What we can learn best from good teachers is how to teach ourselves better.

John Holt: Never Too Late

- Cross Age Tutoring in Russia
- Cross Age Tutoring at Monterey
- Russian Alternative Education
- Kids Meeting Kids Congress
- Reviews: Education Now
- Review: Girls Will Be Girls
- Nathalia Literacy Camp Update
**This Issue**

This is one of those issues where the articles came together through serendipity - pleasant and positive chance - to present an interesting juxtaposition.

Tony Knight from LaTrobe University met Elena Pavlova and passed on her article about cross-age tutoring in Russia; and this suddenly connected with some fascinating material published by Jerry Mintz in his US-based AERO-Gramme newsletter about three (to date) visits to Russia to meet and talk with people from alternative schools there. At the same time, the ‘archives opened up’ and revealed some 1986 information about a cross-age tutoring program in the Monterey network (near Frankston in Victoria), containing some similar comments to those from Elena.

We’ve also continued the practice of providing cross references to further reading in these areas. By the way, we’ve got plenty of contact material from Jerry Mintz - particularly on students and teachers in Russia who are interested to correspond with others. Ask us for details.

**Reviews**

*Connect* receives a steady stream of ‘out-of-the-way’ publications - many directly or indirectly linked with student participation. A few of these are outlined in this issue - those from the Education Now group of publishers in the UK. We’ve also received others from the Lib Ed publishers and hope to profile these in the next issue.

If you would like to see these - or better, to review any for *Connect* - contact us. Let us know what you’re interested to review and we’re happy to pass copies on to you.

**Subscription Increase**

Note the sad but necessary news that the cost of subscriptions to *Connect* increases with this issue. Details are on page 18. We hope and believe that it’s still of good value!

**Next Issue**

The next issue of *Connect* is due in August, with copy due by the end of July please! We’ve been promised an article on primary students making radio programs, and further comments on alternative education in Russia.

We’d also like to hear from you. Don’t wait to be asked to write - your experience of student participation is valuable, and could be read by interested people all over Australia.

Roger Holdsworth

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**COVER**

John Holt publications are available from Education Now (see page 16); but he could also be talking about cross-age tutoring or alternative schools!
The history of world educational thought knows examples of brilliant ideas which, while seemingly obvious (as they proceed from the everyday experience of human interactions), remain quite unnoticed for long years.

These ideas do not seem anxious about being discovered, waiting for an appropriate moment when they could appear on the stage. Sometimes this is due to historical conditions, or a person comes who is able 'to see the world in a different way' (as a child does) and to make these ideas widely known.

The concept of cross-age teaching, more often referred to as the Lancaster System, seems to belong to this very group.

This system, which uses elder children to teach the younger ones, has become known at the earliest stages of human history - that is in schools in ancient Sparta and Rome, and existed in medieval Europe. Few elements of the system were used in ancient China and India.

However, its wide-spread use began only in the 18th century when E Bell and J Lancaster, two English educators, independently came to the idea of using the technique of mutual learning in their schools for the poor, and made it central to the whole learning process. These schools, patterned after the family, with many children of different ages, proved to be very attractive due to their simple organisation and the low expenses of schooling. In the late 1790s and early 1800s, this led to a real outburst of this sort of schooling throughout Europe. As for Russia, here it was adopted by the most progressive noblemen, the Decembrists, who used the Lancaster system in schools they organised, first in Central Russia and then, after their defeat in 1925, in Siberian exile.

It should be noted here that the practice of mutual learning has always been considered part of the learning process. 'Half of learning is teaching': this phrase by Confucius, an ancient Chinese philosopher, corresponds well to the doctrine of Jan A Komenskii, who viewed teaching and learning activities as inseparable, and believed that a learner who did not teach others (weaker ones) would never be effective him/herself.

Anyway, the idea of cross-age tutoring which is now revived in Russia seems to be a 'well-forgotten knowledge'. In fact, its revival began in the 1980s when teachers first became free not to follow the only officially adopted course of conducting classes - that is, working with peers - and turned to cross-age groups.

Then, why does this 'well-forgotten' technique remain so attractive?

In my opinion, this could be explained by the understanding that is shared by many educators, that cross-age tutoring provides for the development of learning independence, better comprehension of material and positive motivation for learning.

When a child assumes the role of a teacher, he or she is motivated to acquire knowledge and skills which he or she failed (or did not want) to acquire when playing the role of a student at the lesson. Such skills as goal-setting, planning, monitoring and evaluation of learning process are traditionally referred to as specifically teachers' skills. For a child, mastering these skills implies becoming an independent learner. This was noted even in ancient Rome: *Quo docet discit* - one who teaches, learns.

Then there are a few questions more: What ages are most appropriate for a child to first assume the role of teacher? When does assuming this role become most helpful?

According to L S Vygotsky's and D B Elkonin's concept of the stages of a child's psychic development in modern society, it could be supposed that this role would suit mostly both age peculiarities of younger teenagers (10 to 12 year olds). One of the most basic features of this age group, which globally determines their attitude to the universe, is that of 'feeling being an adult'. At this age, children start to demand equal rights, esteem, trust and independence from others.

When these demands are not satisfied, the 'teenager crisis' becomes even more acute. In schools, this implies cases of misbehaviour, low performance and low motivation to learn. Leaving their childhood, growing out of the former and childish relations with the world of adults, teenagers wait for (and even demand) establishment of a new system of relations which
would correspond to their newly acquired and thus personally valuable feeling of adulthood. The role of a tutor, a “little teacher”, serving as a mediator between an adult teacher and a junior student, corresponds to the place of the teenager between adulthood and childhood.

All the above leads to the conclusion that cross-age tutoring can help to solve two problems of modern schools. First, as a tutor’s position fits teenagers’ demands for equal rights and mutually responsible partnerships with adults, the technique can serve as a constructive means of preventing teenagers’ negative attitude to schooling, and thus lead to an increase in their motivation to learn. This would also provide a basis for creating a really child-centred school, corresponding to age peculiarities. Secondly, the assumption of this role by children will serve to develop independent learners, able to plan and evaluate their own learning process.

Research Results

But are younger teenagers able to assume the role of a teacher?

To answer this question, we conducted a series of experiments with cross-age pairs of “tutor-tutee”, around the material of Russian Language.

This research demonstrated that:

• children of 10-12 years old are generally able to establish a purpose of learning (ie to set the task); our tutors set before their tutees 74% of possible tasks on spelling;
• tutors were able to single out points which proved to be real bottlenecks for their tutees (when children analysed difficult spelling tasks, tutors participated more actively in the problem-solving; the total amount of their help increased two or three times); that is, tutors adequately responded to specific learning situations;
• the main emphasis was placed on the way of solving the problem rather than on its result (with the option ‘goal - means/method - result’, about 70% of tutors’ questions dealt with means and methods of learning).

This has led to the most important conclusion: cross-age tutoring allows the activation of knowledge on means and methods of learning (ie learning strategies) even in the situation of solving specifically practical problems.

Structure of Learning Interaction

What structure of learning interaction is implied under the model of cross-age tutoring? How does it change the position of an adult teacher?

Structure of learning interaction can be described by three basic factors:
1. the character of teacher/student interaction;
2. the number of students; and
3. whether there is any students’ interaction which is proposed by the teacher.

According to this, cross-age tutoring, on the one hand, resembles group instruction (which includes work in pairs), and, on the other hand, it is close to individual student commitment, as one of the participants, due both to his/her age and learning situation, assumes the role of the elder one or tutor. Thus cross-age tutoring combines features of two models of learning interaction, shifting positions of both adult and young teachers.

First, as a part of traditional “teachers” functions is devolved to a tutor, the role of an adult in the classroom ceases to be the only dominant one. Hierarchical relationships between an adult teacher and young tutors are thus diminished, and now resemble business partnerships. A common task, ie teaching a younger one, is performed by both teachers together. Close cooperation changes the character of their communication and provides for teenagers’ growing awareness of the teachers’ problems: they start viewing them as if they were their own, from the point of allies rather than of opponents.

Secondly, an adult teacher only organises learning processes within every “tutor-tutee” pair. This frees the teacher from many routine teaching tasks and provides him or her with spare time which he/she can now devote to developing children’s skills of cooperation and communication (such as understanding and accounting for the other’s opinion, organisational skills, sharing responsibilities etc). In difficult situations, the adult helps the pair to find a way out, at the same time teaching them both verbal and non-verbal communicative skills.

Whole-Group Instruction

When applied to the whole class, the technique involves three basic components: preparation, the lesson itself, and evaluation. Preparation is a step-by-step procedure which should take 5-10 minutes of every lesson during 1.5 to 2 weeks, and implies training of future participants in three main directions, defined as follows:
training in the specific content area (providing future tutors with necessary information on the subject they will teach);

• training in specific teaching skills (eg how one should carry out a written test or checking mistakes);

• training in specific social skills (how one should communicate with younger children).

Training in the content area should be directed first at developing in future tutors awareness of what their tutees already know on the subject. This can be achieved in different ways. In any case, tutors should acquire the ability to define the level of competence of their tutees and to relate this level to their own knowledge. This also implies their ability to work at the border between ‘known’ and ‘unknown’. The content of tutors’ training (themes and tasks) should cover knowledge of both age-groups, though more proficiently mastered.

After the purposes and goals of the lesson have been established, the teacher should concentrate on involving students in active participation in developing plans of future lessons and generating as many learning tasks as possible. It should be recounted here that the effect of training at this stage increases with the increase in children’s participation in preparing for the cross-age lesson, and depends also on their awareness of different strategies of solving learning problems.

At this stage, a secondary teacher may cooperate with a primary one. This will help to assess background knowledge of the future tutees and single out learning gaps of low-achieving students, thus providing a direction for additional coaching.

Special emphasis in the training in social skills should be placed on solving the following problems:

• what are the possible means of encouraging and supporting children?

• how can you show your tutee that you are deeply interested in his/her success, and try to understand his/her problems, even if he/she is not correct?

• is it possible to shift the responsibility for your own mistakes to the children, and what would be the consequences of such misbehaviour?

• what can you do if a tutee refuses to view you as a teacher?

• does it make sense to prompt the correct answer to a child even if you want your tutee to get additional scores? etc.

All this will serve to prevent possible conflicts among children, and develop their social skills.

By the beginning of independent work, tutors should be aware of:

1. the level of knowledge and skills their tutees acquire, and what they do not know;

2. stages and purposes of the future lesson;

3. desirable outcomes;

4. criteria of assessment (if this is intended).

Developing individual planning guides of the lesson will facilitate monitoring of the learning process. This also develops in children the ability to plan.

Implementation: The Lesson

Implementing this technique with two classes of the modern school does not represent any serious difficulty, as this does not require any change in the timetable nor any additional rooms. The lesson takes place in the same two classrooms where it was to be conducted. Both classes are divided into two equal parts, then one part of the tutors comes to the classroom of the juniors and vice versa.

Normally the children sit in pairs. If the number of tutors is less than the number of tutees, you may suggest a new, probably even more interesting modification of the technique, when a tutor (one of the most able) works with two tutees. If the number of tutors exceeds the number of tutees, the teacher may ask one or two teenagers to fix the composition of pairs, the number and content of tutees’ appeals to the tutors, and tutors to the teacher, cases of misbehaviour, time of completing the task for every pair etc.

When arranging children in pairs, the teacher should account for the following:

1. level of performance (weaker tutors should never be paired with the most able children, as well as with the low-achieving ones; vice versa, successful learners are worth better teachers);

2. personal learning characteristics should also be relatively close (eg slow learners should not be paired with fast ones);

3. gender (most tutors and tutees prefer partners of the same gender, though this rule is not universal);

4. some children (highly emotional, irritable, stubborn or women-haters etc) require more specific approaches to their training; thus the teacher should be careful when choosing a partner for them.

For some people, it seems rather confusing that even low-achieving students are involved in this process as tutors. Of course it could be asked what they will be able to teach if they know nothing themselves. Nevertheless it has been proved within our studies that a student who had learning problems is normally more patient and more able to understand the problems of others,
more able to understand the problems of others, than a student who had always been a success. Then a 5th grade pupil achieving the level of 3rd or 4th grade could be an excellent tutor for a relatively low-achieving pupil from the 2nd grade. Moreover, their cooperation in learning could be very valuable from both moral and psychological points of view.

Our observations have confirmed the statement (well-known in social psychology) that in the situation of learning interaction, business relationships dominate over personal ones. In general, in this situation, pupils are more concentrated and more effective learners than in "normal" classrooms, no matter how they behave there.

Evaluation

Evaluation is a step-by-step procedure, taking place at every lesson for about a week.

For adult teachers, the purpose of this stage is to assess the objectivity of their younger colleagues in evaluating other children and summarising results, and to single out those mistakes which were missed by the tutors. It is also important to discuss their general achievements and failures, and ask them to propose possible improvements of the preparatory stage, new ways of overcoming learning difficulties and filling learning gaps of their tutees. It may also be suggested that they write a little composition based on their 'teaching experience'. Possible titles could be: "Me as a teacher: pleasures and difficulties", "What I managed to do in the lesson, and what I failed to do" or "What my tutee has taught me".

After evaluating the effectiveness of work of every pair, the teacher may want to change their composition. It is also necessary to keep in mind that from time to time every tutor should feel him/herself a success.

Conclusion

The research conducted in a few Moscow schools has confirmed our supposition about the effect of cross-age tutoring on developing independent learners, overcoming the teenagers' negative attitude to schooling, and increasing their learning motivation. It has been also found that the experience of mutual training serves to develop tutors' ability to view the situation from different angles, account for the other's way of thinking (even if it is not correct), share the mental position of the other one, and to act correspondingly.

It has been shown also that academic achievements of children who participated in the experiment were higher than in the control groups.

In conclusion, it could be said that cross-age tutoring proved to remain an effective learning method even for the school at the end of the 20th century, and provides wide opportunities for joint creative work of teachers and students. This makes us hope that this technique will find its place in more democratic curricula of lycée, gymnasiums and other schools of the renewing Russia.

Elena Pavlova
Moscow State Pedagogical University
Ministry of Education, Russia

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**CROSS-AGE AND PEER TUTORING: SOME RESOURCES**

Case studies of tutoring programs up to 1985 were collected in:


A very few copies are available from Connect for $5 - otherwise check school libraries.

Also, look for:


*Connect* also has photocopies of articles available - for example:

- 151 *Cross-Age Tutoring - Lynne Kosky* (9 pp; $0.90)

389 and 390 - see page 19, this issue.

See also the *Connect* index (in issue 79) for other articles published since 1985.
Jerry Mintz operates the Alternative Education Resource Organisation (AERO) from New York, and publishes AERO-Gramme as its newsletter.

Recent issues (since about December 1991) have carried exciting stories of the liaison between Jerry (and others from alternative education in the USA and Europe) and the developing alternative education movements in Russia and Estonia.

Connect readers may be interested to learn more about these developments. The following are extracts from issues 7 to 10 of AERO-Gramme. For further details, contact Jerry directly at AERO, 417 Roslyn Road, Roslyn Heights, NY 11577 USA. Phone: + (516) 621 2193; fax: 625 3237.

AERO-Gramme #7: December 1991

I had a powerful and truly transforming experience in Russia last summer. I participated in the first New Schools Festival, celebrating with 400 teachers, parents and students, the creation of a new way of learning, based on empowerment, freedom and respect, the democratisation of education to prepare for a democratic society...

During my stay in the USSR I came to realise that the people there have seized upon the ideas of democracy and freedom, perhaps in a way hardly known in the United States any more...

The organisers of the Festival, from August 6-13 in the Crimea, were quite aware that their activities might not have the support of the government for long. They knew they were racing against time, with Gorbachev seemingly moving toward the hard-liners. While we were there, rumours raced around about whether progressive Russian Education Minister Edward Dnieprov was about to be fired and replaced with a conservative. Uta Roehl, Netherlands organiser of the educators from outside the USSR said, when the logistics were getting difficult, "We must support them now and make sure that this conference happens before it is too late."

The Festival was the most powerful and unusual I have ever attended. We had seven intense days of information exchange, searching discussions of democracy in education, presentations by different alternative school groups, punctuated by singing, dancing and midnight swims in the Black Sea...

Alexander Tubelski, Director of the Experimental School N 134 in Moscow, the 'School of Self-Determination', spoke to the whole group. He said that one change that must be made in the schools is from "totalitarianism and authoritarian approaches to democracy in the educational process." He has over 1000 students in his school, several of whom came to the conference...

I have a copy of Alexander Tubelski's speech: New Schools at the End of the Twentieth Century:

In the last there or four years, new types of schools have appeared: gymnasiums, lycées, colleges, private and cooperative schools. All are new for the Soviet period ...

Many participants of the creative teachers' movement who had a lot of difficulties during the period of stagnation are now heads and organisers of innovative schools. Due to the work of the non-state Eureka University, the professors of Krasnoyarsk and others, Soviet teachers now have the possibility to study the experiences of alternative educational systems... It is important for us to distinguish between new alternative schools and the schools where they use separate sophisticated methods. To my mind, the two principles are 'How can we teach in another way?' as opposed to 'What other things are there to teach?' We believe that the essence of the education process is not mastering of school disciplines, but the growing child as an individual cognisant of himself, his abilities brought to fruition by the help of the teacher, as well as his image and his vision of the world... We need to bring education in the USSR from totalitarianism and authoritarianism to democracy, not only in government, but in education too.

(USSR, Moscow, Sirenev Bul. 15, School 734, Director A. Tubelski)
I have received a translation of a report on the First New Schools Festival in the Crimea, written by Alexander Trushkin of the Peschanoye Settlement in the Crimea. It is seven pages long, and I could copy it for those interested. Here are some excerpts:

Teachers and children from 62 cities around the world met at this Festival and got to know each other well during the seven days. About a hundred agreements, contracts and commercial deals were concluded. Programs for international cooperation were launched. However, the Festival produced even more emotional results for the participants. Jerry Mintz... compared the significance of the Festival to the tumbling down of the Berlin Wall. Here the majority of our foreign guests learned for the first time that the USSR does have alternative education, possessing, what's more, tremendous intellectual potential ...

The initiators of the 'tumbling down of the wall' were two women: the Soviet journalist Elena Hiltunin, and Ute Roehl who works at the Universal Education Association in Holland... Alexander Tubelski reported that, in our country, the movement towards new schools was revived in the mid-80s, thanks to the Teacher's Gazette, which was headed by V F Matveyev. 'Eureka' pedagogical clubs began to spring up all over the country, later being united into the Creative Union of Teachers of the USSR. Now the 'Eureka' Open University, the 'Aristotle' Club and the Krasnoyarsk State University help the public to become acquainted with foreign alternative systems... Even so, we do not have a common understanding of what an alternative school is... This makes the role of the teacher particularly difficult: not to teach, but to assist. And there is a paradox: to educate a free child, it must be done by a teacher who is not free himself. Most probably, the changes in the teacher's consciousness is what is most important today, the key task to be performed. When that is fulfilled, our New School will come into existence.

In a traditional school, everything is known beforehand. The teacher follows the curriculum, 'knows that the future will be', and prepares the children for it. But what if the future is unknown, and everything is changing? You will stop 'working' with and 'teaching' the children. You'll begin to live together with them.

We now have a group of twelve students and teachers planning to participate in the teacher training seminar near Moscow from February 26 to March 10 (1992). The teacher training seminar that we will be helping to lead is sponsored by the Eureka Free University, the first private university in Russia. The seminar is called 'Eureka Avant Garde'. The University has also created a consortium of avant-garde schools. The seminar will present examples of several alternative education systems, and participants can choose one for further study.

Alternative Teacher Education Seminar in Estonia

The seminar's purpose was to introduce Russian teachers to methods of alternative education. Several alternative approaches in Russia were represented. This Seminar was an amazing and positive act of faith in the midst of the chaos of the new Commonwealth. Educators in the USSR are actively seeking new ways to teach democracy as a living experience. "If we are going to have a democratic society, we must have democratic education," said Alexander Tubelski, who is principal of a 1000 student experimental school in Moscow. Our group visited his school in Moscow and stayed with families from the school.

Travelling by train from Moscow, we came together in Narva, Estonia, at a resort on the Baltic Sea. At this Seminar, each educational alternative had a 'day' to organise the conference. What was particularly significant was that the Russian alternative schools brought some of their students, so they could physically demonstrate their approaches. A total of 175 Russian teachers attended, along with 25 Russian students, in addition to the 7 we brought.

We were given the responsibility of the whole youth program for the two weeks that we were there. We organised a 'school within the conference', and out of that developed a democratic meeting, in two languages, which ultimately organised our 'day'. Much to the surprise of the Russian teachers, the American students ran many of our workshops... The Russian teachers and students were astonished, not only by the American teachers' and students' democratic approach, but also by how easily the Russian students adopted it, and by the freedom and openness expressed by the group...

In visiting St Petersburg after the Seminar, we were met by Larissa Mironova, whose designation last year of Director of Alternative Education for St Petersburg was something of a joke, because there were no alternative schools there at that time. Now there are ten, and we can only describe the situation as being something akin to the 60s here, but with one big difference: these rapid changes have the support of public school administrators and others in influential positions.
For example, we visited one school in St Petersburg that was given two floors of free meeting space in a public building, and we heard of other private alternative schools that were meeting in spaces provided in public school buildings...

**INTERVIEW WITH VALEARA AT THE NARVA CONFERENCE**

My name is Valeara. I am twelve years old. I live in Krasniarsk. It is in Siberia, about 3600 kilometres from Moscow. My father repairs boats and my mother is a nurse in a kindergarten. I have one brother, 8 years old. We are friends in general, but sometimes we have conflict. I would like to be an actor or a dancer and go to dancing college. (He’s studied dance for 6 years.) On the other hand, maybe I’ll be a writer and enter literary college.

When my teacher, Sergei Kurganov, told me he was going to this conference and wanted to take us, he was allowed to take only five children. He said to the class that those who felt like going to the conference should raise their hands. Five people raised their hands, and they went to the conference. First he told us that we would go to Moscow. I was delighted when I found out that I’d not only see Moscow, but also Estonia. My mother didn’t let me go on the previous trip.

At my school we sing songs, but more often we have discussions. We play very little. But I think play enough. At my school we start the day asking our teacher a question for future lessons. Maybe we dislike some of his ideas and have some other ideas. In many cases, he teaches the things we are interested in learning. I am fond of literature now. I enjoy reciting poems. I also write my own.

However, I usually feel a lot of pressure because of the society of our class. The children of our class are not like me. I feel pushed into a corner. They are pushing me to be just like them. There are three others like me who express themselves differently and are pushed to the corner like me. One of them is my friend. We help each other. We support ourselves in the way of our thinking. I think that the teacher doesn’t realise that this is going on. For our teacher, it is like we are one student, with no difference between us. I feel that at your schools I’d be able to do something about it. But I can’t trust the pupils in my class.

The day the American free schools presented was wonderful for me. The American kids are more open than we are and that openness I acquired from them. It became easier to be open. The feeling of rushing disappeared in me, and I felt less stress.

At this conference I learned to more openly express my feelings. I think it is bad to be too reserved. If you think something, you must say it. I made friends here and got acquainted with many interesting people. I’d like to go to the United States some time to share my experiences in life.

I’ve lost all my concerns about Russia and the future because I’m living in a happy world here. But I am worried about how high prices are. We’re saving every rouble and don’t buy expensive food. What moves the future? We realise that there is a future and we affect the future and vice-versa.

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**AERO-Gramme #10: Spring 1993**

We went to Russia at Christmas to support the fledgling alternative school movement in the former Soviet Union, participating in our second Eureka Avant Garde Seminar... At the seminar, there were 100 Russian teachers who paid 11,000 Roubles (US$22) to attend the 6 day conference, and 25 children from three alternative schools from the FSU, whose expenses were paid by the Eureka Free University...

Towards the end of the seminar, I went with key Russian alternative education leaders who were called to Moscow by Tuchinski for an urgent meeting at the Ministry of Education. They presented their concern that the new Russian Education laws discriminate against public alternative schools, rather than supporting them. Deputy Minister Luba Kazina assured them of support, and made an appointment with them to start working on the problem.

During the seminar, we demonstrated a democratic student meeting, with the Russian, Ukrainian and Western children. The students with us did presentations about their homeschooling and alternative schools, which were very well received...

Jerry Mintz

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**Correspondence**

As well as providing these accounts, AERO-Gramme has listed some addresses of students and teachers in Russia who are interested to correspond with others. Some examples (Connect has more):

- A 12-year-old boy from an alternative school in Siberia: Russia, Tomsk 634055, Akademicheskiy pr. 13, 54, Rozhdestvensky Zhenya (Eugene).

- Teachers in Rostov, Russia who have alternative school students who would like to correspond: 344000 Kulichenko Peter, Komarova Str 9/5, Rostov-Don, Russia; and: 344000 Balashova Tatyana, Turalinovskaya Str. 60, Flat 73, Rostov-Don, Russia.
Cross-Age Tutoring (CAT) is another means of helping young people learn.

Many schools believe that students understand very well the problems of other students and know what methods would work. They are able to gain the confidence of their students and can work more closely with them. Some schools have even developed a subject called Teaching Studies as an elective.

CAT has been and is being successfully incorporated into the program of secondary and primary schools in the Monterey cluster and is generating interest from schools interested in trialing this teaching strategy.

It has become part of the curriculum in some subjects and has proved an excellent teaching strategy for the secondary students, giving them a completely different view of their own learning.

CAT is a theoretical and practical introduction for teaching and learning. The course has two parts:

a) discussion about children’s development, methods of teaching, theories about how one teaches and how one learns, and how to overcome difficulties;

b) practical tutoring of children at all levels in primary school as well as forms 1 to 3 in post-primary schools. Ideally it could be developed to include creches and pre-schools so students have an overall view of human development.

Post-primary students participating have come from:

- Physical Education - part of the year 10 curriculum at Monterey Technical School;
- Experiential Year 10 course (Monterey Technical School) where it has proved itself as a successful retraining technique for basic literacy and numerical skills as well as important attitudinal changes;
- Special Education Units: Maths, Science and Humanities classes at Monterey Technical School;
- as an elective subject at Monterey High School (where this year there were more students wanting to be involved than available places);
- music students at Monterey Technical and High Schools.

Benefits of Cross-Age Tutoring

The benefits of cross-age tutoring have been outlined in many documents. The benefits listed below are the ones that the people in this cluster have seen as outcomes of their program:

- Basic skills have been revised and reinforced;
- Secondary students have acquired basic skills in the language and mathematics areas by working with infant classes;
- Students have ‘bloomed’ in the areas of self-esteem and self-confidence;
- Students have been able to accept the responsibility for developing programs using their own initiative;
- Students have found a great deal of satisfaction in the achievements of their tutees;
- Have changed students’ attitudes to, and given them an appreciation of, their own learning and educational experiences;
- Students have been given a wide range of learning experiences and, in so doing, addressed the special needs of some students;
- Students have developed an understanding of human development, ranges of abilities that are usually evident at different chronological ages and have thus been introduced to parenting skills;
- Students have been able to interact with adults in discussions about the program they were planning;
- Students in both primary and secondary schools have developed social skills;
- Demonstrated the importance and effectiveness of experiential learning; the importance of allowing students to have input into a program to achieve/maximise benefits from it; and to feel ownership of the program/learning experience.

The list could go on but staff have felt that the general development of the student, the shift from being ‘fed’ to being a ‘provider’, has been so beneficial that students have been able to take some grasp of and responsibility for their futures. The students have become thinkers and decision-makers.

*Barbara Blachford, Wendy Graham, Leonie Young*
Kids Meeting Kids

International Children’s Congress

Kids came together from many places when Kids Meeting Kids held their International Children’s Congress on Friday, November 20, 1992, in cooperation with UNICEF. About 250 kids between the ages of 4 and 19 came from over 100 countries, and talked about the needs of children within their own countries and the needs of children everywhere. Among these kids were homeless kids, street kids, refugees, and others who were going through difficult times. We talked about the big problems that many kids face and how we, as young people, can solve them. We also talked about the United Nations Convention on the Rights of the Child and ways to further its work.

Kids started to get to know each other by sharing information and materials on their home countries and cultures. Some kids had games from their countries and played them with the kids in their groups.

Later on, kids reported on the situation in their countries. Some reported by Luma-phone, a phone provided by the Copen Fund that allows you to hear and see who you are talking to. We heard reports from kids from different parts of the world on what was happening for kids in their countries. This was the first time we ever used this kind of technology to report the situation for kids. We heard kids from Brazil, Mexico and Italy. The Brazilian kids were reporting from their Congress of Street Children held in Brasília. They talked about the violence in Brazil and how they, as street children, are being exterminated to make the streets ‘cleaner’. Two kids were shot and killed the week before because of their participation in organising their Congress. A boy from Mexico touched on drugs and the problems of kids in natural disasters. The group from Italy reported on the refugees from Bosnia who are staying in their country.

We also heard, while organising the Congress, about the situation for 50,000 kids who were being sent out of the former Yugoslavia for their own safety, but had to leave their families behind. They are now living in many countries - scattered all over the place. Their families do not know where they are. Many are in danger of being put up for adoption by unscrupulous adoption agencies.

A boy at the Congress also spoke about leaving Bosnia just two months ago. He was lucky enough to be with his family; but, in fact, when we asked what happened to his friends, he told us they had all been killed. Another boy from the Ivory Coast spoke about the serious problems of hunger and famine in the countries of Somalia, Sudan, Ethiopia and the malnutrition of kids in his own country.

In large and small groups, we talked about the problems of kids in the world. We heard how kids are forced to work for little pay and into prostitution, how kids die because they don’t have adequate medical attention, and we also talked about the violence that kids face both from armies and on our city streets.

We talked about the United Nations Convention on the Rights of the Child, the set of laws for children which is now international law, and how we can get all countries to ratify and enforce it. Among the countries that have not ratified it is the US. We hope that it may be ratified soon under the Clinton Administration. Writing letters and sending petitions to government leaders is one way to urge leaders to ratify. Many kids at the Congress wrote letters and started off petitions which, in the US, they were going to send to (then) President-Elect Bill Clinton before his Inaugural Day. We urge that other kids and adults do this as well.
It is very important to let others know about the work kids are doing and to see that the United Nations Convention on the Rights of the Child is imposed in all the countries of the world. Kids from different countries are writing to each other - talking about themselves, their countries, and ways they can make children's rights possible, and peace throughout the world. They are also forming international networks where children from all countries can spread information about what is happening for kids. They have formed a computer network where kids can spread information about what is happening for kids and ways that kids and grown ups can help. This way, information can be passed along much quicker to others. Please pass the word on to your friends, classmates, group leaders, teachers and anyone you might know who would be interested. If you would like a petition or more information, please call or write to:

**Kids Meeting Kids**  
380 Riverside Drive  
Box 8H  
New York NY 10025 USA  
Phone: US: (212) 662-2327

_Herbert Williams_

*From: National Coalition News, Vol 17, No 4, Spring 1993 (National Coalition of Alternative Community Schools, 58 Schoolhouse Road, Summertown, TN 38483 USA.)*

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**RESPONSES**

Thanks for the last edition of Connect ... It's still the best reading material that passes through our letter box.

We thought we might pass our Year 10 Social Education course for your interest. It's a course with no fixed content, based on the principles of work requirement-based assessment. It has three parts and there is only one Course Sample at this stage. We collapsed our Year 10 elective system in Social Education but attempted to include some of the things that we have valued over the years in a core course for all students - for example, Cross-Age Tutoring. You will also note that we have included an Action Research component in the course as well. We are trialing the whole thing this year and its success will be evaluated as we go. We thought that it may be useful for others to look at, especially if you come across teachers who are thinking of developing new courses.

_David Jay and Gayle Gardner_  
Footscray Yarraville Secondary College  
(Contact Connect to see these documents; or David and Gayle directly at school: (03) 314 2533)

What a crackerjack edition of Connect October/December 1992 is! There really is some great material. The articles on newspaper productions and the report from Nathalia were very inspiring. The material on community/alternative schools is timely.

_Paul Turley, Chairperson_  
Australian Youth Policy and Action Coalition

And as always - congrats on your continuing marvellous work with Connect.

_John Martin, Warracknabeal, Vic_

**Connect:** Still great value at only $10 per year!

_Jackie Ohlin, ACT_

(Ed: Oops Jackie - note the price rise in this issue!)

On behalf of all the members of the Student Union at Mullauna College - Dunlavin, I would like to extend our thanks for your running of the student participation seminar earlier in the year. We as a group were able to plan out and think about just how we wanted our Student Union to be perceived.

During the course of Term 1, we have made various changes to the school environment. Our student common room was never used and due to our addition of couches, a fridge, radio and posters, the room is now always a hive of activity among the students. We have also got students’ choice of music playing over the PA system instead of the usual bells. We have also started negotiations with our Principal to make policy changes regarding the structure and time of form assembly. We also have various other plans and ideas in motion.

Once again thank you for your time and motivation. I believe it was a great way to get the members activated and committed. In my opinion, the seminar should be held every year to ensure that the Student Union is a strong and committed group of students.

_Priya Davis, Member_  
_Mullauna College Student Union - Dunlavin_

Please cancel our subscription to Connect. We are a VCE College now and student participation is no longer relevant to us.

_Phone message from a Melbourne school._

Your letters and comments to Connect are always welcome!
Nathalia Secondary College: LITERACY CAMP UPDATE

(In Connect 77-78, students at Nathalia Secondary College reported on a Literacy Camp, organised by students from several schools, who had been identified as having low literacy levels. Since then, a ‘how-to-do-it’ manual has been written and is in publication, and proposals have been developed for similar student organised camps across the state.)

We have a high level of interest shown by clusters of schools from regional country areas. Literacy Camps will take place across the state towards the end of this year. In December, we will set up our own Victorian Network.

We, the Nathalia Secondary College students, have asked Michael Marquet from New Zealand to come across as our keynote speaker. Michael left school at 15, unable to spell his own name correctly. He has now written two books and been awarded the UNESCO Literacy Award. He sent us a complementary copy of his second book. Michael was really pleased that we wrote to him and he said he would like to come over for a week if possible. “I will be delighted to accept your invitation to Australia.” We have already been offered help with funding from local sources and we’re going to apply for some adult literacy funding as well to help us cover his airfares.

We have been meeting every week this year at lunchtimes and we have also been washing cars at school to get some funds.

We have new members and we keep records of our meetings if anyone is interested to see them. The minutes are written by us, taking turns at each meeting. We want to become a subcommittee of the SRC and we have changed our name from ‘Literacy Group’ to ‘Literacy Council’ because one of the other teachers said what we were doing was important.

We are teaching other students with learning problems to face their problems, not hide from them. We support each other and help each other in many things.

We would really like to have people write to us. We use the skills we do have, to all advantages possible.

Here’s our group logo - it’s what we are all about!

(This writing was spoken by Stuart Robins, year 9, and written up by Mrs Loger; Nathalia Secondary College, PO Box 42, Nathalia 3638; ph: (058) 662331; fax: (058) 662858.)

GIRLS WILL BE GRILS: Bryn Purdy

Most books about child behavioural disorder give the expert’s-eye-view. They present the theory behind the child. This book, however, about a community of disturbed adolescent girls - or ‘grils’ - takes a quite different perspective.

In a series of short documentary episodes, the children themselves are presented centre-stage. The reader finds himself or herself projected on to the proscenium. Incidents from the daily life of the school portray the adolescent girl when she explodes into ‘gril’, and show how the most uncontrolled and obnoxious of ‘grils’ can spiral out of her other self and become the most generous and enchanting of girls.

These stories, chosen for their narrative flow and dramatic turns of events, portray much of the humour, some of the poignancy, but - it is hoped - few of the longeurs, of working with disturbed children in a residential setting. The theory behind the practice may be looked for between the lines.

While clearly intended for an adult audience, the stories are enjoyed by intelligent teenagers, and may be read to children who have not developed reading skills or are simply resistant to being taught. In one sense, the dissident child is the most appropriate audience for these tales about dissident children.

Girls Will Be Grils is published by and available from The Laneill Press, Green Star Court, 14 Field Lane, Belper, Derbyshire DE5 1DE. It is available by mail-order at a discount price of £5 post free.
ANATOMY OF CHOICE
IN EDUCATION
Roland Meighan and Philip Toogood

Currently, choice in education is a contentious issue that stirs strong feelings. The intention of this book is to provide a map of the territory of educational possibilities, to allow the debate about choice to begin to generate more light than heat. The first chapter, therefore, provides a conceptual map of the rival educational patterns and their logistics.

Given that education is not synonymous with schooling, one chapter looks at the increasingly popular option of home-based education, another at flexischooling and a third at the idea of work as an educational resource. Thus education is not seen as a matter of choosing amongst schools, but a broader concern altogether.

A chapter on minischooling explores the choice of organising a large school as a mass institution with the risks of an alienating experience for pupils or parents or teachers or all three, as against organising it as an association of smaller, more personalised units where pupils, parents and teachers can experience more involvement. The concept of community education and community schools is explored in another chapter. In contrast, the section on small schooling raises the issue of how clusters of small schools might offset the problem of ‘smothering rather than mothering’.

The central issue of the rival patterns or ideologies of education is raised throughout, with the contrasts among the various forms of authoritarian, democratic and autonomous education being demonstrated. In addition, there are specific chapters on democratic schooling and autonomous learning. (ISBN 1-871526-07-8; £10)

NEVER TOO LATE
John Holt

“If I could learn to play the cello well, as well as I thought I could, I could show by my own example that we all have greater powers than we think; that whatever we want to learn or learn to do, we probably can learn; that our lives and our possibilities are not determined and fixed by what happened to us when we were little, or by what experts say we can or cannot do.

“Most people who play a musical instrument learned as children. I did not. Few adults who have never played an instrument before, take one up, least of all in middle age, and least of all a bowed string instrument (supposed to be the hardest). I am one who did. This is the story of how it all came about.

“This is also a book about teaching, above all the teaching of music. Some music teachers have been enormously helpful to me - one of them in ways I was not to realise for many years. But for the most part I am self-taught in music, and this book is also about self-teaching. Part of the art of learning any difficult act, like music, is knowing both how to teach yourself and how best to use the teaching of other people without becoming dependent on them. What we can learn best from good teachers is how to teach ourselves better.

“Most of all, I want to combat the idea that any disciplined and demanding activity, above all music, can never grow out of love, joy and free choice, but must be rooted in forced exposure, coercion and threat. Most of what I have read about music education says this in one way or another. The idea is not only mistaken, but dangerous; nothing is more certain to make most people ignore or hate great music than trying to ram it down the throats of more and more children in compulsory classes and lessons. The idea is wrong in a larger sense; in the long run, love and joy are more enduring sources of discipline and commitment than any amount of bribe and threat, and it is only what C Wright Mills called the ‘crackpot realism’ of our times that keeps us from seeing, or even being willing to see, that this is so.” (ISBN 1 871526 10 8; £10)
LEARNING ALL THE TIME
John Holt

To John Holt, young children are research scientists, busily gathering information and making meaning out of the world. Learning, in his view, is not the result of teaching but rather a constant and universal human activity ‘as natural as breathing’.

In this wise and important new book, the last he wrote before his death, John Holt sets out to show how children learn the 3Rs naturally in the course of everyday life at home - and how adults can respect and encourage this wonderful process. In his own words, the book is “a demonstration that children, without being coerced or manipulated, or being put in exotic, specially prepared environments, or having their thinking planned and ordered for them, can, will, and do pick up from the world around them important information about what we call the Basics”.

Full of stories and touching observations, Learning All The Time is in many ways the culmination of John Holt’s work. At the same time, for readers new to his books, it is an inspiring introduction. His wit, profound insight into early learning, and his infectious love of little children will bring joy to parents and teachers alike. (ISBN 1 871526 04 3; £5.95)

SHARING POWER IN SCHOOLS:
RAISING STANDARDS
Bernard Trafford

Recent Education Now Special Reports have dealt with learner-managed learning and democracy in schools. Sharing Power in Schools is a case study of one school which is attempting to promote those values. Written by the head of the school, with contributions by students and teachers, it describes how a traditional, academically selective independent day school is setting out to create an open and democratic ethos in which students themselves have ever greater responsibility for, and power over, their own lives and learning.

The main thrust of the book is to demonstrate that the decision to share power with students is not simply an ideological one, although the school in question is driven by a clear educational philosophy. It is, rather, a pragmatic development, concerned with the motivation of school students throughout the 11-18 age range, based on the conviction that the only dependable way to raise standards (a topical phrase) is to engage the enthusiasm and commitment of the children themselves by involving them not only in what they learn but also in deciding what they learn, and how they go about it. (Recent research - NFER’s January 1993 Report What do children think of school? - strengthens the argument that the motivation of schoolchildren is a crucial challenge for legislators and educators in the 1990s.)

Sharing power in schools is thus seen as an effective means of addressing the tension which inevitably exists between the needs of students as individuals and the institutional demands of a large organisation such as a school. Evidence is produced that students, not to mention their teachers, who have a voice and real power to make decisions, work better individually and together; that students gain in motivation and the ability to study independently and become more effective, self-confident and imaginative learners and workers; that the atmosphere of school becomes more relaxed, friendly and creative; and that - even in these early stages - academic standards, at least as measured by public examination results, do indeed begin to rise.

Sharing power in schools is also seen as being inextricably connected with the rights of children and with their entitlement to an education which is appropriate, flexible, exciting and challenging. It also addresses the problems of alienation that many children feel at school. Though the book only charts the beginning of a long process, its message is one of great optimism for the future, furnishing lessons which are relevant not just to a single institution, but to education as a whole.

Bernard Trafford took a degree in music and was a music teacher in secondary schools for 12 years. He moved into an administrative and pastoral role when he became head of the sixth form in the school of which he is now head. This book is his first published attempt to articulate some of the radically alternative approaches which have been informing his headship in response to the prevailing trend towards nationwide orthodoxy in education. (ISBN 1 871536 12 4; £5)

THE DEMOCRATIC SCHOOL
Educational Management
and the Practice of Democracy
(Ed) Clive Harber and Roland Meighan

"Today's vast personal and social problems appear to defeat the conventional, rigid methods current in our educational system. Too many schools are betraying their children. Too many pupils emerge either submissive or alienated.

"It is clearly time to try something different. In The Democratic School, twenty-two educationists do consider something different - democracy inside schools."
"The contributors to this book, who are trying to develop democratic practice in the educational settings in which they work, do not see it in an unreal way but, paraphrasing Winston Churchill’s words, as the worst system of organisation and order available - except for all the alternatives. Drawbacks are admitted but the writers have found that democratic practice in education is certainly the lesser of evils and an approach that is sorely needed if education is to be regenerated in a way that is appropriate to the times in which we live." (ISBN 1 871526 01 9; £12)

Some of the consequences of democratic practices that have been found are that there is likely to develop a sense of community amongst a group of learners and a working partnership evolves between teachers and learners that leads to increased responsibility and confidence. Dialogue becomes an essential activity rather than an optional extra and the result is improved decision-making. (ISBN 1 871526 09 4; £5)

FLEXISCHOOLING
Education for Tomorrow,
Starting Yesterday
Roland Meighan

"... the complexities of modern life are such that, without the experience of behaving with considerable flexibility, people are at risk."

An effective education must prepare people for this modern world. It follows that it should, itself, employ flexible and varied approaches.

Roland Meighan’s research work includes a ten-year study of the perspectives of pupils and their judgements of teaching: an on-going study, now in its twelfth year, of parents who opt to educate their children at home; and action research into democratic learning cooperatives as a method of teacher training.

He now applies the whole of his experience to a blueprint for the regeneration of education - an education flexible enough to serve the needs of the individuals living in our post-industrial society in the throes of a technological and communications revolution. (ISBN 1 871526 00 0; £6)

THE CHARNWOOD PAPERS
Fallacies in Community Education
(Ed.) Bob O’Hagan

The idealism of the community education movement has increasingly captured the imagination of progressive educationalists during the twentieth century. But its recent rapid growth at the policy and practice levels (in Britain), manifested particularly through community schools, has not been matched by advances at theoretical and analytical levels.

The Charnwood Papers identifies and challenges a range of fallacies which have emerged from this climate of underdevelopment and which the authors believe now cloud the thinking of many community educators.

The authors bring an impressive pedigree to the task. Each has been closely involved in the movement during the last two decades, both as innovative practitioners and reflective writers. They can tackle the theoretical issues involved while relating them firmly to the realities of life at the 'sharp end'. (ISBN 1 871526 03 5; £9)
SMALL SCHOOLS
(ed.) Philip Toogood

The efficiency of a small school approach is not difficult to demonstrate: if you have one large school of a thousand pupils that is of poor quality, all suffer. If the same pupils were in ten small schools of one hundred pupils, all ten would have to be of poor quality to achieve the same level of educational disaster. The probability of this is rather low. The present (UK) government prefers to take the risk and has persecuted small schools by its policies over a twelve year period.

Then, of course, there is the qualitative dimension: the ‘small is beautiful’ proposition. Or, more directly, small is personal and humane, large is impersonal and dehumanizing.

A particular issue explored is how small schools can survive and defend themselves against the dogmas of largeness by grouping themselves together and cooperating in clusters or pyramids or federations. (ISBN 1 871526 05 1; £5)

ISSUES IN
GREEN EDUCATION
‘Green Teacher’ Revisited
Damian Randle

The greening of education has made a start. ‘Environmental Education’ has come a long way in recent years; a lot more of it is done, and the thinking about what exactly it is supposed to be has advanced enormously. But is that it? Surely we need a lot more than is usually meant by environmental education.

Have the wisdoms and demands of deep ecology and social ecology been given adequate notice? Are green teachers in danger, in throwing the radical baby out with the old socialist bathwater, of being less any kind of solution and more part of a larger problem? Within the teaching world, on the ground, can any method or approach to green education claim exclusivity of correctness? And what of the individual; teacher: how is he or she affected by current orthodoxies?

Issues in Green Education raises these and other questions by looking at some of the most provocative and evocative pieces from Green Teacher magazine. Were its reasons for existing, and its view of what green teaching is all about, right in 1986? Are they useful today?

Is green education the same as holistic education? Should it be? A manifesto for education for the twenty-first century, based on holistic principles, from the USA, is offered for examination, followed by a major critical article demanding education in and about the unmeasurable.

Have greens, including those in education, abandoned the vital concerns and insight of their radical red predecessors? Could they be contributing more to the revitalisation of monopoly capitalism than to its demise? Issues in Green Education looks at the red questions green teachers should, perhaps, ask themselves.

Issues in Green Education answers no questions: it exists to stimulate further debate, philosophical and practical. Further pieces on
Earth Education, meditation in school, and teacher morale, complete a collection which reopens some important old questions and asks some new ones.

Damian Randle is editor of Green Teacher magazine, author of Teaching Green, a Parent’s Guide to Education for Life on Earth and an education officer at the Centre for Alternative Technology. (ISBN 1 871526 11 6; £5)

COMPULSORY SCHOOLING DISEASE
How Children Absorb Fascist Values
Chris Shute

Whatever their claims, schools are training most young people to be habitually subservient. And there are seductive arguments for keeping children under strict control: it makes them easier to handle and it pleases their parents, whilst society in general feels comfortable for it appears to make the whole task of taking responsibility for children’s upbringing safer and more predictable. However, when they grow up many school students become morose, unsociable and philistine.

The process looks satisfactory but the results are often deplorable.

After 25 years of school teaching, Chris Shute became convinced that he was engaged in a microcosmic form of fascism. In Compulsory schooling disease he sets out why he thinks compulsory schooling and its apparatus of imposed discipline and control are dangerous to the mental and social development of children.

This is not a book written by an expert to influence the thinking of other experts. It is based not on systematic research by accumulated experience. Chris Shute records how he has come to believe that compulsory schooling is the cause of many social problems which it claims to cure, and why he is no longer prepared to defend it.

His hope is that one day soon it will be possible for children to use schools as they should be used, as places where any person who happens to need help with their studies can receive it. Until that time, he challenges us to consider whether the schools’ regime contributes to enslaving the minds of children rather than setting them free.

(Educational Heretics Press, address as for Education Now; ISBN 0 9518022 2 4; £6)

NEW CONNECT SUBSCRIPTION STRUCTURE

With this issue of Connect, subscriptions and associated costs have both risen and have been restructured.

These are the first increases since 1986 and reflect a steady increase in production costs over those seven years. Finally, the abolition of the Registered Publication postage rate has meant a considerable increase in our postage costs, which Connect cannot absorb and survive.

From this issue, there are now different rates for individual and organisational subscriptions. At the same time, we have held rates for individual students and for student organisations down to previous levels.

Subscription rates for one year are now:

- Individual subscription: $20
- Student (secondary/primary): $5
- Institutional/organisational subscription (e.g. a school, library, group): $30
- Student organisation (secondary/primary e.g. an SRC or JSC): $10

Higher supportive subscription rates are now:

- a Supporting Subscription (1 year): $50
- a Sustaining Subscription (2 year): $100
- a Lifetime Subscription (forever): $1000

These higher rates from Connect supporters are greatly appreciated and will continue to be acknowledged in the next issue.

Your support over almost 14 years of publication has been most appreciated; we hope that Connect is of value to you and that we will continue to work together.

Connect cover prices will also rise to $4 for a single issue and $6 for a double issue. These prices include postage for back issues.

Consultancy Support Discount

Connect continues to offer consultancy support to schools, SRCs, JSCs, clusters etc, around student participation issues. For example, we have been conducting extremely successful SRC and JSC training days, stimulus sessions for student groups, in-service training for teachers, sessions on cross-age tutoring, student-produced newspapers and radio, and so on. Rates for such consultancies are extremely reasonable, and include a fee covering the workshop and planning sessions, plus travel expenses.

Schools and groups that are subscribers to Connect will now receive a 10% discount on the sessional cost of our consultancy support.

Contact Connect for further details, and to discuss your needs and possibilities for appropriate sessions:

Phone: (03) 489 9052 or (03) 344 8573; fax: (03) 344 8256.
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:

OVERSEAS STUDENT PUBLICATIONS:
Noun (Burlington, Vermont, USA) Vol 15 No 1; Summer 1992

OTHER PUBLICATIONS:
Australian:
Options (Youth Bureau, Canberra, ACT) April, May 1993
Environmental Youth Alliance News (EYA) No. 5; Summer 1993
Youth Australia (Australian Youth Foundation, Sydney, NSW)
Up2Date (AYPAC, Dickson, ACT) Vol 1 Nos 7, 8, 9; February, March, April 1993
National Youth Foundation Newsletter (National Youth Foundation, Darlinghurst, NSW) Vol 1 No 1, April 1993
Collective Notes (COSHG, Vic)
Curriculum Perspectives (ACSA, Belconnen, ACT) Vol 13 No 2, June 1993
‘On Air’: Producing a Radio Show - A man for primary schools, Mary Moore, Shepparton District School Support Centre (Victoria) June 1993

Overseas:
National Coalition News (NCACS, Tennessee, USA) Vol 17 Nos 3 and 4, Winter and Spring 1993
Foundation Update 93 (ANPA, USA) Vol 19, No 1; Winter 1993
AERO-Gramme (AERO, New York, USA) No. 10; Spring 1993

Articles:
The articles listed in the next column are of general background value or otherwise not appropriate for reproducing in the columns of Connect. However they are available on photography 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.)

Code Description/Pages/Cost
389 Crossage Tutoring - Monterey Network - outline by Barbara Blachford, Wendy Graham and Leonie Young 1986 (26 pp; $2.60)
390 Let's Go CATing - Cross Age Tutor's Manual - Monterey Schools Cluster; Barbara Blachford and Wendy Graham; 1986 (30 pp; $3.00)

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

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

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

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

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

• Foxfire 9 (Doubleday Anchor) ($25) $ .................

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

• A Foxfire Christmas (Doubleday hardcover) ($25) $ .................

• Shining Moments - Foxfire video (1 hour) (loan for 1 week: $5) $ .................

• SRC Pamphlets Set (6 pamphlets; Youth Affairs Council of Victoria) ($5) $ .................

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• Index to articles available (database currently being computerised) ($3) $ .................

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