This issue:

This issue contains two reports for the price of one! Not only the Second National Youth Participation in Education Workshop in Adelaide, but the New South Wales Youth Forum '81 are outlined - the latter thanks to the people at West Wyalong High School. As is noted in the Adelaide report - we'd like some more feedback about the Workshop and for many of you, an evaluation form is included with this issue.

It would also be interesting to hear from others who couldn't make it, why. The date, the place, the subject matter? What should we do next time?

Well, there's a next-time coming soon for many. On the inside back cover of this CONNECT there's information about the SCHOOLS IN RADIO: RADIO IN SCHOOLS Conference at Melbourne State College in December. We've mailed out over 4000 leaflets about this and registrations are starting to pour in - make sure you are there if you're interested in this area.

A late registration for the August Adelaide Workshop was from a teacher and two students from the FOXFIRE Project in the USA. Delays in mailing meant there was some confusion over 1981 or 1982 - but we hope they can make it to the next one!

Lots of other goodies in this issue - read on....

Roger Holdsworth

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CONNECT is edited by Roger Holdsworth, 12 Brooke Street, Northcote. 3070. Published by High Pollution Publishers, 232 Albert St., Brunswick. 3056.
It is difficult (again) to try to sum up the Adelaide Workshop. I guess that's mainly because it was so based in participation - it's value was for those who took part in the sessions and that's very difficult to communicate in writing.

One of the clearest impressions was the overwhelmingly youthful nature of the Workshop. Much more so than the 1980 Workshop, it was dominated by students - students ran sessions, made most of the presentations, made up the great majority of the participants. It's strange to see that development from the initial conception of a conference primarily for teachers involved in programs.

It was also an exciting Workshop. It was exciting to hear people speaking formally about their schools. exciting to share the grumbles and hear the suggestions for action, exciting to see students teaching students (layout, writing, photography, mask-making, kite-making, political planning etc), exciting to hear people say, "I'll try that when I get back ...", exciting to hear voices from three states coming over NHHS SCARP program.

Other memories that warm me: launching the box kite; lying in the sun and talking with people; meeting people who believed in what they were doing; putting together the magazine (even though the photocopier broke down!) and so on.

What do you think?
(Now to the bureaucratic bit.)
There's an evaluation form included for all people who were enrolled. Please return it to us as soon as possible so that we can put together a longer report - after all it's ridiculous for one one person to report on a broad participatory workshop! Deadline for comments: November 23rd - with a bit of luck, that will mean a further report in CONNECT 12.

This issue will now go on to look at a few of the organisational details of the Workshop.
Finances.

Donations were received from the following groups. These made the Workshop possible and our thanks go to them. In the case of Victorian contributors, their donations were used to subsidise the travel and accommodation costs of Victorian delegates.

Swinburne Technical School $200
Oakleigh High School $20
Victorian Secondary Teachers Assoc. $100
Yarra Valley Church of England School $100
Upper Yarra High School $20
Young Christian Students (SA) $10

These donations enabled the debt on the two Workshops to be reduced to $400. Any further donations to wipe this debt off entirely would be most useful in moving towards organising the 1982 Workshop.

Who Attended?

The people who were enrolled are listed below - grouped by school. We apologise to anyone omitted, mis-spelled, listed at the wrong school etc. We'd appreciate corrections.

SOUTH AUSTRALIA

Bowden-Brompton Community School, 85 Torrens Rd., Brompton 5007

Josie Abela student PCC AYP
Norman Brunsahan student PCC
Bruce Enting teacher
Keith Gallasch student
Paul Henderson student
Silvia Kinder teacher
Paul Lienert student
Sabine McCulloch student
Bruce Riley teacher
Danny Steven teacher
Lyn Sweeney student
Pat Thomason teacher/administrator
Heather Tregilgas student
Correspondence School, 64 Pennington Tce, North Adelaide 5006 SA.

David Stevenson
student

Delta Unit, Mawson High School, Colton Ave., Hove 5048 SA.

Lisette Billingsley
student
Michael Bryant
student
Anthony Butler
student
Dean Crummey
student
Richard Ewart
student
Jenna Gillett
student
Mark Jarvis
student
Ceridwen Lloyd
student
Sharlene Lynch
student
Julie-anne Swift
student
Tony Tassell
student
Trevor Tisdall
teacher

Gillies Street Primary School, Gillies Street, Adelaide 5000 SA.

Micaela Richardson
student

Mansfield Park Primary, Dudley Street, Mansfield Park 5012 SA

Rod Sutherland
teacher

Mary McKillop College, Phillips Street, Kensington 5068 SA

Lorraine Brunsgard
teacher

Morialta High School,

Trevor Brown
teacher
Dino Caon
student
Adrian Harrington
student
Kristi O'Brien
student
Cathy Thiselton
student
Tony Zanker
student

Rose Park Primary School: R-7 Unit, Grant Ave., Rose Park 5067 SA.

Ricky Abbott
student
Roger Anderson
teacher
Jessica Collinson
student
Anna Folland
student
Luci Hine
student
Simon Lewicki
student
Anny Ligertwood
student
Callum McDonald
student
Catherine Palmer
student
Jason Robinson
student
Mary Simpson
student
Val Simpson
parent

Spring Street Annexe, Westlakes High School, 100 Spring St., Queenstown 5014 SA

Gary Bond
student
Darryl Childs
student
Reggy Cutts
student
Daryl Evans
student
Jenny Evans
youth worker
Tanyaia Martin
student
Mark Myers
student
Brenton Norsworthy
student

Wellington Road, Mt Barker High School, Wellington Rd., Mount Barker 5251 SA.

Robert Ayliffe
teacher
Helen Carter
student
Dominic Condon
student
Rachel Eckermann
student
Heath Giles
student

PCC  PL

AYP

PCC  AYP

PCC  AYP
Darcy Gooden  
Joslin Moore  
Bronwyn Orr  
Bryan Parker  
Megan Ross  
Samantha Stevens  
Andrew Young  
Liz Young  

Woodyville High School, Leslie Street, Woodville 5011 SA.
Belinda Colebatch  
David Gauci  
Gina Glannini  
Rory Harris  
Graeme Hawke  
John Kompf  
Allie Panagopoulos  
Donny Raets  
Franca Scopacasa  

TASMANIA
Sheffield District High School, Sheffield 7306 TAS.
Tony Van der Velde  
Alison Woolis-Cobb  

VICTORIA
Ballarat East High School, PO Box 581, Ballarat 3350 Vic.
Tina Ashmore  

Ballarat High School, Sturt Street West, Ballarat 3350 Vic.
Andrew Eltringham  

Ballarat North Technical School, Norman Street, Ballarat 3350 Vic.
Paul Smith  

Croydon Community School, Cnr Anzac St & Mt Dandenong Rd., Croydon 3136 Vic
Christopher Leach  
Nigel Roberts  

Essendon High School, Buckley Street, Essendon 3040 Vic.
Jean McPherson  

Geelong West Technical School, 31 Mines Ave, Geelong West 3218 Vic.
Simon Kirby  

Huntingdale Technical School, Bakers Road, Huntingdale 3167 Vic.
Leonie Elford  

Kangaroo Flats Technical School, Cnr Olympic P'de & McKenzie St, West Kangaroo Flat 3555 Vic.
P. T. Brown  
Steve Lunnis  
Gerard Mansour  
Phillip Metcalf  
Jon Parker  
Brett Sedunary  

Lynall Hall Community School, Lawrence Street, Brunswick 3056 Vic.
Karen Charman  
Rebecca Coyle  
Roger Holdsworth  
Anita Johansson  
Sue Taylor  

PCC  AYP  PL

student  
poet
Melton Technical School, Wickham Street, Melton 3337 Vic.

Kristine Byron  student
Raquel Chandler  student

Mooroopna High School, PO Box 183, Mooroolbanna 3629 Vic.

Margaret North  teacher

Moreland High School, The Avenue, Coburg 3058 Vic.

Kathy Blake  student
Robert Lancellotti  student
Frank Palmieri  student
Michelle Tessari  student
Greg Wallmeyer  student

Mount Clear Technical High School, Mt Clear 3350 Vic.

Tony Foss  student  PCC

Sacred Heart College, Victoria Street, Ballarat 3350 Vic.

Fiona Barnett  student
Sr. Pat Fitzsimmons  teacher
Janine Loader  student

St Martins in the Pines, Geelong Road, Mt Clear 3350 Vic.

Madeleine Serle  student

Swinburne Community School, 12 Lisson Grove, Hawthorn 3122 Vic.

Tim Carrigan  student  PCC

Thornbury High School, Collins Street, Thornbury 3071 Vic.

Julianne Holdsworth  student

Wendouree High Technical School, PO Box 40, Wendouree 3355 Vic.

Frank McCormick  teacher
Heather Smith  student
Gary Whittaker  teacher

MISCELLANEOUS.

Judith Firkin, VISE, 582 St Kilda Rd., Melbourne 3004 Vic.
Rita Chiolo, 3CR, 20 Cramwell Street, Collingwood 3066 Vic. AYP
Ann Madigan, Young Christian Students, 124 Franklin St., Adelaide 5000 SA.
Graeme Kent, Transition Task Force, PO Box 135E, Ballarat East 3350 Vic.
John Shone, PO Box 121, Brunswick East 3057 Vic.
Tony Easton, SCARP, C/o Central Western Region Education Office, Mary Street, Pennington 5013 SA.

A breakdown of attendance thus shows:

<table>
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<td>11</td>
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PHOTOGRAPHS:

Photographs of the Workshop have been provided by Bruce Enting of the Bowden-Brompton Community School in Adelaide - see the participants listing for the address. The 50 proofs have been printed to assist anyone wishing to contact Bruce about orders for prints - I suggest the easiest reference is by row and photo eg Carclew is shown in row 2, photo 4.
Program

Day 1: Tuesday 25th August:

10.30 am Conference opening
11.00 am Small groups with tasks of:
   * getting to know people;
   * developing goals for the Conference;
   * program ideas and changes
1.30 pm a) Small group leaders met to put the program together;
     b) Two groups of presentations from schools eg poetry from Woodville
        High School; talks and videos on other schools;
     c) Radio Workshop - program produced for 5MMM.

From this point onwards, the original program was reorganised and daily agenda
were posted. To the best of our memory, something like this happened:

Day 2: Wednesday 26th August:

Various Workshop sessions all day: * Radio
   * Writing
   * School-work programs
   * Problems with large and small schools
   * Mask-making
   * Kite-making
   * Pin-hole cameras
   * Women's Group
   * Alternative Year 12

Drama presentation - The Parks
Films and videos on display - running continuously
Visit to Taperoo High School Craft Shop
In the evening, there was a barbecue and dance at Bowden-Brompton Community School.

Day 3: Thursday 27th August:

Magazine put together.
Continuation of Workshops, including Kite-making and flying.
Radio program on 5MMM.
Films again run.
Final plenary sessions (see below).
Magazine

A 20-page magazine was put together on the last day of the Conference. It contains articles about projects, about the Conference, together with creative material by participants. Unfortunately the photocopier broke down before copies were produced and we are still waiting on them.

If copies arrive before this is mailed, they will be sent to all participants for free. Others may order copies from CONNECT for $2 each (postage included).

Final Session Decisions

At the final session, several recommendations were discussed. Decisions were:

a) to have a further Workshop/Conference in 1982. There was lengthy discussion on possible venues with arguments round the question of city versus country, live-in versus billet etc. A Planning Consultative Committee (PCC) was set up (see below) to consider alternatives. People on this Committee will be contacted by mail with the various alternatives. Any suggestions are welcomed.

b) To publish an "Alternative Yellow Pages" (AYP) on youth participation programs. A page per program is envisaged. A group in each state has been set up to chase contributions and then to forward them to CONNECT for compilation.

c) To call for an "Educators In Radio" Conference - see elsewhere in this issue for details.

d) To set up a "Political Lobby" (PL) group to press for funds, recognition and support for youth participation programs.

e) To attempt to set up a National Office with paid staff to help the establishment of youth participation programs - mentioned but no real discussion.

f) To ask all participants to make some evaluation feed-back to help with further planning.

Groups Set Up

The following groups were set up in the final session:

1. Planning Consultative Committee (PCC):
   Forward planning for the 1982 Workshop - Roger Holdsworth will convene the consultation by mail.

   Josie Abela; Norman Brusnahan; Tony Tassell; Kristi O'Brien; Cathy Thiselton; Darryl Childs; Tanya Martin; Brenton Norsworthy; Rachel Eckermann; Tony van der Velde; Christopher Leach; Simon Kirby; Leonie Elford; Tony Foss; Tim Carrigan.

2. Alternative Yellow Pages (AYP) on Youth Participation projects.
   A group in each of the three states, with the person asterisked acting as the convenor - to collect information and forward it to CONNECT for eventual publication as a book. Roger will contact convenors.

   SA: Josie Abela; Darryl Childs; Tanya Martin; Brenton Norsworthy; Robert Ayliffe *.
   TAS: Tony Van der Velde *.
   VIC: Simon Kirby; Karen Charman *; Anita Johansson; Rita Chiodo; Frank Palmieri.

3. Political Lobby (PL) group:
   To press for recognition and funding of youth participation programs.

   Tony Tassell; Tony Van der Velde; Christopher Leach *; Nigel Roberts; Karen Charman.
Connect

This is addressed particularly to participants in the Workshop. This issue of CONNECT is being sent to you as part of your registration. We hope that you want to hear more - in that case, please subscribe! We cannot afford to send any more issue to you if you don't!!

And Now...

... It's up to you - we'd like to hear what you got out of the Workshop and whether it was useful in getting things started. Or what you would do differently next time.

The December issue of CONNECT will carry your views - we look forward to reading them.

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LALOR HIGH MURAL PROJECT INTERVIEW

I recently interviewed a few students and Ross Dean for 3CRs Behind the Sheltershed program. The students, Jenny, Wendy, Nancy and Robyn are all year 10 students at Lalor High. Ross Dean is their art teacher.

Now, if you're all wondering what I'm blabbing about, I'll get to the point.

Ross Dean and 11 students painted a mural - but it's not any old mural, as it is a part of Lalor's history. The mural describes the events of the Peter Lalor Building Society. Now, I'm not going to go into the history - the other article does this a bit, but here's the interview with the kids:

How did you all feel when Ross came at you with the idea of painting a mural?
Well, I was terrified - none of us really wanted to do it because we hadn't done anything like this before.

Did any of you know anything on the history of Lalor before Ross told you?
No, we picked it up as we went along.

Did you all enjoy doing the mural?
Yes, while we were doing it.

What about after it? Did you enjoy the finished product?
Oh yes. We're all very proud of ourselves for being able to work on such a big project, although we weren't keen on it at the start.

Why weren't you keen on it at the start?
Well, working on a 12' by 30' scale isn't very reassuring, especially if you've only worked on an average-sized art paper. But we started to enjoy it more when we found out we didn't have to wear our uniforms 2 days a week and we could also sit around, drink coffee and chat while we were working.

Ross mentioned something about trying to bring the community closer together, bringing the people in the community to know all about those sorts of things. Did you find that?
Yes. It made the people in our community more aware of our history. But more importantly, it brought us kids in the school closer.

In what way do you feel closer now?
Well, we've all got something in common and we've all got pride in the same thing. Off the track a bit now ... where is the mural going to be put up?
We don't know yet. At first it was going to be put up on the bank wall in Lalor as it is two stories high. So it wouldn't be vandalised we were going to put it on the outside wall of the second floor.

CONTINUED ON PAGE 25
YOUTH FORUM ’81
A Great Experience for Youth and Adults

Over 400 young people and concerned adults from all over NSW converged on Mitchell CAE in Bathurst in mid-July for the third annual Youth Forum sponsored by the Law Foundation of NSW and the CBC Bank. The opinion of those who attended was that it was an active, productive and very broadening experience.

The energy and enthusiasm displayed by the dozen West Wyalong participants (students and teachers) upon their return is a good indication of the Forum’s considerable success and value.

Major topic areas covered at the Forum were 'Discrimination', 'Legal Rights for Under 18s', 'Youth and the Community', 'Student Rights' and 'Other' (which covered everything else brought up in the presentations). Students participating were articulate, concerned and interested in developing action plans to carry out their recommendations.

Of most interest to the field of education and student government in particular, were the recommendations that emerged from the Student Rights topic area. These were, in order of student priority as determined in the Monday workshop sessions:

1. A clear definition of student rights (ie a code of rights). This is particularly interesting in light of the recently publicised moves by the Federation of Parent and Citizen Associations efforts in the same area.

2. An effective advisory council on school policy, in areas such as uniform, curriculum, discipline and assessment.

3. An advisory body with direct access to the Department of Education, in particular in areas such as curriculum, discipline, assessment and examination. As an example, strong criticism of the current university dominated HSC system was expressed.

4. Better communication within the school (eg freedom of speech, access to information, flexibility within the timetable to carry out alternative programs and activities).

5. Right to relevant education (ie practical experience, school outings, survival skills etc).

6. Fair representation in decision-making (eg at P & C meetings and staff meetings). Some schools already have this and West Wyalong is a state leader in developing effective, respectable and responsible student representation through its Student Government organisation.

7. Access to student’s records after leaving school.

8. Continuity between departments within the school (ie avoidance of subject overlapping and recognition of the interdependence of all subjects in the curriculum).

Specific action plans were developed for recommendations 1, 3, 5 and 6.

A similar procedure occurred in all five topic areas. Presentations (about 1 hour each) were made by each of the 60 schools or youth groups present on Sunday. On Monday, those groups involved in each particular topic area were taken through a full day’s workshop experience led by 20 student facilitators who had been through a series of training workshops in the months preceding the Youth Forum. At various times during the day, they worked in groups of 48 or 24 or 12. The morning sessions involved nominal group technique (NGT) to arrive eventually at 8 recommendations for each topic area.

An early afternoon session involved contact with resource adults and teachers present to explore questions about each topic that had come up in the morning. This hour-long session was the only time during the workshop day when adults were allowed into the sessions, except by request of the group or the student leader.

The late afternoon sessions were devoted to action plans on some of the recommendations. The action plan format was:
1. Name of group;
2. Description of project;
3. List of action steps;
4. List of people/groups to contact and their positions;
5. List of people/groups involved and their responsibilities;
6. Time-line/schedule for proposed action;
7. Materials/equipment/resources needed and sources of these;
8. Details of budget and sources of funding;
9. Publicity required;
10. Other.

All the action plans and other material from the Forum are available from:

Julia Young,
Project Director,
Youth Forum '81,
PO Box 403,
Neutral Bay 2089 NSW
Ph: (02) 908.2677

Charles Kingston
Les Vozzo
"A-doit" Advisers to YF '81.

Future Directions

A start has been made to regionalise the Forum structure by the concept of regional committees and the conduct of two local regional forums.

The concept of action and a formula for achieving action plans has been established.

The success of Forum '81 has demonstrated that kids can be helped to take responsibility for their own concerns (the facilitators took up responsibility for success of the workshops fully). It has also demonstrated the enormous potential of the Youth Forum concept for extending action on youth issues over a wide front. The benefits of the three Youth Forums to date and the considerable investment made in them by the Law Foundation and the CBC Bank are yet to be fully exploited in the community at large. The Law Foundation is in a unique position now to establish firmly a cross fertilisation mechanism on youth issues, which can feed into adults structures at various community levels - local council, local school, education system, state welfare agencies, political structures, legal structures.

The game seems to be getting bigger - but it is only matching the enormous potential now demonstrated for giving youth an opportunity to exchange ideas and learning with adults in a way that does not happen generally within the home and school system.

John Engel
Adult Adviser, Youth Forum '81.

Youth and the Community

Once upon a time in good old Sydney town there was a little youth thrust upon the world in his teen years. He was threatened by the perilous pressures of his peers, drugs, sex, violence, alcohol .... and of course Teddy Bears.

So the Sydney City Mission ..... no, no, no, no, no, no, NO! ... YF '81 dragged him from the gutter and gave him a new start in life.

And this is where my story ends, but it brings me to:
ASSIGNMENT: YF '81; TOPIC: "YOUTH AND COMMUNITY"; RESULT: SUCCESSFUL, INFORMATIVE AND EDUCATIONAL.

Well, if you don't know what I'm talking about, I'll explain. At YF '81 there were five topic areas (if you don't know what YF '81 is, well you are too far gone). One of them was Youth in the Community and I'm just going to give you a few informative details.

Many presentations were given in this theme area. Some of them were Merewether High's "How to Run a Youth Forum" which gave the pros and cons, dos and don'ts of running regional YF (very entertaining).
Another presentation was from Crockwell called "Everything Crafty". It gave an insight into how a school sets up their own business cooperative. This was very good for extra pocket money (if you're prepared to work).

Taree High did a presentation titled "K-Mart to Katingal". This dealt with the effects of a new K-Mart shopping centre on the old shopping centre, on kids and on the whole community.

There were stacks more presentations which I could rave about for ages but I won't, so you don't have to worry.

After the presentations there were recommendations made to the other students in their theme areas. These were sorted and sifted until four top ones were formulated into action plans.

Here are the four briefly:

1. Name: "Swampsjan Jackzx"
   Aim: To set up a council which is operated by and for youth under the same format as local councils with a representative on the local council as an advisor on programs that concern youth.

2. Name: B.U.M. (Bulletins with Unusual Matter)
   Aim: Regional paper for Youth Councils.

3. Name: The Kit
   Aim: To formulate a kit constitued of:
   (i) a pamphlet explaining what a public meeting is, forums, youth consultants, how to organise a meeting etc;
   (ii) contacts of people in youth organisations;
   (iii) names and numbers of youth-oriented organisations.

4. Name: FRY (Forum for Regional Youth)
   Aim: Organise a Regional Youth Forum - at a school in the region;
   - using billet accommodation.

Thanks for reading fans. The next episode of our poor little youth will continue next year at YF '82. Hopefully!

Suzanne Clarke
Student facilitator for YF'81
West Wyalong High School

Red Lights of Bathurst

Youth Forum was good because you met a lot of people and you could join in on everybody's conversations.

On Sunday, there were 10 presentations on at once. We chose ones to see that interested us. There were ones that were very entertaining and some that we nearly fell asleep in. We learned that our school is far better off than many other schools that went to Youth Forum.

We stayed in John Oxley Village, which is a part of the campus of Mitchell College. We stayed in the college students' rooms while they were on holidays. They were small, but nice, and centrally heated, so they were as hot as ....

Each block has its own telephone, so everybody rang up the other blocks. You wouldn't be surprised if someone rang up and said, "Hello, Bathurst City Morgue. We're open for service - any reservations?"

The workshop was the next day. In this we decided what action we were going to take on the presentations. It was a hard day, but we had lots of fun and we got lots of work done. These were our action plans. This was the whole point of the Youth Forum - to get together action plans that we could take back to our school and put into motion. In our case it was to get clearer rights for us, the students.

Youth Forum is a very worthwhile organisation. It is well worth the effort that you put into it, and the more you can, the better off you will be and the more fun you will have.

Peter Mitchell
Year 9
First-time participant in
Youth Forum
West Wyalong High School
A draft for discussion

1. The purpose of a Youth Policy Statement
1.1. The TTUV believes that an adequate Youth Policy Statement from the youth union must focus on youth in its broad social context, and not merely in relation to youth as school students, though in this more narrow focus our union really has a vital role to play as well.

1.2. Further a Youth Policy Statement must help to develop common understandings by all teachers of the social position of youth to help facilitate common action through our union on issues affecting young people in society.

1.3. Our Youth Policy aims to help service the total development of youth in society. Such a development is a prime responsibility of many groups in the community, including schools.

2. Valuing young people
2.1. The TTUV believes that young people form a unique group in the community, possessing a wider range of attributes which can contribute to the quality of life of others in society, including the aged and very young children. These views and energies can be tapped to the benefit of society in a number of ways, especially in school and community work.

2.2. Above all youth must be given the social contexts within which to develop as individuals through their various stages of growth and self-awareness in such a way that their confidence and self-esteem are properly shaped, their proper understanding of, and support for, the inevitable personal and social crises which accompany such growth should inform our Youth Policy.

2.3. The natural energy and idealism of youth should be carefully valued and developed, as these can form the basis for constructive political contributions by this group towards building a more humane and just social order.

3. The social context of youth
3.1. Although youth is profoundly affected by society, they are excluded from, or contributing to the crucial processes which directly affect their lives. The TTUV believes that youth should be empowered to be more directly and effectively intervene in these processes.

3.2. Such an empowerment of youth is a social responsibility held by many groups in the community including trade unions, local councils, employers and schools. For the schools it is a central function of the teacher, which will be looked at below.

3.3. One of the most powerful determinants of the life-chances of youth in the 1980s will be the persistence of high levels of unemployment. The TTUV believes unequivocally the notion that unemployment among young people is due to their unemployment. This line is actively promoted by the Liberal Party and the employer lobby in an attempt to focus attention away from those teachers responsible, the Fraser Government and the private sector of the economy.

3.4. Unemployment as an aspect of the social context of youth must be seen as deriving from factors such as widespread, and unplanned, technological change in the economy, the post-war baby-bomb, low levels of economic activity nationally and world-wide, and economic recession, to name just some of the factors. Against such powerful demographic and economic forces youth is certainly powerless. While schools are equally unable to resolve such issues they can provide youth with some of the necessary conditions for influencing their life chances at least to a certain extent.

4. The schools
4.1. In the coming decades the schools will need to proceed on the basis of a total philosophy of youth as opposed to narrow considerations about school children. Only a wide overview of the social context of youth will allow schools to make an adequate contribution to the development of young people. In the latter there was an almost automatic correlation between the performance by schools of narrow scholastic/training functions and a place for youth in the adult world. That is this no longer the case necessitates schools becoming far more sensitive to the forces in society at large which have brought about this change. In turn entails a broader conception of youth.

4.2. The adequate servicing of youth in the schools will also mean a re-evaluation by teachers of their role and of the position of youth in society. There is still a lack of understanding between teachers of the causes and nature of unemployment, the curriculum reforms urgently needed to help young people to address the new social and economic context, the new kinds of learning experiences required for the future, and so on. In the area of service training, particularly for teachers many years removed from their initial training, will need to be a continuing feature of staff activity in schools.

4.3. A corollary of this is that training will need young people to have as a major emphasis the linking of curriculum theory and practice to an understanding amongst young teachers of emerging social and economic context of their future teaching. To this end the TTUV must develop strong links with the teacher-training centres, especially through branches whose members work with trainees in their day-to-day teaching.

4.4. The TTUV also believes that the schools must play an increasing role in helping parents of young people address the issues before them and help them as much as possible in the curriculum, sharing information on matters of concern to them and their children, as well as linking up with them politically in pursuit of the proper servicing of youth in society.

5. Curriculum
5.1. The TTUV rejects as unstrained propaganda the decline theory of schools advocated by those who see the number of youth unemployment, the cultural and economic recession as而已 they have no choice but to educate them as much as possible in the curriculum, sharing information on matters of concern to them and their children, as well as linking up with them politically in pursuit of the proper servicing of youth in society.

5.2. The curriculum reform process will benefit from a realistic, and practical view of educational desirable outcomes. This in turn opens up the question of the best kind of learning experiences to produce these outcomes (as well as valuable discussion on how learning in general occurs).

5.3. The TTUV believes that the major emphasis of school curricula in the 1980s must be on producing students who are well on their way to the self-directing, confident and articulate adult. Further, students need to emerge from their schooling with a body of knowledge which enables them to locate and use community resources, avoid as far as possible the commercial and political manipulation to which their subject, as well as being informed and critical decisions on the major personal, social and political issues with which they will be faced. Out of intellectual, social and psychological qualities such as these youth will be able to adapt flexibly, and with a minimum of personal damage, to a society of rapid change to times of social and personal crises, as well as being able to make the appropriate judgments over the relevant actions over, the kind of society they have inherited and the place in it they have been placed in.

5.4. The TTUV also notes that these aims are of particular importance for certain disadvantaged groups in the society, e.g. women, girls and other young women, particular cultural groupings, the Aboriginal minority, to name some of the major ones.

5.5. The means to achieve these outcomes are best embodied, in the view of the TTUV, in an experienced based curriculum. In such a curriculum students are facilitated in having a wide range of real experiences outside the classroom in which to build their understandings and language skills. Such a curriculum is as relevant to the teaching of mathematics and science as it is to the teaching of humanities and social science. Such trades in our schools are taught in just such a way, i.e. students build genuine articles with real industrial machinery, and so on. The TTUV believes that one of the most considered and useful statements advocating this kind of course in the 80s is to be found in the School Curriculum Commission's document 'Schooling for 15 and 16 Year Olds'.

5.6. In pursuing the above kind of curriculum the TTUV believes that teachers should use the broader community to assist for the bulk of students' learning activities. Students should be encouraged to approach community groups and important individuals, i.e. politicians, councillors, police, employers, the media, and so on, in the field work for, their various schools subjects. As much as possible the outcomes from this kind of work should be published, e.g., in the form of books, in letters to newspapers, in community halls and shopping centres for wider circulation through the classroom. The effects of this approach are that students will be active in their learning rather than passive recipients, they will be addressing real audiences, etc., that they will be about real concerns and not invented or bookish ones, and that the wider community and society will be considerably weakened.
Youth policy draft continued

5.7. The TTUV also points out that it does not see this approach to the learning of youth as anything recent or radically new, but rather it views it as the outcome of some of the best liberal educational innovations that emerged over the last century on the theory and practice required to produce the educational and social outcomes deemed desirable above.

5.8. The TTUV draws attention to, and rejects, the so-called “transition education” approach to curriculum as a means of preparing youth for the world outside schooling. In particular, it believes that the lack of a year of “transition education” onto the end of a student’s full-time schooling is an admission of failure by the school in the rest of its curriculum. The crude or narrow version of “transition education” embodies the worst of narrow drills, narrow skills, survival remediation and the de-privatisation of the personal qualities of the young. The “broader” version talks about activities which should be to the fore in the mini-curriculum all through a child’s schooling and not pinned on at the end.

5.9. The TTUV further points to the Commonwealth Government’s “transition education” initiatives were in no way conceived as a curriculum measure, but rather as manpower planning initiatives in order to restrict the entrance to the labour market of 50,000 teenagers a year.

5.10. Above all, the TTUV is opposed to any moves by the Government to make receipt of the dole by young people, or by children of families, conditional upon compulsory membership, in a transition course.

6. Labour market security, income support and youth

6.1. Young people today are faced with limited job opportunities, the disintegration of traditional career paths due to economic rationalisation and technical change as well as work of an increasingly unrewarding nature where it is to be found. These considerations apply to both the private and public sectors.

6.2. The TTUV believes that youth must be given proper income support to an amount, at the minimum above the poverty line. This support should be available whether young people are unemployed or in part-time training/education. Above all, they should be offered as wide a range of training, education, and retraining, and permutations of these, as possible.

6.3. The fact is, though, that the solution to unemployment, and its concomitant social misery, is to provide enough jobs for youth, and others. This is firmly a responsibility of Government and the private sector. As regards the former, the TTUV believes that the Government should initiate skill creation programs that are: labour intensive, environmentally defensible, energy conserving and community oriented. There is a huge amount of this kind of work that could be carried out by youth ranging from urban afforestation, recreation facilities maintenance and work with the aged, through to providing library facilities on public transport, and so on.

6.4. With regard to the private sector, the TTUV holds that there should be a statutory requirement, supported by appropriate sanctions and subsidies, for industry to provide apprenticeships for young men and women who apply for them and qualify.

6.5. The TTUV holds that relevant research data proves that young people desperately want to enter into useful working lives. In this connection the dole bludger myth is possibly one of the cruellest of comments directed against the unemployed young, and the unemployable in general. While the TTUV is aware that the future of work as we understand the term is moot, it firmly believes that an income and secure, socially recognised and personally rewarding employment is a basic need and right of young people.

6.6. The TTUV further believes that a major step forward in achieving the above would be the establishment by Government of a Youth Community Service Organisation for a specific age group amongst the young as one route into the adult world of paid socially useful work.

7. A Social Wage for youth

7.1. The TTUV believes that a social wage for youth as part of an overall youth Policy strategy is best discussed under the headings: education, health, transport, housing and legal aid.

7.2. Education: In addition to the considerations made above on school and curriculum, the TTUV also stresses that young people must become more involved in shaping the courses that they study and schools must become more open to youth who wish to return for various periods, and to the community in general. In addition, the TTUV takes the perspective that it will make curriculum an industrial issue in those schools whose administration refuses to allow these reforms to occur, or where their proper working is obstructed by them. Given the nature and mentality of Principals in particular the TTUV will have to act in defiance of curriculum innovation as a matter of course in the 80’s.

7.3. Health: Youth require access to adequate medical care, especially to those suffering from the physical and mental demoralisation of unemployment or insecure lives. The TTUV believes that young people also require adequate information on sexuality and contraception, drug abuse, and so on. Youth themselves can and should explore these areas in their normal curriculum work.

7.4. Transport: Youth are severely handicapped by lack of access to cheap and reliable transport. In many instances this disadvantage threatens them with geographical isolating them from areas where there is work or desired social amenities. The systematic running down of the public transport system by conservative governments only aggravates this situation. In the context of increased public spending on transport youth should be given discounted access to trains, buses, etc., these services being free to unemployed youth.

7.5. Housing: Home ownership, and even the ability to leave home and establish independent

This article is reprinted from the TTUV News (Technical Teachers Union of Victoria) of September 25, 1981, with permission. This draft has now been officially adopted by the TTUV for circulation.
BORONIA TECH. SCHOOL

Boronia Tech was opened in 1972. It originally consisted of three separate 'mini-schools' - there are now 5. For those who don't know, a mini-school is a small school within a school, ranging across all year levels. Each has its own staff, students and classrooms. The science labs, library, music department, computer, craft department, business studies department, PE and trade departments are all facilities available to any mini-school.

The mini-school system allows smaller classes to exist. Each student at Boronia Tech is in a home-group. The student stays in the one home-group (unless he changes out of it for some reason) from year 7 to year 11. The home-groups go on camps, excursions and outings together. Generally one teacher stays with one home-group from year 7 to year 11. The home-group situation allows all the people in that home-group to build up close relationships with each other.

Some time in the mid-70s, mini-schools A, B and C all reached and well passed their maximum number of 200 students. To remedy this problem, a new mini-school was created. About 150 students and 10 teachers were taken out of their mini-schools at random and put together to create D school.

In very late 1978, after leaving a very strict and violent school in the north-western suburbs of Melbourne, I enrolled at Boronia Tech. I was at first quite shocked by the apparent freedom of the school. This soon wore off when I found that being whipped to make you work was not the only form of "successful" education.

In 1979, another mini-school was formed. It, however, was going to grow from seed, not just be instantly created - Mini-school E. In the first year it was composed of years 7 and 8. Then, the next year, the previous year's year 7 and 8s would become year 8 and 9s and a new year 7 would be formed by new year 7s coming into the school. The mini-school did this again the next year and now is composed of one year 7 class, one year 8 class, two year 9 classes (the original year 7s) and one year 10 class (the original year 8 class).

In 1979, I was one of the students taken from other mini-schools to form the nucleus of E school. Each year I have been in the senior class. Mini-school E at present has 90 students and 4 full-time staff members. It is situated in two portable classrooms on the side of a hill overlooking the school. We hope to somehow acquire better accommodation sometime in the near future.

E school, Boronia Tech, has been my school for 2½ years now. Those 2½ years have been my most enjoyable and educationally profitable of my schooling. I thoroughly recommend Boronia Tech to anyone looking for a secondary school in this area.

Tony Carden
Boronia Technical School
Mount View Road
Boronia 3155

AVONDALE HIGH SCHOOL

A STATEMENT OF THE OBVIOUS

Avondale High has a number of pupils frustrated and disenchanted by the traditional school process, and often downhearted about their options for the future. Such attitudes are frequently accompanied by failure, and produce a negative effect on the self-esteem and motivation of pupils. For these pupils there is a growing need to provide curriculum alternatives which offer them opportunities to show competency and do something worthwhile.
WHAT HAVE WE DONE?

At Avondale in 1980, a small scale experiential program was set up for 6 periods a week (out of 30) for a group of 8 Year 10 boys who had a history of failure, minimal involvement in regular classes and low employment prospects (in normal competition). The success of this program was hampered by the nature of the group - small, selected, with a stigma of failure (the 'dummies'). However there were sufficient encouraging signs for a larger program to be set up in 1981.

This "Special Program" involves 25 Year 10 pupils for 9 periods out of 30. The 9 periods replace Consumer Education (a decision made by the pupils) and two electives. The pupils remain in the mainstream for 21 periods - in different form groups, and are not disadvantaged in any way with regard to their years 11 and 12 curriculum choices. The 25 pupils are all volunteers and represent a complete cross-section of all Year 10 pupils in terms of attitude, ability and awareness; however the less academic nature of the program does attract a higher proportion of potential early leavers.

WHAT IS THIS SPECIAL PROGRAM?

The program has two components - Task and Core. In the tasks, occupying 4 periods, 8 pupils work in the Community at various places, 8 work in Primary schools, 6 in pre-schools and 3 in Maintenance work at school. Pupils either make their own way to the various work places or are transported by parents and teachers. Legal liability is covered by using official work experience forms. They work in small groups of 2 or 3 and choose their own task each term. They also spend one period each week with one of ten volunteer teachers, discussing and planning their work, and completing a pro-forma task sheet. This teacher liaises with their outside Institution and writes their end of term report and final reference.

The Core is spent in two groups of about 12 pupils, working with the Pupil Welfare Coordinator and Careers teacher on analysing task experiences and on personal development and aspects of employment. The intended emphasis is on taking openly and listening actively to peers, and on developing self confidence in a mutually supportive environment.

The overall program emphasis is on helping pupils feel more useful, worthwhile and interested in school. It is hoped that, as well as broadening their awareness and experience, they will develop greater feelings of pride and confidence in their potential. Pupil responses have been very positive - "It has made me like school more. It has made me more confident, and I feel more important in the school." "It's good to show people you can do things without being criticised or watched over your shoulder."

HAS IT WORKED?

The 1981 program will be evaluated - pre-tests have been administered in self-esteem, survival maths and written comprehension. Attitude questionnaires and case studies are being carried out. The program has gradually gained acceptance as a credible curriculum alternative. There is a probable correlation between the availability of the program and the fact that only three pupils (out of 190) have left school in year 10 so far this year (compared with about 15 last year).

The program deliberately places demands on pupils in terms of initiative, responsibility, cooperation, independence and decision-making. At the same time it rewards pupils by offering experiences which they find enjoyable, challenging and relevant to their future. It also gives pupils a strong say in the content and process of their education, and it offers sufficient choice to avoid the possibility of failure and thereby significantly reduces pupil antagonism towards school. Perhaps it does even more than this.

Brian Roger
Program Coordinator,
Avondale High School,
Cnr Military Rd and Clarendon
Street,
Avondale Heights 3034.
Located on the far eastern corner of Victoria is a small fishing town called Mallacoota. It thrives mainly on the abalone industry and tourism. The inlet is surrounded by the Googongalong National Park and there is an abundance of wildlife (including some of the seven hundred residents).

In 1975 a column in the Snowy River Mail appeared each week which was written by students at the Mallacoota Central Classes. It was called "The Eastern Corner".

Later, towards the end of 1976, "The Eastern Corner" started as a two-page newspaper printed on a spirit duplicator and distributed locally (at Mallacoota). At this stage the paper changed from "The Eastern Corner" to the "Mallacoota Mouth". It contained all sorts of local news and writings, most of which were written by students at the Mallacoota Central Classes.

In 1978 the Mallacoota Mouth took another step upwards. It started being printed on an ink duplicator. At this stage the Mallacoota Mouth came out each week as a 10-page newspaper containing local news, pieces of art work, stories and poems.

Now let's take a look at Mallacoota. A beautiful sunny Friday afternoon, the peaceful pelicans gliding majestically over the calm water watching for the schools of fish swimming freely in the water.

Now let's focus on a building in the township. Mallacoota School, third door on the left as you enter the front door is where it's all happening. The offset press has stopped its churning out of pages for the week and now there is a frenzy of activity as the sixteen pages are stapled together so they are in a readable arrangement.

People running around tables, stapling, folding, rolling, sticking, testing new devices and various other nerve-wracking jobs.

Meanwhile an old wooden putt-putt breaks the surface of the glossy water, in the background, just south of where the beautiful Howe Ranges meet the beach near Gabo Island. The sea continues its endless pounding of waves against the long white beach, the jagged rocks.

Back to the staffroom, stapling, folding, rolling, sticking, testing ....

The peaceful pelican has just glided, feet outstretched like hydrofoils, paddling around near where two old fishermen fillet their catch of fish. The pelican watches keenly, hoping for a meal or a morsel; now three glide in, in the same peaceful, majestic manner.

Three twenty-five; the frenzy of activity continues in the staffroom; the Mallacoota Mouths have been stapled together and are nearly ready to be taken to various places around the town.

The typists pack up their clackers, the collators recover from vertigo and the people in town start reading their favourite columns. Have they been dropped from the soccer team, did the church notice get typed correctly, what films are on this week, who's been catching fish? The weekend just ain't right if those questions can't be answered.

Mark Grunden
Year 10
Mallacoota School,
Mallacoota 3889 VIC.

Reprinted from the Mallacoota Mouth 239, 25th September and from TEAC Newsletter.
DECENTRALISED LIVING

Doveton, situated between Dandenong North and Endeavour Hills is a planned suburb. Built in the 50s under Premier Bolte’s decentralisation plans, it attracted Heinz, International Harvester and G.M.H. who built large plants there. Doveton High School has made many attempts to counter the disadvantages of Doveton, trying out lots of experiments.

A SCHOOL WITHIN A SCHOOL

A school within a school: the mini-school exists separately from the “main school” the brain child of Marj Munro, the co-ordinator. The kids who find that the curriculum in high school is irrelevant to anything they’ll ever do in their lives, complete their studies and leave. Most find that they’ve been conned. No jobs, no opportunities, no support. The kids and staff in mini-school – Marj and three others part-time – are trying to carve out a different future, an alternative future.

KIDS DO THE THINKING

A Committee of Management deals with the day-to-day decisions and problems, except where there is doubt or conflict, when the question is referred to the “Town Meeting”. The Committee of Management is only one of 8 governing committees, all composed of staff and students, on a ratio of about 1:2. We felt privileged to be invited to sit in on a Management Committee meeting, which takes place weekly at lunch-time, and where the committee members bring up the week’s problems. Subtly encouraged by Marj, the kids do most of the thinking and talking, and try to reach solutions. The burning issue the day we were there was a project that involved the kids going into Melbourne and discovering some facts. The problems that the committee faced, and solved, were what to do about the kids who weren’t allowed to go, how to help those who couldn’t afford to go, but would never admit it, getting the train concessions and dealing with truants.

The kids are elected to committees by the whole mini-school for one term only, so that they all have a chance to participate in the decision-making, because committees do impose a heavy burden of pressure on the kids, and one term is enough. As there are only 50 mini school students, they are likely to be on at least a couple of committees each year.

“TOWN MEETING” INSTEAD OF HIERARCHY

Towering over the committees, the highest authority in the mini-school is the “Town Meeting”. Held weekly, everyone attends; decisions referred by the committees are made by popular consensus at Town Meetings. Its importance is not under-rated by the kids – their plan to combat truancy, which disrupts all projects, is to ask for explanation to be given at the Town Meeting. Curriculum decisions,
STUDENTS ARE MORE DIRECTLY A PART OF THE SCHOOL COMMUNITY THAN THEIR PARENTS. ALL STUDENTS ARE INVOLVED IN SCHOOLS — THEY HAVE NO CHOICE — BUT FEW PARTICIPATE. AS SCHOOLS ARE SUPPOSEDLY ENGAGED IN PREPARING THEM FOR AN ACTIVE ROLE IN SOCIETY, IT IS REASONABLE TO EXPECT THAT, AS CHILDREN GROW UP, THE DECREASING INVOLVEMENT OF THEIR PARENTS WOULD BE COMPENSATED BY AN INCREASE IN THEIR OWN PARTICIPATION.

From, David Pettit, Opening up Schools, School and Community in Australia. p. 52.

excursions and project plans, administration and action on ideas — all are part of the meeting. In itself, it is a course in alternatives. There is no one person whose authority is absolute; consensus is preferred to voting on decisions. Formality can be dispensed with. Adults are not necessarily better decision makers than teenagers. It is good for the kids in many ways; one of them said to me, gleefully: "We started off without knowing what to do, and now we’re fantastic!"

Not only do they learn what is set by the curriculum, they learn something of life.

Maria Foster

Committees, Committees, Committees!

To some of us, a bit jaded by an excess of committee meetings with agendas as long as garden hoses, the process and subjects tackled by the committees of Doveton mini-school, are like a breath of fresh air.

When kids participate in the decisions affecting the discovery and evolution of an alternative style of education, they learn first-hand about the rewards and headaches of taking responsibility for outcomes they have determined themselves. Mostly, schools shield young people from these experiences, on the grounds that the school, that is, the ‘elders’ or ‘experts’, know best.

What we saw at Doveton — students and teachers posing and opposing each other’s suggestions earnestly and with good humour looked like an object lesson in problem-solving. It can only happen where schools (or parents) admit that kids have their own culture and they know it better than we do.

Marij Munro, the mini-school co-ordinator, acts on this conviction — "The kids know the sub-culture — drugs, violence, the results of boredom, the H.S.C. kids who left last year and couldn’t get jobs . . . they know it; we only look at it from the outside".

To recognize that students can make important contributions to planning learning experiences is not the same as capitulating to whatever requests they may make. At the management committee meeting the students asked for a school camp. They were told the problems of releasing teachers to supervise the camp, the effect of putting extra responsibilities on to the teachers who remained behind. When they were not soothed sufficiently by this challenge to the imagination, they got it right between the eyes from the co-ordinator, a clear statement: "My feeling is that you are placing too many demands on us, and I don’t think you realize it". Some lateral thinking followed.

One of the boys, Mark, suggested that parents go instead of teachers. This had problems too — parents getting time off work, and speaking for them before finding out if they’d want to come; "Nice of you to volunteer for your father, Mark." "No — he wants to get more involved with the school — what better way!" Ursula, from a family of twelve, said her mother who was studying this year for her Degree in Education couldn’t go because she wouldn’t want to miss her classes.

PARENTS

The teachers’ approach to involving parents in the mini-school mirrors the approach to involving students. When
Informality at a Management Committee meeting

Parents reached the point of asking "How can we help you?"; they were not pacified with a list of instant participation recipes because, as Marj put it; 'I want them to work this out for themselves'. Status games between parents and teachers are sternly discouraged: 'The hardest thing I find with parents is how to handle their 'Oh - we're - very - grateful - for - what - you - are - doing', attitude'.

After meetings of parents and teachers, came meetings of parents, teachers and students. Parents asked then, how can we find out what's going on in the classroom, and what activities can we organise for the kids outside school hours.

One of the innovative ideas which came out of a parent/teacher meeting was a suggestion that kids sleep at the houses of other families, to get to know each other better. This value placed on social learning - respecting and accepting others in a group - comes over strongly in mini-school philosophy. It was one of the goals of a two-week, work experience project at the Nissan car factory; "Besides learning different tasks on the assembly line, and seeing how they all contributed to the final product, we are trying to show the kids how people work together in a group and function in society."

After a morning with "the management" of Doveton mini-school, we had a strong impression that the agenda was invented strictly to improve the nature and conditions of work and not to play power games or fill in time. Evaluation and self-criticism looked like a big subject on the curriculum.

Shirley Cass

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Doveton Newsletter

Hi we are Vicky and Craig we are two of the kids out of mini school.

We have written the news letter for the people who weren't at our last meeting to let you know what topics and discussions were mentioned.

We might add that the students were put into small groups with different parents and in these groups the parents and students discussed:

1. How do parents know what's going on in mini school.
2. How can parents be involved in mini school.
3. Why we want the portables

The parents and their children came up with some very good suggestions regarding these topics.

We organized several different committees:

1. A social committee to organize a parent student and teacher night, a disco type of night was suggested.
2. Another suggestion was for mini school kids to interview their parents on why they don't attend to meetings.
3. The main topic that was in discussion for quite some time, was how parents can get to know mini school and see the every day work of mini school. We decided that:
   a. Come and do what the students in mini school do in a day.
   b. A special program for parents and students.
   c. Open day display of students work.
   d. Parents can get to know each other.

The mini school kids and parents liked the idea of activities, of having split groups going to different places related to our curriculum. There were many suggestions to get parents involved with students in our mini school. We hope some of the suggestions will work.

As you have heard about the portables before we are hoping to get them next term, so we can have our own rooms. We need the parents' support as well as the teachers'. It means a lot to us if we get the portables, because we would be able to arrange furniture how we like it and privacy from the main school.

We would like to see you all at the next mini school meeting on the 27th of May at 7.45 pm.

Vicki and Craig.
ART AND THE COMMUNITY

Lalor High Mural Project

BACKGROUND

The Lalor High School mural project developed primarily as an effort to turn a number of negative attitudes and feelings into a more positive outlook. The beginning of my classroom teaching began five years ago at Lalor at it coincides that my pessimism with art and school should find its link with the pessimism of the community of Lalor. What I was doing in teaching art seemed to have little to do with the students' lives and what they were doing at school had little to do with their community - the school stands as a grey mausoleum fenced off from its surroundings - to develop a project that linked the school and the community seemed like a positive step. Two years ago I read an article describing the first housing development in Lalor. At about the same time I began an art and community project financed by Supplementary Grants, which enabled artists/craftsmen to visit the school to discuss their work, techniques and ideas. This culminated in 1981 when I was able to gain the services of Geoff Hogg, a leading Australian mural artist who was enthusiastic about developing a mural project that was linked to the early development of Lalor.

Lalor developed as a building cooperative after World War II - it was a romantic, idealistic dream that turned an arid area into a community - and it was the community that was responsible for the building of the homes (a detailed account of the co-operative can be found in Gary John's 'Building a Suburb - The Peter Lalor Home Building Co-operative Society', Melbourne State College).

To base the mural on a very positive aspect of local history seemed an obvious point in respect to an 'Art and the Community' project. When the mural was completed an exhibition was held at the Trades Hall Gallery (the Trades Hall being the original starting point of the co-operative) which will be followed by an exhibition at 'Pitspace Gallery', Preston Institute (7th October - 23rd October) and then a local community showing prior to the mural's erection.

STUDENT VOICES

"Overall I think it came out very well and we have learnt a fair bit about our community and the way it used to be. I think this project could make people see that Lalor isn't a bad place after all, it may boost Lalor as a suburb, to get it accepted by other people and places."

Hassan Hussein, Year 10.

"I was glad we were able to put down our own ideas and do it our way - it was interesting to learn what Lalor was like just after men came out of the army and finding out how hard it was to build the houses and to get from where they were living at the time to come to Lalor to build the houses, and to help other people."

Robyn Hawken, Year 10.
"...of course there were moments when I thought it would turn out into a failure and wouldn't go ahead. So much organising and complaints made me feel like giving up. Then once we started painting and got going, the compliments that came from many people surprised us ... I never thought it was going to go as far as an exhibition, which I am extremely thrilled about. But there were times when I was depressed, not satisfied and wishing I wasn't involved. Now I know and realise that every moment of fuss, anger and frustration was worthwhile."

Marisa Gallo, Year 10.

"I'm glad that myself and the other ten students did the mural because I feel that in one way the mural is like a tribute to those people who tried to do something for themselves."

Rocca Palmisano, Year 10.

"Through doing the mural we classmates were doing what in fact the first people of Lalor did; we got together and worked as a whole. "Though it was hard work, we should not only be proud of the mural itself but the message it illustrates ... the fact that Lalor, right from its beginning was unique and that we should be proud of the community support and help that early people illustrated."

Helen Lozanovski, Year 10.

Hopefully a more detailed report will be published outlining the techniques, materials, problems, finance etc of this project.

For further information in the meantime, contact:

Ross Dean
Lalor High School
David Street
Lalor 3075
Community Radio 3CR in Melbourne is developing a pilot for a proposed new young people's program called FREEFORM, for a Sunday afternoon time slot. Rita Chiodo, 3CR's educational coordinator is the person to contact.

Rita organises and produces the BEHIND THE SHELTERED SHED show that goes to air 2pm - 3pm Tuesdays, where students have their say about school and other matters. The ASCOLTA program (which is Italian for 'listen') is made by students in the Brunswick area and is heard at 2pm Mondays and 6 pm Saturdays. Although 3CR with these programs provides access to students and unemployed young people, we are impressed by the exuberance and quality they deliver and believe greater access should be made available for young people's programs.

This is where FREEFORM comes in. 3CR aims to provide young people (whether unemployed or students or workers) an opportunity of expressing to their peers and the greater public just what it means to live in this media world if you happen to be a young person. We envisage interviews youth to youth, radio plays, poetry and music, reviews, news and skits, the range of aural experience, and all the work of local kids. The producers will provide studio training and assistance, advice and all the encouragement needed to bring out the best in an easy and fun way.

Radio IS fun and is a relatively simple medium to master.

FREEFORM will not only demystify the media process for its participants, but also provide a program young people can relate to, that because of its intelligence, loses nothing of its exuberance.

And we want a continuous flow of people involved. Radio uses material at an amazing rate so don't think we'll never get round to you. Once you make contact with us, the wheels will start turning immediately and you're on your way to producing your first radio show.

Already the idea has received support and encouragement from young people, educators and teachers. We have manuscripts of radio plays, poems and a young singer-songwriter is working on a possible theme-song. Things are happening.

Do we sound excited? We certainly are; good things happen at 3CR and FREEFORM could be another first. Now we want to hear from you. Media Studies is a popular and expanding subject in schools. FREEFORM could be your access introduction.

Contact us with your ideas - at 3CR we really do listen.

LALOR HIGH MURAL PROJECT INTERVIEW
CONTINUED FROM PAGE 11

Where do you think it might be put up now?

Hm ... you see, at first the Council didn’t approve of the mural but when it was finished and they saw it, they suddenly decided it should go inside somewhere so it doesn’t get vandalised.

But what’s the use of having done it if the public can’t see it???

Anita Johansson
Lynall Hall
Lawrence Street, Brunswick.
In Ballarat, the group of kids that went to Adelaide have decided to make a

group together of our own. We also hope to organise a one-day conference for

schools in the Ballarat and surrounding district. We have not yet finalised a
date but it is well on the way.

We are called Y'PIE which means Youth Participation in Education and our
slogan is "Participation in Education". We hope that it is a great success.

Fiona Barnett
Sacred Heart College
145 Victoria Street
Ballarat East 3350

Thanks for a great conference. A shot in the arm for my education and a
booster for our Resource Group program here.

Andrew Eltringham
Ballarat High School
Sturt Street West
Ballarat 3350

Enclosed find some material on Youth Forum '81. We have just given the
material for Newsletter Number 3 to the printers. It includes 6 pages on the
Youth Forum. All the material included here is in it except for what I've
written about the structure of the Youth Forum. The audience for CONNECT is
quite different from ours so it shouldn't make any difference if there is duplica-
tion. We'll send you a few copies of the next newsletter around mid-October
if ready.

Our camp is on from 26th-30th October. Details were in the July newsletter.
We expect about 120 students from 20 different schools in this region. Can't
accommodate any more at Lake Burrendong, but there'll be room at a pub in
Wellington (about ½ hour drive away) if you want to come and can. All the
schools are government schools. We expect the Regional Association to be formed
at this camp.

Hope to see you sometime again before Les and I leave the country in February
for a year's leave.

Charles Kingston
West Wyalong High School
Dumaresq Street
West Wyalong 2671 NSW

Lynall Hall radio production students are taking over the air-waves! This
term, students are using skills they have acquired through the ASCOLTA program
production in other areas. Vanna, Jacky, Karen and I are involved in the Women's
Collective that researches, script writes and generally prepares the 3RRR Betty
Can Rock show (Wednesday 8.30-10.00 pm). Karen is also working with a small group
of Moreland High School students. John K is presenting the 3CR Hometime show on
Wednesdays from 4.45 to 6.00 pm while Geoff Barbour, the station manager, is over-
seas. Bert is working with 3CR's Michael Lynch interviewing and presenting latest
hot tips on Australian bands. Agnes is coordinating the poetry section for 3CR's
Writers' Radio (2pm Wednesday) and for a future show called Freeform incorporating
material by, for and about young people. Sheryl will be heard on these shows
reading poetry from her book. Anita has plans to become a radio journalist and is
starting her apprenticeship under Rita Chiido, education officer of 3CR. In
addition, the ASCOLTA program continues to be regularly broadcast on Saturdays at
6 pm and Monday at 2 pm (837 on the AM dial in Melbourne). We would appreciate
any feedback our listeners would care to communicate.

We are all excited now about the prospect of working with 3PBS-FM. A few
students will be panel training there. We now have our time slot between 8 am
and 10 am Sunday mornings for the breakfast show. You may wonder why we don't
just maintain connections with 3CR and the ASCOLTA program. 3PBS provides a
different sort of experience in that students will broadcast live to air rather
than pre-record, and will be able to feature alternative music programs in contrast to the issue-tackling spoken-content base of ASCOLTA. 3PBS is 107.7 on the FM dial - listen to our breakfast on Sundays.

Another major concern for the ASCOLTA radio group and for me in particular, is the ASCOLTA Radio Studio. We have been allocated a room in the superb new building at Moreland High School. So far we have bought or scrounged two turntables, an amplifier, speakers, a mixer and bridge, a tape deck and a portable tape recorder. Sound proofing is proceeding and our dream here will be a reality soon.

Rebecca Coyle,  
Lynall Hall  
Lawrence Street  
Brunswick 3056

I promised to write an article for CONNECT on Boronia Tech. But being the forgetful, unreliable person I am, I haven't got around to finishing it until now. Better late than never I suppose - I apologise for my tardiness.

At the moment I am doing a project on education. I hope you don't mind if I include a copy of CONNECT 8. I think the magazine is a very good resource for people trying to break out of the traditional education system.

Tony Carden  
PO Box 38  
Belgrave 3160

NEXT ISSUE

The next issue will be a special one - it will coincide (we hope) with the SCHOOLS IN RADIO Conference in Melbourne and will be an issue mainly devoted to practical ideas on how to incorporate radio into the school curriculum. If you have any ideas or comments, make sure they're to us by November 23rd.

There will also be further follow-up to the Adelaide Workshop, with more comments from participants.

Resources:

MATERIAL AVAILABLE

1. Articles

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>NAME/ABSTRACT</th>
<th>PAGES</th>
<th>COST</th>
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<tbody>
<tr>
<td>075</td>
<td>Youth Voice, New South Wales Youth Forum</td>
<td>14 pp</td>
<td>$1.40</td>
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<tr>
<td>076</td>
<td>The MICK Project - Information sheet June 1981</td>
<td>2 pp</td>
<td>40¢</td>
</tr>
<tr>
<td>077</td>
<td>NYCA: National Youth Council of Australia brochure</td>
<td>2 pp</td>
<td>40¢</td>
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<tr>
<td>078</td>
<td>Youth Affairs Council of Victoria brochure</td>
<td>2 pp</td>
<td>40¢</td>
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<tr>
<td>079</td>
<td>&quot;Reaching the Community&quot; - School Newspapers and Newsletters (Jarvis Finger) - rationale and ideas (Queensland)</td>
<td>5 pp</td>
<td>50¢</td>
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<td>080</td>
<td>&quot;With Our Own Hands&quot; - Lalor High Mural Project - exhibition catalogue</td>
<td>2 pp</td>
<td>40¢</td>
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<tr>
<td>081</td>
<td>Youth Support Consultative Group - letter and paper on options</td>
<td>6 pp</td>
<td>60¢</td>
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<td>082</td>
<td>Towards a Comprehensive Youth Policy</td>
<td>12 pp</td>
<td>$1.20</td>
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2. Publication Projects:

The following publications have recently arrived:

OVERSEAS:

American Education. Jan - May 1981
Bittersweet Vol 8 No 4 Summer 1981 (Lebanon, Missouri, USA)
Cobblestones Vol 2 No 1 Winter 1980 (St Louis, Missouri, USA)
Creative Teens Vol 1 Nos 3,4 Spring/Summer 1981
(1109 Georgia SE, Albuquerque, New Mexico 87108 USA - subs $10)
Foxfire Vol 15 Nos 1,2 Spring/Summer 1981 (Rabun Gap, Georgia USA)
Hand's On Vol 4 Nos 3,4 Spring/Summer 1981 (Rabun Gap, Georgia USA)
Ebbtide Vol 1 No 9 March 1981 (St Simons Island, Georgia USA)
Moonshadow Vol 5 1981
Oral History Workshop April 19, 1980 (Flemington, New Jersey, USA)

Resources for Youth Vol 10 No 2 Winter 1980 (National Commission on Resources
for Youth, New York, USA)

Wildrows Vol 4 No 1 Spring 1981 (Adel, Iowa, USA)

AUSTRALIAN:

Ascolta Vol 8 Nos 4,5 August/October 1981 (Brunswick schools, Vic)
Chalkface Vol 1 Nos 1-4 (Curriculum Services Unit, Vic)
Dinkum Vol 1 Nos 2,6 (Bendigo High School, Vic)
Four Walls 3rd edition, July 1981 (Baltara School, Vic)
The Kentish Times Vol 4 No 6 30 July 1981 (Sheffield School, Tas)
Kids' Times No 1 - new commercial paper aimed at kids.
(1 North Terrace, Hackney, SA 5069)
Lorne Mercury Editions 1,6,8 Aug-Sept 1981 (Lorne School, Vic)
Mallacoota Mouth 232-240 (Mallacoota School, Vic)
Network News Sug-Sept 1981 (Network, NSW)
Parlamo Vol 6 No 1 (Coburg HS, Vic)
Paddlewheel Vol 6 Nos 23-32 (Wilkannia School, NSW)
Profile Vol 4 Issue 3 (Sunshine schools, Vic)
Swinburne Community School Handbook (Vic)
Yabberstick Issue 4, August 1981 (Princes Hill HS, Vic)
(Youth Affairs Council of NSW, 5th Fl, Hexham House,
106 Goulburn St., Sydney 2000 NSW)

genesis school

A Christian Alternative Primary School will open in Northcote (Melbourne) in
February 1982. The school will operate on a parent-run basis and rely heavily on
parent involvement within the learning situation and in raising funds for the
school so as to keep the fees as low as possible ($200 per family per year).

The aim for Genesis is to be a school place which spells out the Gospel
Message in terms of love, care, community, justice and equality; and where young
people can grow and learn at their own rate in a non-competitive, non-graded en-
vironment.

It is hoped that, as well as being non-competitive, learning at the Genesis
School will be an enjoyable process, conducted as much within the "classroom walls"
as in the surrounding community.

The Four Rs - Reading, Writing, Arithmetic and Speech - will be an integral
part of the curriculum, so that students will be able to understand the community
they live in and explore areas of interest.

The intake of pupils will be kept small to encourage a personal, family at-
mosphere. Parents of primary aged children interested in enrolling their children
for 1982 can contact Joe and Julie Morris - (03) 489 6586 - for further information.
SCHOOLS IN RADIO
RADIO IN SCHOOLS
A Conference of Practitioners

Melbourne December 5 & 6

Radio stations throughout Australia have opened the airwaves to students in primary and secondary schools. Students broadcast on AM, FM, landline and PA systems. They organise and produce the programs; they provide an opportunity for young people's views to be heard.

Now comes an opportunity for those involved in these programs to come together to talk about what they're doing and to talk about sharing. People already involved in the area: teachers in schools, radio station workers, curriculum consultants, students; people who wish to learn more about how to become involved; all these will meet in a 2-day Conference in December.

Two days to: meet with others in radio production;
share resources and ideas;
learn "how to do it";
plan policy, curriculum, future activities.

Will you be there?

Conference sessions are planned in the areas of:

* theory e.g. participation by students; skills to be developed;
the importance of media communication etc.

* curriculum e.g. how and why to incorporate radio into the curriculum;
courses and accreditation etc.

* practice e.g. setting up a program; technical skills; training
of teachers and students; setting up a studio etc.

* resources e.g. funding; stations; sharing tapes; published
material etc.

We want you to come. We want your ideas for the program.

For more details, contact: Schools in Radio Conference,
C/o Rita Chiodo,
3CR,
20 Cromwell Street,
Collingwood. 3066.
Ph. (03) 419.8377.

Registration forms available on request: $5 registration per individual;
$10 registration per project group.

Melbourne State College

Rita Chiodo (3CR); Rebecca Coyle (Radio Ascolta); Roger Holdsworth (Connect).
PHOTOCOPY: COMPLETE: RETURN:

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

CONNECT,
The Newsletter of Youth Participation in Education Projects,
12 Brooke Street,

MATERIALS AVAILABLE:

I enclose $ .... for the following (postage included in all items):

- ASCOLTA US TRIP REPORT $1.00
- THE GOLDEN SHAFT $7.50
- CONNECT 1 $1.00  CONNECT 4 $2.00  CONNECT 8 $1.50
- CONNECT 2 $1.50  CONNECT 5 $2.00  CONNECT 9 $1.50
- CONNECT 3 $2.00  CONNECT 6/7 $3.00  CONNECT 10 $1.00
- ASCOLTA Vol. 7 Numbers 1, 2, 3, 4, 5, 5A, 6 $1.00 each
- ASCOLTA Vol 8 Nos 1,2,3,4,5
- AS WE SEE IT - collection of Brunswick student writing $3.50

NAME: .................................................................
ADDRESS: ................................................................
....................................................... POSTCODE: ...............

PROJECT: ................................................................

- I enclose $5 for a 1 year subscription to CONNECT.

- I enclose a donation of $ ..........

- There's an article enclosed/following.

- List the project as "alive and well" in CONNECT.

- Send copies of CONNECT to the following people/projects:

- Take me off the CONNECT mailing list.