STUDENTS AND ORAL HISTORIES AT APOLLO BAY

STUDENTS CAN INFLUENCE THE CURRICULUM

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Cover:
Portrait photograph by Ruth Maddison. From Not a Bad Place, The Bay - see article in this issue, pages 3 to 5.

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STUDENTS AND ORAL HISTORIES AT APOLLO BAY

In the first quarter of this century, the people of Apollo Bay in Victoria were still living an isolated and pioneering life. In Not a Bad Place, The Bay, the story of the town's history, thirteen old residents talk about the old days with local primary school children and other members of the community. As Roy Whelan says: "They were hard old days. But the life wasn't dull, it wasn't dull at all."

This introduction to Not a Bad Place, The Bay, explains how the book came about and illustrates a process of working with students in recording and learning from local history.

INTRODUCTION: HOW THIS BOOK CAME TO BE

Since working on this oral history project, our own enthusiasm for it has, if anything, increased. Other people too have become interested in it. Without our publicising it at all, word has spread around the Otways, and we have been contacted by three more schools who want to start a similar project. We therefore decided to write an account of how we went about this history, both for the general interest of readers, and as a guide for those who wish to undertake their own project.

Our own long-term interest in history in general was the thing that initiated the project. More specifically, we wanted to learn more about the area where we now live. After getting to know some of the older residents who used to live on our road, we started to talk about doing an oral history of the Bay area and publishing it as a book.

We wanted this to be a community project, and so in mid 1986 we approached the school, to see if any of the upper primary teachers would be interested in including their grades in the project. We felt it would be good if the children learnt something of the history of the place they live in. Jenny Bryant and Heather Johnson of Years 4 and 5 said they'd like to be involved. (Heather's class was later taken over by Wendy Hall.) The teachers agreed that we could work with the children on Thursday afternoons.

The first few weeks were spent talking about the past with the children, and workshopping the project. As many children find it hard to get the past into perspective, we invited Nerida Rink and Frances Simm – the mother and grandmother of one child – to come and talk about their history. This gave the children an opportunity to practice interviewing with
The introduction is reproduced with the permission of Jackie Price, one of the editors. Jackie has lived in Apollo Bay for ten years. Before moving there, she studied history at Monash University and worked as a secondary history teacher for eight years. Her son attended the Apollo Bay school and was one of the students in the project. Nadia Wheatley, the other editor, has lived in Apollo Bay for four years. She studied history at Sydney and Macquarie Universities and has contributed chapters to a number of academic history books. She has published five books for children and adolescents including The House That Was Eureka (Penguin, 1984) and My Place (Collins Dove, 1987).

Not a Bad Place, The Bay is published by the Killala Road Publishing Company. Copies are available at the Apollo Bay Saturday market for $6.50 or can be purchased on mail order from Jackie Price, Killala Road, Apollo Bay 3233 for $8.00 including packaging and postage. (Rrp for bookshops: $7.95.)

The editors are now in the process of doing a second book on the people of Apollo Bay and their working lives, though this will not involve school students.

For more information, contact Jackie Price on (052) 37 6711.

someone familiar. Nerida and Frances also made suggestions as to some of the people whom we might interview. Nerida introduced us to people, as did Robyn Shortis, who took us to meet her father Vern Conn—who in turn provided further names for the list.

Within a short time, a large number of people had agreed to be interviewed. In deciding who we'd take the children to, we tried to pick people from a number of different Bay settlements, and with different working backgrounds and interests. Though most were born here, it was interesting to include a few who had chosen to live here. (Because of limitations of time, some important aspects of the town's history had to be left out. For example, though references are made to the mills, we don't have an extensive story of the timber industry. This is a gap that we intend to fill in the next stage of the project.)

We also approached some of the newer and younger members of the community, to see if they'd like to help. In particular, we looked for people with some sort of link with the old residents—Syliva Blackwell now lives in Vera Noseda's old house, and Judi Forrester lives on the farm where Leila Mariner and Fred Biddle and Minnie Day grew up. As Keren Lewis's property once belonged to Fred and May Biddle, she volunteered to talk to May.

Once the children were ready to begin interviewing, they were organised into five groups, with half a dozen children in each group, plus an adult helper. The groups were mixed between the grades, and each child had a chosen friend. Once a fortnight, the groups went out into the homes of the old residents, and taped a sixty to ninety minute interview. While a lot of excellent material was gathered, the children's lack of knowledge of local history was a restriction on the information that they were able to gain from people. Also, because of lack of confidence, the children sometimes relied upon a list of set questions that had been devised by teachers in a different oral history project, and which were sometimes inappropriate.

The Thursday afternoons in between the fortnightly interviews were spent playing back the tapes and discussing the information that we were getting. This was only moderately useful.

We increasingly felt that for such a project to be successful with schoolchildren, they must also be working on local history, in order to have the confidence and ability to tackle oral history. Other schools which have had successful oral history projects have also had a strong local history element in the syllabus.

Because of the age of the children, the limited time, and the number of lengthy interviews taped, we decided it would be too difficult to work on transcribing the tapes with the children. (Transcription is the process whereby the material on audio-cassettes is put on paper. It can take up to twenty-four hours to transcribe and check a ninety-minute audio-cassette.) We therefore applied to the Country Education Project for funding to have this done professionally. We were given $1000.00, which paid for the transcription of seven interviews and some photography costs.

By November, the first round of interviewing was finished, and we celebrated with a barbecue picnic day up at our places on Killala. Stan Wright and Mona Biddle brought the children up on two of the school buses, but most of the old residents preferred to drive themselves. After lunch, the children played in the bush and we later all went across the road for afternoon tea prepared by the children. The first photos for the book were taken by Fraser Thorpe—who lives at Jack Berry's old farm.
As Hilda Cawood later said, 'It was lovely, that day up Killala. Everybody seemed so happy.' Again and again, the older residents expressed their pleasure at getting together for a party, and their interest in seeing what had happened to the old places. Many also commented on how great the children were.

That ended the first stage of the project, and the involvement with the school children.

Fairly early in the new year, when the transcriptions came back, we began to try to see what shape the book could take. Some interviews were quite jerky, while others had their own flow. This was when the joint problem of the set questions and the children's lack of historical knowledge and perspective became evident. Questions jumped from topic to topic, and interesting historical points were sometimes missed. On one occasion, a person being interviewed had done a lot of preparation in putting her history together, and when faced with a series of unrelated set questions, wasn't able to tell her story fully. Also, there were some technical problems with the taping - as a result, the interview with Harold Martin had to be totally scrapped, and a couple of others were extremely difficult to transcribe.

We then began the long process of editing. Because the material tended to be higgledy-piggledy and to jump around in time, the first task was to attempt to put an order to each interview - so that, for example, information about family, school days, lifestyle, and working life flowed in sequence. Because of limitations of space, we had to edit the material according to what we thought was most relevant to each person's story.

It was at this stage that obvious gaps became apparent. Sometimes details needed to be further expanded or explained - especially in the areas of geography and family history. In the case of the difficult interview mentioned earlier, we decided to go back to find out more of that person's story.

We combined checking details and obtaining biographical information with a two-day photographic session. The portrait photographs were taken by Ruth Maddison, from Melbourne.

Meanwhile, we were having to learn the technical aspects of getting a book published. We had a lot of help and advice from Donna Rawlins, who as well as being a professional book designer and illustrator, has self-published oral history. In order to raise the money to complete publication, we successfully applied for a further $1500.00 from the Country Education Project, and $2000.00 from the local Lions Club. A possible further grant from the Bicentennial Authority is pending.

Now, a year after beginning, we're finally ready to publish. Though none of this could have been done without the help of the many people involved, we'd like to thank the children for their work and enthusiasm. And we especially thank the old residents of the Bay for their time and their patience with us and the children, and for the cups of tea, cakes and biscuits that we were given when we came back again and again with questions.

While the whole project has been very exciting, we see this as only the beginning of a long-term local oral history. Sales from the book will be used to continue this work with the many people who have offered to tell us their stories.

Jackie Price and Nadia Wheatley
The Apollo Bay Oral History Project
July 1987

Photographs from Not a Bad Place
The Bay - used with permission.
Cover and portraits: Ruth Maddison; picnic: Fraser Thorpe.
Class presents findings on effects of pollution

BRUNSWICK East High School students have produced a well-researched, detailed and thought-provoking report about the effects of pollution in the local and international contexts.

The year 8 science class applied for and received $1500 funding from CSIRO and its findings are likely to become the basis for environmental education in other schools.

The students candidly admit they previously knew little about issues such as the greenhouse effect and the ozone layer.

They now speak with expertise on the topic and want to spread their knowledge further into the community.

CATHY LANIGAN spoke to some of the students about their report and its findings.

A TEARLESS planet, polluted black skies, people stricken with lung cancer... this is the scenario Brunswick East High School students believe will evolve if our environment is not saved soon.

But the students are not taking a negative stance on the matter.

They have devoted their energies this year to delving into the horrors of pollutants and have come up with a variety of measures to combat their effects.

Some are solutions which have been advocated by environmental groups, others are refreshingly new.

Last Thursday, the class presented its documented work to Brunswick Mayor, Cr Mike Hill, and to a representative of the Prime Minister, Mr Hawke.

But the students are not only relying on governments to do something about the problem, they are taking positive initiatives themselves.

KADIR ESEN, 13, explained the class tackled the topic of pollution during science lessons early in the year.

They were so interested and enthused about the topic they went on to research it in-depth.

The class divided itself into groups and tackled different aspects.

The students explained that the ozone layer was a vast natural filter in the stratosphere, several kilometres above earth, which protected us from the harmful rays of the sun.

Chemicals in aerosols, particularly chlorofluorocarbons (CFCs), caused the destruction of the ozone layer. So too did refrigerators and types of foams.

The students challenged supermarket and chemist managers about the level of CFCs in goods they were selling. They approached factory owners and asked them what chemicals they used and what pollution it caused.

They took samples from Merri Creek for their water pollution experiment.

Students took noise level detectors into Sydney Rd and neighbouring streets. They also tackled the issue of car pollution.

Linda Piccardini, 13, said she asked shop employees if they knew about the greenhouse effect and the ozone layer.

"They said they knew, but I don’t think they did. They didn’t seem very familiar with it," she said.

She discovered that one Brunswick store sold six to seven dozen cans of aerosol each day.

And when she asked shoppers if they knew the cans contained CFCs most responded negatively.

They said they would not have bought them if they had known the effect they had.

Lisa said: "We’re recommend-

ING to people not to buy aerosol cans, pump packs and roll-on deodorants."

Corrado Bianco, 13, revised off facts and statistics about the greenhouse effect with the ease of a university professor.

"In the past 150 years the level of carbon dioxide in the air has increased from 274 parts per million to 350 parts per million.

"When it reaches 500 parts per million the temperature will increase two to 2.5 degrees.

"That is expected to happen in 10 years," Corrado said.

He suggested remedies such as replacing fossil fuel burning with wind and solar power and limiting electricity use to stabilise the level of carbon dioxide in the air.

In his research, Kadir Esen made the frightening discovery that car pollution has left the world with only 10 per cent clean air.

He had taken up the idea of air filters for cars in letters to car manufacturers and government.

One of the most innovative elements of the report suggested was a pollution watch program which would operate similarly to a pollution watch.

The class has also suggested that the area within six kilometres radius from the city centre be closed off to cars.

It suggested the alternative of a State Government-subsidised taxi pick-up system which would deliver carloads of workers.

And in their own backyard students discovered their school was a heavy user of paper and bought cups that contained CFCs.

They said schools should start to be more vigilant about their behaviour.

They also said health officials should visit factories without warning. The students were concerned dangerous levels of chemicals were used, with little knowledge about them.

Year 9 produced more research and results, some of which will be the basis of the ABC TV Ed program.

The video is to be distributed to other schools.

The introduction to their report offers a message to everyone: "We are worried and prepared to try something. Perhaps if everyone gave it a try we could really clean up this world."
Hello to the Minister, guests and everyone else. I’d like to thank the Minister for endorsing our work. My co-author, Greg Priebeenow, who worked on the book shortly after completing year 12 and who shared part of the vision for, and was instrumental in the creation of, the State Council of Students - and the following young people: Peter Nielsen, Danny Bertossa, Scott Krischok, Carla Stacey, Viv Bradtke, Willis Gray - and the following not so young people: James Coulter, Roger Holdsworth and Jill Westhorpe - these people, and all the other young people I have worked with, provided me with support and inspiration.

The State Council of Students was born in 1985, International Youth Year, a time of great hope and optimism for many young people. The students who began the Council had no mental barriers about their ability to create a forum uniting students from Catholic, Independent and Public Schools - a forum to listen to and act on student views and thus impact on their education to make it more relevant and meaningful and ultimately impact on their lives and society.

These students, if you like, educated people in the education system about student beliefs and possibilities, and through their enthusiasm and skills convinced them of the legitimacy of student views and issues.

I am not a teacher - my background has been working as a social worker with disadvantaged young people, where you’d push and push to get people to move an inch. Through the State Council of Students and student participation in general, I was given the wonderful opportunity of training over 1000 students who were motivated, skilled and optimistic - where you’d gently push and they’d want to fly.

Writing the book was a great joy. We designed it to attempt to answer questions and issues that had emerged during our
involvement. It reflects our support for the Council and for student participation. It reflects our belief in the empowerment of young people, through knowledge and skillings, as the legitimate custodians of our future, and of the value of teamwork to achieve desired results.

It is meant to be used as a training manual - a guide. Rob Hirst, drummer of Midnight Oil fame, often signs autographs with the term 'the price of peace'. There is a price for any great cause such as peace or student participation. The price involves "vision, knowledge, passion, skills, wisdom, effort and teamwork". Our book hopefully will provide you with some of these ingredients.

The rest must come from you as individuals and collectively.

I offer my best regards to the State Council of Students in your worthwhile endeavours and trust the book will help you along the way. And to the Minister I say: thank you for your support and I pray the Education Department will continue and expand its support of student participation in all ways - including financial.

Thank you.

Speech by David Wright at the media launch of Unravelling the Maze at the annual SCOS Conference, 12.9.88.

The arrival of Unravelling the Maze was eagerly awaited and generated considerable media interest. Every secondary school in South Australia received a free copy, the State Council of Students (SCOS) received profits from the sale of the book (increased by Greg and I giving our royalties to SCOS) and at last a training manual in student participation, with the endorsement of the Education Department, was out in schools.

Few people would appreciate how complex a task writing a book on such a sensitive issue as student participation, is. It's like unravelling a maze - you have to go through many processes to achieve your goal. These involve research, consultations with students, artists and publishers, technical considerations re design, layout, style etc, costings, editorial considerations, bureaucratic-political considerations, writing it and getting it together - till you have a final product.

We are pleased to have written the book and look forward to gauging its impact in an area of great interest to us. We believe it is an important guide, and if used with wisdom and where adequate support exists, can be of great service to students pursuing student participation. However it is only a guide and, as its apt title suggests, there are many blockages and pitfalls in the maze of student participation.

Through reflection on the experiences of SCOS and student participation in South Australia, I would like to share some key points to keep in mind along your path of student participation.

RESOURCES

I finished my speech with a prayer for the Minister to expand support for student participation. When PEP existed, a great deal of money and personnel time was spent on student participation and the growth of Student Councils and networks was phenomenal. This situation has changed and there is little money or personnel to support training conferences for teachers and students, to buy expertise or to support student structures.

The economic situation has changed and student participation is contesting with other issue groups for a slice of a diminishing pie.

PRIORITY

Although some battles have been won at a policy level, student participation is no longer 'flavour of the month' and has been replaced by other priorities within the system eg contract teachers, displaced teachers, bureaucratic directional changes. It is the responsibility of students and support staff to ensure that student participation stays high on the agenda of decision-makers, in order to maintain the necessary resources to survive. Remember that bureaucracies are poorly resourced to change and slow to change.

TIMELINES

Educationalists might consider change over five years to be rapid, yet for students, five years might mean that you are out of the system. Always remind them of this - they may appreciate your urgency.

TRAINING

Ongoing and regular training is crucial to student participation. Without it, there is no mechanism for passing on information from the more experienced student leaders to the new ones and so you are never able to advance beyond first base and collective experience and wisdom is never fully utilised. A gap of one year
in training can effectively kill off your Council or network. What are you doing to ensure that this doesn't happen?

SUPPORT PERSONNEL

These people are crucial. They are your adult link with the system and must advise you with great wisdom. They need to walk a fine line between a teacher role and that of a group-worker/youth-worker. If you can develop a good working relationship with them and there is honest and open dialogue, they can be a wonderful asset. Where you have the choice, choose carefully.

YOUR PURPOSE

You should be in your Council or network to serve other students as well as you can. This is best done through a group working together, moving as one in a common direction. It is easy to forget this and to become enmeshed in personal politics, and supporting your own ideas for your own betterment. Once this occurs, you are on a path for disaster. We see in our political parties how internal fighting is a good way to destroy confidence among constituents. With unity gone, so does credibility, affecting what you can do, including your ability to gain needed resources. Avoid this where you can. If you have started down this path - stop, re-assess and change.

AVOID BECOMING ... A LITTLE BUREAUCRACY WITHIN A LARGE BUREAUCRACY

You need to be involved in the system sphere in which you are operating. However, don't duplicate all the mistakes of that same system. For example, systems often put more resources into covering up their mistakes than in solving them.

If you can keep these points in mind and use our book as a guide, you are well on the path towards worthwhile and desirable student participation. I am available to run conferences and can be contacted on (08) 272.7080.

The book can be obtained from the Publications Branch of the South Australian Education Department, 31 Flinders Street, Adelaide SA 5000.

In conclusion, I would like to refer to an article in the Advertiser about the launch of the book:

The convener of the Conference, Danny Bertossa, 15, of Taperoo High School said, "Many high school student councils were regarded as 'tokens' and had little real effect on what happened in schools." He said the new manual Unravelling the Maze was the Council's first major project. It was aimed at providing a guide through the maze of obstacles in the path of students who wanted a greater say in things that affected them at school. If a major company wanted to launch a product, it would need to consult with the people who were going to buy it - the same is true for schools, but for too long student voices have not been heard. This book helps to correct that situation. The book includes student rights and responsibilities, being assertive, lobbying, running campaigns, working with the media and organising training camps.

David Wright
Unley SA

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State Council of Students Training Camp

On a magnificent sunny day, half way through the May long weekend, 47 secondary students from all over South Australia were excitedly making their way on a coach up the winding freeway, busily getting to know each other and, for some, renewing old friendships. But where were they heading, you ask? To the Adelaide hills to participate in a three-day State Council of Students training camp - and to have a great time!

The unique aspect of this camp was that it was student organised, student planned and student led. Even the food was bought and cooked by students. (no-one complained to the caterers about the food!!) In South Australia, we have many enthusiastic students who have been involved in student participation for many years and some who are just starting to get involved. They have de-
developed skills which they share and develop in other students - for instance, by running training camps and workshops - for them to then go back to their SRCs and run training days/workshops there.

There were many workshops run at the camp: leadership, working with groups, meeting procedures, the role of the SRC, the role of the State Council of Students (SCoS), designing action plans, and so on. As I said before, these were mainly led by students.

The main organiser of the camp was a year 12 student from a school in the country. He was gaining credit in his English course for the huge amount of work, time and thought he put into the camp. As an 'adult' there, my main role was to enjoy the camp and be a participant in the workshops. Altogether, a stunning and stimulating camp where I learnt from the students, and the participants went back to their schools fired up to improve their SRCs.

Information on how to organise and run training camps and SRCs is contained in the book published by the State Council of Students, called Unravelling the Maze. The book costs $15 and a cheque with a brief covering letter can be sent to the Education Bookshop, Ground Floor, Education Centre, 31 Flinders Street, Adelaide SA 5000.

For further information, don't hesitate to contact me on (08) 226 1013.

Deborah Parker
Development Officer for Parents and Students in Schools (PASS) in S.A.

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JUNIOR SCHOOL COUNCILS

NETWORKS AIM TO PROMOTE PUPIL POWER

People lacking power in society are those without education, an education worker says. Reservoir (Vic) Schools Community Network Officer, Mrs Margaret Brown, strives to ensure that today's students do not become tomorrow's powerless.

Preston city has two other such networks - Preston East with officer Ms Lidia Horvat, and Preston with Mr Mark McAuliffe.

Victoria has 60 networks which share three major aims:

* To promote and develop decision making by and working relationships between parents, students and teachers.

* To promote courses and activities so all students can succeed. Schools should cooperate rather than compete and provide equal learning opportunities for girls as well as boys, and for children of all cultural and economic backgrounds.

* To promote speedy correction of disadvantages and discrimination.

In March this year, Waterdale School Support Centre hosted a Junior School Council In-Service for students from the Preston, Preston East and Reservoir school community networks. The morning (including a BBQ) was organised by Mark, Lidia and Margaret, assisted by Roger Holdsworth, Leigh Cook (SCO, Northcote) and staff from schools attending.
About 45 students and staff shared ideas of organisation and implementation at their schools, discussed pupil power as part of our broader democratic political system and watched the amusing and instructive video on student participation, Seen and Heard.

The atmosphere was light and enjoyable and participants were generous in their praise, suggesting that they would take lots of ideas back to schools or, in at least one case, would immediately establish a Junior School Council.

Ken McLeod (Principal at Preston Primary School) stressed the importance of student participation and their ability to contribute at the highest level - ways in which students can inform and shape curriculum decisions in schools.

A further in-service for Junior School Councils was held in June. Over 55 students and staff attended, for an activity-based program that provided training around issues of 'bad and good representatives', 'meetings that work', 'making it happen', 'selling your JSC' - and other activities that stressed cooperative working arrangements and creative problem solving.

Again, the day was well received by both students and accompanying teachers. Some details of one of the activities - a series of role plays - is included on the next page.

A third day is planned for next term, focusing on information gathering and presentation techniques, including survey methods. This has arisen specifically from student requests - in response to their concerns to have representatives who speak for all students and not just for themselves.

For information, contact:
Lidia Horvat (03) 478 5711
Margaret Brown (03) 469 4054
Mark McAuliffe (03) 484 3481

Student participation is the key word at Preston PS

BY SALYANA WILLIAMS

Preston Primary School has clearly demonstrated that primary school students can have an effective role in cooperative decision making.

Fourteen students - seven boys and seven girls, some as young as six years old - comprise the school's junior school council. They are elected to these positions by their classmates from Years 1 to 6.

"The junior school council meets every fortnight," said Julie Rastesk, Year 5 student and the council's president. "If anyone wants something done at school or if they want to complain about anything, they tell their grade councillor who then discusses it at our meeting."

Councillors propose solutions to resolve these issues to the school principal. They may also attend school council meetings to present proposals or reports.

Preston PS's junior school council is one of the most effective in Victoria.

It has helped the Preston City Council to prepare a bicycle plan for the City of Preston. It has compiled a rule book for students at the school. It has contributed to curriculum decisions and has conducted surveys such as the computer program surveys in 1986 and 1988.

Junior school councillors also explain school programs to visitors and are often invited to be guest speakers at other schools.

Education Minister Joan Kirner recently presented badges of office to this year's junior school council members. She visited the school at the invitation of Michael McGowan, secretary of the council.

"I wrote and asked her to visit our school," said Michael, who has also corresponded with Prime Minister Bob Hawke.

Ms Kirner was taken on a conducted tour of the school by confident and articulate council members. She said Preston PS was a shining example of how students could become really involved in the day-to-day running of a school.

Principal, staff and parents agree that junior school councils provide an excellent way to encourage children to learn about and make cooperative decisions and to take responsibility for issues that directly affect them.

Preston PS's junior school council has been so successful that a video has been produced and is shown extensively throughout Victoria to promote the value of participation by primary school students in the governing of the school.

From Education Victoria, June 1989

In the last issue of Connect, an article about the School-Community Involvement Program at St Paul's College, Traralgon, was illustrated with a photograph from our 'graphics collection'. Subsequently, we have been notified that the photograph is actually of students and a teacher from Huntingdale Technical School. We apologise for any misunderstanding or embarrassment caused by juxtaposing the article and photograph.

We hope to have information from Huntingdale Technical School about exciting programs there, in a future issue of Connect. Photographs and graphics relevant to articles are always most welcome.
The following ideas were developed for the Waterdale Junior School Council In-service by Mark McAliffce and Lidia Horvat. Students were in mixed school groups and were provided with the outlines of situations described below. They were given fifteen minutes to:

* work out their responses;
* allocate roles;
* plan a 3-minute role play.

1. Scene: Junior School Council Meeting.

Issue: Peter, one of the senior school representatives, suggests that the JSC organise a fund-raising disco for the senior students only.

Belinda, a grade 2 representative, asks: "Why can't it be for the whole school?"

Peter says: "Shut up! We don't want the little kids hanging around."

Instructions: Older students in your group play the younger students. The younger students play the senior students.

How does the group solve this argument?

2. Scene: Principal's Office.

Issue: Most kids think Maths is boring! The JSC has discussed the maths program at Times Table Primary School and it sounds like fun.

Mr Al Gebra (the maths teacher) thinks our request is silly.

How do we talk to the Principal about changing our Maths program?


Issue: Three girls, Tina, Tracey and Tanya never come to the JSC meetings. Rocce raises this issue saying, "It's not fair ..." etc etc.

What should the JSC do to encourage participation and attendance?

4. Scene: In the school yard: lunchtime.

Issue: Janos and his family have just arrived from Greece. As a new student at the school, he wants to know what JSC stands for.

Some kids are telling him it's a waste of time. Tammy the Terror explains that "JSC stands for Jerks, Sucks and Creeps!"

Two JSC representatives are standing nearby. What do they do?

5. Scene: School Council Meeting.

Issue: Two School Council meetings ago, the adults agreed to the JSC's request to provide a sand-pit for the junior school.

So far ... nothing! School Council meets again tonight.

What should the JSC representative(s) say? And how?


Issue: I've just been elected JSC representative for our class! I think it's really important because it gives us kids a say.

I know I'll have to go to meetings and be prepared to do things around the school.

But Dad says student participation is rubbish! "Kids should just concentrate on their work!"

How do I tell my parents that the JSC is an important part of the school?

7. Scene: Junior School Council Meeting.

Issue: The school's computer freaks have struck a problem!

At lunch time, a small group of boys are busy using the computers. A few girls want a turn, but they're all being used. "This happens all the time," they say.

They bring this issue to the JSC meeting.

What does the JSC do about it?

8. Scene: Junior School Council Meeting.

Issue: The pren grade representative says the class wants an elephant to play with in the school yard!

Oh boy!! What'll we do?

How does the meeting continue?
The following section of Connect is drawn together in preparation for the Australian Curriculum Studies Association Curriculum '89 Conference, 'Which Way for the Curriculum?' to be held at the Australian National University from 6 to 9 July. This is being sent to all registrants for the Conference as orientation towards issues to be raised in workshops, panels and papers, and also to encourage awareness of the participation of students in Conference sessions.

We also hope that you will be interested to continue to receive copies of Connect - available only on subscription. Forms are enclosed and also appear on the back cover. See you in Canberra!

STUDENTS CAN INFLUENCE THE CURRICULUM

An important feature of Curriculum '89, the biennial conference of the Australian Curriculum Studies Association planned for Canberra in July, will be the involvement of students in panel and workshop sessions.

The conference, expected to be a landmark in the process of Australian curriculum development and renewal, will be held at the Australian National University from 6 to 9 July.

Lisa Neville, the President of the National Union of Students and a contributor to a conference session devoted to 'pupil perspectives', says:

"This conference will be most important for future curriculum development. It is great to be able to have an input at this level; it would be good to have the same access at tertiary level.

"We will be looking at the secondary/tertiary interface and its problems. Particularly at the secondary level, the major focus of the curriculum is on meeting demands of the tertiary sector. Other matters of primary concern include the quality of teaching at the tertiary level."

The student session will be chaired by Jane Folliott, former President of the Youth Affairs Council of Australia. Other panelists include Jeremy Maitland, a student at Campbelltown High School and a member of the Australian Network of Secondary Students; Jayne Pilkington, formerly of Narrabundah College in the ACT and the ANSS; and Tim Verral, the President of the Students' Representative Council at Christies Beach High School in Adelaide.

At least 25 secondary level students from New South Wales, South Australia, Victoria, Queensland and the ACT will be part of the 400 delegates from all parts of Australia who will generate creative responses to the central conference theme - "which way for the curriculum?"

Other student activities during the conference will include the production of a daily news-sheet reporting on conference happenings, catering, dancing and musical entertainment.

In addition, there will be three specific areas of student participation at the Conference:

1. Celebration of Curriculum

This session, 4.00 - 5.15 pm on Thursday, 6 July, will enable conference participants to move round a range of demonstrations, displays and exhibits. Some of the activities will include an integrated science and technology demonstration involving students, parents and teachers from Duffy Primary School; cross-age tutoring in computer technology involving students from Wanniassa High School and Urabmi Primary School; and a 'thinking skills' activity involving students from Holder High School. There will also be displays of student responses to the challenge: "What
and how should schools teach to prepare students for the 21st Century?"

2. Student Participation Workshop

In response to student requests, a specific workshop stream on 'Issues in Student Participation' will be offered. This will be largely participant generated, defining priority issues and approaches to them. It is not restricted to students, nor is it intended to be 'the student workshop'. It is important that student perspectives be heard in all the workshops. This specific group, however, aims to deal specifically with student participation and to provide an option for those attending who wish this focus.

3. In the whole Conference!

Most importantly, students will be in attendance throughout the Conference - in panels, in presentations, in workshops, in informal activities. It is not only students who come to such conferences with specific needs. For many other participants, this may be their first such conference and they may be equally as alienated by jargon, assumptions and exclusive approaches to knowledge. Students have, however, been correctly impatient and articulate about such exclusion.

The following two articles were written by students who attended the 1985 and 1987 ACSA Conferences. They provide useful warnings and models for processes to make sure that students - and all participants - are included in the deliberations of the Conference.

In response to the suggestions of past student participants, specific support will be offered to students throughout this year's Conference. Regular student meetings will be available each day:
- 12.00 noon; Thursday 6 July;
- 5.30 pm; Thursday, Friday and Saturday, 6, 7 and 8 July.

These will enable students to make contact with each other, talk over experiences, share learnings, raise questions and so on. Ask at registration for details about location.

There will be a specific 'student base' during the Conference - a space for students to meet, talk and work. This will also be the base for production of the Conference newspaper.

A student support person will be available throughout the Conference. Roger Holdsworth will be attending the Conference specifically for that purpose and, as well as coordinating the Student Participation Workshop, will provide liaison between students and the Conference organisers.

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Are Students

Some Points

The following article was written by Katrina Bound, a South Australian student at the National Curriculum 85 Conference at LaTrobe University.

There are several students at this Conference. Where are they? On the margins? Being patronised? "What do you think - as students?"

Some points were raised by us to keep in mind when students are at these Conferences. We want to be heard, we want to learn, we want to teach. To do that, you need to:

1. Talk with us. That means bringing us into discussions, as fellow participants. It doesn’t mean asking us politely to speak on behalf of all students or when we don’t necessarily have anything to say.

2. Be aware of how you’re saying things. Jargon can crop up in:

   * using initials - tell us what SIP, VICCSO etc are - we’ll tell you what our SU is;

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which way
for the
curriculum?

There will be a greater proportion of students at this year's Conference than previously. Still, 25 out of 400 is a decidedly small minority! If you are attending from a school, why not consider arranging for a student to accompany you? At this stage, it will be a late enrolment - but in terms of lasting influence upon a team approach to curriculum development, it will certainly be a worthwhile contribution.
Participating in this Conference?

to Make Sure We Don't Have to be a Lot of Tokens!

* using words and phrases eg 'goal-based assessment';
* assuming we know the history of things, eg laughing at an in-joke about how something happened.

3. Inviting groups of students. We need to have others to talk with about things that concern us and to ask other students about their understanding of what happened. We can learn from them.

    We need time and places to get together as students. That can be in the Conference program (eg student-only sessions) and also socially (just like you've got the bar). We would like to meet you on our territory.

4. Put someone up to work as an organiser for the students - someone we can talk to about the difficulties in understanding, someone who can help us to organise what we want to happen, someone who knows how the whole Conference is run.

    5. Arrange things directly with us. Too often, if we're with an adult, we're ignored in the conversation. Talk to both of us.

    6. Make sure hand-outs and work-sheets are understandable. That means check the language (are they in English?) and check with us that we understand what the task is.

    7. Take us seriously if we ask for explanations. Don't expect us to know everything. You probably don't understand it either but are too cool to admit it. It helps us if you don't play so cool. And get your act together - six people all trying to explain at once is a bit confusing. Who do we believe?

Remember, we want to participate too!

Katrina Bond
August 1985

From Connect 36, December 1985

Curriculum '87: A Student's View

On 16th July 1987, we six students representing South Australia, attended the Biennial Conference of the Australian Curriculum Studies Association (ACSA) - "Curriculum '87", which incorporated the theme of "Participation and Access: Myth and Reality?", which was held at Macquarie University in Sydney.

We expected to be sitting in the wings of the conference as a token representation. But in most cases we found that not only were our voices encouraged to be aired, they were also respected and responded to. This was very important as it made us feel more involved and more confident, both during and after the conference.

The major drive of the conference was a workshop. We took part in a workshop on 'Strategies for Student Participation'. We felt that this was most valuable to us in dealing with three major areas of interest:

1. The Student Experience
2. Classroom Negotiation
3. Student Participation and the Role of Student Government.

We felt that the workshop was not only an extremely useful learning experience, but a chance to put our views, as students, forward. Some of the other issues dealt with during the workshop included:

a. democracy
b. equity and respect
c. responsibility
d. support and training
e. motivation.

Attending the conference gave us a great level of responsibility. We were there to achieve something, but what was it?
We realised that some of the papers and plenaries would be a little out of our league, but we were determined to come back with a sense of accomplishment. As students, our main objectives were to listen and to learn about how students could participate in a more productive way. We wanted to see how students could feature prominently and have a say in the operation of a school and have a say in their education.

After working through the papers and workshop, our goals and expectations had been sufficiently achieved.

Our future achievements were brought to light in a quote from our workshop:

_Slowly, slowly, the gentle stream
Erodes the hard rock.
We shall break through
Softly and surely._

We found a great number of systems and ideas on how to make student participation more realistic in our schools. We were able to discuss many points with adults from various universities and schools who gave us greater insights into possible ways of overcoming the barriers which prevent student participation from occurring.

Some important points were:

* Students need to feel comfortable and be in a warm classroom atmosphere in order to participate fully.
* Teachers are reluctant to let students negotiate and participate in deciding on classroom matters as they feel they will lose too much 'power'.
* We found that SRCs can achieve a lot more than initially thought if students recognise their Council's potentials.

The conference focused on 'Curricula in Australian Schools' and tried to solve the problems associated with these, but the conference missed a major factor in education - the students. All students are involved in education in one form or another, but very few students actually participate in the process of education.

There were 330 teachers but only 10 students. The curriculum needs to be changed by both teachers and students but, at present, students are an under-utilised resource in the educational policy area.

After the conference, a new challenge started: making others aware and sharing with them what we had learnt. It was a little hard to organise to all get together again, as three students are from Christies Beach High and three from Marion High, however both schools have started on the right track. Some things that have been done include writing a constitution (Christies Beach); talking at staff meetings, which gave some quite interesting responses (Marion High) and, for both schools, the information has been very rewarding and useful for the SRCs' operation in the schools. We hope to use all the information we have collated to help others who also may be interested in the issue of student participation.

It was a marvellous participation exercise for the six of us, but it was an even greater learning experience in which we have gained knowledge. We could never have hoped to learn otherwise.

_Hank Macht, Louise Souter, Kelli Chappel._
_Marion High School, SA_

_Christine Brice, Andrew Watts, James Smith._
_Chisties Beach High School, SA_

_From Connect 48. December 1987_
which way for the curriculum?

Students have a say!

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- Draw a picture
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Win prizes for the most imaginative and innovative ideas!

Come to The Conference!

His Excellency, the Honourable Bill Hayden A.C., the Governor General, will open the conference at 2pm on Thursday, 6 July.

Entries will be on display at:
Curriculum '89 Conference,
Burton and Garran Hall,
Australian National University, Canberra
Thursday 6 - Sunday 9 July 1989.

Send your entries to:
Helen Pilkinton
Phillip College
Launceston St, Phillip ACT 2606
Ph: 822311
by June 16, 1989

Enclose your name, school and home phone number please.
youth forum:

promoting student participation

in new south wales

A Very Brief History

In 1979 (International Year of the Child), a one-off forum for young people, aimed at giving them an opportunity to share ideas and concerns about issues concerning them, was funded by the Law Foundation. The enthusiasm generated by this event led to the formation of the Youth Forum organisation, at the instigation of the young people who had attended the event, so that such a forum could be held every year. Thus a precedent for concrete action initiated and implemented by young people for young people was set, becoming the basis upon which Youth Forum functioned.

These forums were themselves run by young people specifically trained to facilitate the participants in discussion and skills development. The production of 'Action Plans' was an important part of this development, ensuring that each group who attended a forum went away with much more than "something off their chests", in the form of positive achievable actions.

These plans, devised and implemented by young people statewide, have led to the introduction of more experientially based education projects within schools (e.g. some students opened a shop as an on-going commerce project) as well as improving the functioning of existing student-run organisations such as School Councils. The success of these projects reflects the effectiveness of Youth Forum's philosophy of "responsible youth empowerment".

In 1985, accelerated interest in youth issues due to international Youth Year (IYY) and the Participation and Equity Program (PEP) saw Youth Forum begin running specific skills-based workshops for young people (as opposed to being issues-based as the forums were). It was primarily out of these workshops that the Youth Effectiveness Skills (YES) Program grew.

YES is a workshop-based, skills-training program offering programs to improve group skills such as decision making in groups, action-planning and getting support for ideas, as well as inter-personal skills such as communication, assertiveness and self-esteem. These workshops are run by trained facilitators who themselves are young people aged between 17 and 24 years old, a 'bridging' age group that allows younger people to identify with facilitators who are not much older than themselves.

Current Activities

Lack of funding led to the discontinuation of the statewide forums in 1987, but the priorities we began with still remained as the new YES program took root: to help young people develop the skills to become empowered within their environment by creating opportunities to discuss issues of concern to young people and to facilitate the creation of concrete action out of such discussions.
To date, over 200 groups and 4000 young people have taken part in YES programs. The types of workshops outlined below show the varied nature of the work that Youth Forum is involved in.

Interschool Skills Workshops

These workshops are run four times per year in the Sydney Metropolitan Region. Each involves around 100 student councillors from roughly 30 schools. The students meet in groups of around 15 with one facilitator per group to discuss primarily the types of activities they are involved in and the role of Student Councils. Participants get the chance to discuss possible solutions to problems their Student Councils may be having ('trouble shooting'), as well as taking part in skills sessions that improve their effectiveness when attempting to resolve these problems.

Individual School Workshops

Youth Forum also runs YES workshops commissioned by individual schools. These range from helping the Student Council at Wiley Park Girls High School, in Sydney's west, to devise and implement their ideas for improving their school environment by creating a student car-park and overhauling the school timetable; to a two-day workshop at Barham High School, on the Victorian border, aimed at helping participants develop their personal skills (ie self-esteem and assertiveness). Many of these workshops are held at schools that are part of the Disadvantaged Schools Program.

Single Issue Forums

We run forums with other groups who have as their focus a single issue. One recent example of this is a series of forums with Telecom's technical trainees, in the Australian Traineeship System set up by the Federal Government. Our aim here was to help the trainees get their ideas on improvements to the system across to the management of Telecom. We have also been approached to run workshops for young people in the criminal justice system, to create opportunities for them to express their knowledge and experience of the youth justice system, as well as their ideas for improvement to the community, government and bureaucracy.

Training the Trainers

Our background in training young people to run statewide youth events, as well as inservicing our own trainers, gives us the capacity to run effective educational inservices for other educators. One project 'in the pipeline' is an inservice course for teachers in NSW on facilitating student participation in schools.

Youth Committees

Youth Forum has had many years' experience in training youth committees to play an effective role within organisations and the community. In June this year, Youth Forum ran a training day for the Youth Affairs Council of NSW (YACON)'s new Management Committee. A workshop for a suburban Youth Development Committee is being planned at the moment.

Youth Forum is a non-profit organisation run predominantly by young people - all the staff and half the Board of Directors are 25 years or under. Youth Forum's funding comes mainly from corporate sponsorship: Unilever and Esso are our major sponsors.

Throughout the various kinds of activities that Youth Forum offers, runs the consistent philosophy of our brand of education: it should be fun, it should be relevant to the participants and it should be experiential and participation-based.

Our address is:
Youth Forum Ltd
PO Box 371
STRAWBERRY HILLS NSW 2032
Ph: (02) 699 9077
(if necessary, reverse charges)

The office is staffed two days each week, but we operate an answering machine on other days. Copies of our YES Program brochure are available from the above address or, on request, from Connect.
The Pilot School, located on the 5th floor of the Cambridge Rindge and Latin School (CRLS), is possibly the oldest alternative state programme in the country. It was set up in 1969 as the federally-funded project of a group of Harvard University doctoral students, catering for Grades 9 to 12. Four years later it was taken over by the Cambridge school district and, after several relocations, found a permanent home in CRLS.

The aim of the school, which in reality is a school-within-a-school, is to create a community of students, parents and educators mutually accountable to each other for the goals, the program and the successful operation of the school (Course Catalogue 1987-88). This is founded on five guiding principles.

**DIVERSITY**

The CRLS houses students of 65 nationalities, and the Pilot School attempts to reflect the whole of the city. Candidates for admission are selected at random, after steps have been taken to ensure that enrolment approaches as closely as possible a representative cross-section of the school population with respect to area, race, sex and academic interest.

This year 38% of the school’s population are from minority backgrounds, next year it will be 42%. Ray Shurtleff, the Dean, recognises there is a long way to go before they meet the 50% target. Classes within the school are mixed with respect to grade level and ability, and course materials and school activities represent a variety of cultural traditions.

**RELATIONSHIPS**

In the Pilot School Community every effort is made to foster human relationships (teacher-student, student-student, teacher-parent). This is characterised by informality, relative non-authoritarianism, mutual trust and an absence of regimentation. Shurtleff is very keen on the idea of community, and there are several community building activities throughout the year. These are designed to increase commitment to the group and to the school as well as to improve communications between individuals. There are pot-luck suppers twice a year, to which about 300 people go each time, and an all-school play in which everyone takes part - Ray Shurtleff doing an impressive impersonation of a piece of bacon - which has upwards of 700 people a night attending. There are also school retreats to the country. All of these activities foster a spirit of belonging, and people certainly seem to enjoy them immensely.

**DEMOCRACY**

Probably the most important feature of the school is its democratic structure. After much debate it was decided that direct democracy in a school of 225 would be impractical, and a compromise was reached which has suited everybody.

The student body is divided into 9 advisory groups of approximately 25 students each who elect 2 representatives each to form an agenda committee with 3 staff. This committee has the responsibility to bring issues to the monthly all-school meeting. It has the power to determine which issues can be voted on by the all-school meeting and those which can be discussed.

The committee can decide the format of any discussion. For example, it could be in advisory groups, 3 larger groups of 75 students, or at an all-school meeting. Or they can refer it to the administrator who then decides whether the issue should be discussed by the staff or the parents. The important areas in which students, parents and staff have shared decision-making power include curriculum planning, selection of courses, use of resources and staffing, interviewing and recommending candidates for teaching positions.

For example, in 1974 pupils persuaded the faculty to institute skill-oriented courses, though many teachers preferred to run courses of more interest to themselves. According to Shurtleff, since he arrived in 1971 every recommendation of the student/parent/staff committee in the hiring of staff has been honoured by the superintendent and approved by the school committee.

However, due to its position within the larger CRLS, certain issues cannot be voted on. For example, CRLS students are required to hold passes outside of class, and this applies also to Pilot students. No weapons are permitted anywhere within the building, and the Pilot School is not going to abandon its lottery programme for admission. The agenda committee can discuss these issues, and there are means of communicating the students’ ideas to the school authorities, but the school meeting cannot by itself change high school regulations.

**INDIVIDUAL NEEDS**

The conviction behind this is that any successful educational community must attend to the needs of its individual members while being concerned for the community. To this end, each full time staff member takes on 25 students as ‘advisees’ for the year and, together with the Guidance Counsellors, they can work out a programme of learning to suit the individual. As a result, students can make their programme as demanding as they wish. Fewer subjects can be taken if the class meets more often or if the subject offers more credits.

**LEARNING**

The Pilot School is not solely concerned with intellectual skills, but also with self-awareness and the development of social awareness and responsibility among its students. This is conveyed through its democratic structure, through the curriculum which offers a range of courses on social and political
issues, and through the community building exercises which occur regularly throughout the year.

The Pilot School offers courses in English, Maths, French, Latin and Social Studies - all other classes are selected from the full CRLS course catalogue. This selective approach to CRLS resources means that students have access to a much wider range of resources than would be possible if Pilot had to be totally self-supporting. Consequently Pilot students have access to Television and Photography classes, Business Education classes, and to the Community-Based Learning Programme.

The latter provides participants with the opportunity to select a community-based internship experience (somewhat akin to CAS in New York). They can participate in classes held in the community, enrol in an academic college level course, do drama, or work study whereby part-time paid employment is found and accredited. This can take place alongside the traditional range of school subjects.

Within the Pilot classes subjects range from Shakespeare to Black History, the Holocaust to the rise of the New Right and from Women's Literature to Greek Mythology.

But this flexibility and selectivity has led to some friction with members of the CRLS staff, who resent Pilot students missing classes for community activities and the fact that they are allowed to be selective. Shurtleff also says that they are hostile to the suggestion that similar schemes be established within the body of CRLS, possibly because they are not willing to commit themselves to the extra work that is involved in making such a project a success. The fact that Pilot is oversubscribed three-fold is of no concern.

Much of the school's success is due to the commitment of the staff, many of whom have been there for over five years. At present there are 8 full time teachers. Shurtleff recognises the need to ensure that they are happy with what is going on, and they are included in the school's democracy. The staff have great freedom about what they teach.

As the American system allows individual schools to award their own high school diploma there are not the frustrations of teaching to the test. Certainly the staff all seemed very relaxed and happy, and this was reflected in their relations with the students. The structure of the school also helps to create a relaxed atmosphere, with several communal areas where staff and students can meet and talk informally.

Though not 'free', in the sense of being totally self-governing or self-directed, being constrained by the requirements of the state diploma, the Pilot School does well in breaking down the traditional barriers in learning.

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**NEWS & REVIEWS**

**STUDENTS & POWER**

During 1988, Peter Kell of the Youth Affairs Council of Tasmania carried out a project that examined aspects of student participation in that state. In this project, he looked at examples of 'student empowerment projects' in five colleges, a range of student groups - SRCs and publication groups - and the need for networks between students.

Students and Power is the report of this project. In drawing together examples of practices and recommendations, Peter has aimed to produce a document which will be of use to continuing action.

"One of the interesting lessons that I have learnt in the last 10 months is that there are vast numbers of projects happening every year that are controlled by, or strongly influenced by, students," he writes in the report. "Yet while people are to some extent aware of this, these projects receive little if any official recognition... So I felt that it was crucial to include in this report examples of some of the exciting things that young people and staff have been doing together throughout the State."

In addition, the report includes sections on 'Colleges and the Wider Community', 'Theory', 'Summary of Issues' (Uniform SRCs?, Statewide Meetings, First Term SRC Education, Role of Staff Delegates etc) and 'Structures of Student Government in the Different Colleges'.

The report is available from the Youth Affairs Council of Tasmania, GPO Box 358D, Hobart TAS 7001. Cost is $5 - postage included. You can also contact YACTas on (002) 23 2844.
Creative Responses to Resistance

It is a significant comment on the extent of turmoil that is occurring in Australian schools and, indeed, of change in our society, that there should yet again be public debate about the state of discipline in our classrooms. As has often been the case, the current outcry seems to be based on anecdotal evidence and it ignores the various strategies and programs that have been implemented in many schools.

Hence it is more than timely to have available Discipline in Schools: a Curriculum Perspective, edited by Roger Slee (Macmillan Australia, 1988). Discipline is of concern to teachers and this book sets the practical issues in theoretical and international perspective. This approach makes it clear that neither teachers nor students can be responsible for the discipline 'problem' at an individual level. Changes in the economic climate, rising school retention rates, inappropriate school curricula and school organisation all contribute to a climate in some schools in which conflict and resistance can attract undue attention. The solutions to these matters lie not in specific techniques of classroom control or even of management and counselling, but in the development of a school climate which puts shared decision making and school organisation at the centre of the education process.

Many of the contributors to the book will be familiar to readers of Connect. They include Gill Fulcher, Bob Semmens, Chris Alder, Garry Coventry, Ken Polk, Prue Gill, Roger Holdsworth and Tony Knight. Articles on international issues and requirements are written by Art Pearl, David Couly and Stephen Ball, amongst others. Roger Slee's concern was to bring together a collection which helped to bridge the gap between theory and practice.

The links connecting a theoretical framework for understanding disruption in schools to discipline as an educational concept need to be made more emphatic through an examination of existing programmes which foster disciplined approaches to teaching and learning. The complexity of this task is evidenced by the range of issues dealt with in an examination of disruption and school responses. Cultural, political and economic or labour market considerations loom large.

As most experienced teachers would understand, the authors' arguments are aimed not so much at providing definitive solutions but rather at building alliances between teachers, parents and students in order to solve collective problems. The objective is not just better relationships between teachers and students but improved curriculum and sense of educational purpose.

The book conveys a sense of optimism and challenge. The various descriptions of programs and possible initiatives indicate that, far from being part of a blackboard jungle, many schools are coping with problems in a most effective and creative manner. However, the scale of change in the social and economic context of schooling means that many young people are likely to be frustrated in their attempts to establish themselves as adult members of their society. The challenge to develop appropriate curriculum responses to these tensions is as impelling as ever.

Bruce Wilson
Local & 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) 488.9052:

AUSTRALIAN STUDENT PUBLICATIONS

Presto (Preston Network, Vic) Vol 6 Nos 1, 4, 5; Vol 7 Nos 3, 4 (1987-8)
Not a Bad Place, The Bay (Apollo Bay, V)
Unraveling the Maze (SCoFS, SA) - student participation training manual.

OVERSEAS STUDENT PUBLICATIONS

Foxfire (Rabun Gap, Georgia, USA) Vol 22 No 3; Fall 1988.

OTHER

Press to Read (ANPA, USA) Vol 4 No 2

Saying Something: Being Heard: a practical guide for effective participation by young people in committees and organisations (booklet and video); Joint Board of Christian Education (2nd floor, 10 Queen Street, Melbourne 3000), 1988.

Collective Notes (COSHG, Vic) Nos 40, 41; April, May 1989.


Communication Research Trends (UK) Vol 9 Nos 1, 2; 1988.


Lib Ed (UK) Vol 2 No 10; Spring 1989.

In Future (Commission for the Future, Vic); No 12, April 1989.

Newspapers and Literacy (ANPA, USA)

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