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Experienced-based Learning
Network of Secondary Students
Challenging Masculinity Myths
Citizenship in Australian Schools
Social Justice – What Is It?
Starting Them Early
The National Youth Council
Credit and Support
This double issue covers a wide variety of issues affecting student participation in education. One of the really encouraging aspects of this material is the range of levels at which action by students is occurring, ranging from the specific concerns with curriculum issues, to social justice in education, to the first national conference of the Australian Network of Secondary Students. The visit by Ken and Yetta Goodman was stimulating, and provided further evidence of the significance of the Foxfire project and the growth of similar initiatives throughout North America.

Resources to support student participation are becoming more readily available. The range of items listed in this issue provides some evidence of this, and thanks are due to Heather Bane and SCIP in Victoria for their contribution in this area.

The ANSS National Conference and the Youth Affairs Congress later this year will be important events, and we would look forward to publishing more items about them, both before and afterwards. Other initiatives continue to develop and anybody who would like to write and tell us about their work, or perhaps respond to points of view already expressed, would be most welcome. It's often difficult to find time to do the work to which we are already committed, without writing about it as well. However, writing about initiatives can be a useful reflective task and certainly helpful to others.

Best wishes!

**Contents:**

- Experienced-based Learning
  - Eric McLeod 2
- Challenging Masculinity Myths
  - Christine Searle 6
- Starting Them Early
  - Susan Holmes 8
- Talking with Yetta and Ken Goodman
  - 9
- The National Youth Council of Australia
  - 16
- Social Justice - What Is It?
  - Katie Standly 19
- Active Citizenship in Australian Schools
  - Katie Standly 21
- and Youth Organisations
- Australian Network of Secondary Students
  - First National Secondary Student Conference 25
  - Management Committee 26
- Credit and Support
  - Sue Holmes 27
- NEWS AND REVIEWS
  - 28

Thanks to Sue Holmes (West Education Centre) and Jan Rosenberg for the photographs in this issue.

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Experience Based Learning

Experience based learning is not new. Every school program offers some elements of experience based learning. So it is not asking teachers to do something they have never done, observed or experienced.

Furthermore, it is not the only approach to teaching and learning which should be employed. Good teaching practice involves the use of a range of learning strategies.

However,

* Experience based learning is a successful learning strategy which could be employed far more widely than it is presently.
* Even those elements of school programs which are based on experience based approaches can often be improved.
* Those elements of experience based learning already in the curriculum are often not as closely or productively incorporated with other approaches as they could be.

What Does Experience Based Learning Involve?

* Placing students in situations where they gain realistic experiences. Where possible these situations should involve students in active participation (although in some situations observation could be approximate, e.g. to experience the physical working environment in a factory), should promote and value the personal experiences of each student, and should involve activities which are seen to be for a worthwhile purpose.
* Following on the experience, students should be encouraged and assisted to reflect upon their experiences, or to evaluate their experiences, performance etc. It is most important that time and attention be given to this phase of the learning process.
* Following this period of reflection, students should be encouraged to identify what they have learnt from the experience. Again this is a most important step. It could be, and often is, "fused" with the reflection.
* Provision should be made for the students to communicate the learning they have gained from the experience. This could be done in many different ways.

It is important to recognise that this approach can, and should, be used in conjunction with other successful teaching and learning strategies. For example:

* students who have some input to the choice of activity through negotiation with their teacher usually show greater interest and involvement;
* follow up activities aimed at identifying the learnings could be done throughout co-operative group work;
* it is easy to see how problem solving activities can be integrated into experience based learning.
WHY PROMOTE EXPERIENCE BASED LEARNING?

* Research (and our own experiences, I suggest) shows that in any group of people there will be a variety of preferred learning styles. The experience based learning process creates opportunities for students to "tap in" using their preferred style of learning.
* If learning is based on personal experiences, all students have access to the basis of learning. Learning which is based on books tends to exclude some students. In other words, experience based learning approaches encourage inclusiveness.
* Experience based learning is an ideal way of meeting the challenge to relate theoretical and practical aspects of studies. In other words, it increases the relevance of the curriculum.
* Experience based learning is a very successful and powerful learning strategy. The things we learn most successfully are those we have learnt from our experience of doing.
* Experience based learning, by virtue of the way activities tend to develop or be organised usually has spin offs such as:
  - greater involvement of school in community and vice versa;
  - improved public perceptions of schools and students;
  - greater potential for, and likelihood of, cross faculty initiatives;
  - likelihood of professional development as teachers reflect on appropriate assessment methods etc;
  - potential for development of a more equal partnership between teachers and students involved in activities.

THE NEED FOR CONSISTENCY

* Experience based learning focusses upon the individual experiences of students. As such, it acknowledges that students will have different starting points and progress at different rates.
* It is therefore important that the teaching practices and assessment practices employed do, in fact, value experience and development of individual students.

ANSWERING SOME QUESTIONS

Does it fit in with the traditional classroom approaches?

Although experience based learning is not consistent with an entirely book based, teaching centred approach, it can motivate students to use other forms of learning, eg book research to assist in their reflection or to obtain necessary background information.

What does it mean for the content of courses?

The experience based learning approach is less concerned with the content of courses than with the way learning experience are structured.

It is important to emphasise that, under this approach, learning should be based upon the experience of the students. It would seem that the experiences of the students could well be structured around an established curriculum content, or, alternatively, the curriculum content could be structured around the students' experiences.

It is likely that reflection by teachers involved in this approach would lead to the realisation that the experience based approach gives considerable
scope for constructive input by students to the content of courses.

Does it mean students have to move out of class or school?

Much experience based learning could occur within school and the classroom. But there will certainly be some occasions when students will need, and want, to be involved in activities outside the school grounds.

A sympathetic school environment will certainly help in developing experience based approaches, although it is not an essential precondition. By sympathetic, I would mean a timetable which offers the possibility of extended, or flexible, periods of time, a supportive administration and staff, a school with physical resources to assist (e.g. a school bus, extensive grounds), a well informed and supportive community.

Is this approach in line with policy statements?

Clearly so. Ministerial Paper 6 is the Government’s policy statement on curriculum which support the experience based learning approach. Approaches to teaching and learning should enable students to:

* make and act on responsible decisions about their own learning and its outcomes;
* gain satisfaction and confidence from their developing abilities;
* learn through both personal experience and instruction;
* experience the usefulness and limitations of various modes of enquiry;
* learn in situations and settings both inside and outside the school;
* experience the interaction between theory and practice;
* develop strategies for solving problems; and
* co-operate with others in achieving socially desirable outcomes.

All of these statements support the experience based approach. Since Frameworks documents and VCE study designs have been developed to be consistent with government curriculum policy, they also support this approach.

Eric McLeod
Ministry of Education
Central Highlands - Wimmera Region

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NB: Thanks to Heather Bane for permission to reprint this article from the Student Community Involvement Program (SCIP) Newsletter No.2., 1988. Anybody interested in learning more about SCIP or participating in their activities should contact Heather on 03/616 9911.
A Can Of Worms will provide the opportunity and the means whereby boys can examine how they behave towards each other, towards women, how their often restrictive and oppressive behaviours can change, and how alternative modes of behaviour might well benefit them.

THE VIDEO

West Education Centre, in conjunction with the Media Department of Footscray Technical School, is producing a video which examines masculinity. By exploring sex-role socialisation the video will assert that sex roles are not pre-ordained, but open to interpretation and change. The video will illustrate some of the disadvantages encountered by males maintaining a masculinity that demands success, aggression, and emotional reticence. The video will present alternative role models as a way of encouraging males to examine how they relate to each other and how they relate to females.

POSTER PROJECT

The aim of the project is to produce material that will challenge without alienating adolescent preconceptions of "acceptable" male behaviour. It is hoped that through this exploration of masculinity, students will be more accepting of non-traditional actions,
values and beliefs, which will in turn enable them to be more accepting of themselves and their peers. This part of the project was funded through a grant from Youth Affairs Division. I am currently working with teachers and students of Sunshine Technical School to plan, design and produce a series of posters for use in schools, libraries and other community organisations.

CAN OF WORMS- MEN’S SUPPORT GROUP FOOTSCRAY TECHNICAL SCHOOL

In order to effectively implement a program in schools which challenges popularly held beliefs about masculinity, it is of vital importance that male staff be seen actively supporting the program.

Male teachers provide a role model for boys in schools. It is therefore highly desirable that the teachers conducting classes on counter sexism for males be male.

To this end, a group of teachers at Footscray Technical School interested in exploring anti-sexist strategies for men and boys, are currently participating in a support group to explore issues, concerns, possible teaching strategies, and ideas for class plans.

In the initial stages group members will explore their own experiences of gender construction, and share with the group any feelings and concerns that have arisen from those experiences.

By sharing the personal, group members will:

* gain experience at expressing and sharing feelings;
* gain confidence in providing an alternative role model for students;
* clarify their personal construct of masculinity.

Through group discussion and feedback group members will:

* become more critically aware of their own gender behaviour;
* gain greater confidence to challenge sexist behaviour and ideas in others;
* explore strategies for eliminating sexist behaviour in the school environment.

Issues that will be examined by the group include: power and equality; sexuality; relationships; and socialisation.

Harvey Tuck, a psychiatric nurse working at Travencore, and Barry Hancock, a Western Region curriculum consultant, are leading the group. Harvey has had extensive experience running men’s consciousness raising groups in New Zealand. I act a convenor and resource person.

CLASS PLANS

As time allows, I have been compiling a series of ideas for class plans. To this purpose I have been working with Sandra Lawrie, Education Officer for WEST CASA, and designing a unit of work which examines some of the issues relating to Sexual Assault. These issues are as follows:

POWER PEER PRESSURE MEDIA
MYTHS ABOUT RAPE VIOLENCE
RELIGION LEGAL SYSTEM
SEXUALITY PORNOGRAPHY LANGUAGE

I may be contacted at West Ed on 314 3011 if you require any further information.

Christine Seale,
Project Officer,
West Education Centre,
34 Kingsville Street,
WEST FOOTSCRAY 3012
starting early

WEST EDUCATION CENTRE: SOCIAL ACTION RESEARCH IN PRIMARY SCHOOLS.

In 1987 Ann Cremeen, Project Officer at West Ed. worked with 6 primary schools in the Western Region on getting students actively involved in their own learning.

A description of her work with 5 of these schools has recently been published in "Education Exchange No.5" (an occasional paper series by West. Ed) This booklet documents the types of project each school worked on, the skills and knowledge students acquired plus the students' own evaluation comments on their work.

The topics covered by the 4 schools were: Pollution and the Environment; local leisure facilities; changing land use; monitoring of eco-systems. All of the projects centred around students (from Grade 3 through to Grade 6) collecting information from people and places in the local community and making a consensus decision about an action plan. The plans were then put into practice and students evaluated what they had learnt. Teachers involved in the project were surprised at the knowledge students already had about their local area and pleased with the enthusiastic way they tackled each issue.

A copy of "Education Exchange No.5" has been sent to primary schools in the Western region but further copies may be obtained for $1.50 per copy plus postage, from:

West Education Centre,
34 Kingsville Street,
West Footscray, 3012.
Phone: 314 3011.

Susan Holmes.
Director, West. Ed.
Ken and Yetta Goodman have changed the face of literacy in schools and teacher education programs throughout Australia. Their perspectives on the reading process through the use of their now famous research instrument, the Reading Miscue Inventory, and whole language approaches have been well documented in a host of publications. They have also made significant contributions to political debates about "The Basics" approaches to teaching and learning, assessment and outcomes, the role of bi-lingual instruction, and catering for minority groups.

Roger Holdsworth and others associated with Connect have always had an active interest in, and a close association with the Foxfire project in the United States. An opportunity to learn about the growth of such projects in the United States came recently with the visit of Ken and Yetta Goodman. Professors Ken and Yetta Goodman from the University of Arizona were here recently to share the outcomes of their work with Australian teachers and to learn from local initiatives. Their interests cover a broad range of issues and emphasise the political dimension of many educational practices.

...foxfire,

Yetta: The Foxfire project came from a secondary school teacher who moved into the school in Ruben gap, Georgia, which is in our Appalachian Hills. In our country the south east area of the Appalachian Hills is considered educationally at a low end in terms of standardised test. They are isolated people and they aren't always considered very friendly although our experience in research in that area would suggest the opposite, if they feel comfortable with you and they don't think you're coming there to judge them.

Ken: Their culture has been preserved; the early settlers came 200 years ago from Scotland and England.
Yetta: Eliot Wigginton began to realise very early as he worked with these kids that they weren't responding to his traditional curriculum that he was bringing from the east coast from an IV League College. So one day he just decided to put aside his curriculum and he said to these students how would you like to write a magazine?

Ken: That was the day his students burned his podium down. He decided he better do something different.

Yetta: They were just stunned by his question and he began to do what we would now call an ethnography with his students. He sent the students out to do research in their community and it became serious research. When it started out, I don't think anybody (including Eliot Wigginton knew where it was going to lead.

Ken: He wouldn't have used the term 'research'. He would have said go and talk to your grandparents, your parents and people in the community who know the most about your history and the way that people do things.

And so over a period of years I think that the last book that came out was Foxfire Eight, and it is about twenty years since he started this work, maybe a little less. Once it had begun, he took the lead of the students who in turn were taking the lead from the community as to what was important. They began to write up people's stories as books because the kids began to realise that the community valued things like cane bottomed chairs and how you string a cane bottomed chair. The latest book was Foxfire 8.

Ken: The first book or two were more general and then they began to focus on folk instruments and folk medicine, or farming techniques or cooking techniques; how you cook a hog, what you do with a hog's head?

Yetta: In a sense what is so powerful is that he and his students have saved for the whole of the United States the culture of a group of people that would have been lost to us. These are the people that originally came from England. In many ways these are some of our original settlers. Their language forms probably go back to England in a way that other areas of the States no longer do.

Bruce: What role did Eliot himself play in that process?

Yetta: I think he played the role of a supportive teacher, the kind of teacher that we've begun to begin to call 'whole language' or that Eliot Wigginton would call himself a 'whole language teacher'.

Ken: The reason that we call it 'whole language' is because the kid's focus was on what they were learning about their own folk customs. Eliot was working at helping them to develop language.

Yetta: They wrote magazines; they collected the data; they learned how to edit from a tape recorder; they learned how to take notes and write up their notes in a way that was interesting to other people. The specifics of Foxfire have not been well discussed in the
Foxfire books. There is a network throughout the States called the Foxfire network where people talk about the kinds of methods and approaches. Most recently, Elliot Wigginton has written a book called *Sometimes the Shining Moment*, in which he discusses his own development as a teacher through Foxfire. He really tried to put the whole experience into the hands of the kids themselves so they did their own publishing, they did their own editing. They had 'editors-in-chief' of the original magazine that eventually turned into the Foxfire books, which are used now in Universities in anthropology classes. The students set the Foundation so that the students actually collected the moneys from the books and magazines. The money is being poured back into the community and into the school to continue the process and focus. Elliot Wigginton himself, when he goes and speaks about the Foxfire concept, always insists that one of the students has to come with him; so if you hire him to speak to your group you have to support one of his students as well because he feels that their voice is very important. You have to see what they get out of it as well. There have been extensions of Foxfire in different places, such as Maine. We are working with a group of Navaho Indians in New Mexico who got some Federal money to buy a printing press. They began to use the Foxfire concept to write out the culture, the stories, of the Navahoes in that community. They had a cook book, for example, that sells very, very well and again the money is brought back into the schools to support the continuous development of the printing press and of the kids. Art work also becomes part of this, taking photographs so that the symbolic systems that are used are more than just the language system. For example, in writing the book on 'How to Make Musical Instruments' the kids naturally, had to learn how to draw a diagram; where you put frets, how you play the adult part and things like that all came into the process of development of these materials.

**Bruce:** What kind of work is necessary by the teachers to enable the students to undertake these projects? Does it happen only on informal basis or do the teachers provide some kind of formal preparation or training for the students to go out and collect data? I'm not sure exactly how Elliot Wigginton worked. In fact, and in his new book he documents specifically the kinds of things he did and how he edited the copy.

**Ken:** Certainly in the beginning, as the students went out and interviewed and came back and realised that they had incomplete information, he helped them to plan how to do a good interview, how to anticipate the questions, how to get the old people to talk.

**Yetta:** The other thing that happened was that he had to respect the language of the community because they didn't translate these old tales into standard American English. They maintained the language system and had to find a way of showing the orthography; how you use apostrophes to show certain things so that you don't make it all look like formal English. Out of that area come marvelous haunted stories (they call them 'hates') and in order not to lose their quality, in writing them in the Foxfires, they had to study language and do some linguistic analysis with the students.

**Ken:** The beauty of that is that instead of making the students feel ashamed of their dialect they begin to realise the power of the language all around them that they had taken for granted.

It sounds like Elliot worked on the basis of sending them out to collect stories and then using that experience as the basis for his teaching, of linguistics, research methods or whatever.

Sure. When the young people are writing the stories you get their
language which is standard and then you get the interview language which represents the language of the community to a greater extent so he had to have them realize that you use language differentially in different situations. You learn a lot about language when you begin to do that, and I am sure that they learn things that even linguists don’t know about language. We’ve done studies of kids in reading and stuff like that there are things that we’ve discovered that linguists haven’t discovered because even linguists don’t work with the kinds of language that really come out of people in this daily setting.

Ken: In our miscue research, we ask students to read stories retell them. When we did research in this Appalachia (in Tennessee rather than Georgia) sometimes we got longer retellings than the stories because oral narrative and storytelling is very much part of the culture. Sometimes they would go into telling a story about, “down near the river, there is a place where I don’t go fishing because its a haunted place”; or tall tales like, “their papa (grandfather) caught a fish once and it was such a struggle to pull it in that he yanked and he jerked the skeleton right out of the fish. That was true because papa told me that.”

Yetta: We developed great respect for this group of people who are considered to be very low status in our society. We were told that they wouldn’t talk to us, that we wouldn’t get any retellings from them and yet we got so much rich language so that’s why I appreciate the Foxfire concept even more, and begin to see its potential everywhere. We live in the south west where there are large numbers of Spanish speakers who lived in the area for a long time and it would be great for them to go out and collect their folk tales and their stories. I mean everybody can do that when you have people who come from a hard farm life and Creek, Italian kids and Turkish young people, with their parents from so many different backgrounds; what a rich classroom it would be to share these kinds of experiences.

Ken: There is an inner city school in Detroit that is called a “magnet” school because they set out to attract white middle class parents to send their children there. The teachers have given their school an international focus, partly because it’s a place of first settlement with East Asians, black students as well as poor white students. They do a “Roots” unity with their fifth graders. The students research where their families came from. The kids found out for instance that there was one Indian girl, east Indian girl who had been betrothed at birth. This is a girl with whom they’d been at school with for five years. It had never come up because there wasn’t any opportunity. In a school in Manhattan, the central part of New York city in a slum area they got the students interested in the history of their community. They traced it back to the first dutch settlers and why it got the name that it has and they went down to the County Record Office and looked up their own addresses to see who lived in the houses before they did. Thus, they were able to trace the ethnic change in the community.

Yetta: What teachers need to do first is to respect the young people and their language and their culture. Then as they learn from their students, the teachers will want to find out more historical information so that the teachers can begin to share some of what the teacher knows with the kids. The sharing becomes collaborative as the teachers find out more about language and more about the community so the teacher is becoming a learner at the same time as the students are learning. The teacher doesn’t need to worry as long as you have that basic respect first for
different groups in society and to realise that kids have access to that in a way that maybe as teachers we don’t have access because sometimes parents are very suspicious of us in our roles as teachers.

Bruce: You refer to your concept of a “whole language” teacher. Can you give an explanation of what you mean?

Ken: The concept of whole language itself is moving away from artificial sequencing, breaking down what needs to be known into bits and pieces, usually skill sequences. Our curriculum, and yours to some extent has been dominated by both traditional and behaviouristic views of learning. “Whole language” involves moving to looking at how language and problem solving are learned in the context of their use. There is much more emphasis on collaborative planning between teachers and their learners, rather than following a set of text books. The term “whole language” developed in Canada and in the United States as an answer to the atomistic, highly sequential kinds of approaches where teachers were preoccupied with trivial bits and pieces rather than the whole picture.

Yetta: Another concept that is very important for language is authenticity where kids participate in authentic rather than artificial learning experiences. That’s why Foxfire fits the concept so well because it is truly authentic. The students are learning about things that are most important to them first. The power of learning the things that are closest to you first as it begins to help your to raise questions about other groups and begin to wonder about other peoples and especially when you’re in classrooms with people who are different who come from different
backgrounds you can share your differences and begin to see both the similarities and the differences among cultures.

Ken: The whole language movement has a lot of antecedents. In secondary schools one example is integrated curriculum idea where you combine English and social studies, and humanities. You need content to teach language. Teaching language in isolation from what it's used for makes it abstract, dull and uninteresting. The best way to teach it in a school is the students are using the language, both oral and written, to do something worthwhile. Eliot Wigginton found that once you got the students involved in activities that mattered to them, they had something important to say. It turned out that they could write and as they wrote, they got much better at it.

Yetta: One of the things we are also concerned about is the change that when we move towards these kinds of strategies, that we are lowering standards. The person who has just edited the last Foxfire book, was a student in Wigginton's first class that he taught and this man has just graduated from one of the eastern Colleges with a Masters' Degree in English. It's that kind of curriculum that gave this young man reason to want to learn more; it's in our traditional classroom that we turn students off.

Ken: It's also the reason why he wanted to come back to the Appalachian community, rather than feeling isolated and alienated which has often happened to the few people who do succeed in schools and higher education.

Bruce: Are you voices in the wilderness in the United States?

Here, we hear a lot about the pressure for a return to a very narrow and prescribed curriculum?

Ken: We are not voices in the wilderness. There is a very strong "grass-roots", teacher-based movement. It's less the result of what's happening in our teacher education program and administrative policies, but it's becoming so widespread that we now have a new group of middle-management (e.g. consultants principals) people who are supporting the implementation of these kinds of programs. These are people who have been "whole language" teachers who are now moving into roles where they can affect policy. It's more widespread in Canada where there are "whole language" provincial policies.

Yetta: In secondary schools in the States, it's happening in English classes where people have been strongly influenced by the writing movement, such as the National Writing Project. Relatively few secondary students would have much contact with these kinds of curriculum approaches. More was happening in the 1960's; the anti-war movement was blamed on schools opening up and as the States have become more conservative, this has been reflected in the schools and in the emphasis on test scores. As people have realised that test-scores haven't solved the problems, people are beginning to rethink some of those issues.

Ken: We do have a growing number of what I would call, more enlightened teachers who are taking more responsibility and control. We also have to deal with very strong political pressures at state and federal levels to narrow choices and eliminate elective curricula, to have narrower, more explicit requirements. This is driving a
lot of students out of school so that we have an increasing drop-out rate, even though the rhetoric suggests that narrower curricula are designed to "help" students.

Bruce: How do students respond?

Yetta: In some states there has been a suggestion that if students don’t pass their exams, they won’t get their exit diplomas, which has never happened before. What is happening now is that when students see that they’re not doing well on tests earlier, there’s no reason to stay in school. We are already beginning to hear that among blacks in inner city schools, among native Americans and among groups, that the drop-out rate is increasing and that retention rates are falling. All the populations we’ve been working so hard to keep in our schools are being hurt first.

Ken: In states where they are taking a hard line on test scores and curriculum options (e.g. Florida), they now have very increased drop-out rate. The national peak for secondary completion was approximately 85% in 1975, and now the rate is down to somewhere near 75%.

Yetta: We developed comprehensive high schools, as long as you had choice and alternatives within the comprehensive school, students were able to find different routes for themselves. When you come down heavily with testing or narrow curriculum options, then the students who need alternatives can’t get them and begin to drop out. The initial commitment to egalitarian structures such as the comprehensive school have only involved so long as there has been flexibility and diversity within them.

Bruce: Thank you.
The National Youth Council of Australia

The 35th Council Meeting of NYCA

The following article is based on a report to the Youth Affairs Council of Victoria by Mark Ryan and Andrew Kauler, in April 1988.

Introduction

The Thirty-Fifth Council Meeting of the National Youth Council of Australia was attended by nearly 200 young people from all over Australia.

This report was prepared by each of the Victorian young people who attended the Council Meeting. They were supported by the Youth Affairs Council of Victoria and the Victorian Division of Youth Affairs.

In this report we hope to cover such areas as the role and background of NYCA, the sorts of young people who attended, and the experiences and outcomes they had as a result of the Council Meeting.

What is NYCA?

The National Youth Council of Australia (NYCA) is an organisation which is made up of young people working for young people and the issues which concern us in all facets of Australian society. NYCA mainly involves young people through its membership, generally in two ways: as individuals and through organisations of young people at local, state and national levels in Australia. NYCA involves young people between the ages of 12 and 25 years.

The roles of NYCA are:

* to act as a forum for young people and their organisations across Australia to communicate with one another;
* to express the point of view of young people, their opinions and ideas;
* to involve young people in the decisions which are made about them and which affect them;
* to encourage young people to become involved in their communities, and increase their awareness of others from different backgrounds or with different beliefs or values;
* to support young people in developing their own organisations and co-operating towards common goals;
* to develop an informal public point of view about the issues which are important to young people.

In the past, NYCA has attempted to fulfill these roles by:

* lobbying government and non-government decision-makers about issues which were important to young people;
* publishing reports on specific issues—e.g. young women, regular editions of "NYCA News", Kits, games, and other resources;
* holding regular "Council Meetings".

NYCA has a management committee made up of approximately eight young people who are elected from Council Meetings. The role of the NYCA management committee is:

* to manage NYCA, keep it running smoothly;
to act on and implement the strategies, priorities and directions set for it by the NYCA Council Meetings;
* to actually plan and facilitate those Council Meetings, as well as co-ordinating the follow-up;
* to produce written reports on events within NYCA;
* to lobby on behalf of NYCA.

Half the management committee are elected for 2 year periods, half for 1 year periods. All are elected at Council Meetings.

WHAT ARE THE COUNCIL MEETINGS?

NYCA holds its Council Meetings once a year. They are the means by which the members of NYCA decide what directions the organisation should take, what priorities it should have and what jobs it should be doing. The Council Meeting provides direction for and instructs the NYCA management committee in its activities. The NYCA management committee, which consists of approximately 8-10 young people is elected and re-elected at Council Meetings.

NYCA is an organisation in its own right; it is also a part of another organisation called the Youth Affairs Council of Australia (YACA). YACA is the "peak" non-government young people's organisation in Australia. Its function is to support and represent the youth affairs field (that is all of the organisations which work with or for young people in Australia).

The two major roles of YACA are to:

1. Create links and assist communication between members of the "youth affairs field" and other organisations which have an effect on young people in Australia, especially organisations like the Commonwealth Government, unions, media, educational groups, parent groups and business.

2. Consult with young people, workers with young people and organisations which work with young people, to make sure that the needs and views of young people and the "youth affairs field" are heard and responded to by the wider community.

YACA is designed so as to allow organisations of young people, of workers with young people, and of the different states, an equal say or vote in what YACA does.

WHO ATTENDED

1. Generally

The NYCA Council Meeting was attended by about one hundred young people from all over Australia. Some of the young people who attended came as individuals, but most attended as representatives of various organisations, which in turn represent a wide variety of young people in this society today.

Some of the organisations represented were:

* State Youth Affairs Councils
* National Network of Young Lesbians and Gay Men
* Local CYSS (Community Youth Support Scheme) centres
* ANSS (Australian Network of Secondary School Students)
* NATSIYC (National Aboriginal and Torres Strait Islanders Youth Council)
* TAFE colleges
* ACROD (Australian Council for Rehabilitation of the Disabled)
* Australian Girl Guides Association.
It is relatively rare that such a broad range of young people ever have the chance to collectively gather in one place. The NYCA Council Meeting could boast of having young people from as far as Vanuatu and Asia, to rural and urban white Australians, as well as Koories, people from non-English speaking backgrounds, unemployed people, and youth workers.

There were young people representing a wide variety of race, gender, socio-economic background, sexuality and lifestyles.

OUTCOMES

The people who attended the Council Meeting from Victoria found that they had learnt about important issues other young people were experiencing and how they could best work for change in areas they identified as being of concern.

1. Issues

The issues that were identified in brief are:

* the need for the continuing survival, even the improvement of, the Commonwealth Government's Participation and Equity Programme (PEP), or of a similar programme;

* the need to retain AUSTUDY and ABSEC as they are, to adequately service Aboriginal and Torres Strait Islander students;

* horror at the Commonwealth Government's plans to reintroduce tertiary education fees;

* the need for uniform educational qualifications between the States;

* a belief that secondary school students should be able to control their own sector of the education system far more than they do now;

* recognition that health should be seen holistically under which sex related issues, drugs, mental health, safety and the quality of life for the indigenous people of Australia are seen as priority concerns;

* shock at the sensationalism of AIDS "education" to date;

* recognition of the special needs of Aboriginal people, particularly in the areas of health, employment, housing, education, the the law.

2. Workshops

Workshops covered a wide range of topics, which enabled people to increase their knowledge on issues they already had some information on, and to learn about new issues they had not yet been exposed to.

Workshops covered such issues as:

* Sexuality
* Aboriginal and Torres Strait Islanders
* Income Support
* AIDS
* Peace
* Young People with Disabilities
* Young Women's Issues.

All workshops, however were not issues-based. There were skills workshops in areas like:

* Sustaining a Network
* Using the Media
* Attracting Resources
* Meetings – Making Your Point.

These practical workshops were probably more beneficial for participants than the issues-based, workshops, in that they could utilise the skills learnt within their groups after the conference.

All the issues-based workshops were run on a participatory basis, i.e. the facilitator was there to generate discussion on the topic. Facilitators would prompt discussion, answering questions as required. This method of running workshops was particularly beneficial to participants, since it meant that they were part of the workshop, not just being talked to.
The skills workshops were run along a different line. In these workshops, the facilitators presented more practical information. The involvement which was encouraged from participants was more for the questioning of points raised by the speaker for clarification, than the shaping of opinions. This worked equally well, but on a different level.

3. Personal

Surely one of the most interesting and valuable aspects of the Council Meeting was the way in which young people from very different backgrounds and cultures came together to co-operate, share ideas, and learn from each other. Many of the participants at the Council Meeting were challenged to have another look at people about whom they may have had preconceived, even unfair, ideas. The stereotypes which many of us carry were successfully undermined and replaced with reality. This happened often over the course of the Council Meeting.

One example of this was the issue of homophobia. Society still imposes upon young people that among other things, homosexuality is an unacceptable form of relationship. By meeting openly gay participants, (many for the first time), other people were forced to reassess the societal conditioning they had undergone.

Another example of this came about with the strong presence of Aboriginal and Torres Strait Islanders who encountered people’s pre-formed conceptions of them. Their well-organised, well-informed presence at the conference forced participants to reconsider their perception of these people.

New friendships were made where it would have seemed impossible before, that in itself, is a pretty significant outcome of the NYCA Council Meeting.

4. Groups

With so many individuals and groups present people learnt how to interact with one another in a seemingly stilted, larger group environment. Participants learnt that you can’t relate to people in the same way you would on a day-to-day basis, they found ways of expressing their ideas and working them through with a group of people, to come up with one representative voice.

New working relationships, contacts, and communication links were formed. This was possible because the conference atmosphere provided the space for interaction between participants on a number of levels.

April ’88

Social Justice: what is it?

by Katie Strandly (QLD)

Social Justice and Society

Social Justice refers to people’s social, cultural, political and economic rights. In order for social justice to prevail, these rights must be respected and upheld by the community, and especially by those involved with decision-making in our countries policies. Presently, Australia’s Federal Government is developing a “social justice strategy” to ensure the whole Australian community benefits from its economic plan aimed at enhancing Australia’s wealth.
To achieve its objectives of social justice, the government is looking to:

i. equitably distribute economic resources;

ii. provide equal access to such services as accommodation, health care and education;

iii. ensure the protection of people’s civil, legal and industrial rights; and

iv. enhance the participation of all in decision-making, personal development and community life.

To implement their strategy for social justice a number of schemes have been, or are being, developed by the Government including: the First Home Owners’ Scheme, which will provide housing assistance to working families; the Family Allowance Supplement; the Child support Scheme, which will ensure children of separated parents financial provision by the non-custodial parent; the Aboriginal Employment Development Program, and the Australian Traineeship Scheme.

In accordance with its objective of having every child provided for by 1990, the Government is looking to improve the financial situation of low-income families. This will mean prompt wage rises and lower taxes; assistance monies being directed away from the well-off and towards working families.

Social Justice and Education

Social Justice in education, too, is receiving attention. A person’s race, sex, financial situation, geographical position or physical capabilities should not act as a barrier to educational opportunities. The development of new programs by the Government may lessen the restrictions posed by these factors. The recent National Policy for the Education of Girls hopes to redress the inequities of the educational system by removing stereotyping, reviewing the allocation of resources, and providing equal access to the curriculum. Attention is also directed towards improving schooling for young aboriginal and Torres Strait Islander women.
The increasing use of satellite link-ups and improved radio communications is enabling more and more children in outback regions to receive a thoroughly modern education. Financial assistance is available through government programs, such as Austudy, whereby students of sixteen and over (or their parents) receive monetary assistance for studies. The program, despite requiring reviewing of the time and method of payment, is providing further incentive for young people to stay on at school.

The success, or failure, of the Federal Government's economic plan for Australia will be determined by that of its social justice strategy. In the words of a former Prime Minister, Alfred Deakin: "Permanent prosperity cannot be based upon institutions which are cemented by social justice..."

The attainment of social justice requires the energies of us all. What better time than now to promote social harmony within our many varied society.

RESOURCES


Active Citizenship in Schools and Youth Organisations

The Senate Standing Committee on Employment, Education and Training is in the midst of conducting an inquiry into strategies for improving active citizenship amongst young people through our schools and youth organisations. Submissions were presented by a diverse range of organisations and individuals, including YACVIC, the Municipal Association of Victoria and the YMCA. The Faculty of Education at Melbourne CAE also prepared a statement. Here is an extract from that document.

... The experience of College staff in schools and in research with young people would suggest that the Standing Committee's belief that there is a 'lot of untapped interest and enthusiasm about politics among young people' is misguided. However, we would agree that young people have a strong commitment to a sense of justice and a willingness to share in the control of their own lives and affairs that offers some hope that the alienation felt in
relation to state and federal politics can be overcome.

Community service activities have been an important component of the life of many primary and some secondary schools for many years. This component of the curriculum has made a considerable contribution to assisting young people to meet members of their local communities whom they might not otherwise encounter and to learn about the work of community organisations in facilitating the development of supportive neighbourhood relationships. More recently, some secondary schools have taken advantage of Work Experience Programs to provide opportunities for young people to spend a week or more observing the actual work of both government and non-government community organisations.

3. Innovative Programs

There is another approach developing in Victorian schools which should encourage more active citizenship among young people. The last decade has seen the steady growth of a range of strategies within primary and secondary schools, in which students are expected to accept direct responsibility for sharing in decision-making about their own education and their own lives. The central theme of these innovations has been student participation. The Faculty would urge the Standing Committee to examine these strategies closely and consider how their development might be supported by government policy and resources.

In general terms, student participation initiatives can be classified into two categories:

a) involvement in school governance, including the establishment of Student Representative Councils (SRC's) and the election of student representatives to various decision-making positions, including School Councils;

b) curriculum activities, in which students are able to negotiate specific aspects of their curriculum, or more significantly, engage in student research or action projects.

The activities in each of these categories have distinctive implications for students learning about their rights and responsibilities as Australian citizens. For those students who are elected or otherwise chosen to be representatives of their classmates, the involvement in formal decision-making provides invaluable experience in the procedures of democratic political processes.

In primary schools, for example, Junior Councils have been established in which students are assisted by teachers to examine the role that such a council may play in the life of the school, how it should be constituted, how its decisions should be implemented and how people should come to participate. The SRC's now found in many secondary schools provide similar opportunities for young people to make decisions about student activities within schools. In fewer schools, "student government" or "student council" is included in the school timetable and students are encouraged to become more closely involved in the management of the educational, financial and physical of school life.

Recent research and innovation overseas and in Australia has demonstrated that the most effective means of communicating with young people about matters of public policy is through young people themselves. Government authorities such as the Human Rights Commission nationally and the Victorian Ministry of Transport have initiated projects with schools and groups of unemployed young in which young people are assisted to undertake research on topics such as attitudes to racism or vandalism. An important focus of some projects has been to get the young people involved to prepare
their reports or materials in a format oriented towards other young people.

Some secondary schools in Victoria now use student research as a normal part of the curriculum or life of the school, as a means of enabling their students to explore particular aspects of their community or of an issue which is important to them. The focus may be on recreation facilities for young people, employment issues and programs or environmental concerns. Invariably, the students' participation in these projects has been considerably enhanced when the outcome of the project has been directed to some kind of action. In addition to reporting to their peers, young people have gained great satisfaction from reporting formally to the relevant local authority or state government agency.

The Faculty wishes to suggest that the experience gained in this type of curriculum activity is a very important means of tapping the interest that young people have in taking part in decisions that affect their lives and of encouraging them to play a more responsible and active part in the life of their local community.

4. Youth Organisations

In 1987 staff from this College assisted the statewide young organisations to document the knowledges and skills developed by their paid and volunteer workers in responding to the needs of young people. One of the very clear findings of the project was the high priority which the organisations placed on 'empowerment' among young people.
Most commonly, this was reflected in specific attempts to involve young people in the management and development of the groups and activities in which they participated.

This orientation of the youth organisations reflected the same basic principle that underpins the development of student participation in schools: the most effective way of enabling young people to learn about the rights and responsibilities of adult life, including citizenship, is by experiencing how decision-making works, not just being told about it.

5. Teacher Education

Various components of this College's courses contribute directly to meeting the concerns which lie at the heart of the Standing Committee's Inquiry. Major studies are offered in Sociology, History and Politics, and Australian Studies is also offered. Students with the appropriate academic backgrounds are able to undertake studies in the Methods of Teaching of Social Studies, History and Politics.

Social studies enables students to develop a perspective across the range of social institutions and of the relationships between them; history places the contemporary forms of these institutions in a context of continuity and change; politics focusses more specifically on the character and importance of government as central agency of public decision-making.

The College also encourages students to become involved with community organisations and projects. Students can obtain credit for this involvement if they can demonstrate to the appropriate committee that their efforts have been educationally worthwhile.

Within the Education subjects offered by the College, there has been a developing emphasis on action-research as a means of enhancing the student teachers' learning about schools and education. The focus of these initiatives has been not only on the needs of the students but also of the schools with which they are associated. Hence, where possible, the reports of their investigative work are prepared in a manner which is useful to the schools concerned. As with schools, this approach is effective both in its educational outcomes and in encouraging a greater sense of self worth amongst students. It also enhances their awareness of the contribution that they can make to improving the work of schools, and provides them with models of teaching and learning that they can apply in their subsequent careers as teachers.

6. Conclusion

This submission has been prepared for the Standing Committee's Inquiry because this Faculty and the College have a strong commitment to encouraging young people to become active and responsible members of our society. The Faculty has suggested to the Committee that the recent developments in active involvement of students in school governance and in student action and research have considerable potential for addressing the concerns which lie behind the Standing Committee's in terms of reference.
ANSS: First National Secondary Student Conference

AUSTRALIAN NETWORK OF SECONDARY STUDENTS

The Australian Network of Secondary Students is a national secondary student organisation working for and on behalf of secondary students throughout Australia. Initiated by students through Participation and Equity Program (PEP) activities in 1985, ANSS has enjoyed modest and fruitful development over the past three years.

ANSS Management Committee consists of ten secondary students from each State/Territory in Australia (two from NSW and Vic.). Members of the Committee are elected representatives of State/Territory or Regional secondary student networks, where such networks exist. Funded by the Commonwealth Schools Commission in 1987 and currently funded by the Commonwealth Youth Bureau, under their Program of Assistance to Non-Government Youth Organisations, ANSS is continually developing its network with both secondary student/s and non-student organisations.

A major activity for ANSS in 1988 is to conduct the First National Secondary Student Conference, October 27-29.

DIRECTLY FOLLOWING THE ANSS CONFERENCE WILL BE THE FIRST AUSTRALIAN YOUTH AFFAIRS CONGRESS. SOME OF THE PARTICIPANTS AT THE ANSS CONFERENCE WILL BE ABLE TO ATTEND THE CONGRESS (29-31 OCTOBER 1988) AS STUDENT REPRESENTATIVES. THE THEME OF THE CONGRESS IS "SOCIAL JUSTICE" AND ANSS (YOU) HAS A GREAT OPPORTUNITY TO HAVE A VALUABLE CONTRIBUTION, WITH ITS SOCIAL JUSTICE IN EDUCATION THEME, TO THE DEVELOPMENT OF THE FEDERAL (NATIONAL) GOVERNMENTS' "SOCIAL JUSTICE STRATEGY". THIS IS A GOOD OPPORTUNITY FOR STUDENTS TO HAVE A SAY IN THIS IMPORTANT GOVERNMENT INITIATIVE, SO MAKE YOUR VOICE HEARD!!!

WHERE: EAGLEHAWK CONFERENCE CENTRE
                      FEDERAL HIGHWAY,
                      CANBERRA.

ENQUIRIES FOR ATTENDING THE CONFERENCE SHOULD BE DIRECTED TO YOUR STATE/TERRITORY ANSS REPRESENTATIVE. SEE CONTACT DETAILS FOR YOUR REPRESENTATIVE.

NATIONAL SECONDARY STUDENT CONFERENCE

PROPOSED PROGRAM

1. NETWORKING
   - ANSS Background
   - ANSS Structure
   - Improved Networking
   - Networking skills

   - ANSS Relationships through Networking
     (i) Secondary Students/Students Groups
     (ii) Non-Secondary Students/Organisations
        - ANSS Charter
2. STUDENT PARTICIPATION

- Motivation
- ANSS
- Supports
- Classroom
- Decision-making
- SRC's
- What is it and Why have it?
- Practical Use of Skills
  (i) Actual Skills
  (ii) Process
- Communications
- Rights of Participation

3. CURRICULUM

- Students Role
- Negotiation
- Future of Education
- Accreditation
- Discrimination
- Political Studies
- Students rights

4. ISSUES

- Student Rights
- Education on the Political Agenda
- Assessment Procedures/
  Tertiary Entrance
- Tertiary TAX Scheme
- Discipline and Welfare
- Conservation and Environment
- Health
- Legal Rights in the Workplace

5. SOCIAL JUSTICE IN EDUCATION
   (Joint sessions with National Youth Council of Australia)

Content for this section are under consideration, a meeting is being called of relevant peoples to co-ordinate the process for this section. Other peoples will be called upon to research/write papers in relation to this section.

Sub-issues suggested by ANSS are:
- Student Bill of Rights and Responsibilities
- Disadvantage
- Access
- Participation
  (i) In the Classroom
  (ii) In Decision-making
- Non-Discrimination
- Information
- Resources
- Austudy

This section will be carried on to the Youth Affairs Congress being held immediately after ANSS Conference.

6. ASSERTIVENESS TRAINING SESSION
   (Joint Session with National Youth Council of Australia)

The main purpose of this session is to prepare for input to Congress. This is not the only purpose, general assertiveness techniques will also be included. Content for these sessions is yet to be established and will be decided in consultation with the National Youth Council.

ANSS 1988 MANAGEMENT COMMITTEE STATE/TERRITORY CONTACTS.

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26
CREDIT AND SUPPORT

This book, produced by West. Ed. and published by the Ministry of education in 1987, is intended as a guide for teachers on effective Student participation. It is a follow up to our earlier publication, "Take a Part" which was a handbook for students (arising as a result of our "Student Action" project) on how to become involved in decision-making processes at the school level.

Although the prime target is teachers, Credit & Support provides some useful background for students on the experiences of students in the past, the difficulties they faced, and the paths they followed.

"Credit & Support" is divided into six progressive sections which start with the idea of participation and why, works through the difficulties, clarifies the issues, and suggests solutions and action plans.

Section 1: "Participation": includes a complete listing of all the items which relate directly to student participation in the Ministerial papers, thus summarising the "authority" for encouraging student participation in "What do we mean by Participation?" there is a run through of all the different ways students may become actively involved in a school program, e.g. Formal decision-making bodies; Student-based decision-making bodies; Classroom-based decision making bodies. This is followed by an analysis of selected examples of student participation. Under the heading "Why is it important?" we are given a student view:

"The value of a person or a group of people is reflected by how much you trust them to make decisions about important things".

(Greg Thorpe: St Albans H S.)

Also under this heading the new skills students learn through participation are listed plus
some direct benefits for schools themselves. A good example of how students can participate in curriculum evaluation is provided and this also explains how student needs can often acquire new meaning when students themselves are involved in assessing these needs.

Section 2: "Participation is not without its difficulties"
This section opens with some words of encouragement and advice from a student, written in very practical terms. In "Things we've learnt: some of the difficulties" there is virtually a check list for teachers to ensure that students are not disadvantaged in terms of class work, time, homework, etc., but that their participation is acknowledged as part of the curriculum. The following two accounts by students of their own levels of participation are honest and very readable accounts of what they participated in and how they felt about it. Finally, a summary of the "Difficulties" provides a clear, concise account of obstacles to meaningful participation.

Section 3: "Participation is not without its difficulties but at least we have clarified the issues".
The list of questions in this section provides an excellent starting point for negotiation with all bodies in a school which is attempting to make student participation an integral part of the curriculum.

Section 4: "Participation is not without its difficulties, but at least we have clarified the issues and have developed a variety of solutions."
This section opens with an address from the Minister of Education to a state-wide students forum sponsored by International Year of Youth. Unfortunately the Minister is now a different person but the ideas have not changed and no new documents have replaced the Ministerial Papers as guidelines to schools.

This section provides some valuable ideas and methods for planning, making organisational changes, negotiating exemptions, negotiating substitutions and adjusting the timetable. Several case studies are provided which give concrete examples of how particular schools went about implementing these changes. Also provided are some suggestions for considering the impact of teaching methods, documentation, supervision, certification and accreditation. An example of a "Possible general framework for all specially accredited courses" should be extremely useful for teachers and students to clarify the aims and objectives of their own participation. In a similar fashion a specific outline for a student participation elective is provided, in a class plan format. Examples of a certification document and an SEC Contract are also shown.
The sub-section "Solutions For Support" covers areas such as mutual respect; making meetings comprehensible; briefing students; meeting procedures; language; travel; adult support; communication.
Some possible pro-formas for job descriptions for an SDA position and an in-service day complete this section of the book.

Section 5: "Participation is not without its difficulties, but at least we have clarified the issues and have developed a variety of solutions and a way to put them into effect."
A series of steps which would act as a starting point is provided at the opening of this section.
and is followed by some draft policies and examples of submissions to regional Boards.

Section 6: "...Additionally..."
This section deals with parent concerns, new ways of students participating and teaching ideas. A class plan for a Student Government elective and a Youth Action course gives teachers a readily transferrable format for approaching all forms of student participation within the curriculum and goes so far as to give tips on resourcing, staffing needs and evaluation.

The book finishes with an article by Roger Holdsworth in which he anticipates, and attempts to answer some of the perennial questions and obstacles raised within schools about student participation. For teachers who are keen to find other members of the staff of the administration attempt to "throw a spanner in the works" this article should provide some logical answers and back up.

"Credit & Support" is by no means the definitive article on Student Participation, but drawing as it does on a variety of experience within the field, it offers teachers and students some examples, ideas and a hope that although the wheels of education grind slowly student participation is not only a good idea but can be a reality in any school. The book is easy to read, well layed out with simple but very effective illustrations.

West Education Centre has some copies of "Credit & Support" but we have been assured that several copies of the book would go to each post-primary school in Victoria. If you have not received your copies you would be well advised to direct enquiries to Mr Ian Adams at the Ministry of Education.
The Student Community Involvement Program has recently drawn attention to the following resources which may be useful to people involved with youth participation. We thought it would be helpful to all Connect readers to reproduce the following details.

"Really Good Friends" Video

Produced by Victoria College this 18 minute video illustrates the Tutorship Program at St Joseph's Technical College, South Melbourne. It is an excellent video for both teaching staff and students in showing them how a community involvement program can operate successfully. This video is available for loan from SCIP or sale from Oceanica Medial Network. Phone (02) 264 3529.

"Let's Go Caring"

"Let's Go Caring" is a cross-age tutors' manual produced by the Monterey Cluster of schools. It is an excellent resource for students involved in cross age tutoring and covers topics like, do's and don'ts, how children develop, stage of development, tricks of the trade, process writing and tutoring maths. "Let's Go Caring" is available for loan from the SCIP Resource Library. To purchase, contact Monterey Technical School, on 786 3655.

"Kids In Action: A Directory of Note worthy Student/Community Projects"

This resource book lists and describes nearly 200 community projects which have been performed by young people. Includes students' projects working with disabled people, the aged, young people, migrants, environmental and cultural projects, services to the general community etc. It is a source of ideas and information, case studies including contact names and addresses. "Kids In Action" is available through SCIP. Cost: $10.00

Publications Received

AUSTRALIAN STUDENT PUBLICATIONS

RAVE No. 34 (Winlaton Education Centre, Melbourne).
FOCUS No.2. April/May 1988
(Hobson's Bay Secondary College, Melbourne)

Other Sources

Collective Notes (COSHG, Melbourne) No. 32 July 1988
Collective Notes (COSHG, Melbourne) No.5, May 1988
Options (DEET Youth Bureau, Canberra) May 1988
World of Work Newsletter (CDC Canberra) No.6 June 1988
Improving Access to Traineeships
(for Long Term Unemployed and)
Disadvantaged Young People
(YACVIC, Melbourne December 1987)
Student Community Involvement
Program Newsletters 1 and 2
(SCIP, Melbourne)
Options (DEET Youth Bureau, Canberra) June 1988
Network News (Community Activities Network, NSW) June 1988

Friends of Connect

We gratefully acknowledge receipt of the following financial contributions since the last issue of Connect

SUPPORTING SUBSCRIBER ($50 P.A.)
RMIT SRC (Melbourne, Vic)

PATRON SUBSCRIBERS ($20 P.A.)
Bayside School Support Centre, (Moorabbin, Vic)
Pam Jonas, STC Executive
(Nth Richmond, Vic)
John Lyall, (Clifton Hill, Vic)
Trevor Plumridge, (Seville, Vic)
Robert Semmens (Nth Carlton, Vic)
The establishment of student organisations in all of our post-primary schools is to be encouraged, and their use as a desirable component of the school decision-making process should be taken seriously.

Director-General of Education, 22 March 1985

Yet few resources have been available to assist student organisations. Until now . . .

Six pamphlets, produced by the Youth Affairs Council of Victoria, are essential resources for SRCs. They can be used for general reference, for individual reading or for workshop discussion.

Topics covered are:
- #1 Why Have an SRC?
  - what you get from an SRC
  - what an SRC can do
- #2 Making Decisions
  - different ways
  - small group approaches
- #3 Meeting Procedures
  - roles in a meeting
  - formal procedures
- #4 A Good Representative
  - what a representative does
- #5 Getting Ideas and Reporting Back
  - working with a class/group
- #6 Making It Happen
  - action plans
  - getting resources and support

All pamphlets also contain suggestions for discussion and activities and a list of further references. They are attractively presented and illustrated.

The pamphlets are either available individually ($1 each) or in a packaged set of all six ($5). Each pamphlet is also available in a 'class-set' of 20 for $10. All prices include postage and handling.

Order now using the attached form.

Youth Affairs Council of Victoria, 14-16 Gertrude Street, Fitzroy 3065. Phone: (03) 419 9122

To: Youth Affairs Council of Victoria, 14-16 Gertrude Street, Fitzroy 3065.

Name
Address
Postcode

☐ I enclose $ . . . for . . . copies of SRC pamphlet # . . . ($1 each)
☐ I enclose $ . . . for . . . sets of all six SRC pamphlets ($5 per set, postage included)
☐ I enclose $ . . . for . . . 'class-sets' of SRC pamphlet # . . . ($10 per set of 20)
☐ I enclose $ . . . for . . . 'class-sets' of all six SRC pamphlets ($60 per set of 20 each)
To: CONNECT, The Newsletter of Youth Participation in Education Projects,
12 Brooke Street, Northcote 3070 Victoria Australia

From: NAME: 
ADDRESS: 

Postcode: 

SUBSCRIPTION: $10 for a 1-year subscription...............$........
$5 for a 1-year subscription (concession rate)...............$........
$20 to become a PATRON SUBSCRIBER (for one year)...............$........
$50 to become a SUPPORTING SUBSCRIBER (one year)...............$........
$100 to become a SUSTAINING SUBSCRIBER (two years)...............$........
$1000 to become a LIFETIME SUBSCRIBER (forever)...............$........

DONATION: I enclose a donation of...............$........

LITERATURE: * Back issues of CONNECT (circle one/s wanted)...............$........
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,

* Riff Raff Soundtrack LP ($8 plus collect)...............$........

* Students Publishing ($2) - Connect reprint #2...............$........

* Students and School Governance - Connect reprint #4 - coming SOON (send no money yet)...............$........

* Students and Work ($2) - Connect reprint #5...............$........

* Ascolta Radio Group 1984 Report ($2)...............$........

* "Youth Radio" issue of CRAM Guide (3CR) ($1)...............$........

* Youth Advocacy Report ($2) - LaTrobe University...............$........

PHOTOCOPIES: Copies of the following articles:

Numbers: .................. ........$........

INDEX: To Connect and "Articles Available" to issue
17 (October 1982) (80c) .................. ........$........

TOTAL ENCLOSED .................. ........$........