SMOKING!

A TUTORING APPROACH

This newsletter is produced in the first week of every second month.
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While the cover story of this issue centres around an exciting development in peer tutoring programs at Williamstown Technical School (see page 3), the bulk of the issue is taken up with two interviews. Initially these interviews were taped and broadcast on 3CR (the Wednesday Morning Show: 9 - 10.30 am - which is featuring information about transition education programs) and on 3PBS-FM (the Student Access Breakfast Show: Sundays 8 - 10 am). In the next issue of CONNECT we'll try to include a summary of what interviews are available on tape.

While we're on the subject of radio: Murrayville High School (almost on the South Australian border, but in Victoria) is looking for a Humanities/Social Science teacher who also has skills or experience in the area of Radio Production. There is an FM radio station based at the school.

The Media Access Project at 3CR is presently at a standstill and needs your support. Though approved for continuation of its Transition Education grant at a state level, the previous Federal Government refused to continue the funding (3CR was the only project so refused). Despite requests for a reversal of this decision to the incoming Labour Government, 3CR still has not heard anything. We're waiting .... and will keep you posted!

Roger Holdsworth

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LEGAL DEPOSIT

Do you know where you're supposed to send copies of that newspaper or booklet or book you've just published? A little pamphlet entitled "Legal Deposit in Australia" from the National Library of Australia, Canberra ACT 2600. Phone (062) 62.1312, gives all the answers - what legal deposit is, what its benefits are, copyright, what the requirements are. It also gives you the addresses of the libraries to which copies should be sent in each state.

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HEALTH EDUCATION
ABOUT SMOKING

PEER LEADERSHIP AT WILLIAMSTOWN TECH.

In term three 1982, Williamstown Technical School took part in a trial program designed to educate against the dangers of smoking. The program was unique in that year 10 students taught year 7 students. Four other secondary schools were involved in the program.

The trial at Williamstown Technical School involved eight year 10 students and one group of twenty year 7 students. The year 10 students went through an initial period of training which began with an introductory session at the headquarters of the Anti-Cancer Council of Victoria (ACCV). Here they were taken through some sample lessons that had been designed by the ACCV. The lessons were titled:

- Pressures on Young People to Smoke Cigarettes;
- Immediate Effects of Smoking One Cigarette;
- Advertising Pressures;
- Assertiveness Training.

School-based training consisted of practice in basic ideas of cross-age tutoring, familiarisation with equipment and previewing audio-visual materials.

Four 50-minute tutoring sessions took place over five weeks. The year 7 group followed the lesson sequence as part of their science curriculum. Peer leaders came out of their science class which was run concurrently. All lessons went very well. The year 7 students were actively involved and obviously appreciated the novelty of having senior students interacting with them. This interaction was mutually beneficial, with peer leaders gaining in confidence and effectiveness as the program progressed. Various teaching/learning modes were used: total group discussion with peer leaders acting as a panel, small group work with a peer leader guiding discussion (usually five year 7 students), demonstration of equipment, supervision of the use of equipment, and role playing.

Informal evaluation of the program at its conclusion clearly indicated that all involved had gained in a number of ways from the program. All knew a lot more about the dangers of smoking to their health; year 10 students had participated in something useful, that made sense to them and provided immediate positive reinforcement of their efforts, and year 7 students had shown a higher than usual level of enthusiasm and attentiveness for a part of their curriculum.

In 1983, Williamstown Technical School is planning to expand the trial program so that all year 7 students have the opportunity to have senior student peer leaders advise them on the dangers of smoking. Following last year's trialling of teaching materials, the ACCV has revised their lesson sequence to include six lessons under the general heading "Smoking - Today's Problem". Peer leaders will use these revised lessons during term 2. As a further extension of the peer leadership program at Williamstown Technical School, it is hoped to have peer leaders tutoring grade 6 students at feeder primary schools using the up-dated ACCV materials.

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Ann Holland was employed in 1982 to research practices and attitudes within two of the schools offering the Schools Year Twelve and Tertiary Entrance Certificate (STC) Course in Victoria. STC is an "Approved Study Structure" in the Group 2 area of HSC. It stresses student participation in course construction, management and assessment and also non-competitive cooperative assessment methods. As part of the project, Ann spoke to a number of ex-STC students from Sydney Road Community School (SRCS) in Brunswick.

Ex-STC Students' Comments: Work, Unemployment, Studies

1.

I accepted LaTrobe's offer because my parents wanted me to go to University instead of College. In STC, when we wrote essays, we didn't use references, we just used our own ideas - I had no idea about using quotes etc.

Socially, I wasn't shy - I could talk to my lecturers and ask for information and talk to the other students.

SRCS taught me that if you are determined to do something, you'll do it. You've just got to strive for it.

Work Experience is really important - and makes you aware of what jobs are around and what is expected of you. I learned from school that people everywhere have different expectations of you, so it's best to do things that make you happy.

When you had a problem, the teachers would say, "It's up to you. What do you think?" At Melbourne State College, it's like that, "What do you think?" all the time.

When I was unemployed, people kept putting me down - especially my family.

Schools need to educate kids about marriage - the good and the bad things about it.

2.

The hardest thing about leaving school was the family atmosphere I was leaving behind.

I felt really on my own. I handled it better than I expected. Academic work was my main struggle - thinking like they wanted you to think. They want you to think in a particular way.

The HSC (Group 1) kids were better off than me in terms of essay writing. In terms of individuality they need to be in a group, they find it hard to think on their own. I don't find it as difficult because we were made (allowed) to think for ourselves.

Exams frightened me at first.

I was a little bit bored at College because I was so used to being really involved at school. I'm very glad that I did STC. It makes you think critically of yourself and what you are doing to other people.

Sex education should be part of your course. Leisure time and what to do with it is very important because of unemployment.

I've always been politically minded because of SRCS and all the current affairs we did. It's made me survive better. The school should worry about the whole of a student's life, not just academia. Many academic skills were developed through discussion of life issues anyway. It's important to give kids some idea of what is going on outside the school and some knowledge of other things, other than just being naive.

Negotiation helps to make you more flexible and adaptable. The community isn't like STC - it's flexible, but it's so much larger and so things take so much more time.

When I was unemployed, it was the worst time in my life. It's like learning about a new structure - the CES structure. That took a while. You do feel worthless. I dropped out because I needed time to think about what I wanted to do. But you end up with too much time to think.
The HSC Group I kids I knew who were unemployed were worse off because they hadn't learned to think as individuals - you're half-way there when you can think for yourself. They were also used to highly structured days and then suddenly there was no structure at all.

When I was employed, things like working with people you didn't know and getting bored easily were things I had to face up to. Also, being responsible from 9 to 5 and dealing with people who were older than me and trying to establish communication with them.

3.

It is important that Work Experience is as close to what you want to do and that it is as close to a real work situation as possible.

I found it easy to deal with people because of school - being confident is good, but you have to know how far to go or else they think you are cocky. I found it difficult to accept having no say in what was happening to me at work, after having plenty of say at school.

The amount of information I got about my apprenticeship was minimal. Before you take on a job, you must find out as much as you can about it. That means asking pertinent questions, reading all the literature available and talking to people who have had that particular job. One important thing to think about is how many people will you be working with? Will you be able to cope with the people you are expected to work with?

We were more prepared for unemployment because we talked about it at school. Another major factor was that our parents were prepared for it too because of SRCS. My mother learned so much from us going to that school.

When you are unemployed, you have to deal with "no" every day. You have to learn to deal with the CES and the Department of Social Security. Boredom used to drive me silly.

English is so different at College - it's more literary. At school you get recognition for the effort you put in, even if the end product isn't so marvelous. But at College, it's just cut and dried - they don't react at all. There was no one to talk to at College, there was no help.

At school, Community Studies was everything. We just learned so much about the rest of the world and it was always so interesting. We learned about every body around here and it made us feel closer to them.

When you get out into the world, you're just a nobody again. I don't know how school can prepare you for being a nobody.

4.

At College, I found being in large groups and having to speak up, very difficult. I needed extra academic structure behind me - writing essays etc, so that I had a little more confidence.

It's important to know about the community, about local government and the way they implement policy. It's important that students learn to think. Students need to be aware of institutions and how they operate. They need to know how to operate in the workforce without needing to be guided.

STC made me believe that I was aware and competent - but I wasn't.

Students should be encouraged to question and know that they have the right to do this. They should know that they do not have to accept an answer, that they can challenge it, even when it is given by a lecturer or tutor. But there are ways of challenging.

You need a sub-group - a support group - one from which you can move out. When working with people you don't like, you go around them, you don't go straight to them. When you have established yourself in a sub-group and you feel confident, you then are capable of challenging people.

I didn't think working for money would mean striving to prove yourself to people. I didn't know about accountability.

Academic structure is necessary for the survival of the student, because, at a conservative academic institution, students have to be able to cope with continually proving themselves. If I had established academic skills better, I would have felt so much happier.

Sensitivity, awareness and academia are all important.
The work in first year was a bit difficult, especially English. The difficulties I encountered weren't because of my school. In first year, my lack of confidence was more to do with exams rather than studying. I freaked out in my first exam. It probably would have helped to have had some exam practice, but I'm really against them - I think they're stupid. Exams are starting to be reintroduced in Uni again.

It was a big change at first, socially, because I didn't know many people there. In the first few months at Uni, I just didn't want to be there - I would rather have been back at school.

I had more fears about my study skills than HSC kids but socially I was better off. But it was such a change from school. In their study skills, HSC kids might be better off because they are able to give the tutors what they want, but to me that is not better off - all it means is that they might get better results.

In English, I thought that you wrote an essay based on your own thoughts. I didn't know that you had to read everybody else's ideas.

HSC students need to be guided about how to fit into the system, except that you also want the system to change.

HSC kids are very competitive. I just can't be like that. A lot of kids won't help you, because they are worried you are going to pinch their ideas. Some kids have said to me, "You only talked to me at first because you wanted my essay" when it really didn't come into it at all. I can see that they're not very happy and they get disappointed when their friends get higher marks than them. It is very competitive because at first you are happy to just pass, but everything is geared towards getting better marks. If you get a good mark the people around you say "Wow" and your tutors start talking to you about doing honours.

I think I learned academic skills at University. I don't think school is there to teach those skills and it was better to have done more creative stuff at school.

I think my attitudes are flexible because of the way I was taught at school - especially discussion of social issues. It influenced me to question, whereas very few people at Uni are questioning much at all.

A lot of people are going haywire because they have an Arts degree, but they are only working at Coles. My attitude is different because I think the Arts degree is nothing - it's just to open my mind a bit. It's not there to get me a good 'status' job. I'm coping really well. A lot of people at Uni are having nervous breakdowns. Some of my friends are feeling as though they are failures because they haven't got a good job or they didn't get good grades.

In doing three years of Politics, I found it difficult to learn their facts. My political awareness came more from school than my Politics course. Most of my friends who didn't do STC are very unquestioning, whereas my STC friends are still questioning.

Uni didn't teach me how to survive - it was purely academic skills. School did prepare me for life.

Kids need to be made more aware of subjects at Uni. I felt insignificant in lectures and I didn't understand a lot of stuff and I thought it was just me.

The kids who did STC and who didn't get a job - leaving school was more of a shock to them, whereas I had three years of thinking while I was doing my course, to adjust. Some of them found jobs that they liked - a couple did waiting but it didn't have 'status' and so they got a lot of pressure from people who would say 'are you still doing that?' and so they would begin to think it wasn't good.

It's important for the school to encourage kids to do things that they like and forget about status.

For more information relating to this study, see future issues of Connect or contact:

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The following interview with Ken Thompson and Ian McLean from St Albans Technical School was first broadcast on 3CR on 9th February 1983.

St. Albans Tech: Community Projects Program

Ken, can you give us a bit of background on the Community Projects Program? Where did it start from?

Well, it had very humble beginnings really. It is difficult to say when it started, but kids being interested in the community in terms of school activities started one day when some kids were out hitting a golf ball on the oval. It was a wet day and they saw some disabled people in some wheel chairs from the Spastic Centre nearby. They saw them trying to negotiate a nature strip and they got bogged. So the kids went across, and as they got across to help, one of the staff from the Spastic Centre arrived there. The kids helped and they felt really good.

They came back and they said to one of the teachers, "Why couldn't we do that more often? Why couldn't we help them out a lot?"

This was about three years ago. We said, "That sounds reasonable." So a little pilot study was started in a primary school and the Spastic Centre, where just one or two kids went as part of an elective time.

But then the thrust of the community emphasis came in the school trying to come to grips with its responsibility to problem kids - kids who were misbehaving, but when you interviewed them, they had quite valid reasons for misbehaving. The school couldn't say they were 'bad kids' - they couldn't say, "look what these bad kids are doing to our great school!" What was evident was that the school was putting them in the sort of structure that was quite unreasonable for those kids and maybe unreasonable for all kids. It was expecting 900 kids to go through the system, and go through the same system. So then it came to us saying, "Now, hang on a minute here, it's a shared responsibility, this whole business. To put kids on detention for misbehaving isn't quite the thing. What we should be saying is how can we come to terms with an environment and create an environment where kids are happy."

So, what sorts of projects did you get them involved in?

Well there's a number of groups of projects. We didn't set out with any great things in mind - specific projects - but really let it develop. The projects have been very, very broad. It started off with cross-age tutoring. Now that may sound very fundamental, but you start off in a primary school helping little kids read, then the Art teacher will say, "Look we'd like some help in Art" then
other project workers have come back and said, "This primary school would like to offer Photography but it can't because it's got no-one qualified." But we've got some kids who are qualified. So kids have then been used to initiate things in primary schools that wouldn't otherwise have been able to be initiated. So there are all sorts of programs from sport to reading to literacy and numeracy - it just goes on and on within primary schools.

One of the worries with that, though, is that kids are going from one school to another, so then we needed to take a broader outlook. So they're involved in community agencies like the Spastic Centre, they're involved with community newspapers and Ian has been more involved in those specialised areas.

They've been involved with making radio programs. We try to make them aware of CYSS and community organisations like that. Kindergartens is another place where they function very well.

They also do *ad hoc* projects - things that just happen to come up. Like the local toy library didn't have enough toys, so the kids were able to design and make toys to stock the library.

Also *ad hoc* problems come up. The Children's Hospital came up with an engineering problem and, without going into details, the kids started with the problem and worked right through and have come through to a solution that's worth patenting. So, problems as they arise, we've tried to gear the kids into as well.

*It's also brought them into community planning too, with the Jamieson Reserve Project.*

Yes. There's this large tract of land opposite the school that nothing was being done with and it's sort of between the school and the Spastic Society Centre. The local Council had some plans for it, but they weren't terribly exciting, so we went to Council and said, 'What about kids working on this?' and they said, 'Alright, that's a great idea. The only constraint we'll have is that it must be a passive area. It can't be a footy ground or something like that.'

The kids came up with some amazing solutions. For instance, they started off by doing a survey of the local community and asked what the local community felt would be needed in the area. Then they went to the Spastic Society and found out about the needs of people there. Little solutions ... like the kids said, 'No, we don't want to separate spastic people from able people, so we wanted to design a table where they could sit at the same table together.'

So they've come up with a design of a table that's simple but is quite unique. Prototypes have been made and it looks as if they're going to be successful. The Council hadn't given any thought at all to the disabled people.

The kids have put in tracks and they've made sure that materials of the tracks, when they go on, will be such that wheelchairs can function quite well on it.

*It seems to have a wide range of applications in all sorts of different discipline areas in the school curriculum. How has it affected the school curriculum here at St Albans Tech?*

The first way that it's affected the curriculum is that teachers have been asked to release kids from classes to participate in the community and that's been quite an important step for teachers to be able to take. They're very protective of their classroom time and they'd only let kids go if they had it demonstrated to them that it would be of more benefit for the kids to go.

And so you have Maths kids going out doing cross-age tutoring on computer programs over in the primary school. And there's Photography - some kids got together a photography display and went down to the local bank and put it there.

Also, in the design of the Jamieson Reserve, there was Woodwork needed, materials handling and design. The kids have to find out about safety standards and conform to the mathematical proportions of tables and all those sorts of things. They had to work out the area and how much it cost to seed it and plant it. And trees ... they had to learn about what trees to plant, how to plant them ... so they have to learn a lot about those sorts of things. They have to learn a lot about politics and government - how to get proposals through and how to present them in a way that's acceptable to a body like the Council - there are a lot of language skills and graphic skills in that.

Some projects have been excellent in that they've drawn on a lot of the
subjects that the kids do... Where they might be doing boring little things with no application to anyone, they're now making fixtures that no-one else has ever thought of for the Children's Hospital and having to be able to represent them graphically. That, of course, is quite exciting. When teachers are willing to have a go at that sort of thing, they get very excited as well and the kids get very excited.

It must also change teachers' perceptions of those kids' abilities.

Certainly it does, and that's the remarkable thing that's happened.

Sometimes I have to re-read some of the things that kids have written just to make sure that I'm not being a PR man for the program. But kids have undergone remarkable personality changes and attitude changes to school and teachers have seen new competencies in kids whereas the narrow curriculum just tended to put kids in room after room after room during the week - that they were destined to fail in. They knew that; the teachers knew that. Now the kids have the chance to discover new competencies and the teachers can see value in those kids.

How many kids are we talking about? What's the size of the program?

It varies enormously because we've got regular weekly projects and then ad hoc projects, so at one stage we could talk about 400 kids were involved in the community orientation at that stage, when Jamieson Reserve was being involved, because we had the whole of year 9 ... each form would put forward a design ... each year level, that was 200 kids ... each class in year 9 put forward a proposal for the design of Jamieson Reserve. There was a colossal number involved at that stage.

But regular, weekly projects ... there's something like 120 kids normally go out to an enormous variety of 27 or 28 different placements during the week.

You started off saying that it was kids who were in difficulties or posing difficulties for the school. Obviously it's broadened beyond that.

Someone asked me a long time ago how, in fact, did it develop from a program designed to encourage kids and give kids alternatives and to value those alternative skills, into what has turned out to be a whole thrust in the organisational structure of the school? That's changed into what is really a curriculum thrust of the school.

I thought about that, after I couldn't answer it.

Now, I think, it's purely the kids' enthusiasm - you just can't deny it, you can't suppress it. Project Officers have told me where they've had lists of 40 to 60 kids on a waiting list to go on projects and have just given up writing more because it's absurd. I think that it's enormous because a lot of the enthusiasm has come from kids.

That's not to say that the enthusiasm is consistent all the time. They often need the project staff to help them sort through difficulties and rejuvenate them.

Does the Project pose difficulties for the school?

Well, if you see it as difficulties ... It poses logistics problems and maybe lan's the best one to talk about that.

It potentially posed difficulties but we originally said, "Look, this is of too much educational merit to quibble. Let's go ahead with the educational program and sort the other things out."

There are problems like legal liability of kids when they're out of the school, but we always accompany them. There's whole heaps of things like: are parent permission forms legal documents, and they're not, we've found out, but we've taken out insurance policies.

They're subservient to the educational program. We're very lucky in the school - we've got a Principal and an administration that puts the program first then sorts out the problems. But there are logistics problems.

Ian, you worked as a Project Officer in the program last year. What sorts of a role, did you have there - what sorts of things were you doing?

There are quite a number of roles that we undertake I suppose. A large part of our time is taken up with driving people to placements. In that time, you perform a variety of functions besides just that of a taxi-driver - a lot of counselling work goes on in the car. The Project Workers are involved in setting up placements initially and then in the difficult task of maintaining them.
And also in de-briefing kids afterwards, in terms of talking about their experiences and getting kids to reflect upon what they're doing?

We do a lot of that work, but we find it difficult to get the time with the number of kids we've had out, so most of the thrust in that area would be to try to encourage other staff to take up that role in the normal classroom.

Was that happening? How far did it penetrate the 'normal classroom'?

We've been pretty enthusiastic about the response that staff have given. Again it depends on the individual teacher, I suppose.

What sorts of gains can you point out in the kids that have been involved? Can you point to particular things that have happened to particular kids?

Quite a number of things come to mind, particularly with some outstanding programs that some staff at the Spastic Centre have organised. To see four or five of our year 9 students involved in the swimming program at the Spastic Centre is quite remarkable. Timothy, who's a fairly capable young guy normally back at school, developed skills at the Spastic Centre of changing disabled people which is quite a difficult task - of actually getting them into the water, and then conducting a swimming program for some half an hour.

There were other boys in that program - Dominic comes to mind - who would be seen as the troublemakers back at school, are very seldom in class in fact - and yet to see him approach those people in a very gentle, humane sort of way is another aspect of that.

You obviously see this program as being a valuable one - why?

I think it's the nature of it being an alternative to what we have - the system that Ken talked about before. That alternative that is presented to kids is on a one-to-one basis, that is one adult out there in the community with one of our boys from the Tech. The relationships that are developed by those people - we merely facilitate them. It's the people out there that do the work. Those relationships are invaluable to the development of the kids.

Those sorts of values - in relating to people, gaining in confidence in relating to people outside of the classroom and kids coming to see that they have something to offer, that they're worthwhile in a very tangible way ... It's been funded as a "transition education" program, Ken. How do you think those sorts of gains relate to ideas of transition education?

I think they're very important. One of the things we've noticed is when we've sent questionnaires home to parents and asked them have they seen any changes in their kids. They've said yes they have. In many cases they've seen changes in their relationships with other people and also siblings and their attitudes to other people and tasks and school.

I'm not interested in transition if you talk about it as preparing for specific jobs because transition requires much more than just specific job skills such as being able to screw a nut or something like that. In terms of the kids realising that the people out in the community are human beings like them and giving them experience of working beside them, so they know they're people who care about them and are just other people - that's very important. And learning about their community in a realistic way rather than out of some text-book that was written in England or America or somewhere.

And also, coming up with situations where there's no right or wrong answer but a value judgement has to be made, and it has to be made sometimes very quickly, and kids realising that ... and us supporting them as they go through that process which is quite heart-wrenching, for them some of the time ... they're the key things.

For more information, contact the Community Projects Program, St Albans Technical School, James Street, St Albans 3021.
INTERVIEW 2:

We recently talked with Merv Edmunds from Cobden Technical School to get some background and an update on the progress of the YOUTHCRFT program (see CONNECT 17). Merv started by discussing the origins of the program:

In 1981, we set up a program whereby each member of the group could set about some way of doing a project that had in its aim to develop initiative and positive work habits, and the way that we'd reward them in that process would be to pay them for what they were doing.

Fibreglass became almost an essential area for them to be working in, mainly because it was a non-threatening area to the rest of the community. If a student chose to work with timber, for example, it could be said, "Well, what about the local builders in the area? What about the local joiners?" So, fibreglass was a non-competitive area.

It led on from that. The beginning of 1982 saw the program expanded, so that not just one group was doing this type of thing, but across the school, a complete year level was doing what by now had become known as "Youthcraft", which was a student cooperative. The whole group chose to work in fibreglass with maybe the possibility of building a sportscar.

A number of us scouted around and found that one of the teachers had actually purchased an old Studebaker Sedan. When I say "old", it was 1966, but very suitable for our requirements because it had a full-frame chassis, so the body, which was badly rusted, could be completely removed and a roadster-type body put on in its place. That's basically where it began.

Can you describe some of the steps of the kids actually designing and building the body?

It was quite an interesting process really. They were first of all overawed by the fact that they actually owned a car. Of course, it was in going order when we first brought it to the school, and they each drove it round the school - spent most of the day just going round and round the oval. I think we tend to overlook just what it means to actually drive a car that is in some way yours - sure it's only a sixteenth part for each member of the group, but to them it was their car, and of course a V8 powered car was something that really did appeal to them. So it was a really whizz-bang thing right from the start - here's our car! - away we go!

From there, we went through a stage of wrecking the car which was also a plenty-to-do type activity. There was nobody standing around. It moved very quickly - the panels were removed and things lost, and everybody got in everybody's road and a lot of that was put on video because we were going to keep a record of it all. From there, with the chassis exposed, some of the defects that had to be repaired (for example, a broken spring and the brakes in poor condition and filthy dirty from end to end), I think the reality of the project started to hit them.

Going along at the same time was another group of students who were actually working on the design of the replacement body. Although it wasn't planned this
way, that then became the focus point. The car had served the first three months and there'd been a lot of activity and it sort of faded out. The reality of actually cleaning this filthy mess and repairing it started to dawn on them but at the same time we had these new models emerging - some of them very, very exciting to look at - and once they began to be built in scale models, that provided an impetus.

I guess all along, it's almost vital to provide an impetus of some sort - almost a short-term goal. Sure, we're all working towards going to America when the car is finished and sold - that's at the back of everybody's mind - but we need more immediate goals. And the completion of the scale cars and then their judging in BT6 television in Ballarat - that became a short-term goal. It was very successful.

Following that, it was the beginning of the full-sized body. Now, even though there's only a fairly small part completed, or there was at that stage, the kids had the feeling that it's almost finished. That part happened to be the nose-cone, so all the photos are taken from the front-end.

I remember a chap that was building a home-built aeroplane and the first thing he did was build a section of the tail. He said the number of times that came down from the shelf to show people ... Now to him, it was almost the completed aeroplane because it was a part that had actually been started, taken from the plans, and there it was. Sure, it's only a small part of the tail, but to him it represented: we're well down the track ... it's actually off the paper ... there's the nuts and bolts type of thing.

Well, the scale model cars and, to a greater extent, the completion of the nose-cone was that same thing - that's the proof that here she is, on the way.

Where's it at now?

There's been a little bit of a gap over the Christmas holidays. We're at the stage of having the body almost completed, but only from the inside. We form it in closed-cell foam and the inside is completely fibreglassed, but the outside is not fibreglassed until additional things are put on such as the air-scoop and quite considerable flares over the wheels on all four sides. So the difficult thing has been whether we make flares to suit possible type wheels or whether we replace the wheels now so that we can actually build the flares to suit the wheels. We're in the process of getting wheels and tyres now that will be considerably wider than the standard ones and we can build the flares quite accurately for those. So that's about the stage now.

What do you have to do now?

The completion of the body will be the biggest thing. The car, of course, is made up of other things too. The interior will be a complete process, but once the flares are completed, the whole car fibreglassed, and there's probably two months' work in just the finishing from that - but that's easy work to complete because there's always something that every student knows needs doing and it can be done. Some of the design areas are fairly teacher-intensive - for example, completing some of the back-end has taken quite a bit of my time, working with students too, but it's still an area where they can't readily pick up and go on with, remembering that there's 16 working at the same time. That's from the actual nuts and bolts level.

To me, one of the most exciting areas is the raising of sponsors - people such as QANTAS who are going to offer a very special deal to cart our students to America, and it's with the car in mind. There's a lot of negotiations that's being done by the kids with that in mind. Letter-writing, for example, can be a pretty mundane sort of task in class, but the sorts of letters that each student has to come up with are very important. For example, a letter to go to maybe two dozen motor wreckers - we have a list of things that we need. We want them to not only supply the items that we need, but to consider charging us in the light of what the car is being used for. We could go into the wrecker off the road and find what we want and pay for it, but it's much better that they understand firstly that it's a student project and secondly it's leading to these kids being able to have an experience in America that would not be possible in any other way but by the car. Up to date, we've found that a fairly laborious process because it'd be quicker to just buy the pieces we need and get on with the job, but it's much more beneficial overall for them to go through the steps of writing the letter, finding people that may be able to supply the items,
sending them details of what's been done to date and what we plan to do, and then negotiating with them. Generally it's certainly been worth the effort because the rewards to the kids are so much greater.

You've held those 16 kids together over the year and a half that you've been working on it?

Well, not all of them. Some of them were still interested in the car at the end of last year but had no interest in going to America. Now, they were very happy that the car be used for that purpose, but they personally didn't want to be part of it, for a variety of reasons. The principal reason was that they couldn't put it in any sort of context. I guess they could hardly think in terms of going to Sydney as far as their extent of travel was concerned, so America didn't mean much more to a number of the kids than maybe going to Sydney - a long way away ... end of the issue. Another reason that a number of the kids are not continuing on it is that they've left school and taken a job somewhere. Now, the opportunity of going to America is still theirs, providing they can arrange holidays and providing they can finance it - that's been a condition of them leaving that they're still able to do it.

Do you think you're holding kids in school because of the project beyond the point when they'd normally leave?

Yes, I haven't any doubt about that. A number of our students were really desperate to get work at the end of year 10, but also felt at the back of their minds that if nothing panned out they'd be able to come back. But it certainly wasn't the case with the kids that were involved with the Studebaker team - their preference now is to come back to school, which I was happy about. I think they'll be pleased with it too. It was certainly pleasing to see them wanting to come back for their own reasons which included working on the Studebaker and participating in what it was going to lead to.

Where did that idea of going to America come from?

It did concern us quite a bit of the time about the eventual sale of the car. The kids working on it, and then selling it ... for profit ... it made it difficult, for example, for community members to be involved on an educational level because they were aware all along that the kids were going to sell it and make money. The obvious move to that would be to use the sale of the car or the
completion of the car for a different purpose. That's when the idea was mentioned by one of the students: "Well, could we go for a trip, so that we don't actually gain any money - we gain the experience in another way?"

When you go to America in October, where are you going first of all?

We'll probably go to Los Angeles, but it will depend on where Qantas take us. If we're really after the best possible deal, we don't have the power to nominate exactly where we want to go. We can say when, but not where. At this stage, it looks like Los Angeles and possibly an internal flight north to Portland, Oregon, to hopefully a sort of semi-suburban or partly rural school there. We're looking at the possibility then of going overland almost straight down to the Grand Canyon, but that'll have to depend on what sorts of concessions we can get with the bus companies and whether it's possible to travel 25 as a group on a Greyhound bus. A number of parents are quite interested in coming with us, which is a thing I really appreciate.

What do you hope to get out of that trip to America? Is it just an enjoyable end of the project experience or are there broader aims than that?

I've been asked that question a number of times. There are really no broader aims about going to America. I see the Studebaker as providing all the educational aims, as close as we've looked at them, and the trip to America is a reward. But, while I say that, I wouldn't want to say that it's only a fun thing therefore it doesn't mean too much to them. I really think that travel is one of the most valuable experiences that any person can go through, not only in what they see and learn beyond themselves, but how much they find out about themselves, so for that purpose, although it's a reward, or it's an objective to work to on a two-year program, it's also something that's going to provide each of them, I think, with a desire to one day return to America or return anywhere overseas to look under their own arrangement, rather than as a group. I think it's an excellent introduction to the possibility of travel, and I also think it's an area that a lot of people simply overlook in their life plans. They look at much more immediate concerns and maybe miss something that can provide a lot from a fulfillment point of view.

How come you've had the time to do that at school?

Well initially Youthcraft was seen by all as being quite important and it also had to represent (remembering that we were involved with school to work transition) the working life-style. We also wanted to break down the notion that they could do something enjoyable for a short time, then something more mundane, then something academic - the way a school day is normally broken up. We wanted to provide an experience where they started at the beginning of the day and worked right through on that activity to the end of the day. Up until now they've had a day a week on it, and this year it will nominally amount to the same, but because of the way that the Group Units are structured, it could in effect finish up to be almost two days for some cases.

That's seen by the school as being a valid exercise?

It's always been stated around the school and adhered to in varying extents, that the timetable is something you do when there's nothing better to do. Of course there's some open disagreement to that. But, by and large, if an activity is seen to be a beneficial thing and the kids are obviously getting a lot from it, well that takes precedence, so that if it's time that is required, it's time that is fitted in. A lot of our school trips, for example, are fitted into the school time - there's no question about that. If it's worth doing, it's worth doing at school. We don't need to come back in the May holidays to run a trip to Central Australia - it's done during school time, because it's part of what we're doing at school, not in addition to it.

So the Studebaker is seen in that light, that it's very much part of what's going on at the school and it's probably one of the reasons that I really appreciate being at this school. If the idea is basically sound, well it's something that the school (that's from students right through to School Council) and even beyond to the school community) ... it's something that they accept that that's what the school is on about.
Why is it a sound idea? What do kids get out of it?

I think it's a sound idea because I believe that a person can do anything that they want to do providing that they want to do it enough and providing that they believe that they can do it. That sounds like a bit of a circular comment.

There are so many restrictions that people place on themselves because they don't believe they can do it. I really think that if a group of 16 ordinary students at a tech. school can believe that by doing this they can achieve that and you help them in fulfilling that dream, I don't think there's any higher objective that a teacher could aspire to. I like them to believe in the impossible (and, let's face it, it is the impossible -- it scares me at times -- but it's generating a momentum of its own, so that we'll get there) and the reward for those kids, and if I've played a part in achieving that reward, it's far greater than anything else I could think of from a teaching point of view.

I could rationalise it in any number of ways, but I must admit I haven't. I guess I view the rationale or the educational foundation to be more like music. I like playing music as much as anything else I do, but I don't like reading music. I think it detracts from the reckless abandon of just playing music if you are actually bound down by something that has been written, something that you really have to follow if you like it or not. I think a lot of education is tackled in the same way -- let's get it underway and we'll put a foundation under it if we need to. I guess that's something that you really shouldn't say, but it's the way that I feel about it.

When we talk about rationale, I get scared. I think, what's the basis for the Studebaker? I haven't thought it out, but I have this gut feeling that, yes, it's sound, basically as an idea it's sound.

You talk to people. They think "Wow, that sounds good!" Maybe it's a superficial sort of rationale but it makes sense to ordinary people. Parents think, "Yes, that's a great opportunity. We're right behind it."

So that's more important to me as a rationale than starting at a more academic level. That's not to despise the academic level -- I think that's very important, but what the kids will get out of it is just having dreamed that something was possible and putting a foundation under that dream, and actually getting there.

I think that's a tremendous process.

For more information about YOUTHCR AFT and the STUDEBAKER PROJECT, watch future issues of CONNECT or write directly to:

Merv Edmonds,
Cobden Technical School,
Cobden 3266

FRIENDS OF Y.P.

We gratefully acknowledge the receipt of the following since the last issue:

PATRON SUBSCRIBERS ($20 pa)  
Mrs B Gibson (Albert Park, Vic)  
Ross Dean (Reservoir, Vic)  
Rod Maher (Nth Fitzroy, Vic)  
Jocelyn Grant (Melbourne CAE, Vic)  
Ann Borthwick (TEAC, Vic)  
Phil McMillan (TEAC, Vic)  
Tony Knight (LaTrobe Univ., Vic)
Under YOUR COMMENTS we have included a number of requests for information. We can only provide a certain amount of what is requested and, in true networking spirit, we publish the letters with contact addresses in the hope that other readers will contact the writers directly...

The tape made of Art Pearl at the Phillip Institute: is that a video or just audio? (a video was made) (it's an audio tape only: RH) The reason I ask is that our copy (of the video) seems to be misplaced and if you have one, then we could arrange for a copy to be made. Several students, including myself and other interested parties, are keen to have another look at it. If you don't have a video copy but hear of one's existence out there in the network, we would like to retrieve it.

Joan Nelson,
18 Daisy Street,
Heathmont 3135

(It has been) suggested I approach CONNECT for information on successful Student Representative Councils or related organisations. If you can assist, I would appreciate your early reply with details of cost. We have had an urgent request for assistance from a local school in collecting information in this area.

Jack Howe,
Director,
Education Centre,
PO Box 249,
Warragul 3820

I have been considering the pros and cons of running a school newspaper ... I was interested in running it on perhaps a monthly basis but would be most interested in any views you may care to offer.

Would students from our respective areas care to exchange articles perhaps? If possible, I would appreciate any samples that you may have of published work as an example of what our students might like to consider.

Clive Rutherford,
Daylesford Technical High School,
Smith Street,
Daylesford 3460

I have begun our International Youth Year Secretariat within our Department of Education. Very shortly, we will hold our inaugural nucleus group meeting involving other Government Departments and the Youth Affairs Council.

As you would be aware ... International Youth Year is designated for 1985. With the theme "Participation, Development, Peace" I feel there are a lot of initiatives you have recorded through your publication that will be of value to schools, departments and agencies not so developed on the youth participation angle ...

I noticed you list "Other Sources" and refer to publications such as Youth Forum Newsletter, Resources for Youth Newsletter, Network News etc. These publications I am unfamiliar with and would find them particularly valuable in my contact work with voluntary youth organisations and bulletins that I produce. Could I please ask you to supply me with a contact list for such publications and other handy references you feel would be worthwhile?

Denise Regenhani,
IYY Secretariat,
Department of Education,
PO Box 33,
North Quay, Brisbane, Q 4000
RIFF-RAFF

RIFF-RAFF was a rock musical produced by the WEST Community Theatre Group in 1979. The introduction booklet explains:

"RIFF-RAFF presents through theatre and music, the experiences of young people - the problems, the frustrations and the hopes of being fifteen and living in the 80s.

To do this accurately and with truth, it was imperative to draw reliable source material from those who really knew the situation - the kids themselves. Thirty students from Buckley Park High School began work on a project that would involve three months of discussions, workshops, scripting sessions and interviews...."

CONNECT has a limited number of the albums of the musical. The album contains 13 of the songs from the musical with connecting dialogue. It also includes a booklet with song lyrics and with more details of the processes involved in consulting with the students.

The music for the musical was by Men At Work (who of course have since become well known!).

Now the bad news: I'm a bit jumpy about mailing the LPs out, so they're only available directly ie by collecting them or arranging delivery. And then they're $8 each. Phone us on (03) 489.9052 to arrange or for more information.

TRANSITION EDUCATION CASE STUDIES

The Transition Education Case Studies have been written by a team of people organised through Deakin University and are published by the Transition Education Advisory Committee. The Case Studies are available in most tertiary institution libraries.

While not all the Case Studies are directly concerned with Youth Participation Projects, many incorporate aspects of youth participation projects.

To date, the following Case Studies are available:

1. Moreland High School Grounds Reconstruction Project
2. St Albans Technical School Community Projects Program
3. Winlaton Youth Training Centre (Education Centre) Transition Curriculum Supervisor (Work Experience)
4. Lorne Higher Elementary School
5. Timbertalk - An Education Program for Unemployed Youth
6. Prahran Technical Trade Orientation Program
7. BRUSEC Equal Opportunities Project
8. Transition Education at Wendouree High Tech School
9. Elwood High School Theatre Studies Project
10. Gordon Technical College Retail/Business Studies PVC
11. Shepparton EPYU
12. Community Studies at Fitzroy High School

- Three Discussion Papers

The following Case Studies are in preparation:

Princes Hill High School; Whitehorse Transition Project; Sunshine High School; Preston PVC Hospitality; Holmesglen TAFE Cluster; Expanding Horizons; Bright Higher Elementary School; Maryvale Cluster.
SPIRAL EDUCATIONAL RESOURCES

Spiral Educational Resources is a publishing and book distributing business that handles and produces a number of interesting items. Some from their catalogue are:

"Taught, not caught: Strategies for sexuality education"
"Idea kit for teachers: Newspapers in the classroom"
"Media Education"
"The photography resource book"
"Trees and forests kit"
"The do-it-yourself curriculum guide"
"Activities and strategies for raising awareness about sexism"
"Towards a non-sexist classroom"
"Techniques for participation in decision making" etc

For more information, contact Spiral Educational Resources,
66 St Phillip St., East Brunswick 3057
Ph. (03) 380.5617

THREE SETS OF NOTES ON PUBLICATIONS

CONNECT has recently been sent three different sets of notes/manuals on school newspaper publication. These are listed in the photocopy list, but the following are some more extended comments:

1. FROM GRAEME KENT (Mt Clear Technical High School)

These notes, intended for direct classroom use, break into two sections. The first, of 11 pages, take students through the roles and activities involved in publishing a paper. There's a flow chart, a duties list, cards giving job descriptions of the various people, lists of facilities required, evaluation and budget. They're basically work sheets to be filled in by a group of students. The second set, of 5 pages, consists of some games individuals and groups can play using newspapers. Most are divergent in terms of newspaper production i.e. are games like "Fashion Parade" that actually use a sheet of newspaper rather than get kids thinking about what newspapers are or how to produce them.

Code: 145 16 pages: $1.60

2. LET'S PRODUCE A SCHOOL NEWSPAPER (G J Haynes)

This booklet is produced by the Pines Forest Community Education Office, Stringybark Cres., Frankston 3200 Ph. (03) 786.6171 or 786.6044. It is aimed at teachers and parents mainly in primary schools, as practical assistance in establishing school newspapers. It contains some good advice on such topics as justifying typing, layout, headings, making your own screened photos and costs. It's well illustrated. While one page does deal with "Does the School Newspaper Cater for the Whole School Community?" all the illustrations of content are very school-based (ie introspective) rather than taking kids into an investigation of issues in their community. The booklet is basically a summary of the experiences learned in publishing THE PINES TIMES.

Code: 146 19 pages: $1.90

3. PUBLICATION NOTES (P Greenaway, Rusden SCV Media)

These notes are more particularly aimed at tertiary students, but contain a lot of excellent material that could be used by teachers and senior high school students. The notes cover lithography, offset printing methods, illustrations and photography, dot screens (how to use them at home), typing and typesetting, editing and correcting stories, linotype (history), history of printing, posters and ideas for "do it yourself". The topics are a bit random, but could be useful with kids who want to go a bit further.

Code: 147 21 pages" $2.10
ARTICLES

139 Learning Theory: A Discussion Paper Garth Boomer Feb 1979 6 60c
140 "Streaming" from Secondary Curriculum Reprints: The Secondary Teacher 8 80c
141 Action Research for Evaluation and Improvement of Transition Projects: Stephen Kemmis & Robin McTaggart 7 70c
143 Schooling for 15 & 16 Year-Olds (extracts) Nov. 1980 32 $3.20
144 Power and Community: Communication, Commitment and Collaboration: Stephen Kemmis March 8th, 1983 20 $2.00
145 Newspapers in the Classroom Unit: Mt Clear Tech High 16 $1.60
146 "Let's Produce a School Newspaper" G J Haynes Pines Forest Community Education Office 19 $1.90
147 Publication Notes: P Greenaway: Rusden SCV 21 $2.10

PUBLICATION PROJECTS:

We wish to stress that these publications are not for sale. They are available for perusal by arrangement: contact CONNECT on (03) 489.9052.

AUSTRALIAN STUDENT PUBLICATIONS:

The Werribee Planet (Werribee CYSS, Vic) Vol 1 No 1 18th March 1983
The Paddlewheel (Wilcannia, NSW) Vol 8 Nos 1 - 7 to 25th March 1983
St Albans Bridge (St Albans, Vic) Nov 1982, March 1983
The Mallacoota Mouth (Mallacoota, Vic) 293 - 301 to 25th March 1983
The Underground Alternative (Santa Maria College, Northcote, Vic) Nos 4 & 5
Karnu 2 (Essendon HS, Vic) Issue 8 August 1982
Ascolta (Brunswick, Vic) Vol 10 No 1 March 1983
The Pines Times (Pines Forest PS, Frankston, Vic) Issue 6, 1981
Searby's Task (Kyneton HS, Vic) Editions 1 and 2 Nov & Dec 1982
So What's Its Name? (BH, St Albans Technical School, Vic)
The 8G Star (8G, St Albans Technical School, Vic)
The Eagle (Eaglehawk High/Technical School, Vic) Issue 2 Oct/Nov 1982

OVERSEAS STUDENT PUBLICATIONS:

Noun (People, Places, Things) (Paradise Project, Edmunds Middle School, Main and So. Union St, Burlington, Vt 05401, USA) Vol 5 No 2 Winter 1982
Foxfire (Rabun Gap, Georgia 30568 USA) Vol 16 No 3 Fall 1982

OTHER SOURCES:

Listening Post (2SER-FM, Sydney, NSW) Feb 1983
Youth Affairs: "Employment and Transition" Vol 2 No 2 (Vic)
The School Times (Education Centre, Brisbane, Q) Vol 1 Nos 1,2,3 1982
Media 3 (Rusden SCV Media, Vic) Nos 15,16,17 April, August, Nov 1982
The Ticket (The Station, Sydney, NSW) Vol 4 Nos 1,2 Jan, Feb 1983
Other Ways (AERG, Vic) No 9 Feb 1983
Network News (Sydney, NSW) Feb 1983
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