"If it hasn’t been written, it hasn’t happened!"

ALSO:

A SYMPOSIUM ON SCHOOL GOVERNANCE
PART TWO

Plus: NEWS, REVIEWS, RESOURCES
This issue:

Well, it's back to schools once more. Oops, sorry, didn't mean to remind you. But at least there's this copy of CONNECT out moderately on time.

This issue continues the sharing of experiences on SRCS and the like. It was pleasing to receive some contributions "out of the blue" as it were - we'd like to get many more. I hope to be able to encourage schools in Victoria that have been funded under the Transition Education Advisory Committee to use CONNECT as an informal networking agency.

Also, some people have been talking about the need to get projects together again in a THIRD National Workshop. If you are interested, and particularly if you are interested to do some of the organising, CONNECT would be interested to hear from you.

Roger Holdsworth

PS: The quote on the cover is from Art Pearl - see James Oakes letter. The illustration on the front cover is obscure - any suggestions as to its deep and meaningful significance will be welcomed!

Contents

2 Contents; Publications
3 ON LEADERSHIP .... Art Pearl
4 THE DEVELOPMENT OF YOUTH ACTION PROJECTS .... Graeme Kent
6 GOVERNANCE: 10a. Port Hacking High (Revisited) ... Genni Capell
7 11. The Entrance High: Mission Possible ... Chris Monaghan
8 12. Glebe High ... George Stamell
9 13. Newmarket State High ... Sue Bailey
10 14. Wendouree High Tech: Resource Assistance Group ... Marita Mihic and Gary Whitaker
12 RADIOACTIVITY: The Castlemaine Experience: Some Comments/Evaluation
13 Radio in the School Classroom
14 FRIENDS OF YP
14 REVIEWS AND NEWS: The Fitz-Clark Directory; Apology
15 YOUR COMMENTS ... Robert Lindeay; Justin Shortal; Gary Rupp; Chris Monaghan; James Oakes; Sue Bailey; Rocco Marano
17 MATERIAL AVAILABLE: Articles; Literature for Sale
18 SUBSCRIPTION/ORDER FORM

Publication Projects:

STUDENT PUBLICATIONS: AUSTRALIA

The Paddlewheel (Wilcannia, NSW) Vol 7 Nos 41-44
The Ticket (The Station, Sydney, NSW) Vol 3 No 9
Blitzroy (Fitzroy HS, Vic) Vol 1 No 2 Dec. 1982
Profile (Sunshine schools, Vic) Vol 5 No 4 Dec. 1982
Presto (Preston schools, Vic) Vol 1 No 5
Rave (Winlaton, Vic) Issue 16 Dec 1982
Asco (Brunswick schools, Vic) Vol '9 Nos 6, 6½ Nov, Dec 1982
BSSG Newsletter (Dubbo, NSW) Nov. 1982
Gully Gazette (Ferntree Gully HS, Vic)
Argus II (Rainbow HS) Vol 2 No 3 1982
Mallacoota Mouth (Mallacoota School, Vic) No 291 3/12/82

Other Sources:

Youth Forum Newsletter Vol 2 No 2 Nov 1982
Resources for Youth Newsletter Vol XI, No 1 Fall 1982
Other Ways (Alternative Ed. Resource Group, Vic) No 8 Dec 1982
Youth Affairs Journal (Vic) Vol 1 No 5
Network News (NSW) Nov 1982
The Ticket (The Station, Sydney, NSW) Vol 3 No 9

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PEARL: ON LEADERSHIP

It's basically not difficult to get youth to participate - they participate all the time. The difficulty is sustaining that participation.

And the difficulty that many people get into is the non-recognition of the importance of leadership. Youth will not participate in the continuous on-going activity without strong leadership. And strong leadership is not one that is unwilling to challenge youth - you always have to challenge! You have to propose. You don't get together and say, in any group of youth, "What do we do now?" or "What should we do?" and not expect it to be a disaster. You propose something. And that's an invitation for a counter-proposal.

When youth come up with a counter-proposal there are certain rules. One is that you go along with that counter-proposal if there isn't overwhelming evidence that it could be a serious disaster - I mean that people would get killed or that buildings would be destroyed - things of that nature. If it's only going to be a small disaster, they should be allowed to do it and then reflect on it and analyse it. The one thing to get out of your vocabulary is "I told you so" and put in your vocabulary "What did we learn from that?" and "How do we now do it better?"

Every single youth participation activity is one which is organised for learning. To use the Friere model of praxis, you devise something that you think will work. You then try to make a reasonable guess at what you expect will happen. You set a time, so that you're going to evaluate at a certain time. You then look at what happened. It didn't do what you expected - there's a discrepancy. You do an analysis of that discrepancy. You ask, "how do we do that better?" not "what did we do wrong?" You always emphasise the things that we accomplished (and even in the worst of them, we did something good) and then we talk about how we improve upon them. And it's with that kind of continuous support, you raise issues, and when you see things aren't going well - if the system of youth participation operates as a really oppressive system and it's really being used for the lowest level of political power for some of the youth to take advantage of other youth, to exploit, manipulate, oppress, for whatever ego or other factors (there may even be economic reasons) - you intercede. You say, "I don't like what I see going on here. Let's see what we can do about it."

And the other thing that you have to understand in every effective youth participation where you play that role of challenging and suggesting, you open yourself up to criticism. And you have to accept that. And students will call you a lot of things. They'll call you a phony; "here you want us to participate and you're doing all the proposing" and you have to be able to defend that. They will also get angry with you if you choose, for example, to point out that they're manipulating and exploiting people in that group and you don't like it. And you have to accept that.

And if you do that, you're going to get youth participation. But you're always pushing and you're backing off - you're pushing and you're backing off.

where do you draw the line between proposing and dominating?

Domination requires you to have some titular power - you have to have some power to dominate. Young people will respond quite well to proposals, as long as you don't have all the votes. The issue in domination has always been either that you control the votes, legally or illegally, or that your position has so much power and status in it that they have no ability to function.

Young people may accuse you of that. That's something that only comes about when they're not yet prepared to defend their own arguments. All you say is, "OK, what have you got to propose that's better? This is a proposal - it's an invitation to a counter-proposal. You propose something better." But sitting around doing nothing isn't youth participation.

Young people are not fragile. They don't melt in the rain and they're perfectly willing to contend with you as long as you don't pull rank. The issue is rank. Once you start saying, "Wait a second, I'm the boss here and we're going to do it my way", that's when you start dominating.
If you say, "Hey, you can do it, but I've got to tell you now that I think it's going to have some problems. We'll take a look at it when it's over" - you go along with it, you don't say "I told you so" but say "OK, now what did we learn from that?"

Power in youth participation isn't a zero-sum game in which I give mine up. We both grow in power to the extent that we negotiate and participate as equals: I have far more power in doing what I want to do, rather than running around being a cop or a guard. You have far more power 'cause we changed the name of the game.

And I'm not there to fight you. It's not my job. I'm here to help, and you're here to reject that help if you don't think it's helpful.

Don't be afraid to dominate, but be very afraid to pull rank.

Comments from Professor Art Pearl during a talk at the Phillip Institute of Technology, Coburg Campus on 18.11.82. The tape of this address (AP4) is available from CONNECT ($4 post paid or $2 if you supply the tape).

The Development of Youth Action Projects

The following explains the development of Youth Action Programs within the Ballarat Region (Education) over the past two years.

My initial role was to spend three months ascertaining what was being undertaken by young people in schools and differentiating between youth initiatives and adult initiatives.

During this time I was able to establish in each school the variety of influences young people had in program initiation and development. This varied from tokenistic roles to Youth Action. I decided that it was appropriate to firstly define the difference between Youth Action and Youth Participation, and in turn relate this to the various degrees of student involvement.

Youth Action is that project whereby young people, through their own initiatives, devise, develop and operate an activity of their own choice and where they have full responsibility and accountability, and in turn gain credibility.


Youth Participation is an adult devised project which has young people involved in either of two levels:
- contributing to some of the strategies; but most or all major decisions are made for them;
- are involved as followers or doers under the control and direction of adults.


I in turn chose to promote to the schools and the wider community the tasks and roles of Youth Action as my first priority. Admittedly it was rather idealist but it gave a much higher aim than settling for the adoption of Youth Participation.

In the last term of 1980, a group of students decided to initiate a concept called "Resource Assistance Group" and provide a worthwhile service to fellow students. I followed the development of this group for the third term and worked closely with the initiators. They, in turn, were able to develop the concept to a workable stage and provided vital information that could be collated for dissemination throughout the region.

I wrote a small document entitled "A Guide to Resource Assistance Groups" and spent the early part of 1981 visiting schools and sharing the example of Youth Action.

Within a very short period of time, the concept was adopted by 27 secondary schools and initially involved 280 young people.
The concept of the RAGs was that a management group be established whose task it was to collect and develop resources that could be used in student program development. This group consisted of about 12 students representative of all levels (7-12) who met fortnightly to discuss submissions and in turn allocate resources.

One of the factors that made the program successful was the gaining of $500 for each group. This financial support enabled students to use a pool of funds at their own discretion and therefore became accountable.

Over the period of two years, students have initiated numerous programs and have involved many students in program development.

The concept of Youth Action and Resource Assistance Groups was and still is seen in three phases:

* Program Initiation and Development;
* Curriculum Connections;
* Social Action/Comment.

The development of RAGs provided all students with the opportunity to get immediate wanted and needed programs active. It was up to them to take action, gain program development skills, problem solving skills and team work skills.

Once students had gained confidence and a sense of achievement, they had the opportunity to seek support in negotiating curriculum connections. We are going through this phase at the moment, where a number of students are becoming more actively involved in curriculum change and modification. A good example of this is the school newspaper/magazine, where students ought to gain appropriate credits in subject areas related to the production process – writing articles: English, Graphic Design; layout: Art or Graphics, Mathematics etc etc. It seems logical that this should happen, but unfortunately many teachers still feel threatened by the thought of students directing the learning experience. I'm optimistic that over a period of time, young people will gain more and more opportunity through Youth Action Programs to influence the school curriculum.

The social action/comment area probably has yet to come, although it has happened in one school – the students became quite active in the anti-nuclear debate.

I don't believe that young people can effect change in this area until they have gained a range of skills related to program development. Once again the time will come where students, through their program initiation, will become vitally active in this area.

SOME EXAMPLES OF YOUTH ACTION PROGRAMS

School radio; school newspaper; school magazines; toy making for pre-schools; stilt making; information centre for students; lunch-time activities; discos, socials, dances; catering service; canteen project; stationery store; second-hand books; scoreboard - electronic; tape recordings for remedial classes; newspaper for aged home; cross-aged tutoring; common room; market gardening; horticulture project; environmental impact statement; talent quests; fairs, fetes etc; canoe building; lost property/clothing; proppogation; hydroponics; bicycle recycling; art and craft sales; school grounds landscaping; interest clubs eg chess, computer etc; school maintenance; fund-raising activities; book writing and publishing; cross-cultural activites.

SCHOOL COMMITTEE INVOLVEMENT:

School Councils; Parents' & Citizens' Committee; Student Representative Councils; Active Students' Committee; Interior Decorating Committee; Sports Committee; Social Committee; Curriculum Committee; Seminar Committee; Canteen Committee.

Graeme Kent, PO Box 135E, Ballarat East 3350.

An example of the operation of the Resource Assistance Group at Wendouree High School is included elsewhere in this issue in the section on GOVERNANCE.
GOVERNANCE
PART 2
10a. PORT HACKING HIGH (Revisited)

Port Hacking High School has a new constitution for its Student Representative Council. This is due to the efforts of members of the Council and to interested teachers working together to improve the SRC's role in the school.

The purpose of the Council is to "have a greater say in the running of all activities within the school and therefore achieve a greater understanding of the running of the school". To achieve this, the SRC aims to:

a) provide a forum for the expression of student opinion;
b) help solve problems that arise in the school;
c) promote liaison between students and the staff;
d) promote school spirit;
e) engender interest in community affairs; and
f) consider problems of students.

A number of important changes have been made to the constitution in order to carry out these aims more effectively. To begin with, the number of students on the Council has been more than halved to 30. We found that our original number of 64 was too unwieldy - students rarely reached a compromise on even minor issues. In the past, this problem was compounded by the fact that half the SRC had to be year 12 students. Each of the 32 vertical roll-call groups had to elect one year 12 student. Sometimes there was only one year 12 student in the roll group and therefore he/she was forced to participate which adversely affected the drive and enthusiasm of the SRC as a whole. Along with the problem of these "press-gang" tactics, was that of half the Council working towards the SRC during the year. Many of these students could not put in the time and effort they felt the SRC deserved and again the Council suffered.

Now only 9 of the 30 members must be from year 12 and instead of having a President and Vice-President from year 12, we will have two Presidents from year 12 and two Vice-Presidents from year 11. This should give two students in year 11 a "trial run" at Presidency and all its responsibilities. Hopefully, too, year 11 students will be able to contribute more time and energy to the SRC which many year 12 students cannot do due to exam pressures.

Election of candidates will change in 1983. Students will no longer have a limited choice of candidates (those in their roll class). Instead each year will elect its year representatives: year 11 will have 8; year 10, 5; year 9, 4; year 8, 2; and year 7 will have 2. This will improve the quality of the average student on the SRC.

The other radical change we are introducing is "campaigns" by students who accept nomination for the Council. Candidates will make compulsory short speeches through which they can display their suitability for membership of the SRC. Thus only those who want to join the Council and who have positive contributions will be elected.

To date there has been much apathy within the school towards the SRC. Many students who could make terrific contributions have been uninterested in even joining it. We are hoping that "healthy competition" for a place on the Council will help stamp out some of the apathy.

We have found in the past that our committees (eg social, community service) have been effective and the early formation of committees will be encouraged in 1983. Our past experience has taught us much about our SRC and our school. The SRC has a long way to go until it can be happy with its role in the school as yet it has little say in real decision-making. Nevertheless, the new constitution is a breakthrough and hopefully the first of many.

Genni Capell,
Port Hacking High School,
PO Box 187, Miranda 2228,
11. THE ENTRANCE HIGH: Mission Possible

The establishment of a Student Representative Council at The Entrance High School, grew out of an action plan devised by four students from The Entrance High who attended the 1982 Youth Forum Conference held at the Mitchell College of Advanced Education in Bathurst between July 10th and 13th, 1982.

While realising the fact that change, whether it be for better or worse, seemed to be frowned upon at The Entrance, the students and I decided to push ahead with the Student Council idea when we returned to school.

To our surprise, the climate at school seemed to be ripe for a Council to be initiated. The years of apathy had taken their toll upon the staff and students and now everyone seemed to be willing to get things done via a Student Council.

As was pointed out and as we have since discovered, a Student Council needs to be 'representative', aware of all students' needs and opinions as well as an organisation that can show it can achieve things and get things done. It is on the latter point that we feel a great deal of care and planning needs to be enacted. Attempting to achieve unrealistic goals too soon in a Council's life can kill it before it gets going or before it can establish itself as a viable organisation. And to the former point, Council members should not be seen by the general school population as an elite group, or more regretably, a group of all the 'smarties' or 'brains' in the school. Such a situation would mean that the Council members would be working for only a select group of people, not the entire student body.

After dealing with the problems of apathy, fear of change, representational and planning difficulties, we virtually felt that we had overcome all our major difficulties, but then we ran into that which we're now a part of: administrative and departmental politicking. Such restrictions arose when one of our first issues was discussed - extra seating. It seemed that this issue had been raised by previous P & C meetings over a number of years with no success. However, the injection of a strong representative body of students, willing to get things done, into the seating debate seemed to turn the tide and we now have extra seats at the school.

This is only just one issue our infant Student Council has been involved with, but it means a great deal to all students who feel that they are merely pawns in the hands of bureaucrats and teachers. Success, however small or insignificant, will give students a feeling of pride, thus eradicating the apathy that had so longed plagued The Entrance High School as well as giving them the incentive needed to attempt and achieve success in bigger and bolder projects.

On a more practical level, the realities of a Student Council mean that you have to have good, dedicated students and if you don't get them, your Council is at an immediate disadvantage. The question therefore is, how to get the good, the dedicated and still have a representative group? As far as our Council is concerned, I talked to each year in the school personally and stressed the fact that workers were required who were willing to give up lunchtimes etc. It was hoped that this approach would weed out those who would normally have nominated themselves but who were 'allergic' to Council work, especially during their own time. It was therefore hoped that the concerned ones who were willing to work would nominate themselves as their year's representative.

We were most fortunate to get a very responsible and dedicated group elected to the Council, that proved to be acceptable and amenable to staff, students and the school's administration.

So far, our Student Council is only in its formative period and the initial impetus which set the Council in motion is still burning and hopefully will continue to do so as long as the lines of communication are kept open between administration, the P & C Association, staff, students and the student council representatives.

Chris Monaghan,
SRC Staff Adviser,
The Entrance High,
The Entrance Rd.,
Long Jetty 2262
12. GLEBE HIGH

Glebe High School is entering its 5th year of existence in 1983 and so far has only experimented with student government at the headmaster's insistence.

1982 has been the first year the School Council operated. Representatives were elected from each roll class, plus an extra six from year 10 - being a total of 21.

Unrealistic quorum quotas were set. As 1982 progressed it was realised by students that changes were needed, hence the constitution was amended and the changes put into effect.

The changes were as follows:

* Council elections to be held in September of each year;
* Term of office for councillors to be one year;
* Councillors to be elected from each form rather than roll class - under the previous system, there may have been six candidates from one class and one candidate from another, yet only one candidate was to be elected from the first roll class and the other five lost. Members of other classes could not vote for them even if they were judged by their peers to be more worthy of office than the one candidate in the other class;
* Council has the power to co-opt volunteers to fill unfilled positions due to lack of candidates in any one form;
* Quorum reduced to a more practical level;
* Anyone free to attend and speak at meetings - however only councillors have power to vote.

We are due to move into new premises at Blackwattle Bay some time in 1983. Up to this year we have been housed in portables adjacent to the new site. For this reason no real issues regarding the physical environment have arisen. Blackwattle Bay is part of Sydney Harbour in the inner city suburb of Glebe.

The present council (elected September 1982) is a combination of thinkers and doers.

AIMS

1. The first aim is mine - to get the council to work as a positive collective unit. I hope to embark on a camping program in term 1 with the School Council.

2. The council itself recognises the need for cohesive action and the prevention of "cliques" within itself.

3. The council recognises that it must gain the confidence of the school population, staff, parents and the community, by positive action - identification of problem areas and solutions.

4. Fund raising for the school - an increasing necessity for these times.

5. Community involvement in school and out of school activities.

All decision-making is made by Council.

ISSUES

The issues that have been identified by student council as being important are:

* Level of funding for state schools;
* Public attacks on the state school system;
* Moulding a united school population and building up self-esteem of school population;
* Fund-raising in conjunction with teachers and Parents and Citizens.

1983 will be the real test to see how the school council will operate effectiveness in making inroads into the issues.

DETENTION FOR YOU TONIGHT!

George Stamell,
Glebe High School
Taylor St., Glebe
The SRC at Newmarket State High School (Brisbane) has been in operation since 1979. Our Principal was very enthusiastic and was able to provide us with plenty of ideas and motivation. We set up a committee of interested students and looked into the operation of other SRCs. We gathered a great deal of information, not only from local schools, but also from the United States where student government is very much the norm. After we had satisfied ourselves with our strategy, we held our first elections. Executive office bearers gave speeches on parade and prepared campaigns. All students were given the opportunity to take part in a secret ballot.

The Executive is made up of a President, Vice President and Sports Captain. The main body of the SRC come from two representatives from each Grade 11 and 12 class and one representative from each 8, 9 and 10 class. The SRC generally ends up with around 28 to 30 students from a school population of around 550 to 590. From the group, a Treasurer and Secretary are elected, generally at the first or second meeting. We also have a teacher who acts as SRC adviser.

All SRC members are presented with badges of office and every year we try to organise a weekend camp where the SRC and as many members of staff as possible get to know each other and work on various group activities, as well as having fun.

All students at the school are given every encouragement to become involved in organizing and running activities and in decision-making - and this is real, not imagined involvement. It has taken time, but the students are learning to accept that some teachers and administrators really do have faith in them and will listen. Past experiences have a long hangover. I have a great deal of confidence in our students. Naturally, their motivation and abilities vary from year to year but this gives each year a distinctive character; and, more importantly, we're all in it to learn and if we make mistakes, well, that is a great teacher.

The SRC is encouraged to be highly visible in the school by running parade once a week, by being a ready vehicle for communication, organising staff-student competitions, dances, fund-raising for charities, movie nights and attending and reporting at P & C meetings and Total School Coordinating Committee Meetings. The TSCC is basically the school management committee, deciding on school policy and future directions for the school and over-seeing the work of other committees in the school.

Each year the SRC varies considerably in the degree of intervention required by the staff adviser. Last year, the executive was highly motivated and launched themselves into new areas with great gusto. One particularly successful venture was the organisation of a Miss Newmarket High Quest, including Miss Senior, Miss Junior and Miss Charity. This proved to be a great experience for all of us as well as a great fund raiser. We hope to expand it to include a Mr Newmarket this year but will just have to see how the new group evolves.

I think it's important to give the students as free a rein as possible within the constraints of administration. By involving them and not just in a token fashion (the 'kids' see through that very quickly!!) the students come to a much better understanding of ways schools operate and how they can more effectively involve themselves in decisions regarding their education. In many ways, the skills they learn while working as a group endeavouring to achieve their goals, are truly the 'Life Skills' so needed today. Hopefully, these citizens will not simply react to their environment but act upon it, become involved in their community, whether it be local or world-wide.

It is not just a fancy trimming to have an SRC in your school. It is truly necessary to have students involved in making decisions if we are to claim that we are in the learning business!

Sue Bailey,
Newmarket State High School,
Banks St., Newmarket 4051
14. WENDOUREE HIGH TECH: Resource Assistance Group

Youth Action Programs are planned by kids for kids. They are activities or groups of various sorts run by students who are prepared to work at a project which will bring about enjoyment or service to others and satisfaction to those involved in the program.

At Wendouree High Technical School, a few of these groups have already been started. Some examples of these are: a bush walking group, a group starting up a school newspaper and another group who broadcast over the PA system every lunch time, and many more will follow as they can now get help from a Resource Assistance Group, commonly known as RAG. The students want to start groups, but they don't know how to get started, who to see for help, and other problems they will come across in running their group and RAG will now be able to help them.

The RAG will help anyone who wishes to start a group. The type of help we will be able to provide is getting somebody to help the groups with any problems they might have. This help might be with money, advice and resources to get started, making other students aware that the group exists or actually getting the whole thing off the ground. The RAG decides how the money and resources will be used, that is helping anyone or group who wants to start a program that will benefit the other students or the community. We will add any ideas about the running of their program if we think it will help and they're happy with the idea. If the program will make a profit we would, over a period of time, like the money or part of it back so that other groups could use the money, but this might not always be the case.

Three weeks ago, a RAG was formed here; it included three members of staff, about ten students and Graeme Kent (TTF). He explained what we would do and ways we could help other people get involved. He is helping us with any problems we might come across and with money and resources we need to help the Youth Action Programs.

The RAG have now met twice and are starting to get the idea, so we will be ready and willing to help any group get their program on the way.

I think the RAG is a great idea. Not only does it involve the RAG but it can involve all students in a group. It will give them something to be interested in and look forward to. The students will be doing something that will help themselves and others, while they are enjoying what they are doing, they will learn to take responsibilities and that alone is worthwhile.

Marita Mihic, year 9
Wendouree High Tech School

Marita's article which appeared in the Regional Views in October 1980 is an example of the enthusiasm and interest generated by the concept of Youth Action.

As previously stated, Wendouree High Tech had a range of programs operating at the time I came on the scene (9.9.80) and since then I have maintained weekly meetings with staff and students.

This section is an explanation of the concept and development steps of the Resource Assistance Group as introduced to the school by Mr Peter Harrop, Mr Frank McCormick and Mr Gary Whittaker.

The first meeting of the group consisting of ten students, Peter, Frank and myself, was held on the 1.10.80 and was introduced to the concept and the name Resource Allocation Group (RAG). At this stage the students were already showing their keenness by asking pertinent questions and seeking guidance as to the best approach for the best results.

The group was made aware of the fact that some money was available from the Youth Council of Victoria and this no doubt added impetus and incentive to the Group's enthusiasm.

At the second meeting on 8.10.80, the Group was introduced to a Board Game which explained the stages of Youth Action Programs and its applicability to the RAG. This was quite successful and gave me the opportunity to make appropriate changes and adjustments to the game format.

It was also at this meeting that Marita Mihic was elected Chairperson and the positions of Secretary and Treasurer also filled.
Following the first two meetings, some considerable discussion was held outside the meeting arena and the roles of Chairperson, Agendas, Minutes etc were explained to the girls concerned. This proved to be effective as the third meeting of the group, as chaired by Marita, began to adopt some worthwhile resolutions:

- That Youth Action Teams which develop within the school have a minimum of four members;
- That the name Resource Allocation Group be changed to Resource Assistance Group;
- That some formality be followed at each meeting and an Agenda be drawn up and made available to all present.

It was still obvious that Marita as Chairperson was still learning the 'ropes', but over the next two meetings she was able to show her leadership skills and abilities in the conduct of meetings. Even when confronted with a new aspect of procedure, she seems to be able to recall what has been previously explained or has the intelligence to ask for support and in turn learn from the experience.

This is an imperative aspect in the operation of such a group as each member must be placed into a position where they are willing to learn, ask questions and seek support, whilst in a relatively informal atmosphere.

It is at this point that teachers and other associated persons must weigh up the amount of direction offered and when to recede, as too much direction will begin to stifle the Youth Action concept.

Even though the group was aware that $500 was available for the use of Action Programs in the school, it wasn't until the 8th meeting that $10 was requested. This was used to purchase a rack for the girls who looked after the lost property.

The fact that the group knew they had up to $500 available could have led to rash spending but the responsible attitude taken by all members is to be commended. They thought through the issue quite carefully and decided that groups seeking funding support would either receive a direct grant or an establishment loan. The type of funding depended on the type of project, the effect on numbers of students, "homework" done by students proposing the program etc.

The responsible attitude adopted by the group in relation to finances proves that students can be trusted to administer as they see fit, monies to appropriate programs.

The RAG group adopted the following procedure for Youth Action Program Development within the school:

- Representatives of the Youth Action Group meet with the Assistance Group and verbally 'float' their idea;
- The group has the opportunity to question the representatives, clarify any points and to elaborate on the requirements for assistance;
- The task for the representatives is to write a report/submission explaining their program in detail, following a set submission guide. This is then presented and discussed at a further committee meeting;
- The RAG then considers the assistance required and notifies the group of the outcome.

The Resource Assistance Group is the student controlling body of Youth Action Programs, and is made up of:

- Students: able to initiate or represent Action Programs;
- Teachers: to act as advisors, facilitators;
- Parents: to act in a similar manner to teachers;
- Community representatives and other interested persons.

Following a period of self determination, they "sell" the concept to the school community and seek support. The Resource Assistance Group: evaluates; assesses; advises; allocates - on programs as submitted by Youth Action Groups.

The group can assist with: monetary funding; referrals for manpower/expertise; resource referrals, aid.

Gary Whittaker,
Wendouree High Tech School,
C/o Graeme Kent,
PO Box 1385E,
Ballarat East 3350
THE CASTLEMAINE EXPERIENCE

Some Comments

SUMMARY OF EVALUATIVE COMMENTS FROM FOUR TEAC STUDENTS AT KANGAROO FLAT TECHNICAL SCHOOL GIVEN TO 3CCC SCHOOLS LIAISON OFFICER - JUSTIN SHORTALL

The Students: Darren May, Paul Yarwood, David Ramage, Glenn Bulae.

The Program: "Radiocation" on 3CCC-FM. A magazine program of music and interviews was broadcast on 8th December 1982.
* Darren talked with a Spastic person and talked about acceptance of the disabled by the community;
* Paul spoke to the Careers teacher at Kangaroo Flat Technical School. They discussed the employment opportunities for youth in Kangaroo Flat;
* David presented a report on alcoholism among teenagers. He also spoke to a Kangaroo Flat Community Welfare Officer;
* Glenn looked at the Franklin River issue and discussed it with a member of the Bendigo Branch of the Tasmanian Wilderness Society.

The Students' Comments on the Program:

Darren: It surprised me, it worked out well. (I learned) how to approach people, how to get an interview, catching up with people.
I am very satisfied with the program because it was my own thing. The information was what I wanted; the people being very cooperative, editing our own tapes, the choice of music, it fits in with the interviews on the show. I think the show was a hit. I accepted the responsibility for the editing and getting the interview.
I think our group was a good group because we cooperated with each other ... had a bit of a joke between us and Justin and Mrs Coyne. They are a friendly group.

David: (I was surprised) that it worked out so well and was an interesting hour ... how it went together down at the station.
It wasn't easy to get the interviews; learning how to approach people and writing thank-you letters.
We chose what we were going to do ... We picked out our own records without the help of anyone. We were satisfied with what we got at the end.
The first group I was in everyone couldn't cooperate ... because ... they didn't get what they were interested in ... but with this group everyone cooperated and got things done in time and helped others with other problems.

Glenn: Through the interview, I learned more about the Franklin River and the problems it is facing.
(I was) very satisfied, because I have never done anything like it before.
Everyone worked really hard to get their interview done. No-one was really bludging all the time. The reason no-one was bludging was because everyone was too interested in their interviews ... we were able to pick them ourselves ... which made it more personal and that little bit extra special.
Paul: Editing the tapes was my own decision; I was satisfied with the editing. We all had our interviews together at about the same time, which was good. Therefore all the interviews were ready to go onto the master tape. The group worked well because we were all able to pick our own topics of interest. It was hard to choose a topic at the start but eventually everyone had chosen a topic they liked.

The Advantages of Making Radio Programs at School?

Darren: Reading the questions from the question sheet, writing out the scripts the way you talk on radio. Being able to talk more comfortably to different types of people.

David: You learn how a radio station works. You learn how to interview people ... and you had something that you had to do by a deadline without teachers' help. You learn to do things by yourself.

Glenn: It keeps you going in your English ... speaking right, spelling, writing and to express yourself.

Paul: It has a lot to do with school work such as English. You need to be able to speak clearly and put a bit of expression into your words and sentences.

The Disadvantages of Making Radio Programs at School?

Darren: I think there are no disadvantages in making programs as part of our school work.

David: I think there was no disadvantage.

Glenn: None at all.

Paul: I don't think there's any disadvantages.

Justin Shortal,
Schools Liaison Officer,
3CCC-FM, Station St.,
Harcourt. 3453.

Radio in the School Classroom

Radio in the School Classroom is a compilation of articles by Peter Duffy. It was produced for the Committee for the study of the Media for an in-service day on Radio Production held at 3RRR-FM in November 1982. In 62 pages, it covers most of what you would need to know about radio production in schools, and includes such areas as writing for radio, interviews, announcing, production techniques, resources, curriculum ideas etc. It uses material from CONNECT, notes from 2WEB-FM, and from Local Radio (Barrie Redfern).

I don't know about availability, but enquiries could be directed to Peter Duffy at Footscray Institute of Technology, Ballarat Rd., Footscray 3011.

RADIO-ACTIVITY RADIO-ACTIVITY RADIO-ACTIVITY

FRIENDS OF Y.P.

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

PATRON SUBSCRIBERS ($20 pa)

Virginia Ferguson (Glen Iris, Vic)
Olga Kimpton (North Carlton, Vic)
Dr L W Mayes (Moonee Ponds, Vic)
Helen Thompson (Kirribilli, NSW)
Doveton High School Minischool (Vic)
TAFE Transition Resources (East Perth, WA)
THE FITZ-COLL DIRECTORY

This directory has been researched and compiled by a group of Year 10 students at Fitzroy High School as part of their Transition Education Advisory Committee programme.

The aims of producing this directory were varied, but essentially it was for the students to acquire information relevant to themselves about the services and resources in the Fitzroy-Collingwood area. The project provided the students with the opportunity to research information and service agencies within their local community. This contact has increased their knowledge of the local community and its workings.

While working on the directory the students have actively experienced the concepts of teamwork, interviewing, researching, collating of information, map studies, individual use of public transport and the basic steps involved in the printing process.

One of the most positive outcomes of this project was that all the decisions were made by students. Although producing this directory has been a time consuming endeavour, we would encourage all students and young people to undertake a project similar to this one, concerning the relevant services and resources in their local communities.

Gayle Anderson,
Sally Ingleton,
Jan Galloway,
Fitzroy High School,
Falconer Street,
North Fitzroy 3068.

APOLOGY - WE WERE WRONG - ETC

In the last issue of CONNECT (18) we inadvertently headlined LORETO COLLEGE as Loreto Convent. We apologise for any confusion caused by this.

YOUR COMMENTS

As from the beginning of 1983, subscriptions to The Paddlewheel will rise to $12 per year because of an increase in postal rates for registered mail articles.

Highlights of next year will include the 300th Paddle Wheel on 29th April (or sooner if any holiday editions come out). This will be a bumper edition along the lines of the 100th and 200th editions.

May I take this opportunity to wish you a very merry Christmas and a happy and prosperous New Year.

Robert Lindsay, Editor,
The Paddlewheel,
Wilcannia School,
Hood St., Wilcannia 2836.

Many thanks for the tape of Art Pearl's talk. ... The Bendigo talk was very well attended. ... I have also included a summary of evaluative comments from a recent group who completed a rather good Radiocation program. Rebecca suggested I might like to write something for Connect. I thought the students' comments might be a useful starter. 'I'll try and produce something intelligent myself, sometime!'

Justin Shortal
3CCC-FM,
Station St., Harcourt 3453
Here's a copy of our Newspaper that I had promised to forward to you ... Although it's Volume 2 Edition 3, it's the first one that I've been involved in. It is, however, the first one that hasn't been treated just as a class assignment. In the entire process of the production of the Newspaper, we have incorporated most of the transitional skills that should be associated with such a process. All of the students who worked on it were Year 10s.

I have been quite pleased with the process, perhaps more so than the final product may indicate. There are some typing errors, but I think that this may be expected of student productions, especially if the supervisor/teacher refuses to act as a censor/proof-reader as we did and leaves this to the students. We even got a review in the weekly newsletter:

CONGRATULATIONS ON A TOP JOB YEAR 10!

The latest edition of "ARGUS II", the school newspaper, is a real cause for the editors (year 10) to feel very proud.

The 12-page issue is jam-packed full of interest, with feature articles on Rainbow the guide dog, Rainbow's "consumer area", work experience, pyramids and Yuapeet's 1987 premiership. In addition, there are several interviews, a page of articles by RFS students, and a number of creative pieces.

But the outstanding success of this issue is without doubt its splendid visual presentation. Areas of print are effectively broken up with photographs, sketches, line-work and headlines, so that the whole paper sustains the reader's interest from cover to cover.

Excellent work Year 10 - ARGUS II is a credit to you!!

The Newsletter review was the first time the Newspaper has ever had a mention. All the other editions were 4 or 8 pages. If you have time, I'd be interested in any of your comments.

Gary A Rupp,
Rainbow High School,
PO Box 223, Rainbow 3424

I hope that our experiences in forming a Student Council at The Entrance High School can prove enlightening and beneficial to readers of subsequent editions of CONNECT. I hope that the article (elsewhere this issue) will prove satisfactory and informative.

Chris Monaghan,
The Entrance High,
The Entrance Rd.,
Long Jetty, NSW 2262

I have been meaning to ask for a correct to be printed that could almost be a motto for CONNECT. I have dug out my file of CONNECT and find in CONNECT 8 (April 1981) an error which could be mine or the typist's, that needs to be corrected.

The statement should be: "as Art Pearl says, 'if it hasn't been written, it hasn't happened". Unfortunately it was printed as: "if it hasn't been written, it has happened" which has an altogether different meaning.

It is also worth noting in CONNECT, given the original letter was about the 9/10/11 scheme continuing in 1980, that in 1983 the scheme will cease to exist.

The Principal has exercised his veto over the Project, stating that student numbers, staffing considerations and administrative and timetabling difficulties of the school, exacerbated by dropping school enrolment, are the reasons for his decision that the scheme should not continue. This in itself is the ultimate example of real or token student and staff participation.

I do not wish to comment at length at this stage on this particular decision, but I will forward a paper or a tape of my thoughts on the Sunshine experience of student decision-making, addressing the question of how real or trivial they have been.

Pearl's reported statement is a guiding policy I think we all should adopt, so that the accumulated experience of youth participation projects will be retained. CONNECT is fulfilling that role well.

Keep up the good work and let CONNECT be a continuing example of what we should be doing.
PS: In the new year, new projects in youth participation and transition will be developed at Sunshine and other projects continued that will be worth writing about.

James Oakesh,
Sunshine High School,
460 Ballarat Rd, Sunshine 3020

I really enjoyed the December issue - well done. It's great for SRCs to get some publicity. I hope this year to get some of the SRCs in Brisbane schools together for a workshop like the one mentioned - Regional Association of Student Governments in Bathurst - sounds exciting.

I put pen to paper to give an outline of what we're doing at Newmarket - very brief but to the point I hope! We're still learning and have a long way to go but the spirit is willing. (There just aren't enough hours in the day are there!)

I'll be taking on a new role this year as CEO at the school. I hope I can do it - it's not like being a Teacher-Librarian - all the work was pretty cut and dried there in many respects. I would appreciate it if you come across any material which may be of assistance, if you would give me a yell.

I look forward hungrily to the Feb. issue.

Sue Bailey,
Newmarket State High School,
Banks St., Newmarket 4051 Q.

First-off let me begin by thanking you for your support of the Regional Student Government in New South Wales. The National Association of Secondary School Principals, as sponsor of the National Association of Student Councils, feels that responsible student involvement and the student activities program is an important part of the overall school curriculum.

Charles Kingston, of West Wyalong High School, spent almost the entire summer (your winter) attending the various programs sponsored by this office for student leaders and activity advisers. All of these programs are educational in nature and graduate credit is granted for participation in the National Seminar for Activity Advisers. I have enclosed brief descriptions of the programs that Mr Kingston attended. He was able to share with us the exciting things that are beginning to happen in Australia and I'm sure that he will be able to bring back to your teachers, students and administrators the knowledge that he has gained about student leadership programs here in America. Our staff has found Charles Kingston to be a very dedicated educator working for the good of your students. The time he spent on educational endeavours crisscrossing this country by bus was amazing. It was a most grueling schedule that certainly infringed upon other personal obligations. This experience, however, should qualify him as a valuable resource person/consultant.

The RASS Handbook is indeed a good source for students to follow. We hope that the Department of Education will find the resources to print more of this valuable publication. It would be unfortunate if the knowledge that come from the hard work of those dedicated students and advisers was not disseminated further.

Please know that this office is committed to assisting in any way possible, with the development and growth of student government and student leadership programs in your fine country. We hope that in 1985 as part of the International Youth Year celebration, we will see an exchange of students from the United States and Australia. Charles is already planning on bringing students to the 1985 NASC conference in Pittsburgh, Pennsylvania. Perhaps you too could be in attendance.

If this office can provide any information or assistance to you, please do not hesitate to contact us.

Rocco Marano,
Assistant Director,
Office of Student Activities,
National Association of Secondary School Principals,
1904 Association Drive,
Reston, Virginia 22091 USA
1. Articles

136 Education for a Changing Society: Peter Cole (from ADVISE) 3 50¢
137 46th NASC/NASAA National Conference (USA) (see Letters) 5 50¢
138 Letter from National Commission on Resources for Youth about its merger with the Institute for Responsive Education 2 40¢

2. Literature for Sale

The back page contains an order form for literature available from CONNECT. The following is a brief outline of what these items are:

1. The Golden Shaft is a book produced by students at Ballarat East High School in 1979. It contains stories, poems, recipes, interviews, reminiscences etc. 272 pages. $7.50 post paid. 6 copies available.

2. As We See It is edited by Marietta Elliott and Meredith Freeman. It contains stories and poems written by Brunswick students and was designed to be used as a class set for middle to senior school students. 80 pages. $3.50 post paid. Approx. 100 copies available.

3. Leaving School is a four language book (English, Greek, Italian, Turkish) edited by Graeme Jane and Rod Maher for the School-Work Program at Moreland High School. It summarises the results of the "... It Isn't Happening in Brunswick!" survey and book and presents an outline of the employment prospects of Brunswick (and by implication other) students. 97 pages. $3.60 post paid. 4 copies available - more can be obtained.

4. Adelaide Conference Magazine was produced by participants at the second National Workshop of Youth Participation in Education Projects held in Adelaide in August 1981. 30 pages A4. $2 post paid. 6 copies available.

5. Radio Conference Papers were prepared for the Schools in Radio Conference in Melbourne in December 1981. They contain reprints from early CONNECTs as well as other sources (ABC, Radio Expo etc). Approx 20 pp; $2 pp; 2 left.

6. You and Aunt Arie - a magnificent guide to "cultural journalism projects" - the collection and publication of oral history by students - based on Foxfire and its descendents in the U.S. By Pamela Wood. A must! 220 pages. $10 plus postage: $2 Melb., $2.50 Vic/Tas; $4 NSW, Qld, SA; $5 WA/NT. 16 left.

7. Some Girls postcards from Leeds Postcards (UK): "Young women talking about things which are important to them and you". Each set contains 6 postcards. Two sets (A and B) - different cards. $2.50 for one set; $4 for both - post paid. 2 of A, 1 of B left.

8. Lynall Hall Community School Yearbook 1982: writing by and about this Brunswick Community School. 26 pages A4. $1.50 post paid. Approx. 100 copies.

9. The Fitz-Coll Directory has information on accommodation, employment, health, legal, recreation, retail; produced by year 10 students at Fitzroy High School. 48 pages. $1.50 post paid. 10 copies available.

10. Tapes: As outlined in issue 18, we have six tapes of talks or interviews with Professor Art Pearl available - 60 or 90 min. Also a program about the SRC Day at Sunshine Technical School. $4 each post paid or $2 if you send tape.

11. Back issues of CONNECT are available (various quantities, but we can always make up more) - numbers 1 to 18. Prices as indicated on the back page. No. 17 contained a cross-referenced index to issue 16 - this is available FREE.
PHOTOCOPY: COMPLETE: RETURN:

PHOTOCOPY this page; COMPLETE all the details; RETURN it to:

To: CONNECT,
The Newsletter of Youth Participation in Education Projects,
12 Brooke Street, Northcote 3070 Victoria.

From: NAME: .................................................................

ADDRESS: ........................................................................

..........................POSTCODE: ..........................

SUBSCRIPTION: $5 for a 1-year subscription .......................... $ ........
$20 to become a PATRON SUBSCRIBER ............................... $ ........
$50 to become a SUPPORTING SUBSCRIBER ........................ $ ........
$100 to become a SUSTAINING SUBSCRIBER ........................ $ ........
$1000 to become a LIFETIME SUBSCRIBER ......................... $ ........

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

LITERATURE: * Back issues of CONNECT (circle one/s wanted) .... $ ........
1 ($1) 2 ($1.50) 3 ($2) 4 ($2) 5 ($2) 6/7 ($3) 8 ($1.50) 9 ($1.50)
10 ($1) 11 ($3) 12 ($3) 13/14 ($5) 15 ($2) 16 ($2) 17 ($2) 18 ($3)

* The Golden Shaft ($7.50) - Ballarat students ........... $ ........
* As We See It ($3.50) - Brunswick students ............ $ ........
* Leaving School ($3.60) - Moreland School-Work Prog. $ ........
* Adelaide Conference Magazine ($2) - August 1981 .... $ ........
* Radio Conference Papers ($2) - Schools in Radio ... $ ........
* You and Aunt Arie ($10 + postage) ......................... $ ........
* "Some Girls" postcards ($2.50 per set; $4 for A & B) $ ........
* Lynall Hall Community School 1982 Yearbook ($1.50). $ ........

PHOTOCOPIES: Copies of the following article(s):

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

TAPES: Copies of the following tapes: $ ........

AP1 AP2 AP3 AP4 AP5 AP6 SRC ($4 each or $2 plus tape)

TOTAL ENCLODED: $ ........