Connect
Number 92: April 1995

National Student Participation Workshop
Melbourne: 9 - 10 July 1995

ACSA Curriculum '95
Melbourne:
11 - 14 July 1995

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Graphics by Mark Ryan.
This Issue

Two important and related conferences will be held in Melbourne in July; this issue of Connect continues to publicise them and urge you to attend.

We hope to see you there.

The Australian Curriculum Studies Association's Curriculum '95 Conference will enable issues of students as curriculum collaborators to be raised in practical ways before a large and influential audience. For example, students from the NSW South Coast Regional SRC will be presenting a paper outlining the participation of students in local Quality Assurance reviews, and discussing how students can expand their involvement in such areas.

Leading up to Curriculum '95, the 3rd National Student Participation Workshop will be an exciting two days that will bring together students and support staff - people active and interested in student participation approaches throughout Australia - to share experiences and ideas.

Register URGENTLY for both these conferences!

Also ...

This issue also reprints valuable articles from three US sources. The Foxfire program will be familiar to regular Connect readers. Their Teacher Outreach program works with 20 teacher networks throughout the USA. The regular publication of their journal, Hands On, enables teachers to reflect on and share their classroom experiences in democratic, real-world curriculum. The two articles in this issue are taken from an issue of Hands On put together by the East Tennessee Teachers' Network. If Connect readers would like to see more details of these articles, contact us - or better, subscribe to Hands On ($20 per year for two issues + 6 issues of Foxfire News).

Foxfire has also established strong links with the Institute for Democracy in Education at Ohio University, co-sponsoring conferences and producing joint issues of their publications. We take an article in this issue from the Winter 1994 issue of Democracy & Education. The IDE has also recently set up links with the Education Now group in the UK. It's a shame these important publications aren't better known here.

The third article is the reprint of New York City Board of Education's Bill of Student Rights and Responsibilities, sent to us after initial contact via the internet. It is interesting to read this document in association with the availability of the Taking Charge Life Rights kit (see page 18 of this issue).

Next Issue

The next issue of Connect will also mark an important development, as it will be produced in cooperation with the Alternative Education Resource Group in Melbourne as a joint publication (to a wider audience, including many home educators) with their journal Other Ways.

Connect 93 will also contain an article on Students as Curriculum Evaluators, which will lead into some of the issues to be discussed at the ACSA Conference workshop we are offering on Students - Partners in Curriculum. Deadline for other contributions for this issue is the end of May, 1995.

Mark Ryan was a secondary student active in Victorian student networks in the mid-1980s; he was also an artist and cartoonist, whose work is featured in the set of six SRC pamphlets produced by YACVic (available from Connect - see page 20).
THE NATIONAL STUDENT PARTICIPATION WORKSHOP

It’s Happening! Now All It Needs is YOU

Sunday July 9 - Monday July 10, 1995

The National Student Participation Workshop is definitely on. It will be held centrally in Melbourne, in the school holidays, starting mid-afternoon on Sunday 9th July and running all day on Monday 10th July.

Are you coming?

This might give you an idea of what to expect. Those registering so far include groups from Bathurst, the NSW South Coast Region, Warracknabeal, Nathalia, Wangaratta and Parkdale, together with a range of other individuals. The Workshop is for both students and support staff - and so far, interest is mainly from secondary school students who are active and involved in various aspects of their schools and their own learning.

People have offered sessions on:

- leadership curriculum;
- student participation on School Councils etc;
- evaluating your student group: “how do we know what we’ve achieved?”;
- student organisation of literacy camps;
- an introduction to curriculum issues at the ACSA Conference;
- students and Quality Assurance.

People have asked for sessions on:

- running efficient, interesting meetings;
- primary-secondary linkages;
- linking with other schools;
- following up: “doing what we say we’ll do”;
- communication skills;
- curriculum negotiation;
- how SRCs function;
- student-run curriculum projects.

We’ll chase up people who can lead these - maybe you can? These topics will be used to construct a program, which will be sent to all those registering.

We may also be able to link up with students at the I’EARN Conference - at the University at the same time - for some joint sessions. This is likely to include some sessions exploring computer networking between student groups.

Registrations Still Open

At the request of several schools and individuals, we are extending the deadline for registrations until the end of May 1995. In the next week we will acknowledge all registrations received to date; all those registering will receive full Workshop details in June - program, venue etc.

April 1995
Why a Student Participation Workshop?
An opportunity for students and support staff to meet to share information and ideas about student participation - in classrooms, in curriculum, in SRCs, in school governance, in networks....

What Sort of Workshop?
Information provided by students and support staff; formal and informal sessions; presentations and working sessions. Friendly and informal; discussions and debates.

Who For?
Anyone active, involved or interested in student participation - students, teachers, parents, administrators, consultants - in primary and secondary schools and elsewhere.

Links to ACSA
The Workshop will also provide an opportunity for students attending the Australian Curriculum Studies Association Curriculum '95 Conference (July 11-14, University of Melbourne) to prepare for that Conference by discussing some of the issues and language likely to come up there.

You are invited to attend and to contribute!

The Workshop is free,
but you will need to arrange your own accommodation, meals etc.

REGISTRATION

Use the registration form in the last issue of Connect (we have some spare - ask us) or complete the following information and send it to Connect by the end of May, 1995.

Name:  

School/etc:  

Address:  

Postcode:  

Telephone:  
Fax:  

Numbers Attending:  students  support persons

We can offer sessions on:  

We want to attend sessions on:  

Please return this form to Connect, 12 Brooke Street, Northcote 3070 V/c or: Fax: (03) 344 8256 by Wednesday 31st May 1995.
"Reconstructing curriculum - choosing the future"
The University of Melbourne, 11-14 July 1995

Curriculum '95

The Australian Curriculum Studies Biennial Conference, Curriculum '95, will be held at the University of Melbourne during the July school vacation. This is the major Australian curriculum conference.

Connect has played a role in several previous Conferences in encouraging and supporting the participation of students in curriculum discussion and collaboration. Connect provides the basis for the ACSA Student Participation in Curriculum Network.

A Focus on Student Participation

This year's conference will include specific sessions focusing on student participation in curriculum, as well as many sessions that students and others will want to attend.

Here is just a small sample:

Workshops: There are over 30 workshops being offered. Connect is coordinating a 6-hour workshop around the theme: Students - Partners in Curriculum. This workshop will have input from four school-based groups, and will look at "the what of participation": classroom curriculum participation, students as evaluators, the links between student participation in school governance and curriculum; "the who of participation": case studies of collaborative curriculum participation by primary school students, students with learning difficulties; "the how of participation": the third session will look at what we want to do with this information eg workshop report, action plans etc.

Papers: There are currently over 80 papers being presented during the Conference. While we haven't seen details of these papers, the following titles look to be interesting examples of sessions which those active in student participation might wish to attend:

- Curriculum Improvement through Collaborative, Focused Reflection on Classroom Practice (J Baird)
- Accountability of Quality through Student Participation (S Haynes)
- Students as Reflective Practitioners (S Hearfield)
- Young Adolescents' Perceptions of and Attitudes Towards the Middle Years of Schooling (R Hewitt)
- Restructuring Curriculum with Sensitivity to Students' Views and Needs (J McGilp)
- Student Voice and School Reconstruction: Exploring the Possibilities (S Wilson)

At least one of these papers will be presented by students.

Students Invited to Attend

You are urged to attend this important Conference.

In particular, students are invited and urged to attend. This Conference is an opportunity to show, in practice, that students can be and are involved in curriculum issues. Connect would like to make contact, with students planning to attend. (Previous students have requested access to support during these Conferences, and pre-Conference information about the issues being raised - the National Student Participation Workshop on July 9-10 aims to provide that.)

Students as Delegates of their SRC

Schools are urged to include student delegates as part of a curriculum team to attend Curriculum '95. Student bodies could officially sponsor student representatives to the Conference.

Conference registration forms are available from:

Michael Sullivan
Conference Management Services,
The University of Melbourne
Parkville 3052.
Phone: (03) 344 4490;
Fax: (03) 344 6122.

This form provides detailed information about the program, Conference costs, accommodation and travel discounts.

Alternatively, contact Connect (see details p 2) and we'll send out a form.

REGISTER NOW
The Crumbling of a Dictatorship

Patricia Shults
Smoky Mountain Elementary School, Cosby, Tennessee, USA

It usually takes history many years to topple a dictatorship. In my classroom, it only took the Foxfire approach a few months. I am a second-year Foxfire teacher and am totally sold on it. The Foxfire approach changed my classroom, my students, and most importantly, me.

The first five years I taught, I ruled my classroom with a firm grip. I was the dictator of a small country known as Smoky Mountain Elementary first grade. I made most of the decisions. The children had to do what I said whether they liked it or not because I was the boss. Oh, I did let the students make some small, unimportant decisions, but nothing that had to do with classroom operations.

After being exposed to the Foxfire approach, I began giving the children more opportunities to vote. The opportunities to decide began to grow and grow. The children enjoyed making decisions because it made them feel more grown up and in control of their education.

Now I solicit the students' opinions on many matters. For example, I was to write a letter to the Tennessee State Department of Education about a program in which my class was participating. My first instinct was to ask the children's likes, dislikes, and overall opinions of this program. After all, they were the ones who were using it. Sure, I included my view too, but the children's evaluations were of equal or greater importance. In the beginning of my teaching career, I would have never even considered the students' opinions.

The Foxfire approach also had a surprising effect on my students, who had difficulty solving problems or even knowing where or how to begin. They had always been told what, where, when, and how to do everything. Many parents didn't give the children opportunities to think. For example, a parent might ask a child, "Did you not do your homework because you forgot your book?" How much thought would go into this answer? Getting an answer to a "how" or "why" question in the classroom was next to impossible.

The approach improved the children's problem-solving ability. Brainstorming was hard for them in the beginning. We completed the "good teacher" exercise, the "memorable experiences" chart, and the "learning desires" activity. At first, the children had difficulty using higher-level thinking skills, but that would change. Though unknown to the students or myself, a transformation was already in the works.

For a while, students seemed to be waiting for me to show them what to do.

The first problem we encountered was what to study. Before determining a topic for study, I explained our voting system. Then we reviewed the learning desires chart. After reviewing the chart, we began extensive voting to determine our topic. In the end, my class decided to study snakes. The next problem we attacked was how to learn about snakes. I asked my students to brainstorm ways to learn about these reptiles. After a few minutes, we had listed: "look at pictures," "read books," and "see a snake movie." During the next ten minutes, the children added: "perform a puppet show about snakes" and "draw pictures of snakes." The next fifteen minutes resulted in the students echoing ideas already on the chart. I decided to stop for the day.

The next day, I began by showing a video on reptiles which focused mostly on snakes. Afterwards, we started to brainstorm again. Soon, the page was full of ideas and some questions. Jennifer said, "Let's write a snake song." This was a miracle. The only girl in class, she rarely participated, no matter how hard I tried. Adam added, "Let's make some snakes." "How about practising how snakes move?" asked Lacy. "What do you do if you are bitten by a poisonous snake?" questioned John. "How do you know which ones are poisonous?" inquired Travis. The questions went on and on. We were rolling. Jennifer's eyes were alive with excitement. It was incredible!

My class decided to do a snake program for the other classes. For this program, the children wanted to construct models of snakes and present facts about each species. They divided into groups. The students decided how to work in their groups and how to make and decorate their snakes. Then, the students selected the snakes that they wanted to research and proceeded to work on the program. For a while, students seemed to be waiting for me to show them what to do. I gave them some materials such as markers, crayons, pencils, and poster board and told them to let me know if they needed other things. One group began drawing on poster board. This encouraged the other groups to start working also. One group decided that the poster board was not strong enough. They asked for something that was thicker. I told these students to decide what they needed and report back to me. Once they decided they wanted cardboard boxes, they hunted the classroom over and found some boxes. Then, the children drew and cut out their snakes. Another group decided that they would rather use paint to show their snakes' appearances. The third group had selected a cobra and worked on a way to make it stand up.

Next, the children researched their snakes. They selected the facts to include in the presentation and decided who would speak each part.
The students began to practice for the program. After presenting the program for the kindergarten, the children decided they needed more practice. They had not considered that they would be performing in front of an audience, and some of them experienced stage fright. A short time later, some students spoke to me about stopping the practice and ending the project. I told them that it would have to be a class decision. When these students called a class meeting, the class chose to end the project. I think that most teachers, including myself, would have practiced until the children could do a perfect job. I see now that the students did make a wise choice because they had done what they had selected. Since they had constructed models of snakes and presented their projects to the kindergarten, the original objective had been met. Dragging this on would not have fulfilled any purpose for them.

Besides teaching them a great deal about snakes and public speaking, this project also helped the children learn how to solve problems. Now when they are given a problem, students can brainstorm possible approaches and solutions before selecting a course of action. If that solution does not work, they review the ideas and choose again. Now, we use decision-making and problem solving a great deal in the classroom.

Now that they have learned how to make decisions, the children have input into all facets of the classroom. For example, they get to select half of their physical education activities. We rotate weeks. The children choose the activities that they want to do in the gym. The next week, I decide, which ensures that we cover state-mandated objectives for physical education. The students are enthusiastic about my choices, because they know that it will be their turn the next week.

The approach enables children to work out solutions for themselves in the course of accomplishing meaningful academic work.

Students also get to decide non-academic things such as how to say good-bye to a classmate or how to plan a party. Many times, the children have much better and more creative ideas than adults. I think that this is because adults have gone through years of being limited in their thinking by other people, the environment, or themselves. If we allow young children to brainstorm ideas and then choose a course of action, students remain unlimited.

The Foxfire approach allows risk-free problem solving. Sometimes students succeed, and sometimes they fail. But we learn that the failures are beneficial because the children can learn from these. Everyday life contains successes and failures, and students need to know how to cope with both. The approach enables children to work out solutions for themselves in the course of accomplishing meaningful academic work. As a result, students are better prepared for daily life.

We always hear about low voter turnout during elections. Many people think that their single voice does not matter. If children can see that their voice is important, they might be more willing to express their opinions throughout their lives. The Foxfire approach has helped my students experience democracy first hand. They love having a chance to decide. Travis enters the classroom every day asking, "Do we get to vote today?" Brandon came up to me one day and said, "I like this class because everybody gets a say."

From: Hands On - A Journal for Teachers; Issue 49, Fall 1994

From Community Service to Social Action:
One Fourth Grade Classroom's Journey

Mary Barr Sturbaum

In the Fall of 1993, I began teaching fourth grade at a school where the population is more than 90% Caucasian. The socio-economic background of the majority of students is middle- to upper-middle-class, and the average achievement test score is above the 85th percentile. I was excited to have the opportunity to work with such a gifted group of children, but was concerned that my students might be somewhat spoiled and lacking in nothing except asocial conscience.

As we approached the holiday season I wanted my class to think about giving as well as receiving, so during one of our weekly group discussions I asked them this question: "If you could make a product, market it and give the proceeds to any charity, what product would you make and who would you give the money to?" This evoked a lively discussion.

We first brainstormed about their favourite charities. They came up with the following: the community kitchen, the humane society, the animal shelter, and the homeless shelter. We then voted on which charity to contribute to, and the animal shelter received the most votes. Our next task was to decide on a product they could make that people would want to buy. After much deliberation, we finally decided to make tie-dyed t-shirts.

However, before we began our venture I felt the students needed to know more about the animal shelter and how their money could help, so I invited the education coordinator from the shelter to come and speak to the class. She gave the students a basic overview of the shelter, then told them that their money would be used for food, medicine and spaying/neuter for the animals. I felt that
her visit made the project more real to the students, and knowing that they could make a difference in the lives of the animals at the shelter made the kids feel very special.

Cool Dye, Inc.

In order to begin the project, we needed seed money, so the next step was to write a letter to the PTO asking for $50.00 to buy supplies. They graciously donated the money. We then made the following list of supplies:

- 4 colours of PRO MX reactive dye (available at craft stores) @ $6.00 each
- 2 packs of carbonate of soda (a presoak for the shirts) @ $1.00 each
- 4 packs of t-shirts (3 shirts per pack) @ $6.00 each

The students decided to sell the shirts for $5.00 each, resulting in a profit of about $3.00 per shirt. Next, I explained to the class that within a company there are several very important jobs. We would need accountants, advertising agents, sales agents, and artists. The accountants would be responsible for keeping a budget, the advertising agents would make signs and posters, the sales agents would go to different classrooms explaining our project and passing out order forms, and the artists would make the shirts. Each student then chose the role in which he/she was the most interested.

However, before the first production day, two tasks still remained before our company could become 'official'. We had to choose a name for the company, and we needed to be incorporated. CoolDye, Inc., was selected as the company's name. A local attorney came in to our class and explained why incorporation was beneficial. He then incorporated the company, gave each student a share of stock in the company, and assisted them in electing a board of directors. Finally, Cool Dye, Inc., was ready to begin production.

We made t-shirts once a week for nearly six weeks. The entire process took approximately 45 minutes. Each week one or two parents helped set up and assisted with the dyeing and clean-up. Their help was crucial to the project. Toward the end of the six weeks all of the students turned into artists, as we needed extra help in filling orders.

All in all, we made nearly $300.00. As a culminating event, the students invited the education coordinator from the animal shelter back to receive the cheque. They held a small ceremony where they told her about the company and what they had learned in the process of making and selling the t-shirts.

The students not only learned how to produce and market a product; more importantly, they learned they could make a difference in the lives of the animals at the shelter. So often, children feel helpless and isolated from real-world problems and do not believe they as individuals can make a difference in the world. It is extremely important to give students the opportunity to develop community values and a greater sensitivity to people, animals and the ecological balance of our planet (Goodman, 1992). By contributing to the local animal shelter, my students realized the joy in giving and the potential power of small, grassroots efforts.

From Community Service to Social Action

Perhaps the most valuable lesson the students learned was manifested toward the end of the 1993-94 school year when this class built upon what they learned in our community service project and applied it to the development of a social action project. One of the biggest problems our school faced during the 1993-94 school year was the possibility that our building might be changed to a middle school, and we (students and teachers) would be split up among four different elementary schools. The students in my class were extremely concerned about this possibility and wanted to do something about it.

Shortly after the t-shirt sale ended, all the fourth grades participated in a four-week mini-course session. The courses met each Friday afternoon for one hour, and one of the courses offered was Video Documentaries. Several of my students signed up for this course and, with the help of the teacher, decided to make a documentary on the fate of our school. They interviewed teachers, parents, students, the principal and two school board members. Through this documentary, they showed that the majority of people interviewed did not want the school to close and discovered that the two school board members had differing opinions as well as inconsistent information.

Their current plan is to show the documentary at a school board meeting. I support and encourage their social action. By participating in the community service project, my students got in touch with their power. They have begun to realize that just because they are children, it does not mean their voices cannot and should not be heard. They made a significant difference in the lives of many animals, and they believe they can make a difference in the fate of their school.

Reference


Mary Barr Sturbaum is a fourth grade teacher at Binford Elementary School, Bloomington, Indiana.

From Democracy & Education, Vol 9, No 2, Winter 1994
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Bill of Student Rights and Responsibilities, K-12

Policy Statement

Resolution adopted by the New York City Board of Education on June 23, 1993

Preamble

The purpose of the Board of Education Bill of Student Rights and Responsibilities, K-12 is to inform students of their rights and responsibilities in order to promote responsible student behaviour and to ensure that each person in our schools is treated with respect and dignity. The term “right” is defined as a privilege that one may rightly claim as due. The term “responsibility” is defined as accountability for one’s action.

Schools play an important role in providing students with opportunities to exercise their rights, within the limitations set by law and regulations, and to understand their responsibilities. When students understand their rights and responsibilities they are able to make decisions regarding right and wrong actions that affect them and others. Responsible behaviour by each individual is the only way that all the rights of each individual can be preserved.

This document contains an overview of students’ rights and responsibilities. There are other Board policies, administrative regulations, school discipline codes, policies and procedures that explain these rights and responsibilities in greater detail. All of these documents are intended to ensure that rules and regulations reflect the responsibilities and rights of students.

A sense of mutual respect among students, parents and staff for the good of all concerned is a goal of the New York City public schools. Another goal is the involvement of students in activities and programs, within and outside the school community, which stress a commitment to civic responsibility and community service. The cooperation of all members of the school community will ensure that a rich learning experience and educational excellence can be achieved for every student.

This document will serve as a guide for students as they strive to become productive citizens in a multicultural society.

I. THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION

While public schools serve many age groups whose rights may differ according to their levels of maturity, the right to a free public school education is a basic “student right” guaranteed to all children.

Students have a right to:

1. attend school and receive a free public school education from kindergarten until age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be of limited English proficiency are entitled to bilingual education or English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to free, appropriate education from age 3 until age 21, as provided by law
2. be in a safe and supportive learning environment, free from discrimination, harassment and bigotry
3. receive courtesy and respect from others regardless of age, race, creed, colour, gender, religion, national origin, sexual orientation, disability, marital status and political beliefs
4. receive a written copy of the school’s policies and procedures, including the discipline code and the New York City Board of Education Bill of Student Rights and Responsibilities, early in the school year or upon admission to the school during the school year
5. be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements
6. be informed about required health, cognitive and language screening and examinations
7. be informed concerning courses and programs that are available in the school and the opportunity to have input in the selection of elective courses

8. receive professional instruction

9. know the grading criteria for each subject area and/or course offered by the school and to receive grades for school work completed based on established criteria

10. be informed of educational progress and receive periodic evaluations both informally and through formal progress reports

11. be notified in a timely manner of the possibility of being held over in the grade or of failing the course

12. be notified of the right of appeal regarding holdover or failing grades

13. access to review their education records upon request, if in high school. The right to review records is always accorded the parent/guardian and eligible student

14. confidentiality in the handling of student records maintained by the school and by the school system

15. receive guidance, counselling and advisement for personal, social, educational, career and vocational development

II. THE RIGHT TO FREEDOM OF EXPRESSION AND PERSON

All students are guaranteed the right to express opinions, support causes, organise and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by the New York City Board of Education.

Students have the right to:

1. organise, promote and participate in a representative form of student government

2. organise, promote and participate in student organisations, social and educational clubs or teams, and political, religious, and philosophical groups consistent with the requirements of the Equal Access

3. representation on appropriate schoolwide committees that impact on the educational process, with voting rights where applicable

4. publish school newspapers and school newsletters reflecting the life of the school and expressing student concerns and points of view consistent with responsible journalistic methods and subject to reasonable regulations based on legitimate pedagogical concerns

5. circulate newspapers, literature or political leaflets on school property, subject to reasonable guidelines established by the school regarding time, place and manner of distribution, except where such material is libellous, obscene, commercial, or materially disrupts the school, causes substantial disorder or invades the rights of others

6. wear political or other types of buttons, badges or armbands, except where such material is libellous, obscene or materially disrupts the school, causes substantial disorder or invades the rights of others

7. post bulletin board notices within the school, subject to reasonable guidelines established by the school, except where such notices are libellous, obscene, commercial, or materially disrupt the school, cause substantial disorder or invade the rights of others

8. determine their own dress, except where such dress is dangerous or interferes with the learning and teaching process

9. be secure in their persons, papers and effects and to carry in the school building personal possessions which are appropriate for use on the premises

10. be free from unreasonable and indiscriminate searches, including body searches

11. be aware that corporal punishment is prohibited

12. decline to participate in the pledge of allegiance or stand for the pledge

III. THE RIGHT TO DUE PROCESS

Every student has the right to be treated fairly in accordance with the rights set forth in this document.

Students have the right to:

1. be provided with the discipline code and rules and regulations of the school

2. know what is appropriate behaviour and what behaviours may result in disciplinary actions

3. be counselled by members of the professional staff in matters related to their behaviour as it affects their education and welfare within the school

4. know possible dispositions and outcomes for specific offences

5. receive written notice of the reasons for disciplinary action taken against them in a timely fashion

6. due process of law in instances of disciplinary action for alleged violations of school regulations for which they may be suspended

7. know the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document

8. be accompanied by parent/guardian and/or representative at conferences and hearings

9. the presence of school staff in situations in which there may be police involvement

10. answer or explain in writing any material entered in their student records
STUDENT RESPONSIBILITIES

Responsible behavior by each student is the only way in which the rights set forth in this document can be preserved. Violation of some of these responsibilities may lead, in accordance with the Discipline Code, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society.

Students have a responsibility to:

1. attend school regularly and punctually and make every effort to achieve in all areas of their education
2. be prepared for class with the appropriate materials and maintain properly the textbooks and other school equipment
3. follow school regulations regarding entering and leaving the classroom and school building
4. help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol
5. behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn
6. share information with school officials regarding matters which may endanger the health and welfare of members of the school community
7. respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others
8. show respect for school property and respect the property of others, both private and public
9. be polite, courteous and respectful toward others regardless of age, race, creed, colour, gender, religion, national origin, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria
10. behave in a polite, cooperative manner toward students, teachers and other school staff
11. promote good human relations and build bridges of understanding among the members of the school community
12. use non-confrontational methods to resolve conflicts
13. participate and vote in student government elections
14. provide positive leadership by making student government a meaningful forum to encourage maximum involvement
15. work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students
16. observe ethical codes of responsible journalism
17. refrain from obscene and defamatory communication in speech, writing and other modes of expression in their interactions with the school community
18. express themselves in a manner which promotes cooperation and does not interfere with the educational process
19. assemble in a peaceful manner and respect the decision of students who do not wish to participate
20. bring to school only those personal possessions which are safe and do not interfere with the learning environment
21. adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops
22. be familiar with the school discipline code and abide by school rules and regulations
23. provide leadership to encourage fellow students to follow established school policies and practices
24. keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications which are provided by school staff to students for transmittal to their parents.

NEW YORK CITY BOARD OF EDUCATION

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Thanks to Victor Duma, IS 218/SUMA, New York NY 10040 for providing us with this information.
“It’s not his project. It’s ours!”: 

The Importance of Ownership

Richard Daugherty
Rhea County High School, Dayton, Tennessee, USA

Our Foxfire project had a quiet beginning on a rainy afternoon. It was born as a result of a simple question, but has since grown into an adventure for my students and me - an experience that has been rewarding, enriching, and, at times, frustrating for all of us, but also one that none of us are likely ever to forget. It has touched our lives and those of many others in numerous ways.

I teach at Rhea County High School in rural Rhea County, Tennessee, and, like many rural southern counties, ours is rich in history and tradition. Perhaps our greatest claim to world attention is the Scopes Evolution Trial of 1925. However, our history extends far back into Indian days, through the Civil War, the Great Depression, and on into our boom of progress which continues to this day. In my eighteen years of teaching, I had never been a 'textbook' teacher and had sought any opportunity to take my students beyond the boundaries of the classroom and the text, but I lacked direction. Foxfire seemed like an answer.

After completing the introductory course in Chattanooga, I was anxious for school to start and to become involved in some Foxfire-type activities. Although I was covered up with first-of-the-year duties and responsibilities, I was still eager to get started on something that was fresh, original, and ours. The problem was, though, what to do and where to start.

The birth of our project came suddenly and unexpectedly. At the first of the year, I had talked to my fifth-period sophomore English class about Foxfire and the experiences I'd had in the class that summer. I found that, like me, all they had known about it was "those books." After I talked to them about the Core Practices and many of the other things related to Foxfire, their interest sparked. They were interested and ready to go, and so was I. But where?

I decided to let the idea incubate for a while, just to see what would happen. Meanwhile we talked about objectives, began a literature unit, and started work on composition skills. I was beginning to feel really guilty because I knew deep down (and I think the kids did, too) that this was not what was supposed to be happening. They had probably begun to wonder what had happened to the Foxfire we talked about, or had its glow been smothered by curriculum components, objectives, and daily routine?

One day shortly after class convened, I could tell that there was an unusual buzz of activity in the back of the room. From the furtive glances from one student to another, I could tell that something was on their minds and that they were dying to ask me about it. So, when I began class, I asked them if there was anything to be brought before the class before we got started. That was all it took. Amy came right out and asked the question we had all been waiting to hear. "Mr. Daugherty, are we or are we not going to do a Foxfire project?" So then I knew what all the buzz had been about. From the discussion that followed, I knew that they had been talking about it among themselves for days ever since we had first talked about it. I was thrilled, but I still did not know what to say. Of course, I wanted to get started on a project, but there was still the nagging question of what. I said, "Of course I would certainly like to get started on something - as soon as we have an idea." There it was again, the proverbial brick wall. I finally said, "Let's all be thinking about it."

Some days later, on that rainy afternoon, one of the guys in the class was telling about a wreck he had seen on the way home from school the day before. Someone asked him where it was, and he said, "Carp."

"Carp!" exclaimed Daniel. "What kind of name is that for a place? A carp is a smelly old fish that isn't even fit to eat! Who would name a place that?"

"I sure am glad I don't live there," said Kari. "Who would want to live in a place named for a fish?" She added in her most condescending tone.

From the discussion that followed, I got the feeling that we were onto something. Finally it happened...

"There are lots of places with unusual names here in Rhea County," commented one of the students. "Why don't we write a book about the names and tell why places are named what they are?" asked Amanda.

Our Foxfire project had begun. Immediately interest in the project sparked into a blaze, and soon the classroom buzzed with ideas.

Before long a student asked me, "Mr. Daugherty, what do you think of our idea?" I noticed that they had called it 'our idea,' and I was relieved that already they were thinking of it as theirs. I could hardly contain my excitement and pride as I told them, "I think it's a great idea." The planbook was laid aside for the rest of the period as we discussed beginning the project.

The next few days flew by as students organized committees, made lists, gathered resource material, and suggested names of guest speakers.
Excitement ran high among the students as they worked on their project. I had placed a large whiteboard at the back of the classroom, and the students asked me if they could have it to help keep track of their various lists. Before long it was filled with names of many places in our county. In the next few days it came to include a map of the county which they had sectioned off to correspond to a system they had worked out for locating the various places. The whiteboard was attracting the attention of the students in my other classes, and they began to ask what it was all about. Occasionally some of the students from the Foxfire class would be present in one of the Spanish classes, and they were quick to explain, “Our English class is writing a book.” The pride in their faces and in their voices was obvious. Almost without fail, another student would say, “I wish our English class could do something like that.” News of our project made its way throughout the school and community, and almost daily some other teacher or someone in town would ask me about it.

During the following months, students read, researched, took notes, wrote letters, taped guest speakers, revised and rewrote. All the while, I was trying to figure out a way to fit in all the other things I knew that had to be done. I soon realised that Foxfire could easily become wildfire that could consume every minute of our class time.

Although our Foxfire project encompassed many of the state objectives - composition and research skills, letter writing and all the many other things which naturally spiral from such a project - there were certain things, such as Julius Caesar and poetry, that it did not. Now that the project is complete, I feel that the time was balanced - and often juggled - satisfactorily. However, as spring came with its flurry of activities and distractions, I found myself wishing for more time as the project was still far from complete. The students felt the same frustration I did, and I was very aware of the panic and frustration they felt. With so little time left and so much yet to be done, I had serious doubts that the project would be finished before the school year ended.

One afternoon, the simmering pot boiled over.

Because of the frustration we were all feeling, the idea of abandoning the project had germinated and taken root. There is no way I can describe the sense of failure that was beginning to overtake me, and I knew that the students were feeling it as well. The time had come when something had to be decided one way or another. That afternoon marked a turning point for us all.

During the class discussion, one of the students finally asked me point blank, “Mr. Daughtery, what are you going to do about our project?” While I was searching for an answer, Tina came to my rescue.

“It’s not his project! It’s ours!” she exclaimed. “It was our idea, and we’re the ones who’ve done it, and we’ll just have to find a way to finish it,” she stated firmly.

Another student added, “Yes, it’s our baby, and we just can’t abandon it and leave it to die... that just wouldn’t be right!”

Revival had broken out in the last days, and Foxfire was glowing brightly once again. Almost at once, students began offering suggestions and making commitments: “I could stay after school. “I can take this part home tonight.” “I have a free period next hour, and I can work on it then.”

Obviously, the students did care about their project and wanted to see it finished. Now there was no doubt in my mind that they felt total responsibility for and ownership of their project.

“It was our idea, and we’re the ones who’ve done it, and we’ll just have to find a way to finish it...”

They finished their project. On almost the last day of school, the class gave me the completed typed manuscript of For Old Times’ Sake: Places and Times in Rhea County History. While the final editing and publishing remained, they finished what they had set out to do.

There can be no doubt that our project was a learning experience. Beyond the curriculum requirements it encompassed, the students learned a great deal about their home county. More importantly, they learned about themselves. They learned cooperation, planning, organisation, responsibility, teamwork, and pride.

And, I think most importantly, they learned first-hand what accomplishment feels like. Honestly, the project is far from perfect and in many ways amateurish, but I am convinced that it is the process more than the final product on which such a learning experience must be judged.

This was my first ‘real’ experience with a Foxfire project, and I, too, learned many things that will make the next one go more smoothly. Furthermore, there are certain other things which are undeniable. For example, this project opened many doors for the students as it spiralled into other areas - ones that could not have been imagined at the beginning. This spiralling told me that the project was alive, and this spiralling was a major source of enrichment for those students. I feel confident that, of all the things I tried to teach them this year, the experiences that grew from their project will remain with them the longest.

Another thing I learned is that, without ownership, there is no true commitment to the task at hand - in this case, the Foxfire project. From the beginning, it was very obvious to me that because the students felt it was their project, they cared about it. Even when the project languished and frustration set in, because the project grew out of students’ concerns and interests, they finished it. I am convinced that student ownership is the key ingredient in the Foxfire approach, for I saw first-hand what naturally seems to develop when students take on work that truly theirs.

From Hands On: A Journal for Teachers; Issue 49, Fall 1994
The Foxfire Fund, Box 541, Mountain City, Georgia 30562 USA.
Student Representative Councils in New South Wales

NSW State Student Representative Council

The NSW State SRC comprises two elected representatives from each Region of the Department of School Education in New South Wales. The students, twenty in all, travel to Sydney four times a year for meetings. At the meetings, the students discuss issues of importance to all students in NSW and decide on strategies to promote student representative councils in their Regions and schools.

As one strategy to promote communication with schools and all students, the NSW State SRC decided to offer information through Connect. We hope that you will find our information interesting as you work to promote student leadership.

Aims of the State SRC for 1995

Our main aim is to: improve the work and accountability of the NSW SRC.

This is how:

• Improved communication between the Department of School Education and the Board of Studies in attending meetings, sending NSW SRC minutes etc;

• Promoting equity for Regions, both country and metropolitan, suiting both's needs. Also, ensuring communication between NSW SRC and Regional SRCs;

• The State SRC priorities aim to be in line with the Department of School Education's '95 Priorities:

  Happy and Safe Schools
  * helping introduce peer mediation to NSW schools;

  Quality Learning and Quality Teaching
  * communication between Department of School Education and Board of Studies senior officers;
  * being involved in curriculum and priorities (inviting them to meetings etc);

Community Participation

• State SRC can help with establishment of School Councils;

• drought relief strategies.

SRC and Kids Help Line

The State SRC has a representative, Kate Baker, on the Kids Help Line advisory committee. The tasks which are involved in this position are suggesting strategies to promote the Kids Help Line in schools and the general community.

The Help Line is set up to assist young people in their struggle through life's obstacles. The Help Line offers a free counselling service for those young people in need. The Kids Help Line is a thoroughly worthwhile organisation that all young people can benefit from.

The number is a free call:

1 800 35 1800.

NSW Regional SRC Reports

Riverina

The Regional Conference was held from Monday 28th November to Friday 2nd December last year. There was great attendance from all schools - thirty-seven out of thirty-eight schools from our Region attended. It was a very productive week. Many issues like Anti-Violence, Meeting Procedures, Peer Mediation, Conflict Resolution, Stress Management, Future Directions, HIV/AIDS, Homophobia and Team Work were covered. Also, the 1995 Regional and State representatives were elected and a lot of fun was had by all.

South Coast

Two of our members, Cindy Bailey and Sean Haynes, have prepared and submitted a paper to be presented to the Australian Curriculum Studies Association (ACSA) Conference in Melbourne. The paper addresses the issues of student involvement and accountability in Quality Assurance. Cindy Bailey and Sean Haynes have also been involved in the Quality Assurance review panel as student representatives of the South Coast Region.

Western

Western Region is the largest geographical region in NSW and for the last few years has been lacking in an effective communication structure. In term 4 of 1994, Western held a regional meeting to develop a new regional structure. Along with this new structure, and the development of a NEXUS e-mail communications network, Western Region is looking forward to a productive year.
Hunter

Following on with the themes of our conference, Hunter Region ran a series of anti-racism workshops for upper primary school students. By doing this, we hope to have students coming into high school with an understanding of racism and tolerance.

Met-West

Met-West had their first regional meeting on Friday 10th March. We discussed issues such as planning for our regional 3-day camp and the Student Welfare Policy and planning for the year. Also coming up, we have a Secretariat meeting, which is two students from each ERC plus state representatives, who meet with the Assistant Director General.

North-West

We have restructured and redeveloped a brand new annual management plan. This includes programs such as local ERC meetings, Aboriginal leadership seminars and regional and state conferences. We wish to thank the state body as it had a major input to and influence on our plan.

Met-North

The Central Coast ERC held a leadership conference earlier this year which addressed problems such as sex-based harassment, affirming diversity and drug education. They are establishing a newsletter, 'The Wave Wave'. Met-North has purchased subscriptions to Connect magazine for all schools in the Region. A forum day was organised promoting SRCs in schools, including promotion of boys in leadership throughout the Region.

Met-East

Met-East has been busy preparing our regional conferences with the theme "Standing on the Shoulders of Giants". This theme encourages using past knowledge for future goals. Some workshops include Teamwork and Planning to Action.

Met-South West

The South West Region has produced its own newsletter and given a copy to each of its schools within the Region; this enables schools in the Region to communicate and also make people aware of what their SRCs are doing in the Region. Youth in Unity is also in full flight; this is a group of students who have come together to set up a bike rally. Their aim is to raise money and donate it to street kids or any other youth association that is in need.

North Coast

In the past few months, the North Coast Region has been involved with the completion of a regional booklet concerning relevant student issues and are presently addressing the problems of boys' welfare, education and leadership. Junior leadership days are being organised at a primary level encouraging boys in particular to get involved in leadership. Letters have been drafted to all secondary schools suggesting that a Boys' Education and Welfare position be available to all boys, equivalent to the Student Adviser - Girls.

Malcolm Kaczorowski, Merreille James and Kent Valentine for the NSW State SRC

The NSW State SRC may be contacted through Christine Jones, Student Welfare Coordinator, Metropolitan North Region, NSW Department of School Education.

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NSW South Coast Regional SRC
Tackling the Drug and Alcohol Problem

At a recent meeting of the NSW South Coast Regional SRC, the issue of Drugs and Alcohol was addressed. The South Coast Regional SRC believes that this is a problem in schools and wants to work to resolve this problem.

Carol Lamb, Regional Drug and Alcohol consultant, and Jacquie Smith, a member of the South Coast Regional SRC conducted the workshop on Drugs and Alcohol. The "Letter Box" activity, and a standard drink size activity were demonstrated in the hope that members of the Regional SRC would be able to repeat the activity in their clusters.

The Drink Drunk campaign was also discussed, as well as the passive smoking problem.

The South Coast SRC hopes that their efforts with this will pay off.

Sarah Vardon
President, South Coast Regional SRC
Batemans Bay High School
Preston-Reservoir JSC Network

The Junior School Council Network in the Preston-Reservoir area in Melbourne's northern suburbs has begun its work in 1995. The Network involves regular meetings of JSC support teachers, a JSC Network Newsletter published by students at Kingsbury Primary School, training sessions within individual schools and possibilities for interschool training and sharing sessions later in the year.

Here are some of the plans of JSCs within the group:

Reservoir Primary School

There are 11 students on the JSC, which meets each Monday from 9:20 to 9:50 am.

The major focus for the JSC in 1995 will be on: fund-raising activities for JSC-determined school projects and for community service; establishing a means of communicating to all students by all students. This latter focus is in its development stage: the school currently has an adult-run newsletter.

The Network can help the JSC by being a forum for ideas and issues, and running JSC in-services - particularly around meeting processes and roles such as secretary. The JSC would like to visit other schools to see meeting processes and to see other ways of communicating, such as radio 'broadcasts'. It would also be valuable for the JSC support teachers to discuss was of developing student ownership of JSC business.

Preston West Primary School

There are 12 students on the JSC, and they meet fortnightly on Friday from 9:10 to 10:10 am. The main focus for 1995 will be on getting a radio program going, developing a book on student welfare and discipline and on fund-raisers.

The Network will enable JSCs to share information, ideas and expertise, including aims of the JSCs. Training is needed on meeting procedures and on ways of sharing projects and information.

Preston Primary School

There are 17 students on the JSC, meeting Wednesday from 11:30 am - 12:15 pm. In 1995, the main focus will be on developing a radio program and also a suggestion box.

The Network will be valuable to access how others run their meetings, and for sharing of resources including consultancy support. Similarly other JSC can help by sharing ideas, and developing training on public speaking, running a meeting effectively and leadership skills.

Easter Time at Reservoir Primary School

In March, the Junior School Council decided that they should start collecting Easter eggs for our raffle. The raffle tickets cost 20 cents for one ticket and $1 for six raffle tickets. They were distributed to the classes each week. The people who did that were Glenn Watson, President of the JSC and scorer. Lisa Sutherland and Lee Elthelebi collected the eggs from the grades.

The JSC thought that there should be a prize for the grade that brought the most Easter eggs. The grade that wins could choose a basketball for their grade, a grade party or a canteen voucher. The winner was group 10 who donated 130 eggs for the raffle. They chose a grade party. The school collected 33 baskets of Easter eggs.

Glenn Watson, Emma Ristic and Nicole Nolan
Reservoir Primary School
YOUTH TV?

Channel 31 Melbourne is up and running. It is Melbourne's Community Television station, the only alternative that allows access to television by the community.

Community stations are also on the air nationally: C-31, Sydney; Bris-31, Brisbane; ACE TV, Adelaide. Licensed stations yet to go to air also exist in Perth and Lismore, NSW.

Channel 31 Melbourne is mounting a community outreach program for those groups not yet served by Channel 31 or other television services. Our Charter states: "In particular, the MCTC will support and encourage the production and transmission of programming that is made by and for young people, by and for women, by and for indigenous people, and by and for people who are disabled." Channel 31 is committed to paying special attention to the programming needs of young people and children.

We are looking for your input, for ideas and involvement, and for people interested in starting a community television group to produce and transmit programs by and for young people.

Channel 31 is organising a series of free seminars and workshops to inform interested organisations and individuals of their options for involvement, from a community service announcement, to producing a program, to starting a community television group.

The seminars will be held between mid-June and mid-July this year. Details and dates will be notified to interested people and also through Connect.

Melbourne: For input or information, please contact Lee Cartledge or Peter Lane at Channel 31, Melbourne on (03) 650 5610, or fax: (03) 650 6924.

For information in other states, contact Christina Alvarez at the Community Broadcasting Association of Australia on (02) 310 2999.

Sexuality Peer Education

Family Planning NSW produces the magazine *On The Level*. The latest issue focuses on Peer Education, and provides a wide-ranging national perspective on current developments - Peer Education strategies around HIV & AIDS, safe sex, drug use - in schools, gaol and on the streets. This issue of *On The Level* and a 2-part series on *Sexuality Education and Communication* are available from Family Planning NSW for $30. Alternatively, an annual subscription (starting with the Peer Education issue) is $49 for 4 issues.

Cheques to Healthrites Publications; Family Planning NSW; 328-336 Liverpool Rd., Ashfield 2131 NSW.

Des Ecoles Différentes et autres lieux

Roger Auffrand from the French alternative education group Agence Informations Enfance publishes both a magazine *Possible: Alternatives Educatives* and an annual guide to alternatives within French education. The 1994-1995 edition (their 14th) contains articles, manifestos, lists and descriptions of schools. You can arrange with Connect to have a look at our copy (in French) or contact Roger Auffrand at the address below.

*Connect* has also been contacted for information about Australian education - and alternative schools in particular. We have let Roger Auffrand know of some schools, but if you would like inclusion in their proposed international directory, please contact him directly at:

Agence Informations Enfance
29 rue Davy
75017 Paris - FRANCE
Phone: +33 1 42 28 71 64;
Fax: +33 1 42 26 60 12.

EPOCH Australia

End All Physical Punishment of Children (EPOCH) Australia is a newly established group of people and organisations who are opposed to all forms of corporal punishment of children, and are willing to work together through law reform and community education. EPOCH Australia was launched in Sydney on 13 September 1994 by Peter Newell, founder and coordinator of EPOCH Worldwide. Contact EPOCH Australia at PO Box 129, Bondi Beach 2026 Phone: (02) 365 5407; Fax: (02) 398 7416.

The Freethinkers' Pocket Directory to the Educational Universe

"This Directory attempts to reach the parts other education directories do not reach. It had its origins in the irritation of those working with alternative ideas in education who found their work unrecognised in existing reference books. This omission is serious and not just a matter of hurt pride for, as Bertrand Russell pointed out, significant new ideas usually come from the non-conformists: 'Do not appear to be eccentric in opinion, for every opinion now accepted as obvious was once eccentric.'"

Fifty or so entries in this Directory summarise major themes, individuals, writings, organisations and examples in alternative education - with a particularly British orientation. In the words of the author, Roland Meighan, "they represent the most promising horses in the alternatives educational stable".

The Directory is available from:

Educational Heretics Press,
113 Arundel Drive,
Bramcote Hills,
Nottingham NG9 3FQ UK.
Fax/Phone: (0602) 257261.

Cost is £7.50 plus p&p.
Creating the Peaceable School

This Program Guide and Student Manual is available from Joy Nielsen, Centre for Teaching and Learning, Cnr Lucas Road and Morris Street, Seven Hills 2147 NSW. It costs $80 for the set of materials.

We Are The Kingsbury Kids

Kingsbury Primary School (in Melbourne’s northern suburbs) has unveiled its new student discipline and welfare policy - an illustrated student information booklet.

The school made a deliberate attempt to involve its students in the decision making. The Junior School Council worked with students in each grade to firstly suggest appropriate rules and consequences, and then to illustrate and present these rules.

But it was also decided to develop a book, not just on ‘rules’, but on the way the school worked - an introduction to new and existing students.

The JSC visited grades, talked about the booklet and asked students to draw their ideas. They then selected illustrations to appear in the booklet: We are the Kingsbury Kids. The final product was a popularly-accepted, easy-to-read booklet, covering not only school rules, but also a host of other important information that the students identify with.

Taking Charge

Taking Charge is a large kit of curriculum materials around the concept of Life Rights. It includes a Note for Teachers, and Units on: Have I the Right?, Rights with the Police, Families - of all types, At School, and At the Workplace. In each Unit, activities are designed to provide information, encourage investigations, initiate debates and discussions, and suggest further study and action. It aims at year 9 and 10 students, unemployed and young people generally.

The Kit aims to raise awareness about rights in four ways: ‘rights’ means different things to different people and is used in a variety of ways; where a ‘right’ is written down in law, it should be possible to exercise that right; being able to exercise your rights is dependent on a variety of factors - knowledge, skills, confidence, attitudes; defining ‘responsibilities’ in relation to the law needs clarification and explanation.

The Taking Charge Kit was produced by the Victorian Youth Advocacy Network and the Legal Aid Commission of Victoria in association with National Curriculum Services, and will be officially launched shortly. However, it is already available from:

National Curriculum Services, PO Box 361, Abbotsford 3067 Vic.
Phone: (03) 415 1299;
Fax: (03) 419 1205.

A Deschooling Reader

My name is Matt Hern and I run a small alternative learning centre for elementary-aged kids in Vancouver, British Columbia. I’ve always been interested in finding a concise and accessible introduction to deschooling ideas for families and others wondering about what we do, and was unable to find what I wanted.

I have managed to produce a one-time magazine, A Deschooling Reader, that I think covers a lot of deschooling and home-learning ground. The magazine is a collection of eight articles, analysis, ideas and working alternatives, which I hope will inspire and inform folks who are both new and familiar with alternative education ideas. I am hoping that it will answer my interest in popularising a deschooling vision around my neighbourhood and city, and that it will be a useful tool in supporting our centre.

Part of my intent in producing this magazine is to distribute it so that other home-learning organisations and alternative school communities might make similar use of this reader. With luck you folks will like and appreciate it.

In return for this thing, I am hoping that you folk will be willing to send me a pamphlet or similar small piece of information about your project for an extensive file I am putting together.

Thanks.

Matt Hern
1450 Venables, Vancouver,
British Columbia, Canada V5L 2G5
Phone: 604 255 9603

Kingsbury PS
Years 3 and 4
students
Steven, Fauzia,
Emily and
Daniel show the
results of their
labours
from
Victorian
School News
9 March 1995
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 or (03) 344 8585

STUDENT PUBLICATIONS:

Australian:
We Are The Kingsbury Kids (Kingsbury Primary School Student Information Bulletin, Vic) 1994

OTHER PUBLICATIONS:

Australian:
SCIP Newsletter (Student Community Involvement Program, Red Cross, Vic) January 1995
Youth Options (Youth Bureau, ACT) December/January 1995
Taking Charge: A Kit that Informs Young People about their Life Rights (Victorian Youth Advocacy Network, Legal Aid Commission of Victoria, National Curriculum Services)
Rights Now! (NCYLC, NSW) Vol 3 No 1 Feb 1995
EPOCH Australia Newsletter (End All Physical Punishment of Children, Sydney, NSW) Feb 95
Leadership Book 3 (Staying On Program, NSW)
Other Ways (Alternative Education Resource Group, Vic) Issue 63, March 1995
Curriculum Perspectives (ACSA, Belconnen, ACT) Vol 15 No 1, April 1995
Network News (Surry Hills, NSW) March 1995

Overseas:
Hands On (Foxfire Fund, Georgia, USA) Issue 49, Fall 1994
Democracy and Education (Institute for Democracy in Education, Ohio University, USA) Vol 9 No 2 Winter 1994
National Coalition News (National Coalition of Alternative Community Schools, New Mexico, USA) Vol 19 Nos 3 and 4, Winter, Spring 1995

AERO-Gramme (AERO, New York, USA) #15, Spring 1995
Education Now (Nottingham, UK) #7, Spring 1995
Options in Learning (Alliance for Parental Involvement in Education, USA) No. 14
Communication Research Trends (Centre for the Study of Communication and Culture, USA) Vol 14 (1994) No 4
The Freethinkers' Pocket Directory to the Educational Universe, Roland Meighan (Educational Heretics Press, UK) 1995

FOXFIRE PUBLICATIONS

Two articles in this issue of Connect are taken from the Foxfire Teacher Outreach Journal for Teachers, Hands On. If you would like to find out more about the Foxfire approach (its history, practices, statement of core practices etc), Connect has various Foxfire publications for sale:

- Sometimes a Shining Moment and Foxfire: 25 Years provide an overview of the Foxfire approach, outlining its 'story', as well as its philosophy and some amazing detail of its application in classrooms.
- Foxfire 9 and A Foxfire Christmas are each examples of student-produced publications arising from the Foxfire project in Rabun County, Georgia.

Each of these publications is only available from Connect - $25 per volume (includes postage). See the order form on the back page of this issue.

Friends of Connect

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

Supporting Subscriber ($50 pa):
Dr Helen Hayes
Ballarat, Vic
Copy or use this form to subscribe to Connect
and to order materials from Connect:

To: CONNECT, 12 Brooke Street, Northcote 3070 Victoria Australia

From: Name: .................................................................
Address: ........................................................................

............................................................................ Postcode: ..........

SUBSCRIPTIONS:

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• a student organisation (SRC, JSC etc) subscription $10 $20
• a supporting/sustaining subscription $50 $100
• a lifetime subscription: ... forever: ... $1000

I/we also enclose a further donation to the work of CONNECT of $ ...........

MATERIALS:

• Back issues of CONNECT ($4 single; $6 double issue). Circle issue/s required: $ ...........

  1, 2, 3, 4, 5, 6/7, 8, 9, 10, 11, 12, 13/14, 15, 16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 41, 42, 43, 44, 45, 46/47, 48, 49, 50, 51/52, 53, 54/55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65/66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77/78, 79, 80, 81, 82, 83, 84, 85/86, 87, 88, 89, 90, 91, 92

• Cross-referenced index to contents of Connect back issues ($3) $ ...........

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

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

• Democratic Decision Making in Schools - Victorian PEP (1987) ($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) $ ...........

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

• Cross-referenced Index to photocopies of documents ($3) $ ...........

(all prices include postage and packaging) TOTAL ENCLOSED: $ ...........

20 Connect 92: