FIVE YEARS OF CONNECT....

Who would have thought it in November 1979? With that first issue of CONNECT, I took a bet that there would be people interested to read of exciting projects actively involving young people in decisions about their education.

In issue #1, I wrote about CONNECT: "If it serves a use, it will survive - if not, it will last few issues."

After five years, 30 issues, CONNECT continues to publish strongly - with your voice! And, as importantly, the growth of youth participation programs and the understanding of their ideas, has been heartening.

...NOSTALGIA ISSUE....

So, while we're being nostalgic, what better than an issue that draws together some threads from the past: reference to cross-age tutoring and an article on Student Rights and Responsibilities from ten years ago; articles on an SRC and Youthcraft from 1982 and 1983 respectively.

But we can't just look backwards. CONNECT will be here for another five years and another - with your support and your voice.

Next issue is due in February. Why not spend some time over the holidays writing on what you've done in 1984.

Have a good Christmas/New Year break. I'll see you, refreshed, in 1985, ready for another good five years!

Roger Holdsworth

CHRISTMAS PRESENTS?

What a good idea! A gift subscription to CONNECT or a copy of THE BEST guide to oral history/magazine production, "You And Aunt Arie": $10 plus postage.

And at the same time - a Christmas gift to CONNECT of new and renewed subscription!

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CONNECT is edited and published by Roger Holdsworth, 12 Brooke St., Northcote 3070
TUTORING IN TRAFFIC

During discussions with Kieran Griffiths, Student Driver Coordinator, and Wayne Bienvenu, Operations Manager at the Goulburn Valley Driver Training Complex (GVDTC), it was apparent that we shared a common concern about the perceived lack of Traffic Safety Education in the year 7, 8 and 9 levels of local post-primary schools.

On reaching secondary school, there seems to be an abrupt end to Traffic Safety Education for children from local primary schools which conduct the Careful Cobber Program in every year level from Prep to Grade 6.

A quick phone around local post-primary schools revealed that almost no Traffic Safety Education was being included in year 7, 8 and 9 programs. It seemed to me that this gap should be filled, as this age group is heavily represented in bicycle accidents and are the motorcyclists and drivers of tomorrow.

I didn’t have the time to jump in at the deep end, but finding the challenge too interesting and important to forget, I decided to start making little splashes at the shallow end. Firstly, phone calls to Howard Brown at the Road Traffic Authority resulted in much forthcoming literature - thanks Howard! It is hoped that the small start being made in local schools now will also be a springboard for the acceptance of the materials currently being written and produced under Howard’s umbrella.

TRYING OUT A PROCESS

The aim for the local year 7, 8 and 9 curriculum trials is to experiment with a process involving cross-age tutoring and nurturing approaches. I want to see if this can be a positive means of promoting traffic safety education in these year levels. The content is negotiable.

Basically the ideas to be tried at each level are:

Year 9: To accept the responsibility for planning and conducting units of work for year 7 students, based on what the year 9s consider are the traffic safety education needs of those students.

Year 8: To accept the responsibility for planning and conducting units of work for a group of primary school children. (This is geographically possible in Shepparton as all post-primary schools are within walking distance of a primary school.)

Year 7: To participate in activities planned and conducted by year 9 students.
IMPLEMENTATION OF IDEAS

A meeting with year-level coordinators at one local post-primary school was held. One teacher with a year 8 Social Studies class and one teacher with a year 9 English class volunteered to be involved with the trialling. (I suspect that they were 'dubbed', really.)

Both teachers and I are planning and conducting the sessions. To date, the year 9s have:

a) gained knowledge about the involvement of secondary school-aged cyclists in accidents; the types of accidents which occur and the part played by cyclists in causing accidents;

b) suggested reasons why the 12-14 year olds are strongly represented in cyclists' accidents;

c) devised ways to assist with overcoming the problems.

The year 9 class, working in small groups, are now planning activities for the year 7s. Each group has one problem to address eg behaviour, visibility, helmets.

To date, the year 8s have:

a) planned a series of questions to ask children in the primary school next door, aimed at finding out what they know about bicycle safety;

b) walked to the primary school to ask year 2 children the questions. This visit was organised a few days beforehand and conducted during class time. Each year 8 student has 'adopted' one year 2 student to educate. Therefore the questions were asked on a one-to-one basis. This personal approach also means that every year 8 student has a responsibility. The "leaving-it-to-the-group" syndrome is thus avoided.

The next step for year 8s is to observe the behaviour of young children on roads (as pedestrians, passengers and cyclists) before moving into the planning of units for the 'adopted' children.

The year 7s are going about their normal day to day business. They don't know anything about this yet.

This article will be followed up with more details about activities, responses, attitudes, results, disasters etc in a later edition of VATSET (see below). Please contact me if you can assist with ideas or would like more information.

POSTSCRIPT

This article is reproduced from VATSET no. 3, August 1984. VATSET is the magazine of the Victorian Association of Traffic Safety Education Teachers. The Road Traffic Authority has produced curriculum materials titled 'Roadwork' (P-4) which exists in most primary schools. 'Roadwork' has a range of worksheets and other materials suitable for cross-age tutoring programs. Ray Taylor at the authority (ph 03.810.2676) would like to contact teachers in schools interested in using traffic safety materials for cross-age programs.

Jenny Houlihan, Teacher in Charge,
Careful Cobber Project for Primary Schools,
Goulburn Valley Driver Training Complex,
PO Box 1034, Shepparton 3630.
Ph: (058) 211.099

FRIENDS OF Y.P.

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PRINCES’ HILL PRIMARY

The grade 5 students from Princes Hill Primary School presented seminars at LaTrobe
University and Melbourne College of Advanced Education (latter on 13th November 1984).
These seminars outlined their cross-age tutoring program. These two articles outline
that program. The first, in the tutors’ own words, is taken from their presentation
to Melbourne CAE - five groups of students make comments. The second article is re-
printed from LaTrobe University's Record.

GROUP A:

"Cross-age tutoring is when two people of different ages get together and learn
from one another. We have learnt to be more patient and to be more reasonable, as
well as how to teach younger children."
"Teaching is not the same as tutoring. Tutoring is when you are teaching one
child and teaching is when you teach more than one child."
"To be a good teacher, you must be able to make a lesson different nearly every
time and to get the children interested in the lesson and to make them understand
what you are trying to teach them. Also you have to be in control of the whole class."
"To be a good tutor, you have to be patient, firm and to be able to make a lesson
fun. Also, you must enjoy what you are doing."

GROUP B:

"The questions we are going to answer are:
* who do you tutor?
* what subjects do you tutor?
* what makes a good tutor?
and to explain the word 'labelling'."
"We tutor people in grade 2 and they're about 6 or 7 years old. We're 10 and 11."
"We plan our lessons according to what we think our students need to learn and to
what they want to learn. Some of the subjects include maths, spelling, pronunciation,
physical education, handwriting, word study and reading."
"A good tutor is someone who is understanding, patient, gives their student a
challenge and who is firm but kind."
"Labelling is when you categorise your students under headings like 'dumb', 'stupid',
'smart' and 'slow'. You shouldn't label your students because, if you do, your student
will find it hard to improve because you will find it hard to think of him or her in a
different or better category."

GROUP C:

"This is one of the words that we came across in cross-age tutoring: 'motivation'."
"We think it means this: to inspire or supply a reason for learning."
"What are some skills of tutoring? Patience and motivation are two. So is the skill
of keeping the tutee interested."
"What are some problems involved in tutoring? Sometimes the tutee doesn’t concen-
trate on what you’re teaching them. Also sometimes they giggle and squirm when you tell
them something. Sometimes they muck around with a friend."
"What could be the solutions? One thing is to say, 'If you don’t do it, I won’t come
here anymore' or just ignore it or force them to do it."
"Or say, 'I’m here for your benefit, so behave and we’ll get to learn a lot and do
more exciting things in the future'."

GROUP D:

"Imagination: We think that you need imagination to help the lesson be interesting
and not boring."
"What have you learnt through buddy tutoring? We have learnt to teach younger kids
exciting things."
"What do we enjoy the most about buddy tutoring? The self-satisfaction of knowing
that we have helped in a child’s education."
"What makes a good tutor? We think that to be a good tutor, you have to be patient
with your partner and make the lesson so your partner can understand it."
"Is buddy tutoring the same as teaching? We think buddy tutoring is similar to
teaching because they both give knowledge to the students."
Classroom learning experiment of ten years ago goes on to greater strengths

Whether you’re nine or thirty, have been teaching for months or years, the problems and rewards are much the same.

That observation followed a recent review of an innovative teaching technique pioneered by La Trobe educationist, Dr Tony Knight.

It was ten years ago that Dr Knight introduced as a trial at the then Brunswick East Girls High School the system of ‘cross age — or buddy — tutoring’. Senior students were allocated to younger students, usually with three years age difference to help them with a variety of learning tasks such as maths, languages, reading and physical education, education.

The method is particularly helpful, says Dr Knight, when the school has a number of language and cultural groups.

In a number of cultures for centuries, Dr Knight’s reflections were prompted following one of the basic exchanges which mark much of the educational research he undertakes. A great believer in actively involving children in their own learning process, Dr Knight late last month invited some 25 grade five ‘tutors’ from Princes Hill Primary School to La Trobe. Facing a group of ‘teachers-to-be’, our Diploma of Education students, the young tutors gave a seminar.

The session was appropriate: most of our Diploma of Education students were themselves due to go out on teaching rounds the following week.

The hour-long seminar provided first-hand details about how the children themselves were coping with their roles as tutors and what they thought they, and their charges, got out of it.

Princes Hill Primary School was chosen for the task because its policy encourages the involvement of the young tutors and the class teacher initiated, and is evaluating, the program.

The seminar confirmed the contribution that can be made to the educational and social development of the young tutors and their grade two charges.

It also highlighted that the young tutors soon identified for themselves many of the problems faced daily by their teachers.

Speaking in small groups, the following themes emerged: how can you make lessons interesting, maintain the attention of students, and stretch those who are ahead of the rest of the class?

‘Basically,’ said Dr Knight, ‘the encounter showed that it mattered little how old you are or how long you have been teaching — the problems are much the same.

In their own words then, what had the students as teachers’ learnt?

‘Kids have different personalities, and to have a good lesson you need to plan ahead,’ said one. ‘If you yell or put them under too much pressure, they won’t respond well. You’ve got to plan and organise what you teach — and know their abilities,’ said another.

‘That learning can take place from lots of other people, not only teachers,’ responded a third.

‘And patience’ commented a youngster from the back of the group, to the sound of universal approval.

What did they as tutors enjoy most about the experience?

‘Meeting other people and finding out about them’, ‘the self satisfaction of knowing you’ve helped someone else with their education’, were two comments — and not to get angry.

What were the main problems they encountered?

‘To get them (their students) interested and stop them mucking around’ seemed to sum up most of the difficulties faced by the young tutors. But another said: ‘The student I taught could do everything I asked, and we ran out of things to do.’

So what did they do with difficult students?

‘I went strict and told him I won’t be coming again,’ said one. ‘I’m coming here for your benefit’, said another in a similar vein. Both reported moderate improvements in their pupils’ attitudes, but added quickly: ‘If there had been three or four of them it would have been impossible’.

What about the ‘bright’ ones?

‘Most left they had to ‘get them more interested’ in the task at hand. But the young tutors turned that one back on the La Trobe teachers-to-be. After much scratching of heads, someone volunteered the idea of a special ‘activities box’ to which the brighter children could turn when they had finished their work.

‘In keeping with the spirit of the seminar, someone else suggested that these brighter children, in turn, could help or tutor someone else in the class.’

“These comments,” says Dr Knight, speaking after the seminar, ‘reflect the ongoing learning, taking place for both tutors and tutees’. The comments were similar to those made in the weekly tutor seminar at the school where the young tutors, with their own teachers and usually Dr Knight, discuss teaching strategies and methods.

Listen more to teachers

And what did the young tutors get out of it personally?

One girl summed up the views expressed by a few: ‘If you answer their questions in the playground they often say hello. It’s a good feeling that a child is not scared of you and wants to talk with you.’

‘One boy admitted receiving a birthday party invitation from his “pupil”. Did he go? An embarrassed silence: “No”.

Finally, has it changed their own attitudes to their teachers and learning?

“I listen to my teachers more now,” said one girl, “because I know how hard it is to teach”.

Added another: ‘Many students don’t think far enough ahead; they don’t realise that their learning will be important for them later in life…”’

As a teacher of teachers and educational researchers, Dr Knight was obviously pleased that his work of ten years ago has fallen on fertile ground.

Following the seminar, evaluation reports will be prepared for the benefit of future DipEd students, largely in the young tutors’ own words. And Dr Knight will keep writing with, and monitoring the progress of, the Princes Hill group and those at other schools.

For him — as for this outside observer of the seminar — these seemed little need for a more formal academic review of proceedings. The children had said it all.

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More details may be obtained from Dr Tony Knight, School of Education, La Trobe University, Bundoora 3083. Phone (03) 478 3122.
When your principal asked me for a title for my talk today, I gave him that pithy little quotation off the cuff. He must have taken me seriously as I notice it is part of your outline for today. I think it is worth remembering and maybe after today’s activities you will think so too.

Firstly, I plan to talk to individuals today. Individuals working with young people; not subject teachers, members of departments, curriculum committees or what have you. I’ll tell you why.

Over the past three years, the school where I work has undertaken massive changes in search for effective curriculum. We embraced a series of sound principles (mainly based on the Schools Commission Schooling for 15-16 Year Olds - The Adaptive School), modified existing structures and embarked on a range of innovative and exciting projects. We set a perfect stage for imperfect actors.

Now, that is a separate topic and I don’t plan to go into that today, but do you know what I have been forced to recognise? That curriculum development starts with individual teachers getting their act together; drawing together and working together; kids who want to be part of the show; and each addicting each other with the habit of success.

And by curriculum development, I don’t mean the usual noble rhetoric "into the eighties" because the development I am talking about cannot continue in a system whose participants are so strongly motivated to resist change. The change I am talking about is like any forbidden pleasure - it's fun while it lasts, so enjoy it while you can.

I mentioned the habit of success. Success in schools. Don't get to think that in the light of what you see happening, are told or read of happening, about resistance, alienation, breakdown, burnout, chaos, discipline - that it's not possible, because it is. And by success, I mean broad definitions: achievements that leave kids, their parents and their teachers feeling pleased with themselves. A sense of excitement, worth and direction about what they are doing. All kids, not just the 'brightest'.

Kids do remarkable things. A few teachers and some kids about the stage you are at, looking for ideas, thought up and succeeded in an amazing project, and it may be of interest to you. The idea was to build a boat over two years, not just any boat, but a replica gaff-rigged fishing boat used in their area many years ago.

The kids fished out some old folk who were familiar with these boats. Some had worked on them, some just knew about them, and fortunately the kids found some who had spent their earlier years building them. You can imagine how eager those old timers were to talk about a major part of their life to a bunch of enthusiastic kids armed with note-pads, cameras and tape recorders. Those young people were able to put the infant project into a fascinating historical context.

In the process, the kids were given the name of a large company who had actually started out as a builder of these boats; and even though it had diversified, some senior partners remembered their beginnings with pride. One, a naval architect, took particular interest in the students' ambitious and exciting project. An interest that went beyond a condescending nod of the head and extended to the preparation of a set of working drawings for the boat. Plans for a replica, using some modern materials and, above all, simplified for students to follow.

You can imagine that there was no difficulty in getting the papers involved and other media quickly followed with excellent coverage of activities so far, and plans for the year. It is not surprising that the kids and their project started to get
tremendous community support. The reason, of course, was that it was imaginative, interesting, and made sense to ordinary people. (A lot of what we wants kids and their parents to get interested in only makes sense to us, remember.)

So the boat was underway. The old craftsmen didn't realise it at first, but they were taking over the teaching role. You couldn't keep them away from the project and the kids loved working with them. 'Smokos' replaced recesses and parents did the canteen bit another way by making sure 'the workers' had a good morning snack, hot scones and all.

Momentum was developing and the group (they met regularly with each other and various advisors) started to look further down the track. You may be surprised that they didn't plan it all first. No, they knew that the development of a good idea needs a foundation of action, not too much planning. All sorts of things begin to happen when the project is underway and, apart from anything else, kids work better with the concrete than the abstract.

Anyway, they began to plan a trip in this boat and film the whole thing. By working and talking with the old timers, the kids could see some exciting possibilities of producing a film, using the boat and the stories of those who worked them. Before long, a group of students took on the task of writing a story and as the boat was a replica, the story too would be based on events of the time. Like the building of the boat, the story was to become a major challenge, made possible by enlisting the willing assistance of professionals. A noted Australian writer and several historians were pleased to work with the kids and the results were amazing.

The movie too became a major activity and another group of kids accepted this challenge. The could see the possibilities of producing a first-rate movie, and sought the special expertise to enable them to plan the sequences, select locations and so on. Some inter-department scheming at upper level enabled a group a trainee film-makers to work with the students as part of their course.

It became apparent that yet another group of students would be needed to handle all the administrative aspects. The purchasing of timber, fastenings, sailcloth, rope, as well as organising a host of other things related to the overall project. Things like progress reports, interviews, arranging visits to film locations, and seeking sponsorship from several Australian companies. The project was progressing well. It had a healthy ring about it and the people involved - young, middle-aged and elderly - were all glad to be involved with such apparent success.

The timing was right, too. We have developed an avid interest in our history, so the movie was in demand even before it was finished. For all its lack of initial
planning, it was a good project from whatever way you looked at it. It involved active participation from kids and their parents, deserved and received active support from the community, offered all kids the chance to succeed and share in the real rewards of success, including money.

Pardon the pun, but it would be wrong to say it was all plain sailing. You can imagine the demands on the students' time that the project claimed, the timetable flexibility it required and the attitude of those not involved. It's not surprising then that some who should have known better, knocked it. They reminded all and sundry that the kids are "missing out on important subjects" and that it will not enable the kids to get jobs.

All quite true of course. But it didn't offer a year of pretentious academic rigour and still not deliver a job either. Some kids were affected by this knocking, maybe because it expressed the way they really felt. They had got tired of it and as some of the other kids were giving them a hard time, they decided to pull out. Remember that success breeds success, but it also breeds spite, jealousy and envy.

However, most saw the project through. Two years of risk, hard work and, as the project was bigger than anybody had imagined, two years of massive commitment of effort, time and money. For many, pulling out was unthinkable despite the risks, because their credibility and even their jobs were at stake. And beside that, too many people had given so much to make it a success. It had to succeed and it did.

In the latter stages, several big companies responded well. They saw some limited advertising potential but their main reason for supporting it was to be seen to be involved with a venture that showed youth in a positive and successful light. They no doubt upheld it as an example of their own ethic: imagination, risk and hard work deserves success.

Some gave money, but most provided a service or materials of incalculable value. One company loaned a helicopter and pilot for some difficult filming; another donated film and processing. One commercial television company made make-up and costume people available, as well as some technicians and equipment.

So the film was a great success and was added to the list of valuable Australian Heritage films. The boat was sold to a tourist centre and the kids, as far as I know, still think proudly of their most memorable school event.

And now comes the remarkable part. I notice some wondering why they haven't heard of the project or seen the film. It is because it hasn't happened yet. The whole thing is a figment of my imagination. The boat design was a Lakes fishing boat; the architect was from Bull's Shipyard, who also gave the kids the names of some old boat builders. The Rotary Club of Sale provided the financial advice; the repertory society production assistance; the Melbourne School of Television and Drama, the film expertise; Kodak, the film; Esso the helicopter; and Sale Technical School, the resources and people who tied it all together and made it happen.

Maybe my imagination worked a little overtime, but let me give you another quotation to remember before I set about helping you believe it's all possible: "It is better to aim for the stars and hit the wood-heap, than aim for the wood-heap and hit the dust."

Do you people know that in this room is about half the total imaginative, creative, practical and intellectual talent in Sale, with the organisational ability and the credibility to enlist the talents of the other half? Just think about what you could do with that in developing your curriculum.

Remember that you have to get something underway first, and this is where I want to appeal to the individual in you, the individual imagination and the personal belief that you can make it happen. It has to be started and seen to be a goer before you can expect the real involvement of others' talents. Remember too that sound ideas being developed, not just talked about, gather a momentum of their own and that kids addicted to the habit of success don't give up easily.

So much for that. Now, I am aware that you have expected more than a display of imagination. I was not invited from the other end of the state to talk about things imagined, but about kids doing remarkable things and having remarkable things to do. I don't want to sound dramatic but what follows is an outline of a remarkable achievement and, believe me, it is all real.

In October, a group of students and some adults fly out of Melbourne to spend three weeks visiting the United States of America. It represents a climax, a reward for tremendous dedication, commitment and sheer hard work. It represents an investment in time, money and effort by a group of kids and their parents in a nearly worthless, rusted motor car becoming a gleaming roadster valued at several thousand dollars.
Above all, it represents: *Kids can do remarkable things if they have remarkable things to do.*

You may have heard about *Youthcraft Products* and the Studebaker project, because it has not gone unnoticed by the press. Youthcraft Products is the registered name of the student cooperative established in 1981 to enable students at our school to raise capital, purchase material, manufacture a product and sell it for profit. It also means a postal address, bank account, ordering and payment system. It's not a model enterprise, it's the real thing. Money related to this trip, in excess of $20,000, will be dealt with by the students - not to mention the hundreds of transactions to finance the project. Give kids real experiences that demand their best and you have stimulation not simulation.

All this is important, but the aspect that is equally important is that these kids own the project, not just legally, but financially, morally and in every other way. They own the pleasures, and they own the problems. And of course they own the rewards. Never under-estimate the continuing commitment kids will show to something they have chosen to invest time and money in for their own reward. And remember, too, that kids addicted to the habit of success don't give up easily.

Don't think "Youthcraft Products" started in a big way. It started as nothing more than an idea in a teacher's head. A group of kids developed it with him, experimenting by trials and errors, but always discovering. They discovered, for example, in those early times that old fundamental of manufacturing: a product well designed and produced in a way that equals value for money will sell and return a product. They discovered too, that their efforts could be measured and valued in another way - money instead of marks.

It should be no surprise to learn that it spread from a group to a year level, from a single activity to several activities, all special and successful in their own way. Successful because the notion is sound - kids busy with challenging and profitable work, parents aware and appreciating a new-found sense of excitement in their kids (and don't underestimate what that means to them) and teachers discovering some of the rewards (and apprehension) of the youth participation tight-rope. "Youthcraft" didn't just allow the kids to participate, it depended on it.

And I mean to use the term tightrope, because that's what it is. Art Pearl, who probably knows more about youth participation than anyone, describes it as proposing, and dealing with counter proposals; of pushing and backing off. The balance is critical. The balance of your leadership and their ownership has to be established and maintained or the kids will lose interest, the project will founder and you will own the project, complete with problems.

The Studebaker project then is a youth participation project that, by more good luck than good management I will admit, maintained that vital balance, because the kids did not lose interest and it has not foundered. I will give you an outline, rather than a blow-by-blow description of the project.

In February of last year, a group of students who had chosen to spend one day per week working with fiberglass (as part of Youthcraft) decided to purchase a 1966 Studebaker sedan from another teacher for $250. Although the mechanicals were generally sound, the body was rusted beyond repair. They removed the entire body shell and set about cleaning and repairing, engine, brakes and suspension. Several scale models were designed and built by the students and one of these was selected for the full-size body. The roadster body was built in fiberglass and this is nearing completion now.
Community support, by way of donation of materials and services, has been amazing. Several companies have made a contribution toward this roadster without regard to costs in any way. The twin exhaust system, for example, is all polished stainless steel, mufflers and all. The paint and finishing materials were all donated as was the time of professionals who supervised several students in its final preparation.

Let me tell you this. The project I imagined for you people and the contribution by individuals and companies, is entirely possible based on our experience. We were not successful in every instance - some were more keen to contribute than others. And this help did not only come from companies. The kids had reason to enlist the support of several State and Federal ministers in their attempts at gaining some reduction from the normal air-fare. Without exception, the Ministers responded and did what they could, and their replies could not have commended the kids more highly. The sort of support I have outlined in 'your' project is more than imaginary - it is real and just waiting to be asked for.

Before I wind up, let me remind you about another avenue of support - the kids' parents. Next to the kids themselves, they're the greatest resource a school can have and often the most neglected. The number of parents and the type of assistance given to the Studebaker project, has opened my eyes. Doing things that they feel comfortable doing and things that they know are needed. I don't know if any of you have ever needed to get passports for a group of kids, or if you realise what a task it can be. Some parents are doing that job right now with a dedication and thoroughness that I could never achieve. I wonder how many dedicated, resourceful and talented parents in this town are just waiting for the project that needs them to work alongside the most important people in the school - their own kids.

I am hardly game to mention it here, but seeing Rod Moran couldn't make it, I will. I have reservations about the universal hankering after computers in schools, particularly by maths/science people, because of the potential they have to de-humanise, sophisticate and further separate the school from the community it serves. Such priorities have the potential to further inhibit the vital linking between the kids' parents and the school. My plea is: whatever project you devise, please keep it people-centred and make it realistic and understandable in ordinary peoples' minds.

Let me ask you to consider this final point in looking at your curriculum: equality of outcomes. This isn't just my thinking incidentally. It is the current thinking of a lot of top brass in education. Participation and equity. We have talked about participation: this is the equity part. As Joan Kirner puts it: equal right to succeed in whatever way it is defined. It means all kids having a chance to succeed from the kid who punches the eyelets in the sail, to the kid who plays a role in the movie. Each doing what they can and succeeding at it.

Joan Kirner also believes another condition for improved learning (which is surely why we "develop curriculum") is the removal of failure from our schools and everything that goes with it. Kids want to succeed, and don't ever think that they haven't the necessary perseverance, motivation or wherewithal, because they do. The thing that many of them haven't got at the time we deal with them is what most adults haven't got either: the ability to stick at something after repeated failure. I hope some of this proves useful in your imagining, your planning and your de-
As an interested, involved and concerned member of the student body of Bathurst High School, I would like to congratulate the producers of CONNECT for an excellent publication. I am a member of the Bathurst High SRC, RASG and am on the RASG-YY Committee. I have just read the latest issue of CONNECT and I am very impressed. The articles are very informative, diverse and helpful.

At present, our SRC is seen by staff, students and the councillors as simply a puppet organisation - controlled by the Principal of our school, used only for fund-raising and with no real power in decision making within the running of our school. The SRC and staff run as two completely different organisations with little or no interaction. Myself and a few other concerned members of the staff and student body are attempting to make our SRC into an organisation that can properly honour its two main constitutional aims: to represent the rights of the student body and to improve student/teacher relationships. We feel that in order to do this, the SRC and staff need to work together on decisions within the school which affect the student body. The students should know that they have the right to the best possible education.

The articles in CONNECT have given us some clues as to how to go about obtaining these reforms and recognising our rights.

If anyone has any extra ideas on how we can make our SRC a better representative of the students' rights and opinions, please contact us.

Again, congratulations on a great publication.

Kate Conolan, year 9
Bathurst High School SRC,
Bathurst High School,
Bathurst NSW 2795

I've been picking through a couple of copies of CONNECT and I'd like to congratulate you on such an informative and interesting magazine. Next year I have a part-time job at my school which basically concerns student participation within the school. I'll be having 'sessions' with students advising them how they can become more involved in decision making and participation within the school. I'd also like to begin a school magazine.

Dorothy Belperio,
Holden Hill 5088 SA
I am compiling a resource booklet for teachers of Sydney's inner suburbs on a number of important issues in education. One of the areas of interest is student empowerment.

I would greatly appreciate any ideas that you may have on strategies of developing this area amongst students, teachers and parents. Apart from CONNECT there are not a great many resources in this area and any suggestions in this regard would be greatly appreciated.

Wayne Pash, Inner City Education Centre Co-op Ltd, 37 Cavendish St., Stanmore NSW 2048 (02) 51.5648

You may be interested to use the attached paper written about a new cross-age tutoring program which I have begun this year. The paper was written firstly to inform the rest of the staff about what has happened in the program to date, and secondly to draw comments from any interested observers. The program will almost certainly be expanded into Year 12 next year and will thus become a formal STC subject.

Robin Blackley, Exhibition High School, 19 Bell Street, Fitzroy 3065

A group of us here at Mansfield High School are involved in initial planning for a cross-age tutoring scheme - however none of us has had any experience with CAT in practice or for that matter have read much about it. We are rather desperately in need of both the educational philosophy and the practical aspects of such a program. If you have anything easily available and accessible, we would very much appreciate it.

Ian E Matthews, Mansfield High School, PO Box 203, Mansfield 3722

Please find enclosed, three copies of the latest edition of our school newspaper.

Jeff Warren, Editor - Tech Times, South Melbourne Technical School, Albert Rd., South Melb. 3205

Since 1979, the Cultural Journalism Program at the Wilderness School has been working to adapt the Foxfire Learning Concept to meet the many needs of special education students, namely those labelled "socially/emotionally maladjusted". The success of our local project has brought us statewide attention and numerous requests from other school systems for assistance in their development of cultural journalism programming.

To meet this enthusiastic demand, we applied for and received a grant from the Connecticut Department of Education to write a curriculum guide. This teachers' manual will be unique in that it will address issues of working with special education students and will contain specific lesson plans, exercises and methods of presentation.

To supplement our own curriculum, we are conducting a national search for materials. We invite you to submit those ideas, assignments etc that you have found successful with your students, regardless of their 'classification'. This is a fine opportunity for your program to be recognized, as well as share valuable teaching methods with other educators. You will receive full authorship credit for any materials accepted for publication and notification of the guide's availability when completed.

We believe the guide will be an invaluable tool for cultural journalism instructors. Please join us in its creation.

Amy Lake, Wilderness School

CONNECT has a copy of examples of the types of material being sought and additional information that details how to submit your ideas. Contact us for a copy.
DECLARATION:

COUNCIL FOR DEMOCRACY IN SCHOOLS (QLD)
DECLARATION OF STUDENT RIGHTS & RESPONSIBILITIES

Just as democracy in order to live must move and move forward, so schools in a democracy cannot stand still, cannot be satisfied and complacent with what has been accomplished, but must be willing to undertake whatever re-organisation of studies, of methods of teaching, of administration, including that larger organisation which concerns the relation of pupils and teachers to each other, and to the life of the community. Failing in this, the schools cannot give democracy the intelligent direction of its forces which it needs to continue in existence. Schools should be living models of the practice of freedom of enquiry, experimentation and communication. They have also the responsibility of seeing to it that those who leave its walls have ideas that are worth thinking and worth being expressed, as well as having the courage to express them against the opposition of reactionaries and standpatters.

John Dewey

1. CONTROL OF LEARNING

Students have the right in cooperation with teachers, to determine the learning directions, settings and processes expressive of their common and individual needs, interests and abilities, and they accordingly accept co-responsibility for the learning outcomes of such an educative community. Where a student chooses not to participate in this manner, s/he accepts total responsibility for such a decision.

2. STUDENT GOVERNMENT

(a) In each high school there should be established a democratically elective and representative student government with offices open to all students.

(b) The student government shall have the power:

(i) to be involved in the processes of initiating, developing and reviewing educational proposals, establishing and revising disciplinary policy, allocating student activity funds, introducing and conducting legitimate extra-curricular activities;

(ii) to meet frequently with the principal and staff to share in the formulation of school policies, to discuss administration-student relations and any other matters of student concern;

(iii) to be fairly represented in any organisation concerned with the operation of the school.

(c) Student representatives:

(i) are obliged to meet regularly and frequently with their constituents;

(ii) can be immediately replaced at any time, after proper notice of meeting, by a simple majority of their constituents;

(iii) are entitled to regular and adequate allotment of time within the official school schedule for reportage to and discussion with constituents.

(d) A general assembly of all involved in the school’s activities shall be called when requested in writing to the Principal by at least one-third of the student enrolment.

(e) The decisions of the student government or general assembly shall not be subject to a Principal's reserve power of veto, but remain open to deliberation by the governing council of the school, composed equally of representatives of the school staff, students' parents and students.

3. CIVIL FREEDOMS

Students are entitled to exercise the rights of freedom of expression, freedom of association, freedom of assembly, freedom of the press, freedom of privacy of person and belongings, subject to the legal limitations applicable to other citizens.
(a) Freedom of Expression:

(i) Students have the right to freedom of speech;
(ii) Students have the right to wear or display buttons, armbands, flags, decals or other badges of symbolic expression which do not infringe the educational rights of others;
(iii) Students have the right to distribute literature on school property at locations and times specified through agreement between the Principal and student government, provided that no commercial material apart from that approved by the student government be distributed within the school.

(b) Freedom of Association:

(i) Students have the right of freedom of association within and outside formal learning situations of the school provided that the exercise of this right does not interfere with the educational opportunities of others;
(ii) Students have the right to form or join political, cultural, religious or other social groups that are not legally proscribed by the state.

(c) Freedom of Assembly:

Students have the right to call and conduct meetings on issues of concern to them at locations and times specified through agreement between the Principal and student government.

(d) Freedom of the Press:

(i) Official student publications should reflect the policy and judgement of the student editors and observe the ethics of responsible journalism;
(ii) Students have the right to non-official publication of their views provided that they hold themselves responsible for any statements published in them.

(e) Freedom of Belief:

Students have the right to freedom from indoctrination through free access to the presentation of varieties of religious and non-religious patterns of belief within the school curriculum.

(f) Freedom of Privacy of Person and Belongings:

(i) The school record of a student's achievements in academic assessments and psychological testing shall not be divulged to a third party without the permission of the student;
(ii) A student has the right of immunity of search of person and belongings except where the Principal has a reasonable suspicion, communicated beforehand to the student, of the possession of dangerous contraband.

4. OBSERVANCE OF DUE PROCESS

Every student has the right of due process in any disciplinary action in which the student or parent considers there may be serious consequential penalty or disadvantage. The procedures of due process will consist of:

(i) Advance written notice of specific charge(s);
(ii) Right of defendant or his/her representative to call and cross-examine witnesses before a board equally composed of representatives of the staff, students and parents;
(iii) Right of appeal at public expense to a judicial body external to the school.

5. FREEDOM FROM CORPORAL PUNISHMENT

Under no circumstances shall corporal punishment be exercised within the school.

6. FREEDOM FROM IRRELEVANT DISCRIMINATION

There shall be no discrimination in the treatment of students except on positive educational grounds.
7. PERSONAL APPEARANCE
   (a) The school authority shall not impose limitations on dress based on fashion or
taste or custom even if a majority of students have approved a school dress code.
   (b) A student may not be excluded from attendance at class on the matter of appearance,
if fashion or taste or custom is the basis for such exclusion.
   (c) Rules concerning student dress must relate to a specific educational or legal pur-
pose, such as health or safety.

8. HUMAN RELATIONSHIPS
   Students have the right to enjoy and the responsibility to conduct social relation-
ships marked by respect for personal dignity, equality of consideration, mutual care
and assistance.

9. FREEDOM OF ACCESS TO SCHOOL RECORD
   Every student has the right, on written request, of freedom of access to her/his
personal record within the school, such as progress report, academic grades, intel-
ligence quotient, test results, achievement scores, psychological and counselling notes
and teacher evaluations.

10. EXEMPTIONS FROM CEREMONIES AND RITUALS
    A student has the right to be exempted from participation in school ceremonies and
rituals and accepts the responsibility to respect the rights of others to so participate.

11. FREEDOM OF USE OF SCHOOL FACILITIES
    Students have the right to use the facilities of the school in extracurricular activ-
ities through rules agreed to by the Principal and the student government and accept
the responsibility of proper care and management of such facilities.

12. PRIOR INFORMATION ON RIGHTS AND RESPONSIBILITIES
    Students shall receive annually upon the opening of school a publication setting
forth their rights, responsibilities, school rules and regulations, and shall be
immediately informed on the occasion of subsequent proposed alterations in any of
these.

Acknowledgement: This Declaration was framed by Dr Ted D'Urso, Department of Education,
University of Queensland. It was issued by the Student Rights Project of the Council
for Democracy in Schools in the early 1970s.
STUDENT ADVISORY GROUP

PARTICIPATION AND EQUITY PROGRAM

The Participation and Equity Program (PEP) has been instituted in 1984.

The concept of participation is based on enabling students to participate successfully in school experiences ... The principle of equity requires that schools and systems treat all students fairly, and avoid policies and practices which advantage some social groups and disadvantage others.

Victorian PEP Guide pp 3-4

The Program is encouraging the active participation of students within all its aspects. Such encouragement includes direct grants to Student Councils in targeted schools, and student representatives on Program Committees. The PEP Committee, which is responsible for the delegation of funds within the Program, has two student representatives.

THE STUDENT ADVISORY GROUP

The Student Advisory Group has been set up to provide support, information and advice to the work of the student representatives and the Student Participation Officer.

It is made up of students from the various regions and is aiming to become a representative structure. During 1984 and 1985, it is proposed that regional student bodies will be set up and that these will elect a group of students to meet as the Student Advisory Group.

The Group will meet approximately monthly, before the PEP Committee meetings. At the moment, these group meetings have been at 4.30 pm on a Thursday afternoon. Other commitments (subcommittees, working parties, forum days) may also be required.

In 1984, the Student Advisory Group is open to interested and active students. It encourages representation from all regions and from TAFE.

ACCREDITATION

Since involvement in the Student Advisory Group will require regular attendance at meetings and, at times, absence from school classes, accreditation of involvement is important. The Program can provide students with reference statements about their participation. If other forms of credit are possible, schools should contact the Program to discuss this.

SUPPORT

A Student Participation Officer will be appointed by the Program to support students within the committees, to advise on the administration of the student grants, to develop networks of students and to assist the work of the Student Advisory Group.

Transport to and from meetings is available (but must be pre-arranged). Accommodation for students from non-metropolitan areas is being investigated and arrangements can be negotiated.

IMPORTANCE

Involvement in the Student Advisory Group is an extremely valuable experience for students and the Program.

The Program values the advice and support of students and places a high priority upon students coming together to share experiences.

Participation is also of direct academic value to the students involved, as skills in the area of literacy and public speaking, and self-confidence are all developed.

Such participation is not to be taken lightly. However, it is much appreciated by the Program and forms an essential part of the work of the Program.

CONTACT

Should further details be required or should you wish to discuss these matters, please contact (1984): Roger Holdsworth (Curriculum Officer) or Margaret Cattanach (Administrative Officer) at Participation and Equity Program, 416 King Street, West Melbourne 3003 or phone (03) 329.5677.
The following document is the minutes of a meeting of staff from Sub-school C at Preston East Technical School (Melbourne) with Professor Art Pearl to discuss student involvement. The meeting took place on October 26th, 1982.

BACKGROUND

As a result of Harry Redden's suggestion at a previous Sub-school C meeting that Sub-school C try to achieve some effective student involvement in the running/organisation of the subschool in 1983, a number of interested staff members met to work out a proposal for discussion. The following proposal was accepted by a later subschool meeting as a working document for a discussion, held on 26th October 1982, to which Professor Art Pearl was invited.

Discussion paper: STUDENT INVOLVEMENT IN SUB-SCHOOL C:

Question: Given that subschool staff have decided to adopt the suggestion presented by Harry Redden (i.e. to have some effective student involvement in the running/organisation of subschool C in 1983) how do we get the project off the ground?

Proposal:

(a) Election of a student representative body early in 1983: three from each year level (15 in all). Suitable name: SRC?

(b) This group to attend subschool meetings - restrictions? compulsory minimum attend?

(c) This group be given the power to call meetings of all subschool C students at its discretion.

(d) That the staff guarantee to support motions presented by this student group at subschool meetings, with the provision that staff have the right of veto (80% vote needed to exercise this right).

(e) Student representatives to be re-elected each year. Provision be made that the student body has the right of RECALL of any of its representatives. This to be achieved if the student vote at the year level involved exceeds 80%.

(f) A staff facilitator (preferably not a coordinator) be appointed (by whom?) to assist the student representative body to run its affairs.

(g) That this facilitator's first task be to get the student representative body to examine: (1) meeting procedures;

(2) scheduling of meetings;

(3) means of reporting back to the student body.

(h) That the student representative body initially be guided to have input into the following specific areas: (1) pastoral budget;

(2) pastoral curriculum.

(i) That an evaluation be undertaken towards the end of 1983 involving both staff and students.

Other questions:

(j) How do we get effective student involvement without threatening some of the staff? Or can you suggest safeguards for the staff?

(k) How do we best in-service the students to be effective participants? eg in the areas of: meetings/meeting procedures; ways in which representatives canvas ideas/opinions of fellow students.

(l) Is there a danger of creating an elitist student group? If so, what strategies would help prevent this happening?

(m) Can you suggest any reference material, especially in regard to practical implementation of such a program?
SYNOPSIS OF DISCUSSIONS

Change should be gradual, developmental; it’s easier to relax authority than to take it back. We should give serious consideration to student proposals - no guarantee of support. Explain our views, and our vetos, with logic and evidence.

Evaluate progress after two months. Student representatives should be elected half yearly and not able to be re-elected.

Role of the staff facilitation discussed. Students must be allowed to make their own mistakes. Importance of teaching meeting procedures and other relevant skills.

DISCUSSION MINUTES

Ian Allan began the discussion by outlining the origin of the discussion paper and pointing out that there was some wariness among staff about ceding power to students. This unease focussed on part (d) regarding the details of staff support of, and right of veto over students' proposals.

Lorraine Berra suggested that for such a proposal to work, the changes should be made quickly rather than gradually.

Art Pearl replied that power can’t be handed over all at once. "The process of democratic change in a school is developmental." Sudden change will lead to retractions, which is the worst thing that could happen, since it undermines your sincerity.

Art would not support the notion that staff guarantees anything - he would start with the notion that they’ll give serious consideration to all student recommendations. Serious consideration means that the staff explain, with logic and evidence, their reasons for disagreement or veto.

Students will be put into a position where they will have to show responsibility in the exercise of power.

This is a learning phenomenon, not merely an exchange of power relationships within the school.

Jill Wilson explained that Lorraine’s concern arose from the feeling that the students might see this as a "Mickey Mouse" operation.

Art Pearl: The process is important to the extent that you seriously consider what they say; if you seriously consider it, then they have power. When you consider someone important enough to argue with, then you are showing respect. You wouldn’t guarantee to support a motion of your colleagues - what you offer is serious consideration.

There are two ways to fail in a thing: you can fail by not giving students enough power; or you can fail by putting them in situations where you're going to suddenly have to take it back, and that’s the worst thing. It works much better as a gradual process.

Lorraine Snow asked whether point (h), regarding student input into the Pastoral curriculum and Pastoral budget indicated the right way to begin.

Art Pearl replied that there is no right way to begin. Better to start with an area where they can have a positive say, rather than a negative area like student discipline. Anywhere is OK, as long as the process is seen as developmental.

Lorraine Snow pointed out that we feel insecure in terms of knowing where to begin.

Art Pearl: That's right; that's why you should start cautiously. It's a lot easier to relax authority than it is to take it back. To take it back, you're betraying. Start safely; have a trial period, and evaluation after this.

David Knight said that the process must be 'maintained' to succeed.

Art Pearl: That’s why you need to set time periods for discussion and evaluation to minimise the trauma. Don’t go faster than you, as a group, are prepared to go.

Ian Allan explained that we picked the Pastoral budget and curriculum as possible starting points because we have full control over these and therefore can hand over power.

Art Pearl: You can encourage them to propose things. Need to emphasise that failure is not implied because you're working something through. Must encourage them to try another way. "Democracy never works easily."

Ian Allan: "That brings up the point of the right of veto."

Art Pearl responded that it isn't a question of whether you veto, but of how you veto. The issue is the quality of discussion - the extent to which staff deal seriously with students' recommendations.

Art suggested that we reduce the percentage of staff needed for a proposal to be vetoed; to do otherwise might divide the staff. The veto question should be discussed in the first evaluation, say in two months' time.
A whole year is too long to elect people for - school terms would be better, with no possibility of re-election to reduce the probability of a new elitist group.

Ian Allan: "What about continuity?"

Art Pearl: "I am not worried as much about continuity as I am worried about everybody being able to feel that this represents them." Accountability of representatives to whole group. Orientation process.

Lorraine Snow: "Do you mean one of our 14 week terms?"

Art Pearl: "14 weeks."

David Knight: "I feel that that's too short. It takes such a long time for kids to get a feel for the process. It would be a long time before they start to collective-vise and organise themselves."

Art Pearl reiterated his concern about a new elite.

Lorraine Snow: "If you start off with one group for the first 12 months, they're likely to become entrenched."

Art Pearl stressed the importance of representation rather than leadership and the idea that all of us have to be participants in our own futures. Teaching students to be accountable back to their classes. Representatives could bring in 'shadow' people to see how the meetings operate.

Ros Matthews: Rotation of representatives would put the emphasis back on the group.

Lorraine Berra: Year 7s don't know each other well enough at the beginning of the year.

Ros Matthews: Rotation is still OK because relationships change.

Lorraine Berra: Maybe half-yearly elections?

Art Pearl: OK.

Ian Allan: Year 7 representatives elected after Easter?

David Knight: It's a good way of exposing a lot of kids to the process.

Art Pearl: If it looks like it's getting too 'scatty' and people aren't really able to continue, act accordingly.

All decisions are tentative, subject to review after a definable period.

The most important thing at the beginning is to be sure that all are agreed on the criteria for judging the effectiveness of the process, so that both the staff and the students are looking at this with the same perspective.

Denis Hill: Perhaps we could change only some representatives at each election, as is done in the Senate?

Art Pearl: Not a bad idea. You may then want a larger number - maybe 30 instead of 15.

Ian Allan: Why have a representative group?

Art Pearl: You pay a large price: in getting things done, and in not developing the art of representation.

Ian Allan explained that 15 representatives were quite arbitrary: three from each level means probably one from each form and one attracting votes from both forms. Would 30 be manageable?

Jill Wilson: They wouldn't all turn up at once, but I think 15 is probably a better size.

Lorraine Snow: Where in the curriculum should meeting procedure be taught?

Art Pearl: Value of de-mystifying rules. Need to stick to a clear set of meeting rules at the beginning; can then relax rules.

Lorraine Berra: What about the role of the 'staff facilitator'? (Point (f))

Art Pearl: Appointment should be mutually agreed on.

David Knight: Once they could participate in and run meetings, they mightn't need a staff facilitator.

Vin Mangan: If you keep getting new people, you might have to keep teaching them.

Lorraine Berra: The idea included liaison.
David Knight: Community projects with youth participation, which I've seen fail, have failed because they had no support, no preparation, no agenda.

Lorraine Berra: So one person would be sufficient?

Art Pearl: Yes, and put it on the agenda, to see two months later how that's working. That's a place where they should have some say: who the facilitator should be.

Lorraine Berra: Should we arrange for the evaluation agenda before the thing is set up?

Art Pearl: Yes.

Lorraine Berra: Would we put things through the staff facilitator?

Art Pearl: Yes, you should. Students should know what staff are thinking. Don't surprise them, don't pull the rug out. If it isn't on the evaluation agenda, it doesn't come up - no cheap shots. Importance of an agenda, so that students can be prepared.

Lorraine Berra: What about when we discuss students?

Art Pearl: Make it clear, early on, what constitutes an executive: no students present during personal discussions.

David Knight: This should be written down.

Ian Allan: There are two ways of doing this:

a) alternate between full meetings and staff-only meetings;
b) staff continue when student representatives have left.

Art Pearl: You must be careful not to abuse the executive session by discussing matters that could be discussed by the full meeting. Those who are concerned about student participation should watch this.

David Knight: Importance of the role of the facilitator.

Ian Allan: What if the students want the wrong person as facilitator? What if we can see that it won't work? Should we let them go ahead?

Art Pearl: Yes. Nothing's really worse than that: some kind of colonial-liberal protection. You've got to let them make their own mistakes.

Lorraine Berra: Who should vote for the staff facilitator - whole student body or the 15 representatives?

Art Pearl: Probably just the 15, to review it each year. Staff facilitator at staff executive meetings as ombudsman to prevent circumvention of student participation.

David Knight: Why do this in the first place?

Art Pearl: It makes for a better school. Abuse of power interferes with the education process. Better curriculum, better staff/student relations, less static in the system. The process is important in terms of the learning involved.

Lorraine Berra: Have you seen this idea work in Australian schools?

Art Pearl: Yes - in Australian schools - Sunshine High School. It's better not to out-number the students at a meeting - it's better to let them outnumber staff.

Explains "Congress" at Sunshine High.

Bill Maxwell: We tried to get this going seven years ago when we threw out prefects. We asked students to volunteer. Is that how the "Congress" is operated?

Art Pearl: Yes. I'm not convinced that there's an enormous difference between being elected and volunteering. People who start off could volunteer, then get themselves validated by the students they represent.

Bill Maxwell: This discussion would have been impossible for two years after I came here. The prefects left a void when they left. They had a very powerful position in the school - almost equivalent to staff members in authority. This was seen to be a nasty participation. However, when they went, nothing replaced them.

Art Pearl: Even nasty participation is better than no participation at all.

David Knight: The staff must be willing for student participation to work.

Art Pearl: Yes. You have the capacity to sabotage it.

David Knight: Where else have you seen this work?

Art Pearl: See "The Value of Youth". The principles are important - you're approaching those principles correctly. There is no formula. The most important principle is to start slowly, not to go too far and have to pull back. Don't betray students by pulling back after promising them something you can't do. Limit students' power to call general meetings of subschool C students.

Ian Allan: On guiding student representatives in gauging general student opinion - should this be formal or informal?

Art Pearl: Start informal and become more formal, with surveys etc. Should have a training session on how to hold a meeting, first in small groups.
Ian Allan: Could put this into Pastoral or Humanities.

Art Pearl: I think this should be in the Humanities curriculum. Humanities seen as irrelevant - should be the most relevant.

Bill Maxwell: Sometimes kids will home in on trite issues. How to deal with this?

Art Pearl: Be honest. Say: 'That's trite'. Remember, students will say the same thing about subschool meetings.

Lorraine Berra: What if their proposals go against school rules?

Art Pearl: Say it's against the rules. If they're still interested, talk about how we change the rules.

Lorraine Berra: So we can't say, "There are certain things we can't discuss"?

Art Pearl: I would never say that - I would say there are certain things we can't act on. Maybe refer possible rule changes to a sub-committee.

Ian Allan: We're only a third of the staff.

Art Pearl: Yes, this is a source of irritation to the rest of the school, if students in one subschool have different rules from the rest of the school. You'd probably create more problems than you can live with.

Lorraine Snow: In the light of that, are we doing the right thing initiating it on a subschool basis?

Art Pearl: Yes. You must have a beach-head. You must start somewhere. Must start with understanding of how far our powers go.

Bill Maxwell: All subschools are equally ready to move in this area.

David Knight: But move differently, maybe.

Art Pearl: Yes, that would be healthy. When you begin to run into things that could be problems, you don't close off discussion, you de-mystify the problem and see if people want to deal with it now or table to a later time. Students must recognise that you don't take up every problem every time.

There's nothing as powerful as reasonability and common sense.

Ian Allan: How can students canvass the opinions of others?

Art Pearl: They should have an introduction to survey methodology in the course.

Lorraine Berra: They already do this eg smoking surveys.

Art Pearl: Every in-service should have an immediate application. If you get this off the ground, you may wish to bring in outside observers eg Tony Knight, Ken Polk, Sunshine High.

Evaluation must be after two months, not one year.

Preston East Technical School,
Murray Rd., Preston 3072
Youth Forum Newsletter

A report in the last issue of CONNECT highlighted features and plans from the NSW Youth Forum 84 in Bathurst from 14th-17th July. Youth Forum has now published their newsletter providing much more detail and information about the forum.

This Newsletter contains details of the presentations, action plans, information on PEP, IYY and the in-coming committee, as well as letters/feedback and some hints of a National Youth Forum in 1985. Youth Forum intends to publish a monthly Newsletter. For copies contact: Youth Forum, PO Box 1599, North Sydney 2060. NSW Phone (02) 929.8599. Membership is available to 11-17 year-old NSW residents for $5 and associate membership is available to others for $5. CONNECT also has a copy of this newsletter listed: #197 - $1.60.

Student/Youth Seminars

The Participation and Equity Program has provoked/inspired/initiated (?) a number of student meetings in various areas. We have received some reports of such meetings (and are interested in more).

Castlemaine Education Centre, Friday 21st September. This report contains summaries of the ideas which groups discussed at the seminar. Some very important points were raised in the discussion groups. It is intended that the participating students will be able to use the material at student and School Council meetings. The report also includes other useful material: "Working Together ... Parents, Teachers, Students!" by Martin Griffith, Diamond Creek Technical School from TRANSCRIPT (Transition Education, Melbourne); a paper on Youth Participation in School Councils and SRCs from Barry McDonald, Western Metropolitan Region; resource lists and information about Victorian student networks. Copies: Julie Hurley or Dick Haire, PO Box 442, Bendigo 3550 Phone: (054) 403.111; or from CONNECT: #195: $1.70.

Adelaide, 25/26 August. The South Australian Youth Forum convened a meeting of students from some PEP targetted schools in both the Government and non-Government systems to collect information on student concerns and impressions of what is happening in schools. The report covers the history of the South Australian Youth Forum and the SRC Working Party, and a summary of the program: PEP explained, student role in school, a get-together, 'why some students leave school or stay', 'what would encourage students to stay longer', a future-planning session and evaluation. A copy is available from CONNECT: #196: $2.30.

Meeting of student and youth representatives on State/Territory PEP Committees, Melbourne, 12/13 October. The Youth Affairs Council of Australia has received funding to support students on the PEP Committees at an inter-state/territory level. Sue Rechter has been appointed as Project Officer and can be contacted at the Youth Affairs Council of Australia, PO Box 108, St Kilda South 3182 Ph (03) 537.1833. The meeting of 21 representatives drafted a statement and set of recommendations that cover the important issues of PEP from a student perspective, student participation, and students/young people on committees. Copies are available from Sue at the above address or from CONNECT: #198: 50c.

Friends of the Earth

Student participation with a "radical cutting edge"?

Friends of the Earth (FOE) has received a grant to involve students in planning information for schools. That information could cover areas like uranium mining and alternative energy sources. But rather than just produce material, FOE wants to bring young people together to plan and produce the material themselves. If you're interested, contact Clare Nyblom at FOE, 366 Smith St., Collingwood 3066. Phone: (03) 419.8700.
UNLOCKING DOORS

The Volunteer Centre of NSW has published an extremely useful guide to student community involvement. The following preface explains its purpose:

The purpose of this handbook is to provide some keys to the variety of methods schools may use to develop effective community service/learning programs for secondary school students.

Community involvement has many connotations. In this handbook, the term implies programs of active participation by students in the life, needs and issues of their society, while meeting their own educational requirements. New emphases in education today make it possible for such programs to be linked more directly to the curriculum.

School-based community involvement programs have no clearly defined syllabus as in traditional academic subjects. They usually arise from the inspiration and initiative of individual teachers, who often have little or no help and few published resources or materials to guide them. However, the experiences of other teachers and programs can provide some practical guidelines, and one can assess those that have been more successful than others.

This guide draws on some of those experiences. It is offered as a planning tool, and provides information and alternatives which apply regardless of the size, complexity or persuasion of a program.

It is no way aims to promote a 'standard community service model'. Hopefully, it should do just the opposite. No one program is exactly like another. They vary structurally and functionally according to individual needs, initiative, degree of commitment and resources. It is these differences that give community involvement its rich variety and unique perspective.

In the interests of today's youth, teachers may reproduce for their own use the material contained in Project Ideas and in the Appendix.

Student community involvement programs ...a new resource for teachers...

The Handbook contains chapters on: "What is Student Community Involvement?"; "Laying the Foundations"; "Running a Program"; "Project Ideas" and an appendix of resources and forms.

For copies, contact The Volunteer Centre of NSW, 147A King St., Sydney 2000 NSW.
Phone: (02) 231.2803/27.5800.

DYNAMIC RECORDERS

3CR has launched an in-house production facility open to the general public. Special rates are available to schools and community groups. Good quality music demos and audio tracks can be produced. Expert assistance is available for concept and script development and a pool of experienced actors for voice work is also available.

Contact Florenz Ronn at 3CR on (03) 419.8377.
Student Action Resource Handbook

The Participation and Equity Program in Victoria has provided funds for the production of a resource handbook on student action and participation in decision making in schools.

The Handbook will be full of stuff on SRCs, School Councils, running meetings and committees, organising student groups, arranging publicity, looking after money and all the other information needed to help and encourage students to have a larger say in the running of schools.

It is aimed that the Handbook will be ready early in term 1, 1985.

Material is needed: ideas, information, articles, cartoons, photos and so on.

Contact: Tim Darling, Student Action Resource Handbook, Student Action Project, 34 Kingsville Street, West Footscray 3012. Phone (03) 314.3011.

Student Action Newsletter

The second issue of the Student Action Newsletter for 1984 has now been published. The Newsletter (the voice of the Student Action Project) contains articles on:

* Girls Speak Up - a forum day for girls in the Western Region (October 12);
* the Student Committee at Sunshine West High School;
* PEP - what is it? - a question and answer guide;
* the NSW Youth Forum - students from the Western Region attended;
* the HSV? Video on Student Participation (shown November 21st, 9.30 am);
* news on the Student Working Party and Student Action funding for 1985;
* the Principals' Conference;
* STC - what does it stand for?

Copies are available from the Student Action Project, 34 Kingsville St., West Footscray 3012. Phone (03) 314.3011. (Pamela or Barry), or from CONNECT: #194: $1.60.

TUTORING AT PRINCES HILL PRIMARY SCHOOL: Continued from page 5

GROUP E:

"Values of cross-age tutoring: We think one good thing about the buddy system is that both the tutor and the pupil learn a lot."

"Also, the pupils try harder because all the attention is on them, not a whole class."

"We think that if the student says, 'Oh, but this is boring!' we give them the same work but try to make it more challenging. Then they'll be interested in learning."

"Sometimes the child says, 'I don't know how to do it' or 'I can't do it'."

"Some children say that just to get out of the work and they can't be bothered putting in the effort."

"What we do: We try to encourage them and we try to find a clearer way to teach them."

"They realise that if they concentrate and try harder at the work, it's easy."

"When they say this ('I don't know how to do it' or 'I can't do it') we say 'yet'. Then they realise that even though they can't do it now, they will be able to do it eventually, when they are taught."

Grade 5 students,
Princes Hill Primary School,
Pigdon St., North Carlton 3054.
MATERIAL AVAILABLE

Articles:

<table>
<thead>
<tr>
<th>Code</th>
<th>Article/Description</th>
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<tr>
<td>193</td>
<td>Linking of self-supporting school-based student committees with relevant community networks, and the formation of print and electronic media communication channels run by students at school, local, national and international levels - Claire Hanna, Preston South Primary School</td>
<td>15 pp</td>
<td>$1.50</td>
</tr>
<tr>
<td>194</td>
<td>Student Action Newsletter No 2 (November 1984)</td>
<td>16 pp</td>
<td>$1.60</td>
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<tr>
<td>195</td>
<td>Report of Seminar: Student Participation Castlemaine Education Centre, Friday 21st September 1984</td>
<td>17 pp</td>
<td>$1.70</td>
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<tr>
<td>196</td>
<td>Student Meeting on Participation and Equity Programme: 25/26 August 1984; Adelaide; South Australian Youth Forum</td>
<td>23 pp</td>
<td>$2.30</td>
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<tr>
<td>197</td>
<td>Youth Forum Newsletter (NSW) Vol 4 No 1 October 1984</td>
<td>18 pp</td>
<td>$1.80</td>
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<td>198</td>
<td>Statement and recommendations from the first national meeting of student and youth representatives on the State/Territory Government and Non-Government PEP Committees (YACA)</td>
<td>4 pp</td>
<td>50¢</td>
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<td>199</td>
<td>Getting Organised&quot;: Workshop for SRC and PEP Representatives - Saturday 29 September 1984, Campbell Town District HS, Tas. Organised by the Youth Affairs Council of Tasmania</td>
<td>14 pp</td>
<td>$1.40</td>
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<tr>
<td>200</td>
<td>&quot;Young, Equal in rights and Responsible&quot;: An interpretation guide to the Quebec Charter of Human Rights and Freedoms, prepared for young people in the school setting. From the Commission des droits de la personne du Quebec.</td>
<td>35 pp</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

Publications Received:

We wish to stress that the following publications are not for sale. However, they are available for perusal by arrangement: contact CONNECT: (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS

KIC (Caulfield, Vic) No 7 November 1984
Limited Edition (Eaglehawk High Technical School, Vic)
The Fact and Fiction File (Collingwood Education Centre, Vic)
The Otway Light (Lavers Hill, Vic) No 36 2nd November 1984
Network (North Geelong area, Vic) No 5 October 1984
Youth Forum Newsletter (Youth Forum, NSW) Vol 4 No 1 October 1984
Student Action Newsletter (Student Action Project, Vic) No 2 November 1984
Panorama (Westall HS) Vol 3 No 4 November 1984

OVERSEAS STUDENT PUBLICATIONS

Foxfire (Rabun Gap, Georgia, USA) Vol 18 No 2, Summer 1984

Other Sources

Fringe Bugle (Fringe Network, Vic) No 28 November 1984
Media 3 (Rusden College, Vic) No 23 November 1984
Other Ways (Alternative Education Resource Group, Vic) No 19 October 1984
Update NIE (Newspapers in Education, USA) Vol 10 Nos 8, 9 Sept., Oct. 1984
YACA Briefs (Youth Affairs Council of Australia, Vic) No 9 October 1984
IVY Bulletin (Youth Affairs Council of Australia, Vic) No 3 September 1984

The IVY Reporter (US International Youth Year Commission, USA) Issue 12 Oct 1984
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* As We See It ($3.50) - Brunswick students' writing ........ $ ........

* Leaving School ($3.60) - Moreland School-Work Program .. $ ........

* Cultural Journalism Workshop Report 1979 ($2) .............. $ ........

* Adelaide Conference Magazine ($2) - August 1981 ....... $ ........

* You And Aunt Arie ($10 + postage) - "how to" book ........ $ ........

* Lynall Hall Community School 1982 Yearbook ($1.50) .... $ ........

* Riff Raff Soundtrack Album (LP) ($8 but need to collect) $ ........

* The Fitz-Coll Directory ($1.50) - Fitzroy HS students .. $ ........

PHOTOCOPIES: Copies of the following articles:

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

INDEX: To "Articles Available" and CONNECT to issue 17/Oct 1982 (80c) $ ........

TAPES: Various tapes - Art Pearl (6 tapes); SRC Day ($4 each/$2 + tape) $ ........

TOTAL ENCLOSED: .............................................. $ ........
Youth Action Program Conference

AUGUST 25-26-27
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