GOVERNANCE A SYMPOSIUM

NEWSPAPER WORKSHOPS

Plus: NEWS, REVIEWS, RESOURCES

This newsletter is produced in the first week of every second month.
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This issue:

A few reminders from last issue:

**SUBSCRIPTIONS**

CONNECT operates solely from your subscriptions (and my personal debt). Push CONNECT at every opportunity - suggest that your school subscribes etc. And we would be grateful for donations, Patron, Supporting and Sustaining subscriptions. We've yet to get a Lifetime Subscription ... be the first one on your block ....

**FILING CABINETS**

There MUST be some out there. Look around you. We're desperate and losing track of material! Until CONNECT gets more financial we can't afford to buy one. But maybe you can help recycle one for us ....

**APPENDIX**

In last issue, we included an appendix listing back articles and photocopies available. It's our intention to up-date this at about issue 24. But until then, if you didn't get an appendix (cross-referenced and incomprehensible mathematics) let us know - we have some spare ....

**NEXT ISSUE**

The "Symposium" on SRCs will continue in the next issues of CONNECT. We would really like to hear from other schools with their experiences, models, styles etc. In particular, we are interested to explore the question: to what extent is student participation in decision-making "real" and to what extent is it "trivial" or token?

We also have an interesting excerpt from Graeme Kent's Ballarat report. We'd hoped to include that in this issue, but ran out of space!

How about some other reports on Conferences - it's a bit difficult for some-one who has been organising them to write an "objective" account.

Next issue will be out in February - that means that copy is due by the end of January. Have a happy writing holiday. Oh, and best wishes etc etc etc etc etc ....

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DIMENSIONS OF SUCCESS

There are nine things that I think are crucial in making a group work and that explain in so many cases why we fail, particularly in what are called Student Representative Councils. And they're going to fail unless we start looking at some of the dimensions necessary for them to succeed. I talk about nine because they tell me whether I've got a group or I don't have a group.

SECURITY

One is: do the kids feel secure there - does everybody feel secure working in that group. Often they don't. An SRC is often characterised by kids feeling very insecure - when they're one of a very few youth in an adult dominated council and they feel overwhelmed. I've got to organise the group in a way that everybody feels secure. I suspect that most student councils have to be broken down into smaller groups and, on a rule of thumb, kids are not going to feel secure in those unless they have equal numbers. A School Council which has a handful of youth representatives on a totally adult dominated system is not designed to work - it's designed to not work.

COMFORT

The second is: is it organised in a setting where people feel reasonably comfortable? Is the setting austere? Are the chairs uncomfortable? Is the physical environment foreboding? If that's there, you're going to have trouble - you're putting in a whole bunch of unnecessary impediments to making it work. There are a lot of ways you can make it comfortable. You can start it with some cultural activity where youth can feel part of it. There are a lot of ways in which the introduction - even the way in which coffee is done - can help facilitate peoples' ease or dis-ease in that setting.

UNDERSTANDING AND COMPETENCE

The third (and this, in many ways, is the most important): are the youth sufficiently briefed and oriented so that they understand all the things that are taking place. Often there's a whole rules of operation that they're never informed of, and every time they want to say something, some parliamentarian tells them they're out of order and that becomes an effective way of making sure that they're left out of it. Or they're not having sufficient background on any of the issues that are being discussed so that they really can't give an informed vote. And that can be done in any group, that I as the leader keep all of the important information, and I'm playing a game. What I ought to be doing is making sure that you've got all the information. That's why the importance of: "Why do I have to know that?" and "Have I got all the information to make a decision?" as questions that students should be encouraged to ask. "Have you really given me all the information? And if I haven't the information then I want this decision tabled until I do get the information." Is it organised in a way that I'm made to feel that I belong - the language, the cultural systems. And there's a very simple way that we ought to be able to determine that: ask, either afterwards or in a de-briefing. Is my competence brought into the meeting? Do I have something that I can do? Is it built on my competence? If I have no competent role, if I'm only there as a supernumerary, then obviously it's not a youth participation program.

All youth are competent. Youth participation is organised around their competence. All are not competent enough but that's true for all of us. So youth participation is based on competence with the intention of becoming more competent.

USEFUL

Do I have a useful role? To put it more importantly: do I have an essential role? What happens if I'm not there? Can the meeting go if I'm not there? If we organise youth participation without any one body in there it's not an ideal youth participation. If we can function without any youth there, it's a terrible youth participation. So it's organised so that everyone has a vital role.
HOPE

Is it organising with a history of hope? Do we see that what we're doing is leading to a solution of those big problems that hang over us whether we like them or not? The whole issue of hopelessness that has so much dominated all of culture for the last almost 40 years, but certainly predominant in the last 20 years, is one that youth participation actively works against. These are solvable problems - as we nibble away at them, we're solving them. And we see a relationship between our nibbles and the big picture.

EXCITEMENT AND CREATIVITY

Is there excitement built into it? Is there spontaneity, or is it so routinised and so organised that people just feel themselves unable to do anything or create anything? Does it have both spontaneity and opportunities for creativity? A lot of very effective "youth participation" is organised to deny spontaneity. Most of organised sport in America denies youth any opportunity for creativity or spontaneity. Most of organised things like bands and things of that nature. In Australia, they can't even go and eat by themselves without violating the possibility of ever swimming again - the most unbelievable approach to youth participation that I've ever heard in my life! That's taking away from them the opportunity of any control over their lives under the guise of youth participation. They gave them a chance to be acknowledged as competent, a chance to be useful, to feel that they belong, to have some hope ('cause they were winning), to have knowledge about their activities, to feel somewhat comfortable (not very secure) - but they denied them the essence of personal growth that should come out of that.

GROWTH

Personal growth has two elements to it - that I have a right to invent and I have a right to be able to do something differently. The onus of me telling you that you can't do it that way is that I have to make overwhelming cases that that will endanger the project - which I can't do, in 99.9% of the time. All I can tell you is: Gee, that makes me feel a little uncomfortable. And I've got to deal with that problem.

And how do I know if I'm doing this? I ask kids.

I just give them a little check list from 1 to 10 on each of those when it's over, and say "let's see how well we did all of this" and then we look at it. If we then find that say even 20% felt uncomfortable, then let's analyse how we can do better than that next shot around, so we reduce it to 15% - always struggling to make it possible that everyone has that. If most of the people feel on any one of those dimensions that they're not getting it, then it's up to us to say: "Hey, we'd better look at our participation model here. What are we doing wrong? Let's entertain a proposal of how we do this better."

Art Pearl
Professor of Education
University of California

INVOLVING OTHERS

Some hints that may be of help:

* GET THE ENTHUSIASTIC KID (ENTHUSIASM IS CATCHING)

It's the enthusiast who will take action. These are the ones who show most concern, are excited about the Project and are prepared to put their feet where their mouth is. No good getting someone without enthusiasm.

* THE COMMITTED.

The kids who are committed to a cause will see that it happens. Commitment must be sincere and serious; if so, action must certainly follow.
* SUPPORT AND ENCOURAGEMENT

- In all stages of Program Development, the initiator and providers must receive adequate support and encouragement from committee or sponsoring group. This support may be in the form of praise, reinforcement about task (say: they're on the right track, it's really good etc). Other support may come in terms of financial and material assistance as well as manpower to get them off the ground.

* ADEQUATE RESOURCES

Programs can't operate if the needed money, facilities, equipment and adequate manpower is not forthcoming. Help where appropriate, so that hassles are minimised.

* FOLLOW UP AND CHECK PROGRESS

Keep regular contact with the operators so that you can gauge progress and effectiveness. This will satisfy you and the Committee/Council/Group as well as adding to the ongoing progress of the program as seen by the operators. Doesn't need to be big deal but it certainly is an important factor.

* PRAISE AND GRATITUDE (PAT PAT, NUDGE NUDGE)

People feel good if someone thanks them, pats them on the back and says they are doing a good job. It's related to support and encouragement and a real boost to operators if their efforts are recognised.

* REPORT

If your Committee/Group has supported the project (either in principle or in kind) you have the duty to ask for either a written or verbal report. This can be informally or formally, regularly or irregularly, long or short - at least something. Some groups might be happy to say the program was really great and that's sufficient, others might like to go into the reasons for success or apparent failure.

* HELP WHERE NECESSARY

Everyone needs a little help sometime and student groups are no exception. There will be times when the group appears to be bogged down, moving slowly or even to have come to a halt. These, plus other times, the group may need an extra hand, a word of encouragement or a push of some sort. Be diplomatic in offering help (not take over) and in turn do your bit, then back off.

The group may be really firing and may need some extra hands to achieve the end result - pitch in and give 'em a hand.

* TWO (OR MORE) HEADS ARE BETTER THAN ONE - TEAMWORK

Too often tasks are left to one person or at least a very small group. These people in turn become 'cheesed off' because they get all the work.

Ensure that tasks are allocated to all the team and in turn that each person assumes responsibility for task achievement.

Decisions are best made as a team, where all agree on the possible outcome and all are part of the consequences.

Keep asking questions like: Who is helping? Are you alone? Do you need some help? etc.

* LIVE UP TO PROMISES (PUT YOUR BRAIN IN GEAR B4U SPEAK)

If you or your committee say that you are going to do .... , make sure you do it. People lose faith in others if they are made all sorts of promises that never eventuate. It is better not to say anything than to promise the world and hand over nothing.

Likewise with the initiators of programs - they must be prepared to give it a good go and try their hardest to produce the goods. This aspect is part of your evaluation, goals and support structures.

* SET GOALS THAT ARE ACHIEVABLE

Ensure that goals and aims are achievable. People get 'cheesed off' if they set out to build an opera house and achieve a chook shed. In other words, due to X number of reasons, they weren't able to achieve what they set out to do.

It is better to set your goals/aims and then break them down to small bite-size pieces that can be achieved quite easily.
People get a buzz out of success and as that happens, increase the scope, with an end result that will be much more effective. Don't bite off more than you can chew or today the difficult, tomorrow the impossible.

* ARE THE GOALS/AIMS CLEAR?

For a program to have some success, the initiators/operators need to know very clearly what the program hopes to achieve. If these are not clear, then confusion and related hassles set in and thus people become uninterested and give up.

* SHORT TERM OR LONG TERM?

Is the project going to be only operative during one lunchtime or over a number? Is it going to be for one term or for the whole school year? Program initiators need to consider the commitment of team members - will they be burnt out if the program drags on? Will they be satisfied with the event only being on once? Etc.

Likewise with customers, users, clients. Are they going to be sick of the program or look forward to it? Sometimes it's better to consider a small number of short-term programs than on or two long-term programs.

On the other hand, a program can be successful if it happens only once.

In planning your program, carefully consider its lifespan. It doesn't need to last forever.

* WHO TO GO TO FOR HELP OR "HELP, WHERE DO I GET IT?"

In the development of activities, people need assistance with resources, aids, advice etc. Try to build up a resource bank (file/folder) that can have information about all sorts of topics which can be passed on to program initiators.

This is the point where teachers, adults outside the school and other students can be of real value and in turn use them in this way.

* IS THE PROGRAM VALID? WHO IS IT SERVING?

The committee and the initiators need to seriously ask the following questions:

Is the program valid? Is it serving a small elite group? Is it wasteful, relevant, essential, a joke, meaningful, beneficial? etc etc.

As part of the committee's responsibility in supplying monetary help, these and related questions must be asked before the program gets too far down the track.

If there's uncertainty, then more discussion and thought must take place prior to commencement.

* PROGRAM SUPPORT

Related to validity is the aspect of support. Once again the committee must weigh up the facts about supporting a program that is getting encouragement from a small group or a large group. In most cases, for the success of the program, support must come from a range of people. This might include program initiators, clients/customers, teachers, administration, parents, outsiders etc. If it is a major program, then support should be considered from all those to be affected.

Two important questions related to support are: Is this support on-going or will it die out very shortly? Is this support genuine?

* CURRICULUM LINKS

It appears obvious that many projects initiated by students can be directly related to subject areas. It is up to the students involved to ask teachers for accreditation/marks/assessment based on work done in program development and maintenance eg the newspaper can be related to English, Graphic Design, Art, Maths etc. Can your project be linked with the school curriculum?

* FAILURE - WHAT'S THAT?

The term 'failure' means different things to different people. A lot of programs that have been initiated cease to exist because people withdraw for hundreds of reasons.

If your program 'fails' then sit back and have a look at what happened. Did you and the initiators learn something from the experience? If yes, was it really a failure? Are there aspects of the program that can be improved for next time?

There are a host of questions related to this area but if people want to ensure success then all the other points in this small guide need to be considered, for your program development.
* EVALUATION - HOW'S IT GOING?

Informally, formally, written, verbal, regular, irregular, detail or little detail are all aspects related to evaluation. Remember, evaluation is on-going, not just at the end.

Initiators/supporters need to ask questions all along the way as to the way in which the program is going. Does it need to change? Are we going down the wrong path? Is it serving the needs of the customers, initiators etc?

Was it successful or did it fail? What's success? What's failure?

* SHARE IT?

If you think that the program/s you and your committee have supported are important, make sure people know about them. Other students, teachers, parents, schools, organisations need to know what is happening. Take the opportunity to spread the word and listen at the same time to other ideas and suggestions.

For more copies of this guide:

Graeme Kent,
Youth Action Project Officer,
Ballarat Region TEAC,
PO Box 135E, Ballarat East 3350.

YOUR COMMENTS

Just a note to let you know how valuable I found the last issue of Connect especially the index of "Articles Available"... The seminar on "Student Participation in Disadvantaged Schools" on November 14th hopefully ... will be the start to a policy change which makes student decision-making an obligation, not an option to be taken up by schools ... Keep up the great work. I'm continually amazed at the high standard of articles from Connect.

Lesley Podesta,
Consultant, Supplementary Grants,
South Central Region, Vic.

Charles On The Road

I believe I told you before about Craig Trygstad and the Youth Communications conference I saw brief bits of. Craig works as national director out of the Chicago office. The other offices and their adult directors are:

Ann Christine Heintz, Chicago Center, 207 South Wabash, Chicago, Illinois 60604
Larry Bender, LA Center, Terminal Annex, PO Box 60745, Los Angeles, Ca. 90060
Rick Eckel, Youth News, 1419 Broadway, Oakland, California 94612 (youth radio stat.)
Keith Hefner, New York Center, 29 West 21 St., New York, New York 10010
Susan Bailey, Philadelphia Center, William Penn Annex, PO Box 1465, Philadelphia, Pennsylvania 19105
Rick Brooks, Delaware Center, PO Box 1148, Wilmington, Delaware 19899
Pam Webb, Youth Communication Cleveland Steering Committee, 12700 Lake # 2904, Lakewood, Ohio 44107

It could be worth making contact with any or all of these but especially the Chicago office as they are well in to the youth newspaper area.

I had some fabulous experiences with the NASC workshops I attended. Plans have begun for a visit of Australian students during International Youth Year in 1985. Much interest here from a variety of organisations especially NASC, Presidential Classroom and RFK Foundation. We're probably looking at about 20 to 25 kids plus 3-5 adults to go in June/July of '85 with a return visit envisioned later, perhaps in '88 for the Australian bicentennial.

Charles Kingston,
Tarzana, California
The Winlaton magazine, Rave, is the "voice" of students and staff and arouses much interest within the institution and in the community.

Marg Gow

I love being a female. Females are superior to men. I use men for their money, their cars . . . I take everything they've got and then dump them!

These words were written by Helen, a sixteen-year-old girl, in answer to the question, "What's it like being a female?" Her answer was part of an article in a magazine called Rave which is compiled and printed at Winlaton Youth Training Centre in Nunawading.

Rave is integrated into the school program at Winlaton Education Centre and is the "voice" of students and members of staff. It arouses much interest within the institution and in the community.

It is the major part of the arts program. The editor is the art teacher who works with small groups of girls on an elective basis for three or four sessions each week.

The compilation of Rave is an important part of the literacy program, the principle being: "If you write for an audience you write for a purpose."

Many of the young women at Winlaton have such low feelings of self-worth that this is the first time they have had the chance to express themselves in a literary or artistic manner. It has been the first step towards an interest in print for a few girls who where previously considered to be illiterate.

Copies of Rave are sent to other community welfare institutions and it is interesting to note that an answer to Helen's statement was published in a subsequent edition of Rave. It came from a youth at Bayswater. His reply read:

By the way, if you like having men just to suck money and presents out of, then you are fooling no one but yourself. Because, if a guy thinks that you really don't think much of him, he won't go wasting his money on you, but will find someone who appreciates him more.

The magazine presents much in the way of social comment appropriate to all adolescents. It can be a shock to some adult readers who would prefer not to face some of the "real" problems of many of our youth.

"I have been raped three times", states Trish who is just fifteen:

I was once hitchhiking and I had nowhere to stay. This guy picked me up and said I could stay at his factory. He gave me a drink and then raped me. I tried to stop him — he was too strong. My father always bashes me and I hate him for it.

There was the tribute to Elvis Presley which concluded:

Now the great star has gone to rest forever, but all his fans will always remember him.

Debbie

The irony is that Debbie is now a memory, too — but for her there is no adulation. She died last year, brutally murdered, trussed up and dumped into the sea. Her murderer has not been found.

Rave was conceived more than five years ago. It started as a gossip paper to keep the young women and staff up-to-date with what was happening in the institution. Gradually the focus has altered and it has now become a forum for ideas, poetry, social commentary, art, photography, tattoo, humor, music and reviews.

It is not a conventional magazine, loaded as it is with graffiti, tattoo illustrations, strong language and misspelled words. The writing is raw and undisciplined. Many of the young women at Winlaton are educationally disadvantaged due to the discord in their lives. They have suffered family problems, poverty, lack of supervision, alcoholism, drug addiction and countless indignities. For some, the only reality is expressed in this poem written by Kerry and titled "Getting Drunk!"

A bottle of beer, a pack o' chips
Bobble in the corner, her vodka she sips
Gettin' drunk and wastin' money —
It's like suckin' on a spoon of honey —
It's sweet!!

Rave has commented on many topics including drugs, prostitution, unemployment, rights of women, death and abortion. In one article the girls were asked for their thoughts on Prime Minister Fraser . . .

I don't like him because so many people are out of work and I bet he never went without anything in his life.

I think Fraser is a very clever politician because he's very sneaky!

There is also space in Rave for people outside Winlaton to give advice. Gaby Antolovich, who counsels adults and youth on drug and alcohol dependency, wrote that teenagers with limited funds may believe that they have few leisure options, so turn to glue sniffing:

. . . if you have ten dollars you can go into town to the movies and buy something to eat, or go roller skating. If you have five dollars you can hang out at a pool-room and play "space invaders". If you have only two dollars and an evening to kill, the most easily available and instant "hit" is a tube of glue and something to do.

It seems that the young women agree. Fourteen-year-old Robyn says:

I've been "sniffing" for two years 'cause glue is so cheap and helps to get problems off your mind. It gives you pains and you can black out. Your thinking gets slow and you can't think right. People shouldn't take it. If I give it up I'll probably drink more and that's bad too. But I need something.

Potentially one of the most dangerous drugs, it is unfortunate that glue is both cheap and readily available.

The graphics and artwork in Rave are unique to say the least. Drawings of tattoos abound, along with love hearts, teardrops and syringes. On the cover of one edition, there is an illustration of girls exercising and playing sport behind a barbed-wire fence. In front of the fence is a group of cartoon characters dressed in outlandish clothes and wearing chains and safety pins through their ears and noses. And the caption "Special PUNK — BE IN IT . . . issue".

The young woman who won a cover design competition for a recent edition of Rave drew a rosebud unfurling in front of a wall of wire mesh.

Cheryl expresses what many girls feel as they are about to depart:

My feelings about leaving Winlaton are scared feelings. Wondering if I will be able to cope outside. I have gotten attached to the staff and girls and I will not have them to fall back on . . .

And Carolyn wrote when she was about to be released:

So what do I do now that I'm leaving? I'm excited sure, it's been months this time.

But scared; hesitant.

Will I come back?

No!!!

I've said that before.

MARG GOW is a specialist art/craft teacher working in the Education Centre at Winlaton Youth Training Centre.
A SYMPOSIUM ON
SCHOOL GOVERNANCE
PART ONE

1. LORETO CONVENT, BALLARAT

Student involvement in school affairs has, I think, increased during 1982. In 1981 the "SRC" consisted of all year 12 students (65 of them) on various committees - Sport, Music, Social Activities, Charities, Library etc. It was to the Head of the School, under these circumstances, that the idea of the $500 grant was given, but no grant arrived until 1982.

In August 1981, after discussion with students of year 11, a Committee was set up, assisted by the Politics teacher, to look at establishing a representative SRC. The result was the establishment during third term of 1981 of a College Representative Council (CRC) involving 4 year 12 students, 4 year 11 students, 2 year 10, 2 year 9 students and the Captain, Vice Captain and Boarder Captain and two elected staff representatives.

It was to the Treasurer of this Council that the $500 came. Efforts to set up a separate finance group succeeded in setting up such a group then came the end of 1982!
Issues dealt with by the CRC were:

* Student letters of welcome to all new students;
* Student news-sheet (ceased after two issues);
* Change of summer footwear to sandals;
* Student identification photos;
* A Student Medieval Day at Kryal Castle;
* Assemblies;
* CRC weekends or "days".

* The $500 was used to assist this activity.

Restrictions are mainly care not to incur extra expenses for outings arranged, care of student time (problems of when to meet). Suggestions are listened to by Administration. Student representatives from CRC attend segments of staff meetings if affairs need to be discussed at that level; leaders (School Captains) have a regular meeting time with the Principal and two students are members of the Parent Advisory Committee. Decisions may be about 'real' issues but there are levels of consultation on 'major' student issues.

The idea of having $500 for the development of student initiative was greeted with great zest, much talk, interest - and some awe! Next reaction was to say "No" to the few ideas that came in from groups (eg to buy paint to paint the rubbish bins). Later the CRC decided that they had too many other things to see to besides coping with this new development, so time was spent on formation of a new voluntary Resource Group, including the Treasurer of the CRC. These people came up with plans for an alternative tuckshop run by students, to which the Principal said "Yes" and made some helpful suggestions to speed things up and ease relations with a parent-run tuckshop. Nothing has happened yet - November 27th!

Some money has been used in achieving some of the above and the new CRC looks promising for 1983 - they are starting off more aware of possibilities, having learnt a great deal from the "teething problems" of our first really representative student council.

(Sr.) Bernadette Ziesing,
Principal, Loreto College,
1600 Sturt St., Ballarat 3350.

2. MARIBYRNONG HIGH

The Student Representative Committee (SRC) of Maribyrnong High School was first formed about mid-year 1982. Its purpose was to get the views of the students across to the teachers and to organise various fund-raising activities according to student/teacher interest.

Each year level is represented by two students - a boy and a girl. First the students are nominated by another or other students of their year level. Later, all those nominated are called and are asked to begin their campaign before their year level elections. Ideas include: posters, class speeches, recorded speeches etc.

It was compulsory for each student to vote for one male and one female student to represent his/her year level in the Student Representative Committee (SRC) except on absence from the school.

Issues dealt with this year included: discipline, improvements to the school, school uniform, one-hour lunch and seven periods per day instead of the usual 44-minute lunch and eight-period day basis, and wet weather timetable.

Activities organised this year for this year and next year included: a talent quest, the school band, films in the theatre after school, silver jubilee activities celebrating 25 years of Maribyrnong High School history etc.

We had many serious problems. Firstly, half the representatives would hardly ever turn up to the meetings which were usually held through a part of lunchtime about once or twice a week. Secondly, we had problems with the timetable in organising our activities. Thirdly, many debates and much disagreement went on during the meetings. Fourthly, most of the organisation and work needed in order to organise these activities was largely left to myself and the year 12 representatives. The others just didn't give a damn. However, the greatest problem of all was when the year 12 representatives left for their year 12 exams. It was from then on that everything just fell apart. I found myself trapped. There was just nothing I could do. Our ideas gave those of us who attended the meetings
many rewards. I was in this for real! Like a real politician! I wanted action! I didn't want rubbish. To me the Student Representative Committee meant serious business!

Other links between student organisations and other decision-making structures in the school include the Read committee. This committee concerns itself almost entirely with the aspect of reading. It organises fund-raising activities such as socials etc. Profits go towards buying books for the library and read-centre.

George Athanasiou,
Year 9 Student Representative,
Maribyrnong High School,
River St., Maidstone 3012.

3. WEST WYALONG HIGH

Student Government at West Wyalong High School has evolved over a long period of time. In 1973, we elected a Student Council and like many other student councils it had very little power and even less status. Between 1973 and 1977 it did very little - the painting of garbage cans and the flagpole being its main achievements. In 1978 the transition from student council to student government began. Two members of staff, and some senior students got together and worked out a number of forms our new government could take. These forms were offered to the students in the form of a referendum. In 1979, Student Government as we know it was born. The constitution was written and ratified and elections were held. An abridged version of the constitution follows:

Article 1: Name: West Wyalong High School Student Government.

Article 2: Membership: Every child in the school belongs to Student Government. Only people who are elected from their class can sit on student council. Anyone can be a committee member.

Article 3: Purpose, Responsibilities and Limitations of Student Government:

a) Purpose: To make the school a place worth going to is better relations with adults, more fun things to do, lifting school spirit, greater choice of subjects, more community involvement;

b) Responsibilities: To serve the students of this school in every way possible. As part of this, to carry out various events which serve the students;

c) Limitations: We cannot make decisions which are pointless or absurd, those which may not adhere to the terms of this constitution and the authority of the Principal.

This is a very shortened version of our Constitution which is a six-page (typed) document (available from CONNECT: 60¢: Ed.). It does give some idea of the basic principles of Student Government.

Why the name change? The school needed something new - Student Representative Council left a stale taste in the mouth. A new name was needed, a new personality, one that involved the whole school. Student Government did not want to be elitist.

In the Constitution, the elections were devised. How many, who etc had to be decided. The structure evolved over the year and has stayed the same since 1979.

The Student Council (elected body of the Student Government) consists of:

Seniors: 4 School Captains plus Vice Captains
2 Senior Prefects (year 12)
2 year 11 captains (boy and girl)
4 year 11 standing committee chairpeople

Juniors: 4 year captains
12 class representatives (3 from each year)

Staff Advisor

The Executive is made up of the school captains and vice captains, 2 year 12 representatives, year captains from years 7 to 11.

The committee structure is flexible, with six standing committees: Social Committee, Student Service Committee, Community Involvement Committee, School Improvement Committee, Publicity Committee, Cultural Committee.

Each of these has its own very important job to do and all (except the Social Committee which is made up of year 11 students) are open to all members of the
school. Each committee has a staff member who works with it as a resource person and liaison with the rest of the staff.

There is also the office committee made up of the correspondence secretary, recording secretary, treasurer, sergeant-at-arms.

And lastly there is provision within the constitution to set up and add committees when deemed necessary.

The structure of any student representative body is extremely important and must be tailored to suit the particular school and community it is designed to serve.

THE DIFFICULTIES AND RESTRICTIONS

Of course it is not all smooth sailing and probably never will be. Many students take advantage of those who are willing to get in and do it. Many staff members are suspicious to begin with, but most warm to the idea when their particular bias, be it cultural, sporting or whatever, is aided in some way by a student initiative.

I suppose the biggest difficulty is the work load. The type of student involved in student government is the type involved in most other school and community activities and therefore their time must be divided. The staff advisor must find time to follow through all activities and not let the students down by over-committing themselves. Of course, there are restrictions to the power of student government, but we have found that these restrictions have not really affected our aims and objectives as they do not cut across one another but generally run parallel.

The decisions made by student government range from what can only be termed as trivial, to the very important. Decisions involving curriculum changes and discipline policy in the school have been made with student government representation. Many services are provided to students by the many different committees: changes in uniform, supplying of sports equipment, colour video equipment and $5300 towards buying a computer are just a few. Student government is often involved in under-writing plays or subsidising school excursions which are so important to a small semi-isolated school. The list of services is much too long to include here.

The student government was also instrumental in setting up RASG, the Regional Association of Student Governments in the Western Region in 1981, which is slowly getting stronger.

Leadership training workshops and year 7 orientation programs are a very important part of the service provided to the student body. Of course there are the problems of communication and apathy, but these are slowly being overcome.

The student council meets once a month on Thursday lunchtime and is allowed period 6 (40 minutes as well). Then on Friday morning, for 15 minutes, the class representatives report back to their class on what has taken place. These are slowly cementing our link with the rest of the school. The Science Master, a member of the Executive of the school, has agreed to act as liaison person from the students to the Executive - a very difficult gap to bridge. After each meeting, the school captains meet with the Principal, to inform him of what's been decided, debated, passed over in meetings.

There is a long way to go but in four years we have come a long way.

Peter Sheargold
Staff Advisor to Student Gov.
West Wyalong High School.
Dumaresq St., West Wyalong 2671.

 WWHS: Hang-Up Day

IN THE BEGINNING

In 1980, the school's Student Government held a health day; after its success it was decided that a "Hang Up Day" may be a good follow up. At a student leadership workshop, the students got together and came up with the topics they thought most kids wanted to talk out.

In 1981, many things happened and the hang-up day somehow got shelved for the whole of the year.

In 1982 renewed interest in the Hang Up Day concept saw the Year 11 leadership class pick it up as their third term project, the basic concept coming from the ideas generated in 1981. The five year 11 students and Mr Sheargold then set about trying to get enough sessions together to limit numbers to a workable group. Hang Up Day was on its way.
WHY

The school runs a Living Skills program and naturally a lot of people thought hang-up day would simply be a repeat of personal development or law and the like. But this proved not to be so. The idea was to utilise what had been taught, not to change it, to use local experts and their skills so that students heard it "from the horse's mouth" and it wasn't another case of teachers telling them. We tried to make the day as relaxed as possible, a difficult task. The groups were mixtures of age and sex and peer groups. No one group was really dominated by any one year or sex which meant that those attending interacted with a wide range of students they may not generally come into contact with. As this was one of our main goals, it was very successful.

HOW

The organisation of the day was not as easy as we thought. We broke the day into junior and senior groups and began asking local people for their help. We began to realise the enormity of the project. A total of 250 students in the junior years had to be organised into one to six sessions running concurrently. They were asked to indicate their three preferences for every one of the four sessions. To try and make sure students were all in groups and in groups that were not repeats was a long process of checking and rechecking.

The senior program was done with relative ease. Only minor problems emerged, one being that groups missed out on certain sessions. Groups had to choose between "Under 18s and the law" and "Drink driving". It seemed like a good idea at the time but with hindsight it would have been better to repeat them, as both proved to be very popular.

The "any" sessions in both junior and senior proved to be a good ideas as every session was rated by some students as the one from which they gained most.

The resource people were frank and open and willing to answer all questions. A look at some of the students' reactions sheds more light on their feelings about the day's worth:

I was happy that ...

* They talked about things that concerned us ...
* So many people gave up their time for us ...
* It was so well organised.
* About what I learnt.
* They didn't rave on and on about how young we are.
* Nothing was hidden.
* An ambulance carries so much.
* We had so many courses to choose from.
* It was over.
* We missed out on five periods.

I was surprised that ...

* People took time off to come and talk to us.
* We had five periods off.
* They had a woman talking about sex.
* We learnt so much.
* I withstood the strain.
* That Mr Donnelly could see us when we hid in the long grass.
* So many people did not muck around.
* People did not get too embarrassed.
* I enjoyed it.
* That you can relax if you put your mind to it.
* That the time flew by so fast.

I was disappointed that ...

* It only went for five periods.
* There were not practicals in sexual relationships.
* The sessions were not long enough.
* The fire engine never came.
* I could not go to them all.
* It did not last longer.
* The rescue squad could not come.
* I almost learnt nothing.
* I got into trouble.

We could not please everyone and had no intention of even trying. But we were conscious of giving students a large range of topics to choose from. In a town of just over 3000 people, to get 15 people to volunteer their services so freely is a credit to both the town and the school.

Hang Up Day is not a "one-off" thing, though there will, no doubt, be certain modifications next year which can only improve it.

In conclusion, the resource people, staff and especially the students, by their enthusiasm and cooperation, have given Hang Up Day one large vote of confidence.

Peter Sheargold and Year 11 Leadership class
West Wyalong High School, NSW.

4. REGIONAL ASSOCIATION OF STUDENT GOVERNMENTS

The Regional Association of Student Governments, or RASG as it is most commonly known, was formed at the end of 1981. The inaugural meeting was held at a leadership camp held at Lake Burrendong, conducted by West Wyalong High School. The aims of this organisation is to foster development of student councils in the Western Region of NSW. Aims are as follows:

* To provide a communication link with and support for all the schools in the region;
* To provide legal and advisory help for existing student councils;
* To foster development of new student councils;
* To promote effective relationships between students, teachers, administration, parents and communities;
* To give a stronger voice to schools in the region;
* To periodically regenerate interest and ideas;
* To coordinate activities between schools;
* To provide a link between RASG, the Department of Education and other government bodies.

The executive of RASG consists of a Chairperson, Minutes Secretary, Correspondence Secretary, Treasurer, Publicity Committee Coordinator and RASG Committees Coordinators. These positions are filled by people from the school or schools which have been elected to carry on the RASG duties for that year. During 1982, Dubbo was elected the Steering Committee for RASG and pupils from the three High Schools made up the executive. However, in 1983, we see Bathurst taking over the running of RASG.

The executive meetings of RASG are very informal. Quite often chaos breaks out and needs to be restored, so ideally the meeting should be run according to parliamentary procedure. No doubt as RASG becomes established, these small problems will be overcome. In addition, decision-making during meetings is enthusiastic but often the issue decided upon becomes forgotten and waylaid due to no follow-up.

As 1982 was RASG's first year of operation, only very basic issues were dealt with. To begin with, three sub-committees were formed: Constitution, Finance and Publicity, all being based at one of the three High Schools in Dubbo.

The Constitution Committee, as the name suggests, concentrated all their efforts into producing a three page draft constitution. Whilst doing this, some problems were encountered, such as: who is RASG responsible to? A visit from the Regional Director of Education stated that, like a School Council which was responsible to the Principal, the RASG is responsible to him. Also a query was raised as to whether non-state schools or private schools should have the option to join RASG. The Regional Director solved this by suggesting they shouldn't be included as they are not under the jurisdiction of the Department of Education. Finally, the Constitution Committee had to overcome the problem of distance. The original RASG meeting decided on a system of zones as it would be too difficult to hold meetings of RASG executive if they were all scattered over the Western Region. Therefore it was very difficult to group the various towns in suitable zones.

The Finance Committee had a very difficult time this year as they had no funds in their treasury to start the year. However, donations from schools and associated departments, $200 from the Western Area Director of Education and $1000 from the School-Based Initiatives Program improved the financial position significantly.
One of the RASG's main difficulties is lack of communication. Even between the three High Schools in Dubbo, communication is often non-existent. This creates problems as one of the aims of the RASG is to provide a communication link and support for all the schools in the region. The Publicity Committee has tried to overcome this by compiling a magazine and sending it to RASG members, thus seeming to shorten the distance between everyone.

The ultimate goal of the RASG is to organise and conduct the annual general meeting. In the past this has been in the form of a camp with the annual meeting electing the new executive committee for that year at the conclusion of the camp. This camp is attended by representatives from schools in the region, offering their views and sharing their opinions on RASG and leadership. This year’s camp was held at Wambalangalang Field Studies Centre in October and proved to be a great success.

RASG is a unique organisation, offering a wide variety of services to schools in the Western Region. Like all young associations, there are problems and difficulties but in time these should be sorted out. Once firmly established, RASG will be a useful tool to schools to improve the facets of school life. If you would like to find out more about RASG, write to:

Regional Association of Student Governments,
C/o Bathurst High School, Bathurst 2795 NSW

Julie Neubeck
Publicity Officer, RASG Committee

5. THOMASTOWN HIGH

Thomastown High School, amongst other schools in Victoria, is run on a specially designed system to meet the individual needs of each student, rather than the students having to fit in and conform to the program of the school. The school is divided into five semi-units: Red, Green, Purple, Blue and Gold. Each unit is constructed like a small school consisting of students from year 7 to 11. (HSC and STC students have their own classes outside the units.) The school's system allows each student to choose her/his own electives, according to preference. It is a responsibility that students must take seriously in relation to their future prospects. Each unit is also separated into seven smaller groups, called "Homegroups" with students ranging from year 7 to 11. Homegroups take place four times a week and it is in this class that students have the opportunity to mix with others instead of forming rigid groups who they will remain with for the time that they attend Thomastown High School just because they are too shy to make new friends.

Thomastown High School allows its students to feel free in voicing their opinions to teachers who they see as their equals rather than their superiors. This system has come under a lot of criticism yet students and teachers feel quite contrary to outsiders' opinions.

In relation to the responsibility students undertake in Thomastown High School, one form of responsibility placed upon them is deciding upon punishment that should be given to other students, making new rules and/or altering old rules, organising fun-time recreation etc. This is done by forming a Jury, which is otherwise known as a "Forum". Each unit forms its own group of Forums. In turn, two students are elected from each Homegroup to represent the Homegroup in every Forum discussion.

Forum is not a matter taken very lightly by the students. Its meetings are held once a week (during one of the Homegroup sessions) or more, according to what is being discussed. In Forum, students are given the possibility to bring up their opinions and their Homegroup's opinions on things which should take place. For example: discos, barbecues, unit excursions, fund-raising, camps etc. Their final decision on any matter raised is then raised in a teachers' meeting held weekly, where the teachers decide if the students should be granted whatever they have requested.

Of course, Forum also has a more unpleasant side to it - in dealing with students who have been caught doing something wrong. Forum's task is to question the accused person and decide whether he/she is or isn't guilty. (Sometimes this task can place a very heavy burden upon some of the Forum members as it may be one of their friends who is under suspicion. But the responsibility they have taken on behalf of their Homegroup members allows them to be objective.) Once the Forum members have come to a conclusion and they decide that the accused is guilty, then
they have to decide upon some form of punishment which should be meted out to the guilty student. But if the accused is not guilty, then they investigate further into the case.

But Forum also comes across a lot of restrictions. Voicing their opinions is one thing but coming up with rational decisions which the teachers will agree upon is an entirely different matter. Forum, though, does deal with lots of 'real' issues. It is the responsibility of the Forum members that they make constructive requests or unbiased decisions concerning students who are found guilty, so that the teachers can consider and decide upon whether they shall go along with what the Forum members have suggested.

It all sounds rather complex as with the rest of the school's system, but Forum is an excellent student organisation. It gives us "small" people a chance to be heard by those "big" people who would not otherwise even consider what we believe is best for us. (In other words, it is completely abolishing the medieval belief that teachers are to be regarded almost as equal to one's own parents; and of course, the legendary punishment, the cane!) After all, it is our future and we should be entitled to undertake some form of responsibility.

Franca Tosto,
Year 10 Red Unit,
Thomastown High School,
Main St., Thomastown 3074.

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6. SUNSHINE TECH

So far at Sunshine Technical School we have achieved the following things: bike racks, windcheaters, SRC Identification Badges, discos both during the day and at night. We also went into the Department of Youth, Sport and Recreation and spent the whole day just getting to know ourselves and the other members. The day was led by Peter Kallmund who is a Youth Training Officer. It also helped put a new light on what SRCs are all about. After that day, we decided to hold our own Liaison Day between other SRCs and ourselves. This Conference turned out to be a great success. SRCs and Student Councils from ten other schools across Melbourne attended. We hope that we have helped the other SRCs who came in one way or another. We know we benefitted from it because we now know we are not the only people with these problems.

The things we hope to achieve next year are: more students on more Councils and Committees. We also hope to get the SRC meetings held during class time and that our involvement on the Councils and Committees will be part of our school assessment.

Student Representative Council,
Sunshine Technical School,
Derby Rd., Sunshine 3020.
7. LYNALL HALL COMMUNITY

Lynall Hall is a small government secondary school in Brunswick (Vic.). There are 75 students in years 7 to 12. Home groups are roughly "horizontal" though there is some combination of year levels (eg years 7, 8 and 9 together; years 11 and 12 together) and a large amount of individual negotiation as to which home-group a student fits best into. Most of the curriculum for years 7 to 10 has the students staying together in their home group; years 11 and 12 have a more elective-based program. The school stresses student participation in decision-making, and the base of this is negotiated content/methods/assessment.

At Lynall Hall there are many different structures in which students can get involved in decision-making:

Firstly, in the home-group meetings, held weekly, students and teachers meet and discuss queries or personal problems and also bring up issues to put forward in the school meetings.

Secondly, the school meeting is also held in school hours each week and consists of the whole school (teachers and students). Discussions on school welfare are held on an equal basis.

Thirdly, a separate gender meeting is also held, sometimes alternating with the school meeting. Here the girls meet in one room and the boys in another. We discuss anything that we would like to; for instance, in one of the meetings violence in the school was brought up and debated. These meetings have been held at the request and decision of students.

Fourthly, a business meeting is held after school each week. This is for teachers and students who are interested and the structure of the school, day by day running and finances are discussed. Discussions on the role and existence of a school coordinator have been held here, and have involved students.

Fifthly, the School Council is also being set up representing teachers, students, parents and the community. An interim Council now exists and a final council will be created for next year. It will probably have 4 teachers, 6 students, 4 parents and 4 community members and as such differs from other community schools - particularly in the size of the student representation. This has been a strong view of students, that students should have greater numbers than other groups. These are the official figures for voting - meetings are open to all members of the school community. In these meetings, many important issues are brought up and then taken to other meetings, maybe to be discussed further. It is the basic decision-making body of the school.

Although I feel that these structures are effective, so that students do largely have an equal participation in what happens to them and the school, I still feel that there is a slight weight against the students, and that the teachers still hold a certain power. The teachers have been put in that position of power by the Department and no matter how hard they try not to use that power or influence they still do in ways that are not helping the student.

Students do have control over what happens to them or they can have control over what happens to them. Many students do not know the limit of their power and consequently they will not use it. Because the teachers are more educated than them, they have a hold over students who are not so educated. What students say can be twisted up by teachers using long words that students don't understand.

In subjects, we do have a choice and are able to choose and negotiate the content that we'd prefer to have.

There is a lot of freedom in many areas - maybe not as many as there should be - and because of this freedom, things can happen to benefit students as much as possible.

But the students need to know how to use the freedom that is given to them. They are not taught - they have just been told to have that freedom. How can anyone do anything if they have never been taught?

Samantha Minogue,
Lynall Hall Community School,
Lawrence St., Brunswick 3056.
YOUTH FORUM

Youth Forum sees itself as a catalyst which enables young people to become involved in their school and community at a local level and provide them with the skills and information necessary to pursue their own projects (action plans) worked out during the Youth Forum Conference.

The topics under discussion at each Youth Forum are chosen by the elected committee of kids (aged 15-17 years) in consultation with young people in their school or community group. The only limitation (apart from a financial one related to the number of groups attending) is that because we are funded by the Law Foundation, one topic must relate to kids and the law.

The Youth Forum Committee meet seven times during their year in office. These workshops are primarily skills workshops to enable the kids to plan the process of the Youth Forum Conference and act as facilitators of workshops during the Conference. Many of the committee members then use these skills to organise Regional Youth Forums, seminars etc in their local areas. In 1983 there will be Regional Forums in Newcastle, Coffs Harbour and Albury which will be organised by previous Youth Forum Committee members.

We also maintain strong links with RASG (of which I know you are aware) with one of our staff, Chris Wren providing input to the workshops and the annual camp this year.

Youth Forum also has a Consultancy Team and Support Team of volunteer adults who give their time and expertise to future plans for the project and the workshops for committee members throughout the year.

To date our main target group has been kids in schools and we have built up a deal of support from the NSW Department of Education, especially at a regional level - not easy in NSW! Next year, if we are able to obtain sufficient funding for the programs proposed, we would like to involve more kids out of school ie youth groups, CYSS schemes etc.

We would also like to establish a Youth Policy Institute in NSW. At the moment we are experiencing difficulties in raising the necessary funding for this initiative.

In regard to the survey of student participation in councils etc, this survey related to a proposal by the then (1981) Minister for Education in NSW, Paul Landa, to set up a committee to draw up a "Code of Rights" for students in NSW High Schools. Youth Forum was lobbying for student participation in that committee. The purpose of that survey was to produce a list of recommended students' rights. The response to the survey was not overwhelming, however we produced a list of 24 "Rights" which students at Youth Forum '81 recommended. \(\text{See elsewhere, this issue.}\) Paul Landa was then replaced as Minister of Education and the issue "died on the vine" with the new Minister. With the present budget cuts and upheavals in the NSW Education system, it is hardly an appropriate time to even get a hearing on the issue of students' rights.

If you would like any further information or clarification of any of the above, please don't hesitate to contact me.

Julia Young, Project Coordinator,
Youth Forum '82,
GPO Box 4264, Sydney NSW 2001.

We have had a video made of Youth Forum '81 (54 minutes) and Youth Forum '82 (60 minutes). Let me know if you would like to borrow either of them.

Julia Young, Youth Forum '82, NSW

Students' Rights: Youth Forum '81

RECOMMENDATIONS FROM 'STUDENTS' RIGHTS' PRESENTATIONS

1. Students have the right to be actively involved in drawing up school rules.

2. Students have the right to make comments through an official body, on teachers' behaviour towards them.

3. Students have the right to determine what is sold in the canteen.
4. The education system should stop manipulating youth and start educating them.

5. There should be a clearly stated definition of what rights students should have.

6. Single sex schools and co-ed schools should be mixed more often to overcome the social disadvantages of the former and the academic disadvantages of the latter.

7. There needs to be much more communication between those in authority (eg principals) and the students.

8. Students need to be informed of their legal rights in an open, clear way.

9. That Student Councils, SRCs or Student Government organisations address themselves to the issue of students' rights and be given administrative support to acquire some significance.

10. That students be given a greater choice of subjects.

11. That more attention be given in the curriculum to preparation for work and careers.

12. That a full and frank public discussion of the rights of students within the education system be undertaken.

13. That the present examination system be replaced by an alternative system.

14. That alternatives to the present system of education be explored, publicly discussed and, where feasible, acted upon.

15. Students should have a right to discuss what goes into the curriculum.

16. That all students have a right to look at their personal records.

17. Students have a right to smaller classes and better teachers.

18. Equipment and facilities (especially expensive equipment) should be shared amongst schools. Resources, including human resources, should also be shared.

19. Students should have more access to the equipment available in a school.

20. The personal records of students should contain more positive points than negative points, thus allowing an opportunity to change.

21. A student's personal record should contain much more than just his/her academic record. It should list all the activities in which the student has been involved and whatever positive comments are available about the student.

22. That the Correspondence School be open to every student.

23. That Area Senior High Schools be established for years 11 and 12.

24. That more practical work be included in the curriculum of the schools - work experience, field work, training workshops and other 'real' experience of what we are learning.

The following presentations were given by groups of four kids at Youth Forum '82. They involve plays, videos, skits, songs, slides etc. We actively discourage the delivery of "papers" or "lectures" hence these outlines don't reflect either the full content of a presentation or the discussion which followed.

Julia Young.

8. MAROUBRA JUNCTION HIGH

Maroubra Junction High School differs from the typical NSW State High School in four ways:

a) in its commitment to the belief that every student is an individual;

b) in its mixed ability classes;

c) in its development of the open classroom concept;

and d) no examinations in years 7 to 10 - a descriptive report is given on each student with no grades.
Every student is seen as an individual. Uniform is not compulsory in Maroubra Junction High School and students can wear what they please. This was decided by teachers, parents and students.

Students are allowed to play a greater part in decisions that are being made that affect them. We have a student council that represents all the students in the school.

The student council has been running successfully and here are a few examples of the types of things the student council deals with. They organised a survey about the types of food in the canteen and most people, including teachers, seemed to want to get rid of junk food. So now the canteen is introducing more health foods and getting rid of some of the junk food. The student council also organises discos, it organised a concert for charity and is organising a gala day. A walkathon is included in the gala day to raise money for a new photocopier for our library.

The student council is also given a say in some of the committees that teachers belong to, like the discipline committee, the non-sexist committee, the aims committee and the multi-cultural committee. They are asked by the teachers to attend some of their meetings so they can put their views across on matters that concern the students.

The school discipline committee recently asked the students to suggest a new policy. They wanted to know what could be done about students being bullied in school. We also continually have surveys about matters that concern us eg the students were asked whether they wanted sport in the senior years. We were also surveyed about our reading attitudes and what we consider to be the school's most important aim.

Another change that occurred in 1980 was that instead of having roll classes based on English classes, we had 'family groups'. These are made up of 15 pupils of all ages, each group under the guidance of a teacher. The groups meet for 10 minutes every day and 20 minutes every two weeks. In these groups, many topics are covered that are of concern to pupils. The students learn how to communicate and to get on with students of different ages.

Our school library is busy at all times because students are free to go whenever the need arises - a contrast to many schools where access is restricted to certain times. Our assemblies are also different to that of other schools. Instead of the usual 'formal' assemblies, we have acts that the students themselves put on and we also have guest speakers occasionally.

The mixed ability classes began in 1972. All classes were mixed except for Maths as it still is today. The reason for mixed ability classes was that grading affects both the achievement and the self-image of the students. Putting a child into a D class is to classify the child as inferior and that is how the child feels.

They developed the open classroom concept in English first. After the open-space teaching in English became a success, the Social Science department also developed this concept.

Our group recognises that students do not have much say in the way a school operates. But we can show what can be achieved in a state school:

- To form a student council and if they have one already then they should make the student council run effectively. The students should be encouraged to press for surveys amongst students to determine their attitudes on decisions being made;
- To allow students to attend some of the teachers' committees so they can see how decisions are being made and to be allowed to give their opinion;
- The teacher should allow the students at some time during the course a class meeting voting on suggestions that students may have for future topics of study.

We are very proud of our school and would like to share it with others to provide a model of what we consider to be a "good school".

Maroubra Junction High School,
Anzac Pde., Maroubra 2035 NSW

9. MURRAY HIGH

Murray High is still a comparatively new school. We are the second group of year 12 students to attend this school. Both the staff and the students have made
an attempt to make this school different from the two other established state schools in the area. The emphasis on decision-making is one of consultation and cooperation. The mechanism of staff-student cooperation used here, we feel, would be a good example for other schools to follow and adapt to their particular situation.

The basis of our system is the Vertical Roll Group. This differs from the normal roll group as the students in it are not grouped according to the alphabet or their year at school. The roll group then contains students from year 7 to 12. This means that students feel a part of the school rather than an age group or form and they can learn from other more divergent groups of people. The VRG is thus more than just an administrative device for checking attendance - it serves a pastoral function.

From the 32 VRGs there are two elected members. One is a representative from years 7, 8 and 9 and another is a delegate from the senior years. Teachers do not vote for members nor do they suggest delegates or influence proceedings in any way.

The elected delegates attend a Student Council meeting once every fortnight. These meetings are held in the students' lunchtime. Council office-bearers are elected from the VRG delegates. A student does not have to be in the senior school to hold office.

The Student Council has a number of roles. It has a budget of $500 a year to allocate to student needs, it has a voice on how money raised (and spent) from fund-raising ventures are spent, and it even has the power to comment on the content of the school rules and suggest amendments. The Council is at present being consulted on viable discipline measures.

The Council is the forum for student debate and suggestions. It provides a needed institution for communication with the staff on an equal basis. Because the members are responsible and, by being elected, are representative of the school body, our decisions are heard by the staff. Decisions made by the Council are often more relevant to students and are abided by because they are rules made by their peers.

The Council now is becoming the students' mouthpiece when dealing with outside bodies such as the City Council, P and C Association and firms. As such it is a much more democratic representative body than teacher delegates or prefects.

For this reason, we do not have prefects, not do councillors act in a police role as prefects often do.

Murray High School,
Kemp St., Lavington 2641 NSW

10. PORT HACKING HIGH

The current means for decision-making in schools are the captains and prefect system and the SRC. On the whole neither of them work efficiently to bridge the gap between students and teachers.

The system currently employed in our school is the SRC (Student Representative Council). It is a democratic council in which the representatives are elected by students in their Roll Call. Of the 64 members, 32 must be in year 12 (one from each roll class), an unfortunate ruling as there is often only one year 12 student in a roll class and he or she is compelled to participate. This produces an SRC that lacks enthusiasm and drive. Part of the enthusiasm is lost by the prospect of any motion being able to be vetoed by the Principal.

The SRC as it now stands is a useless organisation full of people who don't give a damn about the cause but care only for the glory.

Captains and prefects are elected merely on a popularity basis by students and teachers - ability is rarely taken into account.

The information we put forward is not merely our own views but the views of many people to whom we have sent a questionnaire which involves such questions as:

* How would you, if given the power, administer the school and what changes would you make?
* What is your opinion of the SRC and do you think it is effective?
* Would you run for SRC member if you had to campaign?

These are just a few.

From these, we drew certain conclusions one of which is that no-one thinks the current situation is effective.
The changes we would make are quite simply this: we want to see definite changes occurring reflecting what the students believe and desire. To achieve this we need a greater degree of communication between the administration and the students. Students should be made to campaign so their sincerity is known to be genuine. We realise that some decisions must be made by the establishment but we feel that too much emphasis is placed on the glory of actually being in the SRC and not enough is placed on the actual doing of good for the school. The reason teachers take the responsibility is not only their power (a greedy point of view) but also the fact that the students couldn't care less about the school (caused by the hopeless position they hold whereby they cannot effect any changes to unsatisfactory situations). For change to occur in this system, there has to be a complete overhaul of the way of thinking in administration, student and teacher points of view.

It will take some time to achieve a satisfactory solution but the results we intend to achieve will be worth the fight.

Port Hacking High School,
PO Box 187, Miranda 2228 NSW

Resources:

CONNECT also has the following material on Student Governance available for photocopying:

010 West Wyalong High School Student Government Newsletter Vol 1 No 1 8 pp
049 West Wyalong Student Government - documents 43 pp
050 West Wyalong Student Government - press clippings 17 pp
051 Lynall Hall Community School - prospectus 1981 20 pp
072 West Wyalong Student Government - package 2 35 pp
073 West Wyalong Student Government - Newsletter Vol 1 No 2 10 pp
074 Youth Forum '81 Program Guide 9 pp
075 "Youth Voice": NSW Youth Forum 14 pp
083 West Wyalong Student Government - Newsletter Vol 1 No 3 12 pp
084 West Wyalong Student Government - Media Release/Camp Program 8 pp
086 West Wyalong Student Government - more press articles 2 pp
087 Regional Association of Student Governments - information sheet 2 pp
100 Regional Association of Student Governments - Newsletter 10 pp
101 Young Peoples Forum/NYCA - package 10 pp
111 "A Lesson for the Critics": Sydney Road Community School 2 pp
124 Sunshine Technical School - SRC Constitution 6 pp
134 Youth Forum '82 (see breakdown on p. 31) 70 pp

There are also articles on governance in earlier issues of CONNECT:

Doveton High School Minischool: No. 11, p. 20 (3pp); No. 16, p. 10 (2½ pp)
Falcon Street Alternative High: No. 3, p. 25 (2pp)
Lynall Hall Community School: No. 3, p. 33 (½p); No. 11A, p. 10 (1p); 17/16/1
Mount Barker High School: No. 4, p. 15 (1p)
Sunshine High School (3-4-5): No. 3, p. 23 (2½pp)
Swinburne Community School: No. 3, p. 28 (5pp)
West Wyalong High School: No. 6/7, p. 42 (½p); No. 15, p. 10 (1½pp)
Woodville High School: No. 11A, p. 20 (2pp)

We also have a tape of the Ascolta program on the SRC Liaison Day at Sunshine Technical School - see page 30 for details on ordering.

YOU ARE VERY LUCKY TO BE IN SUCH A GOOD SCHOOL.
SIR! I HAVEN'T GOT TIME TO ANSWER YOUR STUPID QUESTIONS.
I AM DIRECTED TO ADVISE YOU THAT AT ITS MEETING TODAY THE
TRIBUNAL DECIDED TO GRANT A LICENCE FOR A CATEGORY 'C' PUBLIC
BROADCASTING STATION TO SERVE THE LOCAL GOVERNMENT AREAS OF CITY
OF SYDNEY, LEICHHARDT, MARRICKVILLE AND BOTANY TO RADIO SKID ROW
R.J. CONNOLLY SECRETARY AUSTRALIAN BROADCASTING TRIBUNAL

Hello! Radio

Skid Row = FM

A new radio station is starting to make waves—and they're not restricted to the air

"The voice of the dispossessed, providing information and entertainment for people on low incomes ... a reminder to people living in an affluent society that real poverty exists," is how Nikki Williams, director of Radio Skid Row describes this unique radio network.

STARTING OUT

The story of Radio Skid Row begins at "The Station", a drop-in and information centre for homeless men and women located in the former Erskine Street police station. Nikki Williams joined the staff of "The Station" in 1979 when the Drug and Alcohol Authority agreed to fund the centre. During the course of her work, Nikki saw a need for an instantaneous information service for people in the low income brackets.

In May 1980, she approached various funding bodies with the concept of a radio station. After many frustrations and disappointments, Radio Skid Row became a reality. On July 17th 1981, the station was officially opened by NSW Premier Neville Wran.

The beginnings were simple: a closed circuit loop station operating over upgraded telephone lines to loudspeakers situated in various institutions which provided information services and accommodation for Sydney's homeless and unemployed. At this time, Skid Row was to broadcast for ten hours a week using volunteer announcers. The programs contained a mix of music, live talks and information clips including where to find cheap accommodation, clothing, meals, entertainment, casual work and legal advice.

December 10th 1981 was a big day in the evolution of Radio Skid Row. Mr Rex Jackson, Minister of Corrective Services, officially opened the radio link between RSR and Long Bay Jail. Definitely a stepping stone toward the aims of the station! Also around this time RSR extended their broadcasting time to a total of 35 hours a week.

MOVING RIGHT ALONG ...

On the 5th April 1982, Nikki signed the application papers for a C class FM public broadcasting licence to serve the Local Government areas of Inner City, Leichhardt, Marrickville and Botany - a densely populated and economically depressed area in need of the services RSR would provide. The 63 page application included history of the station, capabilities and aims for the future. Everybody began working towards the big day - the Australian Broadcasting Tribunal hearing.

But as fate would have it, early in July the station was broken into and all the studio equipment ripped off. Luckily insurance covered the theft and RSR was back on the air within weeks.

The tribunal hearing went well and everyone involved waited with bated breath for news. On 6th September 1982 a telegram arrived ... Radio Skid Row had been granted the licence.
AIMS AND OBJECTIVES FOR THE FUTURE

Radio Skid Row has four main objectives:

1. That preference be given to announcers on Social Security Benefits;
2. That within 12 months, 50% of all announcers will be women;
3. That aboriginal people will be encouraged to take part in all facets of RSR;
4. That all issues and music will be non-sexist and non-racist.

Apart from the programs common to all radio stations such as musical and/or dramatic performances, public announcements, messages and news, RSR believes its responsibility to remain accessible to all groups and individuals wishing to express their views on air without prejudice or discrimination.

Programming will be based on "strips" during the day and "block" at night with the exception of one block a week during the day to be allocated to schools.

Many people are unaware of the extent of poverty in the inner suburbs. Programs for the homeless such as Skid Row produces are based on acceptance of people as they are with self-help and self-worth. Another aspect is informing the community of the problem and community responsibility for its alleviation.

Having held three very successful outside broadcasts, RSR will continue these in the future, believing that these de-mystify radio as well as ensuring that the whole community has an equal opportunity to participate in their own station. The station will still be operated by volunteers in all areas and funded by various government bodies as well as having a yearly sponsorship system.

HELP US MAKE WAVES

So what's the hold up? You might well ask? ... To achieve its target date for commencing FM broadcasting on 1st January 1983, RSR needs $25,000 to buy a transmitter.

1. You can help by becoming a RSR/PM sponsor at $20 per year (pensioners, students and unemployed: $5);
2. Your community organisation can help by becoming a RSR/PM sponsor at $50 per year.
3. Your family business can help by becoming a corporate sponsor for $75 per year in return for which your business will be acknowledged on air every day of the year as a sponsor of Radio Skid Row;
4. Your company can help by becoming a corporate sponsor for $150 per year in return for which your company will be acknowledged on air every day of the year as a supporter of Radio Skid Row.

Jinny Coyle
Radio Skid Row,
PO Box C 480,
Clarence St., Sydney NSW 2001
PRACTICAL WORKSHOPS:

NEWSPAPER PRODUCTION

Two series of practical workshops on newspaper production have recently been held in Melbourne. Involving teachers, students and parents, they have looked at why newspapers are produced by schools, their use in the classroom and the practical procedures of production. Instead of just talking about these things, each workshop produced a newspaper, aiming these papers at other teachers, students and parents considering starting their own paper.

The first workshop series was held in Richmond, with the assistance of the Richmond Community Education Centre. The paper from this workshop, What, How and Why of Newspaper Production, contained articles by participants on why they wanted to produce a paper in their schools - the objectives and relationship to the community.

The workshops were supported by the Victorian Institute of Secondary Education. Jim Cumming of the VISE in-service section commented, "It was refreshing to see students and parents outnumber teachers in an activity established as a youth participation project in-service."

The second series was held at Collingwood Education Centre and involved teachers and students from that school and Fitzroy High School. The paper produced here concentrated on how a newspaper would be used in various subject areas. Out of the Classroom - Into Print covered subject areas of History, Geography, Science, Mathematics, Careers, English, Phys Ed, Typewriting, Drama, Cooking, Art, Cultural Studies and the community.

Responses from participants have been most favourable and schools involved are either now producing or moving towards producing their own newspapers. The workshops also had other spin-offs as further mini-workshops have been held with Ferntree Gully High School, North Richmond Tenants Council and a Prahran community group.

The two publications are available free from CONNECT. Just cover postage.
"Move Over Teacher!" is a middle level issues book for students by students, written by the students of 10E at Albert Park High School (Vic.).

It's a resource book which covers such topics as school, smoking, relationships, fighting, sport, music, work, politics, growing up, nuclear war and the future.

It certainly provides evidence of the quality of the work students can produce if given the opportunity.

Ann Rudowski, 3CR

In their preface, 10E talked a little of the process of producing the book:

... We came up with all sorts of things we'd never really had to think about, like contracts and copyright. We had to do a lot of research in our own time: it had to be really good, because it was going to be printed ... We have all learnt a lot from writing this book. It's been exciting to learn about the intricacies and details of publishing ... It's been a lot of hard work, but we believe that other year 10 English classes out there now have a very handy and interesting book to work from. You can really use this book any way you like.

The order of the chapters don't have to be followed. There are stories, essay and debate topics, and unusual 'things to do' in most chapters. They all link together and we hope they will all interest you...

If your English teacher and the rest of the class like this book, why don't you write your own? It doesn't have to be published - you can keep it as a class text for basic English. We know it will be useful, because it will interest you kids.

And Margot Gorski and John Hill (their teachers and editors of the book) also talk of what happened from the teachers' perspective:

The idea of this book just grew. The project was not a planned experience or unit of work. Now that the finished article is to hand, however, it is interesting to look back on the educational processes involved in its production....

Then the idea burst out: why not write the right English textbook ourselves? One by kids for kids!

This appealed to the students: they would make millions! To John it was obviously a fine English project; to Margot it meant that the students would be confronted with real, practical situations.

At this point the students started to run the class. More and more time was devoted to "The Book" and "Formal English" all but disappeared. People originally reluctant to write, would dragoon a class mate, or John, or Margot to spend hours at a time 'helping' them to write their chapters. Shy students started to demand a say; bad spellers started to hog the dictionary; people scared of the phone started to set up interviews and appointments for themselves. The processes the students were going through in pursuit of "The Book" were a dream to watch....

Looking back it could be said that much more could have been done, in terms of the finished product and the processes the students went through. However, this project set its own course, carrying us all along with it. We've benefited from it, and now we hope that teachers, and especially middle-school students, will in turn recognise in it much of what they have often wanted to talk or write about.

Peter Cole, Advisory Services Officer of the Advisory Services and Guidance Branch of the Victorian Institute of Secondary Education (VISE), wrote the foreword and summed the book up well:

This book says loudly and clearly that kids are caring, sensitive, concerned, perceptive, diligent, capable, persevering, humorous, earnest, inquisitive, inventive, and responsible - and kids already know that!

So perhaps my role is to pass that message on to those adults who are fortunate enough to be reading a genuine kids' book. It may also be necessary to remind adults that this marvellous book is the end-product of an exhausting, challenging and exciting process.

Indeed, I would be disappointed if this book were treated like a vase of flowers: something to be placed on a shelf and admired for a short time. Rather, I would hope that it will remind adults of the capabilities and energies of young people and that it will spur teachers to provide the young people in their care with similar opportunities for rewarding and purposeful learning experiences.
The authors of this book have clearly provided tangible evidence of their ability to respond to challenging and often confronting situations. Imagine what schools would be like if all young people were given the same kinds of opportunities to participate in educational activities in which their contributions were valued by adults. Why, we'd have kids teaching other kids, kids running newspapers and radio stations, kids working with the elderly and handicapped, kids researching and taking action on social issues, kids sharing cultural perspectives, kids counselling kids, kids working in the community, kids debating school policy, kids being responsible citizens, and so on.

Now a word for the kids reading this. Why don't you use this book as part of the case you put to your teacher requesting the opportunity to be given a chance to show how responsible and capable you and your friends are? Why should the kids who wrote this book get all the fame, power, and glory?

Oh, I nearly forgot! Read this book. Enjoy it. Follow up the research and interview suggestions, debate the issues raised, tackle the hard questions, take up the challenge to think creatively and seriously about a whole range of matters that concern us as individuals and as members of a fragile society.

Finally, the result of a good process should be a good product. The teachers and students of 10E at Albert Park High School have excelled at both process and product.

Congratulations!

Move Over Teacher! was written by the students of 10E, Albert Park High School, Melbourne, in 1982 and is edited by John Hill and Margot Gorski. It is available through normal retail outlets (rrp $3.95) or directly from the publishers: Australian Educa Press Pty Ltd, PO Box 355, Croydon 3136 Ph: (03) 725.6955.

ISBN 0 86787 010 9

REVIEWS & NEWS

Ballarat Youth Action Program Report

Graeme Kent, Youth Action Project Officer in the Ballarat (Vic.) Region, produces massive and detailed reports documenting the programs in that area. The latest, Resume of Youth Action Programs, is no exception. I gave up trying to count the number of pages or cope with a review that does the document justice. Let me just outline what it contains.

As well as statements of the overall aims and objectives of the program, the report collects documents and reports from the Resource Assistance Groups involved in the program. These give a liveliness to the report as people in the schools can be seen to be applying for funds, recording meetings and reporting on outcomes.

Graeme also coordinated a Y'PIE (Youth Participation in Education) Conference in Ballarat and papers from this are included.

Finally, appendices cover hints on the operation of projects and their evaluation and more detail on the Y'PIE Conference as well as an extremely valuable paper on "Youth Action: The Concept and Implications for Education, Community Development and Youth Work in the 80s" (43 pages).

If you would like copies of this report, write to Graeme Kent, PO Box 135E, Ballarat East 3350 and ask about availability.

SRC Day (Sunshine T.S.)

Students from ten Melbourne schools came together at Sunshine Technical School on Friday October 29th for a "Liaison Day" to compare experiences with SRCs. Most of the day was spent in small discussion groups, talking about problems in the schools, ways of overcoming them, structures of SRCs and so on. Participants found it a most worthwhile and enjoyable day.

Again, CONNECT has a 1/2-hour tape available that covers an interview with Dean, one of the organising students, reports from workshop sessions and interviews with three Werribee High School students.
SCHOOLING, ECONOMY & SOCIAL STRUCTURE

The "Schooling, Economy and Social Structure" Conference at Melbourne State College on October 22-23 was a great success. Over 200 people registered and a core of some 70 - 80 attended throughout. On the Friday night, Art Pearl addressed the Conference and this was followed on the Saturday by Workshop sessions on a variety of topics:

Cross-Age Tutoring Programs: Therese West and Vic Wilson;
School-Community Newspapers: Hana Karos and Roger Holdsworth;
Radio Production in Schools: Rebecca Coyle;
Community Action/Research: Jim Williamson and Terry Farley;
Community Service & Drama: Ken Thompson and Ross Young;
School, Work, Institutions, Job Creation: Rod Maher, Graeme Jane, Graham Aitken et al, Liz Amos, Sandy Cook, Paula Kelly;
School Curriculum Change: Les Cameron et al and Linda Sparrow et al.

Theme sessions in the afternoon picked up common points underlying these programs. There was also an impressive drama performance produced by Elwood High School students during the lunch break.

At the moment, papers are being written for publication from the Conference. CONNECT has available the tape of Art Pearl's opening address and subsequent questions (see elsewhere this issue). Keep in touch for further follow up.

ASCOLTA RADIO GROUP

The Ascolta Radio Group (Brunswick, Vic.) has been funded for a half-time coordinator's position for 1983. Rebecca Coyle, who has been coordinating the Group for 1981-2, has been appointed to this position.

Rebecca will continue development of the Group which has, in 1982, enabled access to broadcasting (on 3CR and 3PBS-FM) of students from Lynall Hall Community School, Moreland High School, Brunswick High School, Sydney Road Community School and Brunswick Primary School. Students and staff from the Ascolta Radio Group make programs that are broadcast on 3CR at 2 pm Mondays and 6 pm Saturdays.

Rebecca can be contacted at Moreland High School, The Avenue, Coburg 3058 in 1983.

PANORAMA: WESTALL H.S.

The first issue of Westall High School's student/community newspaper Panorama was published in February 1982. Having encountered numerous problems by all those concerned, the first issue came out on time.

Contributions are received from students, teachers, parents and the local community. There are no restrictions imposed on articles received.

In the course of producing a newspaper, students acquire a number of skills. These include reporting, self responsibility, group work and investigations. Not only are students able to acquire these practical skills but there have been clear indications that their self-esteem and self-discipline have also gained a boost.

Slowly but surely, Panorama is developing a strong tradition within the Westall/Clayton area and it is hoped that it stays that way. In addition, there has been overwhelming response from Westall Primary School and their involvement is gradually increasing.

The past seven months has shown us that school newspapers, properly produced and organised, perform a very positive function within schools.

They provide for student involvement in a school project where, in a normal situation, apathy would reign supreme. They are an important focal point whereby the school becomes "popularised" within the local area. As schools need to present themselves to the community in a favourable manner, a newspaper becomes a very useful avenue.

Funding for the newspaper is provided by TEAC (Transition Education Advisory Committee). We were advised just recently that we have been refunded for 1983. There will be four editions and involvement from Westall Primary School will also be far greater.

For further enquiries, please feel free to contact Emlius Miscella at Westall High School on (03) 546.3233.

Emlius Miscella,
Westall High School,
Rosebank Ave., Clayton 3169.
MATERIALS

Is this Christmas time with CONNECT? Maybe not, but we have the following material available:

YOU AND AUNT ARIE

You and Aunt Arie is an excellent guide to producing oral history magazines. It covers interviews, photography, layout etc etc - everything you could want to know, written in extremely accessible language. The first 20 copies sold out so fast (I even sold my own copy by mistake) that I've ordered another 20. These should arrive any time.

Cost: $10 plus postage: $2 in Melbourne; $2.50 Victoria and Tasmania; $4 in NSW, Queensland and SA; $5 in WA and NT.

SOME GIRLS POSTCARDS

Some Girls are sets (A and B) of 6 postcards in which "young women talk about things which are important to them and you". They're colourful and exciting cards - excellent to give as a gift set or to send individually.

Cost: Each set: $2.50; both sets: $4 (postage included).

I've also got a range of other postcards, singly or in sets, that you might be interested in. Too many to list all their titles except perhaps the feminist "Merry Bloody Christmas". If you're interested, phone and drop round and have a look: (03) 489.9052.

Cost: 30¢ each plus postage (or collect them).

LYNALL HALL YEARBOOK

Lynall Hall, a small secondary community school in Brunswick (Vic) has produced a "year book" - a collection of student writing, art-work, photographs etc. It is available from the school for $1 (collected: Lawrence Street, Brunswick 3056) or from CONNECT for $1.50 posted. (26 pages)

TAPES

While Art Pearl was in Melbourne, tapes were made of various talks he gave. These are available:

Tape AP1: At Schooling, Economy and Social Structure Conference. 90 min. Good quality.

Tape AP2: At Supplementary Grants Conference. 90 min. Reasonable - using in-built microphone.

Tape AP3: Giving class on Economics to students. 90 min. Variable - discussion with audience and Art moves round a lot.

Tape AP4: At Phillip Institute of Technology, Coburg Campus - talk on youth and unemployment - quality only fair. 90 min.

Tape AP5: Interview at 3CCC, Castlemaine, Victoria.

Tape AP6: Interview at Lynall Hall Community School, Victoria - with Mary Pearl

And we also have:

Tape SRC: Program from Ascolta Radio Group of interviews and reports from the inter-school SRC Day at Sunshine Technical School on 29 October 1982. 30 min.

Cost: Either: $4 (postage included) or $2 if you send a tape in (C90)

FRIENDS OF Y.P.

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

PATRON SUBSCRIBERS ($20 pa)
Keith Gove (East Malvern, Vic)
Bruce Wilson (Melbourne State College; Vic)
Garry Evans (Wellington, NSW)
Adrian Stephens (TEAC, Vic)
1. Articles

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2. Publication Projects: NOT available for sale.

- **Mallacoota Mouth** (Mallacoota, Vic) 282-290 (to 26th November 1982)
- **The Paddle Wheel** (Willcannia, NSW) Vol 7 Nos 32-40 (to 26th November 1982)
- **Rave** (Winlaton, Vic) No 15 August 1982
- **Jumbunna** (North Richmond Housing Estate, Vic) 4th issue, October 1982
- **Profile** (Sunshine schools, Vic) Vol 5 Issue 3 October '82
- **Panorama** (Westall High School, Vic) October-November 1982
- **Ascolta** (Brunswick schools, Vic) Vol 9 Nos 5 and 6 October, November 1982

- **Foxfire** (Rabun Gap, Georgia, USA) Vol 16 No 2 Summer 1982
- **Long, Long Ago** (Bell Gardens, California, USA) Vol 1 No 9; Depression Years #2
- **Bittersweet** (Lebanon, Missouri, USA) Vol 10 No 1 Fall 1982

3. Other Sources:

- **NYCA News** (National Youth Council of Australia) Vol 1 No 3 August 1982
- **Chalkface** (Curric Services Unit, Ed Dept, Vic) Vol 2 No 2 September 1982
- **Listening Post** (2SER-FM, NSW) November 1982
- **Youth Affairs** (Vic Assoc of Youth Clubs, Vic) Vol 1 No 4
- **The Ticket** (The Station, NSW) Vol 3 No 8 Sept/Oct 1982
- **What, How & Why of Newspaper Production** (Richmond Workshop paper) October 1982
- **Out of the Classroom - Into Print!** (Collingwood Workshop paper) November 1982
- **Resume of Youth Action Programs** - Graeme Kent (Ballarat, Vic) - see note.

- **Hands On** (Foxfire, Georgia, USA) Vol 5 No 4 Summer 1982
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The Newsletter of Youth Participation in Education Projects,
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