Australia, will be held in Melbourne on 1-2 May 2007.

This conference, the first since 1998, is being hosted by the Youth Affairs Council of Victoria in partnership with sister organisations in other states and territories: YAPA, YANQ, YACWA, YACSA, YNOT, YCALT and NTYAN, and is being supported by the Department of Victorian Communities of the Victorian State Government.

Proposals for papers, workshops, panels, discussions and so on close on October 30, 2006 (abstracts should be sent in by then) and early-bird registrations will be open in January-February, 2007. Registrations will finally close on April 27, 2007.

To register your interest, and to receive regular conference updates, e-mail to: conference@yacvic.org.au with the subject line ‘conference e-list’.

Student Action Teams Manual Shifts ...

The Student Action Teams Manual was developed in Victoria in 2002-3 from the statewide SAT project supported by the Victorian Departments of Justice and of Education and Training. Hard copies of the Manual have been difficult to find for some time, but an electronic version was available on the Department of Education and Training’s sofweb site. With the rearrangement of that site, the Manual can now be found at:

**Reachin High:**  
A Program Promoting Positive Approaches to Learning Differences

**Reachin High** tells the story of 14 years’ work around literacy in north central Victoria. Student participatory approaches are central to a program that caters for students with learning differences, with an annual student-run three-day regional camp as the culmination of that program. This camp brings in adult role models who have, or have had, learning differences, to act as mentors for students. Past student participants now also act as leaders, adult role models and assistants.

This inspiring and exciting 120-page book documents the development and operation of the **Reachin High Program**. It outlines the theory and community links behind the program, and how it is built on the active and strength-based participation of students.

The book is being published by **Connect** in 2006 and will be available in **December**.

Order a pre-publication copy now: $30 each ($25 for **Connect** subscribers). Use the form on page 24 of this issue.

**Student Action Teams:**  
Implementing Productive Practices in Primary and Secondary School Classrooms

This book (first published in 2006) outlines practical ways to establish and implement **Student Action Teams**. It tells the story of primary and secondary schools in Melbourne’s northern suburbs that are currently organising such Teams and reflecting on their implications for their teaching and learning.

The basic ideas about **Student Action Teams** are fairly simple – but with profound implications for schools and communities. These are teams of students who, as part of their school curriculum, adopt a community issue that they care passionately about, research it, decide what needs to be changed or improved and take action to achieve that.

These Teams are:

- **Purposeful**: the learning that takes place is seen by students to have immediately useful purposes; and
- **Productive**: the work that students do produces practical and significant outcomes over and above individuals’ own learning and beyond the classroom.

**Student Action Teams** can be set up by individual schools and clusters of schools around issues such as community safety, the environment, values, recreation, bullying, health and so on. The **Student Action Teams** in this cluster of 10-15 schools have been researching and acting around traffic safety and the environment.

The book outlines the basic principles of **Student Action Teams**, summarises what has been learnt about their practical operation, and tells the story of successful approaches and outcomes in two projects. The principles and approaches outlined here can be used to guide developments in any school - acting alone or in a cluster.

Order copies of **Student Action Teams** from **Connect** using the form provided on page 24.

**Student Councils and Beyond:**  
Students as Effective Participants in Decision-Making

The first **Connect** publication - an exciting 108-page publication from and for Australian primary and secondary schools - supports effective and relevant participation of students in educational decision-making.

It brings together a collection of ideas that challenge you ... to go beyond criticisms of ineffective Student Councils. **Student Councils and Beyond** enables you to find out what students, teachers and schools have implemented around Australia: exciting and practical ways that you can take the next step to go beyond tokenism ... and make a difference.

Copies of **Student Councils and Beyond** are available from **Connect** for $30 each (including postage). Current financial subscribers to **Connect** get copies at a discounted rate: $25 each including postage!

Complete and return the order form on page 24 to **Connect** with your payment.
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) 9489 9052 or (03) 8344 9637

Australian:

Australian Journal of Guidance and Counselling (AGCA, Hindmarsh, SA) Vol 16 No 1; 2006

Education Views (Department of the Arts and Education, Qld) Vol 15 Nos 11-15; June-August 2006

The Guide Beside: A Strategy for Learning to Live Sustainably (Hocking et al for Victorian Association for Environmental Education and Department of Sustainability and Environment, Vic) Professional Development for Sustainability Facilitators project

Hop on the Cultural Competency Bus! (Lindy Drew, LGAQ, Qld) Participant’s Workbook: LGAQ Youth Development in Local Government Conference

ICAN Newsletter (Innovative Community Action Networks, Adelaide, SA) #1; August 2006

Staying on at school: Improving student retention in Australia (Lamb et al, Centre for Post-compulsory Education and Lifelong Learning, The University of Melbourne, Vic) Summary report for the Queensland Department of Education and the Arts, August 2004

Student Engagement and Retention: A South Australian Youth Engagement Strategy (DECS, Adelaide, SA) 2005

Vincent Youth Bulletin (Vincent Youth Development Project, Townsville, Qld) April 2006

YAPRap (Youth Action and Policy Association, Surry Hills, NSW) Vol 16 Nos 9; September, 2006

YACVic Annual Report (Youth Affairs Council of Victoria, Melbourne, Vic) 2005-2006

Yikes (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 4 Nos 9-10; August-October 2006

Youth and the Future Effective Youth Services for the year 2015 (Sercombe et al, for NYARS; ACYS, Hobart, Tas)

Youth Studies Australia (Australian Clearinghouse for Youth Studies, Hobart, Tas) Vol 25 No 3, September 2006

International:

Life Learning (Toronto, Canada) September / October 2006

Documents

The documents listed in this column may be of general background interest. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from Connect for $3; this can be accessed and printed by topic, key-word etc or simply sequentially.

Code Description/Pages/Cost

593 Student disengagement from primary schooling: a review of research and practice (Murray et al, Centre for Childhood Studies, Faculty of Education, Monash University) A report to the CASS Foundation (30 pp; $3.00)

Friends of Connect

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

Sustaining Subscribers ($100 for two years):

Kerry Howard

Ballarat (Vic)

Connect has a website:

http://www.geocities.com/rogermhold/Connect

Slowly growing with information about subscribing, some back issue contents and summaries of Student Councils and Beyond and Student Action Teams.

Check in occasionally!

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Miscellaneous Resources:

• 2005! Student Councils & Beyond ($30; $25 for Connect subscribers) $ ..........

• 2006! Student Action Teams ($30; $25 for Connect subscribers) $ ..........

• NEW! Reaching High ($30; $25 for Connect subscribers): pre-order $ ..........

• Democracy Starts Here! Junior School Councils at Work (1996) Case studies of Primary School SRCs ($7 or $12 for two copies) $ ..........

Foxfire Resources:

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

• Foxfire: 25 Years (Doubleday) ($25) $ ..........

Documents:

• Photocopies of the following documents: $ ..........

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