scale models were produced and judged at the BTV6 Ballarat studios
- Sports-car project: Cobden Technical School Youthcraft Project

YOUTHCRAFT
COBDEN TECH. SCHOOL

Plus: ALBERT PARK H.S.
SCHOOL-WORK PROGRAM
NEWS, REVIEWS, RESOURCES

This newsletter is produced in the first week of every second month.
Registered by Australia Post; publication no. VBG 3555; ISSN 0158-4995
Richard Scott from Leeds Postcards (see page 15) writes that they are very interested in any publicity for the "Some Girls" postcards and other postcards and in any reactions to them. They are also interested in ideas for distributors in Australia.

Anyone interested? The "Some Girls" cards will be available from CONNECT soon - see page 15 for the details.
SPREAD THE WORD!

Margot Gorski's letter (Your Comments, this issue) "... I would love to see (Connect) getting more publicity so that it reaches more people rather than just 'preaching to the converted'..." must have touched on something that was bubbling away in my brain.

We don't have the resources to mail copies randomly to all schools, take out national advertisements etc. And that might be a bit wasteful.

But we can rely on YOU to spread the word about CONNECT. Enclosed are two advertisement sheet for you to pass on to friends and colleagues with a plea to subscribe. Please help us.

Actually, we have passed 400 subscribers - but a few have not re-subscribed, so the real figure is probably a bit over 300. It could be at least double that! I'm amazed (no, I'm not really) at the people who say: "You know, I'd never heard of CONNECT..." and then subscribe.

3PBS

The Student Access Breakfast Show continues to buzz along on Sunday mornings. On one memorable morning, Rebecca Spalding ran on one turntable and a cart machine for 1½ hours!

Music specials (Gram Parsons, Bessie Smith) and topic programs (the Supernatural, the play Mesh) have been featured recently. We're also starting to get some contact with other groups and talking of swapping programs - ASCOLTA RADIO GROUP in Brunswick is already doing this and WNLATON and 3CCC are looking at the possibilities.

How can you contribute?
1. Come in and do a program live-to-air;
2. Put together a program in your school and send it in;
3. Invite me out to make a program with you.

Contact me on (03) 489.9052 or write to CONNECT, 12 Brooke Street, Northcote. 3070

And listen in: 3PBS-FM, Sundays 8 am - 10 am.

FILING CABINETS

The CONNECT file is still correctly termed a pile.

We're organised in several heaps actually: articles for photocopies in one room; tabloid student/community newspaper on the shelf in another; other student/community papers in a messy and random pile in the corner; support material where-ever there's space.

It's a bit embarrassing when people visit to look for something!

We urgently need: two filing cabinets (in working order);
suspension files etc

There MUST be someone out there - a school, a department - with one to spare and feeling magnanimous.

Just contact us: (03) 489,9052. (Victoria, probably Melbourne only - I don't want to get into the inter-state trucking business!)

Then come and visit our neat and organised resource centre!

APPENDIX

The appendix to this issue contains collected and condensed and cross-referenced information about the CONNECT Photo-copy service and back-issue articles. Rather than make them a regular part of the newsletter, they are provided separately to be filed for reference.

Information about ordering photocopies and back issues is on the back page.
As you can see, the paper (Caulfield Capers) didn't get off the ground until late in the year due to an odd assortment of reasons. I've also included one from last year - we were producing two larger editions a year until now.

The important thing I've noticed is the increased frequency has led to increased enthusiasm for writing by kids. Our budget is a little limited though I've talked the Council into extra money for the last two issues (as they are a little longer).

Also the most recent edition (September 1982) was compiled totally by the year 11 Media Studies class whereas staff had done much of the work before-hand.

Printing costs are approximately $350 for 600 copies of 8 pages and $430 for 600 copies of 12 pages.

Kerry Howard,
Caulfield High School,
76 Booran Rd.,
Caulfield 3162.

It is reported in the HSC English B Course Description that copies of a newsletter of youth participation in education projects, in particular a collection of oral history, are purchasable from you. I am particularly interested in this publication as my HSC English B students are studying a unit on Oral History in which they are required to prepare their own interviews ... Do you know of any other resources that would be valuable for students undertaking this area of study?

Wendy Burnett,
Footscray High School,
Wembley Ave,
Spotswood 3015.

Thanks for the information ... I hope the relevant issues of CONNECT and the additional Radio Conference papers will give me some ideas ... I have this vague idea of involving local schools in the production of programs for one of the low-power Category C public broadcasting stations recently offered licences in Sydney. Radio Ryde will, of course, require more than vague ideas. I'll let you know whether the seeds blossom or indeed are ever broadcast.

Julia Bovard,
PO Box 802,
North Sydney 2060 NSW

I think CONNECT is a great forum for sharing ideas and resources, but I would love to see it getting more publicity so that it reaches more people rather than just "preaching to the converted". I hope that on a small scale, locally, I've been doing that. (See idea on page 3 - Roger)

Margot Gorski,
Albert Park High School,
88 Graham Street,
Albert Park 3206.

I am working on a project to update a reference on currently publishing FOXFIRE publications nationally and would like to know if you are still publishing your magazine.... If you know of any other Foxfire projects in your state or area, I would appreciate any information you could give me ... how much does a subscription cost and how often per year is your magazine printed? Could you also give me a general description of your magazine content and a list of your advisors' names who help in the publication of the magazine.

Karen Houghton,
IDEAS,
364 W. Casey,
Roseburg, Oregon 97470 USA
I think it was about this time in 1980 when we first thought we understood what school-to-work transition meant. It is hard to believe that we knew so little, especially in the light of recent discussions. I wonder how many of you wonder if it is better to leave the lid shut rather than cope with the many issues which may come from this Pandora's Box.

Anyway, in those days of innocence we tried to structure some things that would offer something of the "transferable skills" to three general groups of students: those going on at school, those joining the workforce and those (not necessarily by choice) doing neither of these. And in our misguided wisdom, we figured that two groups were in a measure provided for (birth for the first, good luck for the second) so our commitment was for those most likely to face some period of unemployment.

The structures we saw most suitable were those that enabled the students to at least consider self-employment as a viable alternative to unemployment. The students worked in various practical areas that in name are fairly typical but in content and emphasis quite different.

The items had to be made to suit a market and not the teacher and made efficiently because time became important. Things went well - I don't think you will find it difficult to judge what means more to kids, marks or money, and which is more likely to motivate, something for the head or something for the pocket. Let's leave the argument on ideology and ethics till later.

That was the first year. For those who understand these things, the cooperative paid a dividend of 15% in eight months. But educationally, things did not go as planned. (So what's new, you say!) I remember Helen Szoke of the Heidelberg network saying once, "We get these superior programs going for the unemployed, then they up and get jobs!" Well, that's what happened here. The situation provided no doubt contributed to the development of initiative, resourcefulness and enterprise and most importantly, as far as I'm concerned, a belief in themselves.

So the cooperative notion was still a means to an end, but the end was different. What happened could be of benefit to all, not just some. And this helped eliminate another problem - that of trying to identify with any accuracy those most likely to be unemployed.
"Youthcraft Products" then is the registered name of a co-operative set up by
the students to enable them to raise capital, purchase materials and sell items or
produce for profit. Each year, ten students pay a $2 membership fee. They are
given as many shares as they think they will need to cover their first outlay for
material. When these are sold, the individual or group then places a requisition
with a member of the management team, who orders the materials. When the item or
produce is sold, the member is expected to replace the original share capital to
provide for more material if required and to ensure that the share face-value can
be paid at any time.

There are six activities offered this year and although most students have con-
tinued in the area chosen, some have negotiated a swap. The activities include:

* Horticulture/Agriculture - the growing of vegetables and the raising of
  meatbirds;
* Leadlighting - a new activity in the school in which the students make lamp-
  shades, hanging plant gizmos and decorative panels;
* Woodcraft - the manufacture of wooden toys, children's furniture and pot-
  plant boxes;
* Fibreglass - where the group have designed a sports-car body to suit Studebaker
  mechanicals that they have restored;
* Textiles - the manufacture of sheepskin ugg boots, mittens and vests, basket-
  weaving and suede leather items.

And of course there is the management team who attend to the administrative side
of things like banking, ordering, bill paying and publicity. The students in this
group will receive some payment when the venture is compulsorily wound up in Novem-
ber. (Just like real life, management takes the risk while workers get the sure
thing!?)

So there you have it. To me it's an exciting and fascinating type of youth
participation project. I know we will have to address several issues soon like
the ethics of the profit motive, the desirability of bringing 'real world' situa-
tions into schools, particularly the nastier aspects of the workplace like mono-
tony and consumerism and the validity of 'success' being related to ruthlessness.

And I guess the big question remains as to whether we see schools as capable
of initiating changes in society by enabling young people to challenge what is
and inspire them with a vision of what could be, or whether we fit them as well
as we can to enable them to be part of it in some profitable way despite its
faults.

Roger mentioned earlier in the meeting two responses to a situation he was de-
scribing, one a head reaction, the other a gut feeling. I am glad a person of his
renown acknowledges this dilemma. Now I know that this problem is not unique to
me. I like Longfellow's poems and in one he writes:

    .... for it is the heart and not the brain
    that to the highest doth attain ....

So a lot of what Youthcraft is, I guess, a gut response to situations which
many teachers face at some time or other. Situations which cause them to say,
heck, there must be some way to fire these kids up, to get them doing something
that they think is interesting and that they feel is important. And if it appears that the whole thing has not been thought out fully, this is probably the case. But we had to make a start, to get something going just to see how it would work and I really do believe the potential is there to develop some pretty valuable skills and attitudes in our young people.

I would be happy to answer any questions that you may have.

**How much time do the students spend on Youthcraft activities?**

All day Friday each week. We felt strongly that this type of activity should represent a normal working day and some activities need all this time, recesses and lunchtimes included. Whereas some students dislike "having to work all day on it".

**Are there students who don't want to be part of the cooperative and what happens to them?**

Yes, you know, the "why do we have to?" response. Fortunately this minority have either negotiated an alternative activity or decided to become involved.

**Are girls participating in all activities?**

No. They have chosen to work in management and textiles, more because of numbers than sex roles. (Boys outnumber girls about 3:1 in the school.) After Barbara's visit, I put it to my group to consider inviting some girls to be part of our project. When you give kids power to make decisions, you have to abide by them.

**Is the cooperative registered?**

No. The name "Youthcraft Products" is a registered business name to enable the group to operate, to have a bank account and post box etc., but that is the extent of the registration.

**Is it legal then, and how does it stand in the event of something going wrong?**

I spent two days in Melbourne trying to find answers to that sort of question. The various departments of cooperatives were very helpful but it would be impossible, I think, to decide whose jurisdiction it is, let alone find answers. Strictly speaking, it is not legal. There is just no provision to raise capital in the way we do without being registered as a public company and so on. There is little chance of something going wrong because the kids do have this belief that the money raised from selling shares must be returned. Whereas most buyers view the share as a donation - they become pleasantly surprised. The question of liability can be avoided when you consider the type of item offered for sale. The sports car that will be sold will meet all legal roadworthy requirements in order to be registered, so overall I don't believe this is an area for great concern.

Rob Nicol and Mark Lowery working on a sports car body to suit Studebaker components

The body is made from foam and fibreglass and the mechanicals have been renewed and repaired.
Are you able to make use of the situations that would arise, such as a study of consumerism, the role of unions or the free enterprise system?

This is one area we are not happy about. As Geoff and Barbara noted recently, there are basically two aspects and two teams of teachers in our year 10 program, the core area and Youthcraft, and we do want to make changes which will better link the two. But I'm not sure that it can happen this year.

Do students form teams within the group or function as individuals?

Both situations exist but most work as individuals. Each year the students in my group have worked as a team but I am being forced to recognise that most of the things we think important are better developed in individuals. The reward for effort is direct and uncomplicated.

What about the kids that lack the whatever to make a success of their project?

Nearly all the kids feel that what they are doing is worthwhile and although money is a good motivator, it hasn't become the measurement of success. And for the few who have not succeeded, hopefully they havelearnt something about themselves by watching others.

How are the students assessed?

The assessment is very descriptive. In the situations that are offered, a lot can be said about the students' initiative, planning work habits and problem solving ability. Many instances can be quoted to ensure the reports mean what they say. The project teachers have seen the necessity of weekly notes on student performance in the absence of traditional measuring devices. This is a good move.

Do the workers/students have a say in management decisions?

Indirectly, yes. The enterprise does not lend itself to much worker/management interaction. I'm not sure that I like the model business/simulated factory idea so much but it may offer some advantages in this way.

Have any students as a result of this experience set up their own business?

No, not as yet; not that there has been any needing it as an alternative to unemployment. The situation may well be different this year.

What would you say of the future of Youthcraft?

The venture is compulsorily liquidated in November. But there is every reason to believe the notion will continue next year. It may be that in a few years the emphasis, by necessity, will be much more on self-generated activities for

Belinda Kittle, Tim Spokes and a selection of sheepskin items. There is never a lot of items to be seen as units are sold quickly.
our school leavers. (I wonder now how long we will be able to legitimately term these programs "school-to-work" transition.) And if this is likely, or inevitable, I would like to think our experience with student cooperatives now may be quite useful.

Kerv. Edmunds,
Cobden Technical School,
Cobden. 3266.

John Logan and Darren Clarke:
Seedlings being tended in the greenhouse

The Vegie Plot - about ½ acre (15 students)
September holiday weed growth included

In the recording studio built at Moreland High School are, in front checking circuits, Moreland High school-work program co-ordinator, Mr Graeme Jane, while behind is Brunswick High teacher, Mr Phil Turner and at right Lynal Hall projects leader Ms Rebecca Coyle.
Firing Up The Gasworks .... And Beyond

The TEAC (Transition Education) program at Albert Park High School has been designed in the belief that if we are truly to enhance students' understanding of the society in which they live, and at the same time give students scope to feel that they are a valid part of that society, with valid contributions to make, then the program must get away from the insular atmosphere of the school and operate from a sound community base. At the same time, care is taken that programs are not presented as alternatives to the mainstream, but operate from the classroom base as integrated components of the core curriculum.

At this stage, several cross-age tutoring programs have been implemented, involving both young children and senior citizens, the 'Gasworks' horticultural site continues to operate and a year 10 English class has just completed the writing of "Move Over Teacher - Now It's Our Turn: An English Text Book For Kids By Kids", currently being published and to be launched in September.

The cross-age tutoring program has been a particularly successful one in terms of staff enthusiasm and commitment. At present, a small group of year 11 students teach craft skills at Montefiore Homes for the Aged and an 82 year old resident from the homes comes to the school once a week to conduct French conversation sessions with year 11 French students. A year 10 English class works with prep children from a nearby primary school on a weekly basis, Vietnamese students from the ESL (English as a Second Language) unit attend Albert Park Primary once a month to assist with the Vietnamese children there and a Middle School group doing a Road Safety unit is conducting a road safety course with children from the primary school.

Students working on the Gasworks site, work with both primary children and residents from the South Port Community Nursing Home which backs onto the site. Because in second term a sessional staff member was employed to work with small groups of students on the site on a contract basis for one day per week, this situation has allowed for continuity and real development for those involved. Furthermore, it has instilled reality into the Gasworks program in that by working with a community member, students are removed from the school environment and placed in a situation closer to that of "everyday life". Because this group works on the site on an ongoing basis, they are able to develop feelings of owning the project as well as skills in decision-making, cooperating with others, oral communication and adapting to unfamiliar circumstances. In the context of this situation, also we can begin to talk in terms of catering for students' real needs and interests.

The small group situation is vital in terms of what we are trying to achieve. Although students who participate in the working bees are doing so on a self-selection basis, as it turned out, most of them could be termed as "at risk" in the school system. Work on the site has meant that they are able to experience "success" whereas they rarely experience success in the school situation.

The liaison with the Nursing Home has been a particularly rewarding one for both students and residents. Students are able to encourage people out of the home who normally nursing staff are unable to motivate and at the same time they seem to be instinctively aware that these people with their memories of the war and depression years have a lot to offer in terms of their basic "grass roots" philosophies.

This group has also had to learn to work with professionals such as a landscape gardener and an architect. They have liaised with South Melbourne City Council and local business people, and they have costed and bought their own materials. Three of them were enthusiastic enough to write to their local paper about the project.

ENGLISH TEXT BOOK

The writing of an English text book has been a lengthy process and in many ways an excellent exercise in seeing a commitment through to its end. One of the major benefits of "the book" has been in terms of instilling reality into the learning process. Handling a publishing contract has meant that they have come up against the realities of a business commitment with very real legal considerations such as copyright and libel laws, as well as considering an offer from another publisher who
was competing for the contract after having heard about the book on the grapevine. This group is currently preparing to liaise with the media in a planned and exhaustive media campaign.

If we are serious about our commitment to community involvement in schools then we must begin breaking down the barriers with publicity which indicates the scope for involvement and invites people to participate. In an effort to further facilitate community involvement, there has been constant publicity for our activities throughout the year. The payoff in terms of public reaction requires more time and an exhaustive campaign on more than just a local level, however as a result of an article that appeared in The Age, students have been asked to do an interview with Radio Niu Gini for a show aimed at teenagers and speak to the Kraft Garden Club about their activities. Thus the "payoff" in terms of student esteem and pride is fairly immediate with the result that they feel encouraged to broaden and pursue their activities still further.

Although second term has seen many of the activities begun in first term come to fruition, the full value of a transition program in a school cannot be realised until the current curriculum has been reviewed in the context of the contribution that transition philosophy can make across the board. In the meantime, individual projects such as these are in danger of remaining isolated ones and although they may be successful in their own right, their effectiveness is limited. We are now at a point where if transition is to continue to penetrate beyond the "tip of the iceberg", the direction and philosophy of traditional education must be opened up to searching evaluation. Many issues have been opened up and these must be tackled by the whole school/community if transition is to continue to develop. In the meantime, as exam time draws near, students under pressure from both school and home tend to react with questions such as "is this real work?" and "do we get marks for this?". If we are to persevere with our philosophy, then the only logical way to go is to encourage a self evaluation process with all its inherent problems. This issue is currently being tackled by discussions with the curriculum committee on the validity of descriptive assessment for at least some aspects of the curriculum.

Group sizes and the constraints of timetabling remain a problem. Flexibility of timetabling is essential when we are considering programs that involve community interface. The outside world does not operate in 57 minute periods, nor does a one-hour allotment give students or teachers time to facilitate real development and give individual attention as well.

Many students were giving extra time to projects but felt under pressure because that meant that they were missing out on other work. A contract system needs to be implemented where students can undertake to carry a task through to its fulfilment, and this is seen as valid by all school faculties. If we are to look at answering students' real needs, then they must be given scope to develop their talents and interests without running the risk of being chastised for missing out in other areas. There are inherent problems in this approach that lead us to examine our whole notion of schools as sorting houses for industry or tertiary institutions, and investigate meeting youth needs in the context of today's socio-economic climate.

There have been many positive outcomes of the TEAC program so far this year, however to provide for maximum results in terms of school community interface, projects must evolve rather than be imposed and in a time-space that allows for development and maturation. It is unlikely that this would take place in a two-year funding period to the extent where it could be considered an integral part of the school structure. This presumes that a re-evaluation of the role of schools in "preparation for life" has taken place and been accepted by all staff and the need is recognised for teachers to become more "facilitators of the learning process".

Individual transition projects should not be seen as alternatives to significant curriculum change throughout the school. Nor should they be seen as the means and the end of transition, but rather as a stepping-stone to a more wide-spread adoption of the curriculum principles and processes involved.

Margot Gorski,
Albert Park High School,
88 Graham Street,
Albert Park 3206.
SCHOOL-WORK PROGRAM

MORELAND HIGH

The School Work Program, based at Moreland High School, is continuing to expand its activities and venture into new areas. In an attempt to locate financial opportunities and develop new skills, some members of the School Work Program (who are unemployed) have set up a couple of new services.

"On The Spot Detailing" is a car detailing service that can either come to your premises or you can bring the car to us. Its services range from a wash to a cut and polish to a full detail. "On The Spot Detailing" claims to charge the cheapest rates in Melbourne, whilst providing a fully professional service. Mark Teasdale is the person in charge of this project.

The Home Garden Service has been set up by John Vassalo and he comes to your place to mow lawns, weed the garden and the like. John provides his own equipment and can make a tired garden look sparkling and fresh.

The School Work Program was set up to cater for unemployed people in Brunswick and Coburg and combines elements from both school and work. The members develop projects to serve the community and, with the assistance of the coordinators, community and friends, develop the skills required to execute their projects. The other services and activities offered by the School Work Program include:

"Food With Flair" - the School Work Program catering service, that has catered for a wide variety of functions (from parties to conferences to weddings) for varying numbers of people (anything from 20 to 200) providing a wide range of menus. This service has operated successfully now for three years.

A silk-screening service, where members print the designs you want on your t-shirt, windcheater, overalls - whatever!

Making bike trailers. Light, well-balanced trailers that hook onto your push-bike. Fully finished and painted. Ideal for people who use push-bikes a lot.

A vegetable and flower garden - where members or the local community grow a wide variety of vegetables and flowers for themselves or friends.

These activities and services are an example of what unemployed people can do, as they get together to learn new skills and try to create their own jobs.

If you can make use of any of these services or would simply like to find out more about these activities, or the School Work Program in general, don't hesitate to give us a ring on (03).386.4692.

Graeme Jane/Rod Maher,
School Work Program,
Moreland High School,
25 The Avenue,
Coburg. 3058.

ON THE SPOT DETAILING

Request

As I am keen to start up a cross-age tutoring program within our school, I would be interested in obtaining any information that I can get regarding the program in your own school. Thanking you in anticipation.

Ms R A Moorhouse,
Transition Tutor,
Burnside High School,
Greers Road,
Christchurch 5,
New Zealand.

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NEW CANTEEN IS ALL THEIR OWN WORK

Innovation and hard work has resulted in Moreland High School having one of the most modern school canteens in Victoria.

Planning, designing, building and staffing the cafeteria has given the students skills they can use when they find permanent employment.

And out of it, the school has a cafeteria.

School-work program participants — students who have left the school but have not found permanent employment — completely renovated the school's old canteen centre to make the canteen.

The joint co-ordinator of the school-work program, Mr Graeme Jane, said there was seating for 100 people in a setting reminiscent of early American "cafes" of the 1950s.

A space-age mural on the wall was designed and painted by students on the program.

"We began work on the new cafeteria early in 1981, and it opened during the third term last year," Mr Jane said.

The cafeteria is managed by two former school-work program participants who are now employed, full-time, making lunches and managing the canteen.

"They are helped out by senior sixth form students who incorporate working in the canteen as part of their curriculum.

"The home economics section helps them out with the preparation of food and other aspects."

Mr Jane said students used to go across the road to a milkbar to buy their lunches because the school did not have a canteen.

"Our quarter-acre vegetable garden supplies the cafeteria with a good amount of fresh food, which goes into lunches and snacks," he said.

"In this way we try to encourage kids to eat fresh things, like orange juice instead of Coke."

"The garden is another vital aspect of the school-work program. Yet another is the studio being built to help kids record radio shows and educational material."

Mr Jane said about 20 students helped build the cafeteria and, in general, there were between 15 and 20 students working on various school-work programs.

"In all a very successful program," he said.

From: The Coburg Courier, Wednesday June 2, 1982

FRIENDS OF Y.P.

We continue to need your support to keep CONNECT coming out. We offer a range for new and renewed subscriptions:

- Ordinary subscription rate: $5 a year
- Patron Subscriber: $20 a year
- Supporting Subscriber: $50 a year
- Sustaining Subscriber: $100 a year
- Lifetime Subscriber: $1000 — includes CONNECT for as long as we last!

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

PATRON SUBSCRIBERS ($20 pa)

Tony Easton (SCARP, 5MMM, Adelaide, SA)
Margaret Lyttle (Preskil, Kow, Vic)
VISE (Melbourne, Vic)
Carol Holdsworth (Colac, Vic)
3CCC Radio In-Service

BACKGROUND

3CCC-FM went to air on Anzac Day, 1982, after five years developmental work by a group of people constituted together as Goldfields Community Radio Co-op Ltd. The station is a 'C' class public broadcasting station broadcasting in FM stereo on 103.9 MHz at 2Kw power to all of Central Victoria. Its studios are in the disused Harcourt Railway Station.

The Co-operative, in conjunction with five secondary schools in the region, obtained a TEAC grant in 1982 to employ a Schools Liaison Officer to work with school children. The kids produce a weekly programme on Triple C called Radio-cation.

IN-SERVICE DAY

The interest from a number of other schools - secondary and primary was such that an In-Service Day was organised to give teachers from these and participating schools a chance to get together and discuss radio in schools.

The In-Service Day was held at Triple C on Tuesday, 3rd August. Fifteen teachers attended with guest speaker being Rebecca Coyle from Radio Ascolta in Brunswick.

In the morning, a number of discussions were held about Triple C, schools in radio etc.

In the afternoon, the group broke into four working groups which participated in workshops on: Low Cost Radio Studio for Schools;
Writing for Radio;
Preparation of scripts; and finally
Production Skills.

The workshops were designed such that the group progressed through them, finally preparing a 15-minute segment for broadcast on "Schools in Radio: The Benefit to Kids."

The schedule went so well and the teachers got so involved that the four segments were edited together and broadcast on the weekly Radiocation program at 7 pm that same evening.

This was quite an amazing achievement since most of those involved had little previous experience in radio.

All involved agreed that it was a most worthwhile In-Service program.

Since that day, a number of the teachers involved have started to incorporate radio into their curriculum. One primary school teacher has already got a lunchtime radio station going, a couple of other post-primary teachers are planning to contribute to the Radiocation program during Term 3.

Jeff Langdon,
Station Manager,
3CCC-FM,
Station Street,
Harcourt 3453.

Brunswick Youth Week

The Brunswick Union Movement is organising a Brunswick Youth Week, titled "Fun in Solidarity" from December 6th to 11th, 1982. During this week, there will be: films; live bands; competitions; discussions; information; exhibitions; food; sports; (and hopefully much more)

For more information, contact Joe or Vanna: (03) 386.0538 (Wed. 12-3 pm)
Di: (03) 380.6563 (Weekdays)
Community Schools' Conference

We are holding a Conference of Community Schools at Moora Moora Community, near Healesville (Vic) on the weekend October 30th and 31st. We warmly invite community schools to send two people actively involved. It will be a weekend of forums, discussions, workshops, demonstrations and other exchanges of information. People actively involved in Community and Education will be sharing their experiences, practices, concerns and wisdoms. We think that grounds will be discovered for sharing in the future ... exchange of equipment, teaching resources, students, teachers ... bulk buying, sharing of camps, sports ... political lobbying.

As well as formal talks and demonstrations, some participants will be asked (in advance) to prepare short statements on the working of particular aspects of their schools/groups. These statements will act as catalysts for smaller, informal discussions. The discussions will be taped and a booklet compiled giving the content of the conference.

October 30th and 31st; 10am Saturday to 4.30 pm Sunday.
Cost: $40 per adult; $25 per child; some concessions available.
Food: provided. Participants will be accommodated in the Community Centre at Moora Moora and in some family houses - please bring sleeping bags; mattresses available.

Place: The Community Centre, Moora Moora Cooperative, Moora Rd, Mt Tooleebewong Vic.

Write to: Moora Moora Conference of Community Schools,
Box 214, Healesville 3777
Phone: Sandra Cook (059) 62.4090 Mary Jenkins (059) 66.5068

Supplementary Grants Program Seminar

The Supplementary Grants Program in Victoria is holding a one-day conference on Sunday, 14th November (9.45 am - 4.30 pm) at the Prahran Migrant Resource Centre, 24 Victoria Street, Prahran. The Conference is around the topic of Student Participation in the Supplementary Grants Program and will cover areas of why students should be involved, how they should be involved (in in-school negotiation of curriculum, in proposal of programs, on committees etc).

The Conference is particularly aimed at those actively involved in the Supplementary Grants Program in Victoria but is open to all interested in this area. Professor Art Pearl will be giving the opening address.

For more information and registration contact Libby Eltringham or Peter May on (03) 520.7666.

"Some Girls" Postcards

In two sets of postcards (6 images in each set) "young women talk about things which are important to them and you". These cards were designed by "Some Girls", a collaboration between the Madeley Young Women's Writing and Designing Group, Jonnie Turple, Graham Peer, Carol Adams and Leah Thom.

I'm getting a few sets of them and they'll be available from CONNECT soon for the following costs:

One set: $2.50 Both sets: $5.00
(A or B)

They are from Leeds Postcards, 13 Claremont Grove, Leeds LS3 1AX, England - they have an amazing range of cards and it's worth your while getting their catalogue.

The "Some Girls" cards are also available on large posters from The National Association of Youth Clubs, Peacock Lane, Leicester - I don't know the cost.

Order these NOW - first in, first served!
Lynall Hall Community School

Lynall Hall Community School is a small government secondary school in the Brunswick area of Melbourne. In 1982, it has had 75 students and 11 staff. Lynall Hall is somewhat defined by the following attributes:

It draws students from a wide geographical area, though has a preference for local students. Thus it represents a wide mix of ethnic and socio-economic groups. There has been a particular emphasis on senior students (years 9 to 12). In 1983, the school is stressing that students should enrol at least at year 11 - i.e. for two years.

The curriculum of the school has a particular emphasis on the creative arts and media areas, but a "hands-on" approach exists across the whole curriculum. The school has been a pioneer in exploring the theory and practice of "production outcomes" as a lynch-pin of curriculum planning - i.e. that learning should be centred round "showing" outcomes - in drama, art, radio production, newspaper publication, film, video etc. This has also involved the development of "industry" and "workshop" areas where students are able to develop skills in practical areas and play a meaningful role in meeting community needs.

The school also stresses broad interaction with its community, incorporating the neighbourhood into the curriculum, into its approach to production outcomes and into its personal contacts.

Finally, the school has always regarded shared decision-making as essential to its philosophy. This occurs on a number of levels: the non-hierarchical nature of staff decision-making; the range of school meetings (home groups, subject meetings, whole school meetings, separate gender meetings etc); the open "business meetings"; the open curriculum days (that have involved parents, students and teachers) and the parent-teacher-student nights.

Currently, a formal School Council is being set up.

There are vacancies for both students and staff for 1983 and the school is now considering applications from both groups. It prefers members of the school community to have an understanding of how such a school works - it is essential that students, staff and parents are supportive and aware of the directions of the school.

If you are interested, contact the Staffing Committee at Lynall Hall, Lawrence Street, Brunswick 3056. Phone: (03) 380.9837.

Staff should indicate their experience, teaching interests and enthusiasms - they should already be teaching within the secondary division of the Victorian Education Department or eligible for secondary registration.

Newspaper Production In-Services

We have recently been conducting some in-services for teachers, students and parents on Newspaper Production - at Richmond, Collingwood and Ferntree Gully. The first of these is publishing a newspaper on "Why we want to publish a newspaper" - available soon from CONNECT. For Victorian people, there is a form enclosed from VISE (who is supporting these workshops) asking about interest in similar workshops. Return it promptly if interested.
"Girls Are Powerful"

**GIRLS ARE POWERFUL:** Young Women's Writings From Spare Rib; edited by Susan Hemmings, Sheba Feminist Publishers, 1982, London.

Borrowed from Equal Opportunity Resource Centre, Education Department, 29 Dawson Street, Brunswick 3056. Phone: (03) 387.6444. Australian price: $10.95 (International Bookshop, 17 Elizabeth Street, Melbourne 3000).

*Girls Are Powerful* is a great book. Written in an anecdotal style by young women, it covers a large range of issues central to their lives - eg "Looks", "At School", "At Home", "Friends and Lovers". The Contributors are aged between seven and twenty-two.

The book is compiled from reprints from British feminist magazines *Spare Rib* and *Shocking Pink*. This is an uneasy relationship, as it introduces the issue of the control older women have over the lives of the young. The book was edited by older women and approved by a collective of older women before it was put into print. As Sally and Ilona point out:

> The unwillingness of older people to give up their power means that we are dependent on their good will to be given a space to discuss our oppression publicly.  
> (p 157)

A telling and apt observation of an oppressed group "aided" by its oppressors. The women are hopeful that the book will cause older women to re-examine attitudes. As they conclude - it's no use thinking "how sweet". Older women (and men, obviously) must read the experiences of the young women as a challenge to their own perceptions.

So - what does the book talk about? I read it with growing discomfort, as so many "forgotten" memories and injustices flooded back - wearing trousers to school, acne, teenage screwing, relationships with brothers, fathers, boys ... Although most of the articles do not appear overtly "political", the message is clear - young women are aware of and angry about how they are treated in this society. As well as looking at "ageism", the book examines racism (especially "to school with fear", "Forced to Deceive" and "The Pandemonium") and the lives of working class women in our current economic climate ("Out of School, Onto the Dole", "Babysitting" and "Hairdressing").

Its feminist message is heartening; none of the young women are willing to accept a traditional image of themselves as compliant, pretty and submissive. In "Love and Romance", Belinda casually debunks the myth of true love and romantic dream:

> ... so slowly I began to realise how impossible the dream of "Mr Right" was - none of them were gods, they were just as ordinary, weak and stupid as girls were and I certainly wasn't prepared to pretend to be even more stupid just to please them ... I began to think that infatuation was just sexual desire, gift-wrapped.  
> (p 105)

*Girls Are Powerful* is not "just" for girls. Read it. Talk about it. The women involved hope it can be used to open up discussion of how people treat young women and how this is affected by race and class. Read it as part of a process of change.

*Lesley Podesta*
Costs of Materials ~ Update

In CONNECT 4, I published a list of materials required for publishing a newspaper/magazine within a school. The costs quoted there are way out-of-date, so I recently looked again at the prices of some of the items. This list is not as comprehensive as the earlier one, and I have not shopped around for competitive prices (I just went to one store and spent $100). The information is brackets is the quantity I bought for a workshop of about 15 people - I include there too any specific serial numbers that don't influence prices). All prices are pre-tax.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lettering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letraset</td>
<td>$10.84 per sheet</td>
<td>(5)</td>
</tr>
<tr>
<td>Letrographica</td>
<td>$11.30 per sheet</td>
<td>(1)</td>
</tr>
<tr>
<td>Lining tape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soft pack/refill</td>
<td>$1.38 each</td>
<td>(2 - 3pt; 4 pt)</td>
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<tr>
<td>Border tape (fancy)</td>
<td>$1.59 each</td>
<td>(1 - #809T)</td>
</tr>
<tr>
<td>Letraline (hard pack)</td>
<td>$5.02 each</td>
<td>(1 - 2124; 2 pt)</td>
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<tr>
<td>Pens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot Pineliner</td>
<td>44¢ each</td>
<td>(3)</td>
</tr>
<tr>
<td>Pilot Ultrafine</td>
<td>66¢ each</td>
<td>(3 - SC-UF)</td>
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<tr>
<td>Pencil</td>
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<td></td>
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<tr>
<td>Non-reproduction. Staedtler 104-3</td>
<td>56¢</td>
<td>(6)</td>
</tr>
<tr>
<td>Knife</td>
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<tr>
<td>NT Cutter S 200</td>
<td>$1.30 each</td>
<td>(spare blades)</td>
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<tr>
<td>Rule</td>
<td></td>
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<tr>
<td>With ems markings - Service (plastic)</td>
<td>$2.62</td>
<td>(1)</td>
</tr>
<tr>
<td>Steel - 30 cm: Kawasa</td>
<td>$1.62 each</td>
<td>(3)</td>
</tr>
<tr>
<td>Glass burnisher</td>
<td>$1.01</td>
<td>(1; I usually use ball-point pens)</td>
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<tr>
<td>Art Cement/Milliner Solution/Rubber Cement</td>
<td>Zenith 340 ml</td>
<td>$2.06</td>
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<tr>
<td>White paint</td>
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<tr>
<td>Process White 30 ml</td>
<td>$1.56</td>
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<tr>
<td>Brush for paint: Holbein Series 655-GR No. 2</td>
<td>82¢</td>
<td>(1)</td>
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</table>

Publications from N.C.R.Y.

CONNECT has recently received a bundle of material from the National Commission on Resources for Youth in the United States. They've shifted, and their new address is:

National Commission on Resources for Youth, Inc,
605 Commonwealth Ave.,
Boston, Massachusetts 02215 USA.

The following material is available at 12 Brooke Street, Northcote for perusal:

Catalogue: Current Publications and Resources on Youth Participation

Youth Participation for Early Adolescents: Learning and Serving in the Community
Joan G Schine and Diane Harrington, Phi Delta Kappa Fastback 174

Reports:
Energy Conservation Corps (6pp)
The Wildcat Gazette (6pp)
Project Math-Co (7pp)
Energy Conservation Through Student Action (5pp)
Project Detect (7pp)

Resources for Youth Newsletter Vol 2 No 2 "Efforts by Teenagers to Preserve Cultures of the Past"
Vol 4 No 2 "What Should Go Into a Youth Participation Project"
Vol 3 No 2 "Kids Teach Kids"

Youth Counsels Youth: An Introduction to Peer Co-Counseling
Youth Participation in Youth Advocacy: A Practical Guide for Developing Programs
Youth Participation: An Everyday Affair
1. Articles

We continue making photocopies of the following articles and documents available:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>NAME/ABSTRACT</th>
<th>PAGES</th>
<th>PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>&quot;New Roles for Youth in Schools&quot; (Tony Knight) - Educational Magazine.</td>
<td>3 pp</td>
<td>50c</td>
</tr>
<tr>
<td>115</td>
<td>Cross-Age Tutoring: Summary of Academic Development Research</td>
<td>4 pp</td>
<td>50c</td>
</tr>
<tr>
<td>116</td>
<td>Curriculum for Working Class Kids (Bruce Wilson) - Secondary Teacher</td>
<td>7 pp</td>
<td>70c</td>
</tr>
<tr>
<td>117</td>
<td>Goals Should Always Be Attainable (Bill Hannah)</td>
<td>7 pp</td>
<td>70c</td>
</tr>
<tr>
<td>118</td>
<td>Philosophy of TEAC - A VISE Point of View (Geoff Emmett)</td>
<td>2 pp</td>
<td>50c</td>
</tr>
<tr>
<td>119</td>
<td>Some Experiences Working with School Children Collecting Oral Records (Morag Loh)</td>
<td>9 pp</td>
<td>90c</td>
</tr>
<tr>
<td>120</td>
<td>Sunshine High School: 9/10/11 Progress Report 1982</td>
<td>12 pp</td>
<td>$1.20</td>
</tr>
<tr>
<td>122</td>
<td>More Than Just a Newspaper ... / Reaching the Community (Roger Holdsworth/Jarvis FINGER)</td>
<td>7 pp</td>
<td>70c</td>
</tr>
<tr>
<td>123</td>
<td>Cobden Technical School (Vic) Youthcraft Project - newspaper cuttings</td>
<td>4 pp</td>
<td>50c</td>
</tr>
</tbody>
</table>

2. Publication Projects:

After a couple of queries we should point out that the following publications are NOT available for sale. We list them to register what is being held by CONNORCT. If you wish to visit, you can borrow or read them here. Write to the original source for copies:

STUDENT PUBLICATIONS: AUSTRALIA

Wallacotta Mouth (Wallacotta, Vic) 277-281 (to Sept. 24, 1982)
Fivewheel (Wicarina, NSW) Vol 7 Nos 24-31 (to Sept. 24, 1982)
Caulfield Capers (Caulfield HS, Vic) July 1981; June, August, September 1982
Karina 2 (Essendon HS, Vic) Issue 8 August 1982
The Eagle (Eaglehawk HS, Vic) Issue No. 1 August 1982
Eastbridge (Eastbridge Language Centre, Vic) Vol 1 No 1 August 1982

STUDENT PUBLICATIONS: OVERSEAS

Bitterroot (Lithon HS, Missouri, USA) Vol 9 No 4 Summer 1982
New Expression: Youth Communication, Chicago Vol 6 Nos 3, 4 March/April, May 1982
Dimensions: Youth Communications, Philadelphia April-May 1982

3. Other Sources:

Other Ways (Alternative Education Resource Group, Vic) No 7 October 1982
(In Learning Exchange)
Radio Waves (3CCC-PN) Sept-Oct 1982

Publications also received from the National Commission on Resources for Youth in the USA (see opposite page).
PHOTOCOPY: COMPLETE: RETURN:

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

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

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* As We See It ($3.50) - Brunswick students ......................... $ .............
* Leaving School ($3.60) - Moreland School-Work Prog. ........... $ .............
* Adelaide Conference Magazine ($2) - August 1981 ............... $ .............
* Radio Conference Papers ($2) - Schools in Radio .................. $ .............
* You and Aunt Aria ($10 + postage) .................................. $ .............

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