Supporting student participation

Connect

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Student Enterprise

An Art in Tasmania

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This Issue

An outcome of a short visit to Tasmania has been this issue's collection of some interesting descriptions of student enterprise projects of recent years.

The continuing approach to 'student enterprise' in Tasmania takes a broad definition of the term, encompassing more than small business. Hopefully some further accounts, including current examples from Tasmanian primary schools, will be included in future issues of Connect.

Also in this issue, news of the imminent development of community television in Melbourne and Sydney (and soon elsewhere) - on the last free-to-air channel. Some ideas are included for ways in which schools can use the opportunities provided by community TV to show student video productions and to focus local student research.

Documents and Books

The 'rare and remaindered' documents first listed in the last issue of Connect have been selling steadily, and some are now out of stock or nearly gone. An updated list is included in this issue. If you want any of these useful booklets, I would advise getting in early!

Discount prices also continue for the inspiring Foxfire books - see the back cover. These are available at cost of import, and the prices include packaging and postage.

Last Chance

To Resubscribe at Old Prices

As noted in the last issue, Connect subscription rates are set to rise at the end of June - the first increase since 1986. Increases in costs - notably the impact of the end of the Registered Publications rate on our postage costs - has made this imperative if we are to survive. We've used this necessity to restructure Connect subscription rates, and to establish a difference between individual and institutional rates.

Renewal notices enclosed with this issue provide your last chance to resubscribe at the existing prices.

Next Issue

The next issue of Connect is due in June, with copy due by the end of May please!

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
STUDENT ENTERPRISE
Tasmanian Grants Available

Student enterprise is about being 'enterprising': showing initiative, making decisions, working in groups, negotiating, being creative, resourceful and determined.

It is about trying to create enterprising learners i.e. students who apply enterprising skills to learning and living. Although enterprise can be entrepreneurial, it is far more than the 'selling things' mentality.

Student enterprise has the following features:

• Student Ownership
   The students set up and run their own enterprise. They come up with the idea, make the decisions, they manage real resources, they do the work and they accept the responsibility.

• Learning
   Besides learning enterprise skills and attitudes, they should learn normal class work through their project e.g. mathematics, science, English, woodwork etc.

• 'Keep it Short and Simple'
   If students are to run their own organisation and do the work, the technical side of the enterprise has to be fairly simple, hence the slogan.

Some Examples

Tasmanian students have run many interesting enterprise projects. Some projects have involved whole classes or small groups in lesson times; others have operated in out-of-lesson time.

Some of the enterprises which students have run include:

• producing a monthly local/school newspaper;
• producing a yearly calendar, featuring information on how to save electricity in the work place or home;
• working with an advertising agency to produce promotional materials on further education for fellow students and for parents;
• running their own mini-cafes;
• designing and printing greeting cards;
• producing calendars with local events, recipes, poetry, local history;
• organising and presenting fashion parades to local community. Some have made their own clothes; others borrowed outfits from local shops. Often students have organised music and songs and dance for entertainment intervals. Students have done similar things with art exhibitions;
• producing tourist information on the local area;
• providing a music record and cassette exchange system;
• designing and making toys. Some of the toys have been sold, others donated to younger children, child care groups and play groups. Toys have included trolleys with building blocks, activity boards for infants and cuddly animals.

Grants Available

In 1993, funding is again available for student groups in Tasmanian schools wishing to set up and run their own projects. Sponsorship of this program has been provided by APPM, and the grants scheme is administered through the Curriculum Services Branch of the Department of Education and the Arts.

A grant of up to $1000 is available for each successful proposal. One proposal will be funded for each District of the Tasmanian Department of Education. Preference will be given to those proposals which attempt to link with other educational communities (eg a high school project to involve primary school students, a college project to involve high school students etc).

Further information about the program is available from:

Greg Calvert,
Principal Education Officer,
Work Related Studies,
Curriculum Services Branch,
71 Letitia Street, North Hobart 7000.
Phone: (002) 33 7864.

The following pages contain some further details about recent student enterprise projects in Tasmania.
Operating under the slightly ostentatious (but you must admit cute!) banner of “Young Da Vincis of The Bush”, students of Glenora District High School organised an Art Sponsorship Scheme.

A student committee was responsible for the selection, framing, marketing, exhibiting and leasing of student art work. Businesses and organisations were invited to lease a professionally framed piece of work for a nominal fee ($3 a week for 6 months). It received an excellent response, with all but one piece of work in 1989 (its first year) finding a home in some fairly unlikely quarters. A trout farm, a local pub, the Minister, the independent member for Lyons, the Deputy Secretary, ANM, New Norfolk Council, Charles Batt MLC - these were some of the willing participants and recipients in the scheme.

The enterprise ran successfully for two years. The Committee of seven students from the senior section of the High School (years 9 and 10) took on responsibilities for planning, decision making, problem solving and general organisation.

The students mounted an exhibition of the art work, contacted local businesses with postcards and letters, designed and printed a catalogue and posters, wrote press releases, and organised contracts with those doing the work.

They explained the advantages of the Art Sponsorship Scheme: “It would brighten up your office/workplace; you will be seen to be supporting your local District High School; you will be encouraging the students to go for a higher standard of work; it will also highlight the public’s appreciation of student art.”

Tony Woodward, Art Teacher at Glenora, reported on the second year of the project:

“Having gained substantial funding - $800 - from the student enterprise and decision making committee last year, and making at least half that sum again in profit from rentals and sales, we were in a position to stage a bigger and brighter show... The kids are poised once again to sweep all before them... These students not only produce the art work, but are responsible for the planning, decision making and organisation necessary to stage the exhibition. The fact that they are rural kids trying to promote their work to a wider audience adds another dimension to the exercise.

“The students took everything in their stride and graciously let me do all the worrying. All tasks were carried out without fuss or complaint - be that the folding of letters, licking and stamping hundreds of envelopes, to phoning around local businesses or Mr Patmore’s office, or rubbing shoulders with local dignitaries and VIPs. The students obviously enjoyed the responsibility - which was one of the many advantages of the exercise.
"Some others were: good PR for the school; appreciation of student work by the wider community; students gained confidence in dealing with adults; students gained insight into the 'mechanics' of the art industry - the presentation, marketing and selling of work; students' problem-solving and decision-making skills are enhanced; self-esteem of students exhibiting is enhanced; teacher builds a positive working relationship with kids - mutual trust is established; brighter offices in Hobart and the Derwent Valley; teacher and students get to meet Mr Patmore and enjoy the view from his office; students have framed pieces of work to take home; subject gains credibility with parents; profits eventually channelled back into Art Department for resources like books, posters, a decent sound system (students' suggestion); you don't have to be a business whizz yourself - kids have more than enough nous in these matters."

The Da Vincis of The Bush project was one of a number of enterprises operating at Glenora District High School in 1989. An Enterprise Loan Board was set up within the school to support these approaches.

Other ventures included: a coffee shop, the development of ginger beer (Glenora is an intensive hop growing area), a radio show over the PA system, Rhode Island Reds, production of playboards and outdoor furniture, and the development of a tourist package. Many of these can be read about in An Enterprising School: Mainstreaming Enterprise Learning.

Glenora District High School
Bushy Park Tasmania 7140
Phone: (002) 861 301
Our project, Overflow With Info, first started when we received a letter from the Education Department, enabling us to develop our skills and knowledge in a particular area of our choice. We chose to do this in the area of computing, as we have such an advanced network system. We were granted $1000 to complete our project.

The aim of our project is to teach students from years 3 to 10, and their parents and teachers, the basic skills and knowledge in computing.

These basic skills include:

- Being able to connect up a computer correctly (as we have had a number of short circuits, due to this problem);
- Knowing how to log on to our network system, and get into their own accounts;
- Being a competent use of Edword, which is a word processor program for the BBC microcomputer, along with other simple commands - for example, being able to create, revise and justify;
- Each student will be taught to use Edfile, which is a database system for the BBC. They will be able to access various databases and retrieve information. For example, a student could access the convict database and retrieve information on a family with the surname 'Jones', by going surname = 'Jones'; or find out how many convicts younger than 20 years came out on the First Fleet, by going Age = <20;
- On our network system we have a wide range of software. We plan to teach all the students to use the software competently and confidently.

The knowledge that each student will gain from our project will help them in many ways in the future. They will find out about Basic and General Knowledge, Current Trends and the Application of Information Technology.

Management

Our Student Run Enterprises Management structure is organised in a very systematic way.

We have a Central Coordinating Group. This group consists of about six students - a mixture of year 9 and 10 students, both male and female. This group does a lot of decision making and organising. But all decisions that are made are brought forward to a whole group meeting, to make sure that everyone is happy with the decision.

Our Overflow With Info group has been broken up into sub-groups, so that the responsibilities are evenly distributed.

The Evaluation Group has been formed to evaluate our project, before, during and after. They have done surveys on all of the students and teachers that we plan to teach, so that we know what skills they have and how little knowledge they have on the areas that we are going to teach, before we start. They also have been videoing each group's meetings to evaluate how we work, and the progress that we are making.

The Promotions Group handles our publicity. They keep the school aware of what we are doing as well as the community. They have many great ideas to advertise our project: for example, selling windcheaters and t-shirts with our Overflow With Info logo, stickers, badges, newsletters and many more. All this advertising will lead up to our TechnoFest in October.

The Budget and Activities Group handles the group's money. We have an auditor who keeps the books up to date, as well as having our budget on the computer on a spreadsheet. Although this group handles the money, the whole group is aware of how the money is spent.

The Overflow With Info Group has three advisers, who are teachers, to whom we turn for advice and help if we need it. All of our meetings are run by us, the students. We have a well organised set of meeting procedures which the chairperson uses and the whole group respects. The role of chairperson is rotated around the Central Coordinating Group.

On our network system we have our own directory, on which each group keeps records of their documents and the minutes of their meetings.
Peer Group Tutoring

Now that we have evaluated the level of knowledge that the students have on computers, we can start to teach them. We have drawn up rosters, but we have only just started to teach. One of the ways that we plan to teach is by peer-group tutoring. At the completion of our project, we will do another survey, to see if our teaching methods were successful. We are teaching the students in pairs so that we will have someone there to back us up - this will also make us feel more confident.

Something that we have found most interesting is the reversal of roles when we will be teaching the teachers. It is one of those rare moments when we have superior knowledge and skills in an area that they don’t. From the survey that we conducted, they freely admitted how little they did or didn’t know. They expressed their growing interest and eagerness to learn about computers, having used them to their advantage with reports and sport programs for example. The skills in using a computer have proved to be of great convenience.

In September we ran an Adult Education Course which the community attended. This activity proved to be very worthwhile.

Kelly Brown
Year 10, Campbell Town District High School
Campbell Town, Tasmania 7210
from Seine, Tasmanian Department of Education

The above article describes a program that operated at Campbell Town District High School in 1988. In 1989, a group of students from that school organised a statewide Girls in Technology Conference.

Girls in Technology Conference

This is a report on the Girls in Technology enterprise group. They were concerned about the 'lack of opportunities for girls in the world of technology'. They thought if they held a statewide conference it might help.

They got teachers and students from different schools to share their opinions and experiences to everyone and tried to find ways of solving the problem. They invited guest speakers from various parts of the state to talk about this important topic and to develop strategies for overcoming the barriers that exist for girls in the world of technology.

How the Group Started

The Girls in Technology Group formed as a result of the experiences of another enterprise group that was operating at Campbell Town District High School in 1988. Vanessa Fox, a member of that group, Overflow With Info, explained the nature of this enterprise group to conference participants:

Overflow With Info consists of 9 girls and 4 boys. During 1988, we attended several conferences, we organised a technology display called Technofest, and some of us attended the Education Ministers’ Conference of Australia. We also ran an Adult Education course on computer awareness.

Although most of the members left High School at the end of that year, we have continued our group’s work. In 1990, we hope to be represented at the World Computers in Education Conference in Sydney.

During this time the question was often asked, “Why are there so many girls involved in technology in your school?”

Many girls chose information technology because they believe that it would give them better career opportunities in the future, and many parents were behind our choices.

Since leaving school, I have found that when going for a job interview I have been asked the question, “Do you know anything about computers?” There is quite often a look of surprise on the face of the interviewer when giving my answer.

The Creation of the New Group

A separate group of students, who were aware of the experiences of the Overflow group, decided that this would be an excellent area to work in. The Girls in Technology enterprise group was formed and its concern was the lack of opportunities for girls in the area of technology and computer technology. The group developed three main objectives:
1. To raise people’s awareness of the lack of opportunities for girls in the world of technology. It is also important to look at the types of positive action taken already to improve girls’ opportunities;

2. To provide opportunities for students and teachers to share their personal experiences in relation to the issue;

3. To provide the opportunity for students to create solutions and plans of action.

The group decided that a statewide conference for teachers and students would be a very good way of achieving these objectives.

The Girls in Technology enterprise group members are Rachael Gall, Vanessa Cooper, Vanessa Dudman, Rachael Watson and Juanita Fitzpatrick. All were grade 9 students in 1989. Miss Annette Salter was the teacher/adviser to the group.

Group Preparation

The Girls in Technology group spent approximately three months preparing for the conference. The girls each had a different role. Rachael Watson and Juanita Fitzpatrick handled finances and Vanessa Dudman, Rachael Gall and Vanessa Cooper looked after the communications area. They sent submissions to the Student Decision-Making and Enterprise Program (Student Services) and to the Applied Learning and Technology Program. $800 was received from each program. The group also received financial backing from the Gender Equity Program (Student Services). This money covered all costs involved.

The total amount of people at the conference included 30 teachers, 40 students, guests and media representatives. There was a total of 11 schools represented. Some of the expenses involved included travel costs, relief for teachers and lunch.

Rachael Watson said about the organisation of the conference:

*There wasn’t really any major hassles, although it took a bit of time trying to work out the distances participants travelled so we could pay for travel costs. That was really the major hassle for me, prior to the conference. We all put a great deal of effort into the preparation of the conference.*

We asked Rachael Gall from the Girls in Technology group, and one of the conference organisers, if there were any problems in the last couple of days before the conference:

Well, two of the schools dropped out at the last minute, so everyone was really worried about that. Another worry was when you work together for a few days straight, you get really sick of each other and that can lead to arguments.

How did you feel on the day?

*It was very nerve wracking. Most of the guest speakers talked longer than the allocated time and it went off schedule a little bit. All of us were very nervous about being on television. I was very worried whether it would run smoothly or not. Nothing went really wrong which was good. All the members of our group were fairly jumpy at the beginning of the day but once it was underway it was alright. I was a bit nervous when I had to introduce the guest speakers. Miss Salter was a great help and so were Paul Kearney and Helen Hudson. Without them it probably would not have come this far. I think apart from a few hiccups here and there, the conference was excellent.*

The Conference

The conference was officially opened by Mrs Elizabeth Daly, Principal of Invermay Primary School, then on secondment to the Northern Regional Office. In her role as a school leader, she is an advocate of gender equity. In her opening speech, Mrs Daly talked about her own schooling and the disadvantages apparent in girls’ schooling then. She then outlined how this contrasts to schools today.

Many of the guest speakers spoke about sexism and equal opportunity. There was a variety of guest speakers from different areas, such as the Education Department, TAFE, Student Enterprise and Private Industry. The speakers included Helen Hudson (Equal Opportunities Officer - Student Services), Pamela Parsley (Women’s Liaison Officer - Launceston College of TAFE), Liz Swain (Production Superintendent - Comalco), Brian Webberley (Technology Education Project Leader), Penny Cocker (Acting SM Launceston College), Glenn Bromfield (Computing and Technology consultant), Vanessa Fox and Kelly Brown (members of the student enterprise Overflow With Info), Clinton Garatt and Corey Flynn (members of the student enterprise HITE).

After the morning tea break, the conference participants split into small groups. They divided into adult groups and student groups. The groups were asked to list what they believed were the most significant blocks to girls’ participation in technology.
The groups also brainstormed their ideas about how we could go about improving girls’ participation in technology.

**Evaluation**

The following are comments made by the **Girls in Technology** group about how they feel the conference went:

**Positive Points:**

- We learned a lot from working in groups and also from what the guest speakers had to say;
- It was good to have the media there so that people who were not involved in the conference could find out about it;
- People gave us positive comments about how well we spoke on the day;
- We achieved our aim;
- People said the registration desk was well organised;
- We achieved a lot from the conference;
- All of the delegates really showed interest in the conference which was fantastic;
- The people were impressed with the morning and afternoon tea and lunch;
- It was good meeting and talking to students and teachers from other schools.

**Some Things That Could Have Been Better:**

- We could have planned our time more efficiently;
- When we formed our groups it might have been better to have a teacher in each student group, because a lot of us were stuck for words;
- We were a little disappointed when some schools were unable to attend at the last minute.

This report was written in 1989 by a group of student from Grade 8 and 9 as part of a publishing short course. We hope you enjoy reading our report and we would be interested in hearing some of your comments on our publication.

**Paperweight Publishing Group**
Campbell Town District High School
Campbell Town TAS 7210

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**Enterprise Resources**

To read more about student enterprise approaches and projects in Tasmania, track down the following resources. Greg Calvert (see page 3) might be able to help with advice about their availability.

- **Kearney, Paul** (1987) *Student Enterprise - Philosophy*
- **Butler, Ross** (1989) *An Enterprising School - Glenore District High School*
- **Education Department of Tasmania** (1989) *Student Enterprise Handbook*
- **Education Department of Tasmania** (1989) *Proud to be Practical*
- **Calvert, Greg and Welch, Rosemary** (1998) *Enterprise at Elizabeth College*

In addition, **Connect** has featured Victorian rural student enterprise projects in two issues: #59 (October 1989) and #60 (December 1989). Copies of these issues are available from **Connect** order form on the back page.

The Victorian Country Education Project has published a report on Student Enterprises ... learning by doing, and this is available from the CEP Melbourne office, C/o Distance Education Centre, Albert Road, South Melbourne 3205; phone (03) 690 7033.

The ACSR book **Resourceful Communities: Integrating Education, Training and Work for Young People in Rural Australia** contains several examples of student enterprises. It is available from ACSR, PO Box 884, Belconnen ACT 2616 - for $19.95 (postage included) or $15.95 for ACSR members. See a review of **Resourceful Communities in** **Connect**, 77-78, Oct-Dec 1992.

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This full report, along with other Student Enterprise materials from Tasmania, is available in the **Connect ‘Articles’ series** - see page 19.
VOICES ON THE WIND

In 1983, Warracknabeal Secondary College produced a book of student writing called The Wind in the Wimmera. This book was widely praised and received a commendation from the Victorian chapter of the Fellowship of Australian Writers.

To commemorate this event a decade later, the school will again bring out a book of student and school community work, Voices on the Wind.

The book will comprise five sections:
1. The Personal Self
2. The International Year of Indigenous People
3. Stories and Miscellany
4. The Land, the Trees, the Birds and Bees
5. Humour

Here are some samples of the writings which will appear in Voices on the Wind.

Racism

Sitting at a table near the door, I could see people entering and leaving.

The Riverina was busy tonight and the non-stop chatter filled the air. But suddenly, it stopped. Dead silence. The only sounds came from the kitchen with the grilling of fish and steak.

Looking up, I saw a group of reasonably well-dressed Aboriginals entering the hotel, obviously out for a nice meal.

People stared, many not hiding their discomfort at the arrival of these people.

It was obvious that the Aboriginals had seen this response before, and they seemed to take it in their stride, sitting down at a nearby table and signalling for service.

The silence lingered on for a while, then it was slowly taken over by whispers.

Movement took my eyes to the opposite side of the room. A family was leaving their seats.

A waiter was quickly on the scene, exclaiming, “But you haven’t eaten, and you’ve paid! Please sit down.” The father looked disgusted and replied, “Keep the money; I will go somewhere else and eat in better company.” With that, he left the hotel.

Slowly others began to leave and, within half an hour, the only people left were the Aboriginals and myself.

I had finished my meal ten minutes ago, but I would not leave. I would wait until they left. This, at least, would show them that Echuca is not an entirely racist place.

Sally Martin

Dear Love,

I hope I see you at basketball tonight. Every time I do, I go all tingly inside and you are the only one who can do it to me. I can’t take my eyes off you! I have never felt this way about anything or, should I say, anyone before. You are so fit when you play, you go all over the court. I want to kiss you, hug you and run my fingers all over every groove in your body. I love you. I love you. I want to be with you for ever and ever. What a pity you are used by everyone and get hurt all the time. I will save you.

PS: I wish you weren’t a basketball.

Kim Pumps

Are You a Friend?

Is a friend someone you laugh with?
Is a friend someone you trust?
Is a friend someone you share with?
Is a friend someone you love?

Yes, a friend is someone to laugh with.
A friend is someone to trust.
A friend is someone to share with.
A friend is someone to love.

I thought you were to laugh with.
I thought you were to trust.
I thought you were to share with.
I thought you were to love.

But you are not to laugh with.
You are not to trust.
You are not to share with.
You are not to love.

Kelly Schulz
Swimming around
I'm free to do what I want
diving down to eat some krill.
there's no limit on how much I eat.
There's no boundary to where
I can go.
I eat to my heart's content.
I'm free, I feel so care-free.
So happy, so alive,
I dive down deep,
as deep as I can go
then ... with a burst of energy
swim as fast as I can.
I break the surface
and spring into the air.
I fall back to the sea, my home.
As I fall, I see a white silhouette.
I come up to the surface
and take another look -
how can anything look
so beautiful?
It's an iceberg
lifeless, yet full of life.
I swim towards it, and feel an
unusual coldness, a coldness
that I'm not used to ...
It's a calming coldness
I'm in love, not with the
iceberg
but with life itself.

Rondah Bibby

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The NSW State SRC
From the Inside!

Being a member of a Student
Representative Council, whether at the
school, regional or even the state level, is
a wonderful experience. You are the voice
for many of your fellow students.

You have been voted into your position
by these fellow students, which shows they
respect you and feel that you have the best ability
to represent them.

Making it to the New South Wales State
SRC is a wonderful feeling in itself. Through the
State SRC, I've had the chance to meet other
students from all over New South Wales, and see
their perspectives on issues, which may be
different from mine, due to where they come
from. In the long run, all of us agree on actions
for the arising issues. Along the way, we have

been taught to compromise, listen objectively and
be diplomatic to your fellow members.

You don't just go to meetings when on
the Regional and State SRCs. My position has
taken me to many seminars and functions where
I've had to give an oral presentation. To a
student of 16, it sounds scary; however, being
constantly in the community improves your
confidence, public speaking ability and public
relations skills.

I recommend wholeheartedly the
invaluable experience of being a member of an
SRC. Your time on it will be very beneficial in
your career.

Louise Robinson
Illawarra Senior College, Port Kembla
A NEW TV CHANNEL IS COMING ...

COMMUNITY TELEVISION

and Student Participation

In both Sydney and Melbourne, a Consortium of community television groups has been granted a licence to operate the sixth television channel - a Community Television station on UHF-31. Regular transmissions are planned to begin in 1993 throughout the whole of the metropolitan areas. It is expected that other areas will receive licences in the near future.

These developments provide exciting opportunities for student participation in making and transmitting television programs about issues that are important to students, as part of their studies. Just as community radio has provided a medium for students to talk about important issues to a real audience, community television will enable individual students, student groups and classes and whole schools, to present images and communications to their community.

Previous issues of Connect (#68 and #72) have documented developments with the Northern Access Television (NAT) group in Melbourne's northern suburbs, and have shown how this group has been built on the participation of students in local primary and secondary schools.

BACKGROUND ...

In Melbourne, the Melbourne Community Television Consortium was established in 1991 to coordinate the activities of community based television groups, with the purpose of providing Community Television services to the greater Melbourne metropolitan area.

Melbourne’s first community based television group, Television Unlimited (TVU), was established in 1986. Australia’s first test television transmission was in Melbourne, conducted by RMITV in 1987.

The Consortium has now developed to include seven member groups, all of whom are capable of transmitting independently. These groups have, between them, undertaken over 30 test transmissions since 1987, gaining solid experience in community involvement and volunteer based production and transmission.

In February 1993, the Australian Broadcasting Authority made the sixth channel, UHF 31, available for non-profit community and educational use. In March 1993, the Consortium was granted the licence for this channel.

WHAT IS COMMUNITY TELEVISION?

Community television is television created by and for the community. It is fundamentally different to commercial or national television in ownership, interests, presentation, involvement and focus. Programs will challenge preconceived ideas. They may focus on local and community issues, presenting new and different music and arts, serving and developing educational needs, enabling communities to develop and communicate.

What will you see on community television? What do you want to see? Community Television welcomes programs from community groups and educational bodies.
CTV AND EDUCATION ...

Community Television can provide a powerful way for students and schools to communicate with their community, and with other interested people in that community. Community Television can provide education courses; it can show student productions; it can train and educate students.

Making Community Television is not beyond the resources of a school or college. There are interested and supportive members of Community Television Groups who will advise and assist.

But the first step is: get involved. Becoming an Affiliate Member of the Consortium can provide you with up-to-date information; joining a Community Television Group can open doors to program-making, and to working with others in your community to make a community television station grow.

Contact:

Melbourne:
Melbourne Community Television Consortium
Ross House, 247 Flinders Lane
Melbourne VIC 3000
Phone: (03) 650 5610

Sydney:
Community Television Sydney
PO Box 814
Darlinghurst NSW 2010
Phone: (02) 361 4419

SOME IDEAS FOR STUDENT WORK ON COMMUNITY TELEVISION

Community Television provides a valuable focus for student projects. It can be an exciting motivating force to convince students that the skills they are developing have immediate and real applications. The work that students do for Community Television can address curriculum areas of knowledge, skills and attitudes, and be useful to the community. It can provide a real and wider audience and purpose for student work than the teacher, class or course.

Community television (as with print and radio media) provides a great opportunity for such curriculum development at all levels of education: tertiary, secondary and primary. Here are some ideas:

COMPLETED STUDENT PRODUCTIONS CAN BE SHOWN ON COMMUNITY TELEVISION

Community Television will have a constant need for material. There will be items that derive directly from the personal and group interests of students that can and will be shown on Channel CTV-31. These are items that students would be making anyway, as part of their studies in various subject areas - English, Social Sciences, Australian Studies, Sciences, Technology as well as Media. They might include:
- a short film - drama, impressionistic etc;
- a music clip;
- a soapie - but a different soapie;
- a news story;
- serious investigative journalism;
- a community group profile - there are many groups who want to become involved with community TV, who do not have the experience or skills or time to produce their own piece. Channel 31 could liaise between such groups and a group of students:
- a report of research - either library-based or community-based;
- a science investigation eg on local environmental issues.

WORK SPECIFICALLY COMMISSIONED BY COMMUNITY TELEVISION

Community TV will have specific needs. These are usually for particular commissioned pieces of work that could provide, by negotiation, a class or group assignment. In each case, a range of products would be valuable for screening, so the assignment could be set for different groups. For example:
- station break and program logos;
- an introductory clip for the news;
Students could also be encouraged to develop their own analysis of what a community TV station needs in the way of brief programs, and negotiate their production. Of the above, many could be developed at any time, while others will need to wait on specific requests - and will consequently have tighter time-lines for completion.

Most of the above program segments would be produced as part of a course and shown on Channel CTV-31 with acknowledgments; they could help to form students’ work folios or be included in their resumes.

Other possibilities will appear. Channel 31 is Community Television. How do educational institutions want to be part of its development?

| Your local Community Television Group can discuss your interests and needs with you. They may be able to provide ideas to students who need a starting point, a stimulus, a way of proceeding - or a dose of reality! |

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NEWS AND REVIEWS

THE ACTION PACK
Anti-Racist Training
Distance Education Kit

The Action Pack is the first anti-racist training distance education kit of its kind in Australia. It is based on the knowledge gained through the statewide delivery of anti-racist workshops in 1992. A team of people, including experienced workers with young people, wrote The Action Pack specifically to meet the needs of rural and isolated, paid and voluntary workers.

Because the kit addresses the issue of racism, it is relevant to workers throughout Australia. It is an interactive, self-directed distance learning package made up of a workbook (which participants keep) and a compilation video. It takes about 12 hours to work through the kit.

The kit costs $220; it can also be borrowed for $25. Copies of a report that documents the progress of the Anti-Racist Training Project are also available - $5 includes production and postage.

The Action Pack is available from the WA Council for Youth Work Training, Unit 7 Wellington Fair, 4 Lord Street, Perth WA 6000.
Phone: (09) 221 4229.

PREVENTING ABUSE IN RELATIONSHIPS (PAIR)
A Program for Adolescents

The PAIR Program is designed for use with adolescent groups, specifically aged 14 to 18 years, to address issues about violence in intimate relationships. The package consists of a 15 minute video It Won’t Happen To Me, and eleven 40-minute lessons with relevant handouts, overheads and brochures.

The video features interviews with a woman survivor of domestic violence and three men on remand for alleged crimes of violence against women. It highlights male attitudes that are translated into violence against women.

The program is produced by the Domestic Violence Resource Centre, Brisbane. It has been reviewed by several officers of the Queensland Department of Education, and a letter of commendation was sent to the Centre from Professor Roger Scott, Director-General of Education.

The complete program costs $85 per copy.
For further information and orders, contact the Centre at PO Box 519, Lutwyche QLD 4030. Phone (07) 857 6299.
"I often tire of being a professional Tourettes person and just want to be Shannon Rogers. I don’t want it to be the main focus of my life. But then I love talking to people who want to start support groups and so on, because that is the type of person I am," said student Shannon Rogers in a special interview published in the latest issue of *Youth Studies Australia*.

*LA Law* and, more recently, *60 Minutes*, have featured stories about people living with Tourettes Syndrome. That media exposure has raised awareness of Tourettes among the Australian community. Shannon, a Canadian student with Tourettes, recently offered additional insight into the neurological disorder.

Her insight conveys a young person’s point of view - and her ideas and acumen about living with Tourettes as a young person and student will enhance other students’ understanding of living with disabilities.

‘Living with Tourettes’ is only one of many articles regularly featured in *Youth Studies Australia* about issues that are topical and of interest to secondary students.

“We explore issues like juvenile justice, education, sexuality, employment and training, subcultures, health, suicide and the media,” says YSA editor Sheila Allison.

Australia’s leading researchers, youth workers and educationalists contribute to each issue of the quarterly journal. Young people, like Shannon Rogers, have their say too.

*Youth Studies Australia* is a valuable resource for use in the classroom. The journal will also help secondary students give their essays and assignments an additional edge because it is the most authoritative and up-to-date publication about youth issues available.

“For some time we have recognised the value of *Youth Studies Australia* as a resource in secondary schools. Many of our existing subscribers work in the education sector and those teachers and librarians have told us that it is an excellent source of information about youth issues,” Ms Allison said.

“The regularly refer students to YSA because the format is clearly set out and the content is informative, interesting and up-to-date.”

As a result, secondary school teachers are encouraged to take advantage of a special offer for school subscribers.

All librarians will have received further information in the mail, and the opportunity to receive a complimentary copy of the journal. They will be encouraged to let other teachers and students in years 11 and 12 know about the journal.

“We’re committed to making sure our format, writing style and content is useful and relevant,” Ms Allison said.

Recent issues have included articles about homeless youth and juvenile justice, peer groups and youth gangs and youth employment.

Regular features like ‘Youth Monitor’ include an exhaustive run-down on what’s happening in the news around Australia. This section provides a brief synopsis of news stories and names and dates to easily track down further information.

“The journal itself also introduces students who are interested in further study to the content and style of leading social research,” Ms Allison said.

*Youth Studies Australia* is published four times a year by the National Clearinghouse for Youth Studies. The primary charter of the Clearinghouse is to collect and disseminate information about youth. It is based at the University of Tasmania.

For further information and for subscriptions, contact:

*Youth Studies Australia*
National Clearinghouse for Youth Studies
GPO Box 252C
Hobart, Tasmania 7001

Phone: (002) 202 591
Did you miss those essential documents from the 80s?

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

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

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

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

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<td>Moving In: A Guide to Student Participation at Queenscliff High School</td>
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<td>Youth Advocacy Report: A Student Initiated Project</td>
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<td>From Duster to Cluster</td>
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<td>Seth, PEP, Victoria, 1987</td>
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<td>Youth Radio issue, 3CR CRAM Guide</td>
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AUSTRALIAN STUDENT PUBLICATIONS:

Nexus (Elizabeth College, North Hobart, Tas) April, May, July, August, October 1992

Yearbook (Elizabeth College, North Hobart, Tas) 1992

Agora 1992 (Rosny College, Hobart, Tas)

ARTICLES:

The articles listed in this column are of general background value or otherwise not appropriate for reproducing in the columns of Connect. However they are available on photocopy for research purposes. The length and cost (copying and postage) are listed. Please order by code number. (A fuller list is available in Connect 46/47 - to October 1987. We are currently working on a database that will enable these articles to be accessed by subject, key-word etc.)

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<td>The Girls in Technology Statewide Conference Report: - Campbell Town District High School, December 1989 (9 pp; $1.00)</td>
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<td>Student Enterprise Grants Memorandum, Tasmanian Department of Education and the Arts, 5/3/93 (17 pp; $1.70)</td>
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<td>Student Enterprise - A Direction - notes for a presentation at GASAT 6 Conference 1991 - Glenn Bromfield, Julie Davis, Vanessa Dudman, Marilyn Murray (22 pp; $2.20)</td>
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OTHER PUBLICATIONS:

Australian:

Options (Youth Bureau, Canberra, ACT) February, March 1993

Network News (Surry Hills, NSW) March '93

SCIP Newsletter (Red Cross, Vic) No 21; March 1993

Yakka (Australian Red Cross, Vic) 1st ed'n 1993

Education Alternatives (Caulfield East, Vic) Vol 2 No 1, March 1993

Curriculum Perspectives (ACSA, ACT) Vol 13 No 1, April 1993

Overseas:

Democracy and Education (IDE, Ohio, USA) Vol 7 No 3, Spring 1993

Conference on Newspapers in Education and Literacy (ANPA, USA)

Lib Ed (Bristol, UK) No 21, Spring 1993

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