First National Workshop of Youth Participation in Education Projects
August 26-29

School-Based Work Education

DETAILS PAGE 3

PAGES 9-14

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This issue:

This issue of CONNECT doubles as pre-Workshop papers. The 26th gallops towards us, and we are getting increasingly excited to hear from you about what you're doing. The Workshop has been a tremendous amount of work, but every moment has been worth it.

In this issue, we open up a new area of projects with a "mini-special" on school based work education projects that stress youth participation. We're interested to hear of more projects like this - and that will happen as you get pen (or 'golfball') to paper.

The last few weeks have been hectic - meeting lots of new friends at the Workers With Youth Conference (no report yet, but something will come!) and talking on Youth Participation to the NSW Teachers Federation in Sydney.

The two articles from The Age appeared on the same day and make an interesting contrast. I'd be most interested in your comments - perhaps you can fill up the "Your Comments" section on that alone!

For the Workshop, I've summarised the articles that have been in CONNECT so far. I'll have a set of pages at the Workshop and copy-facilities so that you can copy anything you might have missed. All workshop sessions will be taped and a fast copier will furnish you with your own tapes for a small cost. Technology in the right social context eh?

See you at Melbourne State College on the 26th.

Roger Holdsworth.

Contents

3 ...... NATIONAL WORKSHOP - Information Bulletin 2
5 ...... Your Comments
6 ...... "Alive and Well" - Project listings
7 ...... Yinbilliko School
8 ...... Murals - from the Age 26 June 1980
9 ...... PROJECTS: Catching them young for the board room ... (Age)
       School-Work Program: Moreland High School
11  Ascolta and the School-Work Program
13  Industry: Ferntree Gully High School
15 ...... CROSS-AGE TUTORING: Richmond Technical College
17 ...... Princes Hill High School (3)
19 ...... RESOURCES: Journalism/Tutoring - NCRY
20  IDEAS/NYCA/YPF/Learning for Real/Next Issues
21 ...... MONEY MONEY MONEY! and Back Issue Index
22 ...... Materials available/Subscription form.
First National Workshop of Youth Participation in Education Projects
August 26-29

This information bulletin is being sent to all participants in the Workshop plus all those receiving CONNECT. There are still a few places left - over 100 people have registered so far - and forms should be returned immediately!

GENERAL - FUNDING

We initially hoped for full funding so that all participants could live-in and have all travel costs covered. The full submission was rejected by TEAC, but we have received support from a number of groups - the Innovations Fund of the Schools Commission, the Victorian Institute of Secondary Education and the Melbourne State College being the larger ones. A full list will be made available in the next CONNECT.

This has meant that while we are funding accommodation for approximately 30 people and assisting others with travel costs, the Workshop is by-and-large of day time sessions. There have been some changes to the program because of this - see below.

PARTICIPANTS

The Workshop is shaping up as a most exciting and significant event. People are coming from South Australia, Victoria, Tasmania, New South Wales and Queensland, and other states may yet be represented. Over half the participants will be students. An enormous range of projects will be presenting material, showing examples of their programs and talking about what they do.

VENUE

Melbourne State College, 757 Swanston Street, Carlton 3053.

Registration will be at the level 1 foyer of the Education Resource Centre. Enter from Swanston Street through the gate just north of the "Open Stage" and go down a slope. The Workshop area will be signposted.

TRAVEL

From the airport: Take the airport bus to the city terminus ($2.40).

Swanston Street is within half a block. Catch a 1 or 15 tram out of the city - 1 section: 30¢ adult. Ask the conductor for Grattan Street corner and walk half a block further on and follow the signs.

From the railway station: Take any tram in Bourke Street for a city section (30¢ adult) to Swanston Street (other end of the Mall). Change trams to a 1 or 15 tram heading left (north) for 2 sections to Grattan Street. (40¢ adult) Then as above.

By car: Driving north along Swanston Street, the College is on the left. The entrance is just north of Grattan Street. NO PARKING AVAILABLE IN THE GROUNDS - so in chaotic Carlton - good luck!

FURTHER INFORMATION

will be available on registration - INFORMATION BULLETIN 3 - August 26th.
ACCOMMODATION

We have arranged accommodation for approximately 50 people in three locations:
Queens College (Melbourne University): Bed and Breakfast only. This is being fully paid for for students and for some inter-state advisors. You will be advised in an attached letter as to whether a place has been reserved for you. You will need to bring money for other meals.

"The Flats" (Brunswick East High): Accommodation only - communal breakfasts etc suggested. Places are still available here. Again, an attached letter tells you if this has been reserved for you. You will need to bring a sleeping bag (etc) and an air mattress if possible - we shall arrange some. Be prepared to buy all meals - plus travel is by tram - 50¢ adult; 25¢ student each way to the College.

We also have a house at our disposal in Preston and will arrange for transport to be available for those using this option. Again, accommodation only here.

FOOD

A full statement about nearby cafes will be provided on registration - as a rough guide, allow $3-$5 for a basic meal - more if you get really hungry. Some on-campus food may be available - details on registration.

PROGRAM

Tuesday August 26th:

10 a.m. - 2 p.m. Registration - Level 1 foyer; Education Resource Centre.
2.30 pm Introductory "getting to know you" session.
4.00 pm Displays, casual meeting/we'll arrange any extra sessions
7.30 pm Official opening

Wednesday August 27th:

9.00 am Plenary organising session.
9.30 am Workshops A (see below)
1.30 pm Workshops B (see below)
4.00 pm Videotapes and films
   Panel session on "Funding"
   Seminar on "Student Research Projects and Technology"

Thursday August 28th:

9.00 am Plenary organising session.
9.30 am Workshops A - production session
1.30 pm Workshops B - production session
4.00 pm Videotapes and films
   Panel session on "Evaluation"
   Seminar on "The SID Kids"
8.00 pm Drama production

Friday August 29th:

9.00 am Plenary organising session.
9.30 am Meetings of advisors and students separately
11.00 am Final plenary session - where do we go now?

Further details of the program, including rooms and summaries of what could be aimed at in each session will be available on registration.

WORKSHOP SESSIONS A AND B

See information on page 8.

CONTINUED PAGES 7 and 8
Please find enclosed an article on "Cross-Age Tutoring at Richmond Technical College". I'm sorry that I have been so remiss in replying to your requests for material but time is always a problem.

As you are probably aware, the C.A.T. program here was established by Les Mayes in 1976, but Les has been in the United States since the beginning of last year and I have attempted to maintain the program in his absence. (It is my "baby" now as Les has gained a promotion out of the school and won't be returning to RTC.)

In CONNECT 4, you included a reference to Les' case study document in the Bibliography section under Cross-Age Tutoring. I have also included a copy of it for your information. It is well detailed and is very typical of the excellent work that Les puts together.

If you require any further information, don't hesitate to contact me.

David Kidd,
Richmond Technical College,
P.O. Box 250,
Richmond 3121.

The National Workshop will be advertised in the next School Bell coming out (due out) on August 1st.

If you know of any student members of School Councils who would write something for School Bell, I would be delighted. School Bell should be their mag, too. The sort of thing I am thinking of is: "How I see the job - Frustrations/Satisfactions in doing it."

Ruth Hoadley,
VICSSO,
225 Bourke Street,
Melbourne. 3000.

Thank you for the two copies of CONNECT so far received. I wondered whether any students write articles on their own project - I mean the whole thing, conceived of, from beginning to end? (I've not identified them previously, but articles in previous issues by Peter Yordonopulo, Sharon Brown, John Martino, James Milne, Jane Sanderson and Lea Bentley are all from students - RH.)

I had hoped to participate in the Workshop of Youth Participation in Education Projects. Unfortunately, at that time I shall be playing hostess to a party of New Zealand youth workers, who want to visit a number of locations during their 8-day stay in Australia. (I shouldn't say "unfortunately", since I'll undoubtedly be enjoying myself. The only unfortunate thing is that I can't be in two places at once!)

I wonder if you have contact with the students who produce that newspaper EVERGREEN in Geelong? I feel they would benefit from participation in the Workshop - and I think others would like to hear about what they're doing.

I do wish you all the best for the Workshop - it's a mammoth task of organisation, but a fine initiative and one hopes it will have the desired effect of seeing greater youth participation in one area at least where decisions are made about their lives - that of education.

Jackie Ohlin,
Oakleigh. 3166.

Please find enclosed $4 being payment for CONNECT. I saw some copies last week and I thought they were terrific. I hope that we can incorporate some of the ideas into our educational programs.

Liz Amos,
C/o Winlaton Education Centre,
186 Springvale Rd.,
Nunawading 3131.
I have seen a copy of CONNECT 4 whilst here in Adelaide and would like to receive regular copies. My position is that of Community Education Officer and I would find your magazine very helpful....Many thanks for your info. I was at the Burra Community School in South Australia when I came across your publication! I'm looking forward to reading up on your activities. Enclosed is $4 sub.

Jean Roberts,
Community Education Officer,
Blackburn South High School,
Holland Road,
Blackburn South 3130.

Thank you for your letter outlining details of your Workshop. Unfortunately, because of prior commitments, we are unable to attend these sessions.

However, if any interested people would like to come and see our program (which is basically the same as that outlined for last year - see CONNECT 2) they are most welcome to arrange a visit. At present a video-tape is being prepared about this year's program. We also possess a video-tape of last year's proceedings. If these would be of assistance to you in the future, do not hesitate to let us know.

Therese West,
Thomastown Primary School,
167 High Street,
Thomastown 3074.

Thank you for sending me a copy of the newsletter. I enclose a subscription. I also attach some information on self directed learning in the U.S.

I would like to present a paper at the Workshop on "Student Research Projects and Technology". In it I would consider how such technologies as microcomputers, conference telephones and mastery learning could be integrated into student research projects.

I hope to hold a seminar on Experiential Learning. People who are interested could write to me. It will be fairly small scale (perhaps 10 or 20 people), the major emphasis being on the development of a Group 2 subject dealing with student research projects.

Another seminar will be on Futures Research - again could people write to me who are interested. The emphasis will again be on the development of a Group 2 subject dealing with futures research techniques. Specifically I am looking at role plays, case studies, scenario development techniques, delphi, names. I will have returned from the global conference on the future by then. People who are interested in attending could start considering how they would use any of the above techniques to assist students in considering possible, probably and preferable futures.

Andrew Freeman,
46 Twyford Street,
Williamstown 3016.

"ALIVE AND WELL"

THE VERTICAL SCHEME, Sunshine High School, 460 Ballarat Rd., Sunshine 3020.
(James Oakes)

LIVING SKILLS PROJECT, c/o 10 Church St., North Fitzroy 3068 (Les Cameron)

KENTISH TIMES: COMMUNITY-SCHOOL NEWSPAPER, Sheffield School, Sheffield,
Tas. 7306 (Rupert French)

MALLACOOTA SCHOOL RECORDING STUDIO, Mallacoota School, P.O., Mallacoota, 3889.
(David Hawkey)

CROSS-AGE TUTORING, Richmond Technical College, 217-225 Church St., Richmond 3121.
(David Kidd)

"SCARP" (Schools, Community and Radio Project), C/o Central Western Region
Education Office, Mary St., Pennington, Adelaide 5013.
(Tony Easton)
Yinbilliko is a non-denominational, co-educational school catering for children between the ages of 3 and 12. Its educational philosophy may be broadly described as innovative, progressive and child-centred.

Perhaps the most distinctive feature of Yinbilliko is that our children are happy at school; since children spend such a large proportion of their lives in school, this is something worthwhile in itself. But in addition, we believe that happiness at school gives the best possible foundation for the rest of a child’s life.

We aim to foster children’s self-respect, and their respect for others.

The school is free of the mass of regulations about basically unimportant things which are found in many other schools. For example, children can move about freely, they can eat their lunch when they want to, there is no school uniform, they can dress as they please.

We want our children to be confident, considerate and co-operative. The school can best foster such qualities by the example of its teachers and parents and by allowing children to interact freely -- and by freedom we do not mean licence. Our teachers respect children, listen to them when they have something to say and do not embarrass or humiliate them, or act condescendingly. No physical punishment is used.

We believe that school should not be sharply segregated from ordinary life. Many schools impose a high level of discipline in school hours, often with the result that antisocial behaviour bursts out when the artificial restraints of school are absent. Yinbilliko is structured informally and school is made as contiguous as possible with home and community life. Parents are welcome in the school at all times.

In regard to the academic side of school, we believe that the most important thing children can learn at school is the right attitude to learning. Our over-riding aim is to make learning a joyful and rewarding experience. We offer a wide range of activities in which children can satisfy their natural creativity and curiosity and which thus strengthens their creative and critical abilities. We aim to give children experience in stimulating activities, finding out what they want to know rather than training them to be passive recipients of information handed down in an authoritarian or dogmatic way. This makes them more resourceful, adaptable and better able to cope with the learning situations they will meet in later life such as high school and university.

We have found that our children develop basic skills faster when they are helped and encouraged rather than forced. The essence of competence in these areas is understanding, not meaningless mechanical drills. Many schools still value these mechanical drills, partly because they are easily testable. But their main effect on many children is to convince them of their incompetence in the subject or at least to make them hate it.

We adopt an integrated approach to learning and we do not see knowledge as being divided into rigidly compartmentalised subjects.

Yinbilliko encourages co-operation rather than competition. There are no competitive exams. Children progress at their own rate; we reject lock-step advancement according to age. Although children are grouped for various activities, these groupings are flexible and a child or teacher may move from one group to another in the course of the day. The maximum pupil-teacher ratio allowed by our constitution is 25 to 1, but the actual ratio is considerably lower. Specialist part-time teachers are engaged in a variety of areas.

Yinbilliko is a co-operative, owned by its parents. It is run by a council, comprising 8 parent and 2 teacher representatives and the school's Education Advisor, an authority on progressive education.

The school is a member of the Alternative Schools Association of NSW.

Workshop (cont.)

We have arranged two Workshop sessions so that people can work on two different areas. We suggest you go to one that you are already involved in, and the other where you might like to learn about a new project. The Wednesday session will be largely in-put - people talking about what they're doing and how they got started; Thursday will be a "hands-on" training session, either producing a paper or a program, or writing up some form of "how-to-do-it" manual. Please bring examples of projects - advise us if you have films or video-tapes you want shown.
Murals proved a double success

BY PETER WEINIGER

The freshly painted murals on the walls of the Turana Youth Training Centre have achieved more than just brightening a drab institution.

Boys from the centre have worked on the murals for three months under the guidance of artist Geoff Hogg, pictured bottom right.

"We've tried to present an insight into the institution and its history, using Australian imagery to give a positive view of working people," Mr Hogg said.

The images were deliberately chosen to allow the boys — young offenders and wards of the State — to relate to them.

"It was important to establish a clear understanding that the project would demand an intellectual effort from the boys, rather than spoon-feeding them ideas," Mr Hogg said.

The project was initiated and funded by the Arts Access Society, an organisation that promotes art activities for physically and socially handicapped people.

Mr Hogg was sceptical at the start but his fears were unfounded.

"I'm astonished at the effect it's had on the boys who were involved ... on how it has raised their self-esteem and the acknowledgment that's come from their peer group," he said.

"It's proved to be more than just another healthy therapeutic activity. Boys without any previous involvement in art have developed a positive attitude to creative art. They can now express themselves using images they previously were unable to even conceive of."

For some of the boys, involvement may extend beyond the wall. An arts school has already expressed an interest in accepting students from the centre.

YOUTH PARTICIPATION WORKSHOP (cont.)

Workshop areas are:

1. Publications - newspapers, magazines, books, etc.
2. Other media - mainly radio so far, but could involve video, film, etc.
3. Tutoring - cross-age tutoring, peer counselling etc.
4. School Governance - small schools, SRCs, Councils, etc.
5. Cooperatives - food, work, book, etc.
6. School and community - youth participation outside schools etc.
7. Drama - community theatre, street theatre, etc.
8. School-based work - school-work transition, work projects in school etc.

Many people haven't chosen an area in which to work - you'll be asked to do so on registration.

QUERIES

If you have any queries about the Workshop - program, accommodation, travel etc, please phone us:

Day: Paul Larkin: 03.622.312        Roger Holdsworth 03.380.1817/03.380.2102
Evening: Roger Holdsworth 03.489.9052
Catching them young for the board room...

By GEOFF MASLEN

Melbourne schoolchildren are setting up mini-companies as part of a project to learn practical business experience.

Their entrance into the world of corporate management is the brainchild of the American Chamber of Commerce's Young Achievers organisation, and is being carried out in Melbourne under the supervision of several of the country's biggest companies.

In the air-conditioned surrounds of IBM's South Melbourne offices, 22 students from three schools are scheming ways to make a profit. Their company, Team Dynamics, is marketing a wooden pegboard game.

Youthful piece workers from Caulfield High School and Wesley College produce the game, and fledgling typists from the J. H. Boyd Girls' School type up the game's rules. A design team from the three schools works out ways to make a profit from scrap materials.

Six IBM executives are supervising the birth, growth and liquidation of Team Dynamics. They've volunteered to spend one night a week for seven months with the project.

Another school is using the IBM offices to monitor a second mini company producing personalised note paper. Down the road at the BHP headquarters other students have started a company making t-shirts.

Team Dynamics, 15-year-old advertising manager, Adrianna Doumis, said the entire project was running according to schedule.

"We formed our company in April and obtained the working capital by selling 200 $1 shares. If we make a profit, then when the company's wound up, we return the dividend to the shareholders."

The company pays its employees' salaries (the managing director gets $5 a month), and at the end of the programme publishes an annual report and returns dividends to stockholders and going into liquidation.

The students elect a board of directors, the managing director and other executives. They also decide on the firm's name, devise a saleable product, maintain detailed records and map out marketing plans and strategies.

So far Team Dynamics has sold nearly 30 of its games (at $6.99 a time) and is aiming to stimulate further sales by a system of incentives and pep talks at each monthly general meeting.

Mr Garry Wood, one of IBM's volunteers, said both the adults and the students had learnt a great deal about the problems of running a business.

He said it was fascinating to watch how students took on the image a special position suggested: the marketing director had become obsessed with sales figures, the production director wasn't worried by sales but panicked when production fell behind.

PROJECTS:

Most schools offer very traditional curricula to their students. There is a growing need for school curricula to include more relevant courses specially in the Brunswick-O'burra areas, as many of the students are not able to cope with the high rate of unemployment in the area. The schools have to come to grips with their responsibilities to these students. A program has been developed at Moreland High School aiming to cater for students in such circumstances as environment.

Graeme Jane/Rod Maher,
Moreland High School,
The Avenue,
Moreland. 3068.

SCHOOL-WORK PROGRAM

MORELAND HIGH

BACKGROUND

At the start of the 1980 school year, Moreland High School offered a new type of course, a school to work transition program entitled School Work Program (SWP). The course has been developed in response to the needs of students and school-leavers for a course that offers relevance to their existence in today's ever-changing world. Presently 8 people are members in the SWP.

Therefore this course:

a) creates a learning situation that is directly derived from, and dependent upon, an employment environment. That is, the particular skills and knowledge to be learnt are those that are required:

1. in working as a teacher-aide within the school. People are working in the following classes: Maths, Science, Sport, Woodwork, Photography, Discoveries, Typing, Media, Social Science, Pottery, Art, Language Centre, Environmental Science, P.E.
In these classes we help with an assortment of things, ranging from actually sitting with and giving individual instruction to students in the classroom, to going out on excursions (including camps, canoeing and day trips) to help out the teacher.

2. to develop programs that will create new employment opportunities.
   b) eases the pressure of the transition from school to leaving school by giving participants the chance to work within a real workforce e.g. the school;
   c) enhances the relations between the school and the community by participants being productive members within the community they live in.

AIMS

The overall aims of the School Work Program are:

1. to develop initiative and the ability to work independently;
2. to develop practical and academic skills related to employment opportunities;
3. to develop maturity and responsible attitudes;
4. to help students change from the school situation to the work situation, and accept the responsibilities of being a member of the workforce;
5. to expand the employment opportunities available to these students;
6. to make them aware of the responsibilities needed to live within a society and how to participate within that society.

SCHOOL-WORK PROGRAM MEETING

It was decided by the group that we should have a weekly general meeting to keep everyone up-to-date with what's happening, discussing any ideas on job creation, problems that anyone is having and generally keeping things running fairly smoothly.

Anything that the group does, firstly has to be discussed by the general meeting.

JOB CREATION

BRUSEC SCHOOLS SCHOOL-LEAVERS SURVEY

One of the first job-creation ideas that was passed through the School-Work Program meeting was the proposal to update the 1978 BRUSEC (Brunswick Secondary Education Council) school leavers survey. We presented a submission to Family and Community Services for a local initiative grant through BRUSEC for funding to conduct the survey. This submission was successful and we were funded $750. As with most big surveys, it is also necessary to conduct a pilot survey, to find out what sorts of problems one will be confronted with and hopefully find out how to overcome these problems, as well as gaining the experience before doing the big survey. Four people are working on this.

We have just completed the Summary of Findings for the pilot survey that was conducted on school-leavers from Princes Hill High School (in Carlton).

The distribution and collection of the BRUSEC school-leavers survey questionnaire has been completed. At present, we are coding the data for computer processing to enable us to write out a report on our findings. (Copies of this report will be available from the School-Work Program, Moreland High School.)

SCHOOL PHOTOGRAPHS

This project concentrates on getting jobs within the school in the photographic field, such as:

   a) class photographs;
   b) sporting photographs;
   c) some photos for the newspaper ASCOLTA.

Two people are working on this. So far they have completed a full set of photographs on the school football team. At present they are gearing up for the class photographs.
ASCOLTA ADVERTISING

Two people are working on this, trying to obtain advertising for the BRUSEC schools' newspaper ASCOLTA. The need has arisen because ASCOLTA has to become self-sufficient in terms of funds to continue to survive. The last two issues of ASCOLTA have carried approximately $300 worth of advertising. It is hoped that this project will eventually create at least one full-time salaried position.

CATERING FOR STAFF

Three people at the moment are catering for staff lunches once a week. These are sold to the staff and the profit (if any) is paid into a communal fund.

ROYAL MELBOURNE SHOW

The group has submitted a proposal to the committee currently planning the Education Department exhibit at the 1980 Royal Melbourne Show. This submission outlined the ways in which the group could be involved in the planning, building and staffing of the exhibit. We have had one meeting with the planning services branch of the Education Department to plan our involvement with the project.

STEIGLITZ NATIONAL PARKS

Four people are presently working on finalising the idea of doing contract work for the national parks near Steiglitz, doing such things as: restoring the old race-course and cricket ground, building and installing picnic furniture and bar-be-cues and clearing areas for car parks. We have established relations with the Head Ranger of the parks and we have sent a letter to the Regional Director of National Parks in Geelong, outlining our proposal. This submission has been referred to the appropriate Minister and we are waiting for a reply.

All these projects require a certain amount of work, some more that others.

ASSESSMENT OF STUDENTS IN SWP

The assessment will consist of a folder that contains:

1. A 5th or 6th year certificate stating the length of time the student has been in the course and the areas and activities in which they have been involved.
2. Descriptive assessments from the teachers concerning students' personal, social, academic and practical qualities, the depth of understanding that have attained in various areas, and any improvements they may have made.
3. Their own log book in which each student records all his/her activities for each week. This will enable teachers to keep a check on what each student is doing, improvements recorded by students and the student's own evaluation of the program, potential employers to gain an accurate record of what the student has done, allow parents to see what their children are doing.
4. Statements from groups outside the program (employers and other adult contacts) regarding skills students have learnt and any other relevant information.

CONCLUSION

This program provides a model that we believe could and should be developed. There is an urgent need for such a program to develop in Brunswick/Coburg, but it can also be extended/developed on a much broader level. Initially, the program provides short-term answers for the few, but will hopefully lead to long-term answers for many. It could lead to long-term job creation in the services area, not just for youth but for other sectors of the work-force.

E.M.Christoforou
M.J.Snow
Moreland High School
School Work Program.

ASCOLTA

ASCOLTA is a community newspaper produced by schools in the Brunswick-Coburg (Vic.) area. The schools include three high schools and their annexes, one technical and one primary school.
ASCOLTA was established seven years ago and since then it has proved to be successful with students and the local community. It has been an important avenue of communication in establishing a community link with educational and cultural interests and between schools and their social environment.

ASCOLTA is a valuable publication for students to have their work published in and gain much satisfaction by seeing their writing from school printed for an audience.

The students also do the photography, graphics, layout and help decide on the editing format. ASCOLTA is published six times a year and caters for a large bilingual readership. It has a circulation of 4000 copies per edition.

In 1980, ASCOLTA was confronted with financial problems due to increasing costs and curfubs from the Federal Supplementary Grants program. An alternative source for more money was needed if ASCOLTA was to survive.

The School Work Program at Moreland High School began this year aiming to employ students in alternative work within schools. A suggestions was made by the coordinators of the program at the SWP meeting to create an advertising and subscription department to obtain money for ASCOLTA. The group was enthusiastic about the project and two students agreed to pursue the idea (Janine and Sharon Sullivan). However Sharon left the program to take a full-time job. Rhonda Chrisanthou later joined the program and began working on the advertising with Janine). A lot of information was needed and we began research into advertising skills and techniques.

We looked over other newspapers in Melbourne, concentrating on community and local papers, and learnt how to present a professional service in the advertising field.

A report was made to the SWP meeting including a cost benefit analysis which members approved. Then a submission was prepared and submitted to the ASCOLTA Committee which included the following information:

* a draft information card, designed, written and laid out ready to be translated and printed upon acceptance;
* a draft form letter to be sent to prospective advertisers;
* a draft version of advertising rates and the commission details;
* a draft of a code of business ethics that would dictate the type of advertisements sought and accepted. This included a different table of rates for 'community advertisements', and who could be defined as community organisations.

The package was accepted in full by the ASCOLTA Committee.

We then had the information cards translated into five languages (English, Greek, Italian, Turkish and Arabic) and printed. We had our form letters and letterhead paper printed by other members of the SWP.

We then negotiated with the school administration for access to and use of the school order books. Twenty major business suppliers of the school were contacted by phone and copies of ASCOLTA mailed to them. This didn't produce a very good response as a lot of the businesses had spent their advertising money and others did not think that ASCOLTA was big enough to reach their cliental.

We then went and visited local businesses in the Brunswick-Coburg area. This was preferable to talking on the phone as we found it a lot easier to talk to people face-to-face and to explain ASCOLTA that way.

We managed to get a total of 7 advertisements for the first issue, including one 1-page one. After getting the ads, we designed them, laid them out and showed our clients the finished product before they were put into the paper.

The advertising department has been going for two issues now and we are hoping that companies will repeat ads as well as us getting new ads for future issues.

Another way of extending the circulation to the public has been through subscriptions from schools and distributing ASCOLTAs to shops.

The first included getting a list of addresses of all schools in Australia, starting with Victorian schools. A free copy was sent and a letter of introduction had to be written to attract a potential readership from schools as none knew anything about us. The letter also included details of subscription costs.
and a form. All information of mailing lists and records of subscriptions received have been recorded on a computer as we have found this is the most efficient way of handling subscriptions. With the June edition, we sent out approximately 1000 copies all individually rolled and delivered to the Post Office. So far, the response has been fairly consistent and we received one subscription from a school for 75 copies per issue of ASCOLTA for a school project.

We will be mailing out a copy of ASCOLTA to all other schools with each edition, one state at a time.

Secondly, we think that the local community will buy ASCOLTA via newsagents and milk bars. We located these and dropped off a few copies for each shop which agreed to sell them. The shopkeepers receive a percentage of sales and we take back any which are not sold. We keep a record of our distributors, sales and accounts of all costs and receipts. We share the work between us and receive a commission from sales from ASCOLTA.

Whilst working in this department, we've found it's been well worth-while. We've gained work experience in public relations and advertising and we hope we've made a solid base for funding by attracting advertisers and subscribers to employ this service.

Rhonda Chrisanthou
Janine Sullivan

INDUSTRY
FERNTREE GULLY HIGH

The description of the Industry program at Ferntree Gully High School comes in two parts. The first, written by teachers involved in the program, is a brief run down on the background, aims and objectives and community responses. The second part is written by a student involved in the program and is a personal perspective of how she sees it so far. For further information, please drop us a line or call the school.

Bob Shepherd,
Ferntree Gully High School,
Dorset Rd.,
Ferntree Gully, 3156.

1.

Ferntree Gully High School (FTGHS) has, since it started in 1968, always had teams of teachers primarily concerned with one year level. Members of a team may remain with a group of students for some years. In the present Year 11/12 team, most teachers have been with either these Year 11 or Year 12 students for between 3 and 5 years.

Each year level team has the responsibility of formulating the curriculum they consider appropriate for their particular students. In formulating the curriculum, the needs of the individual are considered to be of paramount importance.

Because teachers stay with students for long periods, a close relationship develops between students and teachers. We believe that these close relationships enable the teachers and students to accurately identify that individual's needs.

The team's decision-making power enables the team to develop and implement programs that will satisfy these needs. It is in this context that the Industry program has developed.

Members of the present Year 11/12 team were in separate Year 10 and 11 teams in 1979. Both teams recognised that some students tended to stay on at school because jobs were not available and that some of these students were becoming increasingly dissatisfied with their courses. Some, through inability to cope, others who thought the courses inappropriate to their needs.
We decided to set up a business based on servicing schools. This would involve the manufacture and sales of simple equipment to schools. We expected the bulk of our work to be in this area but we also envisaged the group carrying out jobs around the school. This sort of operation would involve students in a range of activities including manufacture, sales, pricing, quoting on jobs, book-keeping, buying materials and equipment, design and so on.

Our primary aim is to assist the students involved to move out of school into a personally satisfying position in the workforce. We are trying to implement a program that will not only help these students gain employment in the areas that they have chosen, but will also provide them with viable alternatives should their personal goals prove unattainable.

Within the school, we see Industry as a program which will be equally applicable to both boys and girls and offers a real chance to resist the development of sex roles within the group. The integration of Industry into the school program is seen as vital so that students involved maintain the staff and peer group contacts that they have already established.

During Term 1, we have been setting up our workshop; the old school canteen suited our purpose admirably. It is a bit cramped but has plenty of power-points, benches, cupboards and a small area for an office. It is separate from the main school building so kids can come and go after hours and during class without disturbing the multitudes.

Our initial worries of not having enough jobs to keep us occupied were ill-founded. On average, two new jobs are forthcoming each week from the kids, other teachers, other schools or from the community outside the school.

Community reaction to the project has been encouraging. The School Council has engaged us to complete several jobs, e.g. a school sign, fencing and a school directory. The local paper ran a story on the group resulting in extra work for us. Instructors are forthcoming in areas where we have no expertise and they are enthusiastic in their involvement. The local grape-vine has sent a steady stream of people our way to view the program and offer help. Connection with Ferntree Gully Community Centre and Belgrave Citizen's Advice Bureau have been formed in this way.

The kids involved in the program have shown a more positive attitude to school in general. A strong group feeling has been generated and attendance is regular. In classes, other that Industry, teachers have found the kids coping well and enthusiastic. It appears that with the balance of subjects taken, the kids' whole education has been given a lift.

Many of the kids are still actively seeking jobs. All are doing or about to do work experience in areas of their own interest. One student wishes to start up her own leatherwork business utilising some of the tools available e.g. the industrial sewing machine.

Our funds are limited at the moment, but if our submission to T.E.A.C. for assistance is successful, a broadening of the Industry project will be possible to include more students and a greater variety of activities.

2.

INDUSTRY is a group of students at Ferntree Gully High School who are working for themselves. This group consists of 14 students from years 9, 11 and 12. The students are working together and thinking of all different ideas for work. We are making, fixing and building all different useful things, and learning as many different types of jobs as possible. Students' parents are also involved in the Industry group. They are a great help and are giving up their time to help us and teach us things that are very useful to us. Mrs Annandale came in and taught us the techniques of using an industrial sewing machine, which we use often. Mr Inchley came in and taught a group of students how to weld. Harry Greenberg, who is no relation to any of the students, comes in once a fortnight to teach accounting. The helps the students to work out any money matters as we pay our own bills with the money we earn. Mrs Moffat, who is the wife of one of Industry's teachers, comes down quite often to lend a hand. Her van is always available for anyone needing to pick up or deliver something.
The students are involved in many different lines of work. Some of this work has taught the students a lot. Some of the things we never knew about before are: spraypainting, welding, sewing, building and fixing things. A lot of the students have also learnt to use and control power tools. It gives the chance for everyone to try everything. The boys in the group do things that most people would say are girls' jobs like sewing, and the girls in the group now can do spraypainting, sawing and can also now move and use heavy equipment.

Some of the things we have done is: made chicken and duck coops, built our own greenhouse, which they plan to grow plants in to sell. We organised the putting up of the school sign and also repaired the school fence which was quite damaged. We have made weaving looms, batik frames and typing stands which are now being used in our school. We are currently working on the renovation of toddler's chairs which consists of sanding down and undercoating the chairs, then spraypainting the base of the chair and then the recovering of the seats and the backs of the chairs with vinyl. We are also working on new basketball boards and rings for the courts in the school grounds. We are fixing up the form 4's lockers and we are building a plan of the school to be shown in the school grounds. The students have also made shadow boards. These shadow boards help us to keep track of our tools. The work room is very small and at times we find it very difficult for everyone to work at the same time but try hard to manage. Next to the room there is a shelter shed, but we need this for storage.

The students work for twelve periods a week, which is ten hours, and also feel the need to put more time into it so we often work in our own time. Industry is very much like a real business as we are doing the work and the selling and at the end of a certain time we all get an equal share of any money made. The students all have a good relationship with the teachers, who are Bob Shepherd and Andy Moffat.

Colin Hollow comes into Industry at times to lend a hand.

I feel that Industry has taught us a lot and I now feel prepared for the job life. Industry has been really good fun to do and everyone in it enjoys doing it.

Paulene Ward,
INDUSTRY,
Ferntree Gully High,
Dorset Rd.,
Ferntree Gully 3156

CROSS-AGE TUTORING

RICHMOND TECHNICAL COLLEGE

INTRODUCTION

Cross-age tutoring is based on the concept that "children can effectively teach children". The Cross-Age Tutoring Program at Richmond Technical College has demonstrated that it can lift student self-esteem and reveal competence which would normally not be seen. By placing students in the role of "teacher" instead of the more passive "learner" role, it has shown that students can organise and be responsible for their own change. These positive benefits are contained in the following list of broad aims of the program.

AIMS

1. To allow more development of more sense of community within the school by cutting across form levels and by providing a common interest (teaching) in which students at different levels can be involved.
2. To reduce cross-cultural, cross-generational and authority barriers to education.
3. To provide a two-way link with neighbouring secondary and primary schools, thus facilitating the development of mutual understanding and support.
4. To change the climate of the school through its development of the norm of "concern for each other".
5. To enhance the self-esteem of students.
6. To allow students to see a new use for subject matter knowledge and thus assimilate it better and even come to want more of it.
7. To allow the possibility of individualised instruction on a one-to-one tutorial basis.

It is hoped that overall effects of pursuing those aims will be improvement in the level of basic numeracy and literacy skills and development of social awareness.

ORGANISATION

Between 1976 and 1979, a number of different approaches were tried and explorations carried out to test the possibilities of Cross-Age Tutoring. As a result of this work, a program in two main parts is operating in 1980. This allows experimentation and evaluation of the concept to continue.

One part is based in the college and directly related to the numeracy program being developed in Year 7. The other part takes place outside the college in nearby Primary Schools. Both parts are specifically designed to facilitate the aim of involvement with other types of schools.

(i) COLLEGE-BASED TUTORING: We have seen Year 10 and 11 students from Richmond Girls' High School become involved in the Year 7 numeracy program at Richmond Technical College by assisting individual students who are under-achieving in Mathematics. Success with this idea has been very encouraging as it allows an alternative to such ideas as withdrawal, streaming, etc.

(ii) PRIMARY SCHOOL BASED TUTORING: This component involves Year 9 students from Richmond Technical College tutoring at two neighbouring Primary Schools, Richmond Central PS and Richmond North PS. At Central, tutors work with grade 5 and 6 students and at North, with grades 2, 3, 5 and 6. Tutoring is mainly in basic literacy, numeracy and social skills. It is facilitated by offering an elective entitled "Teaching Studies" in the year 9 elective program at Richmond Technical College. So far this year, 24 tutors have been involved in the program.

SOME OTHER DEVELOPMENTS

1. A videotape of the tutoring program has been made and photographs taken. These have been used to help explain the program.
2. The bilingual facility possessed by some tutors is often utilised in tutoring.

EVALUATION

There is on-going evaluation of the program. Testing is carried out in a pre and post pattern where-ever possible. Control groups are established when it is practical to do so. Objective evaluation is focussed on the following three areas:

1. Self Esteem: A selection of tests are used to ascertain changes in self-esteem level, as a result of tutoring.
2. Numeracy Skills: A selection of tests are used to ascertain improvement in understanding of basic numeracy skills, as a result of tutoring.
3. Literacy Skills: A selection of tests are used to ascertain improvement in understanding of basic literacy skills as a result of tutoring.

Subjective evaluation is carried on throughout the program. Tutors keep diaries and are involved in group discussion. Supervising teachers are requested to give periodic verbal and written reports on tutor progress. Close communication is maintained with all people involved in the program.

FUNDING

The program has been fortunate enough to receive funding from the Richmond Regional Committee of the Supplementary Grants Committee. This finance is used to develop the program and to investigate all the possibilities that it offers.

POINTS OF SETTING UP A PROGRAM

The following points, based on experience from the program so far, may be helpful to anyone wishing to begin a Cross-Age Tutoring program:
1. A receptive and supportive administrative climate is essential.
2. The program should be closely organised and kept on a relatively small scale.
3. It is best for the program to be set up to provide individualised help to students in need, as a supplement to their normal group instruction. (In a structured situation it is very difficult for a program to exist separately.)
4. Tutoring situations should be structured in terms of a clearly specified task, time, material and procedures.
5. Teachers should always be supportive. The tutor as well as the tutee needs sustained and continuous direction and encouragement.
6. Although tutors do not need elaborate training, they do need clear directions and a model of appropriate behaviours.
7. Both tutors and tutees need feedback and corrections and both need clearly perceived learning gains.
8. Tutors need some opportunity to make a choice of materials or games and even the possibility of creating or reinterpreting learning materials.

CONCLUSION

An underlying purpose of this program is to provide an alternative medium for the development of basic literacy, numeracy and social skills. Often our existing traditional methods in these critical areas "turn off" the students most in need, particularly when the methods may deflate self-esteem. By placing strong emphasis on the raising of self-esteem it is hoped to lift motivation and achievement.

Co-ordination and development of the program will be varied according to tutor response as the year progresses, if necessary.

USEFUL REFERENCES


David Kidd,
Richmond Technical College,
PO Box 250, Richmond 3121.

PRINCES HILL HIGH [3]

In the last issue of CONNECT, we continued a report on the cross-age tutoring program at Princes Hill High School. This is taken from an M.Ed. thesis by Bob Semmens, and the last extract mainly covered dealing with tutor-training and with problems in tutoring at the high school.

Similar problems did not occur when the programme was extended to the primary school, indicating that:

1. The age differential at the high school was too narrow (2 years). It would appear that the form 1 tutees did not regard their form 3 tutors as being old enough to command "respect". Perceived more as peers instead of seniors, the tutors were unable to bridge a credibility gap - the attitude that it is o.k. to receive assistance from older people because that's what they're there for; but it is not o.k. to receive assistance from young people, little older than yourself, because the 'whole world' would belittle your worth - you must be dumb if it only takes a form 3 kid to teach you!

2. The tutees at the primary school did not behave so defensively. The openness that accompanies this stage of development allowed them (the tutees) to react honestly to the presence of the tutors who were perceived as "oldies" and who were generally regarded with warmth, affection and wonder. I believe that the essential element that was lacking at the high school, was the tutor's perception that the tutors regarded them with "wonder" - not so much warmth and affection, because these responses can be just as frightening as they are confidence building - but to be regarded with a sense of wonder, can do "wonders" for one's self-esteem.
3. I believe that the staff at the primary school contributed to the tutors' perception of themselves as "wonderful". They were prepared (or, at least, had the time) to chat with them (tutors) casually and guide they work in the classroom by regularly discussing aspects of teaching and learning appropriate to that class. Much of this discussion (both formal and informal) was conducted in "free time" (e.g. after a lesson or during a formal break in the school timetable), and there was no doubt that the tutors were impressed by this amount of attention (including tea and cakes in the staffroom). One suspects that a similar atmosphere did not occur at the high school and that this was a function of school size - the larger the school organisation, the greater the "need" to "rationalise" and create committees, etc. On the other hand, the atmosphere at the primary school was quite "homely".

PROBLEMS OF THE TUTORS AT THE HIGH SCHOOL - AS SEEN BY THE COORDINATOR

Some typical early problems discussed in evaluation sessions are given below. Later experiences were more amicable and having established themselves at the high school, the tutors were enthusiastic about their opportunity to help at the primary school.

1. Coordinator: Does anyone want to start?
   David: Yeah! What do you do, you know, if someone is kinda cheeky to you? (A chorus of "Yeah" from the rest of the group.)
   I was looking at her work and she turns round and goes "You pervert!!" (Laughter)
   Coordinator: And were you perving, David?
   David: I suppose so, but you're supposed to do that! (A discussion on the role of tutor and use of discretion followed.)

2. Coordinator: Go on ...
   John: Oh! I was going to say that when the teacher (receiving teacher) comes up and sits next to 'em, the kid (tutee) you know, he talks to 'em. They (the tutees) don't worry all that much. Why is it different with us but? (He continues:)
   Sir, ah, there was this kid, right, and I was looking at her work, and she had an answer, right, and I didn't think it was right, and I asked her whether, you know, she thought it was right, you know. She goes "Oh, yeah, the teacher told me it was right!", you know, and I walked up and looked at some other answers and they had an answer that I thought was right, you know, and I didn't know whether to go back and tell her to change it.

3. Mark: They (the tutees) haven't got used to the idea that we can help them just as much, well, not just as much but almost as much as the teacher can. They ask the teacher, but none of them ever asks us.

4. Mark: The (the tutees) were sort of tense and tight when we were there.

5. Danielle: I noticed that as soon as the class started ...... (receiving teacher) said, "Right, everyone listen now - we've got (this, that and the other) and if you don't listen you'll stay in at recess." It was threatening straight away. And when one girl was made to sit next to a guy, she threatened the teacher back. She said she wouldn't come to school any more. She was just showing off.

STUDENT COMMENTS

The project seems to have been most concerned about the involvement of the tutors. The re-test scores of the tutees suggests that greater emphasis could have been placed on the ideas and feelings of the tutees. The coordinator's report mentions the initial rejection of tutors by some tutees and teachers did
intervene to establish more amicable matching. However, there is no record of
tutee comments available. This is also the case with the primary school.

It is quite clear by now that the tutors took their role seriously and were
enthusiastic about their task.

At a meeting that I had with 9R at the conclusion of the project, there was a
difference in response between the tutors and those who had received remedial
assistance from Melbourne State College teachers. The tutors all wanted to par-
ticipate again next year, especially at the primary school where "you feel more
part of a classroom family than you do at the high school - classes and teachers
move around too much here (at the high school) and it's hard to get to know
people very well."

The response of the other group was more mixed. Some complained that they
were not consulted at any time about anything:

"Some of us wanted to be tutors, but we had no choice"; and "he thought I was
interested in aeroplanes. He never asked me what I wanted to read"; and "she
kept asking me personal questions that had nothing to do with reading".

The girl who was happiest with her helper is a very bright girl who was given
"interesting (i.e. imaginative adult novel) things to read and do" (i.e. write
poetry).

The similarity between the generally passive role of the 9R remediation students
and the Year 7 tutees is in contrast to the tutor's perception of actively learning
through helping, especially with much younger children.

**Resources:**

**JOURNALISM**

We have information for a journalism course from GABFEST from Casino, NSW.
This includes:

- Statement of Editorial Policy, Functions and Responsibilities of the Press
- Press Ownership Analysis
- NSW Country Press Association: Code of Ethics
- AJA Code of Ethics
- The Canons of Journalism: American Society of Newspaper Editors (1923)
- Printing: History and Methods
- Balance and Bias
- The Journalist's Alphabet

Other information in the same area is available from Sandra Shively at Korum-
burra High School, Victoria.

**TUTORING**

**N.C.R.Y.**

The following material is from the National Commission on Resources for
Youth, Inc., 36 W. 44th St., New York, N.Y. 10036, USA and are held by CONNECT.
We'll have them available for perusal at the Workshop:

LEARNING AND GROWING THROUGH TUTORING: Bruce Dollar.
FOR THE TUTOR: A Tutor's Grab Bag.
YOU'RE THE TUTOR
WHAT KIDS CAN DO (Including "40 Projects By Groups Of Kids.")
IDEAS

We've been asked several times for the address of IDEAS, and this is reprinted from CONNECT 1:

IDEAS, Inc., Magnolia Star Route, Nederland, Colorado 80466 USA.

NYCA

NATIONAL YOUTH COUNCIL OF AUSTRALIA

Contact people for NYCA are:

NSW: Chris Sidoti, 14 Uralba Ave., Caringbah 2229
VIC: Kerryn Amery, 2/46 Brougham St., Kew 3101
QLD: Denise Reghenzani, PO Box 151, Spring Hill 4001
TAS: Rob Dobson, GPO Box 3580, Hobart 7001
SA: Helen Zielonka, 33 Wakefield St., Adelaide 5000
WA: Mark Smith, GPO Box E219, Perth 6001
ACT: Peter Le Cornu, 54 Dumas St., Dickson 2602
NT: Mark Lawrence, 4 Baldwin Rd., Blackburn 3130 Vic.

YPF

YOUNG PEOPLES' FORUM

This forum is meeting over the week-end of August 16-17 - probably this newsletter will be out too late to advertise this. Contact people are:

Pam Moore, 38 Palmerston Street, Carlton 3053
Julie Dugdale, 11/16 Cromwell Rd., South Yarra 3141
David Epstein, PO Box 5, Geelong 3220
Peter Docherty, 28 Hindmarsh St., Dimboola 3414
Megan Hayes, 59 Thunder St., Bendigo 3550
Simon Dawes, PO Box 201, Swan Hill 3585
Danny Seymour, 56 Wratatah Vay, Wodonga 3690
Graeme Lazarus, 8 Buckley St., Morwell 3840

LEARNING FOR REAL

The Disadvantaged Schools Program of the Australian Schools Commission is publishing a number of discussion papers. Number 4, 1980 is "Learning for Real in the Secondary School" by John Docker, and it contains a description of a program at Bridgewater High School, Bridgewater, Tasmania 7401 in which students built a house. Ref: ISBN 0 642 90383 2. A book is being published on the project.

NEXT ISSUES

Very simply - next issue will be papers/reports/etc from the Workshop. Don't miss it.

After that, I'd like to run a section called GETTING STARTED, and ask you to write accounts for CONNECT of how your project started - what problems did you have; how did you overcome them; what words of advice do you have?
Money Money MONEY!

Following the impassioned pleas in the last issue of CONNECT, the subscriptions came flooding in. We've now paid off issue 3, and have only issue 4 and this issue to go! The mailing list has also increased - you might be interested in the following analysis:

<table>
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<th>Subscribers</th>
<th>Unpaid</th>
<th>Exchange etc.</th>
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A number of the unpaid people are new with this mailing BUT many have received several copies of CONNECT in silence. Be warned - this is the very last issue if you have not responded. And the next one promises to be the best yet! This issue is also being mailed to a number of extra people who have registered for the Workshop, so that approximately 370 copies will be sent out.

BACK ISSUE INDEX

The following is a cumulative index of articles in CONNECT 1 to 5:

REGULAR: Your Comments
National Conference
Publication Project list

GENERAL: Youth Tutoring Youth 1
Why Youth Participation? 3
Principles for Participation 3
Finances of CONNECT 4, 5
Touchstones 4

RESOURCES: Hands On 1
N.C.R.Y. 1, 5
Secondary Teacher 1
Videotape - Ascolta 1
You and Aunt Arie 1
IDEAS, Inc 1, 5
US Trip Report - Ascolta 1
Registration 2
ISSN 2
Identification 2
MIA/Learning Exchange 3
Publication materials 4
Self-esteem tests 4
Conference forms 4
Journalism materials 5
NYCA/YPF 5
Learning For Real 5

PROJECTS:
Publication: Ascolta 1
KHS Flypaper 2
The Otway Light 1
The Golden Shaft 2, 3
Bludgers 2
Brunswick: A Long Way 3
Spotlight 4
Radio: 2 WEB-FM 3
5 MMM-FM 4

Tutoring: Thomastown Primary 2
Brunswick East High 2
Princes Hill High 2, 4, 5
Sunshine High 3
Lalor Park Primary 3
Ballam Park Tech 3
Baltara 4
Richmond Tech College 5

Governance: Sunshine High 3
Falcon St Alternative 3
Swinburne Community 3
Bowden Brompton 3
Lynall Hall 3
STC Group 3
Mt Barker High 4
Yinbilliko 5

Work: Moreland High - SWP 5
Ferntree Gully High - Industry 5

NB: We have run out of back issues but will photocopy - costs overleaf. But that takes a little time! Copies at the Workshop.
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 2 $1.50
- CONNECT 3 $2.00
- ASCOLTA Vol 7 No 1, 2 $1.00 each
- CONNECT 4 $2.00

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