Combined Issue: Workshop Report

...... at last!

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

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This issue:

The majority of this issue is a report on the First National Workshop of Youth Participation in Education Projects in Melbourne from August 26 to 29. This issue is financially assisted by the Advisory Services and Guidance Branch of the Victorian Institute of Secondary Education as a follow-up report to the Workshop, and we are extremely grateful for their support throughout the Workshop.

The Workshop also produced a newspaper - Up Front - and this is included as a supplement to this issue for those people who did not get copies previously.

If you did not attend the Workshop, we hope the articles in these publications give you some of the flavour of the 4 days. Further articles will, no doubt, follow, especially as we get time to transcribe some of the tapes.

And finally, your attention is drawn to the information about the SECOND National Workshop - just a preliminary report as yet. But if you're interested to attend, get in soon, as it looks like being even better and certainly bigger than last August.

Roger Holdsworth

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Photograph by SCHOOL WORK PROGRAM

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A PERSONAL ACCOUNT

When the idea of the Workshop was first mooted late in 1979, I really didn't have a very clear idea of what it might be like or, more importantly, the amount of work involved in making it happen!

But now, some time after those August days, I can look back with a great deal of satisfaction and sentimental attachment. It was great to meet so many people who are so actively and enthusiastically involved in projects, and I think that a lot of information, inspiration and plain good time was had by all who attended.

I'd like to deal briefly with a number of aspects of the Workshop, and that will enable me to mix personal and "cold" factual reports.

Organising

The Workshop began with the idea of bringing an adviser from each project together, and perhaps and where possible have a student accompanying. In the discussions of the organising group, the possibility of involving more students and of making the Workshop more action oriented both emerged. To some extent, I don't think we really came to grips with what this meant for the day-to-day organisation of sessions, and we were really caught with a diverse set of expectations on questions like the degree of structure, the level of language and so on. That's easy to see through hind-sight, and the next one will benefit greatly from the experience.

The work of the organising committee was invaluable - Kate Nash, James Milne, Rebecca Spalding, Tim Carrigan and Jeana and Bernice McPherson were all regularly involved in committee discussions. In addition, Paul Larkin worked extremely hard on secondment to the Workshop from the Youth Workers course at Coburg State College, and funds from VISE enabled us to employ Kathy Hogan for the final weeks leading up to and through the Workshop. Thanks must also go to the Workshop leaders on whom jobs were landed at very short notice.

Who Attended?

There's a full list of people who attended in the UP FRONT paper (page 11), and this analyses to show:

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**Total:** 123
As noted in several of the comments, one enormous problem was the "drop-in-drop-out" nature of many of the Victorian participants. This made many sessions light on for participants, gave rise to the often repeated call of "Well, if we wait a little longer, some more people may turn up" (which in turn was very morale lowering for those there) and destroyed the possibility for longer contacts.

I don't know what we can do about this apart from giving more careful thought to the venue - I'd fully support the comments about a totally live-in situation being desirable. However, in light of our difficulties in fund raising (see the budget included in this report), priority had to go to making attendance at the Workshop as free or cheap as possible. A live-in Workshop may require participants to meet more of the cost or raise their own funds from their project.

The Workshop Sessions

I feel that I really can't comment much, as I missed most of them while chasing up equipment, people and information. This issue of CONNECT, the paper and the tapes give a better idea. The impression I get from the comments is that some of the sessions worked very well (in particular, the tutoring workshops were magnificently presented by Gemma and Vic in particular - I wish we could have got some photos of Gemma's displays that lined the room) while others suffered from lack of participants and just slowly died.

The panel discussions in late afternoon were particularly difficult and the sessions on Evaluation and Funding were ones that never got underway, but ones where I feel there is a great need. Discussion in many other areas certainly indicate people want to talk about those, but I think the timing of the sessions should have been better - again an "after-sight" comment.

While criticism of the spread-out nature of the rooms, and the difficulty this caused is valid and needs to be considered for next time, can I also say that the facilities provided by Melbourne State College were superb. The media department was extremely helpful in providing equipment at short notice. Special thanks to Dave McRae, Liz Dumps and Roger Woock for their assistance.

There was a deal of comment around Tony Knight's opening address, with some people complaining of the difficulty of the material. Listening to the tape, however, I am impressed by the importance of what Tony was presenting, and a fairly full transcription of his talk is included in this issue.
Many of the workshop sessions also contain important and interesting accounts of projects and arguments about questions raised. As I get time to transcribe some of these, CONNECT will carry further reports. If anyone else would like to help, that would be most appreciated.

Resolution

The following resolution was passed at the final session of the Workshop:

"The First National Workshop of Youth Participation in Education Projects expresses its deep concern at the lack of access for youth to participate in decision-making on such vital issues as:

1. education;
2. unemployment;
3. maintenance of the environment.

"As representatives of youth participation projects throughout Australia, we are no longer content with token gestures. We see participation as being a sharing of power on the part of all people affected by the decisions.

"We see the role of Departments of Education to be that of distributors of educational resources (staff, funds) according to local educational and community needs.

"We don't see its role as prescribing the needs of the school and community.

"Each school/community should be actively encouraged and allowed to determine and take responsibility for its own educational future.

"Students must have access to participation in decisions concerning:

1. curriculum;
2. assessment procedures;
3. staff selection;
4. development of facilities;
5. discipline;
6. day-to-day running of the school.

"As we represent schools and community groups which are already taking an active part in these areas, we call upon the Education Departments to:

1. actively encourage initiatives at Principals' level;
2. fund further and wider youth participation projects in schools and in the community;
3. generate situations to bring people together for further development of youth participation in decision-making;
4. respond to local school and community needs as defined by the local school and community."

Social

For those living in Queens College or the Brunswick East High School flats, the Workshop provided much more than the formal sessions and those people will be able to tell you about nights out on the town, leapfrog on the college lawns in the early hours, Neil Young at midnight and pool at odd hours.

That experience reinforces the need for the Workshop to become a community by living, eating, talking and working together.

Transport was provided by Moreland High School (thanks particularly to Graeme Jane) and food arrangements by the Brunswick Unemployed Group's Food Co-op.

This Report

In this report we're also including: some articles written for UP FRONT but not included, a media report from Lindsay Thachuk of what went on in that group, a transcript of the opening address, evaluation analysis and comments, a transcript of the talk given by Vic Wilson in the cross-age tutoring work-
shop, some information on co-operatives as a follow-up to that session, some information on Bowden Brompton as a follow-up on the Governance sessions and a full photo-guide to the Workshop.

**Finances**

We received the following financial support for the Workshop:

- Victorian Institute of Secondary Education: $1472 *
- Innovations Program, Australian Schools Commission: $1000
- Moreland High School: $100 donation
- Victorian Secondary Teachers Association: $100 donation
- Melbourne State College: $300
donation
- Collingwood City Council: $200 donation
- Swinburne Community School: $100 donation
- West Wyalong High School Student Government: $50 donation
- Accommodation (Cass, Thachuk, Holdsworth): $142
- Sales of tapes and photos: $37
- Miscellaneous donations, sales: $36

**Total:** $3537

The following were our expenses:

- Accommodation: $1218
- Travel costs: $1195
- Salary: $300
- Printing: $915 *
- Performances: $200
- Postage/Stationery (VISE also paid some postage): $52
- Photographs: $50
- Telephone: $60
- Tapes: $110
- Coffee etc: $20
- Miscellaneous (Taxis, Bank charges, Audit, Levy): $70

**Total:** $4190

* plus this issue of CONNECT - post-workshop papers.

Now that doesn't take much working out - we've had to borrow $653 to meet the bills. We're anxious to pay that back, and if any other projects can help by hustling a donation - small or large - we'd be very appreciative. Any extra donations that come in over this amount will be passed on to the organisation of the 1981 Workshop.

**And Now...**

We're already planning the Second National Workshop. The final session decided that this should be held in Adelaide during 1981, and a group has been formed there to plan it. At the moment, plans are for it to be held again in August. We hope that the next issue of CONNECT will have more information and will include initial registration forms.

Also the School Governance workshop group is hoping to produce a regular newsletter to be distributed (at least initially) through CONNECT and particularly directed to those involved in alternative/community/annexe/etc schools. We'll carry more information on this as it becomes a reality.

Gemma Whyte is interested to follow up discussions in the Cross-Age Tutoring sessions on producing a Tutoring Manual - How to Get Started. There's a short note about this elsewhere in this issue - only YOU can get this off the ground. I would think funding would be available to produce this.

Where we go depends on all people working in Youth Participation Projects. The 1980 Workshop was a great success - and we can learn from our criticisms and ensure that the 1981 Workshop has to search for a new adjective!

See you in Adelaide later this year!
The following address opened the Workshop. It was given by Dr Tony Knight of the Urban Centre of the Education School at LaTrobe University and was on the theme of the Political and Social Context of Youth Participation Programs. The following is a slightly edited transcript of the tape of the talk - the full tape is available from CONNECT.

OPENING ADDRESS

I'm really delighted to see this Conference get off the ground and to have as many young people here as we have. I personally am delighted to see this addition to educational thinking in this country take place on a national scale. I very much welcome all of you because I think it's very much a first step and you people are all pioneers of a particular kind. I think you're to be commended for that.

Let me just try to put together some things to set a context for this Conference. I want to do two things: firstly, to talk about the place of young people in the community in the 1980s, and secondly to talk generally about what this means for young people and for others who work in schools - such as teachers and parents.

I guess that any talk like this starts with some assumptions - some we admit to and some we don't. This talk has an assumption and that is that we try to use education to solve the critical social issues of our time. We don't use education to fit people back into the status quo or look at the world as an unchanging situation. The world is in flux and we have some critical social issues and we have to deal with them. So that's an assumption I make about education in general.

These issues, the critical social issues, that I see threatening human survival on this spaceship Earth, to use Buckmaster Fuller's expression, are ones that most of us are quite aware of:
- the inadequate distribution of finite resources, especially energy and food;
- population increase. In the next 19 years, we will double the population on this Earth. Already the children have been born that will reproduce that doubling of the population;
- poverty;
- racism;
- destruction of our social environment.
All those I see as critical social issues and from my stance they've got to be taken up in schools and to be seen as important parts of the school curriculum. I think that unless we tackle these problems, they will get worse. The good side of the ledger is that we have no evidence whatsoever that we can't solve them. There's no evidence that they're beyond solution.

So what we're trying to argue is that we do create a society that does allow for choice and that this choice is involved in education, work, culture and a range of other activities.

I'm further arguing again that these proposals be built into curriculum inside schools and that all those practices are at least consistent with long-term goals—some vision about the world that could be. This brings us to the necessity of trying to create models and this is where, of course, youth participation programs start to connect.

But I do also start with another set of assumptions about the world and about people, about "human nature". I tend to have a wide view of human potential. I don't think that any of us have ever reached our potential and I don't think there are any tests that can predict intelligence—none that I know of. All they test, maybe, is what we did at that particular time on the testing procedure. My assumption is that people can learn and are capable of solving difficult problems. That's a particular view of personkind. Unless you start with an assumption like that, youth participation programs won't make much sense. You can't be a cynic and take the sorts of stands that you people do in the work you do in the field.

Much of this flies in the face of what we do in schools because schools are on about sorting young people into slots, into various economic destinations, if you like, based on some notion of ability. Margaret Mead once talked about the school room as a place where we all learn to run the race alone. Cooperative learning ventures such as the sort of thing you're doing in youth participation programs are generally never encouraged—in fact, it is against the ideology of the essential school.

However, having made these two assumptions—one about human nature and one about what schools should be doing—before we enter into that debate, I would like to look at the position of youth and why it's essential that different forms of learning and understanding need to take place. We need to establish the context of where people are, before we can answer the question of what knowledge is worth knowing in the 1980s.

Let me outline a not very pleasant scene. The difficulties that kids are having are pretty horrendous.

The first one is that the work force is growing faster than jobs and young people are affected the most. At present, unemployment rates for young men are about 17.2% and for young women about 22%. If you go to country areas, it's much higher. If you look at the unofficial employment figures, work done at the University of Melbourne shows that the figures are approximately 35%. Adult unemployment is about 4.5%. Young people have always had about a 300% higher rate of unemployment than adults in our society. Now, there are lots of causes of the problem, and I want to spend a little time outlining these because I think the arguments are really important to have. There are a lot of causes cited as to why young people are unable to get jobs—world recession, increases in the price of oil, trend to automation, level of youth wages, population changes and the increased entry of women into the work force. All of those are seen as arguments why young people can't find jobs.

There's an alternative argument and very simply put it is that it is the organisation of the economic and political system that is generating the problem of youth unemployment and that youth unemployment is only one of a number of very significant problems that we have. At this point, I want to talk about that organisation aspect from three points:

1. We are increasingly influenced by international division of labour movements—we are now able to shift industries from Australia and put them in some other part of the world because there's cheaper labour or there's better access to raw materials or whatever it might be;

2. There are 800 corporations that account for 70% of the world's economic
activities, 50 banks that account for most of the world's banking business and if you look at the sales volume of two companies, two multinationals - Exxon and General Motors - in 1977 and 1978 the sales volume of these two companies was greater than the whole of the Gross National Product of Australia. They're enormously powerful companies that own and have access to enormous amounts of money and influence;

3. The trends in Australia are this: 60% of all mining production is foreign controlled; 74% of petroleum exploration is foreign controlled; 55% of mineral exploration, 51% of advertising, 48% of finance, 38% of general insurance business, 35% of manufacturing industry. If you go to Queensland, the figures are somewhat higher.

The implication of this is that Australian economic destiny is clearly influenced by the investment decisions of large, mostly foreign owned corporations, and the point is that young people and education will become increasingly influenced by future decisions of the directions of the Australian economy. If the Australian economy is going to become increasingly influenced by these investment decisions of these foreign-owned companies, this presents some problems.

There are a number of reasons as to why this is taking place. The rules have changed on us. We used to think we could have a trade-off between inflation and unemployment. If we kept unemployment at 3 to 4%, we could keep inflation down. All those rules have disappeared. We now know that we can have high inflation along with high unemployment. These sorts of decisions influence all our lives very clearly, and particularly the lives of young people.

The other thing that is powerfully influencing this country is the trend to capital intensive work. That simply means that we're hiring more machines to do work than we're hiring people. If we hire machines, that's more energy intensive and it cuts down on work.

Over 200 companies have shifted operation from Australia up to South-East Asia - there's a loss of probably 20,000 jobs because of that. That's the sort of thing that's happening in the shift of business from this country to business overseas. None of this is a temporary condition. None of this, if we hide our heads in the sand for a few minutes, will vanish out the window.

In the United States, youth unemployment, as we know it, has been occurring since 1946. In Australia, the percentage of young people who can be employed in the workforce has been decreasing since 1954, not as presently conceived, since the 1970s. It's certainly true that after 1973, in particular, there was an increase in youth unemployment.

One of the results of this is that there are certain people in this society who are much more vulnerable - particularly women, particularly young people and particularly ethnic groups or racial groups.

The keynote is that we can no longer defend high unemployment as a brake on inflation, but when I turn the TV or radio on, I hear various economists still talking about how they're going to defeat inflation in this country at the expense of creating jobs. A theory like that's just a theory - it's created by human beings. Theories are just things we can argue about and dismiss - they construct their own reality but we don't have to accept that reality - we can challenge it, we can argue it and we can replace it with other theories.

Previously, we could perhaps have tinkered with things and hoped for some improvements, but then in October 1973, the price of crude oil went up by 400%. We are now living in an economic evolution as profound as the industrial revolution, as profound an effect as the post-technical revolution. We have an energy situation that affects both price structure and employment. It accelerates high prices and high inflation. The old theories don't work any longer - we have to replace them by new theories.

The effect on youth has been profound. For instance, in 1973 and 1974 there were over 490,000 jobs lost in petrol stations in the United States. All of you know now what happens when you go to a petrol station - they've simply turned into automatic petrol serving. Young people are not able to get jobs where they once could.

The biggest industry for creating work for young people are the fast food chains. That's become the main focus for youth work. What we know about the
fast food chains is that they're low status jobs, low paid jobs, short term jobs and there's no security in any of the work. You can get taken on at 15, employed for less than the going wage of a 15 year old, you can stay there three years and then get roosted off at the end of three years, when they can employ someone else to take the job at less than what you'd call standard wages. It's gross exploitation and it leads to young people being caught in very difficult situations.

We're creating a dual economy - the professional, managerial people up top and underneath, low status service work people. There are not going to be ladders put between the two groups unless you can respond in credentials or other kinds of currency.

Much of the talk about "if we can return to high profits and better sales, we'll create jobs" is simply not true. If you look at the top 500 corporations in the United States (quoted in Fortune magazine) you'll find that between 1970 and 1977, sales went from $464 billion to $1000 billion and employment during that period decreased by 1.7%. The trend means that some people, particularly women, particularly minority groups, suffer much higher levels of unemployment because of that. They also get locked into poorer jobs and none of that adds up to secure jobs.

The second important issue is that if we continue on that way, we'll also have an enormous demand on energy - petrol and oil. Two aspects need to be dealt with: a) we don't have enough of it; and b) we've already been threatened by the U.S. to go to war in terms of defending what they see as their oil reserves in various parts of the world.

I suspect that the computer has already produced an answer like this: that blood is cheaper than oil. Which means that young folk are going to have to go away and "defend" those oil reserves. Which means that the international situation is very much geared to the way in which we deal with the world of declining resources. It's a problem, obviously.

The second main issue is that if we have massive amounts of young people who are not able to work, enormous amounts of money are shifted from young people into older groups in the society. It biases the political symmetry of a country and it segregates youth from the economy and it shifts wealth to older people.

The effects on schools are pronounced:

1. stratification - sorting people out into various slots of "high ability", "medium ability" and "low ability" to use crude terms;
2. more sophisticated ways of talking about getting kids to do the 3Rs;
3. the competitive nature of schools will get even more important for the people inside.

We'll sort people out into the more successful groups going into HSC Colleges like we have over here at University High School and like we have in Geoghegan College, and it will be a further fragmentation of that experience.

Two other points I want to make about this economic argument. The tendency to cast around in a society to blame somebody for the problems are obvious. The Government contribution to the debate is often the development of illusions - if you repeat often enough that people are doing something, that something is being done, for example, creating job training schemes for non-existent jobs - this is a way you divert attention away from creating new forms of work.

The last point is the social implication for young people. If we continue to design a society where there is no social fit for young people, what we must expect is distorted behaviour on behalf of young people. If you don't have a society that enables people to fit into it, that allows them a future, allows them to have a sense of hope, then the costs will be high, especially in crime, drug abuse and alcoholism. Already we have training for youth unemployment on the streets - it's called "drugs, crime and prostitution". Young folk are not in the position to dig up the capital required to do the sorts of things more wealthy and more well connected adults can. The culture of pessimism that we see through groups like KISS, for instance, convey to young people a view of the world.

The alternative to all this, of course, is to value people in every activity in a society. If we have a society that is unable to do that, then the call must be for a government that is prepared to replace those institutions with places where young people can be seen to be useful, where futures can be held onto and where choice can take place in a wide range of work, politics, culture, personal
behaviour and recreation.

That's my litany of doom and gloom.

If we don't try to argue that out through newspapers, journals; if we don't try to debate them in the schools, if we don't try to put them into a context, then the people with opposing more powerful views will simply be able to find ways to deflect us and create illusions about the world that we live in. We have to be able to own our own experiences all the time. Unless we are able to do that, we'll end up owning somebody else's and that's a recipe for producing well-trained domestics. It's not the way we can look at education in a much more creative and personally fulfilling way.

Arthur Pearl argues for a "post-technical human service society". He argues that it is possible to talk about a full-employment economy. If we believe we can't do that then they've got us, because that's their version of truth. We can design a society where a full-employment economy is possible, where we can think about what work needs to be done and we can also talk about creating a society which doesn't use or need the same amount of energy and can fulfill work that needs to be done on society. I think we can talk about transportation, education, care of the aged and young, health, aesthetics, environmental repair and extension, labour-intensive agriculture, cottage industries, restaurants and other sorts of services. Those are all human-service activities in which all of you work with your youth participation programs.

By trying to create new forms of human service in society, we try to demonstrate to the community at large, a community that has forgotten how to employ young people, ways in which we can be socially useful.

So when you do a youth tutoring program or when you are concerned with looking after young people or old people or whatever it might be, it's not just an issue of connecting to that particular thing or person or job, but the wider issue is that we are creating ways in which we can demonstrate to society as a whole that we can create new forms of work. If we can show those forms of work are necessary then we can do something very valuable.

That's where I see the sense of the connection for those sort of work models. Youth participation programs are a link up to those work models, a way in which we can try to discuss a culture of optimism instead of a culture of pessimism and a way in which to build a hope back into the work force. We can open up a debate among staff particularly in schools, about the ways in which unemployment can be solved and we can create models that both address the issues and create choices.

We have learnt that there are two distinct sources of influence. We have to be able to give people a sense of hope, a sense of meaning, and that we're able to show that usefulness is important - all of that comes out of what we know about social psychology.

The other thing we know about people who behave conventionally in society - most people who have a good job and those sorts of things - is that they're bonded to society through affiliations with conventional groups. What youth participation programs try to do is address the central core of those bonding conditions such as commitment, attachment, belief and involvement, and try to build these into programs. If we have schools that are continually alienating kids and pushing them off to one side, those sorts of things are not going to be met and I think they're important.

The final point is to try to have one eye on the big picture - the sort of world you want to live in, to be able to share those visions with people you're working with, to be able to demonstrate to the world at large that young people can be useful, that they can be competent and that these programs have a valued place in the school curriculum. It makes more sense, to do these sorts of things than other sorts of things in schools. It's an important part of a school's curriculum that we have these valuing activities that make sense for young people.

It's up to young people who are working in these programs to share your views of the world as widely as possible and to make sense of it in the wider community. I admire the work you're doing. I've read with great interest the reports I've seen in CONNECT and I particularly admire your courage to stand up in the face of a very hostile and often very conservative school setting and often very hostile environments - stand up for what you believe to be important. If the program
experience that you get leads to those sorts of lessons, it's been worthwhile. I wish all of you the very best of luck in sharing your visions about the world you want to live in with both your school mates and friends and the adults in your community.

Tony Knight.

MATERIAL AVAILABLE

The Workshop generated an amount of material - written, taped, photographed. Copies are available through CONNECT, and the easiest way is for you to write specifying what you want. Please remember to allow for postage where appropriate.

WRITTEN MATERIAL:

The following material was left over at the Workshop and is available free (make an estimate of postage) until it runs out:

1. Information Bulletin 3 (details of the Workshop) and the Workshop folder;
2. Information Bulletin 4 - follow-up news and evaluation form;
4. The "Victorian Coalition Against Poverty and Unemployment" leaflet;
5. The Tchelper from TECHELP in Sydney;
6. The KHS Journal from Korumburra High School;
7. Various back issues of ASCOLTA;
8. Bowden Brompton Community School - information package;

TAPES:

The following tapes of sessions are available:

1. Opening address - Tony Knight/Radio program on 3CR;
2. Publications Group - tape 1;
3. Publications Group - tape 2;
4. Tutoring Group - sessions A and B;
5. School Governance - session A (Morning);
6. School Governance - session B (Afternoon);
7. School and Community - session A;
8. School and Community - session B;
9. Drama - session A;
10. School-Work Programs - session A;
11. School-Work Programs - session B.

The quality of tape 1 is good; that of tapes 2 to 11 is variable, depending on how near to the microphone the speaker was. These tapes cost $3.50 including postage - allow time for us to arrange fast copying and postage.

PHOTOGRAPHS: PAGES 20,25-28

Photographs were taken by students from Moreland High School's School-Work Program and by Hal Peck of the State College. Prints are available from CONNECT and small copies are included in this issue. Order by the number shown, and also indicate if you want any particular treatment (e.g. print dark to show rear figure or enlarge left-hand bottom corner etc).

Costs are $1 per print and that includes postage. Size is approx. 15x8 cm.

Please allow time for us to get into the dark-room for sessions.
A TEACHER-AIDE PROGRAM

In 1980 when youth are being denied useful work the relevance of programs what offer youth a sense of usefulness and competence is obvious. At Ballam Park Technical School, Frankston, Victoria, there is at present a work experience program in the form of a teacher aide or cross age tutoring program.

A brief description of this teacher aide program will now be discussed under the following headings: 1. The History of the Program; 2. Program Development; 3. Evaluation; 4. Student Talks; 5. Summary; 6. Getting Started.

1. The History of the Program.

The teacher aide or C.A.T. program originally started as an end of term activity in term 3 of 1977 between Ballam Park Technical School and the adjacent Naranga Special School. There were 15 students working in special areas such as woodwork, homecraft and sport as well as the classroom situation. At the end of this activity, the student teacher aides approached Mr Bullard, the supervising teacher, and asked whether this activity could be accepted as a Selected Studies program. The Selected Studies program at Ballam Park Technical School is an elective program of an academic nature run on a Tuesday morning and covers a wide range of topics for students in years 8 to 11.

2. Program Development.

Mr Bullard was fully interested in the suggestion and approached the Principal of Naranga who was willing to participate in the program. Selected senior pupils from Naranga were already attending Ballam Park Technical School on a sessional basis for trade subjects. In return, Naranga was providing specialist remedial reading and mathematics for a number of Ballam Park pupils with problems in these areas.
During term 2 of 1978 it was observed that the tutors' self esteem and commitment to schooling processes improved. Attendance on tutoring days was very high and the tutors expressed how good it was to feel useful and needed.

Before the tutoring program began, students from both schools felt alienated from one another even though there was a small fence separating the two schools. One of the initial aims of the program was to have more student interaction between the two schools and also to help Ballam Park students to appreciate the similarities and differences of pupils at Naranga.

Additionally there were gains for those being tutored, an increase in motivation and improved skill abilities due to personal attention was observed with the Naranga pupils.

During the third term of 1978, more Naranga pupils participated in classes other than trade subjects at Ballam Park Technical School. One of Naranga's school aims is for their students to develop socially by interacting with different people in the community. The cross age tutoring programs between the two schools covered many of the general educational aims of both schools, and benefits to all students involved appeared evident.

In 1979 the program expanded to two primary schools, namely Ballam Park Primary and Karingal Heights Primary and at the Ballam Park Technical School itself. There are currently 105 Ballam Park students who are teacher aides.

3. Evaluation.

The evaluation of the cross age tutoring program in terms of whether the objectives have been achieved was done in three stages:

Firstly a pre-test was given to both the control and experimental groups which was a measure of student self-concept. Areas covered in the test include peer group relationships, scholastic attitudes, family relationships and general self-esteem.

Secondly, a formative evaluation was completed which comprised of collecting and analysing data obtained from direct observations, discussion and checklists. Five checklists were issued to the teacher-aides, classroom teachers, pupils and parents of both the pupils and teacher aides to record feedback on the progress of the program. Special stamps were used for young children's responses. The checklist to parents took the form of a questionnaire.

The third stage of evaluation was a post-test, the same as the pre-test, which was given both to the control and experimental groups at the conclusion of the program after one term. This was to compare their score of self-concept with their initial rating. Also the scores of all teacher aides at Karingal Heights Primary School would be compared to the 'control' group of Ballam Park Technical School students who were not teacher aides. If there was an appreciable difference, it may be concluded that the cross age tutoring program does improve or help develop student self image, and thus a more meaningful role in school would lead to an increased commitment to education.

4. Student Talks.

Five minute talks were given by each of four teacher aides: Noel, Sharlene, Marion and Caroline, on their experiences as tutors in Karingal Primary School, Ballam Park Primary School and Naranga.

5. Summary.

The major goal of the program was to improve or develop student self concept. The findings of the study at Karingal Heights Primary School showed that student self concept was improved by 11.9% mean increase. It was also found that:

- social skills of the tutors developed, along with a sense of usefulness;
- stronger communication links between primary and secondary schools are necessarily provided by establishing such a program;
- C.A.T. would appear to be more beneficial to year 9 and 10 students rather than to year 8 students;
- tutors at the end of the program had wider career aspirations by showing them the realm of teaching;
- tutors increased their capacity to communicate and were able to relate more to adults and younger children.
- the findings of the study have potential use for educational institutions for broadening the school curriculum to enable students to display their competence and develop their social skills through the C.A.T. process. The study also shows that through C.A.T. the tutors discover that someone needs them as individuals, which accounts for why they are willing to put in so much time and energy as tutors.

There is evidence of positive social, emotional and attitudinal development in students involved with the program. The recommendations are:

* that evaluation in both the cognitive and affective domain in future studies is made of the tutees in the program;
* that evaluation in the cognitive domain in future studies is also conducted along with evaluation of the affective changes in the teacher aides;
* that there be provision for effective accountability and room for negotiation between all those involved in a C.A.T. program;

- the success of a teacher aide program does not rely on payment for tutoring.

During the formative evaluation, the following problems arose:

- in raising a tutor's self confidence, behavioural problems may appear;
- in evaluating a program, a realistic environment is not provided;
- personality clashes could be involved;
- some tutors found there was not an even time split between clerical duties and actual tutoring;
- the tutors fear of non-acceptance by the classroom teacher, and also the fear of being unsuccessful or incompetent in certain subject areas;
- being nurturant to young children violates peer norms; and
- feeling uncomfortable working at a special school as in the case of tutoring at Naranga.


Finally I will briefly describe the necessary factors in starting a C.A.T. program:

- The aims of the program should be fully explained to all staff at your own school as well as the school at which the program is to be held;
- Some elementary teaching skills should be taught to the tutors before tutoring starts;
- The appointment of a liaison officer as a contact between schools is necessary;
- An application form may be useful for both selection purposes and class matching;
- An ongoing evaluation should be made so that if problems occur they can be discussed and worked out as soon as possible;
- Specific tasks are set for tutors to complete;
- Initially only a small tutoring program should be envisaged which can later be expanded if successful;
- A commitment by the tutor to attend for the duration of the program;
- The program should be fully explained to the intending tutors;
- There should be time for weekly discussion periods; and lastly,
- A set of rules for tutors should be compiled.

I strongly recommend the concept of C.A.T. as being a positive way of moving towards meeting the needs of today's students. Successful implementation of this type of program I am sure would be a most rewarding experience for all those involved.

This is the text of a talk given by Vic Wilson at the First National Workshop of Youth Participation in Education Projects at Melbourne State College, 27/8/80.
The media workshop group was presented with the chance to produce three radio segments to be broadcast on the community radio station 3CR. One segment was to be about 5 minutes long for inclusion on the news broadcast. A second 10 minute segment was to be used in a community affairs program. Lastly, a full 30 minute program was to be used in the ASCOLTA half hour on the Saturday night.

Discussion by the participants in the morning session resulted in a plan to produce all three programs using the students who were in the group. The adults in the group decided to take on an advisory role and left all details up to the students as to the content of the 10 minute and 30 minute programs. For the 5 minute segment, the staff put forward an idea which the students accepted.

Work began immediately with Dominic Larizza of Bowden-Brompton Community School in S.A. giving the other students a chance to learn about microphone techniques. Other students became involved with their roles in the production.

The afternoon workshop was informed of progress in the morning session by Jill Hilton and the following morning, the groups came together to start work. Several students were interviewed as to their reason for attendance at the conference. Later, a small group of adults and students went for an orientation visit to 3CR where they were introduced to the control room. Jim Tilkneridis took on the task of music selection for the program and in fact stayed at the station when we left to thoroughly complete his task. Final selection was made by the group.

In the afternoon, with the help of Ian Craven from SUV, Adelaide, the students were able to make the program in the three hours of studio time allotted.

Ian came away pleased with the result which was broadcast on the Saturday night as planned.

Lindsay Thachuk
SCHOOL & COMMUNITY

SPACE

SPACE is a project for unemployed youth in Essendon. It is funded through CYSS (Community Youth Support Scheme) and like most CYSS groups tends to deal with older youth (18-25) who have been unemployed for some time (1-3 years).

These people tend to be the rejects of the school system, with literacy difficulties and poor social skills. They may have been involved with the police and with drugs. Often there has been little family support in the past, although wherever financially possible they no longer live with their parents. They realise too late that greater attention at school or directing their energies into an apprenticeship when 15 or 16 would have served them well when competing in the job market. Cruelly, we live in a society where the luxury of a few years of maturing experience cannot compete with the increased salary required for an older worker.

In Essendon, these young men and women are faced with a situation of nearly 1000 other young unemployed and only 6 job vacancies becoming available for them each quarter. The participants at SPACE (Special Projects for Activities, Crafts and Employment) are aware that there simply are not enough jobs for them all, but, like Tatts lottery, there is always the hope that it might be their turn this time.

Through having to list their abilities so often, these young people are quite aware of what they are capable of. From suffering rejection for so long, from seeing the job situation become increasingly difficult, they feel powerless to change a patently political situation. In this environment, efforts to interest the long-term unemployed in unpaid community service meets with a disparaging disinterest.

At the very minimum CYSS centres like SPACE offer these people a place for companionship, support and relief from boredom. They can also provide counselling, career/training information, assistance with literacy and skill development. Skill development can be anything from involvement in a structured lesson e.g. pottery, photography, gardening, to simply using equipment to construct items for personal use eg coffee table, lead-light lamp etc.

The logical extension of these activities which is now being taken up by various groups of unemployed, often in conjunction with CYSS groups but not under their auspices, is cooperatives for work creation. There are many of these in Melbourne, some of them represented at the Youth Participation Workshop e.g. Brunswick Unemployed Group's Printing Cooperative and Worco, an organisation in Hawthorn to help young unemployed establish their own small businesses. Others are the Maryborough Bootstrap Cooperative (creating fashion garments from chamois rejects and off-cuts), a phone-in small jobs referral centre in Eltham, and the Neighbourhood Development Schemes sponsored through the Brotherhood of St Laurence.

CYSS itself operates under stringent guidelines against job-creation activities - a misguided effort to throw responsibility for unemployment back on the unemployed (the Dole Bludger Myth) rather than on those in government who create it as an economic strategy.

At SPACE we try to bring the community into our centre, as well as the unemployed. We believe our role in community education on the issue of unemployment is as important as the atmosphere we can create at the centre with a spectrum of the Essendon community - rather than a ghetto of the unemployed. We have women from the local Church assisting us in administration on a regular basis. Retired tradesmen or housewives with particular skills volunteer their talents as tutors, others come in to galvanise discussion on an issue close to them. Staff from the local library drop by or participants from other local arts groups as well as the interested community member who just wants to see what goes on. As a spin-off from this, helpful folks drop by with donations of
food, secondhand clothes or secondhand goods for a stall which the participants sometimes organise.

Unemployment is a community issue requiring grass roots support and action, as much financial assistance from government on all levels. SPACE is an effort to bring all that energy together.

Jenny Cameron,
Project Officer at SPACE,
Essendon CYSS,
12 Margaret St.,
Moonee Ponds
Phone: 375.1725

and at: 1 Warrick St.,
Ascot Vale
Phone: 380.1080

YOUNG CHRISTIAN STUDENTS MOVEMENT

This is a secondary students' movement led for, by and among students. It gives students the opportunity to make decisions about their own lives and take an active role in their student environment. About ten students meet as a group and talk about their lives, things happening in their class and school and other experiences which concern them. There is usually an adult in the group for their experience in life to guide the students in their meetings and add to their development by contributing with questions and interest in their ideas and ability to take part in their schools. The students plan and lead the meetings and the discussion comes from student experience.

During the meeting, the discussion which is something coming from the students' experience (eg pressures of exams, how the prefect system is causing division among students in the school, teacher-student relationships, the way the migrant kids are treated, how class spirit is low) is taken through a process called "The Review of Life" which is the basic method of Y.C.S. This involves three stages: see, reflect-judge, act.

This method is both educative and a natural style of questioning. The 'see' part looks at the situation, gathering facts and detailed information is given. Questions are asked like: when? where? who? how many people are affected by it? what are the people involved feeling or thinking or coping with? what are the causes of the situation, the consequences? who controls what is happening?

The next stage, which is leading on from the reflective questions above, is the 'reflect' or 'judge' part. This looks at why the situation has occurred. The 'situation' is 'judged' or looked at in the light of what Christ did and thought. What are the values being promoted in this situation?

Once this is looked at, plans for action are made. Questions like: what is it we want changed? (eg someone's attitude, or structure, or both). Is the action to be short term or long term? Who's to be involved in this action?

This kind of thinking process is gradually picked up by students and enables them to understand why situations occur. They come to see what affects society and its values can have on people's well-being and dignity as humans.

I'm a full-time worker for the Tasmanian YCS along with two other members on our team. We are employed by students and accountable to the State Executive, made up of 12 students each representing their region: South, North or North-West Coast.

YCS develops student responsibility, initiative and leadership and an understanding of society. It also develops a questioning mind and evaluative skills. It encourages students to be active involved individuals in things happening in their lives. This is a very gradual development and is at the student's own pace and through their own experiences. This is a very brief outline and for further information please contact:

Kim Voss, Tasmanian YCS Office, 99 Barrack St., Hobart 7000 TAS.
or
Australian YCS Office, P0 Box 75, Fitzroy 3065 VIC
or phone (03) 602.3192.

Kim Voss.
CRECHE

Brunswick East High School has had a community creche within the school for seven years now. The creche cares for children of teaching staff, younger brothers and sisters of school students, and children whose families live or work in Brunswick. One of the ideas we had when we were setting up the creche was that we would really like to involve students in the daily running of the centre and this has been something that has worked with ease and with great benefit to everyone involved - children, students, creche parents and creche staff. At the moment, I guess school students are involved in four main ways:

1. **Voluntary help in their spare time.**
   
   During the 7 years we have often had school students who have loved spending time with the younger children so much that they have come in before and after school and during recess and lunch breaks on a regular basis. They just fit into the family atmosphere in many ways - playing and reading with the children, helping with lunch, getting themselves a cup of coffee and chatting with the creche staff. Several of these students have had younger brothers and sisters in the centre.

2. **Formally timetabled either in cross-age tutoring programs or work experience programs.**

   These students come in for a couple of periods a week, a day a week or sometimes for a week at a time. They usually work closely with the creche staff in planning activities and often have projects of their own to follow through. These students do not always come from our own school, but from other Brunswick schools as well. They come in on an unpaid basis.

3. **Migrant students and students who need practice and confidence in reading and speaking English sometimes spend time in the creche with the children.**

   It is far easier to practice reading aloud for example when you have a simple book and a readily pleased audience than it is to read aloud in a class of peers and many students gain confidence this way.

4. **Working on a paid basis.**

   For the past couple of years the creche has always had the help of a school student who comes in on a paid basis - perhaps for half a day a week, or one day a week and for emergency work when creche staff are ill. So the student has had a part-time job which is paid according to award rates and which is recognised by the school as an important educational experience.

   Obviously, the creche staff, children and parents gain enormously from this involvement and it makes for the creche being a very caring community centre. The sorts of things that the students gain are important too - self-confidence with the realisation that what they have to offer is really valued, knowledge and awareness of child development, enjoyment in spending time which is very different from the traditional school day. Several students have gone on to work in the children's services field since they have left school, and attribute this directly to the interest fostered while at school.

   Prue Gill,
   Brunswick East High School,
   232 Albert Street,
   Brunswick 3056.

WEST WYALONG HIGH

I am writing on behalf of a student organisation set up at West Wyalong High School, 300 miles due west of Sydney, NSW. The idea of this student organisation, called "Student Government" is to promote student and youth welfare at the school and in the community. A student council is elected each year and
is made up of 12 senior students (years 11 and 12) and 16 junior students (years 7 to 10). The council meets once a month and tries to coordinate the various activities of the standing committees. There are six of these standing committees: social, publicity, student service, cultural, school improvement and community involvement.

In this article, I will only write about the work done by the community involvement committee. Six students work together and coordinate various fund-raising activities sponsored by the school i.e. door-knock appeals for Heart Foundation, Red Cross, Multiple Sclerosis, National Parks and Wildlife; walkathons and stalls to raise money for a child we sponsor for World Vision; and now we are working with Apex to help set up a Samaritan House to help travellers passing through the town who find themselves stranded from misadventure or other reasons. The Samaritan House could serve as an outlet for people in need, who need shelter for a couple of days and will be generally looked after by Captain Hill of the Salvation Army.

Contact Les Vozzo or Charles Kingston, C/o West Wyalong High School, West Wyalong 2671 NSW.
UNEMPLOYMENT
BROADSHEET

NUMBER 14 August 1980

UB SPECIAL REPORT
CO-OPERATIVES
IN VICTORIA

As a formal organisation the co-operative came to Victoria last century. It is estimated that in 1973 co-operatives in Australia had a membership of 3.4 million or 26% of the Australian people.

Co-operatives have been particularly popular in harsh economic times and this explains the present increase in interest.

Although they have flourished in the rural sector (e.g. dairy, fruit...) there are many city based co-operatives (housing, consumer credit...). In general they profess at least three aims:

(i) open and voluntary membership;
(ii) democratic control;
(iii) return of surplus to members.

Another aim which is internationally recognised amongst co-operatives is that they themselves should collaborate in every practical way with other co-operatives. Readers interested should contact the Co-operative Federation of Victoria (address given later in this Broadsheet).

The recent generation of co-operatives is a direct response to (mainly youth)

unemployment. It should be pointed out that although the term 'co-operative' is used, not all the aims stated above are accepted by the groups.

What the New Co-operatives are doing

Warrnambool

Warrnambool The Loch Ard Co-operative provides a sales outlet for local crafts. It has a shop and has been going since the beginning of the year. Other projects are being considered including rubbish recycling. The group obtained a $5000 Family and Community Services (F.A.C.S.) grant to employ a co-ordinator.

Contact: Rod Duncan, Loch Ard Co-operative, Liebig St., Warrnambool
Maryborough Producers

Maryborough Producers & Recycling Co-operative This co-operative has a similar origin around the Christian Community College to that of Bootstraps. It firstly specialised in odd job work but ultimately looked for an on going enterprise which would provide permanent all year round work. It has ended up with a very successful and popular bicycle manufacture and repair plant. The group charges $50 for fully paid up shares with a minimum of $10 for membership and has thereby raised some capital for its operations.

Contact: Rob Alliston, 165 Railway Street, Maryborough

'Bootstraps'

Bootstraps (Maryborough) This project started as an extension of the Maryborough Christian Community College involving students and unemployed ex students. It is now independent of the College. It removes and sells slate from a local quarry, has begun a fish farming project and plans to manufacture western style shirts out of offcuts from the local chamois factory.

Contact: Terry White, 37 Goldsmith Road, Maryborough. Ph. 612940

Nunawading

Nunawading Work Co-operative Nunawading has had a small grant from the local Council to pay a part time co-ordinator. The group has concentrated mainly on getting odd jobs for members. Presently looking for new directions and struggling with limited resources.

Contact: Kim Collard, C/- Youth-Adult Bureau, 9 Glebe St., Forest Hill. Ph. 878 2538

Hawthorn

Worco (Hawthorn) This group is the only co-operative to have received a substantial grant from the Victorian Employment Committee ($20,000). It has also received some N.E.A.T. funding.

It is involved in making confectionery and paté and is moving into some mechanical work in an old garage.

Contact: Max Llewelyn, 49 William Street, Hawthorn Ph. 819 4971

Brunswick

Brunswick Work Co-operative Limited Brunswick has set up an umbrella body which houses and co-ordinates a few smaller work co-operatives. The Brunswick Printing Co-operative is one of these. There are other co-operatives involved with silk screen work, craft, and a fruit and vegetable marketing co-operative.

Contact: Neville Stern, 380 Sydney Road, Brunswick. Ph. 387 3620

Ballarat

Ballarat Co-operative Workshop Ballarat started by making a number of craft items but as this market was rather crowded other approaches were sought.

The group got a $3500 grant under the F.A.C.S. program. Rent and telephone costs have been donated by the Uniting Church. The aim is to move towards a co-operative business with high labour and low capital content.

Contact: Tony Gill, 216A Skipton Street, Ballarat. Ph. (053) 316541
**Dandenong**

Dandenong Resources Centre  This group is attached to a C.Y.S.S. project and is involved in rubbish recycling and trains participants in various work skills.

Contact:  Hans Grunert,
2-4 Hilton Street, Dandenong.
Ph. 792 1006

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**Future Developments**

As well as the above, members of the following organisations are interested in setting up co-operatives.

Essendon C.Y.S.S.  Bruce Easton,
Ph. 375 1725

Kyneton C.Y.S.S.  Margaret Andrew,
Ebden Street,
Kyneton. 3444

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**Doncaster**

"Fishing Line" Doncaster  "Fishing Line" is still in the planning stages. Local supporters of the co-operative idea are looking for possible work outlets. The local Council has supported the move.

Contact:  Suzi Silver,
8 Alburnum Crescent,
Lower Templestowe.
Ph. 838 5383

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**Coburg C.Y.S.S.**  Genevieve Timmins,
Ph. 386 9102

Cobden Co-operative Committee  Richard Woolley,
70 Clarke St.,
Cobden. 3266
Ph. (055) 951459

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**RIGHTS CORNER**

**UNEMPLOYMENT RIGHTS AND CO-OPERATIVES**

Rights affected by joining a co-operative concern eligibility for unemployment benefit and the income test.

To be eligible for unemployment benefit a person must: be unemployed, capable of working, willing to undertake work and have actually taken reasonable steps to get work. To be "unemployed" you must be available for full time work. Evening or weekend work is not counted. Beneficiaries can take up to 8 hours per week in education or training. A person is not considered to be unemployed if for four consecutive weeks their earnings exceed the level of unemployment benefit. A piece worker can continue to be eligible for unemployment benefit provided they remain available for full time work.

It follows that if a person is working full time in a co-operative and is therefore not available for full time work elsewhere they can lose their unemployment benefit.

**INCOME TEST**

For people under the age of 21 who are in co-operatives, they can earn up to $3.00 per week outside of the benefit. After that every dollar they earn is taken off their unemployment benefit. For those over age 21 the limit is $6.00.

Income is calculated in the week when it was earned not the week when it was paid. There is no scheme to get around this which the Department of Social Security accepts.
Publications on Co-operatives

WORK LINK

Work Link is a newsletter circulated to worker co-operatives in N.S.W. covering a range of practical issues of interest to people involved. The second edition which came out in June covers the history of co-operatives, some management tips, some suggestions for setting objectives and a round up of work being done by co-operatives around the State.

Contact: The Editor, Worklink, C/- Co-operative Management Adviser, Co-operative Federation of N.S.W. Ltd., P.O. Box 1758, SYDNEY. N.S.W. 2001.

OPERATION CO-OPERATION

This introduction to work co-operatives gives a handy guide to setting up a work co-operative. One chapter looks at the problems of finding work for the co-operative. Another deals with administrative details like workers compensation, taxation and insurance.

The material is well laid out and illustrated with Patrick Cook cartoons.


V.E.C. GUIDEBOOK

The Victorian Employment Committee has commissioned the writing of some guidelines for those who want to set up co-operatives or small businesses. This project is nearly completed. It has enabled an overview of the relevance of Co-ops in the current economic situation, a look at the experience of existing groups and the development of proposals for government policy. The report will be published in the next couple of months.

Contact: Victorian Employment Committee, 1 MacArthur Place, Melbourne. 3002. Ph. 651 1384

CO-OPERATIVE INFORMATION

A useful coverage of activities in the broad co-operative scene in Victoria, this information sheet is produced to promote the co-operative approach. It also has a good statement of the basic principles of co-operatives.

Contact: Mr. W. Rawlinson, Co-operative Federation of Victoria, G.P.O. Box 5211AA, Melbourne. 3001. Ph. 663 1674

STOP PRESS

"FAIR DEAL FOR THE UNEMPLOYED" CAMPAIGN

The Brotherhood of St. Laurence is about to launch a campaign for a better deal on the unemployment issue. The campaign will involve the distribution of posters, stickers and a booklet, the organisation of a write-in protest, media advertising and the provision of speakers to address public meetings.

Contact: David Scott, 67 Brunswick Street, Fitzroy Ph. 419 7055

L.E.D. LAUNCHED

The Victorian Government has launched the Local Employment Development Program which will employ six full time regional employment officers. The program has an overall budget of $130,000 and aims to assist those communities which have looked at local job creation prospects. The L.E.D. program arises from Victorian Employment Committee recommendations and is partly based on the Neighbourhood Employment Development programs operating in Box Hill and Williamstown.

Contact: Mr. Rob. Southey, Ph. 602 8538

UNEMPLOYMENT BROADSHEET NO. 14

August, 1980.

Editorial Responsibility:
Concetta Penn, The Brotherhood of St. Laurence, 67 Brunswick Street, Fitzroy. 3065.

Phone: 419 7055
WORKSHOP PHOTOGRAPHS

Opening Drama Session

Orders: See p. 12
EVALUATION

Two rounds of evaluation were asked of Workshop participants. Firstly, a brief questionnaire was given out on the last day. This asked people to comment on the good and bad aspects of the Workshop and what changes we should make for next year. Many people (including some inter-state visitors) had left by then and 27 returns we received. In the follow-up information, a longer and more formal questionnaire was sent out and a further 10 replies were received. In addition, 6 people wrote longer comments. The following is a brief compilation of comments, under the initial three headings, and each in order of frequency.

GOOD THINGS (141 comments):
1. The opportunity to exchange ideas;
2. The opportunity to meet people;
3. The accommodation provided;
4. The range of projects represented;
5. Broadening of ideas on educational possibilities;
6. The amount of student participation;
7. The emphasis of workshops and practical sessions;
8. The newspaper production session;
9. The social life;
10. Leapfrog;
11. The friendly atmosphere;
12. The video and films;
13. The play Quickeaze Cafe;
14. The supportive atmosphere and feeling of unity of directions;
15. The organisation;
16. Some of the lectures;
17. The food;
18. The radio workshop;
19. A visit to Melbourne;
20. Setting up on-going ideas, activities and contacts;
21. The enthusiasm of people;
22. The times of sessions;
23. The material available;
24. Visits to projects;
25. The central nature of the venue;
26. The growth in student confidence;
27. Learning about limits on communication;
28. Easy, relaxed structure;
29. The getting-to-know session;
30. Having the workshop at all.

BAD THINGS (77 comments):
1. Not enough chances for students (in particular) to speak about projects and other matters;
2. The opening speech was pitched at too difficult a level;
3. Adults tended to talk to adults and ignore students;
4. The workshop sessions lacked structure and leadership;
5. The time was too short;
6. There were too few people in some sessions;
7. There was a lack of a time and place for the whole Workshop to get together;
8. The "getting-to-know" session did not work;
9. People could only attend two presentation sessions;
10. Breakfast was too early;
11. More practical details were needed in sessions;
12. Afternoon sessions were too late in the day;
13. Some of the meetings and lectures;
14. Projects were too diverse;
15. More diversity was needed;
16. Too few students attended;
17. Students weren't involved enough in the organisation;
18. Lack of Victorian people;
19. Too long had to be spent in decision making;
20. Too long had to be spent in the introduction of each session;
21. Needed more free time, especially later in the week;
22. People were too tired;
23. It was held in the holidays;
24. The venue was too spread out;
25. Workshops were divided between people who knew about the projects and those who didn't;
26. It was too restricted to middle-class people and styles;
27. Some people.

NEXT TIME (106 suggestions):
1. Choose a venue where everyone can live, eat and meet together;
2. Hold it for longer (eg 5 days);
3. Give students more of a chance to talk especially about projects;
4. Prepare presentations more and have more structure in the workshop sessions;
5. Give more notice and more details in advance;
6. Speeches should be delivered to students and not adults;
7. More chance for the whole Workshop to meet together;
8. Separate meetings of students and staff;
9. Chances to visit projects;
10. More input from official organisations and on areas like funding;
11. Have more "how to do it" sessions;
12. Hold it for the same length of time;
13. Discussions should be more relevant;
14. More activities;
15. More direction should be given;
16. More demands should be made of attendance at all sessions;
17. More time for radio work;
18. Sessions round particular issues;
19. Develop key words for communication;
20. Have display space;
21. Everyone go out together;
22. Have a party at the end;
23. More practical work;
24. More preparation of sessions;
25. More people present;
26. Have it in a state where there's little youth participation;
27. More projects represented;
28. More free time;
29. More social activities;
30. A more dynamic start;
31. Send out more information on who is attending;
32. Have it over a weekend;
33. Students represented in the organisation;
34. Less leadership in sessions;
35. More videos;
36. Organise the Workshop round a theme;
37. Have it for a shorter time;
38. Have shorter sessions.

The formal evaluation asked a number of questions which gave brief answers. The 10 responses can be summarised as:

1. Advance information: Good (5) Adequate (4) Poor (1)
2. Organisation during week: Good (7) Adequate (3) Poor (0)
3. The venue: Good (5) Adequate (5) Poor (0)
4. Time chosen: Appropriate (10) Inappropriate (0)
5. Duration: Too short (1) About right (7) Too long (2)
6. Achieved aims: Yes (3) Partly (6) No (1)
7. Most useful sessions: Opening address (1) Presentation sessions (6)
   Production sessions (5) Films/videos (1)
   Panel discussions (3) All (2) None (0)
8. Opening address: Not good (1) OK (4) Useful (1) Very valuable (1) NA (3)
9. Presentation sessions: OK (1) Useful (6) Very valuable (2) NA (1)
10. Production sessions: Useful (6) Very valuable (4)
11. Film/video: OK (3) Useful (4) Very valuable (1) NA (2)
12. Panel discussions: Waste of time (2) Useful (2) Very valuable (2) NA (4)
13. Final day: OK (1) Useful (5) NA (4)
14. Balance between speaker input and activity: Yes (5) partly (5) No (0)
15. Stimulated thinking about education programs: Yes (9) no (1)
16. Opportunity for all to contribute: Yes (5) Partly (2) no (3)
17. Changed structure for 1981?: Yes (2) Partly (3) No (2) NA (3)
18. Met expectations?: Yes (3) Partly (5) No (1) NA (1)
19. Of practical use in own situation: Yes (3) Partly (4) No (1) NA (2)

Some Comments

I thought the conference was great. I certainly learnt a lot which has helped me in my work. It widened my experience, especially in knowing about the different forms of education around. I didn't know much about alternative schools before and I've been looking around and trying to find out about different community projects which involve students as this is what I'm interested in when I finish with Y.C.S.

The program for the week I thought was good. The way it was structured - not over-structured - left room for people within the groups to work around a flexible program. The choice of workshops was good with a wide range of things.
There were at least 5 that I could have gone to and which related to my work. I think maybe something to be pointed out or made more aware of for next year is how much participation is there within the groups of students? I was talking to some of the younger kids from Adelaide and they said they didn't have much of a chance to talk about what they were involved in at school. I think it's up to the adults and older people or students to draw these kids out and ask them questions and to not dominate workshops with talking about their projects. This didn't happen with the groups I was involved in but some of the kids were concerned about this in their groups. I think one of the reasons why they mightn't have talked up much in their groups was because they went to Drama which they reckoned had nothing to do with them. So maybe that's something to be pointed out as well when the choices are given. The boys didn't realise that they should have gone to workshops in which they could talk about their projects and which were related to what they were involved in at school.

The play was a good "finale" to the conference. It was really the first time that a lot of the conference people had come together for the one thing as a group. That was something I missed - the community side of it. This was probably hard enough to build up as people had to eat and sleep away. Maybe for a venue next year, the meals and sleeping area could be in one block. I know that I would have liked to have met and talked with a lot more people there, but it was hard to catch up with people when they were running off to meals and home and trams etc. This could make the conference a bit expensive too.

The get-to-know-you session was really good and important. The group I was in got to know each other really well over the few days....

It was really supportive - I mean the ideas people were expressing - as they were all concerned with youth having a say in decisions made for them. It was good to know others think the same ... It would probably be good if next year there was some development on this year's - to have a definite aim or theme for the few days and have something that comes out of the conference which improves different projects. Maybe developing some of the ideas that came out of the conference like: what kind of power do students or youth have in society and how do we work towards this more? That was something that came out of the school governance workshop. The topics which the speakers talked on were good, but if they're to be understood and worthwhile for young people, they need to be much simpler or explained more in their terminology.

Kim Voss, Hobart.

The workshop has been really great - the people are friendly and the accommodation was good. The Workshop itself has been exciting, helpful and worthwhile.

I really like publications because we seem to know about what’s going on because our school publishes a community newspaper every month - 28 pages.

The speech was above our heads and we didn't understand it.

And I hope to come back next year.

Tracey McAllister, Sheffield

The First National Workshop was, in a way, a success. I enjoyed the Publications the best because we could discuss how other newspapers are run, their problems and how we can overcome them. The free time gave us a chance to let our minds combine while having fun e.g. we went to see Kramer Vs. Kramer after the hectic day of conversations when they were over our heads.

The Conference should have been just for teachers in most ways. The teachers were the only ones who made decisions.

Tutoring was an interesting program which helped me to understand how other schools run. As much as I had observed the tutoring program, it is very advantageous. The tutor gets the best out of the program.

The Quick-Eze Café was a realistic play which was a crude play in the way it used vulgar language but it made the point.

Maxine Braid, Sheffield

I found the sessions very useful. We are going to improve our school paper with what we learnt. With tutoring, we have faced our headmaster and we are
trying to start a tutoring program at our school.
The workshop has been very useful. I hope they continue.
Anonymous

Thank you for sending copies of the Workshop newspaper. Karen Vidler and I were both pleased to receive our copies.
The two days of the workshop I attended (actually 1½) were excellent. Was great to meet people interested in newspapers personally.
I missed the session on funding and will be interested in any reports on that.
Thanks to all the organisers. What a job, well done - incredible organisation I'd say - and such a success.
Sandy Shively, Korumburra

The four tutors who attended on Wednesday from Ballam Park T.S. were also very grateful for the opportunity to see what was being done in other schools in relation to tutoring and felt privileged in being asked to speak at the Workshop.
Vic Wilson, Frankston

Lack of structure for second session (i.e. production) for workshops which do not lend themselves to production of a product (e.g. school-work transition). Lack of opportunity for involvement of students not invited to make a presentation and conversely for students making inputs to receive inputs about other projects, particularly of a different type. Some students obviously became alienated because of this.
Bob Stevenson, Brisbane

Try to have all participants residing at the same college to allow for more unity and social interaction, since a lot of good ideas can come from such sessions.
More structure in workshops with two different sessions on the same topic on the same day. The first session should contain talks given by various people on the topic (film etc). The second session should follow the first with some set goals in mind. For example, the School and the Community had great possibilities but fell short because of no goals set.
Too much buzzing and a lot of material over the heads of the students. All kids must have a role in the organisation of the workshop. STUDENTS MUST PRESENT THEIR IDEAS ON THEIR PARTICULAR PROJECT.
Les Vozzo, West Wyalong

It brought a lot of people here and a lot of different ideas were given out and received back. A lot of interesting activities were held. I found out a few good things to take back to Adelaide and put forward to our school e.g. tutoring.
"Mrs X"

Not enough on basic strategies to facilitate participation e.g. subschooling, collective/autonomous control of funding (these are old hat in Victoria but not in S.A.). People had crises about showing any leadership (makes me impatient) - there are some philosophical issues but also some of it is just basic group dynamics theory. No opportunity for communal meals and activities. Not enough Victorian people around.
Pat Thomson, Adelaide

Perhaps need to observe the structure of conference in terms of student participation i.e. this could be determined prior to the start and organised collectively. For instance, students asked to present or contribute something that concerns them.
Kris Nobbs, Kadina

I realised our school (Bowden-Brompton) was considerably fortunate in terms of size, equipment etc. I met lots of new people and made some new friends. I've learnt a few new ideas in governance which we could use in our school.
hope the idea will turn out for the best.

The bad things are very hard to state, but I believe if there were any bad points they would come to me immediately; however this does not rule out minor problems.

Next time we should go to a state where there is little participation in alternative programs. This will encourage more people from that particular state to attend.

David Stevenson, Adelaide

Good things were: the opportunity to meet and exchange ideas informally; the establishment of on-going communication intra- and inter-state; the prospects of growth in student confidence to participate; the learning about our own limitations in communication; discovering more about other projects and the underlying unity of direction with work of our own.

The bad things were: adults not sufficiently conscious of students' communication needs and approaches; not enough student participation opportunity - i.e. not enough development of structures to support them (problem of being a first conference I think); more free time would have been useful late in the conference.

Next time have more student presentation of workshops and more free time to explore relationships informally.

Anonymous

My immediate concern was the lack of structure:

1. the venue was inadequate;
2. the apparent loss of interest by the original large number of registrations;
3. the lack of direction given to participants.

The venue, being in the heart of Melbourne and spread out over the College campus, led to confusion in finding correct meeting rooms and the attraction of Melbourne proper led to many people finding other things to do rather than attend sessions.

A more confined venue (camp-site) is required for future conferences. This must lead to more commitment of participants, healthier attitude and in turn more productivity.

The first session did little in providing the participants the opportunity to meet, get to know and generally relax. In fact, by the end of the session, I had met 5 others out of 55 who took part. The conclusion of the session was a debacle and led to lasting impressions that probably were or are incorrect about some people.

Because of this lack of meeting people, valuable time was spent in introductions, fact finding and getting to know people at the beginning of each session that followed.

It appeared to me that delegates were seeking some specific directions as to expectations and unfortunately this was not given. This led to, once again, floundering in the first part of some sessions and the lack of enthusiasm by some (maybe many) of the participants.

In relation to workshops, I selected two initial areas of interest:

- school-work transition;
- school and community.

Those sessions were productive to a degree as they also seemed to lack direction and commitment. The two sessions that I attended were valuable in the sense that I could question project participants as to their methods, implementation and assessments. This data could have been gained from reading reports or talking on a one-to-one basis. The School-Work session was more productive than the school-community one.

I would have liked to visit all groups as I had a selfish motive in wanting to gain as much insight as possible into as many areas as possible. This was not possible in the way sessions were structured.

I trust the post conference report will give some valuable insights.

I don't wish to write a day-to-day diary, so the following points are written as a precis:
1. My expectations were partially fulfilled in that I gained some good contacts, became more aware of possible projects and collected some good resource material. Most of this came from meeting people outside the Workshop or formal sessions;

2. Conferences of this kind need more specific direction and rigid timetabling rather than a fluid "take it as it comes" attitude;

3. Relationships with more people could/would have been more meaningful/inspiring had the first session been more dynamic and influential;

4. In future, select a more conducive venue;

5. More demands placed on delegates to attend and to be involved. This relies heavily on pre-planning, topic selection, dynamic group leadership and clear direction;

6. Another conference must be planned and conducted.

Graeme Kent, Ballarat

Stipulate what sort of input you want in the Workshops. Encourage students to bring along videos, examples of what they have done ... definite views upon what they think works and doesn't work for them ... Could have one session put aside for teachers only when the technical side of things e.g. evaluation statistics etc could be explained ... I wasn't sure just how things ought to be run and what input would be available ... would like to have advance knowledge of who was going to be there and the program they would be speaking about and what they were bringing along in way of tapes, booklets etc so workshops can be run tightly, efficiently and productively. Lot's of input in the short time... It gave me a few new ideas and reminded me of some older ideas and areas that I had been neglecting. It gave me a new enthusiasm which in turn I tried to inject into the program... The good thing about the Workshop was that it was a 'first' and a much needed 'first' that highlighted that kids can be effective in education projects. It indicated problems that will be ironed out in the 2nd, 3rd and 4th conferences. Many exciting ideas were circulated - ideas on 'how to' or 'what now' etc. From the Cross-Age Tutoring point of view, the good things were:  
* cross fertilization of ideas in an informal setting;
* what teachers and specifically students thought should be the vital ingredients of a cross-age tutoring program;
* the mooting of the need for and the future preparation of a 'Getting Started' cross-age tutoring manual.

On the other hand, a lot of students felt the workshops were a bit over their heads ... Perhaps next Conference could stipulate/suggest/encourage that students bring photographs, videos, brief rundowns of what they are doing and whether they think it's a really successful program and why. Perhaps students can talk - give mini-talks on their program guided by appointed workshop leader/s.

Next time, try to book a venue where everyone can live in together ... give quite a bit of notice so people can get themselves together and organise themselves - photos, videos, good ideas to be at the Conference. There were very many more interesting cross-age tutoring programs that could have been represented.

Gemma Whyte, Lalor Park Primary

We have keenly noted your August Workshop of Youth Participation in Education. As we are involved in an extension approach to experiential learning in working with High School students to develop leadership, self-reliance and responsibility, we are interested in the outcome of your National Workshop.

We also note the stress you place on young people "owning their education experience" and have always encouraged young people to learn by doing. In fact, Rural Youth is the only youth organisation we know of in which the total future policies of the Organisation are decided only by the members, who are under 25 years of age. The High School students are especially supported in the freedom of conducting their own Junior Conference, and training - educational workshops.

Denise M. Reghenzani,  P.O. Box 151,  
Assistant State Organiser,  Spring Hill, QLD 4000  
Rural Youth Organisation of  Queensland,
Parent, Mrs Douglass, of Croydon Park: "Shaun went to Bowden Brompton on the advice of his primary school teacher who felt that he needed a more intimate relationship with his teacher to help him develop academic and social skills. Shaun has attended for two years and has been given much encouragement by his teachers; I have observed him to be a much happier and contented person with more initiative to do things for himself".

Former student, Jo Ryan, of Ovingham: "Bowden Brompton has helped me in a lot of ways. I don’t resent all authority figures such as teachers, whereas before I thought they were all against me. I’ve learnt a great deal about people, life, writing, crafts and thinking".

phone 464041
85 Torrens Road
Brompton
Bowden Brompton Community School is an Education Department secondary school which has been operating for three years. It is situated next to the first set of pedestrian lights on Torrens Road. Application for enrolment will be considered from anyone within reasonable travel distance by bike, train or bus. There are, at present, six full-time and one half-time teachers working with an enrolment of 55 students. It is intended that we increase this figure to 60 in 1979.

For a start, it is much smaller than other secondary schools. This suits those students who appreciate the advantages of much greater personal contact with teachers. There is a great emphasis on creating and maintaining a friendly atmosphere — first names are used; arguments and fights between students are acknowledged as inevitable and are discussed and sorted out; groups of students and teachers participate in many activities together hopefully to break down the barrier that exists between staff and students in most other schools.

While there is a definite structure to the school day, there is room for flexibility. This means that we can take advantage of any special activity being offered at a particular time. For instance, we go to Festival of Arts performances, pictures, theatre etc., and have visits from performing companies and speakers. Some of the students spend part of their school day working to gain job experience.

Another big difference is that we try to solve problems in a co-operative, self-disciplining way. The school has rules and regulations which are agreed on by all as necessary limits for unacceptable behavior. Consequences for breaking these rules are aimed at raising students' awareness of the damaging effect their antisocial behavior has on school life.

Each day, a two-course lunch is prepared in the school kitchen by a group of students and a teacher, known as a "home group". Everyone takes part in preparing meals on an equal basis. The idea of cooperating with each other and sharing in working together is an important part of our school.

Every student has instruction in the things that are needed to be able to live in our society, such as reading, writing, verbal communication, number skills, basic cooking, health and nutrition awareness, and the world around us. Each student is expected to attend core subjects, but a wide range of elective subjects are offered for student choice extending over six-week periods. All work has a practical and vocational bias, and programmes concerning community involvement are encouraged whenever possible.

The following are some that have been offered:

- Woodwork
- Metalwork
- Welding
- Motor Mechanics
- Child Care
- Jewellery Making
- Leatherwork
- Silkscreen Printing
- Candle Making
- Drama
- Computer Maths
- Film Appreciation
- Copper Enamelling
- Bike Maintenance
- Bike Building
- Advanced Cookery
- Garden
- Photography
- Rock Climbing
- Canoeing
- Basketball
- Creative Writing
- Music

At present, our school only caters for students up to Year 10, but it is envisaged that Year 11 and possibly Year 12 will be offered when students reach the necessary standard.

Call in to the school at 85 Torrens Road and arrange a time for an appointment — or phone 46 4041 during school hours.
PROJECTS:

So Your School Wants
A Radio Station....

As every school will have different resources at hand and different needs to fulfill, I hope this article can guide you towards your goal of having a school-based radio station.

AMPLIFIER AND SPEAKERS

The first consideration should be where and how the station will 'broadcast'. If your school already has a PA system with speakers in the yard, you are half way there.

If no PA system exists, an amplification system will have to be established. High fidelity stereo amplifiers should be avoided as to put up a good stereo speaker system in the yard would be an onerous task. A reasonably priced PA amplifier with a minimum of two inputs would be sufficient. One important feature to have is constant voltage output, usually 25 or 70 volts, in addition to the usual 4, 8 or 16 ohms speaker terminals. The voltage output enables you to use long speaker cables without loss of sound quality. At the end of each cable run, a small line transformer changes the voltage to the usual 8-ohm output.

Speakers of any sort can be used, depending on your resources. At Ingle Farm, to avoid the problems of weatherproofing and protection against vandals, we have placed a plug at each speaker location and the speakers are put out when required.

MUSIC SOURCE

The choice of whether your music will come from records or tapes or a combination of both is the next consideration. Keep in mind that at least two music sources are needed for a smooth operation. This means one unit can be playing on-air and the other can be used to cue up the next selection.

Tapes: Cassette tapes are very convenient in some ways. They are easy to use, can be a copy of an original record (which means the record is always in good shape) and cheap equipment is readily available to complete your radio station. For three years, on Farm Radio, we used two $35 recorders with no real problems. One disadvantage of tapes is the time involved in finding individual selections. An easy way to overcome this is to purchase a set of C-10 tapes and record only one song on each side. This means that to cue any song, the tape is merely rewound or fast forwarded to the beginning of the tape. C-10 tapes are now readily available from computer stores.

Records: Both singles and albums make excellent music sources. An initial purchase of the current 'Top 20' albums by original artists gives you an instant record library. Cueing is very easy and random selection is convenient. The quality of the reproduction will also be better than tapes. With careful handling, damage would be minimal. As to turntables, Farm Radio purchased two new but old-style Garrard units for about $50 each. These are no longer available but the same dealer has now got BSR units for $36 each. The mechanical auto change parts are easily removed from under the platter and this allows the unit to be easily cued etc without activation of the auto mechanism.

One additional purchase which may come with time is new heavy duty stylili and cartridges which will stand up to the continual process of cueing the record.
RADIO CONSOLE

The design and layout of your console is up to you but usually the turntables/ tape units would be placed on each side of the operator and the PA controls in the middle with the microphone. If your PA has insufficient controls for the different sources, then a simple mixer will have to be incorporated. Another important feature is an alternative monitoring circuit. A simple double-pole double-throw switch between the source and the amplifiers (PA and monitor) determine whether the music is going on-air or to the operator's headset/monitor speaker for cueing (see diagram).

The extent of your operation depends on your immediate resources but the enclosed pictorial of Farm Radio in retrospect shows how it developed over the past six years.

If you have any queries whatsoever, feel free to contact me at Ingle Farm or my home address listed in the appendix.

Appendix

This supplementary information is to give you a more detailed idea of what equipment could be used. Under NO circumstances is this the only equipment useable or are these the only dealers to use. I have made no contact with these dealers recently so it is possible they may not be able to help you.

AMPLIFIERS: Dick Smith Electronics
P0 Box 321,
North Ryde  NSW 2113

Model No. F-2034 $99.50
15 watts RMS,
70 volts line output,
three inputs

Tandy Electronics,
P0 Box 229
Rydalmere  NSW 2116
or any store

Cat. No. 32-2022 $159.95
35 watts RMS,
70 volts line output,
three inputs

MPA-80 $269.95
80 watts,
microphone and 2 phono inputs,
monitor capability included,
VU meter,
mixer included in one unit.
NO constant voltage output.

TURNTABLES: As per advertisement in September 1980 Electronics Australia magazine, BSR record changers at $36 each from Classic Radio,
245 Parramatta Rd., Haberfield NSW 2045.

SEPARATE MIXERS: Tandy
(as above)
33-1057 $89.95
4 channel unit will accept two turntables and microphone.

32-1100 $99.95
4 channel unit as above but more elaborate with VU meters etc

Dick Smith
(as above)
K-3492 $49.50
3 channel unit, VU Meter, has auto-fade which automatically fades the music when the announcer uses the microphone.
(available in kit only)

QUERIES TO: Lindsay Thachuk
at Ingle Farm High School,
Belalie Road,
Ingle Farm  5098  SA

or 3 Allanton Ave.,
Pt. Noarlunga  5167  SA

-38-
The switch is readily available from most electrical or electronic dealers. The monitor can be any cheap audio amplifier (eg Tandy 277-1008 or Dick Smith's K2061 Amp Kit or F-4105 unit). If you use two tape recorders and/or external speaker outputs, no monitor amp will be required. Just switch the output to either the headset/speaker or to the Main amp.

If the output of your tape recorder is distorted when you amplify through the main amplifier, the circuit below will reduce the level of the circuit to a more acceptable level. The resistors shown cost less than 10¢ each and should be soldered in the plug which goes into the main amplifier input (* above).
1975/76 The Student Council purchased a 50-watt P.A. amp and two speakers. Using two school tape recorders for music, Farm Radio was born. Music was taped from student's records or off-air.

1977/78 A more professional looking console using the same equipment made Farm Radio a tradition in the school. The console allowed one tape to be on-air while the other was cued-up using headsets.

1978- Two 350 turntables, console re-designed, and the start of a record collection makes Farm Radio a true simulated radio station. Daily broadcasts during lunch over four speakers provide the student body with the music they like.
Resources:

Journalism

In CONNECT 5, we published a list of course material on Journalism from Gail McCudden at Casino High School (NSW). Gail is no longer operating the course but has sent us further material - a course outline and references. CONNECT has this available and we can copy and mail it to you for 50c.

Student Government At West Wyalong High

The West Wyalong High School Student Government has sent CONNECT a wealth of material. We can copy and send the following (6¢ a page plus postage):

a) 1979 student leadership workshop outline - 1 page;
b) Letter to West Wyalong Advocate - 1 page;
c) Press report in WW Advocate - 1 page;
e) Press report in WW Advocate on Youth Forum '80 - July 22, 1980 - 5 pages;
f) Articles on Student Government including constitution - 18 pages.

DCAP Western Readers

Kathy Campbell has sent us information about the Western Readers series. The article comes from Duran Duran, the newsletter of the Aboriginal Education Council (NSW), 132 St Johns Rd., Glebe 2037 Ph (02) 660.5696 (Shirley Berg).

The following are some excerpts from the report:

"Educationists often express the viewpoint that the curriculum used in the schools attended by large numbers of Aborigines is not really relevant to their community and lifestyle ... (This) project, DCAP Western Readers, is funded by the Disadvantaged Country Area Programme and the committee has already produced quite a lot of reading material designed to help in the field of education and in the preservation of Aboriginal culture ... Schools in the area are encouraged to provide the text of the book. The Hairyman - Burikiewembija - is one of the Minibah series of readers, written, illustrated and produced by the pupils and staff of Brewarrina Central School ... The stories have been told by local people with a willingness to share their culture and experiences...

"Evelyn Crawford, our Home/School Coordinator in Brewarrina is working with a Year 8 class which will produce fifteen small supplementary books with a set of sequencing cards reproduced from students' lino-blocks. Work on nine Aboriginal Community and Heritage Books has already commenced. This is a real attempt to produce material which is suitable for and relevant to the Aboriginal students in the Bourke/Brewarrina and other western regions."

Duran-Duran, August 1980 pp 15-18

VISE Paper

Peter Cole has prepared a paper "A Rationale For and Guide To Youth Participation Projects" as an in-service handout for the Advisory Services and Guidance Branch of the Victorian Institute of Secondary Education. While at the time of writing, this paper had not been officially adopted by the branch, copies are available from Peter Cole, C/o VISE, 582 St Kilda Rd., Melbourne 3004. Phone: (03) 51 9921, for the cost of copying and posting. (20 pages).
YOUR COMMENTS

We have actually received some money - $7643 - from the Schools Commission, as a go-ahead signal for our proposed Regional Association. It's not all we asked for and therefore we will have to scrap a lot of the printing hardware and use the local printing company and what we can get from Bathurst for any multimedia stuff.

However, in the current economic climate, and given the size of our school and the nature of the proposal, I consider it significant. Les Vozzo and I had intended taking leave to travel and study abroad in term 2, but now with the grant we will at least stay the full year and do what we can to get it started for someone else to carry on.

I am including a copy of some items from the local paper re our annual youth leadership workshop. I'll send a copy of the program when I return to West Wyalong. I also can't remember if I sent you the locally printed information regarding the National Workshop, so I'm including it again. I don't know how successful we were as publicists for the resolution - probably not very much as far as the mass media were concerned - but contacts of potential value in the NSW Law Foundation, the Doctor Evatt Foundation, the Teachers Federation and now, obviously, the Schools Commission have been made. We'll keep trying and look forward to the conference in Adelaide. We hope to get a whole busload of our kids coming this time.

Charles L Kingston,
West Wyalong High School,
Dumaresq St.,
West Wyalong 2671 NSW

Now we are in our (partially) renovated building and full steaming ahead. So we can talk about ourselves with some sense of pride, having survived closure, no building etc. Term 2 was spent in teachers' homes while renovations went on. We'll get together an article (critical) for CONNECT as soon as we have the time. Meantime we'll send your our prospectus/leaflet.

Bruce Sims,
Collingwood Alternative School,
162 Wellington St.,
Collingwood 3066.

On Monday and Tuesday, 17 and 18 November, the West Wyalong High School Student Government will be holding its second annual leadership workshop. This two-day special education project for student leaders of this school was very successful last year. We are hoping for similar success this year.

One of the highlights of the workshop was an evening forum involving students, parents, teachers and community leaders in a panel presentation and small group discussions on the related themes of "Leadership in the Community" and "Youth in the Community".

This year we propose to hold another evening forum ... on "Decision-making in Society". As with last year, the evening will be divided into two main parts - the panel presentation with questions and discussion from the floor; small group discussions with students aimed at arriving at some positive decisions about the issues raised.

Charles L Kingston
Les Vozzo
West Wyalong High School,
Dumaresq St.,
West Wyalong 2671
We have held a meeting about the second National Conference and are preparing a survey of all the people on the mailing list so we can start making arrangements. The group is small - us, Rose Park and a couple of others - but there is a lot of interest, particularly from people in the country. So it could be quite popular with people in Adelaide.

You should see the survey in a couple of weeks. Rose Park are writing an article for The Teachers' Journal inviting people to contact us and advertising CONNECT and that will also be in within two weeks.

Pat Thomson,
Bowden-Brompton Community
School,
85 Torrens Rd.,
Brompton 5007  SA

News

3CR Receives Grant

"Long-term station workers remember with mixed feelings the regular invasion of 3CR by hordes of schoolkids clutching poems, stories and plays. Education Inside Out, the program they were making, was initially a great success.

"Unfortunately, the volunteers who produced it got tied up in jobs and other commitments, and it gradually fizzled out.

"We've just received a $10,500 grant from the Schools Commission to organise student-made radio programs on 3CR during 1981. The funds will cover the employment of someone 3 days a week to coordinate the project. Schools will be encouraged to bring students into the studios so they can find out how they can use radio. We hope the result will be a variety of interesting, listenable and original programs made by children.

"(Incidentally, details of the coordinator's job are available from the station manager, Alison Somerville on (03) 419.8377)."

CR AM GUIDE, January-February 1981

Work Co-ops

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Information about Work Cooperatives is also available from WORKLINK, PO Box 48, Brickfield Hill, NSW 2000. Phone (02) 276.8948. The latest issue contains many examples.

"ALIVE AND WELL"

OVERSEAS:
Free Bird, Wilderness School, PO Box 2243, Goshen, Connecticut 06756 USA.
Imprints, Shorewood High School, 17300 Fremont Ave Nth, Seattle, Washington, 98133 USA

AUSTRALIA:
Alternative Course Development Unit, 160 Hamersley Rd., Subiaco WA 6008
Collingwood Alternative School, 162 Wellington St., Collingwood VIC 3066
Spring Street Annexe, Westlakes High School, Frederick Rd., Royal Park SA 5014
Yankalilla Community Annexe, C/o Area School, Yankalilla SA 5203
Bowden Brompton Community School, 85 Torrens Rd., Brompton SA 5007
Co-operative Employment Project, 165 Railway St., Maryborough VIC 3465
A NATIONAL OFFICE OF YOUTH PARTICIPATION?

The Schools Commission advertised recently for brief descriptions under their Projects of National Significance program. We put in an outline of a proposal for a National Office of Youth Participation. Put extremely briefly, the proposal is to set up such an office with three staff and a travel budget. The Office would be responsible for listing and sharing information and resources between Youth Participation projects in Australia. More importantly, the three people would be available to visit and work with people in schools or community groups to get youth participation projects started. These visits would either be brief i.e. a meeting or a talk, or protracted - working with a project for a number of weeks.

We'd like your views on this. Particularly it would be useful for us to gather opinions (particularly the favourable ones, giving practical examples of how such an office would be used by you) ready for a more detailed submission.

We have used the National Commission on Resources for Youth office in New York as an example/model of a similar project, and we have some material available from them for sharing with other projects.

TUTORING MANUAL

I would like to know if people are still interested in contributing to a "Getting Started" manual (with regard to cross-age tutoring both intra- and inter-schools) and if so could they indicate what they would like to be included in the booklet. It would also be useful for those running schemes to indicate what they feel should be included in a book like this.

Contact: Gemma Whyte, Lalor Park Primary School, Linoak Ave., Lalor 3075 Ph. (03) 465 1351

MONEY!

You may notice from the subscription form at the back of this issue that we have increased the subscription to $5 a year. This will still not cover the production costs of CONNECT and we rely on your donations to keep us alive. The figure of $5 is a compromise between trying to raise as much money as possible and not pricing CONNECT out of the reach of poor projects and people. If you can send a donation, we appreciate it very much.

With this issue, some subscriptions start to expire. If you could renew as soon as possible that will also help us. A renewal notice will be sent out with your last issue - you will then be sent one more free with a nasty note and following that we will presume that you've shifted or been captured by your local UFO.

NEXT ISSUE

We've had to hold over some items already, and will print these in the next issue: The Thallon Times, and a school-yard construction project in Sydney; articles on Collingwood Alternative School in Melbourne and Yankalilla Annex in South Australia; information about the Maryborough Co-operative Employment Project (Victoria) and the West Wyalong Student Government forum (NSW). We also hope to print as the first CONNECT pamphlet three articles of a debate between Tony Knight and Leo Hawkins on Youth Participation. Also: hopefully information on the Adelaide Workshop!

And more information from you - write in to us TODAY.
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 2 $1.50 ○ CONNECT 5 $2.00
☐ CONNECT 3 $2.00 ○ CONNECT 6/7 $3.00
☐ ASCOLTA Vol. 7 Numbers 1, 2, 3, 4, 5, 5A, 6 $1.00 each

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